



## FINAL PROGRAMME NARRATIVE REPORT

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## **FINAL PROGRAMME REPORT**

### **I. PURPOSE**

#### **a. Provide a brief introduction to the programme/ project**

This project was designed to develop a highly effective, relevant and quality TVET system in Iraq. The TVET stakeholders will be capacitated to deliver flexible and demand-driven training programs that meet the needs of industry and the labor market.

The main goal of this project is to support the rehabilitation and modernisation of the Technical and Vocational Education and Training Sector in Iraq by re-orienting and improving the (TVET) system so that it prepares young people effectively for wage and self-employment in the industrial, construction and service sectors of the economy. In order to achieve the overall goal, the programme has three objectives:

- 1- Establish a National Technical and Vocational Education and Training Policy Framework
- 2- Vocational and Technical skills provision enhanced in all TVET public structures.
- 3- MoE, FTE and MoLSA TVET equipment improved and modernized.

#### **b. Provide a list of the main outputs and outcomes of the programme as per the approved programmatic document**

##### Refers to Objective 1:

1.1. A TVET Policy Framework document prepared, endorsed by TVET ministries and stakeholders and functional, comprising (Ministry of Education, Ministry of Higher Education and Scientific Research / Foundation of Technical Education and Ministry of Labour and Social Affairs) for guiding TVET reform and streamlining of the Technical and Vocational Education and Training sector in light of labour market requirements.

1.2. Organizational reform plans developed and adopted for individual TVET schools, institutes, colleges and training centers to facilitate the implementation of the changes in the TVET system

1.3. A TVET Program Review and Renewal Plan developed.

1.4. The national labor market and training needs information system strengthened. (ILO part).

##### Refers to Objective 2:

2.1. A short-cycle modular training “Skills for Work” programme implemented, consisting of modular training in selected vocational skills that are in high demand in the labour market, in order to achieve quick impact in terms of youth employment and self-employment.

2.2. Entrepreneurial skills integrated and delivered in the TVET stakeholders programs.

2.3. Three Contract Training Centres (CTC’s) established as pilot Business Units within the Foundation of Technical Education (FTE) in order to capture industries’ needs through: a) Industry needs assessments b) Short- and long-term training plans for businesses & companies. C) Certification of training modules, etc.

2.4. An Apprenticeship Vocational System for 6 selected disciplines at 6 pilot schools introduced in order to demonstrate best practice-based approaches.

2.5. Quality and relevance of vocational and technical programmes upgraded in pilot MOE schools, FTE/ MOHESR colleges and MoLSA centres.

Refers to Objective 3:

3.1. TVET equipment and ICT infrastructure improved through procurement of workshop equipment and computer labs.

**c. Explain how the Programme relates to the Strategic (UN) Planning Framework guiding the operations of the Fund.**

This project aims at supporting the rehabilitation and modernisation of the TVET Sector in Iraq by re-orienting and improving the (TVET) system so that it prepares young people effectively for wage and self-employment in the industrial, construction and service sectors of the economy.

This program mainstreams with the UN Assistance Strategy outcomes in line with following education cluster outcomes;

1) To enhance access to all levels of education i.e. Early Childhood, Primary, Secondary (including Intermediate, Preparatory, and Vocational) and Tertiary levels, with special reference to disparity reduction (gender, geographic, ethnic, socio-cultural, economic and other disparities), resulting to increase enrolment rates in secondary level from the current level of 42% to 50% with a focus on girls.

2) To improve rates of retention, completion and participation at all levels of education.

3) To improve learning outcomes at all levels of education UNESCO endeavours to meet the Millennium development Goals encompassed in MDG4 to MDG7 through developing global partnership for development and promoting gender equality and women empowerment.(MDG 4 through 7 are irrelevant to this project).

4) MDG 1 Target 1, MDG 8 Target 16 & 18, MDG 3 Target 4: The project will aim at reducing poverty by providing access to education that will lead to employment opportunities and income generation (MDG1 T1) including widening employment opportunities to youth (MDG 8 T16) and ensure access to skills in new technologies in partnership with private sector (MDG 8 T18).

