



**UNITED NATIONS DEVELOPMENT GROUP
IRAQ TRUST FUND**

Programme Cover Page

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Programme Title: Promoting civic values and life skills for adolescents (12 to 19 years old) through education	Programme Number: B1-34

Programme Description (limit 1,000 characters):

The programme aims at strengthening the institutional and human capacity of the Education Sector in Iraq to deliver quality education through the promotion of civic values and life skills among education providers, public sector managers/decision makers/legislators and young people (age group 12-19). The promotion of civic values and life skills among the targeted beneficiaries is expected to facilitate and improve the access to education of vulnerable and marginalized groups, as well as enhance youth personal and social skills, which would place them on a better footing and enable them to pursue their own educational, cultural and later on career development schemes. 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 programme will be implemented in partnership with the central Ministry of Education, the Ministry of Labor and Social Affairs, the Ministry of Human Rights, the Ministry of Youth and Sports, as well as with the KRG Ministry of Education, the Ministry of Social Affairs, the Ministry of Human Rights and the Ministry of Sports and Youth. It will contribute to Human development and Human Security (NDS 7.1 and ICI 4.4) through the development and dissemination of new educational materials and encouraging life-long professional development of educational staff (NDS 7.7 (d&f)) and will be implemented in line with the framework set by the National Education Strategy.

The envisioned capacity building activities will be based on a strong institutional analytical component which will lead to the development of a specific action plan for promoting civic values and life skills on the national level. Specific educational, training and awareness raising materials and curricula will be developed in the prospect of promoting civic values within different governorates, pilot schools and institutions, that serve to reinforce a sense of "national identity", citizenship and promote human rights - including gender equality - in Iraq.

Programme Costs:**UNDG ITF: USD 3,835,034****Govt. Contribution:****Agency Core: USD 400,000 (UNFPA)****Other:****TOTAL: USD 4,235,034****Programme Location:****Governorate(s):** Baghdad; Salahaldin , Thi-Qar and Erbil**District(s):**TBD**Town(s):** TBD

Govt of Iraq Line Ministry Responsible:

Ministry of Education, Ministry of Labor and Social Affairs, Ministry of Human Rights, Ministry of Youth and Sports, in addition to the Ministry of Education, Ministry of Social Affairs, Ministry of Human Rights and Ministry of Sports and Youth in KRG

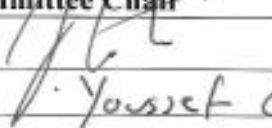
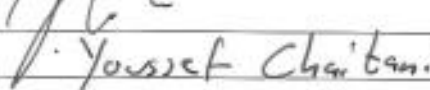
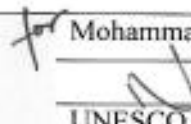
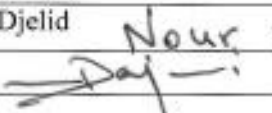
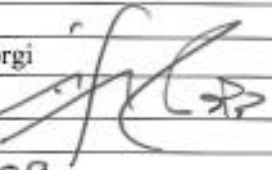
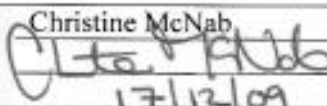
Programme Duration:

Total # of months: 24
 Expected Start date: October 1, 2009
 Expected End date: September 30, 2011

Review & Approval Dates

Line Ministry Endorsement Date: MoE: 1 October 2009; MoHR: 14 October 2009
Concept Note Approval Date: 30 July 2008
SOT Approval Date: 1 October 2009
Peer Group Review Date: 2 November 2009
ISRB Approval Date: 9 December 2009
Steering Committee Approval Date: 17 December 2009

Signatures of Agencies and Steering Committee Chair

I.	Name of Representative Signature Name of Agency Date	Tarik Alami  ESCWA 
II.	Name of Representative Signature Name of Agency Date	Mohammad Djelid  UNESCO Nour Dajani  17/12/09
III.	Name of Representative Signature Name of Agency Date	Georges Georgi  UNFPA 17/12/09
IV.	Name of Steering Committee Chair Signature Date	Christine McNab  17/12/09

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

NDS 7: Improving the quality of life

7.1 Human Development (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)

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)

Sector Team Outcome(s):

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

Joint Programme/Project Outcome(s):

Strengthened institutional and human capacity of the Education Sector to deliver quality education

Detailed Breakdown of Budget by Source of Funds and Distribution of Programme Budget by Participating UN Organisation

Participating UN Organisation	Portion from ITF Budget (US \$)
ESCWA	US\$ 1,448,695
UNESCO	US\$ 1,227,205
UNFPA	US\$ 1,159,134
Total ITF Budget (US \$)	3,835,034

Total budget (in US \$): \$ 4,235,034

Sources:

- Government \$ _____
- ITF (earmarked) \$ 3,835,034
- ITF (unearmarked) \$ _____

UN Core/non-core sources

- UN Org (specify: UNFPA) \$ 400,000
- UN Org (specify:) \$ _____
- UN Org (specify:) \$ _____
- UN Org (specify:) \$ _____
- UN Org (specify:) \$ _____

1. Executive Summary

The cumulative effect of three consecutive wars, international sanctions, security challenges and the resulting socio-economic hardships have severely undermined the education system in Iraq. They also had very negative ramifications on educational providers and receivers. The political tensions, internal conflicts, brain drain and internal displacement have only served to the detriment of educational institutions and curricula, not to mention its negative impact on teachers' skills and the capacity of education managers/decision-makers/legislators to render quality education and ensure a continuous evolution of the education system.

Promoting civic values and life skills among adolescents and youth was identified through brainstorming sessions and consultations led by ESCWA and involving prominent Iraqi experts and decision makers from the GoI as one of the most appropriate means to strengthen national identity within Iraq's growing youth and, subsequently, as a stabilization element within Iraq's society. Indeed, there was consensus among experts and practitioners alike that shaping Iraq's future and reaffirming its citizenry should be initiated at the youth level. Therefore, the programme's main objective is to promote civic values and life skills among education providers, public sector managers/decision makers/legislators and young people (age group 12-19) in the prospect of reinforcing a sense of "national identity", citizenship and promoting human rights - including gender equality - in Iraq, with the end of placing youth on a better footing, enabling them to pursue their own educational, cultural and later on career development.

Civic Values are conceptually defined within this project as including the following concepts: Human rights, citizenship, national identity, tolerance and gender equality. Civic Values as defined previously would enhance the culture of acceptance among adolescents and would ensure their sense of belonging to the State of Iraq, thus combating sectarianism and communal divide. As for Life Skills, they are defined for the purpose of this project as encompassing interpersonal communication skills, negotiation/refusal skills, empathy, cooperation and teamwork, advocacy skills, decision-making and problem solving skills, critical thinking skills, skills for increasing internal locus of control, skills for managing feelings as well as stress management skills.

The introduction of life skills and civic values within the education system in a systematic and sustainable manner will allow a better preparation of youths' future, in terms of securing their livelihood and reducing their vulnerability to external factors. In addition, the programme will enable youth to not only preserve the rich diversity of their country but in effect gear them to capitalize on its rich cultural / religious mosaic, thus preparing them to become future leaders, entrepreneurs, civil servants and other positive elements within the diverse social fabric of Iraq.

In order to achieve this goal, the programme seeks to achieve quality education within the formal and non-formal systems in Iraq through institutional and human capacity development geared towards promoting civic values and life skills. The programme will have a national coverage as it will strive to develop a national action plan for the inclusion and dissemination of Civic Values and Life Skills in the curricula, in line with the National Education Strategy which is in its development phase. The inclusion of these thematic in educational curricula would ensure the sustainability of this intervention through its institutionalization, and would also contribute to ensuring the multiplier effect at the level of schools and non-formal settings. It is also to note that the geographic coverage of the programme's activities will include four governorates, namely Baghdad; Salahaddin, Thi-Qar and Erbil, thus ensuring a wider effect and coverage between the northern, central and southern Iraq.

ESCWA, UNESCO and UNFPA will, in close partnership with the Ministry of Education and other concerned ministries, develop an action plan on promoting civic values and life skills within the education system. A study on successes and failures on education activities promoting civic values and life skills, and a policy paper

on potential directions for Iraqi education will serve as the basis for the development of the action plan, from which a number of training materials / tools on promoting civic values and life skills will be derived.

A number of capacity building modules will be implemented in the prospect of establishing a pool of "Master trainers" that consists of managers, policy makers, teachers/ education providers and youth peer educators, who would be trained on mainstreaming and integrating civic values and life skills within the education system and curricula. These master trainers in turn will go out to train their respective counterparts. The project would place particular emphasis on the youth peer educators as they would play a major role in disseminating the acquired values and skills among Iraqi youth and would be better placed to mainstream a culture of tolerance and equity within their communal and societal environments. This process will ensure Iraqi ownership, create a multiplier effect within the outlined chain of beneficiaries and ensure sustainability that would go well beyond the project's termination date.

To further ensure the programme's evolution and sustainability beyond the end date of the project, the programme will set up functioning coordination, information sharing and monitoring mechanisms within the depository of the programme's deliverables, the Ministry of Education. This mechanism is envisioned to facilitate coordination between concerned ministries and other stakeholders and beneficiaries and most importantly ensure the sustainability and dissemination of the material developed. This mechanism would also permit the follow-up on developing furthermore the concepts of citizenship and tolerance within the educational curricula.

2. Situation Analysis

Article 34 of the Iraqi constitution indicates that Education is a fundamental factor in progress of society and is a right granted by the State.

The cumulative effect of three consecutive wars, international sanctions, security challenges and the resulting socio-economic hardships have severely undermined the education system in Iraq. Education has turned into one of the major casualties of the ongoing conflict in Iraq despite commended efforts from and initiatives undertaken by the Government of Iraq to ensure a functioning and sustainable educational system. Children and Youth have suffered most from the drawbacks of the conflict as the provision of adequate educational and social skills was undermined.

The negative security and political environment, in addition to the rather rigid educational system, has greatly curtailed the latter to deliver the kind of education necessary to empower students to think critically, far away from prejudices, rigid and, at times, unfavorable and unconstructive ideas.

Moreover, there is an increased need for the protection of youth from violence, recruitment into armed groups and abuse. It is to note that the psycho-social repercussions of the current state of affairs on millions of Iraqi children and youth are of tremendous concern. According to UNAMI's Humanitarian Report, by the end of 2008 there were 1,017 children in detention and reformatories out of which 368 (360 boys, 8 girls) were in pre-trial detention and 556 (531 boys, and 25 girls) as convicts in reformatories¹. In addition, the Report of the Secretary-General pursuant to paragraph 6 of resolution 1770 (July 2008)² and the Report of the Secretary-General on Children and Armed Conflict (December 2007)³ details the utilization of children in sectarian

¹ UNAMI Human Rights Report: Paragraph 42, p.15.

http://www.uniraq.org/documents/UNAMI_Human_Rights_Report_July_December_2008_EN.pdf

² Report of the Secretary-General pursuant to paragraph 6 of resolution 1770, S/2008/495, 28 July 2008

³ Report of the Secretary-General on Children and Armed Conflict, A/62/609-S/2007/757, 21 December 2007 – the report recounts cases whereby children were used in conflict in Iraq

violence in Iraq, thus confirming their vulnerability to manipulation and to consecrating the inter-sectarian divide that is plaguing Iraq's communities.

Indeed, as communities in the country are torn apart along ethnic-sectarian lines, education is in jeopardy of following the narrowly defined script of sectarian interests. There is a vital need for education models that promote equality, cultural diversity, human rights, the Convention on the Rights of the Child and a non-sectarian understanding of the rights and obligations of citizenship in the modern Iraqi context. To effectively enhance a culture of equality, pluralism, responsible citizenship and human rights, these principles need to be inculcated in children from a young age and emphasized throughout children's education.

Furthermore, the recurrent and persistent insecurity situation has not only had very negative ramifications on the receivers, but also on educational providers. The political tensions, internal conflicts, brain drain and internal displacement have only served to the detriment of educational institutions and curricula, not to mention its negative impact on teachers' skills and the capacity of education managers/decision-makers/legislators to render quality education and ensure a continuous evolution of the education system. There is a need to build the skills of the educational providers and to improve the curricula used. There is a need to complement the existing curriculum based on peace building principles with concepts pertaining to state-building and post-conflict social restructuring through incorporating civic values and life skills into the formal and non-formal settings.

