



Promoting Civic Values and Life Skills for Adolescents (12 to 19 years old) Through Education in Iraq Programme

GENERIC ANNUAL PROGRAMME¹ NARRATIVE PROGRESS REPORT

REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2011

Programme Title & Project Number <ul style="list-style-type: none">• Programme Title: Promoting civic values and life skills for adolescents (12 to 19 years old) through education• Programme Number B1-34• MPTF Office Project Reference Number:³	Country, Locality(s), Thematic/Priority Area(s)² <p><i>Country, Localities:</i> Iraq; Baghdad, Salahaddine, Thi-Qar and Erbil Governorates</p> <hr/> <p><i>Thematic/Priority</i> Education</p>
Participating Organization(s) <ul style="list-style-type: none">• ESCWA (Lead Agency)• UNESCO• UNFPA	Implementing Partners <ul style="list-style-type: none">• Ministry of Education (Baghdad and KRG)• Ministry of Labour and Social Affairs (Baghdad and KRG)• Ministry of Youth and Sports (Baghdad)• Ministry of Culture and Youth (KRG)• Ministry of Human Rights (Baghdad)
Programme/Project Cost (US\$) <p>MPTF/JP Contribution:</p> <ul style="list-style-type: none">• ESCWA: USD 1,448,695• UNESCO: USD 1,227,205• UNFPA: USD 1,159,134 <p>Agency Contribution</p> <ul style="list-style-type: none">• UNFPA: USD 400,000 <p>TOTAL: USD 4,235,034</p>	Programme Duration <p>Overall Duration (<i>months</i>) 36 months</p> <p>Start Date⁴ 1 January 2010</p> <p>Expected Financial Closure Date 31 December 2012</p>
Programme Assessment/Review/Mid-Term Eval. <p>Assessment/Review - if applicable <i>please attach</i></p> <input type="checkbox"/> Yes <input type="checkbox"/> No Date: <i>dd.mm.yyyy</i> <p>Mid-Term Evaluation Report – if applicable <i>please attach</i></p> <input type="checkbox"/> Yes <input type="checkbox"/> No Date: <i>dd.mm.yyyy</i>	Report Submitted By <ul style="list-style-type: none">○ Name: Christophoros C. Politis○ Title: Programme Officer○ Participating Organization (Lead): ESCWA○ Email address: politis@un.org

¹ The term “programme” is used for programmes, joint programmes and projects.

² Strategic Results, as formulated in the Performance Management Plan (PMP) for the PBF; Sector for the UNDG ITF.

³ The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to “Project ID” on the [MPTF Office GATEWAY](#)

⁴ The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](#)

NARRATIVE REPORT FORMAT

I. Purpose

The programme is designed with the aim to support and strengthen the educational system in Iraq in delivering quality education, both in the formal and non-formal settings through policy development and capacity building activities. By promoting civic values and life skills among education providers, public sector managers/decision makers/legislators and young people (age group 12-19), it is expected to reinforce a sense of “national identity”, citizenship and to promote human rights - including gender equality - in Iraq. This endeavor will place youth on a better footing, enabling them to pursue their own educational, cultural and later on career development perspectives. This would allow an increase in personal income, improve welfare and help reduce poverty rates. Significantly, life skills activities will be geared towards assisting young people to contribute to their own protection from abuse and exploitation.

The overall outcome of the programme will be to “Strengthen institutional and human capacity of the Education Sector to deliver quality education” and will serve attaining the below Sector Team Outcomes:

- Outcome 1: Enhanced access to all levels of quality education with particular focus on girls
- Outcome 2: Strengthened institutional and human capacity of the Education Sector to deliver quality education

In order to ensure the achievements of set outcomes, the programme will generate four programme specific outputs, which are in line with the UN strategic framework and UNDAF for Iraq:

- i. MoE, MoLSA, MoYS and MoHR, as well as the KRG MoE, MoSA, MoSY and MoHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education
- ii. GOI and civil society have the capacity at the relevant policy, managerial, and operational levels to design and implement civic values/life skills education programmes in line with the Action Plan
- iii. Adolescents have strengthened capacities to promote civic values/life skills among their peers
- iv. GOI has the institutional capacity to coordinate, and monitor implementation of civic education and life skills programmes

