



COMPLETION REPORT FOR PROJECT:

B1- 14: REVITALIZATION OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (PHASE II)

Summary

Participating UN Organisation:

UNESCO

Cluster:

Cluster B: Education and Culture

Project No. and Project Title:

B1-14:
Revitalization of Technical and Vocational Education (Phase II)

Project Location/Region/Province:

Governorates of Baghdad (Resafa and Karkh), Babylon (Hilla), Waset (Kut), Thiqr (Nassirya), Basra (Basra), Salaheddin (Tikrit), Al Anbar (Rumadi), Ta'meem (Kerkok), Dyala (Baqouba), Karbala (Karbala), Najaf (Najaf - Kufa), Qadissya (Diwanya) and Missan (Al-Amara), in 37 Vocational and technical Schools.

Reporting Period:

1September 2005 to 31 March 2008

Report Number:

Final

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Counterpart organisations / implementing partners:

Ministry of Education (MoE)

Project cost:

US \$ 3,000,000

Abbreviations and acronyms:

- MOE: Ministry of Education.
- TVET: Technical and Vocational Education and Training.
- EFA: Education for All.
- MDGs: Millennium Development Goals.
- ILO: International Labour Organization
- NDS: National Development Strategy

Project Duration:

Project Duration: From 1st September. 2005 to 31 December 2006.

Project Extensions: First project extension (approved on 24 Jan. 2006) until June 2007 (Additional 6 months). Second project extension (approved on 10 June 2007) from 1 July 2007 to 30 September 2007 (additional 3 months).



I. Purpose

Main objectives and outcomes expected as per approved Project/Programme/project document

The Ministry of Education in Iraq is fully committed to speeding-up the process of recovery, reconstruction and revitalization of technical and vocational education institutions to provide quality education and training. As a follow-up to the first phase of this project, Phase II focused on re-equipping another 37 technical and commercial schools throughout Iraq with workshop equipment and basic computing capability; reviewing the vocational and technical disciplines and training a core team of trainers in order to prepare young people in Iraq for work in a revived, developing, and demand-driven economy.

The specific objectives of the project were the following:

1. To provide essential and basic workshop equipment, computers and training materials for 9 vocational high priority disciplines;
2. To provide computer labs for students and computers for improving IT skills for teaching staff;
3. To produce training material in 9 vocational disciplines in Arabic and train master instructors on the design review and delivery of new training material
4. To train senior managers in vocational education directorate at MOE on leadership and management and conduct selected study visits.

Outcomes of the programme project:

The provision of new vocational specialized equipment, the acquisition of IT skills; and the production of new training materials in Arabic for 9 vocational disciplines and for 37 schools across Iraq had important beneficial outcomes for both students and staff. It also had positive impact on the enhancement of quality of vocational and technical training and teaching and the achievement of the objectives of the overall national education development policy.

The 37 schools, distributed in the governorates of Baghdad, Babylon, Wasit, Thiqr, Basra, Kerkuk, Dyala, Karbala, Nenawa, Najaf, Diwanya and Missan have benefited from the project in upgrading and revising workshops in nine vocational and technical disciplines, which were identified by MOE as of high priority for repair and upgrading due to the identified relevance to labour market requirements.

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Nine technical and commercial schools were also adequately equipped with workshops and networked computer laboratories.

Study visits were also organized to provide hands-on experience in leadership; planning and management of TVET, and a core team of trainers was trained to work in the Staff Development Unit at MOE General Directorate for vocational education. This SD Unit is to be deployed as Master Vocational Trainers nation-wide to plan and organize continuing staff training.

Those successfully upgraded infrastructure, program content, governing policies and instructors skills convinced once again the Iraqi Ministry of Education about the need to persist in this kind of large scale investment in order to provide quality and relevant education.

