

**United Nations Development Group Iraq Trust Fund**  
**Project #:B1-36**  
**Date and Quarter Updated: January – March 2012 (1<sup>st</sup> Quarter)**

**Participating UN Organisation: UNESCO**

**Sector: Education**

**Government of Iraq – Responsible Line Ministry:** Ministry of Higher Education and Scientific Research (MOHESR), Ministry of Labour and Social Affairs (MOLSA) an Ministry of Education (MoE) at the Kurdistan region (KRG).

<b>Title</b>	<b>Improving Quality of Technical and Vocational Education and Training in Kurdistan Region</b>				
<b>Geographic Location</b>	Erbil, Sulaymaniah and Dohuk				
<b>Project Cost</b>	US\$ 1,000,000				
<b>Duration</b>	30 months (18+12 extension)				
<b>Approval Date (SC)</b>	May 26 <sup>th</sup> 2010	<b>Starting Date</b>	July 1 <sup>st</sup> 2010	<b>Completion Date</b>	26 <sup>th</sup> November 2012
<b>Project Description</b>	<p>The project aims at supporting the Technical and Vocational Education and Training Sector (TVET) in Kurdistan Region through developing and strengthening the institutional capacity to operate a demand driven training system of the Ministry of Higher Education and Scientific Research -Foundation of Technical Education and the Ministry of Labour and Social Affairs -Vocational Training Centers and by Ministry of Education – Vocational Training Preparatory Schools by addressing aspects of the current and future TVET system needs to deliver quality education.</p> <p>The Project seeks to enhance the capacity of human resources towards achieving quality education. It will capitalize on the achievements of UNESCO and its UN partners previous TVET projects in Iraq such as the TVET “Improving Quality and Relevance of Technical and Vocational Education and Training (B1-28)” project that was implemented in partnership with ILO and UN-HABITAT aiming at improving the skills of the labour force through developing improved programmes and services that will enhance their employment and productivity potential and create supportive environment for the growing private sector.</p>				

**Development Goal and Immediate Objectives**

Strengthened institutional and human capacity of the education sector to deliver quality education

**Outputs, Key activities and Procurement**

<b>Outputs</b>	<p><b>Output 1:</b> GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system</p> <p><b>Output 2:</b> KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation</p> <p><b>Output 3:</b> MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning</p>
----------------	--

	<p>Steps</p> <p><b>Output 4:</b> MOLSA KRG able to develop vocational programmes responsive to labor market requirements</p> <p><b>Output 5:</b> Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth</p> <p><b>Output 6:</b> Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country's development</p>
<b>Activities</b>	<p><b>1.1</b> Establishment of agreements of collaborations with the private sector in selected TVET careers.</p> <p><b>1.2.</b> Pilot training of selected private sector's employees to be mentors</p> <p><b>2.1</b> Training of teachers to improve their capacity to adopt interactive and motivating teaching methodology, and concept of measurement and evaluation in schools.</p> <p><b>3.1</b> Training of teachers to adopt learning outcomes and steps approaches to foster the flexibility of the learning process.</p> <p><b>4.1</b> Integration of the activities foreseen in the agreements of collaboration with the private sector (output1) in the selected TVET career programmes; and implementation of the same during the first semester of the 2012-2013 academic year.</p> <p><b>5.1</b> Revision and Development of training material in employability and entrepreneurship skills.</p> <p><b>5.2</b> Piloting the training material developed for training graduating students and unemployed youth</p> <p><b>6.1</b> Designing and implementing an awareness raising media campaign</p>
<b>Procurement (major items)</b>	<p>- IRQ/RFP/12/07 "Training Material development and training of TVET teachers and trainers" USD 53,750</p> <p>- IRQ/RFP/12/10 " Strengthening the partnership between TVET and private sector in Kurdistan" USD 139,600</p>

<b>Funds Committed</b>	<b>USD 424,839</b>	<b>42.48%of approved</b>	
<b>Funds Disbursed</b>	<b>USD 328,695</b>	<b>32.87 %of approved</b>	
<b>Forecast final date</b>	<b>26th November 2012 as a no cost extension has been submitted</b>	<b>Delay (months)</b>	

<b>Direct Beneficiaries</b>	<b>Number of Beneficiaries</b>	<b>% of planned (current status)</b>
Men	80	28.75%
Women	25	8%
Children	-	
IDPs	-	
Others	-	
Indirect beneficiaries	Technical and Vocational students Education, and community at large	
Employment generation (men/women)	30 men and 30 women	0%

