



**UNITED NATIONS DEVELOPMENT GROUP
IRAQ TRUST FUND**

Programme/Project Cover Page

Participating UN Organisation(s): UNESCO	Sector Outcome Team(s): Education
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Programme Title: Improving Quality of Technical and Vocational Education and Training in Kurdistan Region	Programme Number: B1-36
Programme/Project Description (limit 1,000 characters): <p>The project aims at supporting the Technical and Vocational Education and Training Sector (TVET) in Kurdistan region through developing and strengthening the institutional capacity to operate a demand driven training system of the Ministry of Higher Education and Scientific Research -Foundation of Technical Education and the Ministry of Labour and Social Affairs -Vocational Training Centers by addressing aspects of the current and future TVET system needs to deliver quality education.</p> <p>The Project seeks to enhance the capacity of human resources towards achieving quality education. It will capitalize on the achievements of UNESCO and its UN partners previous TVET projects in Iraq such as the TVET “Improving Quality and Relevance of Technical and Vocational Education and Training (B1-28)” project that was implemented in partnership with ILO and UN-HABITAT aiming at improving the skills of the labour force through developing improved programmes and services that will enhance their employment and productivity potential and create supportive environment for the growing private sector.</p> <p>The project will include an awareness campaign component to be implemented in collaboration with the participating KRG line ministries and Iraqi national media to increase enrolment in the sector by drawing attention to the essential role of the TVET sector in creating job opportunities, decreasing poverty, enhancing living conditions and developing the economy.</p>	

Programme Costs:

UNDG ITF: US\$ 1,000,000

Govt. Contribution:

Agency Core:

TOTAL: US\$ 1,000,000

Programme Location:

Governorate(s): Erbil, Sulaymaniah and Dohuk

District(s):

Town(s):

Govt of Iraq Line Ministry Responsible:

The Foundation of Technical Education (FTE) at the Ministry of Higher Education and Scientific Research (MOHESR) and the Vocational Training Centres (VTC) at the Ministry of Labour and Social Affairs (MOLSA) at the Kurdistan region (KR).

Programme Duration:

Total # of months: 18

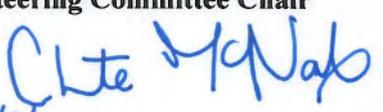
Expected Start date: 15 March 2010

Expected End date: 14 September 2011

Review & Approval Dates

Line Ministry Endorsement Date: MOLSA (KRG) 09/09/09 - MOHESR (KRG) 04/10/09
 Concept Note Approval Date: 20 February 2010
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 ISRB Approval Date: 17 May 2010
 Steering Committee Approval Date: 24.05.2010

Signatures of Agencies and Steering Committee Chair

I.	Name of Representative	Mohammad Djelid
	Signature	
	Name of Agency	UNESCO
	Date	24 May 2010
II.	Name of Steering Committee Chair	Christine McNab
	Signature	
	Date	24/5/10

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

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 Organization**

Participating UN Organization	Portion from ITF Budget (US \$)
UNESCO	1,000,000.00
Total Budget (US \$)	1,000,000.00

Total budget (in US \$):	\$ <u>1,000,000</u>
Sources:	
• Government	\$ _____
• ITF earmarked (Germany to UNESCO + EC +Sector interest)	\$ <u>1,000,000</u>
• ITF (un-earmarked)	\$ _____
• UN Core/non-core sources	
UN Org (specify:)	\$ _____
UN Org (specify:)	\$ _____

1. Executive Summary

As the UN mandated agency for TVET and as a response to the TVET related recommendations of the international conference on the Right to Education in Crisis Affected Countries, “Stop Jeopardizing the Future of Iraq”, held in Paris in November 2008”, UNESCO was approached by the Kurdistan Regional Government (KRG), represented by the Ministry of Higher Education and Scientific Research (MOHESR) and the Ministry of Labour and Social Affairs (MOLSA) at the Kurdistan Region (KR), to design and implement this quality education project that aims at strengthening and developing the institutional and human capacities of MOHESR and MOLSA at KR to, professionally, deal with the broad range of underpinning problems facing the KRG TVET sector and build a strong base for sustainable social and economical development.

The Iraqi implementing partners in this project are the Foundation of Technical Education (FTE) at the Ministry of Higher Education and Scientific Research (MOHESR) and the Vocational Training Centers (VTC) at the Ministry of Labor and Social Affairs (MOLSA) at the Kurdistan region (KR). These are the specialized departments at the said ministries involved in the TVET sector in KRG.

In fact, this project will capitalize on the achievements of UNESCO and its UN partners previous projects especially the B1-28 project that was, successfully, implemented in partnership with ILO and UN-HABITAT and aimed at improving the skills of the labour force in Baghdad, Basra, Nassiryah, Ninewa , Babylon, Karbala and Amarah through developing improved programmes and enhance the capacity and productivity potential.

The project will focus on the capacity development of FTE and VTC at KRG pertaining to designing policies, adopting modern teaching methodology and reviewing and designing teaching programmes. The project also aims at increasing community awareness about the importance of this sector in reducing poverty by creating job opportunities. The project is expected to achieve the following outputs:

- 1- GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system.
- 2- KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation.
- 3- MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps.
- 4- MOLSA KRG able to develop vocational programmes responsive to labor market requirements.
- 5- Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth.
- 6- Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country’s development

To achieve the above stated outputs, UNESCO plans to work closely with different entities that might be supportive to the project, other than the involved line ministries, such as Chamber of Industry, Chamber of Commerce, Trade Unions, Industry Unions as well as Media Agencies.

As stated above, the project is related to the International Compact with Iraq – ICI 2008 Benchmark 4.4.1.3 -, to the National Development Strategy 2007 – 2010 – NDS targets 1,2,3,5 - and to the second outcome of the Education Sector Outcome Team.

2. Situation Analysis

The Iraqi education system including Kurdistan Region has suffered for more than two decades of under-investment and isolation, and is weak by insufficient infrastructure, limited capacity in terms of educational policy planning and management and by brain drain that has further undermined the educational system including TVET. The gap between the educational opportunities offered in KRG and the requirements for sustainable economic development is seriously widening. At the institutional level, the Ministry of Education (MOE), MOHESR and MOLSA need technical support and capacity building to effectively ensure the development of strategies and policies that address main challenges hindering access to a quality education system.