The discrepancy of school gross enrollment ratio⁴ between the primary and secondary levels is particularly alarming: the primary level enrollment ratio was estimated at 95 between 2000 and 2007 for males and at 82 for female⁵. The secondary school enrollment ratio for the same period is estimated at 54 and 36 for males and females respectively⁶. In light of the above, and despite the fact that the literacy rates are relatively acceptable in Iraq (Youth (15–24 years) literacy rate is 89 for males and 81 for females⁷), the dropout phenomenon at the secondary level is affecting youth and jeopardizing their future.

The above figures depict a generalized marginalization of girls within the educational system, which directly affects the role to be played by women in their communities. There is hence a need to mainstream gender issues within educational curricula, in the prospect of promoting an equitable treatment of girls and boys as well as enhancing gender equity and girls and women's inclusiveness in communal life. It is also noteworthy that females are required to actively participate in the evolution of the education system in Iraq, as providers and beneficiaries.

It is commonly recognized that the promotion of civic values and life skills will empower young people, with particular emphasis on girls, to contribute to their own protection from abuse and exploitation. Significantly it would provide alternatives to the involvement or recruitment of youth into negative political activities or armed militias.

In light of the above, there is an urgent need to strengthen the institutional and human capacities of the Iraqi Ministry of Education in the endeavor of mainstreaming civic values and life skills into the education system, as a means to protecting adolescents and youth from the negative effect of communal dissension and political interferences. This project aims at addressing the above mentioned challenges by focusing on achieving quality education within the formal and non-formal education system in Iraq through institutional and human capacity development on promoting civic values and life skills.

⁴ Gross primary or secondary school enrolment ratio: The number of children enrolled in a level (primary or secondary), regardless of age, divided by the population of the age group that officially corresponds to the same level.

⁵ http://www.unicef.org/infobycountry/iraq_statistics

⁶ Ibid

⁷ Ibid

3. Lessons Learned, NDS and ICI Relevance, Cross-Cutting Issues, and Agency Experience in Iraq/in the Sector

3.1 Background/context:

The challenges faced by the education system in Iraq today, resulting from the current state of instability, undermined the human and institutional capacities of the education sector to deliver quality education as well as undermined the promotion of civic values and life skills, necessary for the evolution of Iraq's younger generations with regards to their culture, human rights values and even career development potentials. These values, if left unattended, will obstruct the development of the Iraqi identity and sense of tolerance and mutual acceptance, not to mention curtail the development of Iraqi youth towards leading a productive life.

During the project design stage, ESCWA organized two brainstorming sessions and engaged into numerous consultations with national stakeholders and counterparts from the public sector and the civil society, during which all involved parties agreed that the existence and manifestation of communal tensions in the current environment in Iraq was self-evident and needed to be addressed. There was also a unanimous agreement that recovery in Iraq must focus on youth, who can have either a constructive or destructive force. In addition, it was agreed that any solution should stem from Iraq's culture, which was perceived to be in danger of disintegration, and reinforcing a sense of "national identity" among the citizens of Iraq. The most suitable means to address these challenges and to reach youth was education. Moreover, promoting civic values and life skills was identified as one of the most appropriate means to strengthen national identity within Iraq's growing youth and, subsequently, as a stabilization element within Iraq's society. Indeed, there was consensus among experts and practitioners alike that shaping Iraq's future and reaffirming its citizenry should be initiated at the youth level using education as a means. There was also agreement that while this project had only the resources to focus on informal and non-formal education, addressing formal education in other projects in tandem with this project would have the most profound impact on the Iraqi educational system. This project was regarded as an important stepping stone in addressing formal education in the future and through which the introduction of civic values within the curricula would be achieved.

There was consensus reached among ESCWA's interlocutors that the most vulnerable are adolescents. There is an increased need for their protection from violence, recruitment into armed groups and abuse. Obviously, the reduction of societal violence and discrimination contributes positively to the creation of a protective environment. The promotion of life skills is expected to assist young people to contribute to their own protection from abuse and exploitation. Significantly, it provides alternatives to the involvement or recruitment of youth into negative political activities or armed militias, one of the strategic aims of the project. It was also agreed that girls' participation needs to be enhanced as their roles in public and private life including education, have been increasingly marginalized with the escalation of conflict and tensions in the country; this project will emphasize the role of girls and women within all its implemented activities.

The suggested programme concentrates on building the capacity within the education system in Iraq not only at the national level, but also at the governorates and community levels. As an IP, it will address the issues of strategy formulation and decision/policy making on the one hand, and on the other, the technical capacity building and youth empowerment. By developing the action plan on promoting civic values, expected to enhance national educational curricula, Iraqi decision makers and education providers will develop their capacity and ownership to ensure the evolution of their education system to encompass life skills and civic values, which will undoubtedly carry positive ramifications on the entire system given the rich history, culture and mosaic of Iraq's people. It is to note that the programme will promote human rights, child rights, gender equality throughout its activities.

In this regard, the programme's outcome was designed in line with the Education SOT outcome 2 – Strengthened institutional and human capacity of the education sector to deliver quality education - with the aim of building the national and local capacities of education providers and youth on civic values and life skills, which is expected to enrich and enhance the quality of the educational material. The programme will contribute directly to the attainment of NDS 7 (Improving the quality of life) as well as ICI 4.4 (Human Development and Human Security), with the aim of mobilizing Iraq's human capital as key ingredient for sustainable development and as a means to achieving social peace, and ultimately national unity. The programme will also indirectly benefit MDG 3 (Promote Gender equality and empower women) through the development of gender sensitive educational material and mainstreaming gender issues within the educational curriculum.

Through building the capacity of the education system, the programme will contribute to sustaining and developing education (formal and non-formal) by enhancing the quality of education, increasing access to education and increasing the employment chances of youth, which will assist in poverty reduction through life skills training. Moreover, the programme will be guided throughout its activities by the convention of the rights of the child (CRC) and the Convention on the Elimination of all types of Discrimination against Women (CEDAW).

3.2 Lessons Learned:

- The UN partnering agencies have been involved in the implementation of several programmes aiming at providing assistance to Iraqi public institutions, some of them to the benefit of the Ministry of Education. One of the main lessons learned extracted was the importance of involving local partners and local expertise at all phases of the project/programme (from the design of activities, their implementation and monitoring, as well as in the evaluation and closing phases). This approach would calibrate the intervention by ensuring relevance of the proposed activities and at a later stage guarantee the sustainability of the investments. In the proposed programme, the Ministry of Education is expected to act as a full member of the programme team and to head the programme Task Force that will be established.
- The identification and selection of Non-Governmental Organizations has proven in some cases to be problematic as civil society organizations in Iraq still require strengthening and skill building to be able to act as implementing partners. Hence, the selection of implementing partners and beneficiaries will be undertaken based on clearly set guidelines and criteria, in the prospect of ensuring quality outputs.
- Study tours to regional success models / stories have proven to be particularly efficient tools that ensured sharing of experiences and exposure. Indeed, the cultural, social and geographic proximity of the regional models identified has instigated a constructive interaction between the Iraqi beneficiaries and regional counterparts. The programme will build on successful experiences and will organize study tours within the region.
- Experience in Iraq has proven to all implementing partners the importance of taking security measures at every step of the programme in order to ensure the safety of the programme beneficiaries as well as the safety of the staff and partners, and in some cases to ensure participation of some stakeholders. The project will continue to make every effort to implement activities within the Iraqi territory, but would also devise an alternate plan to move certain critical events to Amman or Beirut in order to ensure the timely completion of the programme.

3.3 Assessment of Cross-cutting Issues:

- Human rights: The programme will contribute to the dissemination of human rights values within the education system by focusing on the promotion of civic values, which are defined as the combination of 1) human rights, 2) tolerance, 3) citizenship, 4) gender equality and 5) National Identity. The programme will also assist in the attainment of Human Rights pertaining to articles 25 and 26 of the UN Declaration on Human Rights, with a focus on enabling school age children in marginalized areas to attend child friendly teaching/learning environments. This will be attained through the provision of capacity building of educators (providers, managers and decision makers) as well as youth (peer training). Implementing partners will coordinate with UNAMI-HRO to ensure compliance of substantive materials to Human Rights principles and transpose the latter into the training kits to be developed for the conduct of the capacity building modules.
- Gender equality: By promoting civic education, the programme is expected to have a direct effect on disseminating gender equality principles and values among youth and educators alike. Indeed, the training materials produced will be based on the principles of human rights and gender equality and is expected to have an impact on the behavior of the target groups.
- Key environmental issues: The programme will have an indirect effect in preserving the environment as it would disseminate environmental friendly practices through civic education, which are expected to be put into practice by the benefiting youth;
- Employment generation: The enhancement of life skills among youth is expected on the long run to yield positive results in the areas of employability as it will place youth on a better footing for their future development.

3.4 Agency Experience in Iraq/In the Sector:

ESCWA has established since January 2006 a specialized Section that focuses on development interventions, with particular emphasis on peacebuilding initiatives, in crisis afflicted countries, among which Iraq. Moreover, ESCWA is currently engaged into mainstreaming civic values and life skills as a peace-building and state-building medium in post-conflict settings. In addition, based on its accumulated experience in organizing and managing capacity building projects targeting Iraqi public institutions, ESCWA is well placed to support the development of the human and institutional capital in Iraq, especially that it has adapted and conducted various capacity building modules involving over 4,500 Iraqi participants. It is also to note that ESCWA has established a field presence in Iraq through its national personnel, who were able to develop and foster a strong and positive relationship with MoE officials at the central and local levels during the implementation of two major programmes, namely the "Iraqi Networking Academies" (Part I and II) as well as the "Information, Communication and Technology in Education Project". This relationship will facilitate the implementation of this project and will ensure a smooth cooperation process.

UNESCO has been instrumental in its involvement in further developing the educational sector in Iraq. UNESCO Iraq projects take a sector-wide approach with the aim to increase access to education, promote life-skills and reverse the growing trends of illiteracy among the population and declining female participation. Working with the Ministries of Education, Higher Education and Social and Labor Affairs, UNESCO implements projects oriented around the following objectives: strengthening the ministerial capacity to deliver education services to support Iraqi-led policy frameworks and strategies as well as providing urgently required assistance such as printing of textbooks and provision of fellowships for Iraqi academics. Within the framework of the Education for All (EFA) Goals and the MDGs, UNESCO has and continues to support the Government of Iraq and the Ministry of Education in their endeavors to develop solid and relevant education policies and

strategies and in managing their effective implementation. This includes the ongoing development of the National Education Strategy together with UNICEF and the World Bank, and sub-sector education policies such as teacher education strategy, Technical and Vocational Education strategy within the governance program, Non-Formal Education and Literacy strategies and a National ICT policy within the education sector among others.. UNESCO has succeeded in developing the Associated Schools Network (ASPnet), which will be a vehicle for the programme implementation. UNESCO has also developed a network and has a track record of international experience for the promotion of culture of peace, development of teaching-learning materials and kits for self-education and in building the national capacities of the personnel of the Member States.

UNFPA has been active in the field of Youth empowerment and in setting the National Youth Strategy for Iraq. UNFPA conducted a National Youth Survey in collaboration with the COSIT and the Iraqi Ministry of Youth and Sports (MoYS) and presented the preliminary findings during the International Youth Day celebrations on August 12th in both Erbil and Baghdad. The final findings are expected to be announced before the end of 2009 and to serve the formulation of an Iraqi National Youth Strategy. UNFPA will support the development of the strategy aiming at having a comprehensive and multidimensional perspective to respond to Youth Human rights, aspirations and developmental needs, and taking into accounts current social, economic and political changes in Iraq. In addition, UNFPA will soon start providing technical support to the Government of Iraq to strengthen the Juvenile Justice system and increase children and young people's access to justice and protection.

4. The Proposed Programme

4.1 Rationale

One of the main obstacles preventing youth from playing a proactive role in the advancement of their country is attributed to the lack of preparation within the education system, which does not enable them to deal neither with the job market, nor with the rich cultural and religious heritage of their country. In fact, the education system does not shield them from negative ideas or different prejudices, which contribute to undermine their potential. The introduction of civic values and life skills within the education system in a systematic and sustainable manner will better prepare youth for their own future. In addition, the programme will enable youth to not only preserve the rich diversity of their country but in effect gear them to capitalize on its rich cultural / religious mosaic, thus preparing them as future leaders, entrepreneurs, civil servants and other positive elements within the diverse social fabric.