Reference to how the programme/project related to the UN Assistance Strategy to Iraq and how it aimed to support Iraq national development goals and the Millennium Development Goals

In order to meet the strong and pressing demand for TVET Institutions and to contribute to the achievement of national EFA and MDGs through the partnerships of civil society and various sectors, the project aims at providing quality education through the provision of basic workshop equipment, computers and training materials to a selected number of TVET institutions as well as IT facilities and networking. This project fits well within the framework of the Millennium Development Goals as well as within the UN strategy for assistance to Iraq and the National Development Strategy as follows:

UN Millennium Development Goals

The project aims at reducing poverty by providing access to education that will lead to employment opportunities and income generation including widening employment opportunities to youth, and ensure access to skills in new technologies in partnership with the private sector. (It should be noticed here that, to fit in the criteria for selection of TVET schools in post-conflict situations, schools have to include children of socially marginalized groups, and disadvantaged population groups.) Therefore, it does fit well within the Framework of the Millennium Development Goals, rising particularly to the challenge of the MDG1 T1, MDG8 T16 and MDG8 T18. It does as well endeavor to achieve main EFA Goals by progressing towards better quality in education.

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UN Assistance Strategy for Iraq

The Project contributes to the UN Assistance Strategy for Iraq (2005-2007) by focusing on strengthening service delivery.

The project meets the strong and pressing demand for TVET Institutions and contributes to the achievement of national EFA and MDGs through the partnership of civil society and various other sectors.

Joint Needs Assessment

The project was developed in response to the National Needs Assessment survey for the education sector/TVET conducted by UNESCO in 2004. The assessment indicated areas of quality improvement of content of training material, leadership and management development, upgrade of TVET facilitates and training of trainers.

Iraqi National Development Strategy

The Project contributes to the Iraq National Development Goals providing adequate supplies of material, equipment and furniture to schools; and modernizing the outdated education system primarily through the linking of vocational, technical education/higher education with the labour market.

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Project Management arrangements

UNESCO was the implementing agency for the project. It has prepared detailed equipment lists and was responsible for the procurement of project equipment. It has also provided technical support for the project activities and maintained effective monitoring of progress at each stage of the project implementation.

The Ministry of Education was primarily responsible for planning and supervision. During the implementation process, a close inter-agency (ILO, HABITAT, UNIDO, the World Bank, etc.), local experts, and UNESCO staff co-operation and co-ordination has been assured and maintained. The UN partners in particular, ILO and UNIDO have been consulted on establishing standard lists of laboratory equipment and in the preparation of training materials as well as on guidance and counseling of market opportunities in employment. The coordination in the delivery of the training courses with UN agencies has been pursued, in line with the policy of Cluster coordination that allows UNESCO to leverage services delivered in other or same Cluster projects. A similar coordination strategy had been resorted during Phase I of this on-going project.

(Examples are coordination with ILO on the Start Your Own Business training courses that may benefit the Business/Commerce section, and UNIDO Cottage Industry Project of Cluster 5 that seeks to build capacity to empower micro business owners to develop or improve their micro-business that may assist in many of the above sectors.)

For the delivery of project physical inputs and for the training of TVET staff, the Ministry of Education co-ordinated with all the TVET institutions to prepare their respective inventories of both the existing and required facilities and the computer centres in the recipient institutions. MOE also assumed the responsibility for custom clearance, delivery and installation of equipment, monitoring the operation of computer laboratories and for the training of TVET staff to ensure the effective and efficient use of the equipment.

Finally, The main asset of the country lies in its educated and highly experienced personnel. Iraqi TVET schools and education institutions have very highly qualified teaching and technical staff. National experts, consultants and technical staff are expected to perform all the installation of workshop equipment, computers, local area networking (LAN), operation and training of students and staff.

Reports for MOE and Monitors were received on the effectiveness of these processes during the implementation process.



II. Resources

Total approved budget and summary of resources used for the programme/project from the UNDG Iraq Trust Fund (and non-Trust Fund resources where applicable)

UNDG ITF funds received.