According to the situational analysis highlighted by the International conference on the Right to Education in Crisis Affected Countries, “Stop Jeopardizing the Future of Iraq” held in Paris in November 2008, it is clear that, in relation to the TVET sector, teachers’ and trainers’ skills are very poor, teaching and training programmes are outdated and do not reflect the modern technological needs required by the labour market, and awareness of the importance of the TVET sector in economic development and poverty reduction is very limited. These various factors have contributed to the low enrollment and increased dropout rates after completing basic education. The transition rate from primary to lower secondary level was found to be 52 percent, and the net enrolment rate in secondary education was 36 percent, with gaps between males and females (male 42 percent and females 30 percent) and urban and rural areas (urban 47 percent and rural 16 percent).¹

With reference to the National Development Strategy (2007-2010) which identifies eradicating poverty, employment and targets vulnerable groups as priorities, it is evident that there is an urgent need for UNESCO to support the efforts of the MOHESR/FTE and MOLSA/VTC as a response to the above challenges to restore quality technical and vocational system. This project will address these challenges through strengthening the institutional and human capacity of the KRG TVET sector to deliver quality education, and allow for better planning and developing of strategies, as well as building the teaching and managerial knowledge and skills of staff to enhance their performance.

Technical Education was recognized as a serious stream of higher education in the last two decades. The Foundation of Technical Education in Kurdistan Region was established in 1993 to include two institutes only; one in Erbil and the other in Dohuk. Separate Technical Institutes were established later on at Shaqlawa 1998, Aqra 2001, Soran 2002, Zakho 2003, Amadyya 2005, Tourism Institute 2009, Medical Technical Institute/Erbil 2007 and Technical Institute in Sheikhan 2007. The first Technical College was established in 2003.

In 2004, the Foundation of Technical Education (FTE) became an umbrella managing all established colleges and Institutes. A number of technical colleges were reconstructed under the leadership of FTE/ Erbil and FTE/ Sulaymaniah. Later on, the national Strategic Plan for Technical Education was developed including an identification of human resource, material, infrastructure, and equipment requirements necessary to reconstruct and rehabilitate the technical education system.

Statistically, and according to FTE, nowadays there are 22 technical colleges with a total of 18,004 students. The number of graduates is expected to reach 80,000 students in the next 5 years. The ratio of university students to the students of technical institutes to the students of vocational school in 2007 – 2008 was 4.2:1:1.5 while the preferred ratio is 1:3:6.

The current TVET status in KRG is critical not only on the level of the TVET colleges and centers that are limited and suffer from obsolete equipment, outdated curricula that is not related to market needs and limited number of qualified teachers and instructors, but also on the level of policy / strategy formulation and managerial skills that lead to duplication of efforts and ineffective use of scarce training resources.

This project will address the quality of the TVET Sector at KRG by focusing on building the capacities of senior management staff and educational specialists at FTE and VTC in addition to teaching and training staff. In this intervention UNESCO will also promote TVET to the KRG community by organizing media campaigns to highlight the important role of this sector in providing job opportunities and reducing poverty.

¹ Iraq EMIS 2007-2008 Analytical Report

3. Lessons Learned, NDS/ICI Relevance, Cross-cutting Issues, Agency experience in Iraq/in the Sector

Lessons Learned

While implementing similar projects in Iraq, UNESCO and other UN agencies faced a lot of challenges and difficulties. Some of these difficulties were due to the deterioration in security conditions that severely affected all center and southern Iraqi governorates. The security conditions at KRG are, in fact, much better; however, the project management recognizes the need to consider any sudden deterioration during the implementation of the project. The other difficulties were related to coordination with Iraqi counterparts especially in matters related to delays in correspondences and nominations of staff.

Dealing with such difficulties during the implementation of similar projects resulted in many important lessons learned to be considered while designing this project such as:

- Involvement of Iraqi counterparts during the design phase of many projects was very limited which resulted in misunderstandings and created a feeling of inferiority among them. In this project, and to ensure ownership and sustainability, Iraqi counterparts were involved in the project design phase and will be involved in the development of all training material.
- During implementation, many delays took place due to late replies to correspondences by line ministries and to bad security conditions; this was considered during the design of this project. All needed information, data, nominations...etc will be requested at the beginning of the project. Delays were also considered when developing the work plan and time frame.
- Delays also took place in many projects due to complicated procurement procedures that consume a lot of time especially in aspects related to logistics, issuing customs exemption letters by line ministries and delivery receipts. After consultation with KRG stakeholders, it was agreed that capacity building is a more urgent need for the sector and, accordingly, UNESCO will concentrate on this aspect in this project; as for procurement activities, KRG line ministries will be responsible for them using their own funds; however, UNESCO will keep providing technical advice if required. This will avoid delays in project implementation.
- Nominations of trainees by the Iraqi counterparts are usually not suitable to the type of training; in this project, Iraqi counterparts will be requested to present the nominees' CVs to the project's Steering Committee (SC) to be evaluated and endorsed.

Contribution to NDS and ICT goals and Iraq's International obligations:

In this regard, the project was designed to contribute to the following goals and international obligations:

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

Indirectly:

Target 1 Reduce number of people living under poverty line by two thirds.
Target 2 Reduce numbers of people suffering from hunger by two thirds.

Directly:

Target 3 Increase labor force to 70 per cent of people economically active.
Target 5 Waiving off gender discrimination in all educational levels

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

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

MDG goals: 1, 3

This is to be achieved by supporting the KRG TVET sector through strengthening institutional and human capacity. The project will contribute to sustaining and developing education by enhancing the quality of education, increasing access to education and providing youth and adults with employment chances that will assist in poverty reduction (Employability skills). In addition, the project is guided by the Convention on the Elimination of all types of Discrimination against Women (CEDAW) throughout its cycles.

Cross-cutting Issues:

Human Rights:

All designed training materials will realize human rights pertaining to article 25 and 26 of the UN Declaration of Human Rights. It will promote human rights values to all trained staff at all levels which will be reflected in their future work in planning, strategies formulating, teaching and management. On the student's level, the designed teaching curricula will promote human rights among students.

Gender Equality:

The project will ensure equal participation and involvement of men and women as beneficiaries. Their active participation will be assured through involvement in all capacity building activities and technical and vocational training to empower women by creating job opportunities.