The proposed Promoting civic values and life skills for adolescents (12 to 19 years old) through education Programme supports the attainment of the (i) National Development Strategy (NDS) (ii) the International Compact with Iraq (ICI) (iii) the United Nations Assistance Strategy for Iraq and (iv) and Sector Outcome Team (SOT) interventions, as detailed below:

National priority or goals (NDS 2007- 2010 and ICI):

NDS 7: Improving the quality of life

7.1 Human Development (protect citizens, improve their wellbeing/ productivity and mobilize Iraq's human capital as the key ingredient for sustainable development. Human security and development are keys to achieving social peace, a cornerstone of national unity and economic development

7.7 Education

(d) Developing a new curriculum at all levels to prepare students for the twenty first century

(f) Encourage life-long professional development of educational staff

ICI Benchmarks (as per the Joint Monitoring Matrix 2008):

ICI 4.4 Human Development and Human Security

Goal: Protect the citizens, improve their wellbeing and productivity and mobilize Iraq's human capital as the key ingredient for sustainable development (Human security and development are keys to achieving social peace, a cornerstone of national unity and economic development)

4.4.1.3 Education (Benchmark 2: Carry out specific activities to promote adult literacy and skills training, early childhood development and life skills training)

II. Resources

Financial Resources:

- Funding to implement the “Promoting Civic Values and Life Skills among Adolescents through Education Programme” at the level of USD 3,835,034 was made available by the UNDG-ITF. It is also to note that UNFPA has contributed from its core resources an additional USD 400,000 to complement the forecasted activities. Hence, the total budget of this joint intervention amounts to USD 4,235,034.
- The transfer of allocated resources to implementing agencies (ESCWA, UNESCO and UNFPA) was performed directly and the financial reporting mechanism adopted for this programme has been a direct reporting from agencies to the ITF.
- Neither changes nor amendments to the budget were performed since the inception of the programme in January 2010. A No-Cost Extension was granted by the ITF Steering Committee till 31 December 2012.
- Financial dealings with UNDG-ITF have been very efficient and effective. No particular limitation or challenge was encountered in this regard.

Human Resources:

ESCWA

- *National Staff:* One national Monitoring and Reporting Officer based in Baghdad has been selected and assigned to follow-up on the implementation of activities, as part of the national implementing team, in addition to ensuring regular contacts and interaction with national counterparts from the Steering Committee.
- *International Staff:* Two International ESCWA Staff Members have been involved in the implementation and monitoring of activities, namely one (1) Programme Manager and one (1) Programme Assistant. It is to note however that additional support was also provided on an ad-hoc and on a need basis by the staff of the Section for Emerging and Conflict Related Issues (ECRI) as well as by other ESCWA divisions, primarily the Programme Planning and Technical Cooperation Division (PPTCD) and the Administrative Services Division (ASD), who were instrumental in facilitating and ensuring the implementation of activities as per the set timeframe.

UNESCO

- *National Staff:* One (1) National Project Assistant (co-shared with other UNESCO programmes) based in Erbil has been contracted by UNESCO to organize programme activities with the Kurdish Authorities for the joint programme; in addition to One (1) National Programme Officer (co-shared with other UNESCO programmes) and supporting the Project Manager in delivering programmatic activities.
- *International Staff:* One International UNESCO Staff are assigned to this programme. Indeed, one (1) Project Manager based in Amman acting as the International Expert on Civic Values and responsible for the management and implementation UNESCO activities.

UNFPA

- *National Staff:* Two (2) National Local Coordinators, one based in Baghdad and the other in Erbil assigned to follow-up on UNFPA programme activities with National Authorities and to undertake coordination tasks with national counterparts and stakeholders.
- *International Staff:* One International UNFPA Staff based in Amman and assuming the responsibilities of Youth Specialist has been assigned to this programme to undertake the management and implementation of UNFPA assigned activities.