**d. Primary implementing partners and stakeholders including key beneficiaries**

1. Ministry of Higher Education and Scientific Research (MOHESR)/ Foundation of Technical Education (FTE)

2. Ministry of Education (MOE)/ Vocational Education

3. Ministry of Labour and Social Affairs (MoLSA)/ Vocational Training

## II. ASSESSMENT OF PROGRAMME/ PROJECT RESULTS

### a. Report on the key outputs achieved and explain any variance in achieved versus planned results.

#### 1- Establish a National Technical and Vocational Education and Training Policy Framework:

In order to insure a holistic approach to the development of TVET sector with policy direction being provided primarily by the employer community, a new Governance Model and an Action Plan for the TVET sector in Iraq was developed and Iraqi experts from MOE, FTE and MOLSA as well as other participants from each partner ministries were trained on developing and designing the Model.

An organizational structure and work plan for the Governance Model was developed together with a draft law that would empower implementation procedures, this will eventually support to have quality assurance and a labour market information system that supports the decision making processes for TVET System, and increased access and participation in Technical Vocational Education schools, institutions and centres.

This draft legislation was presented to the Cabinet for discussion and support; recommendations were made by the Cabinet to postpone establishment of the National Body for TVET sector and instead establish a Permanent Higher Committee headed by the Deputy Head of the Panel of Advisors and membership of the president of FTE, DG of VE Department, DG Labour and Vocational Training Department in MOLSA along with heads of Business and Industry Unions in Iraq to adopt policies and coordinate among the three ministries and regulate relationships with the sectors of trade and industry.

#### 2- Vocational and Technical skills provision enhanced in all TVET public structures:

Technical and institutional capacity building activities, including mechanisms and techniques for designing a TVET Policy that meets industry needs, were implemented in order to strengthen the national capacity of TVET sector management. More than 350 TVET national experts participated in capacity building activities in different TVET subjects, involving a wide range of TVET stakeholders from MOE, FTE and MOLSA in governance, programming, and planning and policy development.

Training on the concept of Quality Assurance and Relevance for staff members of the three TVET providers was achieved through cooperation with European Training Foundation (ETF), this led to strengthen the relationship among TVET providers from MOE, FTE and MOLSA ministries to better guiding TVET reform and streamlining of the Technical and Vocational Education and Training sector responsive and flexible of labour market requirements.

An Apprenticeship programme for Iraq was designed by representatives of Vocational Education Department and Production Sectors at MoE. Three Apprentice Trades were selected one targeting females (carpentry, printing and textile) for which occupational analysis and standards were set, approval from MOE obtained and curricula and training and skill tests material developed. School principals, teachers and employers were trained on joint management of apprenticeship programs and an Apprenticeship Guide was designed for

MOE; textbooks and workbooks for level one in all three selected disciplines were written by Iraqi experts, assisted by the lead expert.

### **3- MoE, FTE and MoLSA TVET equipment improved and modernized:**

32 vocational training workshops of vocational schools, institutes and colleges were rehabilitated and equipped with modern TVET equipment. With the workshops operating under the management of the training providers, students will develop better knowledge of vocational training in occupational areas requiring technical and professional competencies and specific occupational skills, with the modern equipment that meets the requirement of the labour market and enhance employability of the graduates.

- b. Report on how achieved outputs have contributed to the achievement of the outcomes and explain any variance in actual versus planned contributions to the outcomes. Highlight any institutional and/ or behavioural changes amongst beneficiaries at the outcome level.**

#### 1- Objective1: Establish a National Technical and Vocational Education and Training Policy Framework

Output 1.1: A TVET Policy Framework document prepared, endorsed by TVET ministries and stakeholders and functional, comprising (Ministry of Education, Ministry of Higher Education and Scientific Research / Foundation of Technical Education and Ministry of Labour and Social Affairs) for guiding TVET reform and streamlining of the Technical and Vocational Education and Training sector in light of labour market requirements.

A Governance Model for TVET sector in Iraq was designed, with support of international consultants, to ensure coordination and consistency of policies of the sector. This was achieved in three phases.

