

## United Nations Development Group Iraq Trust Fund

**Project #: B1-33**

**Date and Quarter Updated: 1 July – 30 September 2011 (3rd Quarter 2011)**

<b>Participating UN Organisation:</b> UNICEF (Lead agency), UNESCO, UNHABITAT, WHO, UN Assistance Mission for Iraq (UNAMI) Human Rights Office (HRO) and UNIFEM	<b>Sector:</b> Education
<b>Government of Iraq – Responsible Line Ministry:</b> Ministry of Education (Lead Ministry), Ministry of Health (Central Level and Kurdistan), State Ministry of Women Affairs (Baghdad and Kurdistan), and Ministry of Human Rights	

<b>Title</b>	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.				
<b>Geographic Location</b>	National, Salaheldin, Suleimaniyah, and Thi-Qar				
<b>Project Cost</b>	US\$ 12,461,062				
<b>Duration</b>	15 Oct 2008 – 15 Oct 2011 (36 months)				
<b>Approval Date (SC)</b>	7 Oct 2008	<b>Starting Date</b>	15 Oct 2008	<b>Completion Date</b>	Original: 15 Oct 2010 1st Extension: 15 Oct 2011 2nd Extension till 30 June 2012 has been submitted.
<b>Project Description</b>	The joint project aims at supporting the education sector in Iraq through developing the institutional capacity of the Ministry of Education (MoE) and Directorates of Education (DoEs) in policy formulation, strategic planning, service delivery, project design and management, school health and hygiene with focus on gender and human rights approaches. The project also aims at increasing enrolment and completion rates in basic education including both formal and non-formal education via the provision of conducive learning environment at 25 primary and intermediate schools by replacing old mud school structures in most deprived rural areas in Suleimaniyah, Salaheldin and Thi-Qar, with the effective involvement of school communities to ensure local ownership.				

Development Goal and Immediate Objectives
<ol style="list-style-type: none"> <li>1. Strengthen Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector;</li> <li>2. Create conducive learning and teaching environment for about 7,500 primary and intermediate level students and 2,250 out-of-school children in Suleimaniyah, Salaheldin and Thi-Qar by building 25 new schools replacing very old mud schools, and initiating school maintenance programme;</li> <li>3. Improve and strengthen school health services for students in vulnerable areas including mental health services, life skills and psychosocial support interventions for teachers and students;</li> <li>4. Introduce an integrated gender mainstreaming and human rights strategy at policy as well as community levels to create awareness on the importance of scaling up girls' and women's education;</li> <li>5. Provide technical assistance to MoE for developing a comprehensive national policy on Non-Formal Education (NFE) and enhance service delivery of NFE (including Accelerated Learning Programme (ALP)).</li> </ol>

Outputs, Key activities and Procurement	
<b>Outputs</b>	<ol style="list-style-type: none"> <li>1.1 Education system supported through developing the institutional and human capacities equally at all levels (MoE/DoEs) in planning, policy formulation, project design and management, information management and data analysis;</li> <li>1.2 Education Management Information System (EMIS) further enhanced to address the</li> </ol>