UNESCO will develop two sets of training curricula addressing both males and females. This will be determined according to labour market priorities. UNESCO will also sensitize its staff, consultants and stakeholders to gender issues.

Environmental Issues:

Since this project consists of mainly capacity building activities, it will not have a direct impact on environment; however, all capacity building materials, training curricula and developed teaching techniques will promote environmental awareness and environmental protection concepts that will be reflected in the future work of all participants at all levels.

Employment generation:

This project will not result directly in employment generation, but will offer opportunities for graduates of the colleges and the vocational training centers to acquire specific training skills that contribute to individuals' ability to be employed /self employed and generate income.

Agency Experience in Iraq/in the Sector:

UNESCO is the worldwide UN mandated agency for education including school education, higher education and TVET. It has an international experience in the field through high quality projects that have been implemented all over the world.

In Iraq, UNESCO has always been there to support the efforts of Iraqis in developing their education system. During the sanctions, UNESCO continued to support the education system through many projects such as the Textbooks Quality improvement project that resulted in printing and distributing over 9 million school textbooks and developed the capacities of the Iraqi MOE in textbooks production.

Since then, UNESCO, using its highly qualified staff, implemented over 15 educational projects 4 of which were high quality TVET programs supporting the TVET system in central and southern Iraq, one of these projects was implemented in partnership with ILO and UNHABITAT namely the B1 - 28. These projects included:

- a. Development of the organizational structure of the TVET sector through the creation of open, flexible and complementary structures.
- b. Provision of technical support and building the capacities of senior and managerial staff on policy formulation, strategic planning and management.
- c. Development of technical and vocational teaching / training skills of TVET trainers and teachers;

- d. Development of educational programs and curricula updates based on up to date knowledge and on the market needs;
- e. Instructional methodological development;
- f. Equipping technical and vocational workshops with modern teaching and training equipment;
- g. Provisions of modern information technology in TVET.

In fact, all above stated activities targeted the TVET sector at the center and southern governorates of Iraq. In this project, we are targeting the TVET sector at KRG by building the institutional and human capacity of MOHESR and MOLSA senior staff on policy formulation, strategic planning and management as well as the teaching / training staff on new curricula, teaching methodologies and techniques.

4. The Proposed Project:

4.1 Rationale

During the last 2 decades, the TVET sector in KRG suffered a lot of damage and lost its role in providing the economy with qualified technical and vocational graduates whose abilities and skills suits the economy needs. This, of course, decreased the chances of the TVET graduates in finding suitable jobs and decreased the interest of youth in joining this vital sector. By analyzing the information and data gathered from KRG resources (MOHESR and MOLSA), KR TVET experts participating in TVET workshops and various studies and research papers on education in Iraq and KRG, we have identified the major problems affecting the development of the TVET sector at KRG as follows:

1. Weak capacities of senior staff in the field of policy and strategy formulation and in management structures that doesn't support the development of the sector.
2. Outdated curricula and training materials not only on the knowledge side but also on teaching methodologies and techniques and relevance to market needs.
3. Lack of qualified and skilled teachers and trainers that is affecting the quality of education and training.
4. Obsolete teaching and training equipment that represent a major obstacle in the development of the sector.
5. Limited number of TVET training and teaching centers, this will limit the number of youth joining the TVET sector.

In response to the current endeavors of the KRG to ensure the development and strengthen the national institutional capacity, the project will build the capacity of MOHESR / FTE and MOLSA /VTC in the field of strategic planning, policy formulation, and management of the TVET sector. In this regards the project intend to support the activities in the field of quality and relevance of TVET education that response to the labor market demand, teachers trainers training, relevance of curricula including of teaching-learning processes. The project will also promote TVET to KRG community by organizing a media campaign to highlight the important role of this sector in providing better job opportunities and reducing poverty.

The project focus areas comply with ongoing UNESCO activities which were undertaken over the past two years with the participation of Iraqi ministries. The activities focused on capacity building of Directorates of Education at MOE and Vocational Training Centre Managers and Directors at MOLSA Directorates in three targeted areas namely Marshlands, Babel and Sulaimanya (Limited DOE training only) in addition to the MOLSA in Baghdad. These activities were under the Local Area Development Programme LADP (C9 – 10), focusing on management, leadership, planning, monitoring and evaluation and capacity development of the directorates. The training built organizational capacity of the directorates to increase its efficiency and productivity. This will target the first three problems stated above. Due to the limited resources and the fact that procurement procedures consume a lot of time, it was agreed with KRG that they should take care of the last two above stated problems using their own funds.

Although one might see some similarities between this project and the other implemented TVET projects, it is obvious to specialists that this project is different. All other projects targeted center and southern governorates while this project targets KRG only. In fact, KRG has a different educational system than the rest of Iraq and its

TVET sector has different needs and priorities that have to be considered while developing all training material, courses and training workshops. Since Kurdish is the education language in KRG, the rest of Iraq uses Arabic, all new training material and courses will be developed in Arabic and Kurdish. Another major difference is that to ensure sustainability and ownership, KRG TVET educational specialists will be involved in developing the new programs and curricula training / teaching material in this project.

4.2 Proposed Intervention

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

Implementation Strategy:

Based on a request from KRG, this project was designed to support their efforts in developing the TVET sector in KR. The project aims at building the capacity of senior KRG MOHESR and MOLSA staff on educational planning, policy and strategy formulation and management from one side and building the capacities of educational KRG TVET specialists and teachers / trainers to provide quality education to students. More over the project will aim to build the capacity of the senior KRG MOHESR and MOLSA staff to develop the required policies based on the overall TVET national policy (Governance Model) that was established by TVET B1-28 project.

To guarantee ownership, sustainability and government commitment to the project, the project management in cooperation with KRG involved line ministries will form a Steering Committee (SC) that include UNESCO members and representatives of MOHESR/FTE and MOLSA/ VTC experts as well as members of supporting entities such as Chamber of Commerce, Chamber of Industry, Trade Unions...etc. UNESCO will also involve KRG TVET experts in the development of curricula and training materials and will depend on them, after building their educational capacities, on training other trainers and teachers.