4.2 The Proposed Intervention

Programme Outcome: Strengthened institutional and human capacity of the Education Sector to deliver quality education

The programme is designed in the prospect of supporting 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.

In order to ensure the realization of the set outcome, the project will aim at generating four programme specific outputs:

- 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 Strategy:

The first activity of the project will be the institutionalization of a Project Task Force, which will be chaired by the Ministry of Education and will comprise representatives of partnering ministries - namely the Ministry of Youth and Sports, Ministry of Human Rights and the Ministry of Labor and Social Affairs as well as the KRG Ministry of Education, Ministry of Social Affairs, Ministry of Human Rights and Ministry of Sports and Youth -, NGOs and other local partners, in addition to UN implementing agencies and UNAMI (Refer to Section 6 "Management and Coordination Arrangements" for more details).

ESCWA, UNESCO and UNFPA will, in close partnership with the Ministry of Education and the above mentioned concerned ministries, develop an action plan on promoting civic values and life skills within the education system. This endeavor will entail qualitative research studies on the perceptions of these concepts among selected Iraqi educators, school administrators, students and concerned public sector officials, etc. The action plan will also be based on a study on successes and failures on education activities promoting civic values and life skills, and a policy paper on potential directions for Iraqi education to more effectively incorporate concepts of civic values/life skills. These substantive activities will culminate in the action plan, based on which a number of training materials / tools on promoting civic values and life skills will be derived.

The Action Plan represents a prominent advocacy element within this programme as it is expected to achieve impact at the policy level. Indeed, it will synthesize and present the most suitable mechanisms to mainstream civic values and life skills within the educational curricula. Moreover, it is expected to devise a framework to develop the human capacity building modules that would benefit policy makers, education providers and managers, a target audience that would ensure future and sustained advocacy within the Iraqi public sector for the inclusion of civic values and life skills in education curricula and strategies. The outcomes of this project will feed into the anticipated curricula development initiatives that UNESCO plans to undertake jointly with the Government of Iraq in the near future.

Further to the development of the national action plan and the identification of the most suitable methodology to adopt in the promotion of civic values and life skills within educational settings, the programme will foster the development of core toolkits focused on the promotion of civic values and life skills amongst adolescents, which will be the basis for all the materials to be produced by the specialized agencies, namely UNESCO and UNFPA. A number of capacity building modules targeting policy makers, school managers, teachers, education providers and youth will be implemented in the prospect of establishing a pool of "Master trainers" able to mainstream and integrate civic values and life skills within the education system.

It is expected that these master trainers will in turn train their respective counterparts. This process will ensure Iraqi ownership, create a multiplier effect within the outlined chain of beneficiaries and ensure sustainability that would go well beyond the project's termination date. It should be noted that the master trainers will benefit from follow-up sessions after their course completion, in order to ascertain the impact of the training and appraise the usefulness of the toolkits and limitations that could be faced during peer training so as to revisit and improve the toolkits and capacity building modules developed.

In addition to the training sessions, two study tours will benefit education experts and public sector officials in the prospect of exposing them to regional and/or international methods of promoting civic values and life skills within the educational formal and non-formal settings.

Interventions planned at the community level will focus on four governorates (Baghdad, Erbil, Salahaldin and Thi Qar) in order to adopt a comprehensive approach that takes into consideration the variety of contexts and groups present in Iraq. This selection of governorates was confirmed during the second Consultative Meeting organized by ESCWA, during which the draft concept paper was discussed and comments and suggestions on the project's concept, structure, goals and activities were gathered from stakeholders. The selection of the four governorates ensures representation and coverage of urban and rural areas, as well as both stable locations and others that have been particularly affected by violence. Indeed, according to the OCHA published Governorates' profiles, Baghdad and Salahaldin still feature a high level of security incidents, respectively at an average of 300 and 100 per month⁸, while Thi Qar and Erbil are recording a low level of incidents per month, estimated respectively at 7 and 0⁹. Baghdad and Erbil are highly urbanized areas, in comparison to Salahaldine and Thi Qar, with a prominent rural element.

The project's implementing team intends also to coordinate activities and efforts with the Associated Schools Network (ASPnet), which is the fruit of a programme launched in 1953 by UNESCO that created a network of schools committed to improving quality education, promoting peace, human rights, tolerance, mutual understanding and respect for diversity. Through partnership with the ASPnet schools network, present in 10 different Governorates, the project would broaden its scope and geographic coverage through the dissemination of the materials developed across the network. The multiplier effect of this programme would also be ensured through the linkages and partnerships that would be established with existing programmes of governmental and Non-Governmental Organizations active in the field of civic education. The resource hub established would also support such interventions and improve the quality of the materials used.

To further ensure the programme's evolution and sustainability beyond the end date of the project, the programme will strengthen the institutional capacity of the government through developing a coordination, information sharing and monitoring system within the depository of the programme's deliverables, the Ministry of Education. This system is envisioned to facilitate coordination between concerned ministries and other stakeholders and beneficiaries and disseminate the training materials across Iraq. It will also combine efforts and work in close symbiosis with the MoE Civic Education Division, a newly established MoE section with the mandate to ensure the mainstreaming of civic education within the national curricula. The Civic Education division will act as one of the project's main counterparts from the MoE and would be closely monitoring the drafting of the national action plan, as well as the development of the training materials and toolkits.

4.3 Implementing partners

- ESCWA as the lead agency will have the responsibility of ensuring overall representation of the project in regards the concerned GoI entities, in particular the MoE, as well as with other international and/or national actors as necessary. This task will be undertaken by a Project Manager based in Baghdad who will also have to monitor the implementation of the project's activities as per the agreed upon timeline and foster coordination among all involved partners and stakeholders. ESCWA will undertake the implementing of all activities pertaining to the development of the action plan; trainings sessions targeting public sector officials; four study tours that would expose education experts and public sector officials them to regional and/or international methods of promoting civic values and life skills; in addition to setting up the coordination and monitoring system at the central level.

⁸ Baghdad and Salahaldin Governorates Profiles, www.iauiraq.org

⁹ Thi Qar and Erbil Governorates Profiles, www.iauiraq.org

- UNESCO will co-lead the project based on its technical expertise in education matters and will be responsible for developing training materials to be used in the Training of Trainers for teachers (formal education) and education providers from community learning centres (CLCs); those to be utilized to train NGOs; the toolkits for teachers (formal education) and the toolkits to be used by education providers at CLCs. In addition, UNESCO will organize training sessions targeting schools managers, teachers, CLC education providers and civil society organizations to equip them with the technical capacities necessary to promote civic values and life skills amongst adolescents.
- UNFPA will develop training materials and toolkits for youth peer educators on civic education/ life skills and will implement training sessions at the youth centers' level. In addition, UNFPA will adapt UNESCO's already developed materials/ guidelines on civic values/ life skills for targeting school managers and teachers and to train students peer educators in another 20 vocational schools.

5. Results Framework

Table 1: Results Framework and Indicators

Programme Title:	Promoting civic values and life skills ¹⁰ through education for adolescents (12 to 19 years old)						
NDS/ICI priority/ goal(s):	NDS 7: Improving the quality of life						
	7.1 Human Development (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						
	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 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)						
UNCT Outcome	Improved access to essential services and assistance to vulnerable groups						
Sector Outcome	Outcome 2: Strengthened institutional and human capacity of the Education Sector to deliver quality education						
JP Outcome 1	Strengthened institutional and human capacity of the Education Sector to deliver quality education			NDS / ICI Priorities:			
JP Outputs	UN Agency Specific Output	UN Agency	Partner	Indicators	Source of Data	Baseline Data	Indicator Target
JP Output 1: MoE, MoLSA, MoYS	1.1 MoE, MoLSA, MoYS and MHR have an enhanced	ESCWA	Ministries of Education,	1.1.1 Number of Iraqi researchers/surveyors trained on	Training report	0	12

¹⁰ In the framework of this project civic values and life skills comprise the promotion of fundamental principles of 1) human rights, 2) citizenship, 3) tolerance, 4) gender equality and 5) interpersonal and social life skills using participatory and interactive methodologies that foster interpersonal communication skills and critical thinking, which can lead young people to make informed and responsible decisions

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	capacity to develop an action plan on promoting civic values and life skills within education		Labor and Social Affairs, Youth and Sports and Human Rights,	conducting focus group discussions and other interviewing techniques. 1.1.2 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 1.1.3 A study on successes and failures of education activities promoting civic values/life skills produced 1.1.4 Number of policy papers tackling potential directions for incorporating concepts of civic values/life skills into the Iraqi education system produced 1.1.5 An education plan of action on civic values and life skills is formulated by MoE	Study report Study report Policy document Programme progress report, Plan	0 No No	2 Yes 2 Yes	
JP 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	2.1 School managers, teachers, education providers and civil society activists have the capacity to design implement and deliver civic values/life skills education programmes	UNESCO	Ministry of Education, Local Directorates of Education, Schools, Community Learning Centers, MoLSA Vocational Centers and Youth Centers and concerned NGOs)	1.2.1 Guidelines for teachers and education providers on civic values/life skills developed 1.2.2 Number of male/female school managers, teachers and education providers attending TOT workshops on implementing civic values and life skills programmes 1.2.3 Percentage of trainers and trainees successfully completing post-tests 1.2.4 Number of male/ female school managers, teachers, and education providers trained on delivering civic values and life skills programmes	Progress and training report Progress and training report Progress and training report	0 0 0	40 80 % 824	

JP Output 3: Adolescents have strengthened capacities to promote civic values/life skills among their peers					1.2.5 Number of male/ female civil society activists trained on promoting civic values/life skills	Progress and training report	0	90
	2.2 Policy makers have the capacity to promote civic values/life skills in education	ESCWA	Ministries of Education, Labor and Social Affairs, Youth and Sports and Human Rights,	2.2.1 Number of government staff trained on promoting civic values/life skills through education	2.2.1 Number of government staff trained on promoting civic values/life skills through education	Progress and training report	0	180
					2.2.2 Number of male and female representatives from GOI participating in study tours on methods of promoting civic values/life skills.	Study Tour report	0	30
	3.1 Groups of young people are enabled to conduct extra-curricular activities on civic values/life skills at the intermediate and secondary school levels as well as in community learning centres	UNESCO	Ministry of Education, schools, ASPnet schools, and community learning centres	3.1.1 Number of male/female student peer educators trained on promoting civic values and life skills programmes	3.1.1 Number of male/female student peer educators trained on promoting civic values and life skills programmes	Progress reports	0	70
					3.1.2 Percentage of male/ female students successfully completing post-training assessment	Pre and post assessment	0	80
	3.2 Groups of young people enabled to conduct socio-cultural activities on civic values/life skills at youth centers and vocational centres	UNFPA	Ministry of Youth, MoLSA, youth centres, vocational centres	3.2.1 Number of male/female student peer educators trained on promoting civic values and life skills programmes	3.2.1 Number of male/female student peer educators trained on promoting civic values and life skills programmes	Progress report	0	80
					3.2.2 Percentage of male/ female students successfully completing post-training assessment	Progress reports	0	80
	4.1 GOI has the institutional capacity to coordinate, and monitor the implementation of, civic education and life skills programmes	ESCWA	Ministries of Education, Human Rights, Labour and Social Affairs and Ministry of Youth	4.1.1 Number of government, non-government, and private sector representatives in the national education network	4.1.1 Number of government, non-government, and private sector representatives in the national education network	Progress report .	0	4
					4.1.2. Number of resource materials on education available on the Education Resource hub	Programme progress report .	0	6
					4.1.3 Monitoring system for civic education and life skills programmes established	Programme Action plan	No	Yes

6. Management and Coordination Arrangements

6.1 Coordination Arrangements:

ESCWA, UNESCO, UNFPA, will jointly implement the proposed programme, with reference to their respective areas of expertise and proven competencies, in close partnership with the Ministry of Education in Baghdad and KRG. The implementing consortium will join efforts with UNAMI-HRO based on its proven track record. UNAMI-HRO will receive a subcontract to ensure compliance of the substantive materials with Human Rights standards and provide advice on their inclusion in the training kits that will be used in the design of the capacity building modules.