	<p>needs in data collection, processing and analysis at all levels;</p> <p>2.1 25 education facilities (primary schools) built, equipped and functional, meeting the minimum standards of child friendly schools;</p> <p>2.2 Capacity of school communities, local government and DoEs enhanced to provide leadership and local ownership for future education initiatives;</p> <p>2.3 Capacity of DoEs and schools strengthened on school maintenance and asset management, through effective participation in planning and implementing school maintenance programmes;</p> <p>3.1 Quality of school health improved through raising awareness among 7,500 pupils on good sanitation and hygiene practices, and providing children with psychosocial assistance and screening for visual and hearing difficulties and musculoskeletal abnormalities;</p> <p>4.1 Capacity of MoE/DoE and community stakeholders including women leaders built on gender and human rights issues;</p> <p>4.2 Advocacy campaigns on gender mainstreaming and human rights launched focusing on the importance of education especially for girls and women, as well as empowerment of local communities, with the involvement of the trained stakeholders under 4.1;</p> <p>5.1 NFE policies formulated/adopted;</p> <p>5.2 MoE and DoE staff trained in various NFE textbooks development methods to design and develop learning materials for ALP and NFE for use at the DoEs and community levels;</p> <p>5.3 3 Community Learning Centres (CLCs) renovated, furnished, equipped and functional;</p> <p>5.4 National advocacy and awareness campaign launched to promote literacy, girls education, ALP and NFE</p>
<p><b>Activities</b></p>	<p>1.1.1 Supporting the development of the national Education Sector Strategy being formulated by MoE in collaboration with the World Bank, through conducting coordination and follow up meetings <b>(UNICEF &amp; UNESCO)</b></p> <p>1.1.2 Developing training and educational material sets (package) on educational planning, policy formulation, project design and management, information management and data analysis to be used in building the capacity of MoE /DoE senior staff <b>(UNESCO)</b></p> <p>1.1.3 Providing 56 Staff from Planning &amp; Statistics Directorate at MoE/DoE (10 from MoE and 46 from DoEs) with advanced training on the utilization of EMIS data/outputs in educational planning and analysis at central and governorate levels <b>(UNESCO &amp; UNICEF)</b></p> <p>1.1.4 Developing the capacity of 43 senior staff from MoE and DoEs (3 for 6 months and 40 for 1 month) in the methods and techniques of policy formulation and strategic educational planning and management in collaboration with the International Institute for Educational Planning (IIEP).<b>(UNICEF &amp; UNESCO)</b></p> <p>1.2.1 Enhancing EMIS by adding additional modules to expand the scope of its coverage, supporting the annual school survey and providing equipment/tools needed <b>(UNESCO &amp; UNICEF)</b></p> <p>1.2.2 Training 8 technical staff from MoE on utilization of the developed EMIS software modules and other programming tools <b>(UNESCO)</b></p> <p>2.1.1 Designing and establishing 25 new model schools to replace old mud schools in the 3 selected governorate through the active involvement of community and Parent Teacher Associations (PTAs) benefiting 7,500 primary and intermediate students <b>(UNHABITAT 12 schools &amp; UNICEF 13 schools).</b></p> <p>2.1.2 Providing school furniture, teaching learning materials, recreation materials, and school sanitation kits for the same 25 schools <b>(UNICEF 13 schools &amp; UNHABITAT 12 schools).</b></p> <p>2.2.1 Building capacity of school community/PTA through involvement in the design and implementation processes to ensure participation and ownership <b>(UNICEF &amp; UNHABITAT)</b></p>

	<p>2.2.2 Training 36 DoE engineers on school design, asset management and maintenance and monitoring of building conditions (<b>UNICEF &amp; UNHABITAT</b>)</p> <p>2.3.1 Prepare an effective plan on asset management and school maintenance programme and implement the plan for 50 schools in the selected governorates. (<b>UNICEF &amp; UNHABITAT</b>)</p> <p>3.1.1 Training and school activities on (school sanitation, hygiene, health promoting schools and school health screening) (<b>WHO</b>)</p> <p>3.1.2 Supporting Directorate of Health (DoH) and DoE staff to conduct the environmental school assessment and school health screening (<b>WHO</b>)</p> <p>3.1.3 Social mobilization, production of IEC materials, and conducting advocacy meetings for community, parents, PTAs and religious leaders (<b>WHO</b>)</p> <p>3.1.4 Supporting health education and screening, in addition to visual hearing aids. (<b>WHO</b>)</p> <p>4.1.1 Building the capacity of 100 MoE and DoE staff, women leaders and community members (<b>UNIFEM</b>)</p> <p>4.1.2 Supporting 10 local NGOs for gender sensitive planning and integrating human rights based approaches to enhance their participation in planning and implementation processes (<b>UNIFEM &amp; HRO</b>)</p> <p>4.2.1 Launching advocacy and awareness campaigns on gender and human rights issues and on the importance of education, especially girls' education and female literacy, and developing promotional material for dissemination through various media channels (<b>UNIFEM &amp; HRO</b>)</p> <p>4.2.2 Developing and disseminating teaching/learning materials on women's, children's and minorities' rights to education (<b>UNIFEM</b>)</p> <p>5.1.1 Formulating a national NFE Policy in cooperation with MoE including conducting a workshop (<b>UNESCO &amp; UNICEF</b>).</p> <p>5.2.1 Designing, developing, and distributing 6 sets of teaching/learning materials for ALP and NFE (<b>UNESCO &amp; UNICEF</b>).</p> <p>5.2.2 Conducting a training workshop for 18 MoE officials on modern methods of textbook development (<b>UNESCO &amp; UNICEF</b>)</p> <p>5.3.1 Renovating, furnishing and equipping 3 CLCs (one in each selected governorate) in NFE, serving 1000 illiterate adults (during the first course) including provision of life skills training material (<b>UNESCO</b>)</p> <p>5.3.2 Launching a national literacy campaign, including designing and printing various advocacy material (<b>UNESCO &amp; UNICEF</b>)</p>
<b>Procurement (major items)</b>	<ul style="list-style-type: none"> <li>• Student and teacher desks and chairs, sanitation kits, recreational kits, first aid kits, and visual hearing aids for 25 mud schools</li> <li>• Furniture and IT equipment for MoE/DoEs planning departments, and project management team</li> <li>• Furniture and equipment for 3 CLCs.</li> <li>• WHO: Procurement of 200 screening audiometers and 500 snellens chart</li> </ul>