##### Phase One: Amman- 13- 17 July 2008

The current situation of TVET in Iraq was analyzed and presented by the participants. Then, reform elements and legal frameworks essential for TVET governance model were presented and TVET systems in Jordan and France were used as examples of modern TVET trends.

Case studies were conducted on TVET challenges and reforms in Jordan, Lebanon, Egypt and Tunisia.

An assessment of the needs and data requirements for developing a Governance Model for Iraq were identified and tasks were given to all participants to complete within a timeframe and according to a specific action plan.

##### Phase Two: Amman- 26 Oct. – 2 Nov. 2008

A template of a Strategy and Policy Framework Paper, including the 4 components relating to the Governance - Organization, Quality Assurance and Performance Assessment Frameworks- was compiled using data from the four reports of the work groups that had been assigned in phase one. This template is to be further elaborated through the expected discussions that will take place in Iraq before the third phase.

##### Phase Three: 1- 5 March 2009

A Strategy and Policy Framework Paper was presented by the participants to international experts and UNESCO officials during the third workshop. The paper include annexes on: 1- Draft Law for

the establishment of a Governing body for TVET 2- Performance Indicators for all TVET establishments in Iraq 3- Quality Indicators for TVET establishments in Iraq 4- An action plan for implementing the Governance Model in Iraq.

Output1.2: Organizational reform plans developed and adopted for individual TVET schools, institutes, colleges and training centres to facilitate the implementation of the changes in the TVET system

ILO organized a training workshop, for 20 managers on the new trends and techniques of managing vocational training centres; a team of VTC managers was created to work on restructuring the VTC programme and structure. The team worked with the support of the project consultant and prepared the key dimensions of the restructuring process. A workshop held in March to identify the priorities for restructuring. (More details needed from ILO)

Output1.3: A TVET Program Review and Renewal Plan developed.

A Framework for Review and Renewal and a Manual for Policies and Procedures were developed for the TVET System in Iraq.

A workshop was conducted during 19-23 July 2009 for 18 participants from FTE and MOE/ Vocational Education department in cooperation with Integrated Development Enterprise Associates (IDEA) to assist senior staff on developing mechanisms and techniques for designing a Program Review and Renewal Framework, Policies and Procedures across the system.

2- Objective 2: Vocational and Technical skills provision enhanced in all TVET public structures.

Output 2.1: A short-cycle modular training “Skills for Work” programme implemented, consisting of modular training in selected vocational skills that are in high demand in the labour market, in order to achieve quick impact in terms of youth employment and self-employment.

- A strategy and implementation plan for designing and producing 10 Modular Employment Oriented Curricula Developers prepared.
- A training program for the curricula developers has been prepared.
- A manual on curricula design (Competency Based Training) was prepared by the CTA of the project thirty three training regulation booklets were prepared by 66 curricula designers trained for thirty three occupations selected in coordination with the Iraqi employers.

Output2.2: Entrepreneurial skills integrated and delivered in the TVET stakeholders programs.

- A plan for the adaptation of the ILO/ KAB ((Know about Business) manual prepared.
- Training program for the KAB TOT in MOLSA prepared.
- Training program for the KAB TOT in the MOE and FTE developed.
- A workshop to review the impact of the KAB-Know About Business-programme was held in Amman. The three stakeholders highly appreciate the positive impact of the KAB on the students/trainees attitude toward the self employment. Eight workshops organised inside Iraq for 123 new KAB trainers from the three stakeholders and Kurdistan.105 TVET institutions started the KAB training in 2009 (74 vocational education schools,16 technical colleges and institutes and 15 vocational training centers

Output 2.3: Three Contract Training Centres (CTC’s) established as pilot Business Units within the Foundation of Technical Education (FTE) in order to capture industries’ needs through: a) Industry needs assessments b) Short- and long-term training plans for businesses & companies. C) Certification of training modules, etc.

Three pilot Business Units (CTCs) was established and are running in the three Technical Colleges in Baghdad, Basra and Mosul as an outcome of the activity implemented by UNESCO and with the cooperation of the Canadian International Development Association in which the Iraqi’s were trained on: 1. concept of Contract Training Centers was introduced to FTE 2. Concept of the creation of an

entrepreneurial, industry-focused culture within the colleges was promoted, 3. Development and support of an enhanced relationship between the colleges, business and industry, and other TVET providers as partners in economic development was facilitated.

