UNITED NATIONS DEVELOPMENT GROUP
IRAQ TRUST FUND

Programme Cover Page

Participating UN Organisation(s):	**Sector Outcome Team(s):**
UNESCO (Lead agency), UNICEF	Education

Programme Manager(s):	**Sector Outcome Team Leader(s):**
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Programme Title:	**Programme Number:**
Completion of a Comprehensive Assessment of Education Sector for Iraq	**B1-35**

<table>
<tr><td colspan="1" align="center">Programme Description (limit 1,000 characters):</td></tr>
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A comprehensive Needs Assessment of the education sector will be undertaken to assess the main causes that are hindering access to and quality of education and assist the endeavors of the Government of Iraq in the reconstruction and modernization of the education sector.

Within the framework of the joint initiative of UNESCO, UNICEF and WB towards the development of a National Education Strategy for Iraq (NESI), it is apparent that serious information gaps exist hence giving a full and comprehensive analysis of the sector for operationalisation of the Strategy is difficult. Relevant analysis is needed on the root causes and factors that have impacted the quality of education in Iraq including analysis of the internal efficiency for appropriate resource allocation in the education sector. Also, relevant data is missing in the field of Technical and Vocational Education as well as Higher Education.

Moreover, the planned assessment will complement the ongoing efforts for supporting Sector Public Modernization for service delivery (I-PSM Project), since the review of available data and completion of a school based survey to provide needed data for evidence based decision making purposes will enrich the structural and functional analysis of the administration of ED sector expected under I-PSM.

Therefore the project will build the capacity of relevant stakeholders in undertaking an in-depth assessment of education and provide relevant analysis on the root causes and factors that are undermining access and quality of education through the completion of internal efficiency analysis to ensure that the data and analysis produced will inform the development of NESI and provide solid basis for the operationalisation of the Strategy.

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The implementation of the assessment will be threefold and will integrate ongoing capacity building efforts for the development and operationalisation of NESI. The following activities will be undertaken: a) Identification of gaps in existing educational data; b) planning and preparation of data collection; c) using newly collected data in analyzing education sector to inform evidence-based policy making and future planning and costing of the sector.
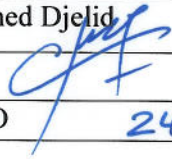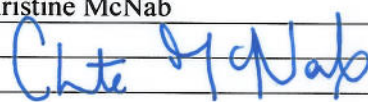
Programme Costs:		Programme Location:	
UNDG ITF:	US$ 1,132,445	Governorate(s):	National Level
Govt. Contribution:	In kind	District(s):	All
Agency Core:			
TOTAL:	US$ 1,132,445		
Phase 1:			
Phase 2:			

Govt of Iraq Line Ministry Responsible:	Programme Duration:
GoI Ministry of Education (MOE) in Baghdad and KRG, Ministry of Higher Education and Scientific Research (MOHESR) Baghdad and KRG	Total # of months: 12 Expected Start date: 1May 2010 Expected End date: 30 April 2011

Review & Approval Dates

Line Ministry Endorsement Date:	22 November 2009
Concept Note Approval Date:	20 February 2010
SOT Approval Date:	13 January 2010
Peer Group Review Date:	21 April 2010
ISRB Approval Date:	17 May 2010
Steering Committee Approval Date:	24 May 2010

Signatures of Agencies and Steering Committee Chair

I.	Name of Representative	Mohammed Djelid
	Signature	
	Name of Agency	UNESCO 24 May 2010
	Date	
II.	Name of Representative	Sikander Khan
	Signature	
	Name of Agency	UNICEF
	Date 24 May 2010	
III.	Name of Steering Committee	Christine McNab
	Signature	
	Date 24/5/2010	

National priority or goals (NDS 2007- 2010)

      NDS:

      Goal 6.7

- Ensuring minimal quality standards of teaching and learning through strengthening basic teacher training.

- Providing adequate supplies of material, equipment, and furniture to schools.

      ICI Benchmarks (as per the Joint Monitoring Matrix 2010):

- **4.4.1.3 -1 Invest in people and their abilities to ensure optimal contribution to the economy**

- **4.4.1.3-2. Carry out specific activities to promote adult literacy and skills training, early childhood development and life skills training**

      Sector Team Outcome(s):

      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 Organization	Portion from ITF Budget (US $)	First Tranche (US $)	Second Tranche* (US $)
UNESCO	US$ 881,801	302,492	579,309
UNICEF	US$ 250,644	250,644	0
Total ITF Budget (US $)	US$ 1,132,445	553,136	579,309

* The 2nd tranche is contingent upon receipt of remaining EC tranches by MDTF

Total budget (in US $):   US$ 1,132,445

Sources:

- Government $_____In kind_____

    ITF (earmarked to sector from EC) $ 1,132,445
    ITF (un-earmarked) $

- UN Org (specify:) $_____

- UN Org (specify:) $_____

1.   Executive Summary

In response to the current endeavors of the Government of Iraq to modernise the Education Sector, as well as to ensure the development of a National Education Strategy based on reliable data and assessment and to contribute to the targets set for the Education Sector in the draft 2010-2014 National Development Plan (NDP), UNESCO Iraq Office, in collaboration with UNICEF Iraq, are committed to assisting the Government of Iraq in undertaking a comprehensive analysis of the Education Sector in Iraq

The education sector assessment will provide relevant data and analysis on the root causes and factors that have impacted the quality of education in Iraq, including analysis of schools and teachers characteristics and training needs, data on Higher Education and Technical Vocational Education. Additionally, to get a better understanding of the cost of an education reform, an education production functions assessment will be undertaken to help decision makers identify and gauge the relative and comparative importance of individual education inputs, in the achievements of a given educational outcome. This kind of information will be of use when it comes to prioritizing resource allocation as well as inform the functional review under I-SPM project.

The implementation of the assessment will integrate ongoing capacity building efforts for the development of NESI, which is implemented by UNESCO, UNICEF and WB. The project has been designed to ensure ownership and commitment of Government of Iraq in building a sound educational strategy based on reliable data and analysis. The project includes the following phases:

- In the first phase knowledge gaps and issues affecting quality of and access to education will be identified through desk work and analysis of available data of EMIS and completed surveys.
- The results of the pre-assessment will be shared and validated with national stakeholders and appointed technical task group within MoE and MoHESR.
- Identified missing information and data will be collected through a national school based survey. The planned survey will include the following phases: (a.) Design of survey instruments (questionnaires) and sampling plan; (b.) field-work phase including capacity building sessions and pilot testing; (c.) Data collection and data processing
- Collected data will be consolidated and analyzed in cooperation with appointed technical task group. UNESCO and UNICEF will provide technical support for the compilation of the analytical report.
- The final report and consolidated analysis will be shared and validated by Government of Iraq in a national event in which recommendations will be addressed in coordination with relevant national stakeholders, NGOs and UN agencies working in education.

The project will integrate ongoing efforts made within the joint initiative of UNESCO, UNICEF and WB. In this regards the NESI appointed Steering Committee will also coordinate and lead the implementation of the project. Within the NESI Steering Committee a technical task group will be appointed to ensure implementation and development of the technical components of the needs assessment. In this regard, the assessment will build on past and ongoing subsector analysis such as the ongoing work for the development of a National Education Strategy (NESI) as per attached Annex B, the Multiple Indicator Cluster Survey (MISC) as well as information gathering tools such as EMIS to indentify missing data and knowledge gaps. In addition to members of NESI appointed SC all other relevant stakeholders will be involved including MoLSA and Ministry of Health.