#### UNICEF

<b>Funds Committed</b>	\$ 4,533,749	<b>% of approved</b>	91.0%
<b>Funds Disbursed</b>	\$ 3,232,103	<b>% of approved</b>	64.8%
<b>Forecast final date</b>	15 October 2011	<b>Delay (months)</b>	12 months

#### UNESCO

<b>Funds Committed</b>	\$ 1,220,977	<b>% of approved</b>	71.2%
<b>Funds Disbursed</b>	\$ 1,187,543	<b>% of approved</b>	69.3%
<b>Forecast final date</b>	15 October 2011	<b>Delay (months)</b>	12 months

#### UNHABITAT

<b>Funds Committed</b>	\$ 3,723,193	<b>% of approved</b>	98.0%
------------------------	--------------	----------------------	-------

<b>Funds Disbursed</b>	\$ 2,631,057	<b>% of approved</b>	68%
<b>Forecast final date</b>	15 October 2011	<b>Delay (months)</b>	12 months

### WHO

<b>Funds Committed</b>	\$ 808,168	<b>% of approved</b>	99.7%
<b>Funds Disbursed</b>	\$ 525,753	<b>% of approved</b>	64.8%
<b>Forecast final date</b>	15 October 2011	<b>Delay (months)</b>	12 months

### HRO & UNWomen

<b>Funds Committed</b>	\$ 802,930.25	% of approved	73%
<b>Funds Disbursed</b>	\$ 835,252.25	% of approved	76%
<b>Forecast final date</b>	15 October 2011	<b>Delay (months)</b>	12 months

	Category	Agency	Intermediate (1 year)			Final (2 years)			No. of Beneficiaries (Current Status)	
			No. of Beneficiaries			No. of Beneficiaries			No. of beneficiaries (Actual)	% of planned final beneficia ries
			M	F	T	M	F	T		
Direct Beneficia ries	MoE/DoEs Staff	UNESCO & UNICEF	94	20	114	150	50	200	212(M178; F40)	101.5%
	Illiterates	UNESCO				300	700	1000		
	Primary and intermediate student	UNICEF & UN- HABITAT	4060	3072	7132	8300	7500	15800		
	Students	WHO	700	300	1000	2000	2000	4000		
	Teachers	UNICEF & UN- HABITAT	254	202	456	310	270	580		
	Teachers	WHO	80	70	150	200	100	300		
	100 officials DoEs, MoE, DoHs , SMoWA, the directorate of human rights in addition to women activists and community leaders	UNIFEM	32	33	65	50	50	100		
10 local NGO initiatives	UNIFEM			10			10			

