

United Nations Development Group Iraq Trust Fund

Project: B1-33

Date and Quarter Updated: 1 April – 30 June 2012 (2nd Quarter, 2012)

Participating UN Organisation: UNICEF (Lead agency), UNESCO, UNHABITAT, WHO UN Women	Sector: Education
Government of Iraq – Responsible Line Ministries: 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	

Title	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.				
Geo. Location	National, Salahaddin, Sulaymaniyah, and Thi-Qar				
Project Cost	US\$ 12,461,062				
Duration	24 months + 18 months extension				
SC Approval Date	07.10.2008	Starting Date	15.10.2008	Completion Date	15 Oct 2010 extended to 30.06.2012
Project Description	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 a 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 a conducive learning environment at 25 primary and intermediate schools by replacing old mud school structures in the most deprived rural areas in Sulaymaniyah, Salahaddin 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"> 1. Strengthen Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector; 2. Create a conducive learning and teaching environment for about 7,500 primary and intermediate level students and 2,250 out-of-school children in Sulaymaniyah, Salahaddin and Thi-Qar by building 25 new schools replacing very old mud schools, and initiating school maintenance programme; 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; 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; 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)).

Outputs, Key activities and Procurement	
Outputs	<ol style="list-style-type: none"> 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; 1.2 Education Management Information System (EMIS) further enhanced to address the needs in data collection, processing and analysis at all levels; 2.1 25 education facilities (primary schools) built, equipped and functional, meeting the minimum standards of child friendly schools; 2.2 Capacity of school communities, local government and DoEs enhanced to provide leadership and local ownership for future education initiatives; 2.3 Capacity of DoEs and schools strengthened on school maintenance and asset management,

	<p>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>Activities</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. (UNICEF & UNESCO)</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. (UNESCO)</p> <p>1.1.3 Providing 56 Staff from Planning & 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. (UNESCO & UNICEF)</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). (UNICEF & UNESCO)</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. (UNESCO & UNICEF)</p> <p>1.2.2 Training 8 technical staff from MoE on utilization of the developed EMIS software modules and other programming tools. (UNESCO)</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. (UNHABITAT 12 schools & UNICEF 13 schools)</p> <p>2.1.2 Providing school furniture, teaching learning materials, recreation materials, and school sanitation kits for the same 25 schools. (UNICEF 13 schools & UNHABITAT 12 schools)</p> <p>2.2.1 Building capacity of school community/PTA through involvement in the design and implementation processes to ensure participation and ownership. (UNICEF & UNHABITAT)</p> <p>2.2.2 Training 36 DoE engineers on school design, asset management and maintenance and monitoring of building conditions. (UNICEF & UNHABITAT)</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. (UNICEF & UNHABITAT)</p> <p>3.1.1 Training and school activities on (school sanitation, hygiene, health promoting schools and school health screening). (WHO)</p> <p>3.1.2 Supporting Directorate of Health (DoH) and DoE staff to conduct the environmental school assessment and school health screening. (WHO)</p> <p>3.1.3 Social mobilization, production of IEC materials, and conducting advocacy meetings for community, parents, PTAs and religious leaders. (WHO)</p> <p>3.1.4 Supporting health education and screening, in addition to visual hearing aids. (WHO)</p> <p>4.1.1 Building the capacity of 100 MoE and DoE staff, women leaders and community members. (UNIFEM)</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. (UNIFEM)</p>

	<p>& HRO)</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. (UNIFEM & HRO)</p> <p>4.2.2 Developing and disseminating teaching/learning materials on women's, children's and minorities' rights to education. (UNIFEM)</p> <p>5.1.1 Formulating a national NFE Policy in cooperation with MoE including conducting a workshop. (UNESCO & UNICEF)</p> <p>5.2.1 Designing, developing, and distributing 6 sets of teaching/learning materials for ALP and NFE. (UNESCO & UNICEF)</p> <p>5.2.2 Conducting a training workshop for 18 MoE officials on modern methods of textbook development. (UNESCO & UNICEF)</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. (UNESCO)</p> <p>5.3.2 Launching a national literacy campaign, including designing and printing various advocacy material. (UNESCO & UNICEF)</p>
Procurement	<ul style="list-style-type: none"> • Student and teacher desks and chairs, sanitation kits, recreational kits, first aid kits, and visual hearing aids for 25 mud schools • Furniture and IT equipment for MoE/DoEs planning departments, and project management team • Furniture and equipment for 3 CLCs • WHO: Procurement of 50 screening audiometers