<b>Quantitative achievements against objectives and results</b>			
<b>Output 1:</b> GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system	<p>- an RFP title " Strengthening the partnership between TVET and private sector in Kurdistan" has been launched on the 22<sup>nd</sup> of February and an Institute was selected.</p> <p>- The first part of the activities is the development of questionnaires targeting the private sectors for assessing their perception of TVET, their willingness to collaborate and in</p>	<b>20%</b>	

	the identification of the incentives the government might put in place to foster the establishment of partnership.		
<b>Output 2:</b> KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation	<ul style="list-style-type: none"> <li>- An RFP titled “Training Material development and training of TVET teachers and trainers” has been launched and a consultancy company specialized on modern teaching methodologies was selected.</li> <li>- A blended training programme titled “Modern teaching methodologies for TVET teachers” has been organized (the entire duration of the training is from March to June 2012). During the first quarter one workshop has been organized on the 29<sup>th</sup> of March and the rest of the trainings will take place in the second quarter.</li> <li>- 24 teachers has been appointed by the three Ministries</li> </ul>	<b>50%</b>	
<b>Output 3:</b> MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps			
<b>Output 4:</b> MOLSA KRG able to develop vocational programmes responsive to labor market requirements	The activities related to this output follow the implementation of those under output 1. However the RFP described under output 1 covers also the implementation of the activities under output 4.	<b>0%</b>	
<b>Output 5:</b> Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth	<ul style="list-style-type: none"> <li>- After an assessment of existing entrepreneurship and employability material currently used in KRG under the academic programmes of MoE, MoHE, MoLSA it has emerged that the Learning Material Knowledge about Business of ILO has been already completely adopted in the rest of the country and only partially in KRG. Given the outstanding reputation of KAB internationally, meetings with ILO have been organized for investigating the possibility to support the expansion of KAB to include in the academic programs of KRG. All the Ministries involved agreed on this decision.</li> <li>- Concerning the employability component a meeting with NGOs that offers employability training to youth and placement opportunities have been organize during the last week of March 2013. At the same time, UNESCO has shown interest in the new life skills manual developed by UNFPA and adopted by MoE for which TOT are currently taking place. A meeting with Nour Al Rasheed and Ghassan Al Saffar (UNFPA staff involve in the Life Skills Manual project) has been organized in February for understanding how to collaborate, even if the final version of the manual was not yet finalized. The main intention is to use the MoE trained teachers on the new Life Skills manual to train some TVET graduates who didn't have the chance to receive these kinds of life skills and competences when at school, in order to increase their employability. MoE</li> </ul>	<b>10%</b>	

	Teachers training will be organized during the second quarter of 2012 by UNFPA and at that time an assessment about the feasibility of this opportunity will be implemented.		
<b>Output 6:</b> Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country's development	<p>A plan for an awareness campaign has been designed, but this will constitute the last activity of the project, that's why it is still at a planning stage. However, a meeting has been organized with the Head of the Media Department of HAWLER College in Erbil. The main purpose of the meeting was to assess the capability of this training unit to develop an awareness campaign for the government of Erbil, through the direct participation of their students. The feedback was positive; however an official permission should be received by the dean of this institute.</p> <p>An important consideration is that as the TVET system in KRG is a close system and as the students after grade twelve don't enjoy the freedom to select their future career, but they are centrally allocated in the different higher education colleges and universities according to their final grades, an awareness campaign would have a limited impact on the enrolment degree for example. Different is the case if the target group are parents or youth related to secondary education. Another important consideration is that, even if the MoE considers the improvement of the awareness is crucial and perception of TVET among the population, it is a fact that the conditions of schools, equipment and the level of teachers' preparation is so weak to justify an awareness campaign at this stage.</p> <p>For sure an awareness campaign will be dedicated to tackle the concept of Corporate Social responsibility in the TVET sector, in particular highlighting the important role that the private sector can play to improve the quality of the TVET system, fostering the partnership and collaboration (this will also support the activities described under output 1). Given these consideration a final decision on designing and implementing the awareness campaigns will be taken at a later stage.</p>	<b>20%</b>	

<b>Qualitative achievements against objectives and results</b>
<ul style="list-style-type: none"> <li>• Identification of the subcontractor for implementing the project component "Strengthening the partnership between TVET and private sector in Kurdistan"</li> <li>• Identification of the subcontractor for the project component "Training Material development and training of TVET teachers and trainers"</li> <li>• The blended training has started and one workshop has been already organized on the 29<sup>th</sup> of March and the rest of the trainings will take place in the second quarter.</li> </ul>

**Main implementation constrains & challenges (2-3 sentences)**

The main challenge is represented by the limited time for the implementation of the project activities and the limited capacity of the main partner to answer quickly to the project needs in term of appointment of personnel or technical and logistical support for the implementation of some activities.