Total Approved Budget = US \$ 3,000,000
Total Commitment (June 2009) = US \$ 2,999,477
Total Disbursement (June 2009) = US \$ 2,999,477
Amount still available to the project as of June 2009 is US \$ 523

Human Resources

National staff :

- 6 National Staff NO level partially co-shared with other projects
- 11 National Staff GS level partially co-shared with other projects
- 1 National Staff GS level full time

International Staff:

- 1 Project Manager based in Amman (full time)

The explanation on the use of funds is as follows:

1. Staff Travel = 100% (of allocated budget for this item)
2. Personnel = 100% (of allocated budget for this item)
3. Equipment = 100% (of allocated budget for this item)
4. Miscellaneous = 100% (of allocated budget for this item)
5. Agency Management Support = 100 % (of allocated budget for this item)

Project Assets

-Workshop equipment for vocational education at MOE-Iraq: Computers and training materials for disciplines like carpentry, mechanical, automotive, welding, electronics, business and secretarial studies, home economics, health and nutrition and handicrafts.

-Workshop equipment for 37 workshops distributed over 37 MOE vocational schools as follows:

1. Thirteen (13) IT and computer labs.
2. Three (3) communication workshops.

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3. Three (3) construction workshops.
4. Four (4) sewing workshops.
5. Four (4) food Service workshops.
6. Three (3) food production workshops.
7. Two (2) mechanics Workshops.
8. Three (3) electric workshops.
9. Two (2) automotive workshops.
10. Two (2) electronics workshops.

-IT equipment: Thirteen (13) schools have been equipped (10 in 10 different governorates , 3 in Baghdad),

-Nine (9) manuals in Arabic designed, revised and printed for grades 1, 2 and 3 in secondary vocational education in 9 vocational disciplines.

-28 Training handbooks (in Arabic) belonging to the 9 vocational disciplines for grades 10, 11 and 12, in addition to books and manuals, have been prepared by international experts in electronics, sewing, agriculture, communication, automotive, mechanics, food service and production, construction.



III. Results

An assessment of the extent to which the programme/project component / programme /project has achieved the outcomes and outputs expected:

The project has been successfully implemented in line with the planned strategy. The project's tangible outcomes will be mainly represented by the fully and up to date equipped 37 technical and vocational schools with workshops and a network of computer centers; improved quality of teaching and training for students in the 37 vocational schools through the acquisition of IT skills; and improved IT facilities. Equipment is fully operational with high rate of utilization by MOE staff and students.

The direct impact of the project is that 37 Vocational and technical schools have started the scholastic year 2007-2008 with the availability of the newly equipped workshops and computer labs for 10 vocational disciplines. This enable those institutions to improve the quality of education delivered with a higher emphasis on practical training.

In addition, important benefits for students, teachers and instructors are expected from this project through the improvement of quality of training and education, which will contribute to the achievement of the objectives of the overall national education development policy, particularly in the TVET sub-sector.

MOE capacity of IT staff is as well enhanced through the training of a core team of trainers to work in the Staff Development Unit at MOE general Directorate for Vocational Education.

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Main activities undertaken and achievements/ impacts

Main activities undertaken:

1. Equipment Procurement: The program outlines for nine vocational disciplines were fully prepared in order to identify the specification for the equipment. A workshop for the finalization of the equipment specifications was conducted in May 2006. Specifications were all endorsed by experts and by Iraqi partners for nine vocational disciplines. Tenders were launched in July –August 2006. Tenders were studied by UNESCO and finalized by end of September 2006.
2. IT equipment in addition to Food Service, Electronics, and Sewing, Food production, Electrical, Telecommunications and Mechanical, Automotive, construction and second workshop for sewing and electronics have been delivered to MOE within the 4th quarter of 2007.
3. Organizing study visits to provide hands-on experiences in the planning and management of TVET: The study visits were all completed in November 2006.
4. Updating nine vocational and technical disciplines to meet the new needs of Iraq labor market and to be in line with international practices: MOE has prepared an initial outline of the vocational disciplines needed to be updated. UNESCO has prepared the final draft outline for the vocational disciplines. A workshop to finalize and update the content of the vocational disciplines was organized in December 2006.
5. Setting up of the TVET Staff Development Unit and provision of training to a core team of 30 trainers to be deployed as Master Vocational Trainers nation-wide to plan and organize continuing staff training: MOE has identified the management team and the core staff for the Development Unit and established the Unit. UNESCO provided the training to 30 master instructors to enable them provide continuing training of staff on new technologies at the SDU.
6. Producing training materials in Arabic language: The outline of the training material in Arabic was jointly discussed with the MOE during a workshop conducted in December 2006 on training 30 master instructors of TVET. All training manuals were finalized and sent to MOE-Iraq by the end of December 2006.

