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UNESCO

National Education Support Strategy

Republic of Iraq | 2010-2014

UNESCO IRAQ OFFICE



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UNESCO IRAQ OFFICE

UNESCO NATIONAL EDUCATION SUPPORT STRATEGY

REPUBLIC OF IRAQ 2010 - 2014

This support strategy document has been developed in collaboration with the Government of Iraq and other development partners to ensure UNESCO's effectiveness in responding to Iraq's identified needs and demands in the area of national education development. It clearly defines UNESCO's role and support strategy over the medium-term (2010-2014), and will serve as a guide for future involvement and support in the country. It has been designed as a living document that will be adapted to conditions and needs as they emerge.

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LIST OF ABBREVIATION

AHDR	Arab Human Development Report
CAP	Consolidated Appeals Process
CARA	Council for Assisting Refugee Academics
CBI	Central Bank of Iraq
CCA	Common Country Assessment
CDEFI	Conférence des Directeurs des Ecoles Françaises d'Ingénieurs Conference of the Heads of Engineering Schools
CLC	Community Learning Centre
CNOUS	Centre National des Œuvres Universitaires et Scolaires
COSIT	The Iraqi Central Organization for Statistics and Information Technology
DAAD	Deutscher Akademischer Austausch Dienst - German Academic Exchange Service
DoE	Directorate of Education
EFA	Education for All
EMIS	Education Management Information System
EPPMME	Educational Planning, Policy, Management, Monitoring and Evaluation
ES	Education Sector
FAO	United Nations Food and Agriculture Organization
GDP	Gross Domestic Product
GOI	Government of Iraq (see also SoI)
HE	Higher Education
ICI	International Compact with Iraq
ICT	Information communication technology
ICSIA	International Committee for Solidarity with Iraqi Academics
IDP	Internally displaced person
IIEP	International Institute of Educational Planning (UNESCO Institute)
IIG	Iraqi Interim Government
IMF	International Monetary Fund
IREX	International Research and Exchanges Board
IRIN	International Relief Information Network of the UN OCHA
IRFFI	International Reconstruction Fund Facility for Iraq
ISRB	Iraqi Strategic Review Board
ITG	Iraqi Transitional Government
KRG	Kurdistan Regional Government
LADP	UN Joint Local Area Development Programme
LIFE	Literacy Initiative for Empowerment
LLD	Literacy and Life skills Development
M/E	Monitoring and Evaluation
MDG	Millennium Development Goal
MENA	Middle East and North Africa region
MOE	Ministry of Education
MoF	Ministry of Finance
MOHESR	Ministry of Higher Education and Scientific Research

MoLSA	Ministry of Labor and Social Affairs
MoPDC	Ministry of Planning and Development Cooperation
NDS	National Development Strategy
NDP	National Development Plan
NES	National Education Strategy
NFE	Non-formal education
NGO	Non-governmental organization
NLRC	National Literacy Resource Centre
OCHA	UN Office for the Coordination of Humanitarian Affairs
OFF	UN Oil-For-Food Programme
OHH	Office of her Highness Sheikha Moza bint Nasser
PDS	Public Distribution System
RDA	Regional Development Authority
SRF	Scholar Rescue Fund
SoI	State of Iraq
SSE	Strengthening Secondary Education
TTNI	Teacher Training Network for Iraq
TVE	Technical and vocational education
TVET	Technical and vocational education and training
UN	United Nations
UNAMI	United Nations Assistance Mission for Iraq
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDG	United Nations Development Group
UNDG-ITF	Iraq Trust Fund
UNLD	United Nations Literacy Decade
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCWA	United Nations Economic and Social Commission for Western Asia
UNESS	UNESCO National Education Support Strategy
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNSC	United Nations Security Council
UNU-ILI	United Nations University – International Leadership Institute
USAID	United States Agency for International Development
VAM	Vulnerability Analysis and Mapping
WB	World Bank
WFP	World Food Programme
WTO	World Trade Organization

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PREFACE

The commitment forged in the Iraqi Constitution charted the way towards achieving a more peaceful, prosperous and self-sufficient Iraq. Since the adoption of this historic document, the Government of Iraq, supported by partners in the international community, has made encouraging strides to nurture the conditions prerequisite to realising this common vision. The foundations for a healthy democracy and sustainable economy are being laid, and tangible progress in combating corruption and establishing the rule of law has been made. It is worth noting that the crises that have affected Iraqi society due to the former regime's wrong policies have resulted in many challenges affecting the education system in Iraq, both directly and indirectly.

Faced with the urgent need to improve the well-being of its citizens, the Government has articulated its development priorities in the National Development Plan, a multi-sectoral framework that sets as its priority the restoration of the high standards characterizing the education system in the 1950's and 1960's. The Government of Iraq welcomes the ongoing efforts of its UN partners, including UNESCO, to continue to support the rehabilitation of the Iraqi education system. Since February 2004, the UNESCO Iraq Office has lent its technical expertise and unique capacity to mobilize national strengths and resources to this great task. A recent success story has been the establishment of an Education Management Information System, which has greatly enhanced the capacity of the Government to gather and analyse educational data, thus enabling us to obtain a picture of the state of education never before achieved in my country. I am also pleased to report that, thanks to a new satellite broadcasting system established jointly by my Ministry and UNESCO, displaced and disadvantaged students across the country and in neighbouring countries now have uninterrupted access to Iraqi curricula. A forthcoming achievement will be the launching of a National Education Plan by 2011, the development process of which UNESCO is playing a vital leadership role.

Further to this fruitful collaboration, I welcome UNESCO's efforts to align its activities more closely to Iraq's education priorities, embodied in this UNESCO National Education Support Strategy (UNESS). This strategy document comes at a time when the need to reform the Iraqi education sector has never been greater. The message of this Support Strategy is one which is fundamentally positive and forward-looking. It is the firm conviction of the Government that the observations and proposed interventions presented here provide optimism for a robust, modern education system—one that will help realise Iraq's human capital potential needed to support our emerging economy and sustain peace among our people.

I would like to express my genuine thanks to UNESCO for undertaking this bold initiative and look forward to working with the Organization and its partners to fulfil its objectives.

Khudayyir al-Khuza'i
H.E. Minister of Education
The Republic of Iraq

FOREWORD

It is stipulated in the UNESCO Constitution that, “Since wars begin in the minds of the men, it is in the minds that the defences of peace must be constructed.” UNESCO believes that in order to develop a peaceful, non-violent environment, every child must be able to access quality education that respects his or her right to dignity and optimum development. This is to be achieved by fighting illiteracy and pushing for a highly educated youth population that will later make up a competitive and skilled workforce. Comprehensive, expansive education reform, in the context of the government’s decentralization process, will also help address the challenges of human security and development currently prevalent in the country.


UNESCO-Iraq’s National Education Support Strategy (UNESS) focuses on fostering peace through quality education and sustainability; it will do this by strengthening the educational system as a whole, targeting primary, secondary and higher education, in addition to technical and vocational education and training (TVET) as well as fighting illiteracy in the non-formal education sector.

To achieve these objectives, UNESCO will work closely with the Iraqi line ministries (Ministry of Education and Ministry of Higher Education and Scientific Research), both in Baghdad and Erbil. UNESCO will also continue to partner with international organizations, such as UNICEF, the World Bank, Iraqi civil society, NGOs and other partners, in the implementation of its projects.

This Support Strategy will guide UNESCO’s education activities in Iraq from 2010 to 2014. As a medium-term plan, it will require regular feedback and revision to ensure that it remains aligned with national priorities during that period. As such, the UNESCO Iraq Office will endeavour to monitor this process and ensure collaboration with Iraqi officials and UN partners working in the sector. Achieving its objectives is a key challenge for UNESCO and for all educational partners dedicated to the cause of Education for All in the Republic of Iraq.

This report owes much to the efforts of my colleagues at the UNESCO Iraq Office who worked diligently to prepare this document. Of course, I would like to thank our counterparts in the Baghdad and KRG Ministries of Education and Higher Education and Scientific Research, whose constant cooperation and support has been vital to the success of UNESCO’s projects. The feedback provided by UNESCO Headquarters, the UNESCO Regional Office in Beirut, the International Institute for Educational Planning (IIEP), UNICEF and the World Bank are also gratefully acknowledged. Furthermore, the outputs of the conference “Stop Jeopardizing the Future of Iraq” held in Paris in October 2008 under the patronage of Her Highness Sheikha Moza bint Nasser, contributed real-time feedback that added relevance to this UNESS.

Finally, UNESCO would like to express its utmost appreciation to Qatar, the European Union, Japan, and Germany, the principal donors to the Office, for their continuing support, while welcoming the support of new donors for future projects and partnerships.


Mohamed Djelid
Director
UNESCO Iraq Office, Amman, Jordan
March 2011

EXECUTIVE SUMMARY

Iraq: Country Profile

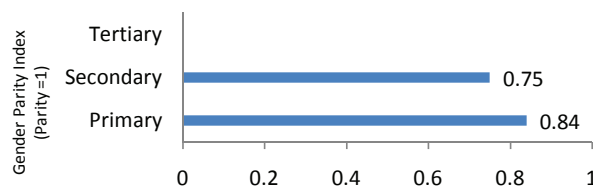
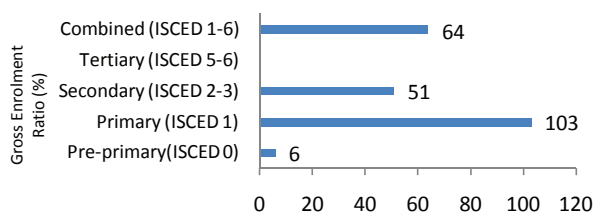


Background Information

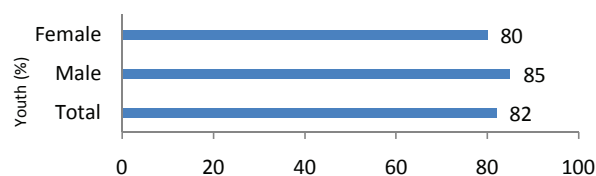
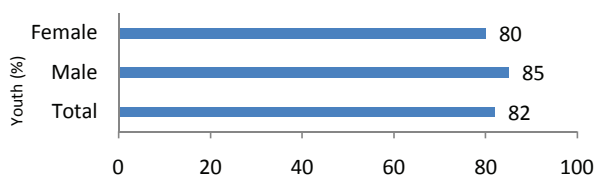
Total Area (sq. km) ¹	438, 317
Total Population, 2009 (thousands) ²	30, 747
Population annual growth rate, 2005-2010 (%) ²	2.2
Life expectancy at birth, 2005-2010 (years) ²	67.4
Infant mortality rate, 2005-2010(‰) ²	33.2
GDP per Capita, 2009 (current US\$) ³	2, 090
Human Development Index, 2010 ⁴	-

Key Education Indicators ⁵

Participation in Education, 2007



Literacy rates, 2008



Public expenditure on education

Indicator	2008
% of GDP	-
% of total government expenditure	-

Education quality, %

Indicator	1991	1999	2008
Pupil/Teacher ratio in primary	-	25	17 ⁽⁻¹⁾
% of repeaters in primary	-	10	17 ⁽⁻¹⁾
% of repeaters in secondary	-	28	21 ⁽⁻¹⁾

Universal Primary Education, %

Indicator	1991	1999	2008
Adjusted net enrolment rate in primary	-	88	88(-1)
Gross intake rate to last grade of primary	-	56	64(-1)
Survival rate to last grade of primary	-	49	-
Transition from primary to secondary general education	-	73	-

Data Source

- 1 - United Nations Statistics Division (2008)
- 2 - UNDP estimates (WPP: The 2008 Revision)
- 3 - The World Bank (EDI, 2009)
- 4 - UNDP Human Development Report (2010)
- 5 - UNESCO Institute for Statistics (2010)

(-/+ n): previous or beyond reference year

1. Introduction

UNESCO is called upon to play a strategic role in supporting national development priorities and in strengthening its partnerships with other development agencies to achieve national goals in conformity with the recommendations of international development frameworks. The aim is to increase the relevance of UNESCO's support programmes in response to the actual needs and priorities of Member States as well as to reflect the Organization's universal mandate and comparative advantage.

The UNESCO National Education Support Strategy (UNESS) document for Iraq will help ensure the Organization's effectiveness in responding to the country's identified needs and demands in the area of national education development.

Country Overview

Iraq, a country with 8,000 years of recorded history that was once a leader in the Arab States in social programmes, has in recent years faced a series of conflicts leading to a rapid deterioration of infrastructure and basic social services. Iraqi civilians have been suffering since 1980 when the Iran-Iraq War commenced, resulting not only in an enormous loss of life but also in the amassing of billions of dollars in debt. The ensuing first Gulf War (1990-1991) led to the establishment of sanctions that devastated Iraq. Since the start of the war in 2003, and continuing to late 2007, Iraq experienced horrific violence as the new Government and Coalition Forces struggled to control a widespread insurgency and extremist violence. The situation has slightly improved in 2008 and 2009.

The reconstruction and development of Iraq has been challenging. An incremental breakdown of public service infrastructure and systems, limited resources and institutional capacity, and a backlog of development issues inherited from the previous regime continue to overburden the government in all sectors. A slight increase in political stability as shown in various elections and a decrease in sectarian violence have given renewed hope, yet the situation for the average Iraqi is still dire.

Economic Growth

Despite its rich potential for economic prosperity, Iraq's economy has suffered great variability in the past 30 years. During the 1970s, the country developed a solid infrastructure and a well-performing education and health care system. The following 20 years witnessed successive wars, a repressive, state-dominated economic system, and international sanctions, all of which stifled economic growth and debilitated basic infrastructure and social services delivery.

Just after the US-led invasion in 2003, the country's GDP fell by 41 percent, rebounding in 2004 by 46 percent. A significant economic concern has been the need to support sustainable job creation against a backdrop of high unemployment which is set to increase with a large youth population ready to enter the labour force in the near future. Unemployment is further elevated by refugees and internally displaced persons, many of whom have minimal skills and are difficult to employ. Small gains in the economy have generated few jobs, slowly increasing GDP per capita to an estimated \$3,805 for 2008.

Poverty

About 34 percent of Iraqis are living in deprivation. Poverty, hunger, lack of access to potable water and electricity are still among the most threatening socioeconomic epidemics there. Despite laudable achievements made by the Iraqi Government and the international community in addressing these issues, much remains to be done.

2. Education sector priorities and areas of development

Education System

The 2005 Federal Constitution guarantees the right to free education for all Iraqis. Primary education is compulsory. Guaranteed are the eradication of illiteracy, the freedom of scientific research and the rights to be educated in one's mother tongue and in a private or public education institution.

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Issues and Challenges

In 2003, the United Nations and the World Bank conducted a Joint Needs Assessment for Iraq's reconstruction that concluded that Iraq would be initially required to concentrate on rehabilitating up to 80 percent of primary and secondary schools damaged by conflict and underinvestment. However, physical infrastructure is only one facet of the sector's rehabilitation needs. Out-dated curricula, obsolete pedagogical skills, and lack of policy and departmental management skills at the ministry level are other factors that need urgent attention. Enrolment rates, which have risen in the past couple of years, are still below their pre-war averages. Secondary education in Iraq has the worst enrolment rates in the region and of those students who sat for their graduating exams, less than 38 percent received a passing grade.

Colleges, universities, and other learning institutes have suffered from decades of underinvestment and looting during the war. In Higher Education, academics and students have become targets of violence and many have had to flee from Iraq to protect their lives. Technical and Vocation Education (TVE) could make a substantial impact on the economy; however, improvements first have to be made in the quality of, and access to, TVE services, in increasing linkages with the private sector, and in raising the number of people who are self-employed by increasing entrepreneurship skills.

Disparities

Illiteracy is a widespread concern for many parts of the population: five million Iraqis are illiterate. Women are particularly affected, as over a quarter of the Iraqi female population is illiterate; in some areas in Iraq, the illiteracy rate among women is as high as 47 percent. Also affected are school-age children, 14 percent of whom are illiterate. This is also exacerbated as only 9 percent of adults have completed secondary education, and 22 percent of the adult population has never attended school.

National Development Plan (2010-2014)

The National Development Plan for Iraq sets out to tackle the prevailing education conditions and establish the government's priorities and strategic planning in education. The improvement of the

education system plays an important role in the NDP's goals for the next five year period. The education system it envisions would create an inclusive environment that cultivates civic values, and helps contribute to the achievement of sustainable development.

Priorities of the Kurdistan Regional Government

The Kurdistan Regional Government's priorities emphasise reform in teaching methods and in enhancing the quality of teachers and administrators; incorporating the use of ICTs; integrating into online education networks; increasing the role of the private sector in the education and increasing the number of quality schools in the region.

3. UNESCO Strategy, Projects and Initiatives

UNESCO Support

Established in Amman, Jordan in 2004, the UNESCO Office for Iraq is in charge of managing and implementing projects covering the sectors of education, natural and human sciences, culture and communications and information in Iraq. While the majority of UNESCO staff is currently based in Amman due to the current restrictions imposed on all UN agencies, staff are constantly on short missions in and out of Iraq. They regularly visit their counterparts and undertake follow up visits to the project sites throughout the country.

UNESCO-Iraq's main responsibility is to support the needs and priorities of the Government of Iraq (GOI) within UNESCO's main lines of competencies stated above. Despite the inevitable constraints posed by the volatile security situation in Iraq since 2003, education has remained a main area of UNESCO's assistance to the country. Through UNESCO-Iraq, a core group of international and national staff has successfully carried out activities in support of rebuilding education in Iraq with positive effects. During this period, UNESCO aligned its activities to national education priorities, and provided direct support and advice to all levels, including ministry (MoE and MoHESR), governorate and directorate levels, as well as on-the-ground at the school level.

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Most activities have been implemented through the Education Sector of the Education Sector Outcome Team framework, for which UNESCO is the deputy lead agency.

Main Achievements in Education

UNESCO-Iraq's past projects have supported the strengthening of institutional and human capacities of Iraq's Ministries of Education in all areas of education:

- Provided direct emergency assistance to the MoE and MoHESR immediately following the 2003 war
- Identified the status and needs for all levels of education to facilitate policy planning and management
- Helped establish an Education Management Information System essential to facilitating planning and decentralization
- Printed 18 million textbooks and helped strengthen in-country capacities for textbook development and delivery
- Strengthened secondary education by providing teacher training, rehabilitating and refurbishing 165 school laboratories and 55 libraries in 55 secondary schools
- Supported the rehabilitation of higher education by establishing an Iraqi Virtual Campus to provide online and distance learning opportunities, granting over 250 fellowships to professors, and providing equipment for university laboratories and libraries
- Revitalized technical and vocational education and training by equipping 23 vocational institutions, training teacher trainers and drafting a TVET sector Governance Policy
- Improved non-formal education by strengthening the MoE's capacity in providing literacy and life skills interventions for adults and vulnerable populations
- Established an Education TV station, broadcasting 24 hours of educational television programming that helps provide distance learning opportunities for IDP's, and those who lack access to schools.

Overall Strategy

The immediate aim of the UNESCO strategy is to restore the confidence of the Iraqi population in their education system, thereby creating a sense of normality and hope in the future of their country.

UNESCO strategy will respond to the immediate educational needs while preparing for the reframing of the education activities to meet the new requirements of Iraqi society with due consideration to their sustainability. This will entail a range of capacity building activities during the various phases of the rehabilitation and reconstruction process, as well as mobilization of resources and partnerships for this purpose. UNESCO will position itself to continue playing the role of lead UN agency for rehabilitation and reconstruction of the education system, working in close cooperation with the national authorities and their partners.

In summary, UNESCO's strategy of supporting the rehabilitation and reconstruction through capacity-building is as follows:

Projects and Initiatives

UNESCO's proposed interventions tackle three programmatic themed areas, including (1) Educational Policy, Planning, Management, Monitoring and Evaluation; (2) Access to Quality Education; and (3) Literacy and Life Skills. The estimated resources required to achieve UNESCO's planned interventions total US \$73,641,051, 58% of which have been secured.

1) Educational Policy, Planning, Management, Monitoring and Evaluation (EPPMME)

UNESCO will assist in the crucial task of developing the national education plan. The plan will include components covering curriculum development, teachers' capacity development, literacy, non-formal education and EMIS, among other areas. In conjunction, assistance in planning and implementing comprehensive reform of the education system will be provided. UNESCO's projects for 2010-2014 falling under this theme are:

Iraq Education Sector Analysis – Needs Assessment

This project will ensure the completion of the education sector needs assessment for the

INTRODUCTION

development of the National Education Strategy and sub-sector policies. It will also establish a database for statistics that will include non-formal education (NFE), technical and vocational education (TVE), and higher education (HE) while building the capacities of MOE/MOHESR in data collection and data analysis.

Development of a National Education Strategy (NES)

A NES is necessary so that Iraqis have a clear strategy when formulating and endorsing projects for implementation in Iraq. A comprehensive capacity-building programme was designed in cooperation and partnership with the International Institute for Educational Planning (IIEP) to build capacity within the Government of Iraq to formulate its own National Education Strategy.

Public Sector Modernization

UNESCO will be implementing the educational facet of a program, part of a larger joint UN program to support the GOI in modernizing its public sector, by establishing a public sector modernization strategy. The program will address existing public sector governance constraints through a government led, centrally administered and coordinated approach.

HIV/AIDS Policy Support and Capacity Building Program; Increasing HIV/AIDS Awareness of Iraqi Youth through Literacy

This project includes two components: the first is a study tour for MoE and Ministry of Health policy officials, representatives from Community Learning Centres (CLCs) and NGOs to Jordan, to examine both formal and non-formal approaches to addressing HIV awareness. The second component builds upon the results of the study tour and involves providing training and toolkits for integrating HIV awareness through literacy for youth.

2) Access to Quality Education

UNESCO will build on recent progress in the rehabilitation of the institutional and human capacity of Iraq's education system by supporting efforts to improve the quality of teaching and curricula. UNESCO's projects for 2010-2014 falling under this theme are:

Developing New Iraqi Curricula

The general aim of this project is to contribute to modernization and reconciliation in Iraq society through reformulating the Iraqi school curriculum and textbooks. Direct beneficiaries include: students, teachers, and MOE educational specialists throughout all of Iraq.

Rehabilitation of the Iraqi Higher Education System

This project will reinforce institutional capacity of MOHESR and universities in planning, designing and managing higher education programmes of sustainable quality. The project also aims to enhance relevance and quality of the higher education system through the revitalization of academic life and scientific research while also trying to create a research environment conducive to the return of Iraqi academics and researchers.

Teacher Training Programme for Basic and Secondary Education

This project is aimed at MOE, MOHESR, and Institute for Educational Training and Development (IETD) staff. It will enhance their planning, managing and monitoring pre- and in-service teacher education skills to produce high quality instructional material at the secondary level. The project will also enhance the capacity of secondary teachers, advancing their knowledge in their respective fields, pedagogical skills, teaching methods as well as IT skills.

Improving Quality and Relevance of Technical and Vocational Education and Training (TVET) in Kurdistan

This project aims to support the rehabilitation and modernization of TVET in MoHESR and Ministry of Labour and Social Affairs (MoLSA) in Kurdistan by re-orienting and improving the TVET system in both Ministries so that it prepares young people effectively for wage and self-employment in the industrial, construction and service sectors of the economy.