	Teachers, students and parents in the selected schools in the three governorates will be direct beneficiaries of the campaign implemented by UNIFEM	UNIFEM	TBD	TBD	TBD	TBD	TBD	TBD		
	Health professionals	WHO	60	40	100	110	90	200	150 doctors and nurses	75%
Sub-total (Direct)			5280	3737	9027	11420	10760	22190		
Indirect Beneficiaries	Communities for the literacy campaign - Households in Thi-Qar, Suleimaniyah and Salaheldin	UNESCO	3000	6000	9000	5000	20000	25000	30,000 Beneficiaries of Advocacy Campaign for Celebration of International Literacy Day 2009-2010	
	Employment opportunities (person/day)	UNICEF & UN-HABITAT	70000	TBD	70000	110000	TBD	110000	(UN-HABITAT) Construction jobs: 1000, Local Contractor: 11, Supplier: 2, Transportation jobs: 50	
	Hired contractor for transportation	WHO	10	-	10	20	-	20	Transportation contractor: 1 Drivers: 22	100%
	The community around the schools will be targeted during the media campaigns	UNIFEM	TBD	TBD	TBD	TBD	TBD	TBD		
	The beneficiaries which will be targeted by the local NGOs	UNIFEM	TBD	TBD	TBD	TBD	TBD	TBD		
Sub-total (Indirect)			73010	6000	79010	115020	20000	135020		
Total Beneficiaries			78290	9737	88037	126440	30760	157210		

Quantitative achievements against objectives and results			
<p>Strengthen Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector <b>(UNESCO &amp; UNICEF)</b></p>	<ul style="list-style-type: none"> <li>• The National Education Strategy for Iraq (NESI) paper has been under development by the Government of Iraq in partnership with UNESCO, UNICEF, the International Institute for Educational Planning and the World Bank. Although the process was initially delayed, the appointment of a technical and drafting committee was instrumental in ensuring continuity and commitment of the Iraqi Authorities to the strategy development process, which is now in its final stage. The main achievements so far are the following:</li> <li>• UNESCO organised two consecutive workshops, one on simulation (20-22 July) and another one with member the NESI Technical Group (23-29 July, 2011) focused on the strategy document. The seven-day Technical Meeting gathered representatives of the Deputy Prime Minister’s Office and the MoE and MoHESR from Baghdad and Erbil. A group of experts in education from UNESCO, UNICEF and the World Bank were also present to assist Iraqi participants in the process of reviewing and completing the NESI document. Based on the outcome of the Simulation Workshop organised right before the meeting, participants discussed how enrolment and cost projections of general and higher education should be integrated into the strategy analysis, particularly concerning its future financial sustainability. Review of the draft Strategy document submitted by the drafting committee prior to the meeting focused on the strategic framework and its linkage to future programmes that will be implemented in order to achieve the objectives included in the strategy, which spans from 2012 until 2020. International Experts and Agencies expressed their commitment to supporting the Government of Iraq in the review and completion of the INES document as well as the way forward and the next steps until the final draft summary document is submitted to the Higher Committee in September 2011.</li> <li>• Within the framework of EMIS new modules, UNESCO completed new modules for EMIS. Full reports for school years 2004-05 / 05-06 and 07-08. Printing of the reports was completed in December 2010. The 2008-2009 module data entry has been finished and submitted to UNESCO to produce the statistical reports.</li> </ul>	<p><b>% of planned</b></p>	<p>85%</p>
<p>Create conducive learning and teaching environment for about 7,500 primary and intermediate level students and 2,250 out-of-school children in Suleimaniyah, Salaheldin and Thi-Qar by building 25 new schools replacing old mud schools, and initiating school</p>	<ul style="list-style-type: none"> <li>• Three school building designs were developed together with the three targets DoEs with support of UNICEF and UN-HABITAT.</li> <li>• For the construction of 13 schools by UNICEF: <ul style="list-style-type: none"> <li>- Suleimaniyah: Construction of three schools was completed, while the rest of the two schools are at the final stages with 99% and 90%.</li> <li>- Salaheldin: Construction of two schools was completed,</li> </ul> </li> </ul>	<p><b>% of planned</b></p>	<p>95%</p>