A Study Tour to Algonquin Technical College in Canada was included in the activity to provide an opportunity for 5 FTE officials, and deans of the Contract Training Centers, to see such centers in full operation.

Output 2.4: An Apprenticeship Vocational System for 6 selected disciplines at 6 pilot schools introduced in order to demonstrate best practice-based approaches.

Through a series of workshops conducted by UNESCO and Consultants in the field of Vocational Education the following was achieved:

- 1- The concept of Apprenticeship Vocational System was introduced to MOE Vocational Education Department.
- 2- An Apprenticeship programme for Iraq was designed by representatives of Vocational Education Department and Production Sectors.
- 3- Three Apprentice Trades were selected one targeting females (carpentry, printing and textile) for which occupational analysis and standards were set. Final approval from MOE was obtained.  
Curricula and training and skill tests material were developed for the selected trades.
- 4- An apprenticeship contract, a wage setting criteria, progress records and logbooks were designed. MOE endorsed all material.
- 5- School principals, teachers and employers were trained on joint management of apprenticeship programs.
- 6- An Apprenticeship Guide was designed for MOE in starting a successful apprenticeship program within the Iraqi context.
- 7- Textbooks and workbooks for level one in all three selected disciplines were written by Iraqi experts, assisted by the lead expert and approved by UNESCO. Books will be printed by MOE.

Output 3.1: TVET equipment and ICT infrastructure improved through procurement of workshop equipment and computer labs.

The following procurement has been made by UNESCO:

MOE:

- |                     |            |                                       |
|---------------------|------------|---------------------------------------|
| 1- Electronics      | 1 workshop | Delivered to MOE warehouses           |
| 2- Mechanics        | 1 workshop | Delivered to MOE warehouses           |
| 3- Sewing           | 1 workshop | Delivered to MOE warehouses           |
| 4- Ceramics         | 1 workshop | Contract signed- 90 days for delivery |
| 5- Air-conditioning | 1 workshop | under technical evaluation            |

FTE:

- |                             |             |                                       |
|-----------------------------|-------------|---------------------------------------|
| 1- Biological Equipment     | 1 workshop  | Delivered to Musayab Institute        |
| 2- Dental & Tooth Equipment | 1 workshop  | Contract signed- 90 days for delivery |
| 3- CNC & Mechatronics       | 4 workshops | Completed Technical Evaluation        |

4- Communications & Electronics	1 workshop	Completed Technical Evaluation
5- Power & Electrical Machines	1 workshop	Completed Technical Evaluation
6- Pumps & Agriculture	1 workshop	Technical Evaluation
7- Surveying-Civil Engineering	1 workshop	Technical Evaluation
8- Mechanics	4 workshops	Technical Evaluation

**c. Explain the overall contribution of the programme to the Strategy Planning Framework or other strategic documents as relevant, e.g.: MDGs, National Priorities, UNDAF outcomes, etc**

- The project throughout the capacity building activities of teachers and trainers (new modern teaching methodologies, updated modern workshops..etc), effectively mainstreams the UN Assistance Strategy outcomes for education to enhance learning and prepare young students of TVET graduates effectively for wage and self-employment for the labour market, which contribute to the service sectors of the economy.
- The project contributed to the reduction of poverty by providing access to quality of education and training that will lead to employment opportunities and income generation in line with (MDG1 T1), including widening employment opportunities to youth (MDG 8 T16) and ensuring access to skills in new technologies in partnership with the private sector (MDG 8 T18).

**d. Explain the contribution of key partnerships and collaborations, and explain how such relationships impact on the achievement of results.**

UNESCO, ILO and UN-HABITAT are in partnership for the implementation of this program; each UN-Agency was directly accountable and responsible for the implementation of the Agency- related activities under this program with the specified budget for each UN-Agency.

A joint UN-management team was formulated (composed of UNESCO, UN-HABITAT and ILO) to coordinate the reporting and the implementation of the activities of the program. UNESCO was seeking also the advice and ensures collaboration of FAO regarding agriculture vocational discipline at MOE, whenever appropriate.