3) Literacy and Life Skills

UNESCO will support the reduction of illiteracy and development of life skills by enhancing the government's capacity to deliver quality literacy and life skills development services, particularly to out-of-school children, youth, and women. A Literacy Plan of Action is also being prepared for 2010-2015. UNESCO's projects for 2010-2014 falling under this theme are:

Literacy Initiative for Empowerment (LIFE)

This project seeks to strengthen the institutional capacity of MOEs and DOEs to deliver sustainable and empowering non-formal education (NFE) and literacy programs. Through this project, national capacity in data collection, policy planning, monitoring and evaluation of NFE and literacy

programmes will be enhanced. Finally, the project seeks to increase access to quality literacy courses and life skills training through media and innovative literacy and NFE programmes.

Promoting Civic Values and Life Skills for Adolescents through Education

This project aims to strengthen the institutional and human capacity to deliver quality education through the promotion of civic values and life skills among education providers, public sector managers/decision makers/legislators and young people. These civic values serve to reinforce a sense of "national identity," citizenship and promote human rights - including gender equality - in Iraq.

Figure 0-1 Map of Iraq



Map No. 3835 Rev. 4 UNITED NATIONS
January 2004

Department of Peacekeeping Operations
Cartographic Section

CHAPTER

1

IRAQ'S OVERALL DEVELOPMENT CONTEXT AND NATIONAL DEVELOPMENT PRIORITIES

This opening chapter describes the status of Iraq's overall socio-economic development, including major achievements and development challenges encountered. The chapter also prioritizes the national development issues and strategies.

1.1 Iraq's Overall Development Context

The reconstruction and development of Iraq has been challenging due to its complex security condition. This was not only due to the associated physical limitations and slower rehabilitation of infrastructure, but also to the personnel who had received training but subsequently fled Iraq. An incremental breakdown of public service infrastructure and systems, limited resources and institutional capacity, and a backlog of development issues inherited from the previous regime continue to overburden the government in all sectors.

A slight increase of political stability as shown in various elections, as well as a relative decrease in sectarian

violence, are gains in political reconciliation and security¹. They have given renewed hope, yet the situation for the average Iraqi is still dire. Some 34 percent of Iraqis are living in poverty or deprivation.² Poverty, hunger, lack of access to safe drinking water and electricity are still very prevalent in different sectors of the population. While laudable achievements have been made by the Government of Iraq and the international community in addressing these humanitarian needs, the fact that many Iraqis lack access to potable water, food, and electricity signify that some basic needs still need to be addressed as well as the creation of economic opportunities and personal development.

1. Brookings Institute, Iraq Index.

2. UNDP/ Government of Iraq, Unsatisfied Basic Needs Mapping and Living Standards in Iraq, 2006.

IRAQ'S OVERALL DEVELOPMENT CONTEXT AND NATIONAL DEVELOPMENT PRIORITIES

Development within the Emerging Political and security Environment

Despite a complex history and even though ethnic divisions remain palpable, Iraq has been slowly moving towards post-conflict stability. Many sectarian groups have disarmed, and the terms of the status of the Allied Forces in Iraq were redefined allowing for the gradual withdrawal of troops. The adoption of a new constitution, the elections held in 2005 and 2010, and the perceived rise in political participation are all significant to the democratization process. Though certain freedoms inherent to a robust democracy remain elusive (e.g. the press is still severely diminished¹), many are awaiting the outcome of the next Parliamentary elections and other pending government reforms to pave the way for greater political reconciliation and institutionalization.

Security conditions in Iraq appear to be improving since the surge in violence in 2006 and 2007. Deaths as a result of conflict and sectarian violence are down considerably.² Yet the human rights situation in the country still remains critical.³ The targeted killings of journalists, educators, medical doctors, judges and lawyers, as well as the so-called practice of honour crimes against women, have continued.

Economic characteristics

Subsequent to the US-led invasion in 2003, the country's GDP fell by 41 percent to US \$12 billion, but

rebounded in 2004 by 46 percent. Real GDP growth was estimated at 10.4 percent, while end-2008 inflation reached 6.8 percent, compared to 4.7 percent in 2007 and 64.8 percent in 2006.⁴

A major economic concern has been the need to support sustainable job creation against a backdrop of high rates of unemployment, as of January 2009 at 23 to 38 percent⁵ and a substantial youth population that will need to join the workforce. Unemployment levels are further boosted by refugees and internally displaced persons, many of whom have minimal skills and are difficult to employ. Small gains in the economy have generated few jobs slowly increasing GDP per capita to an estimated US \$3,805 for 2008.⁶

The Demographics of Vulnerability

Improvements to security are expected to change the trends in population movements. Already the number of people fleeing the country is relatively small, and there is strong evidence that indicates an increasing confidence among refugees and IDPs that a return home is possible. A return home would not necessarily translate into an improvement in living conditions, as the prospect of a refugee population returning home will certainly compound the provision of basic services, already overstressed.⁷

1. Iraq is still the deadliest country in the world for media, as reported by the joint UNESCO/IREX Europe 2008 Media Sustainability Index-Iraq. Since 2003, some 170 journalists and media workers have been killed.
2. Brookings Institute, Iraq Index.
3. UNAMI Human Rights Report, 1 January – 30 June 2008.
4. World Bank, Iraq Country Brief, June 2009.
5. Brookings Institute, Iraq Index, May 7, 2009.
6. IMF SBA Review November 2008 (published early 2009):
7. Sterling, Joe, U.N. gears up for return of displaced Iraqis, web article in www.cnn.com, 1 December 2008.

1.2. Iraq's National Development Priorities

"Iraq is seeking to be a peaceful and stable nation under the auspices of a federal democracy... that functions in accordance with market mechanisms and a regional economic power that complements and is part of the international economy in a manner that embodies the principle of international partnership"

– from the Vision of the National Development Plan

Priority Areas

Covering the five year period 2010 – 2014, the Government of Iraq's National Development Plan (NDP) is a multi-sector development framework developed alongside the United Nations Development Assistance Framework (UNDAF). It outlines its visions and goals for development in the following areas:

- Population and labour force
- The overall economy
- The financial and monetary sector
- Agriculture and water resources
- Industry and energy
- Infrastructure
- Public services (encompassing education, healthcare, housing, tourism culture and heritage)
- Social policies (addressing the status of women, youth, vulnerable groups, and poverty)
- Spatial development and environmental sustainability
- The private sector
- Good governance

The NDP analyzes the challenges facing the achievement of those goals and lists the benchmarks it will use by which to judge their success. The country will utilize its economic resources in order to achieve its overall vision; this process will be guided by the values of democracy, the rule of law, good governance, social justice, sustainable development, freedom and human rights.¹

Certain key themes emerge from the vision, and are present in the rest of the NDP. The government is pushing for an expansion of the private sector,² and foresees greater prosperity, innovation and efficiency in allowing it greater involvement in all areas, ranging from education to employment and technological innovation. Another theme is the movement towards greater cohesiveness in the different productive sectors of the economy, and a closer alignment between the country's needs for growth, and its

1. Government of Iraq, National Development Plan: 2010 – 2014, p. 24.

2. Ibid, p. 38.

IRAQ'S OVERALL DEVELOPMENT CONTEXT AND NATIONAL DEVELOPMENT PRIORITIES

outputs in terms of education and employment. Finally, there is a great emphasis on the social aspect of development, with more focus being given to the needs of women, youth and vulnerable groups (orphans, widows, refugees, and individuals with special needs), in order to integrate them equitably into society and provide them with services to help them have access to income-generating opportunities, further contributing to Iraq's growth and development.

Challenges

The NDP also lists the numerous challenges facing such an undertaking, providing greater context for the realities facing the country. Specifically relating to the economic sector, the following challenges are mentioned:¹

- Overdependence of the Iraqi economy on profits from oil (crude oil extraction and exporting make up 44% of the GDP, and 93% of Iraq's exports).
- Iraq has a greater proportion of imported than domestically produced commodities, due to excess demand.
- The private sector is currently too weak and thus can only play a limited role in the development of Iraq. The private sector is currently too inflexible

to adapt in a timely manner to the changes outlined by the Plan.

Relating to social challenges, the following points were listed:²

- In education, a declining enrolment rate (currently 85 percent for males and 82 percent for females³), great shortage of schools fit for use, inadequate preparation in higher education for labour market demands and a focus on quantitative at the expense of qualitative progress.
- In healthcare, a reduction in the number of doctors in hospitals, and inefficient use of hospital resources
- A shortage of housing due to overpopulation
- 23 percent of the population below the poverty line
- High unemployment
- High illiteracy rates

Thus, the UNESCO Iraq Office has aligned its programming in the various sectors to the NDP, in order to help the GOI achieve its goals and vision for the year 2014.

1. Government of Iraq, National Development Plan: 2010 – 2014. p. 22
2. Ibid, p. 23
3. Ibid.

CHAPTER 2

EDUCATION IN IRAQ

The first section of this chapter provides an overview of the Iraqi Education System, including constitutional framework and governance. The second section examines the current state of education in Iraq including all educational sub-sectors: primary and secondary education, technical and vocational education, higher education, and the non-formal education programmes including literacy and life skills.

The final section analyses UNESCO's past support to Iraq's national educational development within the context of overall reconstruction and development. It explains the role of the UNESCO Iraq Office in this process and summarizes the main achievements in the area of education, implemented in Iraq from 2003 to mid-2009. Furthermore, it provides the basis for the design of a UNESCO strategy that responds to Iraq's needs and priorities for 2010 to 2014.

2.1. An Overview of the Iraqi Educational System

Prior to 1991, the education system in Iraq was widely regarded as one of the best in the Middle East region, with near universal primary enrolment rates, high literacy rates and a higher education sector of international standards. In 1989, the education budget was US \$2.5 billion, accounting for some 6 percent of GDP. Thereafter, the politicization of the education system essentially led to public funds being diverted away from education to military spending and other priorities. The amount spent on the education of each student dropped from US \$620 in 1989 to just US \$47 in 2002. Some relief was provided through the Oil-for-Food Programme (OFF), designed to offset the humanitarian effects of the international sanctions imposed in 1990.¹

While education started suffering during the 1980s, the isolation resulting from the embargo and the economic sanctions in the 1990s

led to steady decay of the system, with the most marked effects in the quality of education. Further, since the beginning of the reconstruction process after 2003, it was clear that 80 percent of primary and secondary schools needed comprehensive rehabilitation, and more schools were still needed. The quality of education, teaching, curricula, and learning conditions deteriorated, and enrolment and literacy figures declined.²

The period since 2003 has seen a concerted effort by the GOI and the international community to rehabilitate education in Iraq, yet much progress is needed. The GOI has established its priorities and goals, examined in Chapter Three. The sections below provide an overview of the Iraqi education system with a comprehensive situational analysis of its state with specific challenges it faces.

1. United Nations/World Bank Joint Iraq Needs Assessment, October 2003, p. 26.
2. UN/ World Bank, Joint Iraq Needs Assessment, 2003, p.14

THE IRAQI EDUCATIONAL SYSTEM

Basic Constitutional Considerations¹

The 2005 Federal Constitution guarantees the right to free education for all Iraqis. Primary education is mandatory.² The rights to be educated in one's mother tongue³ and in a private or public education institution are also guaranteed, as is the eradication of illiteracy. The State encourages scientific research for peaceful purposes, and rewards initiative and excellence in innovation and in creative activities.⁴ Regarding the divisions of authority, the Constitution also stipulates that public educational and instructional policy is to be formulated jointly by the federal and regional authorities (or governorate authorities where a formal 'region,' as recognized by the Constitution, has been formed).

Governance

In practice, Iraq has a dichotomic education system: that of the Federal Government administered by the Federal Ministry of Education (MOE) in the 15 governorates south of Kurdistan, and that of the KRG administered by its own Ministry of Education (KRG MOE) in the governorates of Dahuk, Erbil and Sulaymaniyah. The two systems operate de facto

independently, and in no way, other than through the Constitution and the national budget, do the two converge into a centralized, consolidated "education system for the whole of Iraq." Planning, resources, and data are kept separate. Communication and the modalities of information sharing between the two MOEs are limited. For the most part, the duality in educational planning has produced subtle differences in how education is administered in the two areas (as discussed in more detail later). It does mean, however, that any attempt to compile educational data and information for the whole of Iraq must entail obtaining inputs from both MOE's separately.

Insofar as higher education is concerned, each system has its own Ministry of Higher Education and Scientific Research (MOHESR), which is responsible for the administration of the universities, institutes, colleges, commissions and research centres. The MOHESR also supervises accreditation, promotes scientific research and development, and operates its own research institute and publishing house.

1. Iraqi Constitution of 2005. Further analysis is needed to determine the gaps between the rights stipulated in the Constitution and actual legislation adopted thus far to regulate those rights, e.g. Art.4 (d) stipulates that schools must offer instruction in the two official languages, Arabic and Kurdish, according to 'education regulations'.
2. Ibid, Article 34
3. Ibid, Article 4.
4. Ibid, Article 34 Third.

Chapter Two

Structure and Organization

Iraqi Education System (excluding KRG)	
Pre-primary education	Official entry age 4, 2 years, non-compulsory
Primary education	Official entry age 6, Compulsory, Grades 1-6, free of charge
Secondary education (Grades 7-12)	Intermediate stage (Grades 7-9, official entry age 12, concludes basic education)
Upper Secondary / Preparatory/ Vocational stage	3 years, theoretical entry age 15
University and Higher education	4 to 5 years

KRG Education System	
Pre-primary education	Official entry age 4, 2 years, non-compulsory
Basic-education	Official entry age 6, Grades 1- 9, compulsory, free of charge
Upper-secondary education	Theoretical entry age 15, 3 years, non-compulsory
University and Higher education	4 to 5 years

Using the latest available statistics provided by the respective MOEs of Iraq and the KRG, an overall snapshot of the scope of the education sector can be discerned in Table 2-1 below.

Table 2-1 - Scope of Iraq's Education System*

	Iraq	KRG
Total Number of Students ¹	6,604,167	1,031,604
Total Number of Teachers ²	466,960	86,580
Total Number of Schools ³	23,271	5,323
1. Covering Kindergarten, Primary, Intermediate, Secondary and Tertiary school levels 2. Covering Kindergarten, Primary, Intermediate, Secondary, and Tertiary school levels, as well as Institutes and Vocational schools 3. Covering Kindergarten, Primary, Intermediate, Secondary, and Tertiary school levels, as well as Institutes and Vocational schools		

* Source: UIS for 2007-2008 academic year; KRG statistics are from the MOHESR for the academic year of 2008-2009.

2.1.1 The Current State of Education in Iraq

The following is an analysis of key indicators in education, based on the latest figures provided by Federal and KRG authorities. This is followed by an analysis of the situation in the various education sub-sectors and a consideration of other multi-sectoral challenges.

Primary concerns in the education sector for the Iraqi government include: bringing out-of-school children, including girls, back into the classroom; up-grading in- and pre-service teacher training to improving the quality of teachers; and updating the curriculum and pedagogy. Also noted was the need for a demand driven technical and vocational education (TVE) system. This was achieved by the rehabilitation of new buildings and the procurement of new equipment after a comprehensive TVE assessment was carried out. The new TVE system would focus on supplying market-demanded skills to the unemployed aiming to increase employment rates.

Enrolment

Major enrolment disparities exist across the country, where rural areas and the Marshlands are more affected than other urban areas such as Baghdad and Basra. At national level, kindergarten enrolment rate almost reaches 6 percent, while 16 percent of children aged 6-14 (basic education age group) are currently out of school, with a total number of 1,115,916.¹ IDPs also suffer disproportionately in enrolment, having various difficulties enrolling their children due to having fled their homes without the necessary documentation to transfer schools² or due to the weak coordination between the MOE in

Baghdad and the KRG.³ Some villages in Babylon and Kirkuk governorates have almost no enrolment.⁴

Since the 2002-2003 school year, enrolment has increased (see Chart 2-1); however, it decreases as the student gets older, and the decline can be most likely ascribed to the economic pressure on youth to help supply income to their families (see Chart 2-2).

Only 28 percent of Iraq's graduation-age population (17 year-olds) in the centre and south sat their final exams in 2007 (2006/2007 school year), according to the Ministry of Education. Of those who sat the exams only 40 percent passed, as compared with 60 percent who passed in 2006.

Approximately 6 million children went back to the classroom when schools in southern and central Iraq opened on 30 September 2007, following a one month delay.⁵ Schools in northern Iraq opened in mid-September, and the first day of school was attended by 1.2 million students.⁶

Regarding displacement issues, more than 220,000 school-aged children have been displaced from their homes since early 2006, many of whom have missed out on schooling due to displacement.⁷ Access to education is considered a priority need by 5 percent of IDPs surveyed.⁸

1. UNESCO-MOE EMIS data 2007/2008.

2. IOM, Emergency Needs Assessment, 1 April 2009, Monthly report

3. IOM, Emergency Needs Assessment, 1 June 2008, Bi-weekly Report

4. IOM, Emergency Needs Assessment, 1 April 2009, Monthly report

5. UNICEF, *Update for Partners on the Situation of Children in Iraq, August/September 2007*

6. According to the Iraqi Almadia Daily Newspaper

7. Cluster B: Education and Culture

8. IOM, *Displacement Assessment and Statistics, April 2009*

Chapter Two

Chart 2-1 - Net Enrolment Rate by Age 6-17 in the academic year 2007-2008

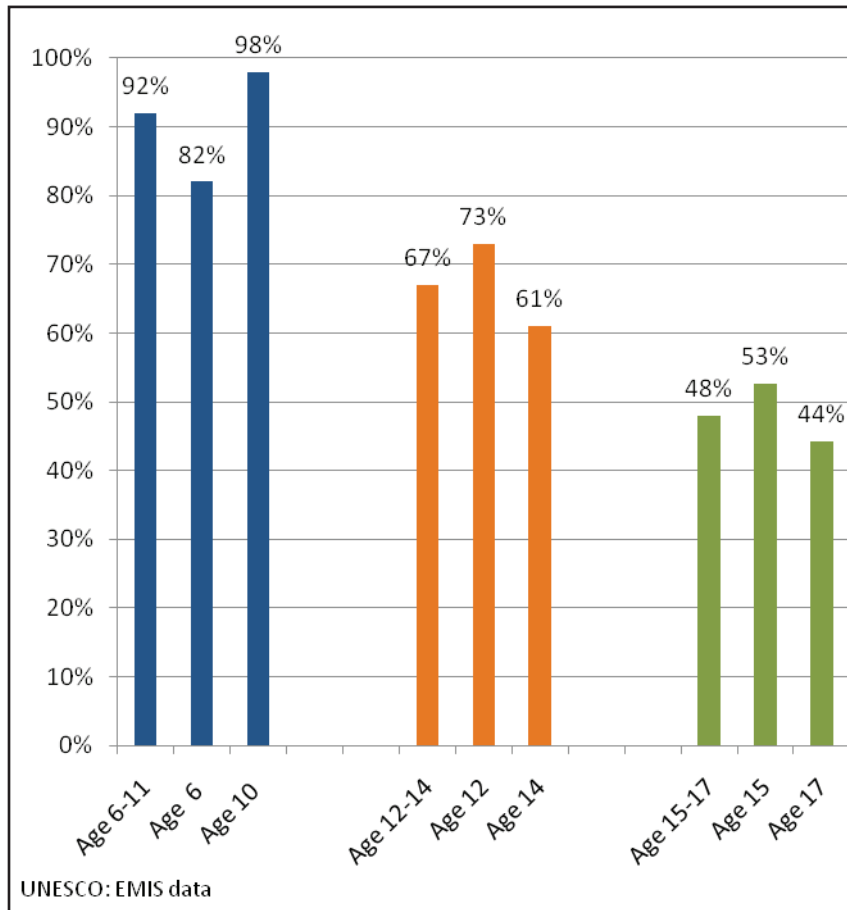
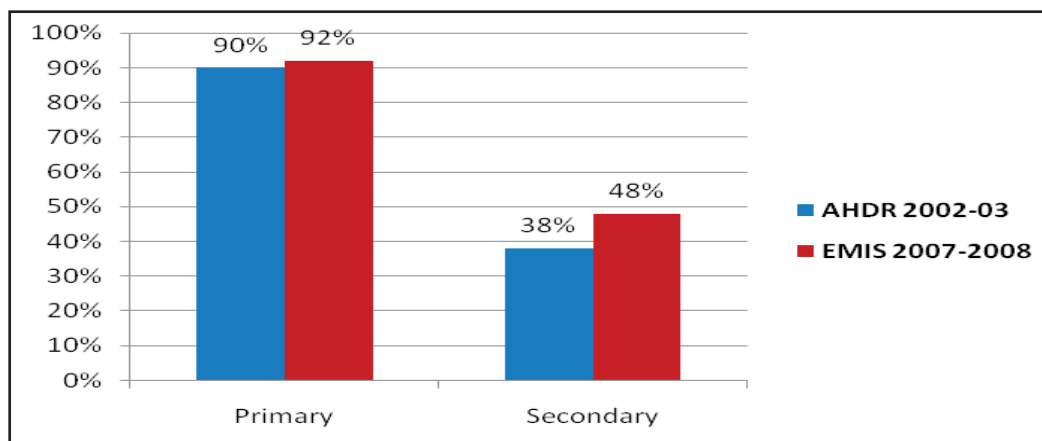


Chart 2-2 Comparison of Net Enrolment Rates

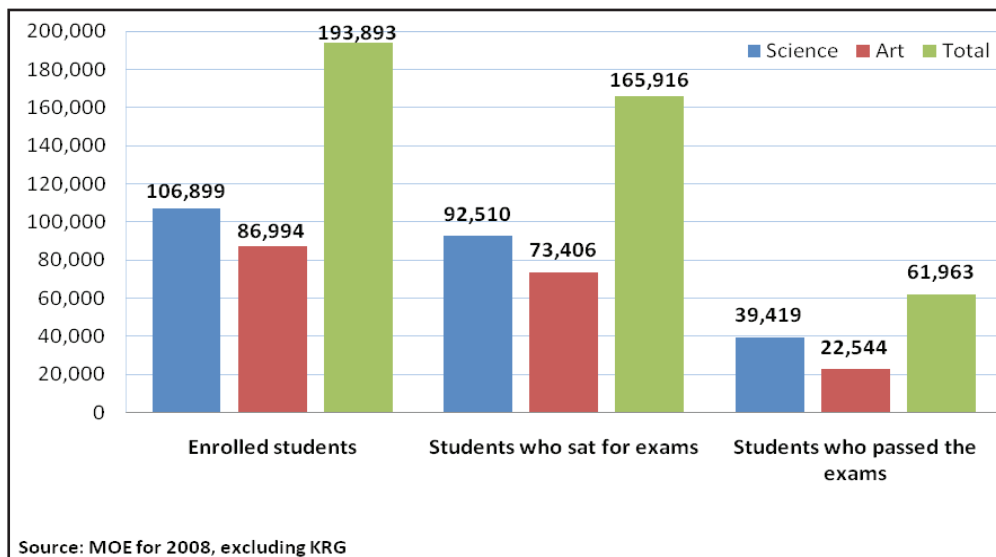


Primary and Secondary Education

By 2004, one-quarter of school-age children and youth were not attending school and the country faced considerable gender and geographic imbalances with far fewer girls and children in rural areas attending school.¹ It is estimated that nearly 50 percent of girls in rural areas do not attend school, with the major obstacle to attendance being household poverty. However, poor quality of instruction and politicization of the curriculum also influence attendance, as does the lack of security.² Poor quality of education constitutes a major challenge causing high student drop-out rates in both primary and secondary levels,

particularly among female students. The data obtained through the EMIS (Education Management Information System) for the academic year 2007-2008 in particular reflects overcrowded classrooms and poor teaching capacities, while increasing repetition rates have been forcing students with six-year-age differences to remain in the same classroom.³ This has led to a high failure rate for the students sitting for graduating exams, with less than 38 percent receiving a passing grade in all graduating students (see below). More alarmingly, there is a failure rate of almost 70 percent specifically in the Arts.⁴

Chart 2-3 Performance indicators among secondary school students



1. EMIS-2008.
2. United Nations/World Bank, Joint Iraq Needs Assessment, 2003
3. EMIS.
4. MOE statistics with UNESCO analysis.