<p>maintenance programme <b>(UNICEF &amp; UN-HABITAT)</b></p>	<p>the rest of the two schools on-going (both 98%)</p> <ul style="list-style-type: none"> <li>- Procurement of furniture for students in 13 schools as well as other school furniture for 25 schools has been completed, and delivered.</li> <li>• For the construction of 12 schools by UN-HABITAT: <ul style="list-style-type: none"> <li>- Suleimaniyah: Construction works for the four schools in Suleimaniyah are completed.</li> <li>- Salaheldin: Construction works of two schools in Salaheldin are completed, the third school has reached 63% and the fourth school has reached 60%. The works are ongoing.</li> <li>- Thi-Qar: The construction works for the four schools in Thi-Qar are completed.</li> </ul> </li> <li>• The procurement process for the school furniture for 12 UN-HABITAT four schools in Suleimaniyah had receive a total of 600 desks &amp; chairs, while for Salaheldin the supplier had started the production of 600 desks &amp; chairs. For Thi-Qar the supplier had submitted a sample to MOE for approval.</li> <li>• 5 MoE &amp; DoE engineers &amp; 3 UN HABITAT engineers were participate in workshop 25-26 July in Erbil on the pilot project for the 2<sup>nd</sup> stage of School Maintenance application which is for the newly constructed 12 schools in the three governorates.</li> <li>• UNICEF has established partnerships with International Rescue Committee (IRC) and Danish Refugee Council (DRC) to improve the school based management, as well as strengthening of the school/community linkages. The implementing partners will activate Parents Teachers Association (PTAs), who are going to develop School Improvement Plans (SIPs) for each school.</li> </ul>		
<p>Improve and strengthen school health services for students in vulnerable areas including mental health services, life skills and psychosocial support intervention for teachers and students <b>(WHO)</b></p>	<ul style="list-style-type: none"> <li>• WHO supported four training courses on psychosocial support and mental health first aid for doctors and teachers working in the targeted area of the selected mud schools in Suleimaniyah, Thi-Qar and Salaheldin. The total number of doctors and teachers trained were 120 from DoH and DoE.</li> <li>• Eight Advocacy meetings for 72 community leaders and parents on raising awareness about health and hygiene.</li> <li>• Distribution of 200 snellens chart for visual examination of students at the three governorates to be used in the students screening</li> <li>• Procurement of 50 Audiometers for primary health centers providing school health screening services for school students</li> <li>• Screening for nutritional status of students at primary schools as part of the diet and physical activity project and for early detection of nutritional problems among students.</li> <li>• Data analysis of school health screening and the</li> </ul>	<p><b>% of planned</b></p>	<p>90%</p>

	finalization of the preliminary analysis results is in process.		
<p>Introduce an integrated gender mainstreaming and human rights strategy at policy and community levels to create awareness on the importance of scaling up girls' and women's education (UNWomen&amp; HRO)</p>	<ul style="list-style-type: none"> <li>• During this reporting period UNWomen's GFP in the three governorates participated effectively in all steering committee meetings .UNWomen GFP's provided input on issues related to gender equality and provided brief about UNWomen's work at the governorates level.</li> <li>• The guidelines for the increase of girl's enrolment for girls in schools have been drafted and are in the process of printing and will be distributed in schools in the three selected governorates.</li> <li>• UNWomen conducted a two day advocacy and consultancy meeting in Baghdad during the period from 30-31 May 2011.The meeting was attended by 36 participants from MoE, DoE, SMOWA, and Ministry of Labour and Social Affairs (MOLSA), community leaders and civil society organizations .The main purpose of this meeting was to prepare for the launching of the education campaigns and agree upon the design of the campaign promotional materials. The participants at the end of the meeting were able to draw the following main recommendations and agree on the main messages and the implementation steps.</li> <li>• The importance of involving religious and community leaders in the campaign.</li> <li>• The importance of building alliances with local media to support the launching of the campaign.</li> <li>• The importance of making the department of educations a main partner in the launching of the campaigns.</li> <li>• The campaign should target decision makers and parents.</li> <li>• Start the implementation in Sulimanyia and conduct an impact assessment to assess the success of the campaign and the lessons learn before implementing the other two campaigns in Thiqar and Salahdin .</li> <li>• An awareness campaign on the importance of scaling up girls' and women's education in Suleimaniyah was launched for the period from 26-30 June 2011. The direct beneficiaries of this campaign were 1500 student from the mud</li> </ul>	<b>% of planned</b>	75%