Mains achievements/impacts:

1. Training of staff of the MOE General Directorate for Vocational Education has allowed the creation of a Staff Development Unit (SDU), capable of ensuring the continuing staff training on new technologies. This SDU is composed of 10 trainers, located in Baghdad but covering the whole country according to training needs.
2. Training material developed for nine vocational disciplines represents a very good step toward the reform of the vocational education and training curricula at MOE. The

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manuals were adopted by MOE and used in classroom starting the year 2007-2008.

3. Training of the senior managers of TVET at MOE on leadership and management of the TVET system will allow MoE to achieve better performance and quality in TVET education and training on the national level.

Implementation constraints, lessons learned from addressing these and knowledge gained from assessments, evaluations and studies that have taken place during the project

Implementation constraints:

The project exercised a slight delay in the procurement of equipment, due to the fact that all contracts in excess of USD 100,000 must be approved by the Contracts Committee at UNESCO Headquarters before awarding. Additionally, some equipment was re-tendered due to the unavailability of suppliers to Iraq for certain kinds of equipment. However, the project delay was acceptable to MOE.

Moreover, due to the change in the exchange rate of the EURO against the US Dollar since the date of fund reservation until the actual date for processing of the payments to contractors, and since most contracts for equipment procurement were made with European companies in EURO currency, a total deficit of USD 146,930.75 was incurred. (What should be considered in the next contracts drafting...)

So, from the implementation of the project, many lessons have been learnt. In most cases, as we saw it up, the planned activities could not take place mainly due to the delays in the decision making process at both Ministry and UNESCO Headquarter level, and because of the restrictions currently in vogue on the free mobility of both national and international staff inside and outside Iraq as well. This had to be achieved without compromising either UNESCO own rules or regulations or the safety of those (non-staff) employed to do the monitoring.

All ongoing programme implementation work has been monitored, to a greater or lesser degree, despite the extremely difficult programme environment. Certification of work completed has enabled prompt payments and timely completion. Ideally, this should be done on a sample basis by UNESCO staff. Whilst this is still not possible in Iraq, UNESCO is considering options to hire local audit companies to do this. Similarly, security and communications support to the monitors is being refined, to ease their work and lessen their risks.



Key partnerships and inter-agency collaboration, impact on results

The key partner was the MOE in Iraq which played a major role in the success of this project. The counterparts at the directorate for vocational education in Iraq were effective and efficient in communication with UNESCO and facilitated the implementation of the project. The Ministry of Education was primarily responsible for planning and supervision. During the implementation process, close co-operation and co-ordination was maintained between agencies (ILO, HABITAT, UNIDO, the World Bank, etc.), local experts, and UNESCO staff, in addition to the Iraqi educated and highly experienced personnel, on which lies the main asset of the country. Iraqi TVET schools and education institutions have indeed very highly qualified teaching and technical staff.

Highlights and cross cutting issues pertinent to the results e.g. Gender disaggregation, policy engagement and participation of the public

Security:

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

Gender:

Although the target beneficiaries of this project are students in the secondary vocational education of the selected 17 technical and vocational institutions, a particular emphasis is put for engaging and incorporating the provision of vocational and technical skills for girls. MOE placed emphasis on the need for open access for both males and females for relevant vocational disciplines, and created new vocational disciplines that matched both the needs of both genders and labour market requirements.

Human Rights:

The project addresses the fundamental human right of access to education. The project grows out of the need to have quality and global education 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 (target of the project is around 4500 students) in order to provide them with

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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. Thus, after the completion of TVET education, there will be hundreds and thousands of children who will be capable of finding gainful employment in a variety of skilled trades.

Environment:

The project does not have a direct impact to environment. Nevertheless, environmental concerns were discussed with MOE with regards to workshops that might produce some materials that need special attention. Recycling of remaining material was also discussed with MOE in order to achieve best use of product with no harm to environment.