Chapter Two

Higher Education

According to the Joint Iraq Needs Assessment conducted in 2003, 84 percent of Iraq's higher education infrastructure was burnt, looted, or severely damaged following the invasion of Iraq,¹ destroying lab equipment and libraries. Furthermore, university buildings lack a sufficient electric supply, potable water, Information and Communication Technology (ICT) equipment, and administrative/inter-departmental computer systems. The rehabilitation of the Iraqi higher education system, already set back by almost two decades of under-investment and isolation, is also hampered by insufficient infrastructure and limited capacity in terms of planning, policy and management of higher education programmes.

Figures from 2003 show that about 300,000 students were enrolled in higher education institutions in 2001, with faculty numbering around 14,500. Higher education currently suffers from two major predicaments: a decade of under-investment, and severe damage resulting from the latest conflict and subsequent looting and arson. The rest of the decline in higher education can be attributed to the high level of political interference in the university curriculum, instruction, and management that drove experienced staff out in the 1980s and 1990s. Sanctions, which cut off access to modern technology, also severely damaged the higher education system. There is a strong demand for decentralization and increasing autonomy, leading to a need for extensive management training for both administrative and teaching staff. To date, higher education has been funded almost exclusively by the state, with very low user-fees only recently being introduced in the centre and south of Iraq.²

Technical and Vocational Education (TVE)

From the 1970s onwards, Iraq established a small but active network of technical and vocational education (TVE) schools offering educational programs in technical, commercial, agricultural, and domestic fields. From these areas, students could pursue specialization from over twenty courses, mostly in technical/industrial fields. Similarly to the rest of the education sector, TVE in Iraq also suffered when funds originally earmarked for it were diverted to other sectors, leading to degradation. TVE underwent a sharp decline of nearly 56 percent - from 147,942 students enrolled in 278 schools to only 65,750 students enrolled in 263 schools - in the approximate ten years between 1989/1990 and 2000/2001. Women made up less than 20 percent of enrolled students, with significant gender disparities across subject fields. Enrolment continued to decline in the governorates in the southern and central regions; these trends were reversed in the north, with an increase of 24 percent in 2001 compared to 1997. Enrolment in TVE was particularly affected by sanctions that stymied economic activities, drastically reduced employment opportunities, and limited access to modern teaching equipment, leading to the loss of qualified staff and to programs that did not satisfy market demands. Finally, TVE schools in the south and central regions experienced extensive damage during the latest conflict, 80 percent of which was attributed to looting and arson as reported by the MoE.³ Without improvements in the quality of and access to TVE services with well linked to the private sector, the Iraqi economy cannot progress.

BAGHDAD UNIVERSITY

During the 2006-2007 school year, it is reported that due to security conditions, only 50% of enrolled students attended classes regularly and hundreds of faculty members took unpaid leaves of absence.

During the academic year 2007-2008, regular attendance improved to approximately 80% and "many teachers" have returned.

1. United Nations University – International Leadership Institute
2. MOE statistics with UNESCO analysis.
3. United Nations/World Bank, Joint Iraq Needs Assessment, 2003

EDUCATION IN IRAQ

Non-Formal Educational (NFE) Programmes: Literacy and Life Skills

A comprehensive literacy campaign in the 1970s and 1980s helped reduce illiteracy to 20 percent by 1987. However, since then, most adult and non-formal education programmes have stopped, and today illiteracy is widespread with almost 30 percent of the rural population unable to read or write. In Iraq, an estimated five million people are illiterate; this includes 14 percent of school age children currently out-of-school as they have no access to suitable schooling or are obliged to contribute to household income. Overall, 22 percent of the adult population has never attended school, and only 9 percent of adults have completed secondary education. Significant gender disparities are also a matter of concern with illiteracy rates higher than 47 percent among women in some areas.¹

According to the Iraq Household Socio-Economic Survey, almost 23 percent of Iraqis are illiterate.² This study carried jointly by the World Bank and GOI's statistical unit further disaggregates data by gender and illustrates that over a quarter of the female population is illiterate. While males and females seem to have almost the same access to primary education, significant differences are marked as early

as Intermediate School with less than 11 percent of females having attended, whereas male attendance reached almost 15 percent. In Secondary School, the disparity is greater with about 10 percent of males compared to 6 percent of females having attended secondary schools. Rural areas are disproportionately affected, with only four percent of the overall population attending secondary schools³. (Chart 2-4 and Chart 2-5)

Chart 2-4 - Urban/ Rural Comparisons for Illiteracy*

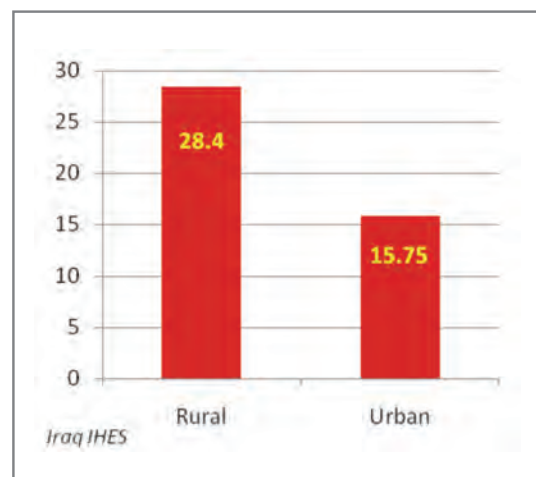
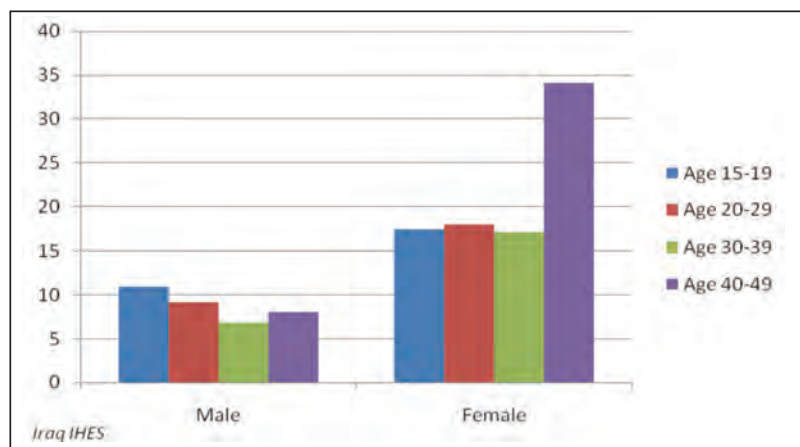


Chart 2-5 - Female/Male Comparisons for Illiteracy



* Data originally disaggregated by governorate center 14.4 percent, other urban 17.1 percent, and rural 28.4 percent. These figures averaged both urban figures for simplicity of the chart.

- IAU Map Center, Data source, WFP/VAM 2007, the following map shows some districts have illiteracy rates ranging from 47 to 65 percent. (http://www.iauiraq.org/maps/IAU_VAM2007_Educ_01.pdf)
- WB/COSIT, Iraq Household Socio-Economic Survey, 2007.
- WFP/ VAM, Comprehensive Food Security & Vulnerability Analysis, 2008, p. 29-30.

Chapter Two

2.1.2 Gaps and Emerging Needs in National Education

Building on the arguments and analyses presented in the previous sections, this section identifies the emerging challenges facing Iraq in achieving the MDGs¹ and EFA goals by 2015, as well as the 2014 benchmarks of the National Development Plan (NDP) and the International Compact with Iraq (ICI). Many of these needs are emerging from the changing political and security conditions currently unfolding in Iraq. While they constitute formidable challenges to Iraq's education, they also contain important opportunities for robust reform of the education sector to take hold. Below, these issues are listed according to their impact on (1) access to quality education and (2) good governance.

One of the most significant challenges to reconstruction will be the government's ability to

absorb and implement new mandates and resources. The GOI is currently undergoing discussions for reforms which would in the future devolve powers to the 18 governorates as stipulated in the 2005 Constitution. As the government moves towards institutional modernization, long term regional stability will depend on the successful delivery of essential services on a national scale.

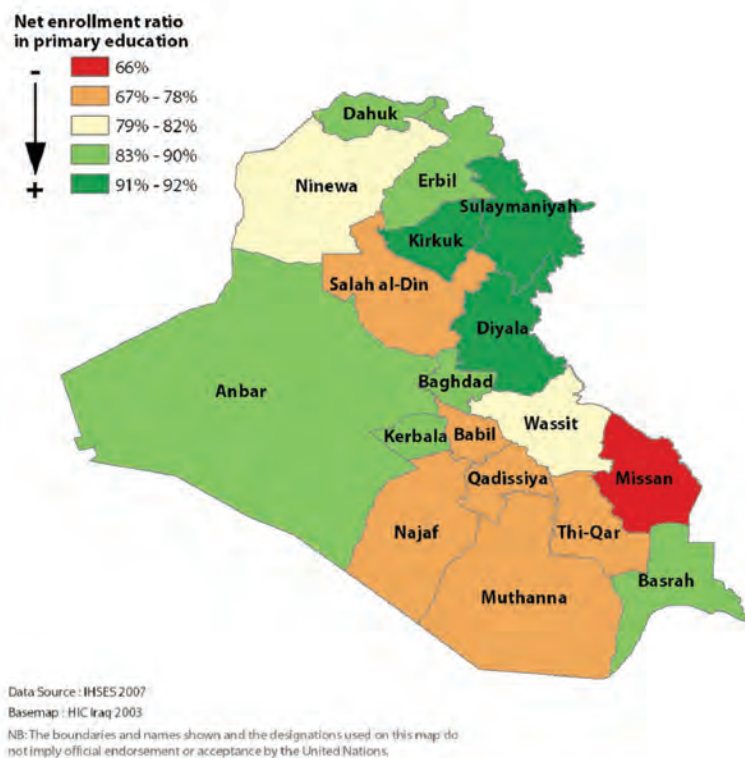
Conditions Affecting Access to Quality Education

The following are points of concern regarding access to quality education that have been highlighted as being of outmost importance to the Iraqi government.

- The continued shortage and poor physical state of a considerable number of schools and facilities. Many facilities are stretched beyond their intended

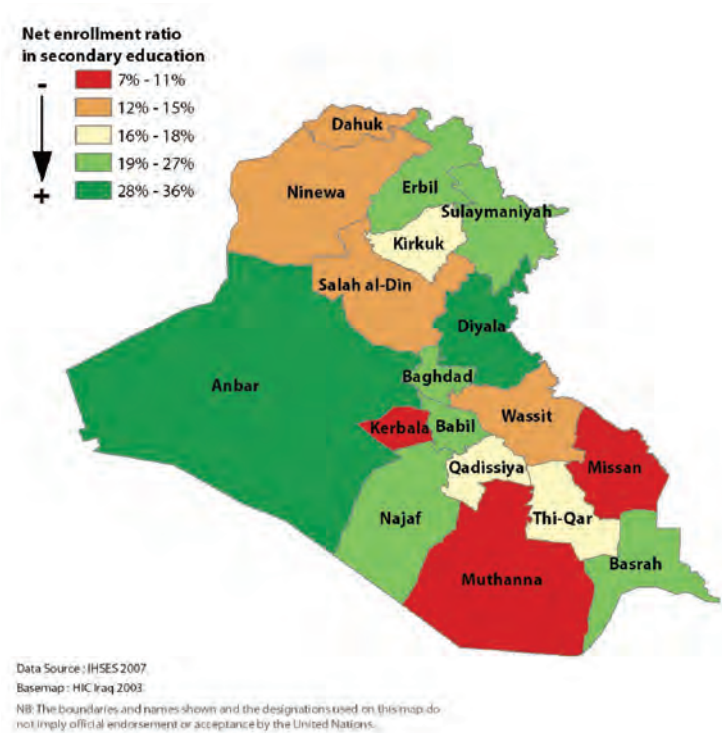
Education-Related MDG Maps

Figure 2-1 Net Enrolment Ratio in Primary Education



1. Please see the education-related MDG maps

Figure 2-2 Net Enrolment Ratio in Secondary Education



capacities. Many do not have clean water, sanitation or a reliable power supply, resulting in unhealthy, inadequate learning environments for many students and teachers. Many remain ill-equipped with furniture, laboratory and library equipment, textbooks and other essential amenities. Many are used in successive rotations, sometimes three times a day. A large number of schools are still made of mud.

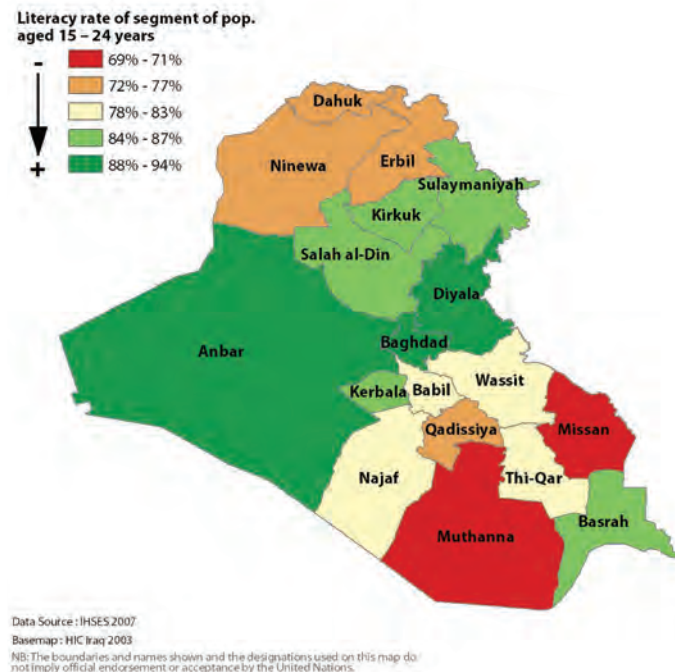
- Differences in enrolment and educational deprivation between regions (governorates) and rural and urban settings continue to persist. In the long term, this might increase emigration from rural areas to urban areas in an unsustainable manner.
- As the security situation in Iraq improves, the system will face an influx of returning refugees and a substantial displaced population needing access

to quality education. Measures that enable such vulnerable groups to access basic education must be taken, and adults must be assured access to non-formal and TVET services that support their assimilation to the workforce.

- Pre-school educational opportunities are lacking. Net enrolment into kindergarten is exceptionally low; only 0.06 percent of the age group has access to educational activities. Pre-school education plays an integral part in a child's social and academic development, easing his or her transition to primary school.
- Many curricula and teaching methods are outdated, and the capacity to develop appropriate curricula is still lacking.

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Figure 2-3 Literacy Rate of Segment of population aged 15-24 years



- Ensuring access to education for refugees living outside Iraq will require greater attention. Once refugees start returning to Iraq in large scale numbers, the impact of children and youth missing school will be felt on a wide societal scale. Young children can be targeted to reintegrate into the school system but older teenagers and young adults may have to make use of the technical and vocational education programmes to gain necessary skills for employment.
- The number of skilled educators is still inadequate to meet the basic education needs.
- There is a shortage of ICTs and other technologies and methods that would modernize the education system and create new educational opportunities for Iraqis, particularly in the most vulnerable communities.
- IDPs and refugees are particularly vulnerable to discrimination in conflict situations. Measures must be taken to enforce standards promoting safety in and out of the classroom and that protect the right to education. Building social, economic and intellectual bonds and awareness will be essential to curbing the violence and discrimination affecting education.
- Opportunities for skills-enhancement, training, international academic and cultural exchanges, research, networking and professor recruitment incentives are vital to the rehabilitation of higher education in Iraq.
- Continued progress towards building a robust TVET system is necessary to meeting the needs of economic expansion. Increased collaboration with the private sector will foster greater success.
- Keeping the fragile peace between sectarian groups will require support from the education sector through the implementation of awareness programmes and involvement with NGOs. The psycho-social needs of vulnerable groups must be addressed to reduce the effects of post traumatic stress caused by sectarian violence.

Conditions Affecting Good Education Governance

- The lack of consistency and the absence of reliable and valid data or statistics in education is a key challenge for the MOE. The coverage of the new Education Management Information System (EMIS) will have to be expanded to the regional level to provide more local data. This also necessitates improved capacity of MOE to adapt and analyse newer EMIS modules, and develop robust indicators for monitoring purposes.
- In conjunction with improved data coverage is the emerging need to reintegrate Iraq into the global Education for All (EFA) reporting network to provide essential benchmarking and monitoring. The GOI currently lacks the capacity to report on the progress of the EFA goals and efforts to update and produce a national EFA report since 2000 have been stymied.
- Beyond delivering the most pressing needs in education and addressing the backlog concerning the poor state of the education system lies the more systemic issue of comprehensive education reform. Steps toward implementing comprehensive reform of the system must be taken in parallel to the basic policy imperatives.
- As the GOI undertakes measures to strengthen governance after conflict, building an efficient education administration is a key task. Current efforts in decentralizing the Government must take into account the difficulties in communication and gaps in reporting between the MOE and governorate units. As the modalities of decentralization unfold, fiscal and administrative questions such as the roles of decentralized institutions will have an important impact on the efficiency of delivering education services.
- Private sector reforms will also be a core factor in the ability of the GOI to deliver education. A priority of the GOI, private sector involvement in education, as well as the linking of educational outputs (eg. skilled graduates, knowledge, technology) to private sector needs will require building sustainable partnerships with the private sector and sound policies to that effect.
- The GOI has not yet achieved its goal of increasing the education budget to 5 percent of GDP (International Compact with Iraq - ICI benchmark 4.4.1.3). Assistance from the UN and other partners will be essential to maintaining the pace in rehabilitating the education system.

2.2 The UNESCO Iraq Office

Established in Amman, Jordan in April 2004, the UNESCO Iraq Office's main responsibility is to support the needs and priorities of the Government of Iraq within UNESCO's main lines of competency. The strategies and actions of the Office are implemented in collaboration with the United Nations Country Team for Iraq (UNCT), also located in Amman, and in line with the integrated sector approach adopted by the United Nations to assist in the rehabilitation and reconstruction of Iraq.¹ In the Education sector, UNESCO has targeted the building and strengthening of primary, secondary, higher, technical and non-formal education, both through the provision of immediate emergency assistance and through sustainable capacity-building with line-ministry partners. In the Natural Science field, UNESCO has increased the capacities of water institutions in Iraq to enhance their management for the rehabilitation

and reconstruction of the water planning sector as well as restoring selected Karez systems in the KRG area. In Culture, UNESCO-Iraq has strengthened national capacities for the implementation of international conventions for heritage protection, conducted damage assessment in Babylon as well as assisting with the rehabilitation of the Al-Askari Shrine in Samarra and the Erbil Citadel. With regards to Communication and Information, UNESCO has worked in the areas covering Media and Elections, Promotion of Freedom of Expression and Human Rights, and Constitutional Development. In fulfilling the above responsibilities, the Office engages in regular consultations with the Iraqi authorities, the United Nations Assistance Mission for Iraq (UNAMI), NGOs and bilateral organizations and other Member States with a view to mobilizing partnerships and funds for projects and activities.

1. The current UNCT framework is the UN Assistance Strategy for Iraq 2008-2010.

EDUCATION IN IRAQ

The Office is in charge of managing and implementing projects having a cumulative value of over US \$148 million (2003-2010). While the majority of UNESCO staff is currently based in Amman due to the current restrictions imposed on all UN agencies, staff are constantly on short missions in and out of Iraq. They regularly visit their counterparts and undertake follow up visits to the project sites all over Iraq. A Programme Coordinator has been posted in Baghdad to coordinate with UNAMI, other UN agencies, implementing partners, donors and government counterparts based in Baghdad. In terms of national staff, UNESCO has a dedicated team to monitor and facilitate ongoing projects. The Iraq office in Amman provides continuous guidance and backstopping to the UNESCO staff operating inside Iraq.

The way the Office funds its activities will also be shifting. The main funding mechanism of UNESCO's projects in Iraq—the United Nations Development Group (UNDG) Iraq Trust Fund—is expected to close by 2011, and the capacity of the GOI to fund projects directly is increasing. Therefore, the Office will pursue a more bilateral approach to funding and implementing its projects in Iraq. Please refer to Chapter 4 for more details.

Iraq's post-humanitarian needs will require UNESCO's leadership, particularly in the field of education, to help ensure that recent gains in development and security are not lost. UNESCO's special competencies in providing technical advice, standards setting, capacity-building, and networking as well as its expertise in incorporating socio-cultural and ethical dimensions of sustainable development will be further utilized to support Iraq's educational needs in the years ahead.

2.2.1 UNESCO's Support to Iraq's Educational Development, 2003-2009

Despite the inevitable constraints posed by the volatile security situation in Iraq since 2003, education has remained a main area of UNESCO's assistance to the country. Through the UNESCO Iraq Office in Amman, a core group of international and national staff has successfully carried out activities in support of rebuilding education in Iraq with positive effects. During this period, UNESCO aligned its activities with

national education priorities, and provided direct support and advice to all levels, including ministry (MOE and MOHESR), governorate and directorate levels, as well as on-the-ground at the school level. Most activities have been implemented through the Education Sector of the inter-agency United Nations Assistance Mission for Iraq (UNAMI) framework, for which UNESCO is the deputy lead agency.

Initially, activities focused on addressing the most pressing needs of the GOI and the gradual phasing out of the Oil-for-Food Programme, with a view to ensuring that the education system would not face any disruptions associated with this process, particularly regarding the achievement of the EFA goals. By the end of 2003, the Organization's support in education covered a broad range of activities, from policy guidance and capacity-building on the rehabilitation and modernization of the education system, to concrete rehabilitation interventions in specific fields. UNESCO's role in providing assistance to the overall reform of the education system and specifically secondary, higher and non-formal levels of education was further consolidated, ensuring synergy with other agencies within the Education Sector, notably UNICEF, whose main focus is on pre-primary, primary and intermediate levels, and education of out-of-school children.

Throughout 2005, emphasis was put on the implementation of a broad portfolio of operational activities while continuing efforts to rehabilitate and modernize the education system by strengthening Iraqi institutional and human capacities. Key areas included improving Iraqi women and youth's access to secondary, technical, vocational and higher education, as well as providing learning opportunities to adult illiterates.

As the security situation deteriorated in 2006, signs of the toll on education in Iraq became more evident.¹ Funding for UN assistance projects was intensified, particularly through the United Nations Development Group (UNDG) Iraq Trust Fund. By end 2007, the Organization was striving to achieve better access to quality education and learning for vulnerable students, especially refugees and internally displaced persons (IDPs). Extra-budgetary projects in the period spanning 2003-2009 totalled just over US \$57 million, while projects from core funding in that period totalled US \$934,349 (See Annexes).