The role of the SC will include:

- 1- Discussion and endorsement of guidelines for the developing of the training material.
- 2- Discussion and endorsement of developed training material
- 3- Discussion and endorsement of trainees nominations
- 4- Make sure of the commitment of involved line ministries to their role in the project implementation process.
- 5- Discussion and endorsement of a follow up mechanism to be implemented by participating line ministries after the completion of the project.

The project implementation targets three axes. The first axe includes building the capacity of senior KRG MOHESR and MOLSA on policy and strategy formulation as well as educational planning and management. To do so, training material will be developed based on the current situation and international standards taking into consideration the needs and priorities of the TVET sector in KRG using the expertise of UNESCOs highly qualified experts. Later on a specialized training workshop will be conducted using the developed material.

The second axe includes building the capacity of educational experts from FTE and VTC on developing curricula and new programs based on learning outcomes. To do so, training material will be developed based on up to date knowledge, modern teaching methodologies and market needs. A specialized training workshop will follow up using the developed material. To guarantee sustainability, trained experts will develop two pilot training programs.

The third axe includes building the capacity of trainers' and teachers' trainers (TOT) on applying modern teaching methodologies, concepts of measurement and evaluation as well as Employability Skills (including how to prepare C.Vs, job interviews, presentation and communication skills, teamwork, project management and administrative skills...etc) in teaching. The training material will be build on what has been developed by other TVET projects particularly TVET B1-28 project As the above, this will start by developing the teaching / training material

followed by a specialized workshop. Trained trainers are expected to train approximately 500 teachers and trainers in the first year under the supervision of FTE and VTC management.

The project includes also an advocacy and awareness raising media campaign that will be conducted during the project. It will start by developing suitable media material such as TV clips, posters, media coverage materials...etc aiming to increase KRG community awareness, especially parents and youth, regarding the importance of this sector in reducing poverty by creating good job opportunities, enhancing living conditions and developing the economy. It will also present the new courses developed by the KRG TVET sector in general in response to the market needs. This is expected to increase enrolment in the TVET sector. In fact, International experience demonstrate that when students and parents are shown how TVET can lead to stable careers, and potentially a higher than average salary, it does become more appealing and acceptable. The second step would be to launch the campaign in cooperation with the involved line ministries and other supportive Iraqi entities such as the Chamber of Industry, Chamber of Commerce, Trade Unions, Industry Unions as well as Media Agencies.

From the above, it is clear that the project aims at building the capacity of the three major human resources categories responsible for developing the KRG TVET sector to provide quality education for youth, that is policy / strategy developers, educational experts responsible for the development of new courses and curricula / training materials (development of quality education resources and tools) and teachers and trainers, through training of trainers TOT, responsible for teaching quality education to youth. These three categories of human resources represent the triangle responsible for the provision of quality education to students in the TVET sector. It is worth mentioning that all training material, new courses and curricula will be developed in Arabic and Kurdish.

Results Framework

Table 1: Results Framework and Indicators

Project Title:	Improving Quality of Technical and Vocational Education and Training in Kurdistan Region						
NDS/ICI priority/ goal(s):	Support evidence-based planning for: <ul style="list-style-type: none"> • NDS goals 1,2,3,5 • ICI goals (4.4.1.3 -1 of the 2008 JMM) 						
UNCT Outcome	Improved access to essential social services and assistance to vulnerable groups						
Sector Outcome	Outcome2: Strengthened institutional and human capacity of the education sector to deliver quality education.						
Outcome 1	Strengthened institutional and human capacity of the education sector to deliver quality education.			<p>NDS / ICI Priorities: Target :</p> <p>NDS Targets by 2010:</p> <ul style="list-style-type: none"> • (1) Reduce number of people living under poverty line by two thirds. • (2) Reduce numbers of people suffering from hunger by two thirds. • (3) Increase labor force to 70 per cent of people economically active. • (5) Waiving off gender discrimination in all educational levels <p>ICI Target by 2010:</p> <ul style="list-style-type: none"> • Towards achieving universal education ; By 2008 effective and efficient coordination between governance units progressively enables, planning and service management provided through ensuring; 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). • Improve adult literacy by 25% and school completion rates by 25%, Achieve gender parity at all levels of education. Increase education budget from 3.5% to minimum 5% of GDP. 			
Outputs	UN Agency Specific Output	UN Agency	Partner	Indicators	Source of Data	Baseline Data	Indicator Target
Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET	GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system	UNESCO	MOHESR/FTE and MOLSA/ VTC at KRG	1.1 Training package (guide) on educational planning, policy formulation and management, methods for flexible TVET system developed	Training package, Progress Report	No	Yes
				1.2 Number of senior staff			

system				trained on educational planning, policy formulation and management, methods for flexible TVET system.	and Workshop Evaluation Report		
				1.3 Percentage of trained staff fully satisfied with relevance and usefulness of training	Post Training Assessment	NA	80%
Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation	KRG technical and vocational education teachers and trainers better able to apply modern teaching methodology, concept of measurement and evaluation	UNESCO	MOHESR/FTE and MOLSA/ VTC at KRG	2.1 TOT training package (manual) on applying modern teaching methodology and concept of measurement and evaluation in teaching developed	Training package/ Progress Report	No	Yes
				2.2 Number of trainees trained as TOT on the application of modern teaching methodology, concept of measurement and evaluation in teaching	Progress Report and Workshop Evaluation Report	0	11
				2.3 Percentage of trained staff fully satisfied with relevance and usefulness of training	Post Training Assessment	NA	80%
Output 3: MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning	MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and	UNESCO	MOHESR/FTE and MOLSA/ VTC at KRG	3.1 Training package on the development of a modern framework for renewed programmes based on Learning Outcomes and Learning Steps produced	Training package/ progress report	No	Yes
				3.2 Number of educational	Progress Report	0	11