The final results of this project will support the finalization of NESI and will serve the governorates, districts till school level when published. It will allow them to identify and understand their needs and develop their performances accordingly. On the other hand, the capacity building components within the ssessment project will allow continuous upgrading of data (annually if requested) and; hence, continuous development of the educational policies and strategies over the years (sustainability).

## 2.	Situation Analysis

The rehabilitation of the Iraqi education system, already damaged by almost two decades of under-investment and isolation, is hampered by insufficient infrastructure and limited capacity in terms of policy planning and management of education programmes. The gap between the educational opportunities offered in Iraq and the requirements for sustainable economic development is seriously widening. Furthermore, instability and lack of security have undermined the normal academic activity in Iraqi universities and triggered an unexpected brain drain that has further undermined the educational system, especially Higher Education. At the institutional level, the Ministries of Education (MoE) and Higher Education and Scientific Research (MOHESR) need technical support and capacity building to effectively ensure the development of strategies and policies that address main challenges hindering access to quality education system.

Major enrolment disparities exist across the country, with rural areas and the Marshlands more affected than urban areas, such as Baghdad and Basra cities. At national level, Kindergarten enrolment hardly reaches 6 per cent according to 2007-2008 MOE data; while out of school children aged 6-14 are more than one million, representing 16% of the total school aged population. Poor quality of education constitutes a major challenge that causes high student drop-out rates in both primary and secondary levels. According to latest data obtained by MOE, only 38 per cent of students who sat for final graduation exams obtained a passing grade in 2008. Moreover, vital sectors for the sustainable development of the country, such as Technical Education and Tertiary Education, underwent a sharp decline in enrollment in the past five year.

Main indicators also suggest that Iraq is far from achieving Millennium Development Goals (MDGs) 2 and 3 with limited enrollment ratios, ongoing gender disparities and a high percentage of illiteracy within the population aged 15-24.   In this regard, relevant information is needed to effectively respond to the numerous challenges encountered in the rehabilitation and the reconstruction of the Iraqi education sector towards the achievement of the EFA goals and the education related MDGs. In particular, there is the need for an in-depth needs assessment study of all relevant components of the education sector including both quantitative and qualitative data to inform policy change and sustain the ongoing development of an effective National Education Strategy for Iraq.

As the MoE and MoHE are at an advanced stage of formulating the National Education Sector Strategy (a table of main activities of WB, UNESCO, UNICEF Programme are in Annex B), the education ministries need to find a balance between implementing universal education and addressing the poor quality of and access to post –primary education. Furthermore, concerned ministries should focus on quality enhancement and improvement in internal efficiency and cost-effectiveness of education sector. In this regards it has been proposed a significant shift of resources from primary sub-sector to post-primary in order to accommodate universal education budget. It is therefore important to have a clear understanding of financing issues in the sector, including areas where efficiency can be improved.

UNESCO, UNICEF, World Bank and other international stakeholders have supported the MOE in the collection and analysis of education data since 2003. For this purpose an Education Management Information system (EMIS) has been implemented by UNESCO Iraq Office in partnership with MOE and UNICEF to provide basic data needed by MOE to ensure planning, management and monitoring of primary, intermediate and secondary education.

Important information has also been collected through several surveys and ongoing subsector analysis such as the 2006 UNICEF Multiple Indicator Cluster Survey (MISC3), the WFP VAM Survey 2007, the World Bank COSIT & KRSO Iraq Household Socio-Economic Survey (IHSES) 2007, and the Iraq Family Heath Survey (IFHS) 2006-2007. A MICS4 survey is also scheduled for 2010. These completed surveys provided general information on literacy rates and enrolment to Primary and Secondary Education. Yet completed surveys do not cover the totality of the education ladder and do not provide relevant analysis on the root causes affecting school enrolment, gender disparities, quality and relevance of education at all levels including analysis of internal efficiency as well as economic efficiency of educational outputs. In particular, little or no information is available on the quality of the educational system including number of repeaters, drop-outs and pupils who complete a full educational cycle. Furthermore, relevant information is also missing concerning TVET and Higher Education subsectors.

As previously stated, and despite ongoing endeavors to generate relevant information and data, a holistic education assessment is urgently needed to inform the ongoing capacity building process towards ensuring the effective reform of the education sector as well as the completion and implementation of a strong National Education Strategy for Iraq.

A comprehensive Education Assessment is therefore needed in order to inform the ongoing capacity building process towards the reform of the Education Sector.

In response to these challenges the Education assessment will fill most relevant knowledge gaps, building on available data and completed surveys, as well as provide a detailed analysis on the root causes that are hindering quality of and access to Education Sector in Iraq. In this regard, the comprehensive education sector assessment will provide the Government of Iraq and international stakeholders with reliable data, analysis and information that will be a major contribution in the actual implementation of the National Education Strategy. The Assessment Report will also be a key tool to inform the planned Education Reform under the Public Sector Modernization Project providing additional and detailed information that will complement the functional assessment of MOE, MOHESR structures and legal framework.

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

Lessons Learned

UNESCO is supporting the Government of Iraq and the Ministry of Education (MOE), Ministry of Higher Education and Scientific Research (MOHESR) and Ministry of Labor and Social Affairs (MoLSA) in building their capacity in monitoring and evaluation, policy formulation and planning in the field of education. UNESCO Iraq Office assisted MOE and MOHESR in the completion of an education assessment covering Technical and Vocational Education and Higher Education in 2004. The findings and recommendation of the 2004 Needs Assessment titled "Iraq: Education in Transition Needs and Challenges" provided the base line data for further programming. Main lessons have been learned throughout the implementation of 2004 Needs Assessment concerning both the development of the questionnaire and the implementation of the survey. Lack of coordination with national stakeholders and the change of focal points within Concerned Ministries limited the impact of the capacity building related activities. National ownership could not be ensured in light of the political situation of Iraq at that time.

Furthermore UNESCO together with UNICEF assisted MOE in the implementation of Education Management Information System (EMIS), based on a school based census, since 2005. Several major constraints have been faced in the implementation of the project, including the limited capacity of the MOE in data analysis and data processing that delayed the implementation of the project. It also included the need to ensure constant monitoring of project activities and to ensure technical follow-up in the implementation of school based survey.

Overall, main lessons learned include the following:

- Need to ensure relevance of education indicators, both qualitative and quantitative. Any assessment used for Iraq needs to be adapted to the educational context of Iraq. This is crucial in the development of the questionnaire for the proposed project, which should be developed in close cooperation with relevant ministries only upon identification of knowledge gaps to avoid having a high number of questionnaires not suitable for processing and the repetition of data already available.

- Follow up and coordination with national stakeholders. National ownership is a key element to ensure the success of the assessment and long-term commitment in the implementation and duplication of project results including all phases of data collection, data entry and data analysis. The focus on capacity building and learning by doing processes will allow national stakeholders to use the developed database and questionnaire for further analysis and assessment over time, and to repeat the assessment process in a quality manner prior to the development of subsequent strategic policy formulation.

- Selection of Trainers to be trained in training activities should be completed only upon development of clear selection criteria that will be agreed upon with appointed members of the task group.

Building on lessons learned the project has been designed to address main challenges encountered in previous endeavors. The focus has been on the need to link the project with all relevant initiatives concerning the development of national policies in education while relevant data will be produced and owned by concerned ministries.

Contribution to NDS and ICI goals and Iraq's international obligations:

The completed assessment and data collected in the project will support policy planning to achieve the following NDS and ICI goals:

NDS Targets:

- Ensuring minimal quality standards of teaching and learning through strengthening basic teacher training.
- Providing adequate supplies of material, equipment, and furniture to schools.