UNICEF

Funds Committed	\$4,981,874	% of approved	100%
Funds Disbursed	\$ 4,981,874	% of approved	100%
Forecast final date	30 June 2012	Delay (months)	18 months

UNESCO

Funds Committed	\$ 1,705,267	% of approved	99.55%
Funds Disbursed	\$ 1,660,967	% of approved	96.97%
Forecast final date	30 June 2012	Delay (months)	18 months

UNHABITAT

Funds Committed	\$ 3,796,907.29	% of approved	98.36%
Funds Disbursed	\$ 2,631,057	% of approved	68%
Forecast final date	30 June 2012	Delay (months)	18 months

WHO

Funds Committed	\$ 808,168	% of approved	99.7%
Funds Disbursed	\$ 625,753	% of approved	96.4%
Forecast final date	30 June 2012	Delay (months)	18 months

HRO & UN Women

Funds Committed	\$ 1,085,514	% of approved	99%
Funds Disbursed	\$ 1,085,514	% of approved	99%
Forecast final date	30 June 2012	Delay (months)	18 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 beneficiaries
			M	F	T	M	F	T		
Direct Benefi- ciaries	MoE/DoEs Staff	UNESCO & UNICEF	94	20	114	150	50	200	212(M178; F40)	101.5%
	Illiterates	UNESCO				300	700	1000	2557 (F)	
	Primary and intermediate student	UNICEF & UNHABITAT	4060	3072	7132	8300	7500	15800		
	Students	WHO	700	300	1000	2000	2000	4000		
	Teachers	UNICEF & UNHABITAT	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 Benefi- ciaries	Communities for the literacy campaign - Households in Thi-Qar, Sulaymaniyah and Salahaddin	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	% of planned
<p>Strengthen Institutional capacity of MoE/DoEs on strategic planning, policy formulation, and management of the educational sector (UNESCO & UNICEF)</p>	<p>As part of the coaching activities towards the development of the Iraqi National Education Strategy (NESI), a first draft of chapter 3 on educational policies was sent to UNESCO and UNICEF in May 2011. A revised chapter and comments were submitted by experts of both agencies to focal points from the Government of Iraq (all concerned ministries).</p> <p>UNESCO organised two consecutive workshops, one on simulation (20-22 July) for 12 participants from MoE and MoHE in Baghdad and Erbil, and another one with members of the NESI Technical Group (23-29 July, 2011) (24 Participants), which focused on the strategy document. The seven-day technical meeting gathered representatives of the Deputy Prime Minister's Office, 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, participants discussed during the technical meeting 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 support 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 for the National Education Strategy.</p> <p>UNESCO in partnership with UNICEF and the World Bank organized a technical workshop in Amman from 27/2/2012 – 2/3/2012, with the presence of the experts and Consultants Committee, Drafting Committee and the Prime Minister Advisory council. The aim of the workshop was to review chapter 3 of the strategy and to add a new chapter on Monitoring and Evaluation of the progress of the programmes in the strategy. A set of recommendations were agreed at the end of the workshop and were conveyed to national partners prior to launching.</p> <p>UNESCO Iraq Office together with MoE Baghdad and MoE Erbil organized a workshop in Erbil for the period 1-7 April 2012 to assist Iraqi experts in merging Education Management Information System Data between both ministries concerning the reports and indicators for the statistical year book 2008/2009. UNESCO will continue supporting both ministries to complete the statistical reports for the academic years 2009/10 and 10/11.</p> <p>UNICEF in partnership with Directorate of Education Thi-Qar and Salahudin trained a total of 236 teachers from Mud Schools and neighbouring schools (90 in Thi-Qar and 75 in each Salahudin and Sulamaniah) on providing psychosocial support to students, and child centered teaching methodologies and extra curriculum activities.</p> <p>160 members of Mother Support Groups (MSGs) were trained on child rights, their role in increased attendance, and positive disciplining and child</p>