1. According to the figures presented by the Association of University Lecturers in Iraq during the Madrid International Conference on 23 and 24 April 2006, the number of reported attacks against Iraqi academics and doctors amounts to 307 cases from April 2003 to April 2006, 74 percent of them were fatal.

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UNESCO'S MAIN ACHIEVEMENTS

REINFORCING NATIONAL EDUCATIONAL PLANNING, MANAGEMENT AND EVALUATION

In the aftermath of the 2003 invasion, assistance for strengthening institutional and human capacity of the education system began with a project funded by Japanese Fund-in-Trust that provided direct emergency assistance to the MOE. Basic communication equipment, video-conferencing facilities, ICT training for key ministry staff and a comprehensive website were procured and installed by late 2004.

In 2004, UNESCO conducted a comprehensive needs assessment of Iraq's education system with the financial support of the Japanese Government. The status and the needs were identified for secondary and higher education, secondary vocational education, teacher training institutes and capacity building for educational policy formulation, planning and management.

In 2008, UNESCO, UNICEF and the World Bank took up the initiative with Iraqi counterparts to develop the National Education Strategy (NES). The NES is necessary so that Iraqis have a clear strategy when formulating and endorsing projects for implementation in Iraq. UNESCO and its international partners have already commenced the development of institutional capacities so that the

GOI can write their own strategy. A comprehensive capacity-building programme was designed in cooperation and partnership with the International Institute for Educational Planning (IIEP), a UNESCO organization based in Paris. Please see bullets below covering the initiatives and activities which have been ongoing since 2003.

The GOI called on the international community to help achieve an effective and efficient coordination, planning and service management by end 2008¹. As the MOE did not have any official data since 2003, UNESCO responded by implementing a project with UNICEF to establish an Education Management Information System (EMIS) made possible with the generous support of the European Union and Japan.

EMIS's data output is a very significant achievement in Iraq's education planning as it is the first time in the country's history that data has been gathered, entered into an information system and analyzed at the governorate level. The establishment of the EMIS is an important development within the overall efforts of the government to decentralize.

In addition to providing emergency assistance and establishing the EMIS, the Organization is implementing a project, in partnership with UNESCWA, that aims at developing the literacy and skills of MOE staff, teachers and students in the use of Information and Communication Technologies (ICT).

UNESCO conducted a series of workshops, some of which were:

- In December 2008, Amman, to present the outlines of the strategy process and document and to agree on the mission and vision. Representatives from MOE and MOHESR and other high level government officials from the Iraqi Parliament and Prime Minister's Office attended.
- In June 2009, Amman, aimed at providing training on Educational Policy and Planning Cycle, Education Indicators, and Strategic Planning Concepts and Processes in a workshop entitled "Analytical Framework of Education Sector Diagnosis." Technical staff from MOE, MOHESR, FTE, MOLSA, MOPDC, MOF and MOST.
- In October 2009, two workshops were held back-to-back: the first was on "Policy Formulation and Sector Planning based on Education Sector Diagnosis," targeted at the aforementioned technical staff. The second workshop, entitled "Simulation Model" targeted statisticians from the central and governorates levels.

1. Benchmark 4.4.1.3 of the International Compact with Iraq is to achieve by end 2008 "effective and efficient coordination between governance units progressively enabled; planning and service management provided through (i) ensuring division of roles and responsibilities between the different levels of administration/government clarified; (ii) National/sub-national/regional coordination strengthened; (iii) capacities build at all levels in the planning, organization and management of the educational system, embracing broad and active participation, partnership and dialogue in decision-making."

With regards to the previously discussed EMIS project,

- EMIS would establish basic infrastructure for data entry, data analyses and preparation of statistical reports for the Ministry of Education, 23 Directorates of Education in 18 governorates
- The completion of 2007-2008 statistical and analytical reports
- US \$750,000 worth of ICT equipment

TEXTBOOKS FOR BASIC EDUCATION

As part of the ongoing reconstruction efforts, UNESCO has implemented the Textbooks Quality Improvement Programme that has aimed to provide immediate textbook assistance and strengthen in-country capacities for textbook development and delivery.

USAID 2003-2005 US \$ 10 million

EU 2005-2006 US \$ 6.66 million

The textbooks programme had two phases:

- Printed 18 million primary and secondary textbooks for mathematics and science in Arabic that were distributed to 14,000 schools
- 11 million school children throughout Iraq have thus benefitted
- More than 80 percent of the textbooks were printed in-country, generating local income and economic activity.

Key Achievements include:

- A Pre-Press Centre set up in Baghdad
- A Textbooks/CDs Library established and equipped
- Assisted the MOE in formulating a National Textbooks Printing and Distribution Policy.

REBUILDING SECONDARY EDUCATION AND TEACHER TRAINING

Iraq requires great effort and focus to rebuild its secondary education, as it has one of the highest drop-out rates from secondary education in the region. Since 2006, UNESCO has aimed at helping the MOHESR and MOE to create a critical mass of highly qualified teacher trainers and improving the quality of secondary education through teacher trainings. Most of the associated projects were made possible by the European Union.

Key Achievements in Secondary Education:

The In-Service Training of Secondary School Teachers of Science, Mathematics and English Language

Donor: Japan, US \$2.35 million

MOHESR and MOE officials received capacity building to formulate the National Teacher Education Strategy and a national steering committee was appointed.

- The Institute of Educational Training and Development in Baghdad and 18 teacher training institutes in other governorates were fully equipped with:
 - Film, projection and editing material for classroom observation for teacher training.
 - 62 master teacher trainers were trained in the development of instructional materials and methods; these trainers subsequently trained another 83 mentors.
 - Teachers' modern pedagogical methods were enhanced and ICT literacy skills improved.

Strengthening Secondary Education

Donor: EU, US \$4.72 million

- Rehabilitated 165 science laboratories in 165 secondary schools
- Refurbished 55 libraries in 55 secondary schools
- Science teachers were given low-cost science equipment, laboratory skills and training

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- Science experiment manuals and library supervision were provided to schools
- Trained teachers, laboratory technicians, librarians and MOE officials on the use of these provisions.

Training of Trainers in Teacher Education for Sustained Quality Education

Donor: EU, US \$2.33 million

- 308 lecturers participated in capacity-building activities in Iraq, including upgrading subject materials, English language, computer skills, new teaching methodologies and fellowships.
- Established a Teacher Training Network for Iraq (TTNI).
- Signed a Memorandum of Understanding by Iraqi universities and selected international higher education institutions to strengthen training activities and networking among Iraqi and international universities.
- Conducted a Multiplier Effect Training for 100 lecturers/trainers of the universities of Basra, Salahaddin, Baghdad, and Al-Anbar, covering 10 subjects.

REHABILITATING HIGHER EDUCATION

UNESCO's support to the GOI for rehabilitating higher education was greatly enhanced by the establishment in October 2003 of an international fund, financed by a generous US \$15 million contribution from the Qatar Foundation. As attacks on academics increased since 2005, UNESCO has stepped up its efforts to raise awareness with the Iraqi authorities on this trend. Efforts were pursued to create an international network of solidarity between Iraqi and foreign universities, as closer ties between universities would offer opportunities for Iraqi academics at threat to temporarily leave the country. As such, fruitful linkages between Iraqi universities and international universities have been developed through the TTNI.

At the request of the GOI, UNESCO convened a roundtable in February 2005 to discuss priority actions for revitalizing higher education in Iraq, such as institution modernization, curriculum reform,

research and teacher education. Based on this initiative, UNESCO's assistance to Iraq's higher education sector has shifted from the physical rehabilitation of institutions towards the facilitation of global academic cooperation and networking.

1. Key Achievements in Higher Education with funding from the Qatar Foundation US \$15 million:

- Provided laboratory equipment, library reference materials and student textbooks to universities.
- 300 short-term fellowships have been granted to university professors and students, 157 of which have completed their programme and are back in Iraq with new knowledge and skills.
- 32 Iraqi university lecturers had participated in training workshops at foreign institutions; 78 university professors from the Colleges of Science and Education were provided with professional training at international universities

2. Iraqi Virtual Campus made possible by support from the European Union, US \$150,000

- Established an Iraqi Virtual Campus to provide online and distance learning opportunities to Iraqis
- Established 3 Avicenna Centers in the Iraqi universities of Basra, Salahaddin and Baghdad established

REVITALIZING THE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) SYSTEM

As part of the efforts to help Iraq respond to the needs of the emerging labour market and encourage employment, UNESCO, through the UNDG Iraq Trust Fund, has been engaged in revitalizing technical and vocational education and training (TVET) in the country.

Related to these activities in the area of TVET, UNESCO and seven other UN agencies launched the Local Area Development Programme (LADP) in May 2007, which aims to help improve living conditions and contribute to sustainable poverty reduction in the Governorates of Sulaymaniyah, Babylon, Basra,

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Thi Qar and Missan. UNESCO's key activities in the programme involve improving the infrastructure and equipment in three vocational centres, developing training materials for the centres, and upgrading the infrastructure in six secondary schools. TVET projects aim to rehabilitate and modernize

Iraq's TVET system so that it prepares young people effectively for wage and self-employment in the industrial, construction and service sectors. Actions in this area have been rolled out over three phases and, since 2004, have produced the following important achievements:

Key Achievements in revitalizing the TVET sector:

Phase I:

donor: Japan, US \$ 2.76 million

- Equipped 11 TVET institutions with the most up-to-date vocational training equipment
- Trained MOE staff on installation and networking of the equipment

Phase II

donor: EU, US \$ 3 million

- Procured workshop and IT equipment for 37 schools in 13 governorates and provided manuals and training
- Established a TVET Staff Development Unit at the Ministry of Education

Improving Quality & Relevance of TVET

donor: Germany, US \$ 5.3 million

- Established Contract Training Centres in three technical colleges in Baghdad, Mosul and Basra
- Developed a Governance Model for the TVET sector in Iraq
- Produced an Apprenticeship Guide and textbooks for the textiles, carpentry and printing disciplines
- Delivered workshop and lab equipment to the MoE, FTE and MoLSA with a value of over \$2 million in total

LADP Project

donor: EU, US \$ 3.23 million

- Held five capacity-building workshops in Amman, training 107 managers, teachers and trainers in total
- Delivered generators, workshop and lab equipment for three Vocational Training Centres
- Delivered lab equipment and furniture for eight schools in Sulaymaniyah, Hilla and Missan

NON-FORMAL EDUCATION (NFE): IMPROVING LITERACY AND DEVELOPING LIFE SKILLS

To support the MOE to provide non-formal education, literacy and life skills interventions for adults, particularly women and youth who are in urgent need, UNESCO implemented the Literacy and Life Skills (LLD) project which provided the basis for strengthening national, governorate and local levels in this area.

An approved multi-agency project funded by the European Union, entitled *Developing the Capacity of the Iraqi Education Sector for Meeting EFA goals*, has

allocated US \$1.7 million to UNESCO to support the MOE at central and district level to improve planning capacity. Within the project UNESCO is enhancing the EMIS and providing extensive capacity building for the development of the first *National Education Strategy of Iraq*. In addition to these activities the project is promoting literacy and Non-Formal Education including the launch of an advocacy and awareness campaign and the promotion of literacy, girls' education, and non-formal education.

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Key Achievements in Non-Formal Education:

Primary Donor: Japan, US \$ 1.64 million (2004-2007)

- Established, furnished and equipped a National Literacy Resource Centre (NLRC) in Baghdad and four Community Learning Centres (CLC) in Baghdad, Al-Muthanna and Dyala.
- Formulated a National NFE Policy paper for Iraq which was submitted to the government for approval.
- Obtained completion of Primary Education Certificates for 1,800 illiterate and semi-literate individuals after taking peace education and literacy classes in the Southern Marshlands in partnership with the AMAR International Charitable Foundation.
- Established a Youth Centre in Basra providing children with literacy and skill-development classes.

Key Achievements in Literacy:

Donor: EU, US \$ 1.72 million (2008-2010)

- Completed a needs assessment survey in the field of literacy at national level.
- Conducted a critical review of new literacy textbooks; revised and developed Arabic Language, Mathematics and General Culture textbooks.
- Assisted the Government of Iraq in finalizing a national literacy action plan within the framework of the Literacy Initiative for Iraq.
- Three new community learning centres in the governorate of Salahaddin, Thi-Qar and Sulaymaniyah established.

The deteriorating security conditions in 2006 and 2007 led to a noticeable decline in enrolment and attendance rates of students, and to the closure of some schools. To help the GOI address this trend, UNESCO launched the Distance Learning Project in July 2007, which is providing learning opportunities

to primary- and secondary-level students all over Iraq through the provision of distance learning mechanisms such as television programs based on formal Iraqi school curricula. A separate project used the internet to establish a website with school books. Please refer to the box below.

Key Achievements: ED TV

Donor: EU, US \$ 5.6 million (2008-2010)

Launched the Educational TV Iraqi Edu Channel (broadcasting 24 hours) in 2008.

- Provides quality education to Iraqi students inside and outside Iraq including refugees, IDPs, girls and students with special needs.
- Builds the capacity of teachers and educational specialists and allow easy and continuous access to developed curricula.

Established and equipped the focal TV satellite, library and transmission unit at the MOE for broadcasting the educational TV programs.

- Built MOE capacities to manage the TV station and educational experts trained to prepare and present educational TV programmes.
- Produced 700 TV educational episodes covering the school curricula of levels 6, 9 and 12.
- Produced 25 TV animated spots to promote the concepts of human rights, peace, gender equality and noble social values.

SPECIAL CONFERENCES & EVENTS

In the objectives of developing national and international awareness on the status of education in Iraq, and to give the opportunities to the Iraqi education experts to exchange experiences and to develop their professional networks, UNESCO organized a series of thematic conferences.

Round table on the Revitalization of Higher Education, February 2005

The Round Table on the Revitalization of Higher Education in Iraq was held at UNESCO Headquarters in Paris. The main objective of the round table was to offer Iraqi academics and representatives from the MOHESR the opportunity to dialogue with the international community and to advocate support from the global community to help cope with some of the most urgent needs of higher education in Iraq. The main recommendation of the Round Table was to launch the International University Network for Iraq (IUNI) aiming at transferring and sharing knowledge, as well as consolidating research and training programs for the benefit of Iraqi academics and higher education institutions.

Towards a New Education System for Rebuilding the Iraqi Society: From Vision to Practice, December 2005

UNESCO organized an international conference at its Paris Headquarters using its regular funding. The debates focused on reforming the education system and adapting it to the needs of a society rebuilding itself. The conference resulted in signing a memorandum of understanding with AMAR International Charitable Foundation to deliver peace education and schools to needy people in Iraq over a three-year period.

Re-alignment of TVET in Iraq with Employment Requirements, July 2006

UNESCO, in collaboration with UN-HABITAT and the German Government, organized a forum in Cairo to analyze the current TVET situation and to develop a vision for future action. A broad and high-level representation of Iraqi TVET providers and business leaders reflected the importance attributed to developing the TVET system. Based

on the recommendations, a comprehensive TVET project was developed by UNESCO, funded by the German Government and implemented by UNESCO, ILO and UN-HABITAT.

Stop jeopardizing the future of Iraq Conference, November 2008

A three-day international conference took place in Paris, gathering 200 participants, including 80 Iraqi government officials, NGOs and civil society representatives, in addition to donors, international organizations, media personnel and UN agency representatives, to raise awareness on the right to education in crisis-affected countries, and more specifically in Iraq. It resulted in the adoption of a final declaration and a set of recommendations for future actions in five fields, including higher education and the support of Iraqi academics. Based on the recommendations, eight projects have been developed and endorsed by the Iraqi authorities. Four of them have been funded by the Office of Her Highness Sheikha Moza. Please see Annex 5 to read the twenty-one recommendations.

Chapter Two

REGULAR PROGRAMMES

UNESCO receives core funding through Headquarters from the different sectors' budgets, which are approved every two years by the General Conference. UNESCO's Core Programme and Budget translate the policy directions and focus provided by the Medium-Term Strategy into concrete thematic and policy-style approaches for the five Programme

Sectors of UNESCO, which include Education. Core funds are used as either seed money for projects or as part of co-funding mechanisms providing vital support to programmes with extra-budgetary funds, such as financing a conference, forum or other key events. The total budget core funding for the period from 2004 to 2009 was US \$ 934,349.

Key Achievements for 2004-2005

- A workshop on curriculum review and development was organized for five officials from the Central Ministry of Education at the International Bureau of Education (IBE) in Geneva.
- A Needs Assessment Survey on Literacy and NFE status in Iraq was organized in collaboration with both the Ministries of Education and Planning, and international NGO's as our partners.

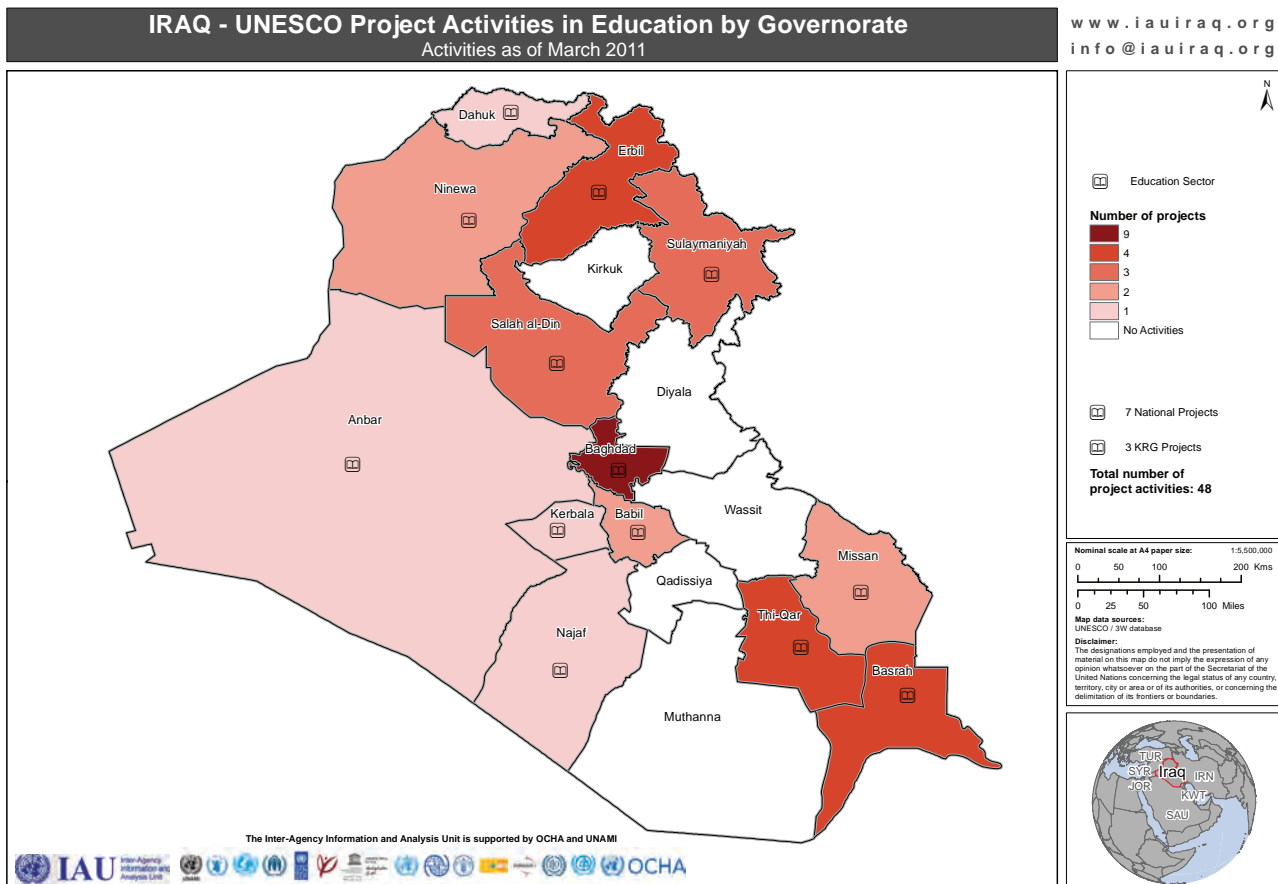
Key Achievements for 2006-2007

- The Textbooks On-Line website was established in 2007, and contains electronic versions of all Iraqi school textbooks. While accessible to all, this is of special benefit to the out-of-school population, IDPs and refugees, as well as to teachers and NGOs.
- Support was given to severely injured Iraqi refugees in Jordanian Hospitals through distribution of over 100 textbooks, clothes, meals and toys, in addition to organizing a trip to the National Museum.
- Celebrations of International Literacy Day were conducted by the Ministry of Education in Iraq in cooperation with UNESCO.

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Key Achievements for 2008-2009

- A workshop on the National Education Strategy was organized, in collaboration with the World Bank and UNICEF in February 2008. It gathered MOE and MOHESR officials with international partners and UN agencies to identify the vision and mission of the strategy and to identify capacity building needs in the education sector.
- Seven Iraqi MOE officials attended a training workshop in Rabat in October 2008 on the Planning and Management of NFE and Literacy Programmes in the Arab States that are concerned with Literacy Initiative for Empowerment (LIFE).
- A forum on strengthening the Role of NGOs in EFA was organized in Cairo. Two Iraqi NGOs attended the forum.
- UNESCO and the MOEs conducted celebrations of the EFA Global Action Week in April 2009 by holding a competition for short stories written by beneficiaries of literacy and adult education programmes. Financial prizes were awarded to the top three winners.



CHAPTER

3

PRIORITIES AND DEVELOPMENT FRAMEWORKS FOR EDUCATION

The first section maps national priorities with those interventions undertaken by Iraq's cooperating partners to address the major issues and challenges in Iraq's educational development. The UNESS itself is aligned with national priorities taken from the Government of Iraq's *National Development Plan 2010-2014 (NDP)* as well as the *International Compact with Iraq (ICI)* to improve synergies of UNESCO's activities with those of other development partners. The second section looks at the priority areas identified by the United Nations Development Assistance Framework (UNDAF) 2011-2014. UNESCO's interventions in the field of education will directly contribute to three of the five UNDAF priority areas.

3.1 THE ICI, THE MDGs AND THE IRAQI NATIONAL DEVELOPMENT PLAN (2010 – 2014)

“What Iraq expects from the international community is its assistance in building and reconstruction efforts, sharing experiences, providing training and also helping in the rehabilitation of various sectors which have suffered from wide neglect.”

Nouri Kamil Al Maliki, Iraqi Prime Minister, April 2008¹

These key documents explain Iraqi priorities and strategic planning to implement them in Iraq. Successful implementation of these plans will not only modernize Iraq but also stabilize the country. These documents mention education as an important area to invest not only in budgetary sources, but in building capacities in the line ministries and in strategic planning.