ICI Target: 4.4.1.3 -1 of the 2010 JMM including "Reduce illiteracy with 50% (Baseline UBN 31.8% of population have no access to education)

MDGs: 2 & 3

Cross-cutting issues

Human rights

Completed Needs Assessment in Education will support the Government of Iraq in responding to main challenges and issues that have a cross-cutting value in the reconstruction and development process of Iraq including relevance of human rights in education. The assessment will inform policy making process and provide effective answer on strengthening focus on curricula development including the inclusion of human rights education,

Gender equality

Enrolment disparities at all levels including TVET and Higher Education constitute a major issue of the education system in Iraq. The education needs assessment has been designed to provide a thorough analysis of the causes of gender disparities as well as to provide effective solutions that will address root causes affecting access to education for girls and women. Relevant and competent analysis will enable MOE/ MOHESR to take effective action in enhancing gender equality at all levels and in all geographical areas.

Key environmental issues

The project does not address directly issues having an impact on environment. However, education and Environment are linked in the curricula as well as in the impact that schools building and facilities (Educational Hardware) has on key environmental issues. The completion of the assessment will provide some additional data on both hardware and software of the educational system that will have an impact in enhancing the role of education in the protecting the environment.

Employment generation

Through the implementation of a production functions assessment, which constitutes a component of the overall needs assessment, a better understanding of the cost of an education reform will be provided. This component will be useful to help decision makers to allocate relevant resources and increase employment opportunities in education. In the field work and implementation of the survey at least 80 temporary positions will be generated for survey supervisors.

Agency Experience in Iraq/in the Sector

UNESCO

UNESCO is working with its specialized Institutes for Statistics (UIS) and for Educational Planning (IIEP) to ensure the capacity building in the field of education policy planning, monitoring and evaluation. A capacity building training program is being implemented in partnership with IIEP and World Bank for the development of a National Educational Strategy in Iraq (NESI). UNESCO and UNICEF are also working together with MOE in the development

of Education Management Information System (EMIS). UNESCO is also supporting MOHESR and national universities in their endeavors of policy planning.

UNICEF also has led the effort to support the Ministry of Education to improve access to quality primary/intermediary education system through training of MoE staff, rehabilitation of schools, provision of teaching learning materials, implementation of Accelerated Learning Programme (ALP), in-service teacher training, support to Early Childhoood Development (ECD) programme, advocacy as well as emergency education response. In recent years, a focus is given to strengthening educational policy and systems, which includes the above mentioned development of the NESI and EMIS.

The needs assessment will be implemented jointly by UNESCO Iraq Office, UNICEF and MOE and MOHE with technical support from experienced international experperts. Technical expertise in the completion of the survey and overall supervision on data entry and data analysis will be based on the established expertise of COSIT and KRSO.

4. The Proposed Programme

4.1 Rationale

Available data and assessments do not cover the totality of the educational ladder. Relevant information is also missing in the fields of strategic subsectors such as Technical and Vocational Education and Higher Education. On the other hand, relevant analysis is missing in the field of quality and relevance of education at all levels including school characteristics teacher characteristics, and internal efficiency of education including number of repeaters, school drop outs and characteristics of pupils who complete a full cycle of education, .

In response to the current endeavors of the government of Iraq to ensure the development of a National Education Strategy based on reliable data and assessment, the proposed project will develop and deliver a comprehensive Education Needs Assessment that will inform evidence-based policy making and planning in the field of education based on reliable data, analysis and information. The project will also strengthen the national institutional capacity in undertaking educational needs assessments and evaluating available data. In this regard the Education Needs Assessment intends to support ongoing endeavors in the formulation of a National Education Strategy as well as in the planned modernization of the Education Sector in Iraq.

4.2 Proposed Intervention

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

The Strategy:

The project has been designed to ensure the long-term impact of the analysis that will be produced and is not an ad-hoc survey. To this end the project will build the capacity of relevant stakeholders in undertaking an in-depth assessment of education and provide relevant analysis on the root causes and factors that are undermining the quality of education through the completion of internal efficiency analysis. While the overall activities will be led by UNESCO in collaboration with UNICEF, UNICEF support will focus particularly on undertaking the analysis of education production function.

Within the NESI Steering Committee a technical task group will be appointed to ensure implementation and development of the technical components of the needs assessment. The appointed Task Group within the Steering Committee for the development of NESI will ensure coordination of project's activities including all relevant staff at MOE, MOHESR, and Ministry of Planning in charge of the development of NESI. The task group will include focal persons at the general directorate of planning and the general directorate of information and communication at MOE in Erbil and Baghdad, focal persons from relevant directorate as well as COSIT and KRSO. While data collection and data entry will be completed together with line ministries (MoE, MoHESR) COSIT and KRSO involvement will ensure coordination in the training for the survey supervisors. Furthermore focal points from COSIT and KRSO will

also participate in the capacity building training with members of the appointed task group within relevant ministries in order to ensure sharing of information and common understanding of the analysis. It is important to highlight that the field work and analysis will be completed together with relevant ministries responsible for the development and operationalisation of the NESI (MoE / MoHESR) while relevant role of COSIT and KRSO will be in terms of coordination and sharing of information given their role in consolidating relevant statistical data in Iraq. On the other hand, direct involvement of NESI Steering Committee will ensure government commitment to the project and coordination with ongoing interventions for ED reform.

The implementation of the assessment will be completed as follows:

- The first phase will identify knowledge gaps, as well as issues affecting quality of and access to education and ensure the development of a comprehensive analysis of the sector. This will include a first phase of desk work completed by UNESCO's appointed assessment team   to review all available data and information concerning education in Iraq including data collected through the UNESCO-UNICEF and WB workshops for the development of the sector diagnosis of NESI, data collected through   EMIS, the 2006 UNICEF Multiple Indicator Cluster Survey (MISC), the WFP VAM Survey 2007, the World Bank COSIT & KRSO Iraq Household Socio-Economic Survey (IHSES) 2007, and other relevant data of the IKN surveys. All currently available data will be collected and analyzed in the pre-assessment stage to ensure the consolidation of the pre-assessment and avoid duplication in data collection. All relevant stakeholders will be also involved in this phase including MoLSA and Ministry of Health.

- The outcomes of the pre-assessment will be validated through a national workshop of five days. In this workshop, available data will be discussed and analyzed together with members of Steering Committee. The main objectives of the workshop will be to highlight main knowledge gaps and to develop and validate relevant indicators with national counterparts including relevant DOEs in order to ensure the completion of the qualitative and quantitative assessment. A database will be developed to enable the relevant directorates at MOE, MOHESR to use and analyze data for policy planning purposes and keep track of the information over time.

- Upon validation of pre-assessment report and based on the identified indicators (both shor-term and long-term) a school-university based survey in the most critical areas of each region (north, center and south) will be developed and implemented in partnership with MOE and MOHESR as well as relevant staff from national relevant institutions in coordination with COSIT and KRSO. The planned survey will be implemented in schools and universities and will include the following phases : (i.) Sampling plan; (ii.) Design of survey instruments (questionnaires), (iii.) Capacity building training for survey supervisors and data collectors (iii.) piloting and field work for data collection, data entry and data processing;

  Based on the results from the pre-assessment regarding problems, data and knowledge gaps, as well as the Education Efficiency Study requirements, questionnaires will be developed by UNICEF and UNESCO's international consultants to collect the necessary information. The questionnaires will cover the complete education cycle including Higher Education and Technical and Vocational Education in both formal and non-formal settings and will be validated together with relevant stakeholders.

  The sample of the survey will focus on the most critical geographical areas (2 districts per region) for the education sector in Iraq ensuring representativity of selected districts for northern, central and southern regions of Iraq, including urban and rural distinction within the selected districts.