III. Implementation and Monitoring Arrangements

- *Summarize the implementation mechanisms primarily utilized and how they are adapted to achieve maximum impact given the operating context.*

Given the nature and type of programme activities, primarily consisting in providing concerned ministries within the GoI with technical support and inputs to enhance the quality of education through the incorporation of Civic Values and Life Skills in formal and non-formal settings, the following were adopted as implementation mechanisms:

- In the prospect of ensuring national ownership of and support to this endeavor, which tackles core issues of the Iraqi society – both at the conceptual and institutional levels, the programme has established a National Steering Committee, inclusive of all seven concerned and involved Ministries from Baghdad and KRG alongside the UN implementing consortium. The establishment of this committee from the onset of the programme has allowed the inclusion of national stakeholders in the design process of activities and interventions, and most importantly has ensure the reflection of national perspectives and priorities within the programme, which is a contributing element to the sustainability and institutionalization of the programme's outcomes. The role of the Steering Committee has been instrumental throughout 2011 since they provided the necessary support for the field assessments to be performed in the targeted institutions, in addition to validating programmatic outputs and future plans;
- Technical Committees were established by the implementing agencies to act as technical experts in the process of developing, reviewing and validating the technical training materials that are being produced by the programme. Technical Committees played a crucial role in ensure complementarity of proposed training materials and toolkits with the already available toolkits, but also ensured their adaptability to the Iraqi context and needs;
- Partnering with prominent national institutions for the implementation of activities has been an important highlight of this programme. Indeed, all implementing agencies have been keen on involving national capacity alongside international expertise in the execution of planned activities, this was particularly beneficial while performing perception surveys/assessments and designing training materials, as national partners are a critical element of success. In addition, by involving national entities in the implementation – primarily NGOs – the programme contributed to the development of national capacity on tackled thematics and has provided them with the technical and substantive support required to undertake similar endeavors and to maximize the effect and impact of the programme.
- UNESCO and UNFPA also revisited the coordination between the two agencies in the development and implementation of materials within the framework of this inter-agency programme. As a result, a Coordination Plan was developed on 19 December 2011, which would facilitate the use of the UNFPA materials on life-skills throughout the UNESCO teaching and learning and training materials are aligned and coherent. The plan also accommodates for the production of single output at end of project so that the MOE can be engaged with one package of teaching, learning and training materials that are coherent

across all entry points of the education system whether general secondary or vocational/technical in nature.

- *Provide details on the procurement procedures utilized and explain variances in standard procedures.*

No goods were procured within this reporting period. Rather, activities required the contracting of service providers, which were selected according to the agencies' applied standards and procedures.

- *Provide details on the monitoring system(s) that are being used and how you identify and incorporate lessons learned into the ongoing programme, including corrective actions that may have been taken.*

- The project has relied on both its international and national personnel to ensure adequate monitoring and appraisal of implemented activities. Indeed, international staff members have been accessing regularly Iraq to participate in and monitoring project activities, in addition to meeting project national counterparts and partners. In addition, regular monitoring of activities has been undertaken by national personnel based in Baghdad and Erbil. Indeed, the presence of staff proved in several occasions to be crucial since it allowed a better positioning and recognition of the UN as promoter of knowledge transfer into Iraq through this type of activities.
- In addition, regular monitoring of activities was performed using the *coordination and appraisal meeting methodology* applied within Steering Committee semestrial meetings, during which national counterparts are involved in appraising all aspects of the planning and implementation process as well as highlighting lessons learned and challenges. This strategy has proved to address programmatic needs of the project and permitted a national involvement in the monitoring and review proceedings. Moreover, it is a very adequate monitoring tool that addresses programmatic limitations in conflict and post-conflict settings, as it is the case in the Iraqi context.
- Shortcoming, limitations and subsequently corrective actions and potential lessons learned are identified by agencies staff and/or the national steering committee members and reflected into the programme by the responsible implementing officers and reassessed during the next meeting to measure their full implementation/incorporation and effectiveness.
- In the last quarter of 2011, UNESCO also worked to involve the inter-agency programme's Monitoring and Reporting Officer in the UNESCO components. This has proven a successful mechanism for ensuring that the programme is tightly coordinated between the 3 agencies and also contributes to a more robust monitoring system.

- *Report on any assessments, evaluations or studies undertaken.*

During this reporting period, the programme yielded the following analytical and strategy documents, namely:

- The "Policy Paper on potential directions for Iraqi formal and non-formal education to incorporate better concepts of citizenships, nation-building and tolerance";
- The "Study on successes and failures of formal and non-formal education to promote civic values and life skills activities".
- The Assessment Report on "Perception of Youth and Concerned Stakeholders on Civic Values and Life Skills",
- The draft "Action Plan for the Promotion of Civic Values and Life Skills through Education".