In order to ensure national ownership of the programme, it is envisioned that from the onset of the programme a Project Task Force will be created to act as a coordinative body and decision making forum for matters relevant to the implementation of activities. The Task Force is expected to include representatives from all partnering ministries, NGOs and other local partners, in addition to the involved four UN implementing agencies¹¹, and will ensure a sustained cooperation all through the project life cycle. The Task force will meet periodically, preferably on a quarterly basis, to review progress and achievements during the various implementation phases of the programme, starting from the formulation of the national action plan mentioned above, till the end programme evaluation; it will have an oversight role over the preparation and implementation of the programme workplan but is also expected to ensure the relevance of the activities and curricula devised with the national educational strategy and priorities of Iraq.

The Project Task Force will form the ideal platform to disseminate findings and lessons learned among concerned stakeholders and will constitute the cornerstone of the sustainability of the project as the Iraqi counterparts will gain in familiarity and knowledge with the new educational curricula designed all through the life cycle of the project. It will bolster the cooperation mechanisms among concerned stakeholders and will contribute to enhancing the advocacy capacity within the public sector for civic education.

The programme will also set up functioning coordination, information sharing and monitoring systems within the depository of the programme's deliverables, the Ministry of Education. This system is envisioned to facilitate coordination between concerned ministries and other stakeholders and beneficiaries. Close coordination will also encompass the relevant directorates in selected governorates along the different stages of the project, starting from the action plan formulation stage, going through the design and development of the capacity building toolkits and modules and selection of beneficiaries as applicable, and ending with the programme evaluation systems established.

In order to assure the realization of the above, relevant decision makers and technical staff representing the concerned Iraqi ministries, in particular the Ministry of Education, will be fully involved in the following:

1. Devising the methodology and assessment strategies
2. Formulating and supporting the action plan for civic education and life skills
3. Designing the toolkits and capacity building modules
4. Selecting master trainers as well as the beneficiaries of the training sessions
5. Designing and implementing the information sharing and monitoring systems
6. Participating in the end programme evaluation

The Project Task force will establish coordination and monitoring modalities in cooperation with assigned Ministries' Focal points, in particular within the Ministry of Education. The Ministries' focal points will act as counterparts for the Project implementing team and will - as deemed appropriate by the national entity - be part

¹¹ ESCWA, UNESCO, UNFPA and UNAMI-HRO

of the Project Task Force. They will have as primary responsibility to ensure coordination between the project and the partnering national entities as well as undertake monitoring tasks as appropriate.

6.2 Management and Implementation Modalities:

ESCWA as the lead agency is ultimately responsible for the coordination and ensuring the timely implementation of and reporting on programme achievements, while each of the participating agencies is accountable for the attainment of agency specific outputs. It is to note however that ESCWA will not be the sole recipient of the allocated budget; each partnering agency will receive direct funding from UNAMI and will be responsible for its financial reporting.

The project will feature a mixed staffing structure comprising national and international personnel. International staff from the partnering agencies will be based in Baghdad, Amman or Beirut. Senior staff based in Amman will take part in regular missions to Baghdad and the three target areas on a regular basis during the implementation of the programme. Programme staff and consultants working in Baghdad and the three target areas will operate in accordance with the rules and regulations set by UNDSS/UNAMI pertaining security conditions and security of staff. Nevertheless, it is to note that subject to security conditions and staff ceiling, consideration for temporary relocation to Amman and Beirut will be made as necessary.

The overall management of the project will be led by a Baghdad-based project manager allocated to ESCWA. The project manager will have expertise in human and institutional capacity building activities and methodologies and is expected to be involved in the development and implementation of human capacity building activities as well as enhancing the institutional capacity of the MoE in mainstreaming the topics within educational curricula. The project manager will perform representation duties for the project and ensure adequate monitoring of activities as well as coordinating among implementing agencies. S/he will coordinate with the agencies' project officers who will be primarily based in Amman with frequent travel to Baghdad. A dedicated national Monitoring and Evaluation (M&E) Officer based in Baghdad will be tasked of supporting the follow-up on activities but also supporting the Ministry of Education in setting up their internal M&E systems as part of the sustainability schemes embedded in the project. Project officers, coordinators, assistants as well as consultants / experts will be allocated to implementing agencies based on the scope of their specific activities. A detailed staffing structure and responsibilities is included in Annex B for additional information.

It is also to note that from the onset of the programme, focal points within the respective ministries and governorates will coordinate closely with their UN counterparts in the form of regular task force meetings and bi-lateral consultations as well as through informal information sharing mechanisms. Given that participating UN agencies have presence and retain qualified national staff in different target areas of the programme, supervision plans will be developed on a regular basis, jointly with national stakeholders, in order to ensure effective delivery of planned outputs.

Agencies will be applying their respective rules and regulations for the financial, procurement and recruitment actions under each project output.

7. Feasibility, risk management and sustainability of results

7.1 Feasibility:

One of the major elements ensuring the feasibility of the project is the partnership and close cooperation that will be instigated with the Ministry of Education since the early stages of implementation. Indeed, by involving national stakeholders and counterparts as active members of the Project Task Force, the project would gain in

credibility and support in the field, thus increasing its chances of success. Moreover, the support gained by the project during the successive consultations and brainstorming sessions organized confirms its usefulness and feasibility in light of its expected positive impact on policy makers, education providers and youth.

The identification of the project focus, represented by civic values and principles, is expected to be widely accepted and acclaimed by the teachers and education providers as a natural complement to the ordinary educational curriculum. This would increase the participation of the educational corps in the project's activities. In addition, the introduction of life skills in non-formal educational settings will also constitute an added value for the youth who is in deep need to such skills in order to better position themselves in society and become positive agents of change within their respective environments.

Moreover, the design of the project has given particular attention to the cultural and social specificities of Iraq, which will guide UN implementing agencies in the development of training toolkits and materials. Indeed, the assessments and policy papers to be developed at the early stages of the project will serve as basis for the training material and ensure its relevance to the Iraqi context and specificity. It is also to note that Study Tours will be undertaken within the MENA region in order to maximize the benefit for Iraqi beneficiaries who would relate more to similar socio-cultural settings.

7.2 Risk Management

Given the current state of affairs in Iraq, mainly security concerns as well as the difficulty in finding specialized expertise, the envisioned programme might face some limitations and delays during its various implementation phases. These difficulties are addressed in the design of the programme as well as the timeframe allotted for the various activities through early planning and coordination with partner ministries, involved NGOs, education institutions and other stakeholders. Implementing partners will be considered based on their abilities, local contacts and security conditions to minimize risk and delays.

In addition, some of the programme's activities, such as the development and production of formal and non-formal education materials and toolkits for the capacity-building modules would be produced outside of Iraq with national support. Trainings and workshops could also be conducted in safe areas inside the country to prevent unnecessary security risk encountered by participants and trainers.

One of the major obstacles faced by the education sector is the lack of consistency and absence of reliable and valid data to build upon the sector's interventions. The sector strategy is designed to address this issue by enhancing information flow and management among all partners / stakeholders working in education, including MoE, MoYS and MoLSA and other local and international organizations.

In light of the fact that UN agencies are mostly working in remote operational modality, and based on their accumulated experience in implementing projects in Iraq, the programme will coordinate the implementation of activities with local partners and counterparts within the governmental and non-governmental entities as well as through local staff who will be present in the field to ensure smooth coordination and facilitate communication with partners.

One of the most important limitations faced by previous projects was the limited Monitoring and Evaluation system put in place, which was mainly focusing on the levels of outputs and activities, to the detriment of the outcome level. The programme addresses this issue through the development of a comprehensive M&E system by the Lead agency, expected to perform monitoring on all levels and coordinate the end of project evaluation exercise.

In the various implementation phases of the programme, the following risk assumptions should also be considered:

- The project's task force from the UN System and concerned Iraqi ministries is set up immediately following the approval of the project;
- The commitment of the government to have a sustainable education system with a conducive environment put in place is an imperative requirement for the success of the project. Similarly, the collaboration of the line ministry is also essential;
- Recruitment of international consultants and expertise is done as soon as the project is approved;
- The specifications and requirements of different procurement is done in consultation with beneficiaries and approval of line ministry is granted in a timely manner;
- Local military operations will cause minimal disruption of activities.

7.3 Sustainability of Results

The sustainability of the results achieved through this programme will be ensured primarily by building the capacity of the involved Iraqi counterparts to design and disseminate training toolkits and materials pertaining to the promotion of civic values across the educational system. Indeed, the development of specific training materials, which are intended to complement the currently used educational curricula, will enrich the Ministry of Education's curricula and human resources. The development of a resource hub, aggregating all developed analysis and materials and present them online, would constitute the ultimate element of sustainability since it ensures the accessibility of a database on civic values and life skills materials that are sensitive to Iraq's cultural and social specificities. Moreover, it would provide practitioners from the public sector and civil society with the opportunity to use the training materials and disseminate the concepts tackled.

Significantly and most importantly, the set up of the coordination, information sharing and monitoring systems within the Ministry of Education will guarantee the sustainability of the programme. The coordination, information and monitoring system would encourage the dissemination of the project's achievements embodied by the newly designed training materials and curricula. Indeed, the M&E system would allow for a sustained follow-up and appraisal of the level of penetration of these concepts within the formal and non-formal settings and would identify improvements needed to sustain these initiatives. In addition, the capacity of all involved national counterparts – in particular the Ministry of Education and the Ministries of Youth and Sports and Labor and Social Affairs – will be strengthened as they would be involved in the various implementation phases of the programme. The programme will build the capacity of these targeted ministries through capacity building modules benefiting their staff and project focal points. It is noteworthy that these focal points will in essence maintain the coordination, information sharing and monitoring systems within the Ministry of Education. This is not only part of retaining and developing the institutional capacity, but also to ensure the institutional memory is maintained regardless of the level of risk or circumstance.

It should also be noted that the involvement of national counterparts in the early stages of the programme will ensure its sustainability, especially through the involvement of the MoE in developing an action plan in concert with the concerned Iraqi Ministries. This will serve to identify capacity gaps as well as set the benchmarks for the continuous monitoring of the progress of implementation and conduct of a final evaluation to assess the effectiveness of the achieved results. This is expected to culminate in the establishment of the National Education Network, which would institutionalize the coordination mechanism created as part of this programme and would ensure that all concerned public sector institutions, along side with civil society, are active in ensuring the promotion of civic values and life skills within Iraq and in identifying policy recommendations and projects to promote the concepts of citizenship and tolerance among Iraqi youth.

8. Monitoring, Evaluation, and Reporting

8.1 Monitoring and Evaluation

Each implementing agency will conduct the monitoring and evaluation of activities according to its own Rules and Regulations, while keeping in line the obligations of the UNDG Iraq Trust Fund.

Auditing, accountability and performance evaluation systems will be established by the partner agencies as part of the implementation of the programme. These systems will ensure that all programme activities are properly carried out and financially tracked by both the UN partner agencies as well as all government and institutional and community stakeholders in Iraq that are concerned with the program.

A major component of the program includes an integrated monitoring and evaluation system that will allow fast reaction to any sudden changes which might affect the implementation of the program. ESCWA as the leading agency will take primary responsibility in the design of the system, which will be based upon the national action plan to be conducted. Indeed, ESCWA will prepare and present to the Project Task Force a detailed M&E plan, created in close cooperation with UNESCO and UNFPA, with the aim of ensuring that activities are implemented in accordance to the agreed upon work plan.

Modalities for monitoring progress will be implemented within all stages of implementation, including the design, action planning, actual implementation of capacity building modules and handover of programme. Quarterly reports will be produced and communicated to all partners as well as to the Ministry of Human Rights and local authorities. Essentially, monitoring activities will be subject to the rules and regulations of ESCWA as well as those devised by UNAMI and the other partner UN agencies. ESCWA will report to the sector and UNDG ITF on the overall progress of the programme based on individual progress/informative reports provided by the implementing agencies to ESCWA for consolidation.

Final evaluation of the programme will take place to determine the effectiveness of the programme and level of progress against the set quantitative and qualitative targets. The methodology of the evaluation will be based on actual outputs against the set targets, through conducting mid and final assessments. Regular meetings and feedback from Iraqi stakeholders will be sought to discuss evaluation outcomes and their implications on future activities.