The International Compact with Iraq (ICI)

On 3 May 2007, following the first iteration of the National Development Strategy (2005-2007), the Government of Iraq launched a new partnership with the international community- the International Compact with Iraq (ICI)¹. The ICI establishes

a framework of mutual commitments to be undertaken by the GOI and the international community over a five-year period. Its purpose is to support the political process in Iraq needed to create stability, improve conditions for equitable and sustainable development, while supporting the strengthening of democracy and respect for human rights in Iraq. The ICI, led by the GOI and co-chaired by the UN, is reviewed periodically to assess progress towards reaching its objectives which are labelled as benchmarks. UN actions supporting the implementation of the ICI are coordinated through the United Nations Assistance Strategy (see Table 3-1).

The ICI addresses **education** needs under the framework theme ‘Human Development and Human Security’.

Actions in education are guided by four overall goals:

- **Full primary completion by 2015**
- **Achieve gender parity at all levels of education by 2015**
- **Improve adult literacy by 50% by 2015**
- **Increase education budget to at least 5% of GDP by 2010**

1. Message given at the occasion of the ICI Annual Review 2007-2008, in Stockholm, Sweden. The Annual Review for this period can be found at: [www.iraqcompact.org/annualreview/ICI Annual Review 2007-8.pdf](http://www.iraqcompact.org/annualreview/ICI%20Annual%20Review%202007-8.pdf)

2. See Annex 2: The ICI Resolution

PRIORITIES AND DEVELOPMENT FRAMEWORKS FOR EDUCATION

Table 3-1 - Progress Made towards Achieving Education and Other Related ICI Benchmarks in May 2007-April 2008
Source: ICI Annual Review, May 2007-April 2008, Annexes Showing Progress Against Benchmarks

Benchmark and Indicative Actions	Status	Achievements	Comments
Education 1. ACHIEVE UNIVERSAL ACCESS TO BASIC EDUCATION			
By 2007, improved planning and higher proportion of direct funding for: construction of new schools; rehabilitation and maintenance of existing schools; and upgraded equipment for good quality education programmes (Priority Action)	In progress	770 schools built across all Governorates less KRG. A significant growth in school building and rehabilitation is planned for 2008-2013. A programme of re-equipping school laboratories, workshops and libraries is at hand.	
By 2007, expand child allowance conditional upon school attendance for primary school students from low income families included in the Social Safety Net programme	Achieved	For 2008, the MOE is distributing money for children who are covered by the SSN, provided that they attend school	
By 2008, mobilize community funds to improve infrastructure and provide transportation to ease access to schools in remote areas (Priority Action)	Not yet addressed		
By 2008, expand feeding programmes in schools for primary education students (Priority Action)	Not yet addressed		
By end 2008, effective and efficient coordination between governance units progressively enabled, planning and service management provided through ensuring: Division of roles and responsibilities between the different levels of administration/government clarified; National/sub-national/regional coordination strengthened; Good-governance and institutional autonomy promoted; Capacities built at all levels in the planning, organization and management of the educational system embracing broad and active participation, partnerships and dialogue in decision making.	Not yet addressed		This indicative action is too broad to report on and needs to be revisited.
By 2010, increase education budget to a minimum 5 percent of GDP (while capping current share for payroll)	Not Achieved		According to the Iraq Development Report, Education has not even reached 4 percent.

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2. CARRY OUT SPECIFIC ACTIVITIES TO PROMOTE ADULT LITERACY AND SKILLS TRAINING, EARLY CHILDHOOD DEVELOPMENT AND LIFE SKILLS TRAINING			
By 2007, expand formal and non-formal education partners and opportunities, skills (re)training that would link to employee opportunities, etc.	In progress	Some progress, with improvement to vocational training schools.	
By 2007, establish Department of Non-Formal Education	Achieved	Department has been established. It promotes evening classes and licenses private colleges, other private schools, kindergartens and similar establishments.	
By 2007, start execution of development strategy for building capacity of teacher's skills (Priority Action)	In progress	Execution started with updating courses 161 which have trained 5,257 participants.	MoHE has submitted a bid for funding support for its development plan to the ISRB.
By 2007, conduct programmes to raise standard of higher education by adopting state-of-the-art, demand-oriented curricula, objective examination procedures and merit-based career paths	In progress	Action plans to improve HE have been developed but there has been a low level of progress to date in implementing them.	
By 2007, provide adequate security to university campuses, academics and students	Achieved	Security on campus has improved since 2006 and early 2007, although campuses are not fully secure. Academics and other university staff remain the targets of certain groups.	
By 2007, develop programmes for further education and placement for academics displaced by violence	No data	This was part of the Ministry's plan for 2007	
By 2009, policy framework developed that looks at education holistically (i.e., the learning continuum rather than the compartmentalization of the process), ensuring continuity, relevance of curriculum, and quality, and the administrative, legislative and financial institutions to support the process (Priority Action)	Not yet addressed		This indicative action is too broad to report on and needs to be revisited.
By 2010, implement a mechanism that monitors ratification of and compliance with international standards and conventions (e.g. Beijing Platform and its iterations, the MDGs, EFA, the UN Decade for Literacy, and Early Childhood Development)	Not yet addressed		
By 2008, by leveraging international support, boost academic exchange and the use of new media to re-integrate Iraq into the international academic community (Priority Action)	In progress	UNESCO has placed almost 200 professors in academic exchanges. Also due to the lengthy process, UNESCO has also commenced electronic teaching.	
Employment			
UNDERTAKE SPECIFIC MEASURES TO PROMOTE CONTINUOUS EDUCATION FOR COMPETITIVE AND EQUAL OPPORTUNITIES IN THE LABOUR MARKET			
By 2009, expand a reformed vocational training and continuous education system linking supply of skilled workers to private sector demand.	In progress	Level of vocational training has expanded and vocational training centres are being built or refurbished.	

PRIORITIES AND DEVELOPMENT FRAMEWORKS FOR EDUCATION

Iraq and the Education-Related Millennium Development Goals (MDGs)

“In the spirit of achieving the MDGs, the UNCT will support the Government of Iraq to enable more children and youth to access and complete quality basic education, vocational, higher and non-formal education.”¹ As Table 3-2 shows, Iraq remains off-track from achieving the education related MDGs, Goal 2: Achieve Universal Primary Education and Goal 3: Promote Gender Equality and Empower Women. According to the indicators used, the biggest hindrances Iraq is facing for Goal ² are in increasing net enrolment ratios in intermediate and secondary education and in improving the literacy rate of the population between 15-24 years of age. With respect to Goal 3, Iraq is faring even more poorly, especially in the enrolment ratios of females to males in secondary and higher education, as well as the share of women in wage employment in the non-agricultural sector.


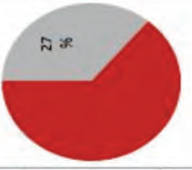





As UNESCO’s mandate for Education includes contributing to the achievement of the MDGs, its projects address these challenges directly. UNESCO is contributing to increasing net enrolment by enhancing institutional capacity and infrastructure

to support the delivery of education services. This is being done through the refurbishment of libraries and laboratories to improve the conditions of Iraqi schools; it is also achieved through the enhancement of the quality of education through curriculum reform and UNESCO’s focus on updating teacher training methods. The improvement of literacy rates among youth is also one of the main issues UNESCO is targeting in its projects.

As for the promotion of gender equality and the empowerment of women, UNESCO is dedicated to increasing the participation of girls and women both in schools and in the labour force through gender mainstreaming strategies in projects. Through UNESCO’s work in curriculum reform and in teacher training as well as the promotion of civic values for adolescents, the core principles of gender equality and women’s empowerment are being better integrated and given more emphasis in the education system, thus helping reduce the social barriers facing females in attending schools and in entering the labour force.

1. UN Country Team - Iraq, Partnering for Development 2011-2014: An Overview of the United Nations Development Assistance Framework Iraq (UNDAF)

Table 3-2 Iraq Millennium Development Goals relevant to Education

Indicator	IRAQ MILLENNIUM DEVELOPMENT GOALS										2015 Target Achievement					
	Baseline Total	Year	Source	Current,				Year	Source	National Target 2015	Total GAP ₂	Target Achieved [%] ₃	Status ₄	Average Goal Target Achieved [%]		
				Total	Urban	Rural	Male								Female	
 2 ACHIEVE UNIVERSAL PRIMARY EDUCATION	Net enrollment ratio in intermediate education (%)	-	1990	-	36.7	43.5	22.8	40.1	33.3	2007	IHSES	100.0	63.3	37%	X	 27%
	Net enrollment ratio in secondary education (%)	-	1990	-	21.2	25.5	10.9	22.5	19.9	2007	IHSES	100.0	78.8	21%	X	
 3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN	Proportion of pupils starting grade 1 who reach 5th grade (%)	75.6	1990	MDGR 2007 COSIT	95.2	95.0	95.5	96.2	94.0	2006	MICS -3	100.0	4.8	80%	✓	
	Literacy rate of the segment of the population aged between 15 - 24 years (%)	78.6	1990	MDGR 2007 COSIT	83.9	88.3	73.3	87.7	80.4	2007	IHSES	100.0	16.1	25%	X	
 3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN	Female to male literacy rate of the segment of the population aged between 15 - 24 years (%)	75.6	1990	MDGR 2007 COSIT	91.4	96.2	78.2	-	-	2007	IHSES	100.0	8.6	65%	!	
	Enrollment ratio of females to males in primary education (%)	79.5	1990	Directorate of social and Educational Statistics	94.2	99.2	84.2	-	-	2007	IHSES	100.0	5.8	72%	!	
 3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN	Enrollment ratio of females to males in Secondary education (%)	64.1	1990	Directorate of social and Educational Statistics	76.9	97.3	49.7	-	-	2007	IHSES	100.0	23.1	36%	X	
	Enrollment ratio of females to males in University education (%)	50.9	1990	Directorate of social and Educational Statistics	86.6	92.1	50.9	-	-	2007	IHSES	100.0	13.4	73%	!	
 3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN	Enrollment ratio of females to males in Higher education (%)	25.3	1990	Directorate of social and Educational Statistics	61.6	-	-	-	-	2007	IHSES	100.0	38.4	49%	X	
	Share of women in wage employment in the non-agricultural sector (%)	10.6	1990	Employment & Unemployment Survey	7.4	9.8	2.3	-	-	2008	COSIT Labour Force Survey (3rd)	50.0	42.6	-8%	X	
 3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN	Proportion of seats held by women in national parliament (%)	13.2	1990	Documentary Records	27.3	-	-	-	-	2006	MDGR 2007 COSIT	50.0	22.7	38%	X	

Source: Iraq Inter-Agency Information and Analysis Unit (IAU)

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The Iraqi National Development Plan 2010-2014 (NDP)

The Government of Iraq's National Development Plan sets out to tackle the prevailing education conditions and establish the government's priorities and strategic planning in education. The Plan emphasizes private sector involvement in education as a means to support economic growth, fight poverty and improve the quality of life. The improvement of the education system plays an important role in the NDP's goals for the upcoming five year period: Its vision for education focuses on improving the quality of the sector to act as a base from which individuals can develop their skills and creativity. The education system would also create an inclusive environment that cultivates civic values, and helps contribute to the achievement of sustainable development.¹

The improvement of the system in order to meet labour market and private sector needs will mean more economic opportunities for new graduates, encompassing all types of professions of technical and vocational fields, as well as academic and technology-related ones. By increasing access to education for all, the GOI also will ensure an improvement in the status of women, as they would have increased economic opportunities and a greater chance in receiving equal treatment. Civic values will also come into play as the capacity for education providers to deliver quality education will increase when their sense of national identity, equality, and human rights is reinforced.

Social Context

A quick overview of the education sector by the NDP presents the many problems in Iraqi communities obstructing the sector's revitalization and reform.

- Violence in the country has greatly weakened the education system and led to large dropout rates, especially for female students.
- A wide gender gap in most regions in Iraq; females made up 43 percent of the student population as of the 2007/2008 school year due to poor security, poverty, a shortage of schools for girls in rural areas.

- The rapid increase in the number of students at all levels was at the expense of quality in the education system, with higher education most affected.
- A significant disparity in the quality of education between urban and rural areas, as a result of greater poverty and weaker infrastructure in rural areas.

The NDP's social policies address the status of women, youth and vulnerable groups in Iraq. They seek to provide women with more economic opportunities for growth and development within both groups, as well as ensuring that they are treated equitably in all areas.² UNESCO's focus on increasing the enrolment and participation of women in all its projects contributes to this vision, with significant focus on the education of girls in schools to fight the prevalence of illiteracy in rural areas and to help provide them with more economic opportunities later on. The NDP's vision for youth is to help them "overcome social obstacles, and enable them to actively participate in the building of a free Iraq governed by the rule of law."³

Table 3-4 outlines the ways in which UNESCO's projects are aligned with the NDP policies, and will contribute to helping the GOI achieve its objectives for 2014.

By contributing to the goals of the NDP and falling within the United Nations Development Assistance Framework (UNDAF) 2011-2014, UNESCO's proposed educational interventions will contribute to a strong platform of aid harmonization, development sustainability and effectiveness in line with the Paris Principles and the MDG's.

1. Government of Iraq, National Development Plan: 2010 – 2014. (Arabic), p. 121.

2. Ibid, p. 140.

3. Ibid, p. 142.

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Table 3-3 - NDP Targets for 2010-2014

Challenge	NDP Target Addressing Challenge
High illiteracy rates	<ul style="list-style-type: none"> • Eradicate illiteracy among 15 to 45 year olds • Achieve a student-teacher ratio of 20 – 1 by 2014
Shortage in capacity of school buildings and a geographical distribution disproportionate to population density	<ul style="list-style-type: none"> • Achieving an enrolment rate of 350 students at the secondary level per school by 2014 • Having a student teacher ratio in secondary schools of 14-to-1
Lower enrolment rates at the primary and secondary levels	<ul style="list-style-type: none"> • Increase primary enrolment rate to 98 percent • Increase secondary enrolment to 97 percent
Limited funding leading to gender and social gaps in education (94.4% of current budget is allocated to salaries)	<ul style="list-style-type: none"> • Increase Ministry's budget • Increase financial resources by encouraging more private sector involvement
Weak school curricula	<ul style="list-style-type: none"> • Continue curriculum reform
Shortage of Equipment	<ul style="list-style-type: none"> • Equip more schools with libraries, laboratories, smart boards, e-libraries, ICT's, and other equipment
Low enrolment in, and weak programmes offered by, teacher training institutes	<ul style="list-style-type: none"> • Reach an acceptance rate of 2% of all secondary school graduates • Achieve a student-teacher trainer ratio of 17 to 1 by 2014 • Move towards advanced, university-level teacher training
Reduced quality of education system due in part to poor infrastructure, overfilled classes, reliance on older teaching methods	<ul style="list-style-type: none"> • Improve infrastructure • Modernize teaching methods • Lower student-teacher ratios at all school levels
Poor harmonization with labour market	<ul style="list-style-type: none"> • Meet labour market needs by updating curricula to provide graduates with skills and knowledge relevant for subsequent employment

PRIORITIES AND DEVELOPMENT FRAMEWORKS FOR EDUCATION

Meeting the Challenges

The NDP has outlined ten means by which to achieve its vision for the education sector and surpass the above-mentioned obstacles. They are:

1. Assess the effectiveness of Higher Education in Iraq
2. Adopt a comprehensive program for education planning and funding.
3. Develop and implement investment programs for partners to contribute to.
4. Institute appropriate legislation for education, and strategic plans for essential services for schools, vocational and teacher training institutes.
5. Develop good governance policies
6. Strengthen management information systems.
7. Institutionalize sub-sector policies on gender and social equality, developing early childhood education, and ICT use in schools.
8. Encourage private sector investment and involvement in the education system, with proper oversight.
9. Reform curricula to develop relevant skills, and lead to an internationally competitive education system.
10. Help coordinate the education sector outcomes with labour market needs by taking into account the following:
 - Increasing demand for education through population growth
 - The capacity of universities and institutes, serving as a guide to different paths available to graduates from schools.
 - The role of the private sector, as well as the direction foreign and local employment-generating investment is taking in order to provide the skills required
 - Cooperation and harmonization with the MOHESR.
 - Reinforcement of the independence of universities in formulating their education policies and differentiating themselves.
 - Emphasize connecting with international universities.

Priorities of the Kurdistan Regional Government

The semi-autonomous status of KRG necessitates a closer look at the specific education priorities in the region. The following points were extracted from

a speech delivered in May 2007 by the KRG Prime Minister Nechirvan Barzani wherein he outlined the new regional education policy:

- Increase the number of quality schools. This will require greater financial resources.
- Reform the way education is delivered. Key tasks will be to benchmark the learning environments of other countries, updating the 'military-like' teaching methods to more modern methods that promote greater interaction among students and the development of a critical mind.
- Enhance the quality of teachers and administrators. Going beyond salary increases recently implemented by the government, this will require efforts to modernize skills, establishing training programmes and study-abroad opportunities.
- Incorporate the use of ICTs and other modern methods into education, including training.
- Integrate with the world educational community, i.e. the network of governmental and non-governmental resources, to improve the educational system, including online courses, training programs and seminars. To support this, an Office of International Programs, whose mission will be to locate these global resources and make better use of them for the Kurdistan Region, is to be established.
- Intensify the role of the private sector in the education system. Businesses desperately need educated and quality workers, and can play a role in providing assistance to the education system to improve the quality of education. The KRG will seek incentives to encourage the development of this relationship.

3.2 The Common Country Assessment and the United Nations Development Assistance Framework

With the United Nations Assistance Mission for Iraq (UNAMI) coordinating, the UNCT has employed thus far a sector-based approach to its reconstruction and development programmes. Having common planning, funding, coordinated implementation and reporting protocols, this arrangement has assisted key Iraqi ministries within the framework of the ICI and the NDP to work with the UNCT as one entity, facilitating coordinated, collaborative joint programming. The mechanism was based on the identification of priority areas in each thematic sector at the project level, pipeline projects and activities and expected outcomes as well as necessary funding.

Building on this common framework and taking into consideration the decision of the Government of Iraq to develop the new NDP, the UN has pledged to assist the Government in this undertaking while, in line with the Paris Declaration on Aid

Effectiveness, deciding to draw on the collective strengths of all agencies, funds and programs to pursue an harmonized assistance program for Iraq. To this effect, the UN has moved from the existing UN Assistance Strategy 2008-10 for Iraq to a more comprehensive and coherent approach based on the UN guidelines on common country programming. The CCA and the UNDAF for Iraq will ensure strategic alignment with, and the effective contribution of the UN system to. Iraq's national development priorities. This allows the UNCT to align its next UN program 2011-2014 with the NDP 2010-2014, leading to enhanced harmonization and alignment within the UN system as well as between the UN and the Government of Iraq. UNESCO, as part of the UNCT, has played an active role in that process which sets the strategic priorities for the future interventions of the UN in Iraq.

PRIORITIES AND DEVELOPMENT FRAMEWORKS FOR EDUCATION

Priorities and Areas of Intervention, UNDAF (2011-2014)

This section outlines the proposed cooperation framework to address the priority areas identified by the GOI and in partnership with sister agencies within the United Nations Development Assistance Framework for Iraq 2011-2014 (UNDAF) for the Education Sector.

The CCA has identified a series of key challenges within education in terms of access and availability as well as poor quality of services. The deficient physical infrastructure, curriculum and institutional capacity to plan, execute and manage education programmes are only a few of the causes that affect access to quality education in Iraq. Thus

under UNDAF Priority 4: Increased access to quality essential services, attaining increased access to quality basic, vocational, higher and non-formal education for children and youth will be one of the main objectives of UNESCO in Iraq. While Priority Area 4's essential services focuses specifically on education, other projects involving TVET and civic values fall under other UNDAF priority areas, namely: Priority Area 2: Inclusive, more equitable and sustainable economic growth; and 5: Investment in human capital and empowerment of women, youth and children, respectively. See Table 3-4 for an outline of UNESCO's alignment with UNDAF priorities.

Table 3-4 - UNESCO's Alignment with UNDAF and NDP Development Goals in the Education Sector

UNDAF Priority 2011-2014	NDP Objective 2010-2014	UNESCO's Projects 2010-2014	UNESCO's Proposed Interventions Matrix Outcomes 2010-2014
<p>4.1: The GOI has participatory and accountable policy framework and implementation mechanisms for the delivery of quality basic services at all levels</p>	Strengthen Management Information Systems	<ul style="list-style-type: none"> • Education Information System (EMIS) 	<ul style="list-style-type: none"> • Outcome 1.6: Expansion of EMIS to enhance decision-making capacity
	Adopt a comprehensive program for the planning and funding of education	<ul style="list-style-type: none"> • Iraq Education Sector Analysis – Needs Assessment • Enhancing the Learning Environment in Vulnerable Areas (National Education Strategy) 	<ul style="list-style-type: none"> • Outcome 1.2: Enhanced institutional capacity and infrastructure to support delivery of education services • Outcome 1.1: An education sector-wide strategic plan developed
	Develop good governance policies in the education sector.	<ul style="list-style-type: none"> • Public Sector Modernization 	<ul style="list-style-type: none"> • Outcome 1.2: Enhanced institutional capacity and infrastructure to support delivery of education services • Outcome 1.3: Capacity of MOE, MOHESR and DOEs strengthened for improved coordination and decision-making especially with a new decentralized administration
	Emphasize connecting with universities abroad	<ul style="list-style-type: none"> • Training of Trainers in Teacher Education for Sustained Quality Education (Avicenna Centres) 	<ul style="list-style-type: none"> • Outcome 2.5: Increase availability of distance learning opportunities, services by using televised programming and e-learning
	Conduct studies assessing the effectiveness of higher education in Iraq	<ul style="list-style-type: none"> • Rehabilitation of the Iraqi Higher Education System 	<ul style="list-style-type: none"> • Outcome 1.4: Enhance capacities of MOE/MOHESR for planning, designing and managing of higher education programmes, including on how to deal with Iraqi refugees/threatened academics

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<p>4.2: GOI has enabled more children and youth to access and complete quality basic, vocational, higher and non-formal education.</p>	<p>Increase Access to Education</p>	<ul style="list-style-type: none"> • Education TV Distance Learning • Local Area Development Programme • Training of Teacher Trainers in Education for Sustained Quality Education (Avicenna Centres) • Teacher Training Programme for Basic and Secondary Education • ICT's in Education 	<ul style="list-style-type: none"> • Outcome 2.5: Increase availability of distance learning opportunities services by using televised programming • Outcome 1.2: Enhanced institutional capacity and infrastructure to support delivery of education services • Outcome 2.5: Increase availability of distance learning opportunities, services by using televised programming and e-learning • Outcome 2.1: Support the establishment of a critical mass of skilled, qualified teachers across all levels and sectors in education • Outcome 2.6: Enhanced quality of curriculum to respond to education needs
<p>Institutionalize sub-sector policies on gender and social equality, developing early childhood education, and ICT use in schools</p>	<p>Rehabilitation of the Iraqi Higher Education System</p>	<ul style="list-style-type: none"> • Rehabilitation of the Iraqi Higher Education System • Improving the Relevance and Quality of TVET • Improving the Relevance and Quality of TVET in Kurdistan 	<ul style="list-style-type: none"> • Outcome 1.4: Enhance capacities of MOE/MOHESR for planning, designing and managing of higher education programmes, including on how to deal with Iraqi refugees/threatened academics • Outcome 2.2: Enhanced institutional capacity and infrastructure to support delivery of TVET training courses, enhanced access to TVET centers and increased support for delivery of TVET education
<p>Produce a more competitive labour force, especially in the use of Information and Communication Technology (ICT's)</p>	<p>ICT's in Education</p>	<ul style="list-style-type: none"> • ICT's in Education 	<ul style="list-style-type: none"> • Outcome 2.6: Enhanced quality of curriculum to respond to education needs

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<p>4.1 and 4.2: The GOI has participatory and accountable policy framework and implementation mechanisms for the delivery of quality basic services at all levels</p>	<p>Reform curricula to develop relevant skills, and lead to an internationally competitive education system</p> <p>Combat illiteracy</p>	<ul style="list-style-type: none"> National Education Strategy Developing New Iraqi Curricula <ul style="list-style-type: none"> Literacy Initiative for Empowerment (LIFE) 	<ul style="list-style-type: none"> Outcome 2.6: Enhanced quality of curriculum to respond to education needs <ul style="list-style-type: none"> Outcome 3.1: Support the reduction of illiteracy and the development of life skills Outcome 3.2: Enhanced capacity to deliver life skills activities
<p>2.1: People in Iraq have improved access to equal job and income opportunities in a diversified and competitive market economy</p>	<p>Harmonize the skills and knowledge taught in the education systems more closely with labour market needs and demands</p>	<ul style="list-style-type: none"> Improving the Relevance and Quality of TVET Improving the Relevance and Quality of TVET in Kurdistan 	<ul style="list-style-type: none"> Outcome 2.2: Enhanced institutional capacity and infrastructure to support delivery of TVET training courses, enhanced access to TVET centers and increased support for delivery of TVET education
<p>5.2: Women and young people actively participate in political, social and economic development processes in Iraq</p>	<ul style="list-style-type: none"> Promote civic values to youth Provide women with opportunities for growth and development 	<ul style="list-style-type: none"> Promoting Civic Values and Life Skills for Adolescents through Education 	<ul style="list-style-type: none"> Outcome 2.1: Support the establishment of a critical mass of skilled, qualified teachers across all levels and sectors in education Outcome 3.2: Enhanced capacity to deliver life skills activities

CHAPTER 4

UNESCO'S NATIONAL EDUCATION SUPPORT STRATEGY (UNESS) FOR IRAQ

This chapter describes the education support strategy for Iraq in order to develop strategic and operational plans. The aim is to support educational development in Iraq by aligning UNESCO's policies with national priorities in education. The chapter identifies the gaps in national educational development and proposes specific strategic interventions for the period 2010 to 2014.