UNESCO's extensive network of TVET specialists was advantageous for capacity building activities; the involvement in the project of such organizations as the European Training Foundation and the Canadian International Development Agency assisted in developing linkages for the Iraqi TVET community to broaden its contacts and cooperation with the regional and international TVET community, an integral part of capacity development.

**e. Who have been the primary beneficiaries and how they were engaged in the programme/ project implementation?**

### Direct Beneficiaries

The immediate target beneficiaries include senior staff, teachers and trainers at MOE, FTE/MOHESR, MoLSA and TVET planners, administrators, managers, practitioners, and facilitators at all levels ( approximately around 500 staff members and more importantly, the students (between 4000 and 5000) will benefit from the improved quality of teachers and trainers; this will directly improve their skills and increase their employability.

Key policy decision-makers, trainers, employers and Industry leaders (around 100 persons) actively involved in designing and implementing, monitoring and evaluation of TVET programmes also benefit from the programme.

### Indirect Beneficiaries

Ultimately it is expected that the unemployed and the graduates from the TVET system will benefit from this project through the improved provisions of innovative and integrated programmes/projects on potentials for skills acquisition and improvement relevant to labour market needs with income-generation. Employment creation that the program will create during the lifetime of implementation will contribute to poverty reduction.

### **f. Highlight the contribution of the programme on cross-cutting issues pertinent to the results being reported.**

#### Security:

Because of security situation inside Iraq, most of management and training activities are planned to be implemented out of the country due to the availability of trainers and expertise outside Iraq. In order to minimize the risk and maximize the effectiveness, capacity building activities and coordination meetings were done out of the country with agreement with MoE/FTE and MoLSA. UNESCO maintained a strong liaison with monitors in Baghdad to ensure smooth implementation.

#### Gender:

The project encouraged increased gender sensitivity to and in vocational training management and delivery. Within the project itself, particular project outputs catered for the needs of females and were designed to increase their participation.

UNESCO has continually advocated for encouraging partner ministries for better participation of females in majority of conducted capacity building training programs aiming at equal opportunities for females.

In addition, the piloted apprenticeship system in disciplines emphasized apprentice trades for females such as textile design and printing trades ensuring empowerment of females. The procured/ delivered TVET equipment for MOE comprised sewing and ceramics workshops benefitted female engagement in the local labour market.

#### Human Rights:

The project addresses the fundamental human right of access to education. The project supports quality and equal education for all to avoid discrimination based on race, religion, origin, or geographical areas.

#### Employment:

The main objective of this project is to enhance the capacities and skills of TVET students in order to equip them with quality education which enables them have marketable and applicable skills. Technical and vocational education as preparation for an occupational field provides the foundation

for productive and satisfying career. The project will contribute to alleviate poverty by helping youth enter the labour market with skills. The project will have an impact on enhancing the long term potentials and options for students to select their career path in a way that matches their own capacities.

Environment:

The project does not have a direct impact to environment. Nevertheless, environmental concerns were discussed with FTE/MOHESR/MOLSA and MOE with regards to workshops that might produce some materials that need special attention. Recycling of remaining material was also discussed in order to achieve best use of product with minimum harm to environment.

- g. Has the funding provided by the MDTF/JP to the programme been catalytic in attracting funding or other resources from other donors?**  
No.
- h. Provide an assessment of the programme/ project based on performance indicators as per approved project document using the template in Section IV, if applicable.**

### III. EVALUATION & LESSONS LEARNED

- a. Report on any assessments, evaluations or studies undertaken relating to the programme and how they were used during implementation. Has there been a final project evaluation and what are the key findings? Provide reasons if no evaluation of the programme have been done yet?**

A joint external evaluation (involving UNESCO, ILO and UN-HABITAT) was undertaken and will be submitted to UNESCO Iraq office in April 2012

**Explain, if relevant, challenges such as delays in programme implementation, and the nature of the constraints such as management arrangements, human resources, as well as the actions taken to mitigate, and how such challenges and/or actions impacted on the overall achievement of results.**