	<p>nutrition in Thi-Qar.</p> <p>All UNICEF supported trainings were highly appreciated by the DoE officials, trainees and especially by the Teacher Training Institution of MoE. Trainings were conducted with the assistance of the Teacher Training Institution using training manuals developed with Assistance of UNICEF and British Council.</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 Sulaymaniyah, Salahaddin and Thi-Qar by building 25 new schools replacing old mud schools, and initiating school maintenance programme (UNICEF & UN-HABITAT)</p>	<p>A total of 21 schools have been completed; eight by UN_Habitat and 13 by UNICEF. The work in four remaining schools is well underway and is expected to reach completion in the next few months.</p> <p>The 13 schools completed by UNICEF were handed over to the Department of Education. All 13 schools by UNICEF have been furnished.</p> <p>UN-Habitat completed the construction works of four schools in Sulaymaniyah and four schools in Thi-qar as scheduled. However, only two of the four schools were completed in Salahaddin though the progress of work in the unfinished schools was 92 per cent and 63 per cent. The work could not be completed because the contractors failed to finish their tasks. Consequently the contracts had to be terminated. The remaining works were contracted to a third contractor. The respective works are about to be completed. To date the work progress is standing at 80%. The procurement process for the school furniture for the 12 “UN-Habitat schools” is still ongoing. Only eight schools (four in Sulaymaniyah and four in Salahaddin) received the furniture; a total of 600 sets (desks & chairs) for each governorate. However, in Thi-Qar, the supplier provided a sample to MOE for approval; the sample was rejected by the committee after 4 months had passed since submission. As a result, the contractor apologized as his offer became void in the meantime (validity 8 weeks). A new sample will be submitted for approval by MoE committee.</p> <p>UNICEF’s approach to school maintenance is linked with its overarching strategy of child friendly schools that is being applied across 300 schools across all the 18 governorates with full support and ownership of the government. The 13 UNICEF supported schools are part of the child friendly schools where representatives from the Parent Teachers Association (PTAs) are ensuring regular school maintenance. The PTAs in the 13 completed schools have been formed. During June and July 2012, a total of 288 PTA members including head teachers, principals, deputies and supervisors were trained on participatory school management and school maintenance in Thi-Qar, Salahaddin and Sulaymaniyah.</p> <p>UN-Habitat and UNICEF facilitated a training of trainers’ workshop in Erbil between 22 and 25 January 2011 for 12 MoE supervisors and engineers on “Asset management and school maintenance.”</p> <p>UN-Habitat conducted a workshop for five MoE and DoE engineers and three UN-Habitat engineers during the period of 25-26 July in Erbil on the pilot project start up for the 2nd stage of School Maintenance application for the 12 newly constructed schools in the three governorates.</p> <p>UN-Habitat completed the draft manual on school maintenance, which was sent for approval to the MoE.</p>	95%
<p>Improve and strengthen school health services for students in</p>	<p>WHO supported four training courses on health and hygiene for doctors, teachers in the selected nine mud schools in Sulaymaniyah and PHC centres in the targeted area. The total numbers of teachers trained was 62 from DoH</p>	99%