Outcomes of Knowledge, Skills and Attitude and Learning Steps.	Attitude and Learning Steps.			experts trained on developing programmes based on Learning Outcomes and Learning Steps	and Workshop Evaluation Report		
				3.3 Percentage of trained staff fully satisfied with relevance and usefulness of training	Post Training Assessment	NA	80%
Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements	MOLSA KRG able to develop vocational programmes responsive to labor market requirements	UNESCO	MOLSA at KRG	4.1 Number of training packages on the development of curricula and textbooks designed for vocational programmes developed	Training packages/ Progress Report	0	2
				4.2 Number of VTC educational experts trained on curricula and textbooks development methods	Progress Report and Workshop Evaluation Report	0	11
				4.3 Percentage of trained staff fully satisfied with relevance and usefulness of training	Post Training Assessment	NA	80%
Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth	Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth	UNESCO	MOHESR/FTE and MOLSA/ VTC at KRG	5.1 TOT training package on “Employability Skills” developed	Training package/ Progress Report	No	Yes
				5.2 Number of teachers trained as TOT on teaching “Employability Skills”	Progress Report and Workshop Evaluation Report	0	11
				5.3 Percentage of trained staff fully satisfied with relevance and usefulness	Post Training Assessment	NA	80%

				of training			
Output 6: Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country's development	Key KRG stakeholders better aware of the importance of technical and vocational education for youth and their role in country's development	UNESCO	MOHESR and MOLSA in Kurdistan	6.1 Numbers and Types of advocacy materials developed	Progress Report	TV Clips:0 Posters:0 Flyers: 0 Press Coverage: 0	TV Clips: 3 Posters:2000 Flyers: 8000 Press Coverage: 8
				6.2 Number of integrated media campaigns	Progress Report	0	1
				6.3 Number of Civil Society Organizations (CSOs) focusing on youth-related issues involved in advocacy and awareness campaigns	Progress Report	0	8
				6.4 Percentage of participating CSO's satisfied with quality and usefulness of advocacy campaigns.	Post Event Assessment	NA	80%

6. Management and Coordination Arrangements

6.1 Management and Coordination

UNESCO will assume the overall responsibility in implementing all project activities based on its expertise and proven competencies in the field of TVET education. This will be done in close coordination with a Steering Committee (SC) that will be formed during the first month after the beginning of the project to include members representing MOHESR and MOLSA at KR as well as members of supporting Civil Society Organizations (CSOs) to ensure ownership and sustainability of the project, the SC will also include members representing UN agencies (ILO and UN-HABITAT) as volunteers. During the project, this committee will be responsible for:

- 1- Discussion and endorsement of guidelines for the developing of the training material.
- 2- Discussion and endorsement of developed training material
- 3- Discussion and endorsement of trainees nominations
- 4- Make sure of the commitment of involved line ministries to their role in the project implementation process.
- 5- Discussion and endorsement of a follow up mechanism to be implemented by participating line ministries after the completion of the project.

To capitalize on the achievements of UNESCO and its UN partners previous projects particularly TVET B1-28 project a lessons learned meeting will be held with representatives from ILO and UN-HABITAT at the initial stage of the project implementation,

The SC will meet twice during the first three months. Later on, members will meet every three months unless there is a need for an emergency meeting requested by any of the members. The meetings are to take place in Erbil and the first meeting is to be set during the first two weeks after the project start date.

During project implementation, UNESCO will cooperate with ILO and MOHESR and MOLSA at Baghdad (using their educational experts trained within the joint UNESCO, ILO and UN-HABITAT TVET project - B1-28), European Training Foundation (ETF) and UNIVOC consultants in developing training material and curricula and in conducting training workshops. Educational experts from KRG MOHESR and MOLSA will also participate in these activities to guarantee ownership and sustainability. Coordination between these counterparts will be done by the project manager and all technical issues such as resulting material, workshops, reports...etc are to be evaluated by an appointed UNESCO TVET technical consultant and reported to the project manager.

Supporting CSOs such as Chamber of Commerce, Chamber of Industry, Trade Unions...etc, will also contribute to the project not only as members of the SC, where they will be the most suitable members to advice on labor market needs, but also in the awareness campaign activities. A media campaign plan will be developed by the project manager including the role of each CSO and involved line ministries and all participants should commit to these roles if they agreed to participate in the campaign. A coordination meeting is to take place when the plan is ready to discuss and endorse at the level of the SC then limited weekly meetings between the participants only should take place, if needed, in the last month before launching the campaign.

Since the security situation in KRG is stable, the project has been designed to implement all its activities in Erbil making use of UNESCO staff based in Erbil and Sulaimanya.

6.2 Management arrangement

UNESCO will continue the close coordination with MOHESR and MOLSA of KRG, and the relevant directorates in the Governorates of Kurdistan through the Steering Committee along the different stages of the

project, starting from the assessment stage, going through the design, contracting and implementation stages ending by evaluation of the project impact. Also, the project components will be designed and implemented with contribution of the involved technical staff of MOHESR and MOLSA of KRG to ensure long term ownership and sustainability.

To ensure realization of the above-mentioned mechanism, MOHESR/ FTE and MOLSA/ VTC technical staff and other community stakeholders will be fully involved in being:

- Better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system Technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation.
- Better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills and Attitude and Learning Steps.
- Able to develop vocational programmes responsive to labor market requirements
- Improved the capacity staff to offer market-responsive employability skills to Kurdish youth
- Key KRG stakeholders, parents and youth better aware of the importance of technical and vocational education for youth and their role in country's development

The project will have a management structure comprising of national and international personnel with the following tasks:

- One international project manager to provide adequate technical capacity support throughout the implementation of the project. He/she will supervise the implementation as well as to ensure adequate monitoring of activities and coordinating among implementing agencies as well as reporting on monthly, quarterly and yearly bases to the Steering Committee, UNESCO administration and UNDG. The project manager will be based in Amman, missions to Kurdistan will be organized on a regular basis during the implementation of the project;
- One full time project assistant, one national project officer, and an additional part time administrative assistant to liaise with national authorities, provide technical/logistical support and coordinate implementation of the project's activities including training and technical workshops;
- Additional assistance of one international TVET consultant will be required during the implementation to developed training packages based on international best practice as well as conducting training with national institutions.

7. Feasibility, risk management and sustainability of results

7.1 Feasibility and risk management:

The fact that Iraqi general elections took place in March 2010 might cause some risks regarding security conditions until forming the new Iraqi government and might even continue after that. If security conditions get worse, coordination meetings and training workshops in KR might be prevent. To deal with this issue, the project management prepared an alternative plan to conduct all activities in Amman – Jordan.

Another risk that might face the project is delays in replies to correspondences and nominations by line ministries. This will be taken care off through the SC members who represent these line ministries and also by requesting the required information earlier than usual. SC members will also be responsible for evaluating nominees CVs to avoid the risk of training unsuitable staff.