IV. Results

- *Provide a summary of Programme progress in relation to planned outcomes (strategic results with reference to the relevant indicator) and outputs; explain any variance in achieved versus planned outputs during the reporting period.*

One of the major strategic results achieved by the programme in 2011 was the strengthening and institutionalization of the Steering Committee. Indeed, both the Federal and Regional Kurdistan Governments have institutionalized the network that was initiated by the UN programme and has formally established coordination mechanisms among all involved stakeholders. National ownership and involvement in the development of the Civic Values and Life Skills Action Plan has been also secured through the involvement of the National Steering Committee representatives. With a primary role of substantive and administrative backstopping, but also advocacy for the inclusion of civic values and life skills within the formal and non-formal education settings, the committee has proven to be an efficient platform and venue to align ministerial interventions and plans within a broader national framework of action, thus contributing to a better coordination at national and regional levels of development goals and strategies pertaining to the promotion of civic education and life skills among youth.

Within the scope of enhancing the capacity of the GoI to develop an action plan on promoting civic values and life skills within education (**Output 1**), the following progress has been made:

- A Policy Paper on potential directions for Iraqi formal and non-formal education to incorporate better concepts of citizenships, nation-building and tolerance was developed by a National Iraqi Consultant to serve as one of the inputs to the Action Plan.
- A study on successes and failures of formal and non-formal education to promote civic values and life skills activities outside Iraq was developed by an international consultant. The study highlighted entry points and lessons learned that could be transposed to Iraq.
- ESCWA and the European School of Governance (EUSG) conducted the assessment of the existing perceptions and contributing factors undermining nation-building, citizenship and the adoption of tolerance, human rights values and gender equity through focus groups and interviews.
- A first draft of the “Formal and Non-Formal Action Plan on promoting Civic Values and Life Skills” was developed.

Within the scope of enhancing the capacity of the GOI and civil society at the relevant policy, managerial, and operational levels, to design and implement civic values and life skills education programmes in line with the Action Plan (**Output 2**), the following progress has been made:

- Pre-validation draft of the Core Materials developed and sent to the Ministries of Education for review
- Technical committees established with Ministry of Education in Baghdad and Erbil and actively following the project and the process of materials development in October 2011
- Initiation report developed and produced on 54 international texts and consultation with Iraqi youth in Baghdad and Erbil in February and March 2011?
- Focus Groups organized in Baghdad to inform development of Core Materials proposal, which was presented at the 3rd Project Steering Committee in April 2011
- Coordination meetings organized with United States Institute of Peace (USIP), Norwegian People's Aid (NPA) and Iraqi local NGOs to discuss ongoing projects of each organization on human rights and civic values education, prevent possible overlaps and to explore opportunities and collaboration (NGO Coordination Meeting, 18 March 2011 – see separate sheet for details of all meetings for this project in 2011)
- Coordination plan established with the UNFPA on the development and piloting of Civic Values and Life-skills education materials (19-December-2011)

- Framework and implementation strategy produced and endorsed by the Government of Iraq for the remaining UNESCO teaching and learning plans through meetings in Baghdad and Erbil (October-December 2011)
- Alignment of the project and its outputs with the National Education Strategy, the National Curriculum Framework and the Public Sector Modernisation Project (October-December 2011)

Within the scope of strengthening the capacities of adolescents to promote civic values/life skills among their peers (**Output 3**), the following progress has been made:

- The development of the Life Skills toolkits, inclusive of trainees and trainers’ manuals, were completed. This process was based on several consultative and consensus building meetings performed with technical committees, experts from counterpart ministries, like skills trainers and providers, and end beneficiaries. \
- Training of Trainers completed
- The life skills toolkits were ready and plans for their testing had been discussed and approved with national partnering ministries.

It is also to note that UNESCO’s component under Output 3 witnessed the same developments and achievements as depicted under output 2.

Within the scope of strengthening the institutional capacity of the GOI to coordinate, and monitor implementation of civic education and life skills programmes (Output 4), the following progress has been made:

- The development of baseline questionnaires has been initiated, as part of the Action Plan development to serve also in the establishment of a baseline for future monitoring
- The M&E framework and plan was developed to be presented early 2012 to the Steering Committee.