  In order to build the national capacity in the design, coordination and administration of the needs assessment questionnaire, a training of trainers' workshop will be held for training in data collection and data entry in cooperation with UIS. Trained trainers will be responsible to train relevant staff at governorate level under the overall supervision of COSIT/KRSO and technical assistance from UNESCO, UNICEF and World Bank.

- Upon completion of the survey and collection of data a final assessment report will be developed by UNESCO and UNICEF appointed experts including all relevant statistics and indicators. The outcomes of the survey and analysis will be presented and validated by Government of Iraq through a national event organized in Iraq including all members of the NESI Steering Committee and relevant stakeholders. In the national meeting, main results of the needs assessment and recommendation will be presented and a follow-up capacity building process formulated to address gaps hindering access to and quality of education in Iraq.

5. Results Framework – 2 pages

This section will contain a brief narrative and summary of the Results Framework (Table 1).

Summary of Results Framework: The Results Framework will contain a hierarchy of UNCT outcomes, Sector outcomes, and JP outcomes, outputs, indicators, baselines and targets, means of verification, etc. To ensure coherence in the UN's contribution to national development, the JP outputs should directly contribute to the UNCT outcome(s).

There should be a clear progression from the JP outputs to the Sector Outcomes indicated in the matrices of the submitting Sector Outcome Team, and to the UNCT Outcomes, which are linked to the national outcomes indicated within the NDS and the ICI documentation. The Results Framework, and thereby the programme, must reflect and adhere to the SOT strategy, including outcomes, outputs, activities and indicators. Citation of the relevant outcomes should be made throughout the document, as well as in the Results Framework.

Table 1: Results Framework and Indicators (See ANNEX I for integration with WB, UNESCO, and UNICEF Initiative for the development of NESI)

Programme Title:	Completion of a Comprehensive Assessment of Education Sector for Iraq
NDS/ICI priority/ goal(s):	Supports evidence-based planning for: • NDS goals 3, 4, 5, 7 • ICI goals 4.4.1.3-1 (Delivering Basic Services)
UNCT Outcome	Improved access to essential social 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: NDS Targets •3) Enhancing gender equity and strengthening women issues •4) Completing all curriculums in primary and secondary education levels for all girls and boys • 5) Waiving off gender discrimination in all educational levels • 7) Improve quality of life ICI Target by 2010: - **Towards achieve basic universal education; By 2008 effective and efficient coordination between governance units progressively enables, planning and service management provided; capacities built at all levels in the planning organization and management of the education system embracing broad and active participation , partnership and dialogue in decision making (4.4.1.3 -1 of the 2008 JMM)** - **Reduce illiteracy with 50% (Baseline UBN 31.8% of population have no access to education)**

JP Outputs	UN Agency Specific Output	UN Agency	Partner	Indicators	Source of Data	Baseline Data	Indicator Target
Output 1: Government of Iraq better able to identify knowledge gaps within the framework of NESI	1.1 GoI better able to identify knowledge gaps within the framework of NESI	UNESCO (lead), UNICEF	MOE, MOHESR, COSIT, KRSO	1.1.1 No of Pre-assessment report including identified knowledge gaps and indicators completed	Pre-assessment Report	0	1 Pre-assessment report with knowledge gaps and identified indicators completed
				1.1.2 No of staff at MOE, MOHESR and MOP trained in data analysis for policy planning purposes	Workshop Report	0	24 staff at MOE, MOHESR, MOP trained
				1.1.3 Percentage of those trained satisfied with relevance and usefulness of trainings	Post-training assessment report	0	90%
Output 2: GoI and partners are able to assess internal efficiency and education production functions in the field of quality education, Technical and Vocational Education and Higher Education	2.1 GoI and partners are able to assess education production function for primary education	UNICEF	MOE, COSIT, KRSO	1.2.1 No. of schools covered in the national survey	Progress Report	0	200 primary schools in north center south of Iraq;
	2.2 GoI and partners are able to assess internal efficiency in the field of quality education, Technical and Vocational Education and	UNESCO	MOE, MOHESR, COSIT, KRSO	2.2.1 No. of schools and universities covered in the national survey	Progress Report	0	200 primary schools in north center south of Iraq; 150 technical and vocational schools; 20 universities at national level
				1.2.2 Number of GoI (male/ female) survey supervisors trained in data collection and analysis	Workshop Report	0	180 supervisors

	Higher Education			1.2.3 Percentage of those trained satisfied with relevance and usefulness of training	Post-training Assessment Report	0	80%
Output 3 GoI and partners are provided with knowledge and evidence for effective implementation of the NESI	3.1 GoI and partners are provided with knowledge and evidence for effective implementation of the NESI	UNESCO	MOE, MOHESR, COSIT, KRSO	1.3.1Consolidated report on the assessment of ED sector produced and validated by GoI	Workshop Report with final Recommendations	0	1 Consolidated Report produced and validated
				1.3.2 Completed Report produced and disseminated in Arabic and English Languages	Final Report	0	1 Final Report Printed and disseminated

6. Management and Coordination Arrangements - two pages

Management and Coordination:

UNESCO will assume the overall responsibility in implementing the project based on its expertise in the field of education needs assessment and policy planning. UNESCO will lead the process for the formulation of the needs assessment in close coordination with UNICEF and World Bank as well as ensure the implementation of capacity building activities of concerned national stakeholders. To ensure Government's ownership in the different phases of the assessment and facilitate effective coordination a technical task group will be appointed within the NESI Steering Committee. The appointed task group will ensure implementation and development of the technical components of the needs assessment together with UNESCO and UNICEF appointed consultants. The working group will include focal persons at the general directorate of planning and the general directorate of information and communication at MOE in Erbil and Baghdad, focal persons from relevant directorates at MOHESR and MoH, as well as COSIT and KRSO.

An assessment team will be recruited by UNESCO to lead the project including:

- One international technical expert to provide overall leadership and adequate technical capacity throughout the implementation of the project (The project manager will be based in Bagdad security condition and slot allocation allowing);
- One full time project assistant and one national project officer based in Bagdad to liaise with national authorities, provide technical/logistical support and coordinate implementation of needs assessment activities including training and technical workshops;
- Additional assistance of one international consultant will be required during the implementation of the assessment as well as in conducting training with national institutions.

An assessment team will be recruited by UNICEF including:

- One international consultant to be hired to provide technical assistance in throughout the school based survey process. The consultant will be based in Amman / Baghdad.
- One national officer based in Baghdad will support part-time to liaise with national counterparts, provide technical support where necessary.

The implementation of the field work will include the training of a core team of trainers in partnership with UNESCO Institute of Statistics (UIS). Trainers to be trained will be selected based on established and agreed criteria with National Counterparts. Data collection will be implemented respectively by MOE and DOEs for the selected schools, MOHESR for universities, and the technical and vocational centers, while COSIT/KRSO will ensure supervision and quality control in the training workshops that will be held at governorate level inside Iraq. Overall supervision of data collection and data entry will be performed by MOE-MOHESR in partnership with COSIT/KRSO. Data cleaning will be ensured by UNESCO's and UNICEF's experts while the final report will be developed by UNESCO and UNICEF appointed experts in consultation with National stakeholders.

Missions to Baghdad and Erbil will be organized on a regular basis during the implementation of the assessment. National project assistant working in Bagdad will operate in accordance with the rules and regulations set out by UNDSS/UNAMI pertaining security conditions and mobility of staff and will be responsible for the collection of information and for ensuring coordination with national institutions including universities and NGOs. Contracted international consultants will be operating in Baghdad and Erbil in line with TORs.