<p>vulnerable areas including mental health services, life skills and psychosocial support intervention for teachers and students (WHO)</p>	<p>and DoE.</p> <p>Procurement and distribution of 50 snellen charts for visual acuity for the rehabilitated schools and PHC centres who provide school health services</p> <p>Three supervisory visits to the nine rehabilitated mud schools in Sulaymaniyah Governorate by members of the steering committee. Each visit is for two days with the aim to conduct environmental assessment and health conditions at the rehabilitated schools by both agencies UNICEF and UN HABITAT.</p> <p>Two meetings were held with key officials from DoH and DoE in Sulaymaniyah Governorate to brief them on the results of the supervisory visits and share recommendations on the schools visited.</p>	
<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& HRO)</p>	<p>During this reporting period UN Women's GFP in the three governorates participated effectively in all steering committee meetings. UN Women GFP's provided input on issues related to gender equality and provided a brief about UN Women's work at the governorate level. UN Women conducted a two day advocacy and consultancy meeting in Thiqr and Salahaddin in October 2011 for 60 participants from MoE, DoE, SMOWA, and Ministry of Labour and Social Affairs (MoLSA), MoH, community leaders and civil society organizations to prepare the launch of the education campaigns in Thiqr and Salahaddin. The purpose of the meetings is to agree on the main message of the campaign and to agree on the preparation and the main activities. Two awareness campaigns on the importance of scaling up girls' and women's education in Thiqr and Salahaddin were launched during this reporting period. The direct beneficiaries of this campaign were 3000 students attending mud schools who were 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 newspapers. UN Women distributed printing materials (posters and banners).</p> <p>In partnership with Al-Habobi Organization UN Women supported the launching of the campaign in Thiqr. UN Women provided Al-Habobi Organization with financial, technical and managerial assistance to be able to conduct art exhibitions in five schools, produce and broadcast six radio programs in local radio stations and print 2000 posters and leaflets.</p> <p>UN-Women finalized and printed the guidelines on how to increase girls' enrolment in schools in the three selected governorates. The launching of the guidelines took place in Baghdad during this reporting period and was attended by 100 participants from the three governorates, UN Agencies, international NGOs, donors and local and international media.</p>	99%
<p>Provide technical assistance to MoE for developing a comprehensive national policy on NFE and enhance service delivery of NFE (UNICEF & UNESCO)</p>	<p>The literacy strategy has been developed, and validated by MoE, the Prime Minister's Office and the Education Committee at Parliament in June 2011.</p> <p>A finalised request for quotations was submitted by UNESCO in May 2011 to MoE for validation including all lists of equipment for the CLCs. The procurement process will be finalised in July 2011.</p> <p>Three 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 were trained on management of the CLCs for NFE – Literacy and Community Mobilisation.</p> <p>The procurement process was launched by UNESCO in May 2011, upon development and validation of the specifications for the purchase of the final</p>	100%

	<p>equipment for life skills training.</p> <p>Within the Framework of the Literacy Initiative for Empowerment (LIFE) for Iraq, national advocacy campaigns were launched in 2009, 2010 and 2011. Events targeting more than 30,000 Iraqis throughout Iraq (around 3,000 in Thi-Qar, Salahaddin and Sulaymaniyah) were organized together with the MoE and national NGOs, families, politicians and representatives of local communities were involved in the meetings, theatre representations, and sport events to express their views towards the development of a national literacy campaign in Iraq.</p> <p>The three CLCs established in Thi-Qar, Salahaddin and Sulaymaniyah have been officially launched on the occasion of the celebration of International Women's Day on March 8th with MoE and local authorities. The established and equipped CLCs started literacy and life skills training. Employability training included ICT, sewing and beauty parlor.</p>	
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Qualitative achievements against objectives and results

- 21 School buildings have been completed and four are near completion.
- 21 Parent Teachers Associations (PTA) have been formed and trained on participatory school based management and school maintenance
- 13 Mother support groups (MSGs) have been formed and trained on the Child rights and mothers role in children education
- 246 Teachers have been trained on child centered teaching and learning methods and children participation in school improvement plans.
- 50 audiometers were purchased to do health screening services to all schools; 72 teachers have been trained on school health.
- Three community centres established in Thi-Qar, Salahaddin and Sulaymaniyah.

Main implementation constraints & challenges (2-3 sentences)

One of UNICEF's contractors in Sulaymaniyah halted construction resulting from a labour shortage. Despite repeated warnings from DoE in Sulaymaniyah and UNICEF, the contractor was unable to resume their work. UNICEF issued the final warning to and work resumed and was completed in February 2012.

UN-HABITAT: delays have been faced in the construction of two schools in Salahaddin because the contractors failed to complete the works. The contracts were terminated and new bidding will be conducted. Furthermore, the procurement process of school furniture in Salahaddin faced delays due to a fire which occurred in the factory while delays were encountered in Thi-Qar because the committee did not respond on time to the submitted sample, resulting in the expiration of the validity of the sample.