- *Report on the key outputs achieved in the reporting period, including the number and nature of the activities (inputs), outputs and outcomes, with percentages of completion and beneficiaries.*

<i>Outputs</i>	<i>Activities</i>	<i>Beneficiaries</i>	<i>% of planned</i>
Output 1; MOE, MOLSA, MoYS and MHR have an enhanced capacity to develop an action plan on life skills within education.	(a) Established the Project Steering Committee comprising representatives of all national counterparts and UN implementing partners (b) Developed the Policy Paper on potential directions for Iraqi formal and non-formal education to incorporate better concepts of citizenships, nation-building and tolerance; (c) Developed the study on successes and failures of formal and non-formal education to promote civic values and life skills activities outside Iraq (d) Performed the assessment of the existing perceptions and contributing factors undermining nation-building, citizenship and the adoption of tolerance, human rights values and gender equity through focus groups and	- 17 young Iraqi researchers/Focus Group Facilitators trained - 18 Steering Committee members directly benefiting from the analytical outputs, in addition to relevant stakeholders in the field	95%

	interviews (e) Completed the draft Formal and Non-Formal Action Plan on promoting Civic Values and Life Skills		
Output 2; GOI and civil society have the capacity at the policy, managerial and operational levels to design and implement values/ life skills education programmes in line with the action plan.	(a) Relevant Civil society organizations have been identified and selected to serve as a reference entry points to communities; (b) Materials and information collected from Government of Iraq, Civil Society and Education institutions focusing on Human Rights Education in Iraq. (c) Training package outline developed on 5 main topics (Citizenship, Political Literacy and Engagement, Peace-building, Sustainable Development, Employment and Employability) and 3 groups of skills (social; emotional; employment) (d) Training Toolkit Outline validated through consultative processes with technical committees and concerned stakeholders (e) Partnerships have been established with Save the Children and 3 local NGOs working in the 4 Governorates (Baghdad, Erbil, Salah Al-Din and Dhi-Qar) for the development and contextualization of the toolkits	N/A at this stage	40%
Output 3; Adolescents have strengthened capacities to promote civic values/ skills among their peers.	(a) Agreement was reached with the American University of Beirut to lead the Iraqi effort in developing the Life Skills Tools and manuals and to lead the training of the Iraqi counterparts after the production of these tools. (b) Completed the development of the Life Skills toolkits, inclusive of trainees and trainers' manuals based on several consultative and consensus building meetings performed with technical committees, experts from counterpart ministries, like skills trainers and providers, and end beneficiaries. (c) Training of trainers completed (d) Plans for testing the Life Skills toolkits had been discussed and approved with national partnering ministries	N/A at this stage	65%
Output 4; GOI has the institutional capacity to	(a) Initiated the development of baseline questionnaires as part of the Action Plan development to serve also in the establishment of a baseline for future	N/A at this stage	20%

coordinate and monitor implementation of civic values and life skills programmes.	monitoring (b) The M&E framework and plan was developed to be presented early 2012 to the Steering Committee		
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- *Explain, if relevant, delays in programme implementation, the nature of the constraints, actions taken to mitigate future delays and lessons learned in the process.*
 - The major and most challenging constraint witnessed by the project since its start-up has been the recurrent modification and change without any prior notice in ministries representatives at the Steering Committee – particularly after the formation of the new Government. This directly affecting the business continuity of the Programme’s Steering Committee and hindered the smooth coordination of programme activities with counterparts and partners. The mitigation measures and actions that were adopted by the programme staff were to stress on the importance of keeping the same representatives to the Ministers and to decision makers within Ministries.
 - Delays concerning the submission of information on the materials, trainings, capacity and relevant curriculum by the Government of Iraq have had a negative impact on the start of the material development process, which has to build on the existing strengths and address identified gaps. A key point in understanding the intervention context of this programme is the delicate nature of the concepts underpinning this project; civic values and life-skills education is an extremely politicised topic and relates to the definition and representation core of national identity. In Iraq, as in any (post-) conflict country, the notion of national identity and representation of national selfhood is difficult to address as it touches upon some of the most sensitive points within national politics and social demarcations of identity. In this respect, the implementing agencies have worked hard to secure buy-in with the target ministries in Baghdad and Erbil on the importance of addressing this issue now in order to build consensus and establish and promote coherent policy frameworks. This kind of negotiation and coordination between ministries is difficult but when the topic under discussion is as charged and delicate as national identity representation in education, it is time and labour intensive. Having had to being and implement this process twice with the change in focal points has caused considerable delay, however it is fortunate that now, at this point, there is both engagement and interest to cooperate and advance in evidence from all ministries on the ground.
 - Gaps in capacity of national counterparts has slowed the process of contextualization of the materials, but at the same time provided an opportunity to develop national capacities with the assistance of the non-Iraqi research and academic institution responsible for performing field assessments and development of training materials. This was addressed through close coordination and technical support provided by UN experts and consultants.
 - Inter-agency coordination to align materials and technical partners: UNESCO and UNFPA initiated and presented a Coordination Plan to the steering committee in order to re-focus the process of development of materials so that coordination is functional as opposed to occasional. This was well received by the GOI and is working well in practically improving the quality of the coordination and materials produced.
 - Although the security situation in Iraq has witnessed relative improvements, it remains quite unpredictable and witnessed new developments with the wave of protests that occurred during the first and second quarters of 2011. Indeed, several activities – particularly field activities – had to be suspended or postponed due to the limited movement of beneficiaries and staff.