4.1 Proposed Interventions: Areas and Strategies for 2010 to 2014

UNESCO will contribute to the UN inter-agency effort for the urgent resumption of the functioning of the education system, its rehabilitation, reconstruction and renewal through capacity building. The Organisation's

strategy will be based on its long experience in the field of education in the country and the full involvement of Iraqi managers and specialists at all levels of the education system.

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4.1.1 Programme Strategy

The guiding principle of UNESCO's interventions will be to accompany and assist the national education authorities in achieving the EFA goals, respecting international norms and standards regarding the preparation of young people to assume their role as responsible citizens in a democratic society. The Organisation will emphasise national coherence and a sector-wide approach to education, both formal and non-formal, so that it can contribute to consolidating national unity and the reconciliation process. Intersectorality will constitute a key ingredient in addressing education sector issues holistically, taking fully into consideration important dimensions such as the rich Iraqi cultural, historical and scientific heritage.

The immediate aim of the UNESCO strategy will be to restore the confidence of the Iraqi population in their education system, thereby creating a sense of normality and hope in the future of their country.

UNESCO strategy will respond to the immediate educational needs while preparing for the reframing of the education activities to meet the new requirements of Iraqi society with due consideration to their sustainability. This will entail a range of capacity-building activities during the various phases of the rehabilitation and reconstruction process, as well as the mobilization of resources and partnerships for this purpose. UNESCO will position itself to continue playing the role of the lead UN agency for the rehabilitation and reconstruction of the education system working in close cooperation with the national authorities and their partners.

The strategy will contribute to achieving the education sector-oriented goals of the National Development Plan (2010-2014) and the International Compact with Iraq (ICI), while also helping achieve the MDGs and tackling emerging needs. Furthermore, the UNESS outlines UNESCO's contribution towards the fulfilment of education-related priority areas included in the United Nations Development Assistance Framework 2011-2014 (Chapter Three covers the UNESS's contribution to the NDP, the ICI and the UNDAF).

The objectives mentioned above will be realized through specific activities that UNESCO intends to undertake under both its extra-budgetary and regular programmes. The specific areas of intervention are as follows:

(1) Educational Policy, Planning, Management, Monitoring and Evaluation

This overall objective will be achieved through interventions resulting in strengthened institutional and human capacity of the education sector to deliver quality educational and training services to all levels and across all geographical areas.

A key overarching task will be to assist in the development of a National Education Plan (NEP) for 2011-2014; this is a joint effort in which UNESCO is working with both UNICEF and the World Bank in formulating the Plan. This task will provide assistance in planning and implementing comprehensive reform of the education sector. Other activities in the matrix under this first area include a wide range of sub-components such as curriculum review and development of a new modern curriculum, raising awareness on the "Right to Education," and increasing capacities of the MOE/MOHESR to have a smooth transition into a new decentralized administration. Among other priority areas is the enhancement of educational planning to deal with refugee students and threatened academics as well as a focus on the psychosocial needs of children in schools and communities. Parallel to these actions, UNESCO will focus on improving overall coordination and decision-making capacities of the MOE and expanding the scope of the Education Management Information System (EMIS) to include other education sub-sectors such as Higher Education and Non-Formal Education. The reintegration of Iraq into the EFA Monitoring Network will also be a key task.

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(2) Access to Quality Education

This focal area will lead to enhanced access to all levels of quality education with particular emphasis on girls and other vulnerable groups.

First, UNESCO will build on recent progress in the rehabilitation of the institutional and human capacity of Iraq's education system across all areas and will support efforts to improve the quality of teaching, teaching materials, and pedagogy while focusing on teachers' capacity development through numerous trainings. As threatened academics have fled from Iraq, the education system has suffered further losses in teachers. Thus UNESCO will be engaged in the following:

1. First, UNESCO will assist MOE in the recruitment and training of new educators and will try to reintegrate academics who left the country and are either displaced or refugees.
2. Second, UNESCO will decrease youth unemployment rates. UNESCO can address the fact that currently vocational training centers do not meet labour market needs by enhancing technical trainings, reviewing training material, introducing new modules and upgrading equipment infrastructure at vocational centers.
3. Third, UNESCO will increase awareness of the educational opportunities and facilitate re-engagement of IDP and refugee students. This would involve working with the ministries in Iraq and those of the host countries where refugee students are present. This would lead to an increase of enrollment of IDP and refugee students in formal and non-formal education.
4. Fourth, UNESCO will conduct teacher and NGO trainings on how to deal with the psycho-social needs of the students as well as rehabilitate or build NGO classrooms in both IDPs and refugee communities. An additional emerging issue is using televised educational programmes using Iraqi curricula to reach especially vulnerable groups, such as IDPs, refugees, out-of-school youth, and girls.

(3) Literacy and Life Skills Development

Improving access to quality literacy programmes will be achieved through interventions aiming to reduce illiteracy and develop life skills, particularly for out-of-school children, youth, and women.

With gracious donations from the Qatari government, UNESCO will commence the project Capacity Building for the Launching of a National Literacy Campaign. Within the Literacy Initiative for Empowerment (LIFE) UNESCO is working to reduce illiteracy by 50 percent by 2015. To this end, a Literacy Action Plan is being developed in close cooperation with national stakeholders including national and international organizations, civil society organizations, NGOs and local community leaders. Main areas of intervention will include the following outcomes:

1. National Capacity built by supporting the Literacy Agency and MOE to formulate policies, design national strategies and create synergies between central level and governorates for the effective implementation of the national literacy campaign
2. New national curricula and programs for literacy, post literacy and equivalency programs between formal and non-formal education developed, including guidelines for literacy for citizenship programmes and life skills
3. Human resources developed, including administrative staff, teachers of literacy and non-formal education programmes both at national and local levels
4. Monitoring and evaluation system established including data collection system and NFE Management Information System at central level and governorate levels
5. Effective advocacy, communication and partnership mechanisms established for the successful implementation of national literacy campaign including NGOs, private sector and relevant stakeholders

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4.1.2 Implementation Strategies

Building upon previous experience and learnt lessons, the following strategies will continue to be a core of UNESCO Iraq Office's plan of action to ensure that the planned interventions achieve the desired results. UNESCO will be working not only at the central level but also with the governorates, directorates of education and communities, which will help in the coordination and planning through a new decentralized administration. UNESCO will also increase its joint programming with other UN agencies or multilateral institutions, such as the World Bank, to join efforts and resources thus synergizing our complementary achievements. As UNESCO utilizes Iraq's own national capacities it will simultaneously increase its implementing partners, such as local universities, institutes, NGOs, civil society organizations, and others.

UNESCO is working closely with counterparts to develop a consolidated and prioritized plan of action for rehabilitating the education sector with appropriate sources of funding. UNESCO will continue

its strategic plan regarding improving the capacities of the Education Sector in Iraq by addressing its priority needs listed in the NDP 2010-2014 and the twenty-one recommendations resulting from the "Stop Jeopardizing the Future of Iraq" conference (see Annexes).¹ By involving not only the Iraqi government but also the local community, Iraqis will increase their ownership of the development process.

1) UNESCO Projects

UNESCO will achieve the objectives mentioned through the implementation of a series of projects to be funded by various donors. It will capitalize on ongoing projects and launch new ones, some of which are still in the pipeline stages, and others that have already secured funding. The estimated resources required to achieve these objectives are US \$73,641,353. These projects planned to be implemented in the period 2010-2014 are:

1. Conference discussed previously which was held in Paris in 2008 .

Table 4-1 - UNESCO Extra-Budgetary Projects (2010-2014)

Title		Ongoing Projects		Funding Source	End Date	Funds for 2010 - 2011 (US\$)
Support for Revitalizing Higher ED	Fellowships and visiting programs for Iraqi academics			Qatar Foundation	Jun. 2010	1,126,899
Training of Trainers for Sustained Quality Education	Provide quality teacher education to improve the quality of secondary education.			UNDG – ITF, EU	Mar. 2011	627,806
LADP¹	Reinforce TVET capacity in selected areas through the rehabilitation and equipping of VTCs ² and training for staff.			UNDG – ITF, EU	Mar. 2011	1,547,945
ICTs in Education	Improve ICT literacy of MoE staff, teachers, and students.			UNDG – ITF, EU	Mar. 2011	126,173
Distance Learning ED TV	Provide students with access to lessons covering all primary and secondary levels and subjects through TV programs.			UNDG – ITF, EU	Mar. 2011	2,037,396
Improving Quality and Relevance of TVET	Re-orient and improve the TVET system to prepare young people effectively for employment in the industrial, construction and service sectors.			UNDG – ITF, Germany	Mar. 2011	2,635,669
Enhancing Learning Environments³	Develop institutional capacity for MoE in policy formulation, strategic planning, service delivery, project design and management.			UNDG – ITF, EU	Oct. 2011	1,106,053
Support to Decentralization and Local Governance	Conduct a rapid assessment to have a baseline understanding of current systems in MoE and MoHESR			UNDP	Mar. 2011	133,331
Subtotal						\$9,341,272
	Projects Starting in 2010 with Secured Funding			Funding Source	End Date	Total Budget (US\$)
Developing New Iraqi Curricula	Contribute to modernization and reconciliation in Iraq society through reformulating the Iraqi school curriculum and textbooks.			OHH ⁴	Dec. 2014	4,926,632
Rehabilitation of the Iraqi Higher ED System	Reinforce capacity of MOHESR and universities in planning, designing and managing higher education programmes of sustainable quality.			OHH	Dec. 2014	8,531,671
Teacher Training Program	Train ministry and IETD ⁵ staff to enhance their planning, managing, and monitoring teacher education skills at the secondary level to produce high quality instructional material			OHH	Dec. 2014	4,043,174
Literacy Initiative for Empowerment	Strengthen the capacity of MOEs and DOEs to deliver sustainable and empowering NFE and literacy programs.			OHH	Dec. 2014	6,388,679

1. Local Area Development Program
2. Vocational Technical Centres
3. Enhancing the Learning Environment in Vulnerable Areas in Iraq for Meeting the EFA Goals
4. Office of Her Highness Sheikha Moza bint Nasser
5. Institute for Educational Training and Development

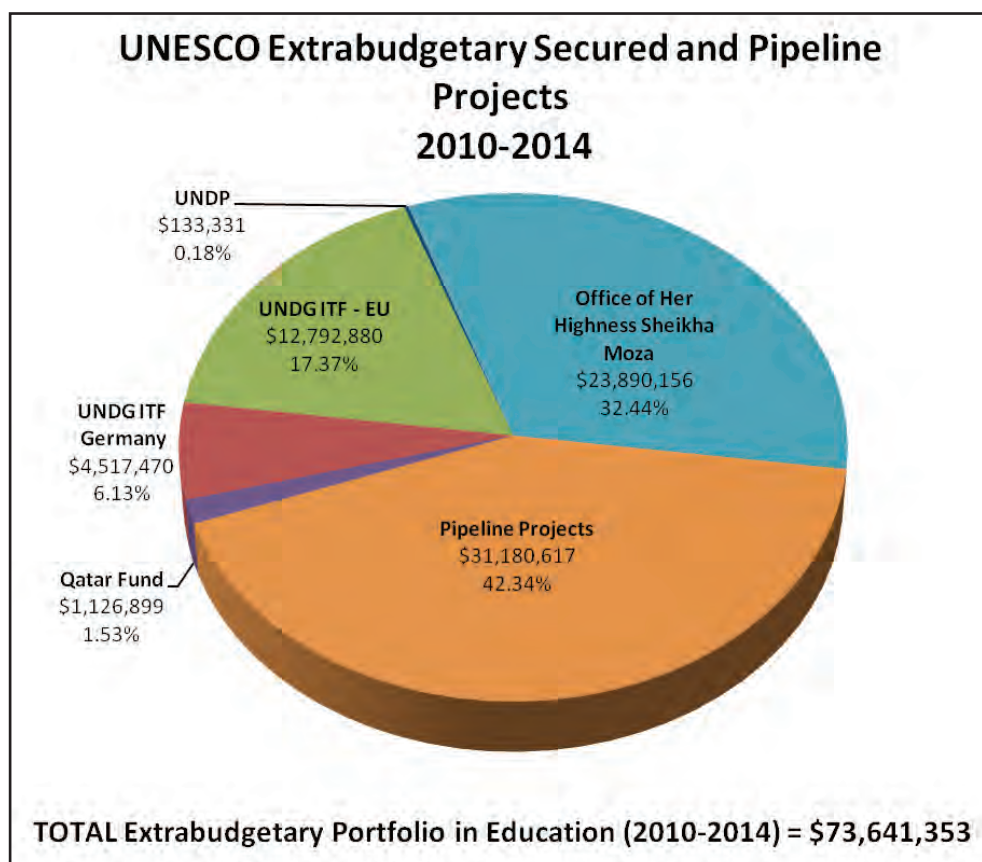
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Promoting Civic Values and Life Skills for Adolescents	Promote civic values and life skills among educating providers, public sector managers/legislators and young people.	UNDG – ITF, EU	Dec. 2011	1,227,205
Public Sector Modernization	Assist MoE and MOHESR towards implementing decentralized service delivery with enhanced citizen participation.	UNDG – ITF, EU	Dec. 2014	6,000,000
Improving Quality and Relevance of TVET in Kurdistan	Re-orient and improve the TVET system in both to prepare young people effectively for employment in the industrial, construction and service sectors of the economy.	UNDG – ITF, Germany	Dec. 2011	1,000,000
Education Sector Needs Assessment	Complete an ED sector assessment for the development of the National Education Strategy and sub-sector policies.	UNDG – ITF, Germany	Oct. 2011	881,801
Increasing HIV/AIDS Awareness of Iraqi Youth; HIV/AIDS Policy Support and Capacity-Building Programme	Encourage policymakers to examine formal and non-formal approaches to HIV awareness and integrate them into the literacy curriculum.	UNDG – ITF	Dec. 2011	120,302
Subtotal				\$33,119,464
	Pipeline Projects	Potential Funding Source	Funding Status	Total Budget
Establishing the KRG ED TV Station	Produce and broadcast educational programs to students covering all subjects at primary and secondary levels.	KRG	Under discussion	5,000,000
Strengthening Secondary Education in Iraq-Phase II	Provide scientific laboratories and libraries to secondary schools; conduct training sessions for the teachers and librarians in the targeted schools.		Pending	4,800,000
Increasing Access Of IDP Students to Education	Increase the enrolment of IDPs in formal and non-formal education.	CAP ¹	Pending	5,380,617
ICTs in Education -Phase II	Build sustainable capacity in the MOEs for continuing to improve ICT literacy for instructors.		Pending	3,000,000
Re-vitalization of Vocational Education at MOE – Phase III	Rehabilitate school facilities and increase employability rates for vocational graduates, enhancing economic development in Iraq.	IDB ²	Pending	10,000,000
Establishing an Integrated E-Library to Support the Higher Education System	Support the development of an open educational platform facilitating access to information and encouraging cooperation between science, education, business and industry.	Qatar Foundation	Under discussion	3,000,000
Subtotal				\$31,180,617
TOTAL EDUCATION EXTRA-BUDGETARY PORTFOLIO (2010-2014)				\$73,641,353

1. Consolidated Appeals Process
2. Islamic Development Bank

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Chart 4-1 - UNESCO Secured and Pipeline Extrabudgetary Projects (2010-2014)



2) UNESCO Presence in Iraq

Over the years, UNESCO has been increasing the number of its staff in Iraq. Currently, UNESCO has an international Programme Coordinator based in Baghdad as well as national counterparts in Erbil, Sulaymaniyah, Babel and Missan. Project Officers and programme staff based in Amman have regular missions to their project sites throughout the country.

As security in Baghdad improves, so does the Office's capacity to host staff there to serve the needs of the GOI more directly. A gradual, measured deployment of staff to Baghdad has begun, though no timeframe has been set for an eventual full relocation of the Office. Pending greater stability, however, we expect to increase staff presence by 2014; to this end, more activities (workshops, training and conferences) will progressively be organized in Iraq over the upcoming period.

3) Partnerships

The UNESCO Iraq Office has been cooperating

with multiple international governmental and non-governmental counterparts over the past years as well as with institutions and civil society organizations within Iraq. Collaboration with Iraqi NGOs has proved to be not only economical, but also most effective due to their greater understanding of the region that allows them to respond more readily to the particular circumstances of Iraq. The choice of implementing partners in Iraq will take into account their abilities, local and political contacts and security conditions to minimize any possible risks. Given the wide mandate of the Organization, the main partners vary according to the area of intervention.

The scope of the Office's programme in different areas of education is reflected in the wide range of entities that have worked with UNESCO. The Office plans to increase its joint programming with other UN agencies or multilateral institutions while simultaneously increasing its implementing partners, such as local universities, institutes, NGOs, civil society organisations, etc.

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3.1 National Partnerships

Counterparts within the GOI include: Ministries of Education, Ministries of Higher Education and Scientific Research as well as Ministries of Labour and Social Affairs in Baghdad and Kurdistan, the Federal Ministry of Planning, the Ministry of Science and Technology and the Ministry of Finance. UNESCO-Iraq plans especially to develop the capacity of the Iraqi National Commission (NATCOM) to allow it to play a more central role in the implementation of UNESCO projects.

3.2 Collaboration with UN Agencies

In 2011, the United Nations Development Assistance Framework (UNDAF) 2011-2014 will replace the UN Assistance Strategy (2008-2010). The UNDAF provides a coherent framework of assistance and support to Iraq by bringing together and harmonizing political, security and humanitarian and development agendas and defines how the UN partners will support the Government in addressing its priority needs as defined in the NDP and the ICI. Thus, the Assistance Strategy's eight Sector Outcome Teams will be replaced in 2011 by five Priority Working Groups (PWG's) under the UNDAF, which allow the UN Country Team to work in an integrated and holistic programming approach. UNESCO's interventions are in line with the UNDAF, as discussed in detail in Chapter Three.

Joint programmes funded by the UN Development Group's Iraq Trust Fund (ITF) have led to close direct collaboration between UNESCO-Iraq and agencies such as UNAMI Human Rights Office, UNICEF, UNDP, WHO, UNESCWA, UN-HABITAT, UNIFEM, UNOPS and ILO.

3.3 Institutions: International & National

UNESCO will strive to strengthen the contacts and relationships it has already built up in Iraq while implementing its projects, and will create new ones with international partners operating in Iraq, such as the World Bank, GTZ, and USAID, to undertake streamlined comprehensive interventions, and to engage effectively in any future endeavours. UNESCO also aims to strengthen its partnerships with

the main Education actors in Iraq, which include: UNESCO institutes and centres for Education such as the International Bureau of Education (IBE) on issues related to curriculum development and textbooks; the International Institute for Educational Planning (IIEP) will continue to collaborate in the development of the education national strategy; the International Centre for Technical and Vocational Education and Training (UNEVOC) will contribute to future actions in the field of TVET; the UNESCO Institute for Lifelong Learning (UIL) and UNESCO Institute for Statistics (UIS) will provide much needed assistance to address the challenges posed by increasing illiteracy rates and the deficit of reliable data in Iraq respectively. Coordination will be fostered with the Islamic Educational, Scientific and Cultural Organization (ISESCO) and the Arab League Educational, Cultural and Scientific Organization (ALECSO).

3.4 Universities (Iraqi and International)

The UNESCO Iraq Office has been collaborating with Iraqi universities and a number of international universities in Europe, the Arab States and North America in order to reconnect Iraqi professors with the international academic community. The office will continue to enable them to update their knowledge in their respective fields and conduct research activities at host universities abroad within the framework of a short-term fellowship programme through strengthened cooperation with Iraqi Universities, namely Baghdad University, Basra University, Al-Anbar University, and Salahaddin University, as well as universities outside Iraq such as the University of Alberta, Foggia University, University College Dublin, Cairo University, University of Jordan, Philadelphia University, University of Buckingham, and University of Bangor. Special emphasis will be given to doctors and academics, particularly women, who face threats and risks.

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3.5 NGOs (Iraqi and International)

The main non-governmental partners are comprised of the following:

- The AMAR International Charitable Foundation, a non-profit professional health and education provider that initiated its operations in 1991, contributes to the implementation of a Literacy and Peace Education programme in the Iraqi Marshlands;
- Norwegian Church Aid (NCA), which assisted in the establishment of a Youth Centre in Basra;
- Iraqi Al-Amal Association, an Iraqi non-political, non-sectarian and non-profit association of volunteers established in 1992, is a key partner in the field of literacy;
- Council for Assisting Refugee Academics (CARA), which focuses on capacity building amongst Iraqi academics living in exile after 2003 and on facilitating an exchange between Iraqi and UK academics; it collaborates with UNESCO-Iraq in the organisation of short-term fellowships for Iraqi faculty members;
- Geneva International Peace Research Institute (GIPRI), which has been involved in the network of solidarity with Iraqi researchers;
- Scholar Rescue Fund (SRF), which aims to assist Iraq's most senior and most threatened academics through temporary academic positions at universities, colleges and other institutions of higher learning in the Middle East and North African regions, also collaborates in the short time fellowships programme.
- 60 local NGOs that are part of the UNESCO network in Iraq

3.6 Private Sector

As the security situation improves, UNESCO will seek to intensify its contacts with private sector firms already operating in Iraq or that have already established links with UNESCO such as Hewlett-Packard, with a view to expanding the range of implementing partners.