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IV. Follow up actions and sustainability

Priority actions that should be supported/implemented following completion of project to build on achievements and partnerships rectify shortcomings encountered and use the lessons learned during the project with strong emphasis on achieving sustainability of the outcomes

A follow up on the training on installation and operation of the IT and the workshop equipment should be taken into consideration as a priority action and lesson learned.

The need for post conflict strategic planning process in TVET emerges to be an important subject with regard to sustainability of the TVET system in Iraq. The current situation implies and requires a need to seriously think of the levels and areas of investments in TVET which will need to create a larger impact. A carefully analytical approach to this situation should be discussed in order to ensure that the national and international investments are in place and expected to achieve the impact planned. Nevertheless, the previous projects seem to be worth replicating, and the investment in TVET in one beneficiary in focused areas should be kept. Furthermore, the level of investment should be elevated, keeping it at one beneficiary. Additionally a focus should be exercised in encouraging a system approach, through involving other TVET stakeholders (such as FTE and MoLSA).

Indication of major adjustments in the strategies, targets or key outcomes and outputs

The project was smoothly implemented and it was not necessary to make any adjustment in its implementation strategy.

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Estimated Budget required:

Original Budget: \$US 3,000,000

Budget Revisions:

First Budget Revisions approved on 6 April 2006.

Second Budget Revision approved on 18 July 2006.

Third Budget Revision approved on 25 July 2007

Budget Extension Request: the 03 March 2008: total budget required: US\$ 3,146,931

Fourth budget revision approved on April 2009



Annex 1: Key Performance Indicators – Log Frame Matrix

Objectives	Measurable indicators	Means of verification	Important assumptions
<p><u>Development Objective</u></p> <p><i>Wider problem the programme/project will help to resolve:</i></p> <p style="text-align: center;">Contribute to the empowerment of young people to engage in productive and satisfying livelihoods, and alleviation of poverty and unemployment</p>	<p>Quantitative ways of measuring or qualitative ways of judging timed achievement of goal:</p> <p style="text-align: center;">The numbers of young people enrolled in the concerned schools.</p>	<p>Cost-effective methods and sources to quantify or assess indicators:</p> <p style="text-align: center;">Partners in Ministry of Education will have the ability to monitor project implementation and the quantitative attainment of the specified indicators.</p>	<p>External factors necessary to sustain objectives in the long run:</p> <p style="text-align: center;">Continued support from Ministry of Education.</p>
<p><u>Immediate Objectives:</u></p> <p><i>The immediate impact on the programme/project area or target group i.e. the change or benefit to</i></p>	<p>Quantitative ways of measuring or qualitative ways of judging timed achievement of purpose:</p>	<p>Cost-effective methods and sources to quantify or assess indicators:</p>	<p style="text-align: center;">(Immediate Objective to Development Objective)</p> <p>External conditions necessary if achieved programme/project purpose is to contribute to</p>

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<p><i>be achieved by the programme/project:</i></p> <p>Restored and improved functioning of another 11 technical schools in Iraq.</p>	<p>The number of technical schools in Iraq that are equipped to prepare young people for the world of work.</p>	<p>Partners in Ministry of Education will be able to monitor the attainment of the indicators.</p>	<p>reaching programme/project goal:</p> <p>Restoration of the security situation.</p>
<p>Outputs:</p> <p><i>The specifically deliverable results expected from the programme/project to attain the objectives:</i></p> <p>11 Technical and commercial education schools in Iraq re-equipped with workshop equipment and IT infrastructure.</p>	<p>Quantitative ways of measuring or qualitative ways of judging timed production of outputs:</p> <p>Schools with equipped workshops and functioning IT infrastructure.</p>	<p>Cost-effective methods and sources to quantify or assess indicators;</p> <p>The Ministry of Education will be able to monitor the attainment of these indicators.</p>	<p>(Outputs to immediate objective)</p> <p>Factors out of programme/project control which, if present, could restrict progress from outputs to achieving programme/project objectives;</p> <p>The security situation may delay project implementation.</p>
<p>ACTIVITIES:</p> <p><i>Tasks to be done to produce the outputs:</i></p> <p>Procurement and installation of workshop & IT equipment, review of course content and Staff Development.</p>	<p>INPUTS:</p> <p>This is a summary of the programme/project budget (sub-budgets and total as in Annex B):</p> <p>\$3,469,475 funding and UNESCO staff time.</p>	<p>Financial report:</p> <p>To be developed on completion of project.</p>	<p>(Activity to output)</p> <p>Factors out of programme/project control which, if present, could restrict progress from activities to achieving outputs:</p> <p>If the security situation prevents the installation of equipment.</p>