	<p>schools involved in the Programme, local community and local government bodies. The implemented activities included free art sessions, a children's theatrical play, radio shows and programs, advertisements in local newspaper. UNWomen distributed printing materials (posters and banners).</p> <ul style="list-style-type: none"> <li>• UNWomen in partnership with Asuda Organization supported the launching of the campaign in Sulimanynia. UNWomen provided Asuda Organization with Financial, technical and managerial assistance to able to conduct art exhibitions in 5 schools ,Produce and broadcast 6 radio programs in local radio stations and Print 2000 posters and leaflets .</li> <li>• UNWomen is planning to conduct a two day advocacy and consultancy meeting in Baghdad in October 2011 for 30 participants from MoE, DoE, SMOWA, and Ministry of Labour and Social Affairs (MOLSA), MoH, community leaders and civil society organizations to prepare for the launching of the education campaigns in Thiqar and Salahdeen .The purpose of this meeting is to agree on the main message of the campaign and to agree on the preparation and the main activities .</li> </ul>		
<p>Provide technical assistance to MoE for developing a comprehensive national policy on NFE and enhance service delivery of NFE (UNICEF &amp; UNESCO)</p>	<ul style="list-style-type: none"> <li>• Final Literacy Strategy has been developed, and validated by MoE, Prime Minister Office and ED Committee at Parliament in June 2011.</li> <li>• Finalised Request for Quotations were submitted by UNESCO in May 2011 to MoE for validation including all lists of equipment for the CLCs. Procurement Process will be finalised in July 2011.</li> <li>• 3 Community Learning Centers (CLCs) were established in the three target governorates in coordination with DOEs and MoE Baghdad-KRG, and 26 (14 female) MoE staff and literacy facilitators have trained on management of Community Learning Centers (CLCs) for NFE – Literacy and Community Mobilisation.</li> <li>• Procurement process was launched by UNESCO in May 2011, upon development and validation of the specifications for the purchase of the final equipment for life skills training. The equipment is expected to be delivered by end of October 2011</li> <li>• The established Centers will start providing literacy and life skills training during the academic year 2011-2012.</li> <li>• Within the Framework of Literacy Initiative for Empowerment (LIFE) for Iraq, national advocacy campaigns were launched in 2009, 2010 and 2011. Events</li> </ul>	<p><b>% of planned</b></p>	<p>95%</p>

	<p>targeting more than 30,000 Iraqis throughout Iraq (around 3000 in Thiqr, Salaheldin and Suleimaniyah) were organized together with the Ministry of Education and National NGOs. Teachers, families, politicians and representatives of local communities were involved in meetings, theatre representations, and sport events to express their views towards the development of a national literacy campaign in Iraq. During the events 30,000 raising awareness materials including posters and T-shirts were distributed by UNESCO.</p>		
--	--	--	--

<p><b>Qualitative achievements against objectives and results</b></p>
<ul style="list-style-type: none"> <li>• Community participation through the parents teachers associations and the provision of some supplies for the class rooms and the gardens in the reconstructed schools.</li> <li>• The development of National Education Strategy is underway building on developed technical capacities within MoE / DoEs;</li> </ul>

<p><b>Main implementation constrains &amp; challenges (2-3 sentences)</b></p>
<ul style="list-style-type: none"> <li>• One of UNICEF’s contractor in Suleimaniyah stopped the construction, as they could not arrange enough workers. Despite repeated warnings from DoE/Suleimaniyah and UNICEF, the contractor was unable to resume their work. UNICEF issued the final warning to request the resume of work by 9 October. If this request is unmet, UNICEF will immediately terminate the contract, and award the work to another contractor to finalize the construction.</li> </ul>