- *List the key partnerships and collaborations, and explain how such relationships impact on the achievement of results.*
 - As stated above in the implementation mechanisms section, ESCWA, UNESCO and UNFPA primarily relied on national partners and counterparts in the execution of project activities, particularly activities. These partnerships are expected to continue facilitating a smooth implementation of the activities and will further enhance knowledge transfer and national capacity building.
 - Furthermore, the inclusion of national counterparts as partners in the project and their involvement in the Steering Committee ensured a national ownership of the results and facilitated the development of nationally owned and accepted activities.
- *Other highlights and cross-cutting issues pertinent to the results being reported on.*

The human rights based approach and gender issues were very much present in performing the field assessments. Indeed, particular emphasis was put on the situation of women and girls in Iraq and dedicated recommendation tackling gender parity and equity were highlighted. Furthermore, the training materials and toolkits developed by the specialized agencies have placed an important emphasis also on gender equity and the role of women and girls in society.

- *Provide an assessment of the programme based on performance indicators as per approved programme document using the template in Section VI, providing clear evidence on the linkages of outputs and outcomes achieved, if applicable.*

Please refer to Section VI.

- *Qualitative assessment of overall achievement with reference to the applicable strategic results indicator.*

The programme's recorded achievements till date are in line with the planned and approved results matrix. Indeed, the programme has succeeded till date to perform the baseline surveying and provide Iraqi counterparts with a scientific analysis on the status of civic education and life skills development among Iraqi youth, and has also developed a draft action plan for the promotion of civic values and life skills among youth for approbation and enactment by the concerned national entities. This policy support provided by the UN implementing agencies has consecrated even further the institutionalization and capacity development of Iraqi counterparts in dealing with civic values and life skills at the policy and procedural levels.

V. Future Work Plan (if applicable)

- *Summarize the projected activities and expenditures for the following reporting period (1 January-31 December 2012), using the lessons learned during the previous reporting period, including outputs that were not achieved in 2011.*

UN implementing partners will pursue the execution of programmatic activities according to the approved workplans and will be consistently reporting on achievements to the Steering Committee within the framework of their regular semestrial meetings.

In 2012, UNESCO and UNFPA will finalize and validate the teaching and learning materials with international and local partners. The summer period will see the implementation of the piloting of these materials in the selected Governorates across Iraq. In the last quarter, UNESCO and UNFPA

will perform an evaluation of the materials in order to produce on final package of teaching and learning materials for national counterparts for use in extra-curricular settings.

As for UNESCWA, it will pursue supporting the government in the development and validation of the Action Plan on Promoting Civic Values and Life Skills through education and will organize two study missions on Civic Education to sensitize policy makers and technicians on modern practices. UNESCWA will also lead the external evaluation of the joint programme in close partnership with UNESCO and UNFPA.

- *Indicate any major adjustments in strategies, targets or key outcomes and outputs planned in 2011.*

None to report.