8.2 Reporting

Periodic progress/narrative and financial reports will be compiled and submitted by ESCWA as the Lead agency to UNAMI and the Education SOT lead. All agencies will submit progress reports to ESCWA according to the set reporting requirements and timeline.

All project activities will be carried out in accordance with the project document and the below listed workplan. Should there be any changes or additions, they will be discussed between the UN partnering agencies and the Project Task Force. Based on the outcomes of the discussions, a formal request for changes (programmatic or financial) would be submitted.

ESCWA's Project Manager, in addition to being responsible for the overall programme's management, is expected to coordinate the reporting efforts of UN partnering agencies and ensure the development and submission of comprehensive narrative and financial reports to the UNDG ITF.

9. Work Plans and budgets - three pages

Work Plan for: Promoting civic values and life skills¹² through education for adolescents (12 to 19 years old) Programme

Period Covered by the Work Plan: 24 months

Sector Outcome (s):											
JP Outcome: Strengthened institutional and human capacity of the Education Sector to deliver quality education		Time Frame (by activity)								implementing Partner	PLANNED BUDGET (by output)
UN Organization-specific Annual targets		Major Activities		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
JP Output 1: MoE, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education ESCWA	MoE, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education ESCWA	1.1 Conduct training for 12 Iraqi researchers/surveyors on conducting focus group discussions and other interviewing techniques. (ESCWA)	X								
JP Output 1: MoE, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education ESCWA	MoE, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education ESCWA	1.2 Conduct assessment of perceptions among youth at formal and non-formal teaching / learning institutes of contributing factors undermining nation-building, citizenship and the adoption of tolerance, human rights values and gender equity. (ESCWA)	X								
JP Output 1: MoE, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education ESCWA	MoE, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education ESCWA	1.3 Conduct assessment of perceptions among selected Iraqi educators, school administrators and concerned public sector officials of the contributing factors undermining nation-building, citizenship and the adoption of tolerance, human rights values and gender equity. (ESCWA)	X								
JP Output 1: MoE, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education ESCWA	MoE, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education ESCWA	1.4 Review of successes and failures of formal and non-formal education activities conducted outside Iraq promoting nation-building, citizenship and the adoption of tolerance, human rights values and gender equity. (ESCWA)	X								
JP Output 1: MoE, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education ESCWA	MoE, MoLSA, MoYS and MHR have an enhanced capacity to develop an action plan on promoting civic values and life skills within education ESCWA	1.5 Produce one policy paper on potential directions for Iraq formal and non-formal education to more effectively incorporate concepts of nation-building, citizenship and the	X								

\$ 309,118.90 (ESCWA)

¹² Civic Values are defined within this project as including the following concepts: Human rights, citizenship, national identity, tolerance and gender equality. Life Skills are defined as encompassing interpersonal communication skills, negotiation/refusal skills, empathy, cooperation and teamwork, advocacy skills, decision-making and problem solving skills, critical thinking skills, skills for increasing internal locus of control, skills for managing feelings as well as stress management skills.

	S 150,000 (UNFPA Core fund)
secondary school levels as well as in community learning centres UNESCO	UNESCO Adopt UNESCO's already developed manual and toolkits on promoting civic education/life skills for training student peer educators within the vocational schools. UNFPA 3.2 Conduct training sessions targeting 70 student Peer Trainers (Master trainers) on promoting national civic values/life skills. UNESCO, UNFPA 3.3 Conducting 70 sessions by " Master Trainers" to benefit 700 peers in selected schools in the targeted areas on promoting civic values/life skills UNESCO, UNFPA 3.4 Conduct a workshop involving master trainers and other stakeholders to develop educational materials/tools, including posters, brochures and TV clips on civic values/life skills to assist peer educators and promote them within the formal education system and society at large. UNESCO 3.5 Develop manual and toolkits on promoting civic education/life skills for training youth peer educators. UNFPA 3.6 Implement 8 Training of Trainers (ToT) sessions on promoting civic education/life skills, benefiting 80 adolescents and civil society activists. UNFPA 3.7 Conduct 36 sessions to train 600 Youth Peer educators in 18 Youth centers and 18 vocational centers on civic education/life skills in partnership with local Youth NGOs UNFPA 3.8 Conduct four workshops involving master trainers and other stakeholders to develop educational materials promoting civic values/life skills to assist peer educators in youth centres. UNFPA

COMPILED PROGRAMME BUDGET

PROGRAMME BUDGET		ESTIMATED UTILIZATION OF RESOURCES (US\$)		
CATEGORY	AMOUNT (US\$)	2009	2010	2011
1. Supplies, commodities, equipment and transport	215,000	20,000	180,000	15,000
2. Personnel (staff, consultants and travel)	1,012,700	198,000	488,600	326,100
3. Training of counterparts	1,295,033	284,400	663,983	346,650
4. Contracts	916,067	145,500	412,000	358,567
5. Other direct costs	171,940	35,420	82,557	53,963
Total Programme Costs	3,610,740	683,320	1,827,140	1,100,280
Indirect Support Costs	224,294	42,572	113,359	68,363
TOTAL	3,835,034	725,892	1,940,499	1,168,643

* Based on the UNDG Harmonized Financial Reporting to Donors for Joint Programmes approved in 2006. Definition of the categories can be found in the instruction which is available on www.undg.org.

** Security costs are calculated on the maximum rate of 2% of total programme costs and should be integrated into line item 5: Other direct costs.

*** Indirect support cost should be in line with the rate or range specified in the Fund TOR (or Programme Document) and MOU and SAA for the particular MDTF.

NOTE: UNDG ITF projects are currently funded primarily with EC funding; therefore, to be in compliance with the EC's maximum allowable indirect support cost rate of 7% (including the AA fee) all new projects/joint programmes should use the indirect support cost rate of 6.25%, as has been the practice to date.

ESCWA BUDGET

ESCWA Budget Table as per ITF Template:

PROGRAMME BUDGET		ESTIMATED UTILIZATION OF RESOURCES (US\$)		
CATEGORY	AMOUNT (US\$)	2009	2010	2011
1. Supplies, commodities, equipment and transport	32,000		32,000	
2. Personnel (staff, consultants and travel)	385,300	71,100	186,400	127,800
3. Training of counterparts	356,250	62,400	144,600	149,250
4. Contracts	525,000	79,500	235,500	210,000
5. Other direct costs	64,928	10,650	29,925	24,353
Total Programme Costs	1,363,478	223,650	628,425	511,403
Indirect Support Costs	85,217	13,978	39,277	31,962
TOTAL	1,448,695	237,628	667,702	543,365

ESCWA Detailed Budget

Budget Category	Item Description	Unit	Unit Cost	Qty	Total Budget US\$	2009	2010	2011
1. PERSONNEL					353,300	55,100	170,400	127,800
1.1 National Programme/Project Personnel								
	Project / M&E Coordinator - Baghdad	1	2,500	24	60,000	7,500	30,000	22,500
1.2 International Programme/Project Personnel								
	Project Manager - Baghdad	1	7,500	24	180,000	22,500	90,000	67,500
	Project Coordinator - Beirut	1	4,200	24	100,800	12,600	50,400	37,800
1.3 National Consultants								
	Produce 1 policy paper on potential directions for Iraqi education to more effectively incorporate concepts of civic values/life skills 1.5	Month	2,500	2	5,000	5,000		
1.4 International Consultants								
	Prepare a study on successes and failures of education activities promoting civic values/life skills conducted (in/outside Iraq) 1.4	Month	2,500	3	7,500	7,500		
2. CONTRACTS					525,000	79,500	235,500	210,000
	Conduct training for 12 Iraqi researchers/surveyors on conducting focus group discussions and other interviewing techniques (1.1)	Contract	13,000	1	13,000	13,000		
	Mentor the implementation of focus group discussions under 1.2 and 1.3	Contract	16,500	1	16,500	16,500		
	Formulating and finalizing an educational plan of action incorporating the outcomes of the focus groups and policy paper (1.6) and Development and reproduction of plan of action and press kits, and preparation of documentary in preparation for launching ceremony 1.7	Contract	80,000	1	80,000		80,000	
	Conduct two TOT on materials developed benefiting 30 persons from the two targeted groups (managers and policy makers) in addition to conducting the follow-up sessions (2.8)	Contract	36,000	1	36,000		36,000	
	Conduct 1 Study Tour for 15 public officials and NGO staff to expose them to regional and/or international methods of promoting civic values/life skills. 2.4	Contract	25,000	1	25,000		25,000	
	Conduct 1 Study Tour for 15 education experts at central and selected governorates' levels to expose them to regional and/or international methods of promoting	Contract	25,000	1	25,000			25,000

civic values/life skill (2.10)	Establish an inclusive national education network among all involved stakeholders, including experts, governmental officials, civil society, and youth (4.1)	Contract	12,000	1	12,000			12,000	
	Develop and maintain resource hub for policy papers, case studies and other related documents 4.2	Contract	45,000	1	45,000			45,000	
	Translation of documents from and into Kurdish 4.2	Contract	15,000	1	15,000			15,000	
	Subcontract UNAMI-HIRO to ensure Human Rights mainstreaming and quality control into all policy papers, training curricula and materials developed, in addition to performing substantive backstopping during implementation of activities when needed	Contract	72,500	1	72,500	50,000		22,500	
	Develop and disseminate Documentary on promoting the values and concepts of citizenship, tolerance, human rights and gender equity (4.3)	Contract	100,000	1	100,000				100,000
	Establish an M&E System to measure the impact of the activities on the formal education system (4.4)	Contract	30,000	1	30,000				30,000
	Final evaluation of project	Contract	55,000	1	55,000				55,000
3. TRAINING (Including Travel and DSA cost for participants)									
	Training for 12 Iraqi researchers/surveyors on conducting focus group discussions and other interviewing techniques (1.1)	Pax	2,700	12	32,400	32,400			
	A minimum of four Focus group discussions on perceptions on civic values/life skills and the contributing factors undermining them (1.2 and 1.3)	Focus group	5,000	6	30,000	30,000			
	Conduct two TOT on materials developed benefiting 30 persons from the managers and policy makers targeted groups (2.8)	pax	2,400	30	72,000			72,000	
	Conduct 12 training workshops for 180 government staff on promoting of civic values/life skills through education (2.9)	Wkp	7,500	12	90,000			45,000	
	15 public officials staff exposed to regional and/or international methods of promoting civic values/life skills in 1 Study Tours. (2.10)	Pax	2,700	15	40,500				40,500
	15 education experts at central and selected governorates' levels to expose them to regional and/or international methods of promoting civic values/life skills in 2 Study Tours. (2.4)	pax	2,650	15	39,750				39,750
	Establish an inclusive national education network among all involved stakeholders, including experts, governmental officials, civil society, and youth (4.1)	pax	920	30	27,600			27,600	

ESCWA Budget Narrative

I- Personnel

1. National Staff

1.1 Full time Project / M&E Coordinator based in Baghdad and servicing the whole project @ USD 2,550 * 12 months = USD 60,000

2. International Staff

2.1 Project Manager based in Baghdad to ensure overall coordination of and reporting on the programme and undertake representation tasks towards the GoI @ USD 7,500 * 24 months= USD 180,000

2.2 Project Coordinator based in Beirut to perform coordination tasks and ensure administrative and logistical support to the project @ USD 4,200 * 24 months = USD 100,800

3. National Consultant

3.1 Two month consultancy allocated to national expert to produce one policy paper on potential directions for Iraqi education @ USD 2,500 * 2 months = USD 5,000

4. International Consultant

4.1 Three month consultancy allocated to international expert to prepare a study on successes and failures of education activities promoting civic values/life skills conducted @ 2,500 * 3 months = USD 7,500

II- Activities

1.1 Conduct training for 12 Iraqi researchers/surveyors on conducting focus group discussions and other interviewing techniques. *Description: 5-day training workshop to be conducted by selected entity (Subcontract) in Lebanon or Jordan should Iraq be inaccessible*