4.1.3 Resource Mobilization

Globally, the emphasis on country level delivery and the implications of United Nations reform in a growing number of countries necessitates a simplification and harmonization of cooperation procedures and recourse to a diversified funding base, including emerging funding sources such as South-South and triangular cooperation, the sector-wide approaches to country programming, direct budget support and joint assistance strategies. These modalities provide both challenges and opportunities for UNESCO: as an organization it seeks to attract extra-budgetary funds for activities outside the common United Nations country programming framework.

Support provided by donors has been essential to enabling UNESCO's programmes in Iraq. The main extra budgetary sources to date are the International Reconstruction Fund Facility for Iraq (IRFFI), specifically the UNDG Trust Fund and Her Highness's Office. Main donors in the framework of the Trust Fund include the European Union (EU), the Government of Japan and the German Government. However, this multilateral fund is coming to its end; while plans are underway for a new Multi-donor Trust Funds (MDTF), more and more UN agencies are targeting bilateral funding mechanisms as well as private donations. In this regard, UNESCO-Iraq has sought to diversify the sources of funding for its future programmes and has strengthened its partnerships with donors in the Arab region, such as the Qatar Foundation and Her Highness's Office.

Until 2014, UNESCO's assessment of future interventions in the education sector is almost US \$74 million (see Table 4-1), of which the Organisation has already secured over US \$43 million to date. The recent signature of the Memorandum of Understanding for US \$24 million with Her Highness Sheikha Moza Bint Nasser's Office was UNESCO's first secured funding from a private donor. However, there are six projects still pending funds with a total amount of approximately US \$31 million.

The UNESCO Iraq Office is now in the process of raising funds for the implementation of these projects. Notably, the Iraqi Government has committed itself to contributing with 20% of the total value of the projects..

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In managing the resources entrusted to it, UNESCO-Iraq will continue to strive for a high degree of transparency and accountability at all levels of planning and decision-making as well as effective implementation and monitoring of approved programme and project activities. The Organization's adoption in 2010 of the International Public Sector Accounting Standards (IPSAS) promises to further improve the management culture of the Organization.

Strategy for Resource Mobilization

The funding gap is currently US \$31 million. Based on a strategic road-map, UNESCO-Iraq intends to develop and present a convincing business case to establish additional partnerships that would secure the resources to ensure adequate support covering all projects. UNESCO-Iraq shall therefore implement a collaborative flexible approach, involving early planning and coordination, to secure resources from donors and implementation partners. Efforts will be made to intensify bilateral contacts with donors and to present to them the priority areas of intervention in Iraq.

United Nations Development Group – Iraq Trust Fund (UNDG-ITF)

Despite the forthcoming closure of the UNDG-ITF, a handful of projects to be implemented jointly with other UN Agencies still have to be approved. Funding opportunities with the fund expired in June 2010, however it should be noted that at the last IRFFI Donor Committee meeting held 20 October 2009 in Baghdad, both the GOI and the donor community discussed the possibility of a post-IRFFI coordination and funding mechanism.

UN Consolidated Appeals Process (CAP)

The United Nations Office for the Coordination of Humanitarian Affairs (OCHA) consolidated appeals and flash appeals continue as a possible funding source. UNESCO focuses on the submission of projects targeting academics and media professionals

at risk, the illiterate, and other vulnerable groups in need of humanitarian assistance.

Bilateral

UNESCO-Iraq has benefitted considerably from bilateral funding since 2003 from a wide array of donors, notably from the Qatar Foundation for Education, Science and Community Development, USAID and Japan. UNESCO Funds-in-Trust will continue as an important resource framework as some donors have pledged additional funding in the future on a bilateral basis to continue their support to a wide array of interventions under the mandate of UNESCO. Thus, efforts will be made to reach out to a larger segment of the donor community, particularly in the Arab States.

Government of Iraq

The capacity of the Iraqi government to fund projects is expanding to the extent that the GOI has already provided considerable funding for UNESCO projects mainly in the Culture sector (e.g. Restoration of the Al-Askari Shrine in Samarra and the Revitalization of Erbil Citadel). In the Education sector, the Government signed an agreement for a contribution to fund a National Literacy Campaign to be carried out from 2010-2013. UNESCO-Iraq will continue to utilize this funding mechanism either on co-sharing formula or fully funded projects with UNESCO expertise and management. The Office will endeavour to ensure that projects with national scope will seek trilateral funding arrangements from both the KRG and the federal government. This co-funding arrangement ensures a more sustainable sense of ownership by the government for the benefit of all Iraqis.

Private Sector

The Office of Her Highness Sheikha Moza Bint Nasser (OHH) was the first private partnership, contributing nearly US \$24 million dollars for programming in education.

UNESCO is seeking new partnerships within the private sector to assist in various interventions planned in Iraq. The niche for private sector development was clearly expressed under the

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Education Section in the NDP as an initiative for primary and secondary schools and for “private investment in building professional capacities.” The gradual improvement in the security situation of the country will undoubtedly increase the number of private firms and companies interested in operating in Iraq as well as potential collaboration with the Iraqi private sector. The Office will thus target the Iraqi and external private sector, in the form of commercial enterprises, wealthy individuals and philanthropic foundations both as implementing partners and through their corporate responsibility initiatives, whose philanthropic plans correspond with UNESCO’s implementation needs.

Regular Programme (Core Funds)

UNESCO also receives core funding from its Headquarters in Paris. These funds are allocated to sectors and field offices on the basis of the Organization’s priorities for action, to attain the organization-wide set goals, such as Education for All or the Millennium Development Goals. While funds allocated for implementation of regular programme will continue to be used to implement activities relevant to UNESCO’s mandate and mission, they will also serve as seed money essential to initiating small-scale projects which, if deemed worthy, can attract further interest and funds from the donor community.

Resource Mobilization Approach

UNESCO has a clear programme to be funded in the next four years. This programme is fully endorsed by Iraqi authorities (our direct counterparts, the line-ministries). Jointly with the MoE and the MoHESR, UNESCO will adopt the following approach to prioritize the needed resources:

1. Direct contacts: One-on-One Meetings with Key Partners

UNESCO will establish direct contacts with potential donors; for several partners (bilateral and multilateral) the funding process is decentralized to the local representations.

2. Expert Groups/Round tables/Forums:

Joint Donor Meeting Other bilateral and multilateral partnerships will be cultivated through various activities that focus on relevant

issues for Iraq and gather experts, national institutions and civil society. These forums will not only contribute to raising awareness about the many challenges that Iraq still faces amongst donors and the international community at large, but they will also foster information sharing and collaboration between government and civil society. The Office will endeavour to step up its advocacy initiatives which include the development of newsletters, publications, and other public information tools.

3. Communication and Information-Sharing

UNESCO will successfully use communication opportunities that promote support for innovative ideas by demonstrating that results in-country are key to the strategy.

This approach will be carried out through the dissemination of information in various forms:

Printed material

A set of brochures and communication products providing meaningful information in an appealing and brief manner will be further developed as supporting tools for communicating about the strategy;

Website and other internet based platforms

In accordance with the above, the projects will also be made available online to further share information and give maximum visibility.

4. Different Funding Mechanisms/Modalities:

In order to accommodate all donors and partners and respond to their requirements, the strategy will strive to be as flexible as possible for greater efficiency. Therefore, several mechanisms, in line with UNESCO’s rules and regulations, are being contemplated to serve this purpose:

- **Multi-donor trust funds:** through which several partners can contribute financially, as long as it is in favour of a multi-year Programme.
- **Funds-in-trust:** individual account is created for each donor contribution. The donor retains ownership of the funds throughout the life of the project and must be consulted on major modifications of the project design and budget. Possible savings at the end of the project are restored to the donor. Most of the funds-in-trust agreements currently existing at UNESCO are limited to a single donor, and tied to a single project.

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- **Indirect funding:** a partner, which has common priority areas and shared results in the projects submitted by UNESCO, decides to provide direct financial support and implementation (World Bank etc).
- **In-kind support:** through availabilities of resources (human and technical), cost-sharing of activities, access to networks, and other methods

Donors and Partners

In addition to the current partners, UNESCO intends to contact the following donors and partners for future collaboration.

Bilateral Government Donors:

- Saudi-Arabia: through funds already donated to UNESCO
- Spain: through the Ministry of Foreign Affairs assistance for reconstruction processes (post-conflict)
- Italy: through their assistance plan and priorities that includes Iraq
- Japan: through the UN Trust Fund for Human Security
- USAID: through the institutional contacts with UNESCO HQs
- DFID: through their interest in support for capacity-building particularly in the field of Education
- CIDA: through its humanitarian and reconstruction program for Iraq (2003-2010)
- Norway and Sweden: through their massive support to the UNESCO EFA program.

Multilateral Partners:

- World Bank: already involved in programs in favour of Iraq
- Islamic Development Bank: explore existing windows of opportunities
- European Union: focus on "building institutional capacities"
- Arab Gulf Program for Development (AGFUND)
- World Islamic Call Society (WICS)

Private Sector and Foundations:

UNESCO also intends to explore non-traditional partners from within the Arab Region such as individuals, the private sector and other foundations that are increasingly playing an important role in the development process.

Fund Management

- The UNESCO Iraq Office will be responsible for the management of the funds according to UNESCO's rules and regulations and as per the UNESCO established decentralization policy;
- The funds will be dedicated to the Iraq Programme for restoring its educational system but could also be earmarked to specific projects whenever applicable (in accordance with UNESCO's and donor/partner indications and funding policies);
- Progress reports will be prepared and shared with donors/partners, Iraqis counterparts, and other stakeholders.

4.1.4 Monitoring, Reporting and Evaluation

UNESCO-Iraq will continually assess the effectiveness of the proposed interventions through monitoring and evaluation, and through close collaboration with the GOI, solicit feedback on needs and priorities. This will entail identifying shortfalls and possible adjustments and improvement to interventions as conditions and priorities change. These steps are critical both for accountability and for maintaining the impact and relevance of the UNESS to Iraq. Though prevailing conditions in Iraq make it difficult to articulate realistic outcomes into the extended future, it is intended that the periodic review of progress made in achieving UNESS objectives should enable the Iraq Office to adapt more realistic medium- to long-term objectives. Ultimately, the UNESS must be measured by its impact on Iraqi education development and improvement.

The United Nations Development Group's – Iraq Trust Fund (UNDG-ITF) Steering Committee assumes an oversight role over the projects funded by the UNDG ITF that has encouraged UN Agencies operating in Iraq to set comprehensive M&E programmes in place. Each project includes a list of outputs, indicators, benchmarks, deadlines and responsibilities outlined in the project document towards the achievement of project goals. Projects also benefit from the oversight of the Administrative Officer and the Headquarters' Internal Oversight Service (IOS), which conducts internal audits every two years. Tracking the progress of project activities is therefore part of the standard operations of UNESCO. The Office uses UNDG-ITF and UNESCO rules for procurement and has a procurement tracking system in place.

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Since the reporting load has been excessive for programme staff in the past, a Results-Based Management (RBM) focal point has been designated. Having been trained in advanced RBM, the focal point will be cooperating closely with UNAMI's Monitoring and Evaluation Unit. The office is also represented at the UN Monitoring and Evaluation Group. Given the negative impact that instability and the changing security situation have exerted on programme implementation, the Office usually conducts mid-term reviews and evaluation with a view to adjusting UNESCO's interventions to the changing context. Budgetary provisions have been envisaged for final evaluations of all new projects and thus adequately measure the impact. In previous years external evaluations have been commissioned to assess the relevance, efficiency, effectiveness, sustainability and impact of the UNESCO-Iraq programmes. The results of such external evaluations have been widely shared with UNAMI and donors, a practice that will continue in the future. Lessons drawn will continue to be used to improve the planning and implementation of future projects.

Monitoring

Considering the security situation and the restriction on movement in Iraq which doesn't allow UNESCO staff to directly monitor all project activities taking place in all areas of the country, UNESCO has arranged for an internal and external system monitoring the progress of its projects and programmes.

Internal Monitoring Mechanisms

UNESCO uses a Results Based Management (RBM) approach for its internal monitoring, whereby project officers are responsible for monitoring project implementation. This is done with the aid of UNESCO national staff based in Iraq known as Monitoring Officers, whose primary concern is to follow-up on many tasks and to ensure the project is progressing smoothly. As well, the recent appointment of an International Programme Coordinator based in Baghdad, together with the presence of national staff that is envisaged in new projects, will allow UNESCO-Iraq to further carry out thorough monitoring of new and ongoing interventions on the ground.

External Monitoring Mechanisms

UNESCO-Iraq's external monitoring system has three stages. The first stage comes from our governmental partners, such as the MOE, MOHESR or in some cases MOLSA. UNESCO relies on them as our ministerial counterparts to provide information regarding project implementation, or any imminent risks or impending threats to the projects' success. The second stage includes our implementing partners, such as NGOs or contractors, who are in constant communication with UNESCO regarding the project's progress, reporting any unforeseen impediments or timeline adjustments. The final third level of monitoring is reported by our cooperating UN agencies, such as UNOPS and UNICEF, who provide additional information from the ground. Having three different sources of information allows UNESCO to cross-check the information provided, freeing it from relying solely on one source.

Reporting

Like other UN agencies, UNESCO has reporting procedures for every project, be it funded bilaterally or through UNDG-ITF, where it follows UNDG reporting protocols. UNESCO has reporting responsibilities to the donors and UNDG headquarters. Every project requires a six-month progress report as well as a final report upon the project's completion. Reporting is widely shared, allowing partners to monitor progress as well as important implementation issues or constraints. UNESCO-Iraq also submits an annual financial report to its headquarters in Paris detailing all of the Office's financial activities, both from Regular Programme and from extra-budgetary funding.

Evaluations

While monitoring is conducted during the implementation phase of any given project, evaluations come after the project is completed. Important benefits of evaluations include the lessons learned and recommendations which taken into consideration and avoided in future projects. All projects implemented by UNESCO are evaluated at their completion by an external expert recruited by UNESCO.

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Donors perform some external audits and evaluation, which are done on arbitrarily selected projects; however, the chosen projects are unknown until the evaluations are being conducted.

Finally, UNESCO headquarters carries out internal audits on a biannual basis ensuring compliance to MOUs and other agreements and financial transparency.

4.1.5 Risks and Constraints

Iraq presents a challenging operating environment due primarily to security constraints on the ground. Consequently, the Iraq programme has to be managed remotely from Amman. Implementation remains contingent on overcoming a number of risks and operational constraints. These primarily relate to (i) continuing physical insecurity (ii) government stability (iii) the lack of reliable data and information, and (iv) staff retention.

Constraints that impact the implementation of projects are:

- High turnover of ministers and ministry officials resulting in change of work plans and ministry priorities with each new administration.
- Late implementation by counterparts of their assigned duties which in some cases are a prerequisite for UNESCO to implement its components and activities.
- Difficulty with in-country monitoring of the actual delivery and utilization of the inputs procured (supplies, equipment, meetings).
- Security risks on the roads impeding timely delivery of supplies and equipment.
- Difficulty for some participants to attend meetings, conferences, and workshops due to their inability to reach the airport, cancelled flights, curfews. In many instances events had to be deferred or cancelled.
- Contractors were often unable to reach project sites.
- Logistically, entry ports present difficulties and often complicate delivery of supplies and goods.
- Personnel concerns include the restriction

in movements of both international and national staff. Having national staff work from their residences increases difficulties of implementation. International staff's movements are even more restricted. These limitations in movement also cause constraints and protract timelines.

4.2 Proposed Interventions Matrix

An outcome matrix is given below, outlining the actions that UNESCO proposes to carry out in 2010-2014 in order to tackle the development issues and gaps.

Educational Policy, Planning, Management, Monitoring and Evaluation (EPPMME)				
Objective: Strengthened institutional and human capacity of the education sector to deliver basic educational and training services to all levels and across all geographical areas.				
Outcomes	Major Issues and Challenges	UNESCO's Proposed Actions (2010-2014)	Outputs by 2014	Indicators
<p>Outcome 1.1: An education sector-wide strategic plan developed.</p>	<ul style="list-style-type: none"> Lack of comprehensive and holistic development of the entire Education Sector (formal, non-formal, secondary, TVET, higher education sectors). Inadequate institutional capacity at all education levels, affecting the extent to which students can engage in the learning process. 	<ul style="list-style-type: none"> Build the institutional capacity for policy formulation and strategic educational planning, as well as monitoring and evaluation to establish a National Education Strategy to reach EFA goals, MDGs and meet the needs of the labour market. Provide capacity and technical advice to design a National Education Plan by the MOE and KRG. 	<p>1.1.1 Increased capacities for MOE/MOHESR and MOLSA staff in policy formulation and strategic educational planning and school mapping, as well as monitoring and evaluation. (Policy formulation would include a National Education Plan, National NFE TVET Policy, National NFE and Literacy strategy, Higher Education Development Plan, etc.)</p> <p>1.1.2 Capacities of MOE and MOHESR enhanced to be able to conduct an education sector needs assessment.</p>	<p>1.1.1.1 Number (#) of MOE and MOHESR staff trained in policy formulation and strategic planning and management in specific education sectors: Policy formulation and strategic planning (25); monitoring and evaluation (25); decentralized school mapping and micro-planning (25); including technical visits (approx. 5) for further training in strategy development.</p> <p>Number of planning policies formulated (including National Education Plan drafted, TVET, NFE and Literacy strategy, Higher Education, etc.)</p> <p>1.1.2 Education sector needs assessment report finalized.</p>

<p>Outcome 1.2: Enhanced institutional capacity and infrastructure to support delivery of education services</p>	<ul style="list-style-type: none"> Lack of awareness and sensitization on the Right to Education. 	<ul style="list-style-type: none"> Promote and reinforce the implementation of the Right to Education. 	<p>1.2.1 Capacities built to set regulations and means of reinforcement to promote the Right to Education. Increased awareness of parents, teacher and opinion-leaders regarding the Right to Education.</p>	<p>1.2.1. Number of MOE and MOHESR officials (approx. 8), Parliamentarians (approx. 6) and media staff (approx. 8) at national and local levels trained on advocacy campaign tools on education to launch a national advocacy campaign to promote the Right to Education. 1.2.2. Right to Education Awareness campaign launched along with senior staff (25) at central and governorate levels exposed to appropriate comprehensive sector analysis and diagnosis methods and techniques.</p>
<p>Outcome 1.3: Capacity of MOE, MOHESR and DOEs strengthened for improved coordination and decision-making especially with a new decentralized administration</p>	<ul style="list-style-type: none"> Education has a highly centralized administrative structure stifling creativity and flexibility. Strengthened institutional capacities needed for an ongoing decentralization process. 	<ul style="list-style-type: none"> Establishment of a regional coordination mechanism, reflecting results of GOI decentralization process. Capacity building and technical trainings regarding decentralization of education sector for MOE/MOHESR/DOE staff carried out. 	<p>1.3.1. Increase regional coordination capacities for staff in MOEs/DOEs. 1.3.2. MOEs/DOEs/MOHESRs staff better equipped for new decentralized planning and financial structure.</p>	<p>1.3.1. Number of (regional) mechanisms established to coordinate and facilitate the decentralization process. 1.3.2. Number of DOEs/MOEs/MOHESRs staff trained in decentralized educational and financial planning.</p>

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<p>Outcome 1.4: Enhance capacities of MOE/MOHESR for planning, designing and managing of higher education programmes, including on how to deal with Iraqi refugees/threatened academics.</p>	<ul style="list-style-type: none"> Lack of MOE/MOHESR capacities to deal with Iraqi refugee students. Lack of institutional capacity on how to deal with the personal security of threatened teachers, academics, and students. 	<ul style="list-style-type: none"> Provide training to MOE/MOHESR staff on dealing with Iraqi refugee students. Raise awareness regarding the violence suffered by teachers/academics and students. Standards in place that promote the security of teachers, academics and students across all levels of education. 	<p>1.4.1 Strengthen capacities and develop mechanisms with Iraqi MOE/MOHESR for including Iraqi refugee students into the Iraqi educational system.</p> <p>1.4.2. Awareness raised on the violence suffered by educators and students and on the promotion of neutrality of learning institutions and teaching staff.</p> <p>1.4.3. Technical advice provided to national institutions to develop mechanisms to monitor, report and respond to violations of the right to education.</p>	<p>1.4.1. Strengthened capacities to help Iraqi refugee students include: (a) Number of staff trained on how to include Iraqi refugee students into the Iraqi educational system; (b) Number of links between MOE/MOHESR and embassy staff established.</p> <p>1.4.2. (a) A conference to sensitize Iraqi government and media on the importance of education and the need to consider learning institutions as neutral grounds essential for reconciliation held; (b) A campaign launched to raise awareness of threats to Iraqi academics.</p> <p>1.4.3. Number (#) of GOI officials/NGOs' and Trade Unions' staff (#) trained on human rights, the right to education, the status of teachers, and the associated monitoring and reporting tools and mechanisms established by the GOI to address attacks against educational institutions, academic, students and teachers; number of training courses on personal/family security awareness for academics organized in partnership with the ICSIA.</p>
<p>Outcome 1.5: Enhanced capacity for monitoring and evaluation of progress towards achieving EFA Goals</p>	<ul style="list-style-type: none"> Lack of monitoring, evaluation and reporting on progress made on EFA goals. Most recent EFA Country Report was in 2000. 	<ul style="list-style-type: none"> Plan for National EFA Report. Institute reporting mechanism to the EFA GAP. 	<p>1.5.1 Institutional and human capacity at MOE/MOHESR at central and governorate levels for EFA data monitoring, evaluation, and reporting developed.</p>	<p>1.5.1 Number of MOE/MOHESR staff (throughout central and governorate levels) trained regarding EFA data monitoring, evaluation, and reporting, particularly in areas of access, literacy, and quality.</p> <p>1.5.2. A reporting mechanism for EFA established and National EFA Report written on a regular basis.</p>