In case SC members representing KRG line ministries were not able to fulfill their duties due to security conditions or sudden change in members, the project management will depend on UNESCO monitors and staff available at KRG to follow on any delays. As for evaluation of nominees CVs, the project manager and UNESCO contracted technical consultant will do the evaluation process.

UNESCO has acquired experience in the last few years in implementing various technical and vocational education projects; the progress in the implementation of these projects was made possible because of comparative advantages of having the positive and synergetic partnerships with the line ministries. With the support at regional and HQ levels, such arrangements have proven to be an efficient way of mitigating the risks and at the same time maintaining a good implementation rate with very limited international presence on the ground.

7.2 Sustainability of results

The experience of UNESCO in implementing projects in various parts of the country was taken into account in the design of the project. This experience suggested that, to guarantee ownership and sustainability, projects should be implemented through the extensive involvement of national counterparts. In this regard, the formed SC will guarantee the participation of KRG senior officials on the planning and follow up level.

The main purpose of forming a Steering Committee with membership of local partners is:

- To have and insure the commitment of KRG to a sustainable TVET educational system with an encouraging environment in place.
- To develop the capacities of local members of the steering committee in project management, supervision and monitoring accordingly sustaining the project.
- To guarantee their involvement at all stages of project implementation which will ensure ownership of the project and accordingly the outcomes will be integrated into the system of partner ministries which will lead to sustainability, and will facilitate the exit strategy.
- To create an environment to establish links and networking between the stakeholders and national and international institutions as well as other projects of similar nature to support sustainability.

On the other hand, educational experts from KRG FTE and VTC will be heavily involved in training workshops and later on in the development of new courses and curricula. This will guarantee that they will be able to develop the rest of the TVET outdated courses they have and create new ones continuously. This will create a back bone for any future development even if other elements, such as labor market needs, change.

On the level of trainers and teachers, the fact that their trainers (TOT) will be educational experts from their own nation and that training material is in Kurdish will guarantee better understanding and learning results. It will also get rid of any inferiority trainees might have and increase their self trust.

The participation of CSOs in the project will not only enhance the relation between them and involved line ministries and create a strong net to leverage the level of TVET standards, but it will also increase the chances of TVET KR graduates in finding proper jobs after graduation. This will create a system that supports continuous development of the TVET sector based on possible variable elements such as labor market needs, new technologies...etc and it will result in increase in enrolment in the sector, poverty reduction and economy development and this will definitely contribute to the sustainability of the project and of the TVET sector at large.

MOHESR/ FTE and MOLSA/VTC at KR will be encouraged to develop necessary policies, strategies and regulations, based on the training they will have during this project, to support the TVET sector on the government, community and youth level. This will also add to the project and sector sustainability. UNESCO will keep following up on this issue after the completion of the project and provide technical assistant to this major issue based on the request of KRG line ministries.

8. Monitoring, Evaluation, and Reporting

8.1 Monitoring and Evaluation

Based on UNESCO regulations, the project management has developed financial and legal monitoring systems that are compliant with the obligations of the UNDG Iraq Trust Fund. Auditing, accountability and performance evaluation systems are established to ensure financial accountability to government and institutional and community stakeholders in Iraq that are concerned with the program.

The Project Manager and the staff based in Kurdistan 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.

Constant Monitoring and Evaluation will be conducted in all implementation phases of the project based on the planned work plan. Constant monitoring and evaluation will allow fast reaction to any issues which might affect the implementation of the project.

A final external evaluation of the project will be undertaken to evaluate the impact of the project and level of progress against the set quantitative and qualitative targets. The evaluation will assess the performance and document lessons learnt in the implementation of the project.

8.2 Reporting

Periodic progress/narrative and financial reports will be completed and submitted by UNESCO to UNAMI and the Education Outcome Team

All project activities will be carried out in accordance with the project document and the below listed work plan. Should there be any changes or additions, they will be discussed between the stakeholders and the UNESCO Project's team. Based on the outcomes of the discussions, a formal request for changes (programmatic or financial) would be submitted.

In addition to standards 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

Work Plan for: Improving Quality of Technical and Vocational Education and Training in Kurdistan Region

Period Covered: 18 Months

<ul style="list-style-type: none"> ▪ 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 									
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	Q5	Q6		
Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system.									
Output 1: GoI/KRG better able to institutionalize a market-driven, entrepreneurial, responsive and flexible TVET system.	1.1 Steering Committee Coordination Meetings	X	X	X	X	X		MOHESR/FTE and MOLSA/ VTC at KRG	US\$ 167,000
	1.2 Developing training packages (guide) on educational planning, policy formulation and management, methods for flexible TVET system.		X	X				MOHESR/FTE and MOLSA/ VTC at KRG	
	1.3 Training 11 senior staff on educational planning, policy formulation and management, methods for flexible TVET system.			X	X			MOHESR/FTE and MOLSA/ VTC at KRG	
Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation									
Output 2: KRG technical and vocational education teachers better able to apply modern teaching methodology, concept of measurement and evaluation	2.1 Developing TOT training packages (manual) on applying modern teaching methodology and concept of measurement and evaluation in teaching		X	X				MOHESR/FTE and MOLSA/ VTC at KRG	US\$ 167,000
	2.2 Training 11 TOT on the application of modern teaching methodology, concept of measurement and evaluation in teaching			X	X			MOHESR/FTE and MOLSA/ VTC at KRG	
Output 3: MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills, Attitude and Learning Steps									