1. Subcontract an entity that would conduct training for 12 Iraqi researchers/surveyors on conducting focus group discussions and other interviewing techniques (1.1)

a. Two Expert trainers * 11 days (3days Researching and formulating discussion guide + 5days training wkp + 3days preparation & reporting) * USD500/day = USD 11,000

b. Administrative expenses (Staff; communications; equipment; etc.) USD 2,000

TOTAL: USD 13,000 – Contracts

2. Travel and accommodation expenses for 12 participants (Calculated at the Amman rate since highest)

a. Airtickets USD 1,000 * 12 pax = USD 12,000

b. DSA @ USD 251/day * 6 days * 12 pax = USD 18,072

c. Terminal @ USD 152 * 12 = USD 1,824
TOTAL: USD 31,896 – Travel

3. Subcontract UNAMI-HRO to perform review of training curriculum tools to ensure Human Rights mainstreaming and quality control (1.1)
4. @ Lump USD 6,000

1.2 & 1.3 Conduct assessment of perceptions among youth and educational providers (six Focus Groups to be conducted)

1. Subcontract an entity that would coordinate the work of the researchers/surveyors and conduct the focus groups (1.2 & 1.3)
 - a. Mentoring and follow-up tasks during a period of four months USD 3,500 * 4 months = USD 14,000
 - b. Surveyors expenses and per diems when needed 12 pax * 2 days * USD 100 = USD 2,400**TOTAL: USD 16,400 – Contracts**

2. Subcontract UNAMI-HRO to perform review of assessment tools and backstopping of focus group in order to ensure Human Rights mainstreaming and accuracy (1.2 & 1.3) @ Lump USD 6,000

3. Focus Group logistics and miscellaneous expenses Lumpsum @ USD 5,000 / Focus Group * 6 = USD 30,000

1.4 Study on Review of successes and failures of formal and non-formal education activities promoting nation-building, citizenship and the adoption of tolerance, human rights values and gender equity

International Consultancy (Refer to 4.1 under Personnel (I))

Subcontract UNAMI-HRO to develop section of the study pertaining to the inclusion of HR values, with emphasis on gender, in formal and non-formal education activities @ Lump USD 10,000

1.5 Produce one policy paper on potential directions for Iraqi formal and non-formal education

National Consultancy (Refer to 3.1 under Personnel (I))

Subcontract UNAMI-HRO to perform review of papers to ensure Human Rights mainstreaming and accuracy (1.4 & 1.5) @ Lump USD 8,000

1.6 Formulating formal and non-formal Education Strategy & 1.7 Conference to appraise, finalize and launch the education strategy Proposal

Subcontract a highly specialized entity that would be responsible of analyzing the outcomes of the focus groups and policy papers and developing national strategy, in addition to organizing Launching Conference

- a. Review and analysis of outcomes of focus groups and policy papers Lumpsum * USD 20,000
- b. Local and International Experts to develop Education Strategy 12 pax * USD 2,500/honorarium = USD 30,000
- c. Travel and accommodation and DSA for participants - 20 participants * USD 1,244 (221 DSA*2days + 152 terminal + 650 Atikt) = USD 24,880
- d. Administrative expenses (Staff, communications; equipment; etc.) USD 5,000

TOTAL: USD 79,880 – Contracts

Subcontract UNAMI-HRO to perform Human Rights mainstreaming and accuracy checks in preparation of and during the Conference (1.6)
@ Lump USD 10,000

2.1 Develop and test training materials/guidelines on civic values and life skills targeting teachers/education providers and civil society activists to enhance their teaching/learning abilities (UNESCO Lead)

Subcontract UNAMI-HRO to perform Human Rights mainstreaming and accuracy checks during preparation of materials (2.1) Lump USD 5,000

2.4 Conduct 1 Study Tour for 15 education experts at central and selected governorates' levels to expose them to regional and/or international methods of promoting civic values/life skills

Description: 4-day study tour to be conducted in partnership with renowned regional entity TBD

1. Subcontract an entity that would constitute the most appropriate venue to host the Study Tour Lumpsum USD 25,000

2. Travel and accommodation expenses for 15 participants (Calculated at USD 300 rate)

a. Airtickets USD 1,000 * 15 pax = USD 15,000

b. DSA @ USD 300/day * 5 days * 15 pax = USD 22,500

c. Terminal @ USD 152 * 15 = USD 2,280

TOTAL: USD 39,780 – Travel

2.10 Develop training materials/tools on civic values and life skills targeting public sector officials from MoE, MoLSA, MoYS, MoHR (UNESCO Lead)

Subcontract UNAMI-HRO to perform Human Rights mainstreaming and accuracy checks during preparation of materials (2.10) Lump USD 5,000

2.11 Conduct two TOT on materials developed benefiting 30 persons from the two targeted groups (managers and policy makers)

2.10 in addition to conducting the follow-up sessions

Description: 5-day training workshop to be conducted by selected entity in Erbil, Iraq

1. Subcontract an entity that would perform the TOT and follow-up sessions, in addition to supervising the training wkps for government staff and policy makers to be conducted by super trainers under 2.12

TOT: USD 29,216 (14,608/wkp)

a. Experts to perform the training of trainers (3day preparation and reporting + 5day training * 2 experts * USD 500/day = USD 8,000)

b. Travel and accommodation and DSA for 2 experts * USD 1,804 (142 DSA*6days + 152 terminal + 800 Atikt) = USD 3,608

c. Administrative expenses (Staff; communications; equipment; etc.) USD 3,000

Follow-up session: **USD 6,756**

- a. Experts to perform the follow-up sessions (1day preparation and reporting + 2day training * 2 experts * USD 500/day = USD 3,000)
- b. Travel and accommodation and DSA for 2 experts * USD 1,378 (142 DSA*3days + 152 terminal + 800 Aikt) = USD 2,756
- c. Administrative expenses (Staff; communications; equipment; etc.) USD 1,000

TOTAL Subcontract: USD 35,972

- 2. Travel and accommodation expenses for 30 participants (Calculated at USD 142 Erbil DSA rate) at the TOT

TOT: USD 35,860

- a. Airticket and/or Landtransportation when required Lumpsum USD 10,000
- b. DSA @ USD 142/day * 5 days * 30 pax = USD 21,300
- c. Terminal @ USD 152 * 30 = USD 4,560

Follow-up session: **USD 35,860**

- a. Airticket and/or Landtransportation when required Lumpsum USD 10,000
- b. DSA @ USD 142/day * 5 days * 30 pax = USD 21,300
- c. Terminal @ USD 152 * 30 = USD 4,560

TOTAL Travel: USD 71,720

2.12 Conduct 12 training workshops for 180 government staff and policy makers on promoting of civic values/life skills through Education

- 1. Training expenses for 180 participants

- a. 12 training wkpr rooms/space rental @ USD 100/day * 5days * 12 = USD 6,000
- b. Training material development Lumpsum USD 30,000
- c. Catering and logistical requirements 180 pax * 5days * USD20 = USD 18,000
- d. Super trainers fees and accommodation when needed - 24 trainers * 5days * 300/day (fees/accommodation/transportation) = USD 36,000

TOTAL: USD 90,000

2.13 Conduct 1 Study Tour for 15 public officials staff to expose them to regional and/or international methods of promoting civic values/life skills.

Description: 4-day study tour to be conducted in partnership with renown regional entity TBD

- 1. Subcontract an entity that would constitute the most appropriate venue to host the Study Tour Lumpsum **USD 25,000**

- 2. Travel and accommodation expenses for 15 participants (Calculated at USD 300 rate)

- a. Airtickets USD 1,000 * 15 pax = USD 15,000
- b. DSA @ USD 300/day * 5 days * 15 pax = USD 22,500

c. Terminal @ USD 152 * 15 = USD 2,280
TOTAL: USD 39,780 – Travel

3.4 Conduct a workshop involving super trainers and other stakeholders to develop educational materials /tools (UNESCO Lead)

Subcontract UNAMI-HRO to perform Human Rights mainstreaming and accuracy checks during preparation of materials (3.4) Lump USD 5,000

3.5 Develop manual and toolkits on promoting civic education/life skills for training youth peer educators (UNFPA Lead)

Subcontract UNAMI-HRO to perform Human Rights mainstreaming and accuracy checks during preparation of materials (3.5) Lump USD 2,500

4.1 Establish an inclusive national education network among all involved stakeholders, including experts, governmental officials, civil society, and youth

1. Training of selected staff on coordination skills and establishing coordination mechanisms

Subcontract a specialized entity to prepare and implement the training session

a. Develop national Education network Lumpsum USD 7,500

b. DSA @ USD 142/day * 3 days * 2 pax = USD 852

c. Terminal @ USD 152 * 2 = USD 304

d. Administrative expenses USD 3,000

TOTAL: USD 11,656 – Contracts

30 Participants

a. Airticket and/or Landtransportation when required Lumpsum USD 10,000

b. DSA @ USD 142/day * 3 days * 30 pax = USD 12,780

c. Terminal @ USD 152 * 30 = USD 4,560

TOTAL Travel: USD 27,340

Subcontract UNAMI-HRO to perform one-day training on Human Rights principles and equality in the prospect of encouraging their inclusion within the education curricula @ Lump USD 15,000

4.2 Develop and maintain resource hub for policy papers, case studies and other related documents (Arabic and Kurdish)

1. Contract IT firm to Develop and maintain resource hub for policy papers, case studies and other related documents 4.2 and provide training on maintenance

Lumpsum USD 45,000 – Contracts

2. Translation of documents from and into Kurdish Lumpsum USD 15,000 - contracts

2. Equipment needed for Equip line ministry to host and maintain the resource hub (to include server, network and other IT equipment in concerned ministries) Lumpsum USD 32,000 - Equipment

4.3 Develop and disseminate Documentary on promoting the values and concepts of citizenship, tolerance, human rights and gender Equity

1. Contract specialized entity to develop documentary in collaboration with programme's implementing agencies @ Lump USD 100,000

4.4 & 4.5 Design a monitoring system for civic education/life skills programmes.

1. Contract entity to Establish an M&E System to measure the impact of the activities on the formal education system and train selected public sector officials on M&E skills and techniques Lumpsum USD 35,000
 - a. Develop indigenous M&E system for MoE based on feasibility study and field assessments performed Lumpsum USD 15,000
 - b. Perform training of 24 focal points within the public sector and civil society, including education providers on system Lumpsum USD 10,000
 - c. Administrative expenses USD 5,000

2. 24 Participants (Representatives of 4 governorates + 8 ministries + 8 schools + 4 civil society)

- a. Airticket and/or Landtransportation when required Lumpsum USD 10,000

- b. DSA @ USD 142/day * 3 days * 24 pax = USD 10,224

- c. Terminal @ USD 152 * 24 = USD 3,648

TOTAL Travel: USD 23,872

III- Evaluation of Programme

Subcontract third party entity to perform overall evaluation of the IP - Lumpsum **USD 55,000** (inclusive of travel to field)

UNESCO BUDGET

UNESCO Budget Table as per ITF Template:

PROGRAMME BUDGET		ESTIMATED UTILIZATION OF RESOURCES (US\$)		
CATEGORY	AMOUNT (US\$)	2009	2010	2011
1. Supplies, commodities, equipment and transport	78,000	10,000	68,000	0
2. Personnel (staff, consultants and travel)	316,400	32,900	159,200	124,300
3. Training of counterparts	463,783	0	349,383	114,400
4. Contracts	243,067	36,000	115,500	91,567
5. Other direct costs	55,062	6,970	29,932	18,160
Total Programme Costs	1,156,312	85,870	722,015	348,427
Indirect Support Costs	70,893	5,232	44,288	21,373
TOTAL	1,227,205	91,102	766,303	369,800

UNESCO Detailed Budget:

Budget line/Description	TOTAL				2009	2010	2011
	unit	unit cost	Qty	Total	Budget	Budget	Budget
1. PROJECT MANAGEMENT							
1.1 National Programme/Project Personnel							
Project Assistant – Erbil (1 for all Agencies)	1	2,400	18	43,200	0	21,600	21,600
Project Assistant – Amman	1	2,300	24	55,200	6,900	27,600	20,700
1.2 International Programme/Project Personnel							
Project Officer	1	8,000	24	192,000	24,000	96,000	72,000
1.3 International Consultants							
Sub-Total 1.				290,400	30,900	145,200	114,300
2. CONTRACTS							
Contract development toolkits & guidelines - 4 months (3 months to hand in the draft manuals 1 months for testing and adoption)	Toolkits	18,000	5	90,000	36,000	54,000	0
Translation toolkits & guidelines (Arabic & Kurdish)	Toolkits	4,500	6	27,000	0	27,000	0
Design, Production, Printing and Distribution/Dissemination of Materials/TV clips (see detailed budget)	unit	-	-	47,923	0	15,000	32,923
Follow-up sessions to assess results of trainings (2 months)	unit	26,072	2	52,144	0	0	52,144
Pre and Post Project Assessment (see detailed budget)	unit	26,000	1	26,000	0	19,500	6,500
Sub-Total 2.				243,067	36,000	115,500	91,567
3. TRAINING							
Three TOT Workshops targeting 25 educational experts (5 days each) in Erbil	event	51,388	3	154,163	0	154,163	0
Training sessions inside Iraq (32 working sessions of 15 persons each in schools and 5 training sessions for 10 persons each in CLCs)	event	2,200	37	81,400	0	37,400	44,000
Four training sessions for 60 civil society activists (15 persons per session)	event	2,200	4	8,800	0	8,800	0
TOT for 40 students (2 sessions, 5 working days each) – Erbil	event	45,568	2	91,136	0	91,136	0
40 Peer to Peer sessions by student peer educators in the 4 governorates	event	2,200	40	88,000	0	17,600	70,400
Workshop for super trainers (20 peer students) to develop advocacy materials/tools (TV spots, posters, brochures, etc.) - 1 workshop of 20 students each, 4 working days – Erbil	event	40,284	1	40,284	0	40,284	0
Sub-Total 3.				463,783	0	349,382	114,400
4. EQUIPMENT							

UNESCO Budget Narrative:

Workplan Activities	Items	Unit Cost	No.	No. days/months	Total
2.1, 2.7 & 3.1	Preparation of Toolkit (including different modules to be used as manuals or guidelines) Contract development manuals - 5 months (3 months to hand in the draft manuals 2 months for testing and adoption)	18,000.00	1	5	90,000.00
	Translation of 2 Manuals (100-150 pages each) into Arabic and into Kurdish	18.00	4	100-150 pages	10,800.00
	Translation of 2 Toolkits (100-150 pages each) into Arabic and into Kurdish	18.00	4	100-150 pages	10,800.00
	Translation of a training manual for public sector officials (50-80 pages) into Arabic and into Kurdish	18.00	2	50-80 pages	1,800.00
	Translation of 1 tool kit for peer educators (50-100 pages) into Arabic and into Kurdish	18.00	2	50-100 pages	3,600.00
	Printing of 2 Manuals (100-150 pages each) including shipment to Baghdad	8.00	1000		8,000.00
	Printing of 2 Toolkits (100-150 pages each) including shipment to Baghdad	8.00	4,000		32,000.00
	Printing of a training manual for public sector officials (100-150 pages)	8.00	500		4,000.00
	Printing of 1 tool kit for peer educators (100-150 pages)	8.00	3000		24,000.00
2.2	Three TOT Workshops targeting 25 educational experts (5 days each) in Erbil				154,163.21
	DSA Trainees EBL	142.00	6	25	21,300.00
	ATK Trainees EBL	250.00		25	6,250.00
	TA Trainees EBL			25	

				152.00				3,800.00
	DSA Trainers EBL			142.00	7		2	1,988.00
	DSA Trainers AMM			251.00	2		2	1,004.00
	ATA Trainers AMM-EBL-AMM			847.46			2	1,694.92
	ATA Trainers TO/FROM AMM			1,000.00			2	2,000.00
	TA Trainers			304.00			2	608.00
	Visa Trainers Iraq			22.00			2	44.00
	SAIT			1,000.00			2	2,000.00
	Visa Trainers to Amman			14.12			2	28.24
	DSA UN Staff			9.94	7		1	69.58
	ATA UN Staff			1,500.00			1	1,500.00
	TA UN Staff			76.00			1	76.00
	Venue (Coffee Breaks)			25.00	5		27	675.00
	Venue (Rental of Facilities)			200.00	5			1,000.00
	Interpretation			750.00	5			3,750.00
	Fees of Trainers (2) @ P5 level			300.00	6		2	3,600.00
	Sub-total per workshop							51,387.74
	Sub-total for 3 workshops							154,163.21

2.3	Follow-up Sessions on TOT (4 sessions, 1 session per governorate)								
	Contracting universities to conduct the evaluation sessions (Fees)	7,600.00	3 persons	2 months					52,144.00
	Travel Expenses								
	DSA Baghdad	378.00	4	2					3,024.00
	DSA Elsewhere in Iraq	142.00	10	2					2,840.00
	Transportation inside Iraq	170.00		4					680.00
2.5	Training sessions inside Iraq (32 working sessions of 15 persons each in schools and 5 training sessions for 10 persons each in CLCs)								93,400.00
	32 working sessions	2,200.00	32						70,400.00
	5 training sessions	2,200.00	5						11,000.00
	Monitoring and Reporting (External Entity)	1,000.00	12						12,000.00
2.6	Four training sessions for 60 civil society activists (15 persons per session)								12,800.00
	Lump-sum Assistance	2,200.00	4						8,800.00
	Monitoring and Reporting (External Entity)	1,000.00	4						4,000.00
3.2	TOT for 40 students (2 sessions, 5 working days each) - Erbil								91,135.47
	DSA Trainees EBL	142.00	6	20					17,040.00
	ATK Trainees EBL	250.00		20					5,000.00
	TA Trainees EBL			20					

		152.00				3,040.00
	DSA Trainers EBL			7	2	1,988.00
	DSA Trainers AMM	142.00				
	ATK Trainers AMM-EBL-AMM	251.00		2	2	1,004.00
	ATK Trainers TO/FROM AMM	847.46			2	1,694.92
	TA Trainers	1,000.00			2	2,000.00
	Visa Trainers Iraq	304.00			2	608.00
	SAIT	22.00			2	44.00
	Visa Trainers to Amman	1,000.00			2	2,000.00
	DSA UN Staff	14.12			2	28.24
	ATK UN Staff	9.94		7	1	69.58
	TA UN Staff	1,500.00			1	1,500.00
	Venue (Coffee Breaks)	76.00			1	76.00
	Venue (Rental of Facilities)	25.00		5	45	1,125.00
	Interpretation	200.00		5		1,000.00
	Fees of Trainers (2) @ P5 level	750.00		5		3,750.00
	Sub-total per workshop	300.00		6	2	3,600.00
	Sub-total for 2 workshops					45,567.74
						91,135.47

3.3	40 sessions by student peer educators in the 4 governorates							98,000.00
	Lump-sum Assistance					2,200.00	40	88,000.00
	Monitoring and Reporting Fees (External Entity)					1,000.00	10	10,000.00
3.4	Workshop for super trainers (20 peer students) to develop advocacy materials/tools (TV spots, posters, brochures, etc.) - 1 workshop of 20 students each, 4 working days - Erbil							88,206.80
	DSA Trainees EBL					142.00	5	14,200.00
	ATK Trainees EBL					250.00		5,000.00
	TA Trainees EBL					152.00		3,040.00
	DSA Experts EBL					142.00	6	1,704.00
	DSA Experts AMM					251.00	2	1,004.00
	ATK Experts AMM-EBL-AMM					847.46		1,694.92
	ATK Experts TO/FROM AMM					1,000.00		2,000.00
	TA Experts					304.00		608.00
	Visa Experts Iraq					22.00		44.00
	SAIT					1,000.00		2,000.00
	Visa Experts to Amman					14.12		28.24
	DSA UN Staff					9.94	6	59.64
	ATK UN Staff							1

					1,500.00				1,500.00
	TA UN Staff				76.00			1	76.00
	Venue (Coffee Breaks)				25.00		4	45	1,125.00
	Venue (Rental of Facilities)				200.00		4		800.00
	Interpretation				750.00		4		3,000.00
	Fees of Trainers (2) @ P5 level				300.00		4	2	2,400.00
	Sub-total per workshop								40,283.80
	Sub-total for 1 workshop								40,283.80
	Design, Production, Printing and Distribution/Dissemination of Materials/TV clips (Contracting a Designing Company)								47,923.00
	TV Spots Production				4000		2		8,000.00
	TV Broadcast								7,000.00
	Radio Spots				1000		6		6,000.00
	Balloons				0.25		10892		2,723.00
	Posters				6		1200		7,200.00
	Leaflets				1		5000		5,000.00
	T-Shirts (other materials)				4		3000		12,000.00
	Other Items								

	Office material					10,000.00
	Travel of UN staff for Coordination purposes - project implementation process					
			2,000	13		26,000.00
	Personnel					290,400.00
	1 Project Assistant in Erbil		2,400	1	18	43,200.00
	1 Project Assistant in Amman		2,300	1	24	55,200.00
	1 Project Officer in Amman		8,000	1	24	192,000.00
	Sub-total for all items					1,101,249.48
	Miscellaneous					33,037.48
	Security					22,024.99
	Agency Management Support					70,892.93
	Grand-total					1,227,204.88

UNFPA BUDGET

UNFPA Budget Table as per ITF Template:

PROGRAMME BUDGET		ESTIMATED UTILIZATION OF RESOURCES (US\$)		
CATEGORY	AMOUNT (US\$)	2009	2010	2011
1. Supplies, commodities, equipment and transport	105,000	10,000	80,000	15,000
2. Personnel (staff, consultants and travel)	311,000	94,000	143,000	74,000
3. Training of counterparts	475,000	222,000	170,000	83,000
4. Contracts	148,000	30,000	61,000	57,000
5. Other direct costs	51,950	17,800	22,700	11,450
Total Programme Costs	1,090,950	373,800	476,700	240,450
Indirect Support Costs	68,184	23,362	29,794	15,028
TOTAL	1,159,134	397,162	506,494	255,478

UNFPA Detailed Budget:

Budget Category	Item Description	Unit	Unit Cost	Qty	Total Budget US\$	Estimated Utilisation of Resources US\$		
						2009	2010	2011
1. PERSONNEL					279,000	83,000	132,000	64,000
1.1 National Programme Personnel								
	Project Officer (Amman) (NOB)	1	\$ 3,000	24	72,000	\$ 9,000	\$ 36,000	\$ 27,000
	Part time Local Advisers (Iraq)	3	\$ 1,000	24	72,000	\$ 9,000	\$ 36,000	\$ 27,000
1.2 International Programme Personnel								
1.3 National Consultants		8	\$ 2,500	3	60,000	\$ 20,000	\$ 30,000	\$ 10,000
1.4 International Consultants		5	\$ 15,000	1	75,000	\$ 45,000	\$ 30,000	\$ -
2. CONTRACTS					148,000	30,000	61,000	57,000
	Contracts for National NGOs/Institutions to organise training of MoLSA & MoYS providers & managers	4	\$ 10,000	1	40,000	\$ 12,000	\$ 16,000	\$ 12,000
	Contracts for National NGOs/Institutions to organise training of 500 Youth Peer educators	4	\$ 12,000	1	48,000	\$ 18,000	\$ 15,000	\$ 15,000
	Contracts for National NGOs/Institutions to secure coaching & supports to Peer educators for 1 year	4	\$ 15,000	1	60,000	\$ -	\$ 30,000	\$ 30,000
3. Training & Seminars					475,000	222,000	170,000	83,000
	2 Workshops to finalise & adopt toolkits for training of MoLSA & MoYS providers and managers	2	\$ 25,000	1	50,000	\$ 50,000	\$ -	\$ -
	TOT for MoLSA & MoYS providers & managers	2	\$ 30,000	1	60,000	\$ 30,000	\$ 30,000	\$ -
	Follow up training for MoLSA & MoYS Trainers	2	\$ 30,000	1	60,000	\$ -	\$ 30,000	\$ 30,000
	Local workshops for training of 230 MoLSA & MoYS providers / managers	15	\$ 6,000	1	90,000	\$ 52,000	\$ 20,000	\$ 18,000
	2 Workshops to finalise training materials & toolkits for Peer educators of Youth &	2	\$ 25,000	1	50,000	\$ 25,000	\$ 25,000	\$ -

UNFPA Budget Narrative:

Budget Category	Item Description	Detailed Description	Basis of Cost
1. PERSONNEL			
1.1 National Programme Personnel			
	National Project Officer	Follow-up of implementation of all project activities at central and governorate levels	US\$ 3,000 / month for 24 months
	Part-time local coordinators	Follow-up of implementation of project activities at each governorate level	US\$ 1,000 / month for 24 months for 3 persons
1.2 International Programme Personnel			
1.3 National Consultants			
	National Consultants	8 national consultants required for 3 months to: 1) develop toolkits and training materials; 2) train Trainers for MoLSA & MoYS staff; 3) Train Trainers of Peer educators; 4) support training of providers and Peer educators	US\$ 2,500 / month for 8 consultants for 3 month
1.4 International Consultants			
	International Consultants	Five international consultants for 1 month to provide technical assistance for the development of toolkits and training materials for MoLSA & MoYS staff and Peer educators, as well as to train Trainers from each ministries	US\$ 15,000 / month (include honoraria, DSA and air-ticket) for 5 persons/month
2. CONTRACTS			
	Contract with NGOs or institutions	Contracts will be given to INGO/National NGOs or institutions to secure training of MoLSA & MoYS staff, and Youth Peer educators, as well as their coaching (in collaboration with trained trainers)	Contracts will be based on costs of the required activities
3. TRAINING			
	4 Workshops to finalise toolkits & materials for MoYS & MoLSA staff & Peer educators	Pending security conditions, workshops will be organized in Baghdad or Erbil or Amman, for a total of around 60 MoLSA & MoYS staff	At rate of US\$ 25,000 / workshop and 15 participants / workshop (30 in Total)
	6 TOT workshops	Pending security conditions, workshops will be organized in Baghdad or Erbil or Amman, for a total of around 80 MoLSA & MoYS staff	At rate of US\$ 30,000 / workshop, and 20 participants / workshop (60 in Total)
	15 workshops to train 230 MoLSA & MoYS staff	These workshop will be organized locally at central and governorate levels, benefitting 225 staff	At rate of US\$ 6,000 / workshop, and 15 participants / workshop (225 in Total)
	30 workshops to train 500 Peer educators of Youth & vocational centers	These workshop will be organized locally at governorate levels, in each Youth & Vocational center, benefitting 500 Youth Peer Educators	At rate of US\$ 3,500 / workshop, and 15 youth / workshop (500 in Total)

Budget Category	Item Description	Detailed Description	Basis of Cost
4. EQUIPMENT			
	Materials & Equipment for Peer educators	Cost of materials for Youth Peer educators initiatives to promote Civic values and Life Skills	An average amount of US\$ 1,500 / Peer Educators group
5. SUPPLIES & COMMODITIES			
	Printing materials	Cost of materials prepared by Peer Groups for Life-skills related Socio-educative activities	An average amount of US\$ 2,000 / Peer Educators group
6. TRANSPORT			
7. TRAVEL			
	Travel	Travel cost to monitoring field activities by project officer and local advisers inside Iraq	Estimation based on previous travel conducted

Annex A: Agency Project Status Profile

ESCWA

SL #	Project ID #	Project Title	Total Budget (US\$)	Implementation Rate (% complete)	Commitments (% as of 30 August 2008)	Disbursements (% as of 30 August 2008)	Remarks
1	B1-26a	Information and Communication Technologies (ICT) in Education for Iraq	2,038,192	76%	72%	63%	
		TOTALS (US\$)	2,038,192	76%	72%	63%	

UNESCO

SL #	Project ID #	Project Title	Total Budget (US\$)	Implementation Rate (% complete)	Commitments (% as of June 2009)	Disbursements (% as of June 2009)	Remarks
1	B1-23	Training of Trainers in Teacher Education for Sustained Quality Education	2,325,116	58.05%	69.87%	66.24%	
2	B1-26b	ICT in Education	1,962,414	74.19%	94.39%	72.83%	
3	B1-28a	Improving Quality and Relevance of Technical and Vocational Education and Training	5,308,400	15.90%	84.69%	32.99%	
4	B1-31	Distance Learning Project	5,605,228	47.38%	91.31%	43.24%	
5	B1-33	Joint Education Programme	1,712,905	29.30%	29.30%	15.28%	
		TOTALS (US\$)	16,914,063				

UNFPA Not Applicable at this time

Sl. #	Project ID #	Project Title	Total Budget (US\$)	Implementation Rate (% complete)as of 31 September 2008	Commitments (% as of 31 September 2008)	Disbursements (% as of 31 September 2008)	Remarks
-	-	-	-	-	-	-	-
		TOTALS (US\$)	0				

Annex B: Staffing Structure and Responsibilities

ESCWA Staffing and Responsibilities:

1. Project Manager (24 Months) based in Baghdad, security conditions allowing.

The Project manager will perform the overall substantive and administrative management of the project and ensure proper representative with concerned GoI entities/representatives. The project manager will have expertise in human and institutional capacity building activities and methodologies in order to provide necessary support to the MoE to mainstream the topics within the educational curricula and enhance its institutional capacity, mainly in M&E practices. Specific duties to include:

- Liaising with the Ministry of Education and concerned Ministries in Baghdad in order to ensure support to project's activities and disseminate relevant information;
- Provide substantive support to the development of the Education National Strategy and input to the training curricula developed by partners' agencies;
- Ensure coordination among UN implementing team for the successful execution of activities, while guaranteeing complementarity of outputs;
- Supervise the implementation of activities in coordination with UN Agencies, Government of Iraq and civil society organizations;
- Coordinate the establishment of the educational network in close partnership with the MoE and other concerned ministries and national stakeholders;
- Input to the development of human and institutional capacity building modules and assist in the implementation of selected activities;
- Provide technical assistance to the MoE in regards to developing and establishing the M&E system within the ministry and across its local networks;
- Advocate with MoE for the inclusion of the Civic Values and Life Skills training curricula in the formal educational system;
- Supervise and provide support to the Project/M&E Coordinator and to the Project Coordinator based in Beirut;
- Coordinate the development of periodic narrative and financial reports and ensure timely submission to UNAMI;
- Perform representation tasks as required.

2. Project/Monitoring and Evaluation Coordinator: Full time based in Baghdad, security conditions allowing.

The Project/M&E Coordinator will have experience in M&E systems and processes, in addition to proven knowledge of the project subject matter. The Project/M&E Coordinator will have as primary task to coordinate and monitor the implementation of activities. Specific duties to include:

- Responsible of the overall monitoring and evaluation of the project;
- Design monitoring and evaluation tools and methods for all types of activities implemented by partnering UN agencies;
- Establish selection criteria for project beneficiaries, with particular emphasis on the selection criteria for future trainers;
- Perform regular monitoring and follow-up on the implementation of activities and ensuring the gathering of appraisal data;
- Support the Project Manager in coordinating the implementation of ESCWA's activities;

- Liaise with national counterparts for the selection of beneficiaries;
- Coordinate the day-to-day follow-up with UNESCO and UNFPA's project officers in the implementation of activities and ensure a conducive working relationship;
- Facilitate contacts with civil society organizations and other national stakeholders as necessary;
- Support the MoE in developing and establishing the M&E system within the ministry and across its local networks;
- Track success stories, challenges and lessons learnt during the implementation phases of the project and report on them;
- Support the Project Manager in drafting terms of reference, especially those related to the final evaluation of the project;
- Perform other tasks as required.

3. Project Coordinator: Full time based in Beirut.

The Project Coordinator will be required to perform substantive and administrative tasks, in particular tasks pertaining to ensuring the management backstopping of the project within ESCWA and liaising with regional counterparts for the implementation of project activities. Specific duties to include:

- Provide overall substantive and administrative backstopping for the implementation of project activities in Iraq;
- Represent the project within ESCWA and ensure timely processing of administrative procedures;
- Liaise with regional and international entities / counterparts for the implementation of activities requiring regional expertise and study tours;
- Assist the project team in developing selection criteria and performing selection of beneficiaries;
- Drafting periodic narrative reports and coordinating with ESCWA's finance section the preparation and submission of financial reports;
- Drafting Terms of Reference and other documents as needed;
- Carrying out other activities as required by the Project Manager.

UNESCO Staffing and Responsibilities:

1. Full time project officer based in Baghdad for the length of the project security conditions allowing. Currently based in Amman.

The International Expert on Civic Values will be responsible for the management and implementation of the project concerning the activities UNESCO is responsible for, including:

- Supervising the development of core civic values and life skills training materials and guidelines to be used during the project and coordinating with the partner UN Agencies, Government of Iraq and civil society organizations to guarantee that the materials developed respond to the needs jointly identified and that they are in line with international standards;
- Identifying implementing partners in coordination with other collaborating UN agencies;
- Liaising closely with the Ministries of Education in Baghdad and the KRG as well as with civil society organizations to organize training sessions targeting teachers, education providers at community learning centres and students on civic values and life skills inside Iraq;

- Supervising the development by student peer educators of awareness raising and education materials promoting civic values and life skills;
- Supervising and provide support to the National Project Assistant and to the National Project Assistant based in Erbil;
- Liaising with UN Agencies in Amman on all matters pertaining to the project upon ESCWA's request;
- Monitoring and evaluation of the activities organized by UNESCO, as well as compiling the information necessary to report to the ESCWA project manager.

2. National Project Assistant: Based in Erbil for 18 months.

Organization of the project activities envisaged in Erbil focal point with the Kurdish Authorities for the joint project. The NOC will:

- Organize and supervise the TOT sessions to be held in Erbil as part of the project;
- Monitor the activities conducted in Kurdistan and collect the information necessary to comply with the reporting obligations agreed upon;
- Liaise closely with the Kurdish Ministry of Education with regard to the interventions planned in Kurdistan and assist the ESCWA project manager in contacting and facilitating communication with partner ministries (Ministry of Labour and Social Affairs, Ministry of Human Rights and Ministry of Sport and Youth);
- Facilitate contacts with civil society organizations and academic institutions based in Kurdistan linked to the objectives of the project;
- Establish direct contacts with direct beneficiaries in Kurdistan including teachers, education providers, student peer educators and NGO staff;
- Track success stories, challenges and lessons learnt during the implementation process and report on them directly.

3. National Project Assistant: Based in Baghdad security conditions allowing for the length of the project under the supervision of the project officer. Currently in based in Amman.

Responsibilities:

- Assisting in the coordination and implementation of project activities in Iraq;
- Assisting in the development of training materials and guidelines on civic values and life skills in compliance with international standards and in coordinating with Governmental and Non Governmental counterparts;
- Assisting in field level initiatives aimed at selecting, and following up project beneficiaries;
- Assisting the Project Officer to increase organize capacity development sessions for the targeted beneficiary groups inside Iraq: Teachers, education providers, students, NGOs;
- Assisting in the provision of logistical and administrative support to beneficiaries involved in various project-funded technical and managerial training sessions;
- Carrying out other activities as required by the Project Officer and Project Assistant based in Erbil.
- Assisting in data collection efforts aimed at preparing progress reports to be submitted to the ESCWA project manager.

The Project Assistant will be supervised and report to the Project Officer.

UNFPA Staffing and Responsibilities:

1. One (1) Project Officer

Level of effort: NOB - full time (100%),

Location: to be based in Iraq once conditions permit. Currently based in Amman

Key Responsibilities;

1. Manage and ensure sound implementation of UNFPA-supported project activities;
2. Identify national and international consultants to implement specific tasks in coordination with other collaborating UN agencies;
3. Coordinate with other partner UN agencies involved and with national Iraqi partners (MoLSA, MoYS, and involved youth civil society organizations (SCOs)
4. Supervise and provide support to the 3 Iraq-based Project Staff;
5. Develop and submit project reports in due time to ESCWA project manager;
6. Monitor and evaluate project implementation

Reporting:

Reports to UNFPA Deputy Country Director

2. Three (3) Part Time local coordinator

Level of effort: Part time (50% each),

Location: Iraq (one in each selected governorate)

Key Responsibilities;

1. Ensure successful implementation of project activities in their assigned governorate
2. Follow up on progress with involved stakeholders (MoLSA, MoYS and SCOs);
3. Coordinate with direct beneficiaries including service providers, young trainers, peer educators and trained youth.
4. Track success stories, challenges and lessons learnt during the implementation process and report on them directly.

Reporting:

Reports to UNFPA Project Officer