1. Given the prevailing security and political conditions in Iraq, all projects/programmes faced a challenge to implement projects within the time frame planned.
2. The integrated management of the TVET Sector, whose aim is to imbue a holistic/common approach to TVET Sector Strategy among all stakeholders, is a long-term challenge by nature and it is very difficult to reach political agreement under the current circumstances. While the Governance model developed in this project followed a process of full participation and coordination with Iraqi experts from MOE, FTE and MOLSA, the Iraqi cabinet did not feel that the sub-sector is ready to establish an Authority for the TVET sector. This will be considered in later stages, for the current political situation renders such agreement on a comprehensive agreement elusive in the immediate future. For the moment, policy will be directed by the permanent Higher Committee for TVET newly established by the Council of Ministers, chaired by the Vice President of the Prime Minister's Advisors Group. The Higher Committee will adopt appropriate mechanisms for the coordination among the three ministries concerned with the TVET Sector and organize its relationship with the private sector.

3. Most of activities were implemented out of the country due to the availability of trainers and expertise; this is directly related to the prevailing security situation that restricted the movement of the international consultants inside Iraq. The situation also made it difficult to launch the full-fledged scale local training to disseminate the information and knowledge targeting a wider range of staff member of the three ministries involved.
4. Most equipment provided by this project was delayed in delivery. For instance, frequent delays were experienced due to the delay in receiving tax exemption letters from MOE, MOLSA, and MOHESR which led to the delay of entering the equipment through borders which resulted in extra costs for demurrage fee.
5. Ministries in Iraq are often delayed in responding to day to day implementation requirements (late replies on general matters, delays in approvals...etc)

**b. Report key lessons learned that would facilitate future programme design and implementation, including issues related to management arrangements, human resources, resources, etc.,**

There were many delays in the submission to UNESCO of requested information required for implementation, especially with regard to the nomination of officials to attend the training workshops. Accordingly, planning for future interventions must take this factor into account.

With many difficulties experienced in getting the tax exemption letters by the concerned ministries in Iraq, it is very important that Agencies agree to have ministries assign an internal Project Focal point responsible for all project coordination and implementation.

#### IV. INDICATOR BASED PERFORMANCE ASSESSMENT

	Performance Indicators	Indicator Baselines	Planned Indicator Targets	Achieved Indicator Targets	Reasons for Variance (if any)	Source of Verification	Comments (if any)
<b>Outcome 1</b>							
Establish a National Technical and Vocational Education and Training Policy Framework							
<b>Output 1.1</b> A TVET Policy Framework document prepared, endorsed by TVET ministries and stakeholders and functional, comprising (Ministry of Education, Ministry of Higher Education and Scientific Research /Foundation of Technical Education and Ministry of Labour and Social Affairs) for guiding TVET reform and streamlining of the Technical and Vocational	Indicator 1.1.1 Developing/Designing new Governance Model and Action Plan for the TVET sector in Iraq	0	The stated number of: Vocational schools in the programme document, Technical colleges, institutes and vocational training centers are equipped with workshops and functioning IT infrastructure	20 Iraqi experts from MOE/FTE and MOLSA trained		Training and capacity building workshops.  Workshops documents and material (training guides)	

Education and Training sector in light of labour market requirements							
<b>Output 1.2</b> Organizational reform plans developed and adopted for individual TVET schools, institutes, colleges and training centers to facilitate the implementation of the changes in the TVET system	Indicator 1.2.1 Governance Model of TVET Sector in Iraq for TVET Education Institutions		Adoption of the Governance Model for TVET sector in Iraq	Meeting with PMAC and 15 Iraqi experts from MOE/FTE and MOLSA for the adoption of the Governance Model		Training and capacity building workshops.  Workshops documents and material (training guides)	
<b>Output 1.3</b> TVET Program Review and Renewal Plan developed	Indicator 1.3.1 Developing programme review, renewal framework, policies and procedures		Workshop for Senior staff on developing mechanisms and techniques for designing a program review and renewal framework, policies and procedures across system	18 Iraqi participants from FTE and MOE/ Vocational Education Department in cooperation with Integrated Development Enterprise Associates (IDEA)		Training and capacity building workshops.  Workshops documents and material (training guides)	