7. Feasibility, risk management and sustainability of results - one page

7.1 Risks and Risk management

The project has been designed to be implemented over a 12 month period, but there is an awareness of the high possibility of delays, largely due to the election conducted in March 2010. , which might affect the timely completion of the assessment given the potential change in Government priorities, focal persons and commitment in the actual implementation of the assessment. Effective coordination, contingency planning and communication with national counterparts will constitute a key element to overcome potential change in focal points within the Steering Committee. Deteriorating security situations may also affect the timely implementation of the project's activities. Training at the governorate level and the field work itself will require close cooperation with local authorities and constant follow up to ensure ownership of project activities and stimulate institutional change.

The project has been designed taking into consideration major constraints and lessons learned in the implementation of previous education projects in Iraq, such as the EMIS project and other capacity building related projects in educational data collection and analysis. In particular, the processes of data collection and data entry need to be carefully monitored in order to avoid major delays in the completion of this Education Needs Assessment. Relevant technical expertise will also be needed in the clearance of collected data in order to quickly respond to errors that might undermine in the findings of the assessment. In light of the above, the following assumptions are relevant for the successful implementation of project activities:

- Issues that could potentially affect the timely implementation of project activities, such as security related problems, will be addressed through the inclusion of carefully considered contingency plans prior to the implementation of field work;

- Limited follow-up in expected activities from National stakeholders will be addressed with effective communication and coordination with appointed National Steering Committee Meeting. The project has been designed to ensure the full participation of Iraqi counterparts, starting with the pre-assessment component in Phase 1, and has been budgeted for the inclusion of coordination and follow up events that will facilitate this

- Such effective coordination and follow-up events with members of the Steering Committee will also facilitate the careful selection of trainees based on clear competences and agreed standards to ensure that the most suitable candidates are nominated;

- To reduce the costs and avoid duplication in the collection of data the field work will be minimized based on identified knowledge gaps and desk review process of available data and completed surveys;

- Institutional ownership of project activities, including the consultation of national counterparts in the development of the project document, will most likely ensure effective and timely implementation of the assessment even in case of major changes of focal points;

Any delay in the implementation of field work that might be caused in changes of focal points and late responses from Government of Iraq, including data collection and data entry, will be addressed through constant monitoring and evaluation of project activities and the timely provision of capacity building trainings and backup based on UNESCO's and UNICEF's proved expertise in this field.

7.2 Sustainability of results

The project has been developed in order to assist national institutions in undertaking policy decisions to enhance both quality of and access to education based on reliable data and effective assessments. The long-term sustainability of the results of the project will be ensured through the implementation of capacity building related activities for the completion of the assessment.

Ownership of project outcomes and activities is a key element of the project since the development of indicators, questionnaires as well as the main activities related to data collection and data entrance will be

undertaken by national stakeholders while UNESCO and UNICEF will ensure technical assistance and monitor the process. All training activities will be based on in-job training, thus building the capacity of a resource number of trainers.

The project will provide base line data for policy planning in education and enable MOE, MOHESR to replicate the assessment over time. The publication and sharing of data of the assessment will support the process of I-SPM project as well as inform continuous development of the educational policies and strategies over the years.

8. Monitoring, Evaluation, and Reporting– two pages

8.1 Monitoring and Evaluation

UNESCO and UNICEF have established financial and legal monitoring systems, which are compliant with the requirements of the UNDG Iraq Trust Fund. Auditing, accountability and performance evaluation systems are established to ensure financially accountability to government and institutional and community stakeholders in Iraq that are concerned with the program.

The UN' Project Officer and staff based in Iraq will continuously monitor and follow-up the implementation of activities through meetings, follow up visits and exchange of emails with relevant staff of concerned ministries. The established steering committee will meet periodically to enable constant monitoring of the progress.

The implementation phase of the project will be constantly monitored and reviewed against the agreed work plan. This would allow reflection and timely course correction of issues arising during the implementation of the project.

A final external evaluation of the project will be undertaken to evaluate the overall contribution of the project in harnessing the institutional and human capacities of the education sector to deliver quality education for all in Iraq. The evaluation will also document the key lessons learnt in the implementation of the project.

8.2 Reporting

Periodic progress/narrative and financial reports will be completed and submitted by UNESCO/UNICEF to UNDG ITF and the Education Outcome Team.

All project activities will be carried out in accordance with the project document and the agreed workplan. Should there be any changes or additions, they will be discussed between the UN partner agencies and the appointed Steering Committee for the National Education Strategy as mentioned above. Based on the outcomes of the discussions, a formal request for changes (programmatic or financial) would be submitted.

In addition to standard reporting requirements under UNDG ITF a final project narrative and financial report will be completed and made available to relevant stakeholders after the completion of the project.

9. Work Plans and budgets - three pages

The Work Plan and Budget: Table 1 and JP Work Plans (WP) should reflect the specific outputs and activities each implementing agency will undertake. Additional management arrangements that may be set up by participating UN organizations to manage respective component(s) under their respective responsibility may be detailed in annexes as needed. The WP will detail the activities to be carried out within the integrated programme and the responsible implementing partners, timeframes and planned inputs from the participating UN organizations.

Work Plan for the implementation of the needs assessment over the period of 12 months

- ▪ Sector 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
- ▪ Outcome 3: Enhanced policy formulation of the education system

JP Outcome(s): Strengthened institutional and human capacity of the Education Sector to deliver quality education

UN Organization-specific Annual targets	Major Activities	Time Frame (by activity)				implementing Partner	PLANNED BUDGET (by output)
		Q1	Q2	Q3	Q4		
JP Output 1: Government of Iraq better able to identify knowledge gaps within the framework of NESI							
Output 1: GoI better able to identify knowledge gaps within the framework of NESI	1st Technical Coordination Meeting with Steering Committee members to identify and validate work plan and guidelines for the pre-assessment process.	X				MOE, MOHESR, COSIT, KRSO	UNESCO (USD 101,801) UNICEF (USD 20,000)
	Completion of Pre-assessment report with identified knowledge gaps	X	X			IIEP, MOE, MOHESR, COSIT, KRSO	
	Training Workshop on data analysis and policy planning for the validation of pre-assessment report and establishment of relevant indicators (24 participants x 4 days)		X			MOE, MOHESR, COSIT, KRSO	
JP Output 2: GoI and partners are able to assess internal efficiency and education production functions in the field of quality education, Technical and Vocational Education and Higher Education							
Output 2.1 GoI and partners are able to	Formulation of Survey Questionnaires for education production function assessment		X			MOE, COSIT, KRSO	UNICEF (USD 211,100)

assess education production function for primary education	Sampling Plan based on pre-assessment report			X		MOE, COSIT, KRSO	
	Field work and data collection in selected schools			X		MOE, COSIT, KRSO	
	Completion of data entering and data cleaning			X		MOE, COSIT, KRSO	
Output 2.2: GoI and partners are able to assess internal efficiency in the field of quality education, Technical and Vocational Education and Higher Education	Formulation of Survey Questionnaires based on identified indicators		X			MOE, MOHESR, COSIT, KRSO	UNESCO (USD 600,00)
	Completion of Training of Trainers in data collection and data entry (22 participants MOE, MOHESR x 7 days)		X			UIS, MOE, MOHESR, COSIT, KRSO	
	Completion of Multiplier training session in 18 governorates (18 training sessions inside Iraq x 180 survey supervisors)			X		MOE, MOHESR, COSIT, KRSO	
	Sampling Plan and Pilot Survey			X		MOE, MOHESR, COSIT, KRSO	
	Review and finalization of Survey Questionnaires			X		MOE, MOHESR, COSIT, KRSO	
	Field work and data collection			X		MOE, MOHESR, COSIT, KRSO	
	Completion of Data entering in the developed database			X		MOE, MOHESR, COSIT, KRSO	