Output 3: MOHESR and MOLSA better able to develop/ renew technical and vocational programmes based on Learning Outcomes of Knowledge, Skills, Attitude and Learning Steps	3.1 Developing training packages on the development of modern framework for renewed programmes based on Learning Outcomes and Learning Steps.			X	X			MOHESR/FTE and MOLSA/ VTC at KRG	US\$ 167,000
	3.2 Training 11 educational experts on developing programmes based on Learning Outcomes and Learning Steps				X	X		MOHESR/FTE and MOLSA/ VTC at KRG	
Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements									
Output 4: MOLSA KRG able to develop vocational programmes responsive to labor market requirements	4.1 Developing two training packages on the development of curricula and textbooks for vocational programmes			X	X			MOLSA/ VTC at KRG	US\$ 149,500
	4.2 Training 11 VTC educational experts on curricula and textbooks development methods				X	X		MOLSA/ VTC at KRG	
Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth									
Output 5: Improved capacity of MOHESR and MOLSA staff to offer market-responsive employability skills to Kurdish youth	5.1 Developing TOT training packages on “Employability Skills”		X	X				MOLSA/ VTC	US\$ 149,500
	5.2 Training 11 TOT on teaching “Employability Skills”.			X	X			MOHESR /FTE and MOLSA/VTC	
Output 6: Key KRG stakeholders, parents and youth better aware of the importance of technical and vocational education for youth and their role in country’s									
Output 6: Key KRG stakeholders, parents and youth better aware of the importance of technical and vocational education for youth and their role in country’s	6.1 Designing and implementing an awareness raising media campaign			X	X	X		MOHESR/FTE and MOLSA/ VTC at KRG	US\$ 185,000
	Final evaluation of the project						X	MOHESR/FTE and MOLSA/ VTC at KRG	US\$ 15,000
Total UNESCO (ITF Budget)									US\$ 1,000,000
Total Project Budget									US\$ 1,000,000

Budgets:

PROGRAMME BUDGET

PROGRAMME BUDGET		ESTIMATED UTILIZATION OF RESOURCES (US\$)	
CATEGORY	AMOUNT (US\$)	2010	2011
1. Supplies, commodities, equipment and transport	14,600	4,876	9,724
2. Personnel (staff, consultants and travel)	270,200	90,247	179,953
3. Training of counterparts	410,000	136,940	273,060
4. Contracts	208,000	69,472	138,528
5. Other direct costs	39,439	13,173	26,266
Total Programme Costs	942,239	314,708	627,531
Indirect Support Costs	57,761	19,292	38,469
TOTAL	1,000,000	334,000	666,000

Project / Programme Budget – UNDG
Kurdistan TVET
UNESCO

Budget Category	Item Description	Unit	Unit Cost	Qty	Total Budget US\$	ESTIMATED UTILIZATION OF RESOURCES US\$		
						2,010	2011	
						Budget	Budget	
1. PERSONNEL						261,200	87,241	173,959
1.1 National Programme/Project Personnel								
	1 Project Assistant (Amman)	1	2,400	18	43,200	14,429	28,771	
	1 Admin Assistant (Amman)	1	2,000	4	8,000	2,672	5,328	
	1 Project Officer (Erbil)	1	2,400	18	43,200	14,429	28,771	
2.1 International Programme/Project Personnel								
	Project Manager	1	7,600	18	136,800	45,691	91,109	
3.1 National Consultants								
4.1 International Consultants								
	TVET Consultant	1	10,000	3	30,000	10,020	19,980	
2. CONTRACTS						208,000	69,472	138,528
	Capacity building activities (Policy, Planning and Management)	m	20,000	1	20,000	6,680	13,320	
	Capacity building activities (Modern teaching Methodology)		20,000	1	20,000	6,680	13,320	
	A frame work of renewing programme	unit	20,000	1	20,000	6,680	13,320	
	Establishment of 2 new programmes (Gender and labor Market)	unit	20,000	1	20,000	6,680	13,320	
	Employability Skills Courses	unit	18,000	1	18,000	6,012	11,988	
	Advocacy and Awareness Campaign	unit	25,000	3	75,000	25,050	49,950	
	Printed TVET Promotional Material	unit	4,000	5	20,000	6,680	13,320	
	Project Evaluation .		15,000	1	15,000	5,010	9,990	
3. TRAINING (Including Travel and DSA cost for participants)						410,000	136,940	273,060
	Coordination Meetings (3 MOHESR & 2MOLSA Officials meetings)	event	5,000	3	15,000	5,010	9,990	
	Workshops and Capacity Building Activities	event	45,000	7	315,000	105,210	209,790	
	Capacity building activities (Policy, Planning and Management)	event	16,000	1	16,000	5,344	10,656	
	Capacity building activities (Modern teaching Methodology)	event	16,000	1	16,000	5,344	10,656	

	A frame work of renewing programme	event	16,000	1	16,000	5,344	10,656
	Establishment of 2 new programmes (Gender and labor Market)	event	16,000	1	16,000	5,344	10,656
	Employability Skills Courses	event	16,000	1	16,000	5,344	10,656
4. EQUIPMENT					14,600	4,876	9,724
	Production of Material & Management equipments		14,600	1	14,600	4,876	9,724
5. SUPPLIES & COMMODITIES					0	0	0
6. TRANSPORT (ONLY FOR WFP PROJECTS)					0	0	0
7. TRAVEL					9,000	3,006	5,994
	Official Missions (Project Team)	travel	3,000	3	9,000	3,006	5,994
8. PROGRAMME/PROJECT SUB-TOTAL					902,800	301,535	601,265
9. MISCELLANEOUS (Should Not Exceed 3% of BL 8)					21,383	7,142	14,241
	Tele Communications	set	13,383	1	13,383	4,470	8,913
	Courier	set	6,000	1	6,000	2,004	3,996
	Local transportation	set	2,000	1	2,000	668	1,332
10. SECURITY (Should Not Exceed 2% of BL 8)					18,056	6,031	12,025
11. AGENCY MANAGEMENT SUPPORT COST (Including Monitoring & Reporting)					57,761	19,292	38,469
12. PROGRAMME/PROJECT BUDGET TOTAL					1,000,000	334,000	666,000

Budget Narrative:

Personnel

National Staff

A national team will be recruited to include:

1 Full Time Project Assistant, 1 National Project Officer, and 1 Administrative Assistant to liaise with national authorities, provide technical/logistical support and coordinate implementation of activities:

1 Project Assistant USD 2400 x 18 months = 43,200

1 National Project Officer USD 2400 x 18 months = 43,200

1 Administrative Assistant USD 2,000 x 4 months = 8000

International Staff

Project Manager to manage implementation of the project (USD 7600 x 18 months = 136,800)

International TVET Consultant (USD 10,000 x 3 months = 30,000)

Activities:

1.1 Two Coordination Meetings for (2 MOHESR and 2 MOLSA) Officials

Travel and Accommodation expenses for 4 participants (Calculated at Amman rate)

Air tickets and TA at USD 950 x 4 x 2 = USD 7,600

DSA at USD 251 x 3 day x 4 participants x 2 = USD 6024

Venue at 600 x 1 day x 2 events = USD 1200

Miscellaneous = USD 176

Total under Training (Budget Line 30): USD 15,000

1.2 Developing sets (guide) of educational planning, policy formulation and management, methods for responsive and flexible TVET system.