<b>Output 1.4</b> The national labor market and training needs information system strengthened	Indicator 1.4.1						
	Indicator 1.4.2						
<b>Outcome 2</b> Vocational and Technical skills provision enhanced in all TVET public structures.							
<b>Output 2.1</b> A short-cycle modular training “Skills for Work” programme implemented, consisting of modular training in selected vocational skills that are in high demand in the labour market, in order to achieve quick impact in terms of youth employment and self-employment.	Indicator 2.1.1						
	Indicator 2.1.2						
<b>Output 2.2</b> Entrepreneurial skills integrated and delivered in the TVET stakeholders programs.	Indicator 2.2.1						
	Indicator 2.2.2						
<b>Output 2.3</b> Three Contract	Indicator 2.3.1 Establishing three	0	Three pilot Business	Three CTCs were		Training and capacity	

<p>Training Centres (CTC's) established as pilot Business Units within the Foundation of Technical Education (FTE) in order to capture industries' needs through:</p> <ul style="list-style-type: none"> <li>▪ Industry needs assessments</li> <li>▪ Short- and long-term training plans for businesses &amp; companies</li> <li>▪ Certification of training modules, etc.</li> </ul>	<p>pilot Business Units (CTCs) in the three Technical Coleeges located in Baghdad, Basra and Mosul governorates</p>		<p>units (CTCs) were established</p>	<p>established and are running in Baghdad, Basra and Mosul</p>		<p>building workshops.</p> <p>Establishing 3 contract training centers</p>	
	<p>Indicator 2.3.2 Training of staff to run the three colleges</p>		<p>Training for 5 staff from each of the 3 technical colleges</p>	<p>5 staff from each college was trained. Total 15 Iraqi participants</p>			
	<p>Indicator 2.3.3 Capturing industries' needs through development of the pilot business units</p>	0	<p>Study Tour for staff of FTE</p>	<p>Study Tour for 5 participants from FTE college Deans</p>			
<p><b>Output 2.4</b> An Apprenticeship Vocational System for 6 selected disciplines at 6 pilot schools introduced in order to demonstrate best practice-based approaches.</p>	<p>Indicator 2.4.1 Designed Apprenticeship Guide for MOE</p>	0	<p>Textbooks and workbooks for the selected Apprentice Trades are written by Iraqi experts</p>	<p>An Apprenticeship Vocational System for 3 selected disciplines at 3 pilot vocational schools introduced in a workshop for 20 Iraqi experts from MOE and the private sector in order to</p>		<p>Training and capacity building workshops.</p> <p>Workshops documents and material (training material for 3 disciplines )</p>	

				demonstrate best practice-based approaches. Textbooks and workbooks for level one in all three selected disciplines were written by Iraqi experts and to be printed by MOE.			
<b>Output 2.5</b> Quality and relevance of vocational and technical programmes upgraded in pilot MOE schools, FTE/ MOHESR colleges and MoLSA centres.	Indicator 2.5.1 Upgraded concept and application of Quality Assurance for 3 TVET providers (FTE, MOE and MOLSA)	0	Technical Training for the three providers of TVET	15 Iraqi participants from MOE, FTE and MOLSA were trained on the concept and application of Quality Assurance		Training and capacity building workshops.  Workshops documents and material (training guides)	
	Indicator 2.5.2 Deans of FTE and MOHESR colleges are technically trained and acquired better enhanced skills			Number of of FTE and MOHESR Cadre to be trained	230 FTE staff, deans and instructors were trained		Training and capacity building workshops.  Workshops documents and material (training guides)

<b>Outcome 3</b>							
MoE ,FTE and MoLSA TVET equipment improved and modernized.							
<b>Output 3.1</b> TVET equipment and ICT infrastructure improved through procurement of workshop equipment and computer labs.	Indicator 3.1.1 MOE, FTE, MOLSA and TVET are equipped	0	Procurement of modern TVET equipment to MOE, FTE and MOLSA	Delivery and training on modern new workshops such as CNC machine and Mechatronics to MOE, FTE and MOLSA		Procurement of 32 modern TVET workshops equipment to the three 3 providers.	