Annex 2: PROJECT COSTS

CATEGORY	UNDG ITF approved budget	Actual COST	Percentage of Approved	Budget Revision approved (give date)	Percentage of revision
1. Personnel <ul style="list-style-type: none"> • including staff and consultants 	183,000	171,943	100%	April 2009	94%
2. Contracts <ul style="list-style-type: none"> • including companies, professional services, grants 	28,000	73,644	100%	April 2009	263%
3. Training	180,000	349,203	100%	April 2009	194%
	0		-	-	

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4. Transport					-
5. Supplies and commodities	0		-	-	-
6. Equipment	2,388,000	2,195,910/ 2'342'840.75	100%	April 2009	92%
7. Travel	20,000	14,844	100%	April 2009	74%
8. Security and 9. Miscellaneous	60,000	53,456/53,457	100%	April 2009	89%
10. Agency Management Support	141,000	140,477/141,000	100%	-	
Total Expenditure	3,0000,000	2'999'477/3,146,932			



Annex 3: List of contract awards under TVE-II (B1-14)

Vocational Discipline	Contract number	Supplier	Currency	Amount
Food Service	IRQ/PO/06/122 FR#3240119548 B1-14 TVET II (Food Service)	Intertrade Int'l Services	EUR	19,564,44
IT Equipment	IRQ/PO/07/105 FR#3240152211 B1-14 TVET II	Al_Gaith Center	USD	24,748,00

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	(IT Equipment)			
IT Equipment	IRQ/CO/06/142 FR# 3240118885 B1-14 TVET II (IT Equipment)	Specialized Technical Services	USD	251,017,18
Electronic	IRQ/CO/06/152 FR#3240120810 B1-14 TVET II (Electronics)	Edibon International Services	EUR	55,610,97
Electronic	IRQ/CO/07/086 FR#3240148343 B1-14 TVET II (Electronic)	Edibon International Services	EUR	55,610,97
Sewing	IRQ/CO/06/153 FR#3240120811 B1-14 TVET II (Sewing)	Q&T Consulting	EUR	33,269,74
Sewing II	IRQ/CO/07/092 FR#3240149246 B1-14 TVET II (Sewing II)	Q&T Consulting	EUR	33,269,74
Sewing a	IRQ/PO/07/065 FR#3240141639 B1-14 TVET II (Sewing a)	Sadeel Import & Export	USD	24,196,00
Sewing II a	IRQ/PO/07/093 FR# 3240149245 B1-14 TVET II (Sewing IIa)	Sadeel Import & Export	USD	24,196,00
Electrical	IRQ/CO/07/011 FR#3240130204 B1-14 TVET II (Electrical)	DE Lorenzo S.R.L	EUR	220,956,89
Mechanical	IRQ/CO/07/012 FR#3240130205 B1-14 TVET II (Mechanical)	Boss Pro Tech	EUR	233,068,00

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Construction	IRQ/CO/07/013 FR#3240130208 B1-14 TVET II (Construction)	Eagle Scientific	GBP	78,608,83
Telecommunication	IRQ/CO/07/014 FR#3240130203 B1-14 TVET II (Telecommunication)	Edibon International Services	EUR	179,863,50
Food Production	IRQ/CO/07/066 FR#3240139806,B1-14 TVET II (Food Production)	Boss Pro Tech	EUR	68,368,00
Automotive	IRQ/CO/07/073 FR#3240140713,B1-14 TVET II (Automotive)	Altay Scientific	USD	384,207,00

Note: Bidding was in Paris, on an International bidding Basis, contract were issued in Amman