VI. 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)
Outcome 1: Strengthened institutional and human capacity of the Education Sector to deliver quality education							
Output 1 MoE, MoLSA, MoYS and MHR and KRG MoE, MoSA, MoHR, and MoYS have an enhanced capacity to develop an action plan on promoting civic values and life skills within education	<i>Indicator 1.1</i> Number of Iraqi researchers/surveyors trained on conducting focus group discussions and other interviewing techniques.	0	12	17	Additional researchers and Focus Group facilitators were trained from the targeted governorates	Training Report Attendance Sheets	-
	<i>Indicator 1.2</i> Number of qualitative research studies on perceptions among selected Iraqi educators, school administrators, students and concerned public sector officials of civic values/life skills produced	0	2	2	-	Study Report Assessments reports	The number of assessments surveys and interviews was increased in order to enhance the quality of data gathered and increase the representativity of the sample. Fourteen instead of four focus groups were performed, and more than 500 interviews conducted.
	<i>Indicator 1.3</i> A study on successes and failures of education activities promoting civic values/life skills produced	0	1	1	-	Study Report	
	<i>Indicator 1.4</i> Number of policy papers tackling potential directions for incorporating concepts of civic values/life skills into the Iraqi education system produced	0	2	1	One policy paper was developed encompassing both the civic values and life skills in order to adopt a unified methodological approach, rather than having two papers	Policy document	The Policy Paper was performed as planned by an Iraqi Consultant well versed into Education thematics.

					tackling the subject matter from different analytical perspectives.		
	<i>Indicator 1.5</i> An education plan of action on civic values and life skills is formulated by MoE	0	1	1	-	Action Plan document Programme progress report. Plan	Action Plan will be presented for discussion to the Steering Committee members in early 2012
Output 2 GOI, and civil society have the capacity at the relevant policy, managerial ,and operational levels to design and implement civic values/life skills education programmes in line with the Action Plan	<i>Indicator 2.1</i> Guidelines for teachers and education providers on civic values/life skills developed	0	1	50% Achieved	-Delays incurred in early development of materials owing to a range of issues which are now resolved. (change in focal points with MOE, challenges in identifying and procuring key partners, political sensitivity of topic, need for careful coordination to ensure sustainability) - Materials required before training can be implemented so training schedule delayed on account of aforementioned delay in development of	Progress reports	- Materials almost completed and undergoing validation with Ministries of Education - Implementing partners identified and contracted for implementation of all training activities in the coming 2 quarters.
	<i>Indicator 2.2</i> Number of male/female school managers, teachers and education providers attending TOT workshops on implementing civic values and life skills programmes	0	40	0% Achieved		Progress and training report	
	<i>Indicator 2.3</i> Percentage of trainers and trainees successfully completing post-tests	0	80%	0% Achieved		Progress and training report	
	<i>Indicator 2.4</i> Number of male/ female school managers, teachers, and education providers trained on delivering civic values and life skills programmes	0	824	0% Achieved		Progress and training report	
	<i>Indicator 2.5</i> Number of male/ female civil society activists trained on promoting civic values/life skills	0	90	0% Achieved		Progress and training report	
	<i>Indicator 2.6</i> Number of government staff trained on promoting civic values/life skills through education	0	180	0% Achieved		Progress and training report	

	<i>Indicator 2.7</i> Number of male and female representatives from GOI participating in study tours on methods of promoting civic values/life skills.	0	30	0		Study Tour Report	Study Tour planned to take place first quarter of 2012
Output 3 Adolescents have strengthened capacities to promote civic values/life skills among their peers	<i>Indicator 3.1</i> Number of male/female student peer educators trained on promoting civic values and life skills programmes	0	70	0% Achieved	-	Progress reports	- Materials almost completed and undergoing validation with Ministries of Education - Implementing partners identified and contracted for implementation of all training activities in the coming 2 quarters.
	<i>Indicator 3.2</i> Percentage of male/ female students successfully completing post-training assessment	0	80%	-	-	Pre and post assessment	
	<i>Indicator 3.3</i> Number of male/female student peer educators trained on promoting civic values and life skills programmes	0	80	80	-	Progress reports	Life Skills educators and trainers trained by UNFPA in partnership with the two MoLSA (Baghdad and Erbil)
	<i>Indicator 3.4</i> Percentage of male/ female students successfully completing post-training assessment	0	80%	-	-	Progress reports	-
Output 4 GOI has the institutional capacity to coordinate, and monitor implementation of civic education and life skills programmes	<i>Indicator 4.1</i> Number of government, non-government .and private sector representatives in the national education network	0	4	7	The Established Steering Committee is considered as the preliminary phase of the National Network.	Progress reports	Additional NGOs and Private Sector organization will be added.
	<i>Indicator 4.2</i> Number of resource materials on education available on the Education Resource hub	0	6	-	-	Resource hub Progress reports	
	<i>Indicator 4.3</i> Monitoring system for civic education and life skills programmes established	0	1	-	-	Programme Action plan	The baseline data has been gathered through the quantitative survey tools developed