	Cleaning of Data Set			X		MOE, MOHESR, COSIT, KRSO	

JP Output 3: GoI and partners are provided with knowledge and evidence for effective implementation of the NESI

Output 3 GoI and partners are provided with knowledge and evidence for effective implementation of the NESI	Follow up coordination meeting on validation of database and produced data (12 participants from MOE, MOHESR, COSIT, KRSO - Erbil)			X		IIEP MOE, MOHESR, COSIT, KRSO	UNESCO (USD180,000)
	Completion of Final Needs Assessment Report with key recommendations based on collected data				X	IIEP MOE, MOHESR, COSIT, KRSO	
	National meeting to validate report and identify follow-up strategy				X	IIEP MOE, MOHESR, COSIT, KRSO	UNICEF (USD19,544)
	Final External Evaluation				X	IIEP MOE, MOHESR, COSIT, KRSO	

Total UNESCO (ITF Budget)	$881,801
Total UNICEF (ITF BudgetC)	$ 250,644
Total Project Budget	$ 1,132,445

* The Total Planned Budget by UN Organization should include both programme cost and indirect support cost

Budgets: The table should be accompanied by a budget narrative for each line item, providing a description of the item and the calculation of cost.

PROGRAMME BUDGET

Consolidated Budget

PROGRAMME ITF BUDGET		ESTIMATED UTILIZATION OF RESOURCES (US$)	
CATEGORY	AMOUNT (US$)	2010	2011
1. Supplies, commodities, equipment and transport	10,000	7,500	2,500
2. Personnel (staff, consultants and travel)	362,200	278,408	83,792
3. Training of counterparts	302,900	231,950	70,950
4. Contracts	362,600	284,900	77,700
5. Other direct costs	29,074	21,344	7,730
Total Programme Costs	1,066,774	824,102	242,672
Indirect Support Costs	65,671	37,473	28,198
TOTAL	1,132,445	861,575	270,870

UNESCO Budget

UNESCO - PROGRAMME ITF BUDGET		ESTIMATED UTILIZATION OF RESOURCES (US$)	
CATEGORY	AMOUNT (US$)	2010	2011
1. Supplies, commodities, equipment and transport	10,000	7,500	2,500
2. Personnel (staff, consultants and travel)	237,400	177,008	60,392
3. Training of counterparts	282,900	211,950	70,950
4. Contracts	271,500	193,800	77,700
5. Other direct costs	29,074	21,344	7,730
Total Programme Costs	830,874	611,602	219,272
Indirect Support Costs	50,927	37,473	13,454
TOTAL	881,801	649,075	232,726

UNICEF Budget

UNICEF - PROGRAMME ITF BUDGET		ESTIMATED UTILIZATION OF RESOURCES (US$)	
CATEGORY	AMOUNT (US$)	2010	2011
1. Supplies, commodities, equipment and transport			
2. Personnel (staff, consultants and travel)	124,800	101,400	23,400
3. Training of counterparts	20,000	20,000	
4. Contracts	91,100	91,100	
5. Other direct costs			
Total Programme Costs	235,900	212,500	23,400
Indirect Support Costs	14,744		14,744
TOTAL	250,644	212,500	38,144

* 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.

UNESCO Detailed Budget Sheet

Budget line/Description	TOTAL				ESTIMATED UTILIZATION OF RESOURCES US$	
UNESCO Budget					2010 (9 months)	2011 (3 months)
	Unit	unit cost	Qty	Total	Budget	Budget
1. PROJECT MANAGEMENT						
1.1 National Programme/Project Personnel						
One Project Assistant Amman	person	2,500	12	30,000	22,500	7,500
One National Programme Officer Baghdad	Person	4,000	12	48,000	36,000	12,000
1.2 International Programme/Project Personnel						
One Project manager	Person	8,700	12	104,400	78,300	26,100
1.3 International Consultants						
One International expert in education assessment and policy planning	person	8,500	5	42,500	31,875	10,625
Sub-Total 1.				**224,900**	**168,675**	**56,225**
2. CONTRACTS						
Translation Questionnaire and Assessment Reports (Arabic & Kurdish)	set	2,600	3	7,800	7,800	0
Printing and Distribution of Questionnaires	set	35,000	1	35,000	35,000	0
Data Collection	set	106,000	1	106,000	106,000	0
Data Entry and Data Cleaning	set	90,000	1	90,000	45,000	45,000
External Final Project Evaluation	Unit	15,000	1	15,000	0	15,000
Printing of Final Report	copies	35.4	500	17,700	0	17,700
Sub-Total 2.				**271,500**	**193,800**	**77,700**
3. TRAINING						
1st Technical Coordination Meeting with SC to identify and validate work plan and guidelines for the pre-assessment process (12 participants from MOE, MOHESR, COSIT, KRSO – Erbil)	event	14,700	1	14,700	14,700	0
Training Workshop on data analysis and policy planning for the validation of pre-assessment report and establishment of relevant indicators (20 participants x 4 days)	event	28,000	1	28,000	28,000	0
Training of Trainers Workshop in data collection and data entry (22 participants MOE, MOHESR x 7 days)	event	61,250	1	61,250	61,250	0
Training sessions inside Iraq for data collection (18 training sessions of 20 persons each)	event	6,000	18	108,000	108,000	0

Follow-up meetings with National SC members (12 participants from MOE, MOHESR, COSIT, KRSO - Erbil)	event	14,700	1	14,700	0	14,700
National Meeting to validate report and identify follow-up strategy (40 Participants x 3 days - Erbil)	event	56,250	1	56,250	0	56,250
Sub-Total 3.				**282,900**	**211,950**	**70,950**
4. EQUIPMENT						
IT and office equipment	Set	10,000	1	10,000	7,500	2,500
Su-Total 4.				**10,000**	**7,500**	**2,500**
5. Supplies & Commodities						
6. TRANSPORT						
7. TRAVEL						
Travel of UN staff	mission	2,500	5	12,500	8,333	4,167
Sub-Total 7.				**12,500**	**8,333**	**4,167**
8. Programme Sub-Total				**801,800**	**590,258**	**211,542**
9. MISCELLANEOUS (should not exceed 3% of BL 8)						
Courier	Set	2,500	1	2,500	1,875	625
Telecommunications	Set	5,000	1	5,000	3,750	1,250
Office Supplies	Set	5,537	1	5,538	3,691	1845.733
Sub-Total 8.				**13,038**	**9,316**	**3,721**
10. Security (should not exceed 2% of BL 8)				**16,036**	**12,027**	**4,009**
11. Agency Support (6.25%) including Monitoring and reporting				**50,927**	**37,473**	**13,454**
12. Programme Budget TOTAL				**881,801**	**649,075**	**232,726**

Budget Narrative UNESCO

I- Personnel

1. National Staff

A national team will be recruited to include 1 Full Time Project Assistant and 1 National Project Officer based in Bagdad to liaise with national authorities, provide technical/logistical support and coordinate implementation of needs assessment activities (1 Project Assistant USD 2500 x 12 months = 30,000 / 1 National Project Officer based in Bagdad USD 4,000 x 12 months = 48,000)

2. International Staff

Project Officer to manage implementation of needs assessment (USD 8700 x 12 months = 104,400)

3. International Consultant

Total of 5 Months Consultancy allocated for senior expert in education assessment and policy planning for completion of the following tasks: (i) Completion of pre-assessment report and identification of knowledge gaps; (ii) Technical Support in training activities; (iii)Development of survey instruments and ensuring completion of final report (USD 8,500 x 5 months = 42,500) .