UNESCO appoints Consultant to provide technical assistance for the training and developing TVET training material set (guide) on Planning, policy formulation and management and cooperating with the private sector. The training and consultancy contract USD 20,000.

1.3 Training of Trainers (TOT) of 11 Staff from MOHESR/FTE and MOLSA/VTC (female/male) on educational planning, policy formulation and management, methods for responsive and flexible TVET system.

5 Day Training Workshop to be conducted and facilitated by UNESCO's Consultant for 11 Staff from MOHESR/FTE and MOLSA/ VTC

Travel and Accommodation expenses for 11 participants (Calculated at Erbil rate)

Air tickets and TA at USD 400 x 11 = USD 4,400

DSA at USD 124 x 6 day x 11 participants = USD 8184

Venue at 600 x 5 day = USD 3000

Miscellaneous = USD 400

Total under Training (Budget Line 30): USD 15,984

2.1 Developing TVET educational material sets (guide) for applying modern teaching methodology, concept of measurement and evaluation.

UNESCO appoints Consultant to provide technical assistance for the training and developing TVET training material set (guide) on the application of modern teaching methodology, concept of measurement and evaluation. The training and consultancy contract USD 20,000.

2.2 Training 11 technical and vocational education teachers from FTE and VTC on the application of modern teaching methodology, concept of measurement and evaluation

5 Day Training Workshop to be conducted and facilitated by UNESCO's Consultant for 11 Staff from MOHESR/FTE and MOLSA/ VTC

Travel and Accommodation expenses for 11 participants (Calculated at Erbil rate)

Air tickets and TA at USD 400 x 11 = USD 4,400

DSA at USD 124 x 6 day x 11 participants = USD 8184

Venue at 600 x 5 day = USD 3000

Miscellaneous = USD 400

Total under Training (Budget Line 30): USD 15,984

3.1 Designing a framework to develop/ renewed programmes based on Learning Outcomes of Knowledge, Skills, Attitude and Learning Steps.

UNESCO appoints Consultant to provide technical assistance for the training, designing and developing TVET training material set on the framework of renewed TVET projects based on learning outcomes and learning steps. The training and consultancy contract USD 20,000.

3.2 Training of Trainers Workshop on developing a frame work of renewing projects based on Learning Outcomes and Learning Steps for 11 persons from MOHESR /DOCD and FTE professors.

5 Day Training Workshop to be conducted and facilitated by UNESCO's Consultant for 11 Staff from MOHESR/DOCD and FTE professors

Travel and Accommodation expenses for 11 participants (Calculated at Erbil rate)

Air tickets and TA at USD 400 x 11 = USD 4,400

DSA at USD 124 x 6 day x 11 participants = USD 8184

Venue at 600 x 5 day = USD 3000

Miscellaneous = USD 400

Total under Training (Budget Line 30): USD 15,984

4.1 Designing Vocational Education curricula for 2 disciplines and responsive to labor market requirements one project targeting females.

UNESCO appoints Consultant to provide technical assistance for the training and designing Vocational Education curricula for 2 disciplines and responsive to labor market requirements one project targeting females.

The training and consultancy contract USD 20,000.

4.2 Training of Trainers Workshop on developing the capacity of MOLSA and Vocational Training Centers teachers in designing two disciplines for Vocational Education one project target females

5 Day Training Workshop to be conducted and facilitated by UNESCO's Consultant for 11 Staff from MOLSA and VTC Teachers.

Travel and Accommodation expenses for 11 participants (Calculated at Erbil rate)

Air tickets and TA at USD 400 x 11 = USD 4,400

DSA at USD 124 x 6 day x 11 participants = USD 8184

Venue at 600 x 5 day = USD 3000

Miscellaneous = USD 400

Total under Training (Budget Line 30): USD 15,984

5.1 Designing the material for "Employability Skills Course

UNESCO appoints Consultant to provide technical assistance for the training and designing the material for “Employability Skills Course. The training and consultancy contract USD 18,000.

5.2 Training of Trainers Workshop on developing the capacity of 11 FTE and Vocational instructors and trainers on Employability Skills, to increase employment of the graduates.

5 Day Training Workshop to be conducted and facilitated by UNESCO’s Consultant for 11 Staff from FTE and VTC Teachers.

Travel and Accommodation expenses for 11 participants (Calculated at Erbil rate)

Air tickets and TA at USD 400 x 11 = USD 4,400

DSA at USD 124 x 6 day x 11 participants = USD 8184

Venue at 600 x 5 day = USD 3000

Miscellaneous = USD 400

Total under Training (Budget Line 30): USD 15,984

6.1 Developing promotional and publication material for advocacy and awareness campaigns on TVET and its vital role for youth, for dissemination through various media channels

UNESCO contracts media firm to develop promotional material on TVET for Launching advocacy and awareness campaigns for youth on poverty reduction and employability. The consultancy contract USD 75,000.

6.2 Final Project Evaluation

Contract bid for final external evaluation of project. The consultancy contract USD 15,000

Annex A: Agency Project Status Profile

UNESCO

Sl. #	Project ID #	Project Title	Total Budget (US\$)	Implementation Rate (% complete)	Commitments (% as of Feb. 2010)	Disbursements (% as of Feb 2010)	Remarks
1	B1-23	Training of Trainers in Teacher Education for Sustained Quality Education	2,325,116	82.36%	82.36%	77.03 %	
2	B1-26b	ICT in Education	1,962,414	94.89%	94.89%	93.06%	
3	B1-28a	Improving Quality and Relevance of Technical and Vocational Education and Training	5,308,400	88.83%	88.83%	61.69%	
4	B1-31	Distance Learning Project	5,605,228	94.70%	94.70%	64.11%	
5	B1-33	Joint Education Programme	1,712,905	47.48 %	47.48 %	37.33 %	
		TOTALS (US\$)	16,914,063				