II   Activities

1.1 Technical Coordination Meeting with Steering Committee to identify and validate work plan and guidelines for the pre-assessment process

2 days coordination meeting conducted and facilitated by UNESCO Project Officer and Expert

Travel and Accommodation expenses for 12 participants (Calculated at Erbil rate)
Transportation USD 450 x 12 participants = USD 5,400
DSA at USD 142 x 3 days x 12 participants = USD 5,112
Venue at USD 1600 x 2 days = USD 3,200
Miscellaneous = USD 988
Total under Training (Budget Line 30): 14,700

1.2 Completion of Pre-assessment report with identified knowledge gaps

UNESCO's Consultant to complete pre-assessment report upon collection and revision of available data (1 month consultancy contract x USD 8,500)

1.3 Training Workshop on data analysis and policy planning for the validation of pre-assessment report and development of relevant indicators

Travel and Accommodation expenses for 24 participants (Calculated at Amman rate)
Air tickets and TA at USD 820 x 24 = USD 19,680

DSA at USD 256 x 4 day x 4 participants = USD 4,096 (DSA x 20 participants to be covered by UNICEF)
Interpreting Services at USD 760 x 4 days = USD 3,040
Miscellaneous (banner, stationary, support cost venue, etc.) = USD 1,664
Total under Training (Budget Line 30): USD 28,000

2.1 Formulation of Survey Questionnaires and Database based on identified indicators

UNESCO's appointed Consultant to provide technical assistance for completion of survey (2 months consultancy contract USD 17,000)

2.2 Training of Trainers Workshop in data collection and data entry

5 Day Training Workshop to be conducted and facilitated by UNESCO's Consultant in partnership with UNESCO Institute of Statistic (UIS)

Travel and Accommodation expenses for 22 participants (Calculated at Amman rate)
Air tickets and TA at USD 950 x 22 = USD 20,900
DSA at USD 251 x 6 day x 22 participants = USD 33,132
Interpreting and Translation Services at USD 700 x 5 days = USD 3,500
Venue at 600 x 5 day = USD 3,000
Miscellaneous = USD 718
Total under Training (Budget Line 30): USD 61,250

2.3 Multiplier Effect Training Sessions for data collection and data entry in Iraq

18 Training Events at National Level x 10 participants each = 180 participants trained in all governorates
Lump Sum per event = USD 6,000 x 18 = USD 108,000
Total Training (Budget Line 30): USD 108,000
2.4 Field Work and Data Collection including Pilot Testing

Translation Services for translating Questionnaire and related document (English, Arabic, Kurdish) = USD 2,600
Contract bid for printing and distribution of developed questionnaire = USD 35,000
Contract for supervision of data collection and data entry (COSIT/KRSO) = USD 106,000
Contract bid for completion of data entry, data cleaning and data analysis in partnership with Assessment Team (MOE, MOHESR COSIT, KRSO) = 90,000
Total Contract (Budget Line 20) = USD 231,600

2.5 Follow-up Meeting for finalization of Data Set and Data Cleaning

2 days coordination meeting conducted and facilitated by UNESCO Project Officer and Expert

Travel and Accommodation expenses for 12 participants (Calculated at Erbil rate)

Transportation USD 450 x 12 participants = USD 5,400
DSA at USD 142 x 3 days x 12 participants = USD 5,112
Venue at USD 1600 x 2 days = USD 3,200
Miscellaneous = USD 988
Total under Training (Budget Line 30): 14,700

3.1 Completion of Assessment Report

UNESCO's appointed Consultant to finalize assessment report based on developed pre-assessment and collected data (2 months = USD 18,000)

Translation Services for translating Questionnaire and related document = USD 5,200
Printing of Final Report at USD 35.4 x copy x 500 copies =USD 17,700

3.2 National Meeting to validate report and identify follow-up strategy (40 Participants x 3 days - Erbil)

Travel and Accommodation expenses for 40 participants (Calculated at Erbil rate)
Transportation USD 600 (average per person) x 40 participants = USD 24,000
DSA at USD 142 x 4 days x 40 participants = USD 22,720
Venue at USD 2,000 x 3 day = USD 6,000
Interpreting and Translation Services at USD 800 x 3 days = USD 2,400
Miscellaneous = USD 1,130
Total Training (Budget Line 30) = USD 76,250

III. Final Project Evaluation

Contract Bid for final external evaluation of project = USD 15,000

UNICEF Detailed Budget Sheet

Budget line/Description	Unit	unit cost	Qty	Total	2010 (9 months) Budget	2011 (3 months) Budget
UNICEF					**ESTIMATED UTILIZATION OF RESOURCES US$**	
		TOTAL				
1. PROJECT MANAGEMENT						
1.1 National Programme/Project Personnel						
One National Programme Officer Baghdad 25%	NOC/month	4,000	12	12,000	9,000	3,000
1.2 International Consultants contract Baghdad Based						
One International expert in Education Effiency survey	person/days	1,800	60	108,000	90,000	18,000
Sub-Total 1.				**120,000**	**99,000**	**21,000**
2. CONTRACTS						
Translation Questionnaire and Assessment Reports (Arabic & Kurdish)	set	2,500	2	5,000	5,000	
Contract for design of questionnaire	set	1,230	15	18,450	18,450	
Printing and Distribution of Questionnaires	set	15,000	1	15,000	15,000	
Contract for Data Collection	schools	210	200	42,000	42,000	
Contract Data Entry and Data Cleaning	set	3,550	3	10,650	10,650	
Sub-Total 2.				**91,100**	**91,100**	
3. TRAINING						
Training Workshop on data analysis and policy planning for the validation of pre-assessment report and establishment of relevant indicators (18 participants x 4 days)	event	20,000	1	20,000	20,000	
Sub-Total 3.				**20,000**	**20,000**	
4. EQUIPMENT						
5. Supplies & Commodities						
6. TRANSPORT						
7. TRAVEL						
Travel of UN staff						
Sub-Total 7.	mission	1,600	3	4,800	2,400	2,400
				4,800	**2,400**	**2,400**

8. Programme Sub-Total				235,900	212,500	23,400
9. MISCELLANEOUS (should not exceed 3% of BL 8)						
10. Security (should not exceed 2% of BL 8)						
11. Agency Support (6.25%) including Monitoring and reporting				14,744		14,744
12. Programme Budget TOTAL				250,644	212,500	38,144

Budget Narrative UNICEF

I   Personnel

1. National Staff

One National officer (based on   25%) time (USD4000x12monthsx25%=USD12,000) for this project- based on Baghdad to work as part of the UNESCO- recruited team.

2. International Consultant

For the education efficiency survey, one international expert will be hired for 60 days (1,800 USD/days is inclusive of all security/accommodation/insurance related Iraq cost). Total USD 108,000

II   Activities

1. Training Workshop on data analysis and policy planning for the validation of pre-assessment report and development of relevant indicators

The activity will be implemented jointly, but mainly facilitated, and financially covered by UNESCO. UNICEF allocated US$ 20,000 for the workshop, which will be used to cover the DSA of participants.

2. Completion of Survey Questionnaires for the component related to the education production function assessment

 Questionnaire development /data collection / data entry and cleaning: total contract USD 91,100.

Annex A: Agency Project Status Profile
Each participating organisation must complete a Profile of all its ongoing ITF-funded projects/programmes within the Sector in Iraq.

UNESCO

Sl. #	Project ID #	Project Title	Total Budget (US$)	Implementation Rate (% complete)	Commitments (% as of January 2010)	Disbursements (% as of January 2010)	Remarks
1	B1-23	Training of Trainers in Teacher Education for Sustained Quality Education	2,325,116	70%	78.93%	72.91%	
2	B1-26b	ICT in Education	1,962,414	90%	94.88%	93.56%	
3	B1-28a	Improving Quality and Relevance of Technical and Vocational Education and Training	5,308,400	50%	87.39%	49.99%	
4	B1-31	Distance Learning Project	5,605,228	65%	93.10%	62.72%	
5	B1-33	Supporting efforts of the Government in developing the capacity of the Iraqi Education Sector / Enhancing the Learning Environment in Vulnerable Areas in Iraq for meeting Education for All (EFA) goals	1,712,905	35%	42.71%	35.15%	
		TOTALS (US$)	**16,914,063**				

UNICEF

Sl. #	Project ID #	Project Title	Total Budget (US$)	Implementation Rate (% complete)	Commitments (% as of December 2009)	Disbursements (% as of December 2009)	Remarks
1	B1-33	Supporting efforts of the Government in developing the capacity of the Iraqi Education Sector / Enhancing the Learning Environment in Vulnerable Areas in Iraq for meeting Education for All (EFA) goals	4,981,991	10%	26.30%	19.65%	The low implementation rate is mainly because the construction costs constitute most of the budget, and the actual construction started at the end of 2009.
		TOTALS (US$)	4,981,991				

ANNEX B

Coordination between Needs Assessment Project and WB, UNESCO, and UNICEF Initiative for the development of NESI

Project Title	Main Outputs	Activities	Beneficiaries / Participants	Implementing Agency	Time Frame	Fields of Intervention
Institutional Strengthening and Capacity Building for the Education Sector (WB in partnership with UNESCO, UNICEF)	**1. Sub-sectoral diagnosis by the 4 line Ministries using** *currently available data* **and strategic options/policies for addressing each sub-sector's identified challenges, to be compiled into a Sectoral Diagnostic Report for NESI development, followed by additional support/capacity development for drafting NESI.**	1.1 Conducting training workshops to assist with the development of the subsectoral diagnoses (primary, secondary, TVET, HE) and subsequent subsectoral strategic/policy frameworks.	**Senior Staff from:** PMO, MOEs/MOHESRs/ MOPDC/ MOFs/MOSTs	UNESCO / UNICEF	June 2009 Completed	**Policy, Strategy, Planning, Programing, Target Setting, Costing, Implementation Modalities, Monitoring and Evaluation**
		1.2 Conducting a workshops for policy/planning simulation model.	**Senior Staff and 20 statisticians from:** PMO, MOEs/MOHESRs/ MOPDC/ MOFs/MOSTs	UNESCO / UNICEF	Oct 2009 Completed	
		1.3 Conducting a workshops for an additional simulation model, programming, target setting, costing, implementation and monitoring/evaluation.	**Senior Staff and 20 statisticians from:** PMO, MOEs/MOHESRs/ MOPDC/ MOFs/MOSTs	UNESCO / UNICEF	Feb 6 - 18 2010 Ongoing	
		1.4 Distance technical backstopping	**Senior Staff from:** PMO, MOEs/MOHESRs/ MOPDC/ MOFs/MOSTs	WB/UNESCO / UNICEF	Ongoing since Feb. 2008	
		1.5 Supporting consultation workshops	**Senior Staff from:** PMO, MOEs/MOHESRs/ MOPDC/ MOFs/MOSTs	WB/UNESCO / UNICEF	Ongoing since Feb. 2009	
	2. Stronger capacity of Planning Units of each line Ministry in planning and managing educational reforms	2.1 Conducting a workshop on planning and follow up tasks	**Senior Staff from:** PMO, MOEs/MOHESRs/ MOPDC/ MOFs/MOSTs	WB	2010	**Planning, Strategy, Reform, Policy Analysis**
		2.2 Training on "Strategic Choices for Educational Reform"	**Senior Staff from:** PMO, MOEs/MOHESRs/ MOPDC/ MOFs/MOSTs	WB	2010	
		2.3 Study Tours and seminars on Educational Reform for the Knowledge Economy	**Senior Staff from:** PMO, MOEs/MOHESRs/ MOPDC/ MOFs/MOSTs	WB	2010	

		2.4 Fellowships for executive courses in Educational Policy Analysis/Planning.	**Senior Staff from:** PMO, MOEs/MOHESRs/ MOPDC/ MOFs/MOSTs	WB	2010	
	3. Stronger capacity for planning in Higher Education established in Iraqi Universities and the establishment of Strategic Planning Units in universities and MOHESRs	3.1 Interactive training workshop and shadowing programme for key staff in HE planning and policy making	**40 Iraqi/KRG university officials (Deans, Dept Heads and Directors General)**	WB, TBD partner university(ies)	2010	**Planning, Policy**
Completion of a Comprehensive Assessment of Education Sector for Iraq (UNESCO-UNICEF)	**1. GoI better able to identify knowledge gaps within the framework of NESI**	1.2 Reviewing and analyzing available data from previous reports, surveys and assessments and identifying existing educational knowledge gaps	**Technical members led by UNESCO experts:** MOEs, MOHESRs, COSIT, KRS	UNESCO	March - May 2010	**Data analysis and assessment**
		1.3 Conducting a National technical workshop to formulate and validate a pre-assessment report identifying the indicators (qualitative and quantitative) to be used in assessment to address knowledge gaps.	**Technical members led by UNESCO experts:** MOEs, MOHESRs, COSIT, KRSO	UNESCO	Jun-10	
	2. GoI and partners are able to assess internal efficiency and education production functions in the field of quality education, Technical and Vocational Education and Higher Education	2.1 Formulating Survey Questionnaires based on identified indicators and developing a database	**Technical members led by UNESCO / UNICEF experts:** MOEs, MOHESRs, COSIT, KRSO	UNESCO, UNICEF	June - July 2010	**Surveys, Data (Collection, Entry, Analysis, Assessment)**
		2.2 Conducting a comprehensive "Training of Trainers" workshop on data collection and entry	**24 Staff from:** MOEs, MOHESRs, COSIT, KRSO	UNESO	July. 2010	
		2.3 Conducting multiplier training sessions in 18 governorates on data collection and entry	**180 staff members from 18 governorates from:** MOEs, MOHESRs, COSIT, KRSO	UNESCO	Aug. 2010	

		2.4 Designing a sampling plan and conducting a pilot survey	**Staff members led by UNESCO / UNICEF experts from:** MOEs, MOHESRs, COSIT, KRSO	UNESCO, UNICEF	Aug. 2010	
		2.5 Reviewing and finalizing the Survey Questionnaires	**Junior staff members led by UNESCO / UNICEF experts:** MOEs, MOHESRs, COSIT, KRSO	UNESCO, UNICEF	Sep. 2010	
		2.6 Collecting and entering the required educational data using a developed database	**180 staff members from 18 governorates from:** MOEs, MOHESRs, COSIT, KRSO	UNESCO	Nov. 2010	
		2.7 Cleaning and revising database	**Junior staff members led by UNESCO experts:** MOEs, MOHESRs, COSIT, KRSO	UNESCO	Dec. 2010	
		2.8 Conducting a National Workshop on data analysis based on developed database and produced data	**Technical members led by UNESCO / UNICEF experts:** MOEs, MOHESRs, COSIT, KRSO	UNESCO, UNICEF	Dec. 2010	
	3. GoI and partners are better able to undertake evidence based implementation of the NESI	3.1 Drafting the Final Needs Assessment Report with key recommendations based on collected data	**Technical members led by UNESCO / UNICEF experts:** MOEs, MOHESRs, COSIT, KRSO	UNESCO, UNICEF	Jan. 2010	**Completion of Report with collected data and analysis**
		3.2 Conducting a national conference to review and validate the final draft and identify follow-up strategy	**Representatives of:** MOEs, MOHESRs, MOLSAs, MOH, COSIT, KRSO	UNESCO	Feb. 2010	