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<p>Outcome 1.6: Expansion of EMIS to enhance decision- making capacity</p>	<ul style="list-style-type: none"> Lack of a system for data collection and analysis of reliable educational data for needs assessment, decision-making, and monitoring and evaluation MOE/MOHESR staff lack training to maximize EMIS benefits. 	<ul style="list-style-type: none"> Expand scope of EMIS coverage; support the annual school survey; provide decision-making tools. Enhance capacity of MOE/MOHESR staff on module utilization at central and governorate levels. Increase capacities of Planning and Statistics Directorate on utilizing EMIS. 	<p>1.6.1. Institutional (MOE/DOE/MOHESR) capacity enhanced to expand the scope of EMIS to Iraq's non-formal education needs and higher education sector. This data collection will be useful for policy formulation and strategic educational planning.</p> <p>1.6.2. Increase MOE institutional capacity to conduct assessments/studies at all levels of administration.</p>	<p>1.6.1. Number of experts from MOE/MOHESR trained in data collection, analysis M & E, and policy planning through using EMIS. [NFE MOE staff (30)].</p> <p>1.6.2 Scope and database for EMIS expanded to include non-formal education and higher education, and NFE and HE Management Information Systems established at the governorate and central levels.</p>
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2. Access to Quality Education				
Objective: Enhanced access to quality education across all levels with special emphasis on vulnerable groups, including girls				
Outcomes	Major Issues and Challenges	UNESCO's Proposed Actions (2010-2014)	Outputs by 2014	Indicators
Outcome 2.1: Support the establishment of a critical mass of skilled, qualified teachers across all levels and sectors in education	<ul style="list-style-type: none"> Need for accurate information and data on teachers and teacher needs. 	<ul style="list-style-type: none"> Identify needs for teachers, material, training manuals, in-service training, etc. Develop MOE/MOHESR/DOE capacities through trainings and workshops. 	<p>2.1.1. Capacity enhanced to enable teachers' needs assessments to be conducted.</p> <p>2.1.2. MOE/MOHESR/DOE gain greater institutional capacity through trainings</p>	<p>2.1.1. Needs assessment for teachers' needs carried out.</p> <p>2.1.2. Trainings carried out for developing strategic framework (20 MOE/MOHESR); MOEs/DOEs (42) trained to review instructional manuals, develop and produce up-dated material.</p>
	<ul style="list-style-type: none"> Lack of teaching qualifications and licensing; Lack of a Teacher Training Strategy 	<ul style="list-style-type: none"> Establish standards for teacher qualifications and licensing. Develop Teacher Training Strategy. 	<p>2.1.2. Technical/legal advice to establishing teacher qualifications standards and licensing provided to MOE/</p> <p>2.1.3. Capacities built for the development of Teacher Training Strategy for Iraq</p>	<p>2.1.2. Teacher qualifications and licensing standards established.</p> <p>2.1.3. Teacher Training Strategy for Iraq developed.</p>
	<ul style="list-style-type: none"> Need to update teaching methodologies in MOHESR to improve student teachers in their pedagogy. 	<ul style="list-style-type: none"> Establish a national institution to ensure quality and relevance of teaching methodologies in higher education Enhance capacity of trainers of teacher education through the completion of Multiplier Effect Trainings. 	<p>2.1.4. Capacity built to establish a National Institution to ensure quality teaching methodologies and adopt a National Strategy for Teacher Education.</p> <p>2.1.5. Completion of Multiplier Effect Trainings inside Iraq.</p>	<p>2.1.4. A National Institution to ensure quality teaching methodologies established and a National Strategy for Teacher Education Adopted.</p> <p>2.1.5. Core teacher trainers (TOTs) and mentors' capacity built (180); teachers trained from pilot schools in the implementation of revised curricula and teaching materials (100); beneficiaries trained for the Multiplier Effect Trainings inside Iraq (308).</p>

UNESCO's NATIONAL EDUCATION SUPPORT STRATEGY (UNESS) FOR IRAQ

<p>Outcome 2.1: (Continued) Support the establishment of a critical mass of skilled, qualified teachers across all levels and sectors in education</p>	<ul style="list-style-type: none"> • Brain drain in Iraq • Academics abroad reduce the numbers of needed educators in Iraq • Diasporas of educators and academics outside of Iraq. 	<ul style="list-style-type: none"> • Initiate awareness campaign to recruit and train new educators and launch a national reintegration and placement programme for displaced and refugee educators • Enhance research networks between Iraqi universities and Iraqi academics living outside Iraq • Establish academic hubs targeting Iraqi academics abroad and establishing links 	<p>2.1.6. Enhanced capacities to launch an Awareness Campaign to recruit and train new educators.</p> <p>2.1.7. Existing mechanisms developed to reconnect/link academic refugees with other Iraqi academics.</p> <p>2.1.8. Facilitate the return of Iraqi academics in exile and reintegrate them into the educational system.</p>	<p>2.1.6. A National Reintegration and Placement Programme launched along with an awareness campaign to recruit and train new educators initiated.</p> <p>2.1.7. Numbers of mechanisms developed to reconnect/link academic refugees with other Iraqi academics.</p> <p>2.1.8. Number of Iraqi academics that return from abroad.</p>
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Chapter Four

<p>Outcome 2.2 Enhanced institutional capacity and infrastructure to support delivery of TVET training courses, enhanced access to TVET centers and increased support for delivery of TVET education</p>	<ul style="list-style-type: none"> Lack of access to TVET centers in many communities. TVET centers not meeting labour market needs. High youth unemployment rates Lack of capacities to carry out TOT and other technical trainings. 	<ul style="list-style-type: none"> Enhance TVE/ MOE capacities for conducting TOTs and other technical trainings (including Modular Training) Strengthen capacities in vocational trainings to offer skills that are in high demand in the labour market. Perform market assessment analyzing private sector demands in a specific geographic area. Enhance employment skills for local residents. 	<p>2.2.1. Strengthen the capacities for vocational instructors to conduct trainings in equipment infrastructure upgrade, programme development, instructional methodology.</p> <p>2.2.2. Capacities for FTE enhanced to meet the vocational industry's needs.</p> <p>2.2.3. Enhance capacities for the TVET sector to establish training "Skills for Work" programs.</p> <p>2.2.4. Employment skills for local residents in three areas enhanced.</p>	<p>2.2.1. Comprehensive modular employment oriented curricula and training material developed, implemented, and available.</p> <p>2.2.2. Number of people trained in equipment infrastructure upgrade, programme development, instructional methodology and number of manuals/ modules for MOLSA/FTE/ MOHESR trainers drafted and trained in teaching "Employability Skills"/ technical training/ in Life Skills courses.</p> <p>2.2.3. Number of computers (360 for 36 FTE Technical Institutions) procured vocational training centers</p> <p>2.2.4. The short cycle training program in "Skills for Work" and "Employability Skills" implemented.</p> <p>2.2.5. Number (1,500) of residents trained for increased employment skills.</p> <p>2.2.6. Percentage increase in youth employment and self-employment rates.</p>
<p>Outcome 2.3: Increase awareness of educational opportunities and facilitate re-engagement of IDPs and Refugees</p>	<p>Lack of awareness of refugee students' needs and their available learning opportunities.</p> <p>Accreditation from host countries is not recognized in Iraq</p>	<ul style="list-style-type: none"> Launch a multi-media campaign for raising awareness for IDP/ refugee students' issues, new educational opportunities, etc. Increase capacities and communication between Iraqi MOE/ MOHESR and host countries to establish equivalent certificates. 	<p>2.3.1. Enhance capacities to be able to launch a multimedia campaign to raise various issues pertaining to IDPs/refugees including new educational opportunities.</p> <p>2.3.2. Raise capacities of both Iraqi MOEs and Embassies abroad to facilitate accreditation for refugee students in host countries.</p>	<p>2.3.1. Two multi-media campaigns (TV clips, newspapers, posters, brochures) for raising awareness on new educational opportunities launched: (1) for IDPs and (2) for refugee issues.</p> <p>2.3.2. Number of Iraqi MOEs and hosting countries MOEs sensitized regarding refugee students' issues.</p> <p>2.3.3. A system is developed for the execution of final exams according to the Iraqi curricula for interested Iraqi refugee students in their hosting countries.</p>

UNESCO's NATIONAL EDUCATION SUPPORT STRATEGY (UNESS) FOR IRAQ

<p>Outcome 2.4: Increase the enrollment of IDP/Refugee students in formal and NFE education</p>	<ul style="list-style-type: none"> Lack of awareness of IDP- or refugee-students' available opportunities for formal education. 	<ul style="list-style-type: none"> Increase MOE staff's, teachers' capacities, and national NGOs to meet the needs of IDP/refugee students. Increase awareness of IDP/refugee students of the educational possibilities in their host countries to reengage them into educational programs 	<p>2.4.1. Increase teachers', NGOs', and MOE staff's capacities in dealing with the psychosocial needs of IDP students.</p>	<p>2.4.1.a. MOE experts trained. UNESCO support the MOE to establish a psychosocial unit and to formulate a strategy to develop suitable educational tools for IDPs.</p> <p>2.4.1.b. Teacher training in counselling/screening children in need of psychosocial support developed.</p> <p>2.4.1.c. A workshop on dealing with the psychosocial needs of IDP students conducted for (20) national NGOs.</p> <p>2.4.1.d. Number of NGO classrooms/workshops/training centers rehabilitated for IDPs (20); for refugees (40); Number of NGO classrooms/workshops/training centers built for IDPs (10); for refugees (20).</p>
<p>Outcome 2.5: Increase availability of distance learning opportunities, services by using televised programming and e-learning</p>	<ul style="list-style-type: none"> Limited availability of distance learning programs, such as TV educational programming, and e-learning 	<ul style="list-style-type: none"> Provide support to distance learning TV programming system Provide e-learning opportunities 	<p>2.5.1. Produce educational TV programs based on Iraqi curricula to be broadcasted on the Iraqi ED TV for refugee students.</p> <p>2.5.2. Increased capacities for TV directors in production and editing for educational programming.</p> <p>2.5.3 Establish e-learning centres in selected universities.</p> <p>2.5.4 Build institutional capacities of universities to produce e-learning programs.</p>	<p>2.5.1. Number of episodes produced (624) of educational TV programs based on Iraqi curricula for the Iraqi ED TV.</p> <p>2.5.2.a Number of TV Directors trained in TV production and editing for educational programming.</p> <p>2.5.2.b. A TV production and editing units established.</p> <p>2.5.3 Three centres established in Universities of Baghdad, Basra and Salahaddine (Erbil).</p> <p>2.5.4 E-learning programmes and on-line modules developed in coordination with MOHESR and universities.</p>

Chapter Four

<p>Outcome 2.5: (Continued) Increase availability of distance learning opportunities, services by using televised programming and e-learning</p>	<ul style="list-style-type: none"> Lack of capacities for developing educational TV Programming 	<ul style="list-style-type: none"> Enhance MOE Technical capacities <ul style="list-style-type: none"> in TV production and editing for educational programming. Set up of distance learning TV programming system Distance learning opportunities 	<p>2.5.5. MOE Technical staff will have enhanced capacities in TV production and editing educational programming for IDPs and refugees.</p> <p>2.5.6. Capacities of MOEs/DOEs staff developed to provide ALP and NFE courses to refugees and IDPs in cooperation with NGOs.</p>	<p>2.5.5. Number of MOE Technical staff trained in TV production and editing for educational (ALP /NFE) programming for IDPs/ refugee students.</p> <p>2.5.6. Number of ALP and NFE teaching / training material (10 modules) created for refugee/IDPs students.</p>
<p>Outcome 2.6: Enhanced quality of curriculum to respond to education needs</p>	<ul style="list-style-type: none"> Outdated and inadequate curricula across all sectors (secondary, NFE & literacy, etc.). Lack of curricula quality assurance mechanism. 	<ul style="list-style-type: none"> After performing a curriculum review and developing quality curricula and instructional methods, UNESCO will conduct trainings for sustainable capacity to develop modern curricula relevant to learning needs, including the use of modern educational concepts and tools. Quality Assurance Agency charged with the assessment of curricula and standards of delivery established. 	<p>2.6.1. Technical support given to MOEs for curriculum review provided and new updated curricular and instructional methods developed while also capacity of MOE staff developed through trainings to modernize curricula to include ICT activities and civic values.</p> <p>2.6.2. MOE's and MOHESR's capacity strengthened towards the development of a strategy to coordinate decentralization of functions for curricula quality assessment.</p>	<p>2.6.1. MOE staff (15) attended a workshop which reviewed Iraqi curricula and textbooks in all sectors; MOE educational experts (80) trained in modern teaching methodologies (including ICT activities), writing and designing textbooks and in promoting globally agreed human, social and national values.</p> <p>2.6.2. Number of staff trained to develop a strategy to coordinate decentralization of functions for curricula quality assessment.</p>

UNESCO'S NATIONAL EDUCATION SUPPORT STRATEGY (UNESS) FOR IRAQ

<p>Outcome 2.7: Increase capacity of MOE, school staff and administrators and national NGOs to address the psychosocial needs of children.</p>	<ul style="list-style-type: none"> Lack of capacity to address the psychosocial needs of children. 	<ul style="list-style-type: none"> Develop institutional capacity at all levels (MOE, school staff, and national NGOs) to address the psychosocial needs of children. 	<p>2.7.1. Education staff trainings for teaching in post-conflict settings with traumatized communities conducted with new educational tools and technical assistance to meet psychosocial needs of children in vulnerable communities provided.</p>	<p>2.7.1. A training module (set) developed on counselling, screening and supporting refugee children in need of psychosocial support developed as well as the number of expert staff (60) from NGOs and MOEs of hosting countries on training teachers on the modules. Education staff are trained in post-conflict settings with traumatized communities.</p>
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3. Literacy and Life Skills Development

Objective: Improved access to quality literacy for all.				
Outcomes	Major Issues and Challenges	UNESCO's Proposed Actions (2010-2014)	Outputs by 2014	Indicators
<p>Outcome 3.1: Support the reduction of illiteracy and the development of life skills</p>	<ul style="list-style-type: none"> • 22 % illiteracy rate (including children, youth, adults, etc). • Lack of availability of sufficient programmes to meet the demand for literacy development • Community based organizations lack capacity for literacy programs. 	<ul style="list-style-type: none"> • Development of a National LIFE initiative, including LIFE tools, and train staff. • Conduct needs assessment by governorate, segregating information by gender, rural/urban situation. • Enhance capacity of civil society and NGOs to deliver literacy programs for empowerment. 	<p>3.1.1. Staff is trained to conduct LIFE needs assessment; skills to launch National LIFE Campaign; staff is enabled to draft a LIFE Country Plan.</p> <p>3.1.2. Capacities of civil society organizations strengthened in LIFE initiatives.</p>	<p>3.1.1. Literacy needs assessment conducted.</p> <p>3.1.2. Number of staff trained in LIFE needs assessment.</p> <p>3.1.3. National LIFE Campaign launched.</p> <p>3.1.4. Number of staff trained in LIFE Country Planning.</p> <p>3.1.5. Number of NGOs' / civil society/ community based organizations' staff undergoing capacity-building training for LIFE initiatives to deliver literacy/ LIFE programs in their communities.</p>

UNESCO's NATIONAL EDUCATION SUPPORT STRATEGY (UNESS) FOR IRAQ

<p>Outcome 3.2: Enhanced capacity to deliver life skills activities.</p>	<ul style="list-style-type: none"> Inadequate skills for employment opportunities for vulnerable groups Lack of awareness of IDP- or refugee-students' available opportunities for NFE education programs. 	<ul style="list-style-type: none"> Increase transfer rates of students from non-formal to formal education. Develop a media campaign to raise awareness on literacy Establish linkages between TVET centres and LIFE skills centres to enable transition of vulnerable groups for further trainings. 	<p>3.2.1. Institutional capacity for delivering Non-Formal Education developed; NFE and MOE linkages and coordination strengthened.</p> <p>3.2.1 Produce ALP and NFE TV programs to be broadcasted for refugee students.</p> <p>3.2.2. Staff members equipped to launch literacy campaign with the use of local media.</p> <p>3.2.3. Increase capacities for the GOI to link TVET and LIFE skills centres.</p> <p>3.2.4. Enhancement of literacy/ numeric skills in targeted vulnerable groups.</p> <p>3.2.5. School managers, teachers, education providers and civil society activists have the capacity to design, implement and deliver civic values/life skills education programmes.</p> <p>3.2.6. Young people are enabled to conduct extra-curricular activities on civic values/life skills at the intermediate /secondary school levels as well as in the community.</p>	<p>3.2.1. Number of national mechanisms established for NFE /MOE coordination; number of national partnerships established among stakeholders for the implementation of literacy and NFE programs.</p> <p>3.2.1. Number of students joining NFE/ALP programmes.</p> <p>3.2.1. Number of students who transferred from non-formal to formal education programmes.</p> <p>3.2.2.a. Number of MOE's and NGO's staff members working toward the facilitation of a National Literacy Advocacy Campaign.</p> <p>3.2.2.b. A National Literacy Campaign launched.</p> <p>3.2.3. Number of GOI staff trained in program development; number of TVET and LIFE programs linked together.</p> <p>3.2.4. Number of vulnerable people who develop their literacy and numeric skills.</p> <p>3.2.5. Guidelines for teachers and education providers on civic values/life skills developed and the number (25) of male/female school managers, teachers and education providers attending TOT workshops on implementing civic values and life skills programmes.</p> <p>3.2.6. Number of male/female student peer educators (40) trained on promoting civic values and life skills programmes and the percentage of male/ female students successfully completing post-training assessment (80)</p>
<ul style="list-style-type: none"> Lack of civil society values and life skills in education programmes 	<ul style="list-style-type: none"> Development of GOI and civil society capacities on the relevant policy, managerial and operational levels to design and implement civic values/life skills education programmes. Enhance adolescents' capacities to promote civic values/life skills among their peers 	<ul style="list-style-type: none"> Development of GOI and civil society capacities on the relevant policy, managerial and operational levels to design and implement civic values/life skills education programmes. Enhance adolescents' capacities to promote civic values/life skills among their peers 	<p>3.2.5. School managers, teachers, education providers and civil society activists have the capacity to design, implement and deliver civic values/life skills education programmes.</p> <p>3.2.6. Young people are enabled to conduct extra-curricular activities on civic values/life skills at the intermediate /secondary school levels as well as in the community.</p>	<p>3.2.5. Guidelines for teachers and education providers on civic values/life skills developed and the number (25) of male/female school managers, teachers and education providers attending TOT workshops on implementing civic values and life skills programmes.</p> <p>3.2.6. Number of male/female student peer educators (40) trained on promoting civic values and life skills programmes and the percentage of male/ female students successfully completing post-training assessment (80)</p>

ANNEXES

ANNEX 1

UNESCO'S PROJECTS IN EDUCATION, 2003 - 2009

The following are tables of UNESCO's extra-budgetary and core-funded projects and programmes, started in the period between 2003 and 2009. Extra-budgetary projects in this period totalled almost \$58 million, while Regular Programme funded projects were almost \$950,000. The tables provide a breakdown in terms of projects, donors, and project dates.

Table 1 - UNESCO's Extra-Budgetary Education Projects, 2003-2009

Project Name	Description	Funding Source	Project Dates	Total Budget (US\$)
Textbook Quality Improvement Programme	Revised and distributed almost 9 million mathematics and science textbooks for primary and secondary schools.	USAID	2003-2005	10,000,000
Rapid Needs Assessment	Assessed the ED sector to provide basis for planning its reconstruction.	Japan	2003-2004	439,509
Emergency Assistance to MOE	Provided direct assistance to MoE to enhance planning expertise of staff and improve its communication tools.	Japan	2004-2005	499,464
In-Service Training of Secondary School Teachers	Enhanced secondary school teachers' ICT skills, teaching competency and knowledge in English, Science and Mathematics.	UNDG-ITF, Japan	2004-2006	2,346,400
Education Management Information System (EMIS)	Developed a database on the ED system to build capacities in planning	UNDG-ITF, Japan	2004-2006	1,500,000
Revitalization of TVET – I	Re-equipped 11 vocational schools with equipment; trained trainers on ICTs.	UNDG-ITF, Japan	2004-2005	2,757,198
Literacy and Life Skills Development (LLD)	Provided basic literacy and life skills to illiterate girls and women through non-formal education	UNDG-ITF, Japan	2004-2007	1,640,743
Textbook Quality Improvement Programme II	Improved educational content of textbooks, assisted MoE in developing a 'Textbooks Policy', printed and distributed 9 million textbooks.	UNDG-ITF, EU	2005-2006	6,660,473
Strengthening Secondary Education in Iraq (SSE)	Rehabilitated laboratories and libraries in 55 secondary schools; trained teachers, lab technicians, librarians and principals.	UNDG-ITF, EU	2005-2007	4,721,300
Revitalization of TVET - II	Re-equipped 37 vocational schools with equipment; trained trainers on curriculum design and delivery.	UNDG-ITF, EU	2005-2008	3,000,000
Training of Trainers in Teacher Education	Provide teacher education to secondary teachers	UNDG-ITF, EU	2006- 2011	2,325,116
Support for Revitalizing Higher Education in Iraq – Phase I	Offered fellowships and visiting programs for Iraqi academics	Qatar Fund	2007-2010	3,492,152
Local Area Development Programme	Reinforce TVET capacity by rehabilitating and equipping VTCs and training for staff in certain areas.	UNDG-ITF, EU	2007-2011	3,235,570
ICT in Education	Improve ICT literacy of MoE staff, teachers, and students.	UNDG-ITF, EU	2007-2011	1,962,414
Distance Learning Project (ED TV)	Provide students with access to lessons covering all primary and secondary levels and subjects through TV programs.	UNDG-ITF, EU	2007-2011	5,605,228
Improving Quality and Relevance of TVET	Re-orient and improve the TVET system to better prepare young people for employment in the industrial, construction and service sectors.	UNDG ITF - Germany	2007-2011	5,308,400
Enhancing the Learning Environment in Vulnerable Areas in Iraq for meeting the EFA goals	Develop institutional capacity for MoE in policy formulation, strategic planning, service delivery, project design and management.	UNDG-ITF, EU	2008-2011	1,712,905
Support to Decentralization and Local Governance for Service Delivery	Conduct a rapid assessment to have a baseline understanding of current systems in MoE and MoHESR	UNDP	2009-2011	173,843
TOTAL				\$57,380,715

Table 2 - UNESCO's Regular Programme Used as Core Funding, 2003-2009

Project Name	Project Dates	Total Budget (US\$)
Education for All: Policy Reform for Inclusive Education and Training of Teachers	2004-2005	103,840
Education for All: Supporting Education Policies in favour of Girls' and Women Education.	2004-2005	56,198
Education for All: Supporting NFE and Literacy Programmes	2004-2005	58,629
Education for All: Targeting key goals (Improving the quality of education.)	2004-2005	70,122
Education Activities in Iraq	2004-2005	130,306
Enhancing Iraq's capacities in promoting, renewing and strengthening the national EFA monitoring mechanisms, policies and capacities.	2006-2007	87,498
Enhancing learning opportunities through non-formal education in Iraq	2006-2007	19,559
Assistance to development of teachers and educational personnel	2006-2007	19,938
Promoting global culture of peace by consolidating efforts of MOE to develop understanding of principles of and respect for freedom, justice, democracy, HRs, and tolerance among Iraqi citizens	2006-2007	35,000
Promotion of ESD	2006-2007	23,000
Assessing learning outcomes	2006-2007	42,547
Assistance to the reform of secondary education in Iraq	2006-2007	14,926
Promoting the use of ICT in education	2006-2007	9,284
Textbooks Online ¹	2006-2007	10,000
National educational policies linked with strategies for ICT applications formulated	2008-2009	40,000
Development of UNESS, contribution to CDP at country level and mobilization of partners and stakeholders at national level	2008-2009	18,500
Strengthening national capacities in Planning, Management and Monitoring and Evaluation of the Education System	2008-2009	85,000
Improve the quality and sustainability of both formal and non-formal education at all levels	2008-2009	45,000
Enhance Capacity for Teacher Education	2008-2009	40,000
Development of University Admission Policy	2008-2009	25,000
TOTAL		\$934,349

1. Textbooks Online was an activity under "Promoting the use of ICT in education"

Annex 2

The International Compact with Iraq (ICI) Resolution

The Government of Iraq and the International Community are determined to strengthen their partnership to improve the lives of the Iraqi people, to complete the reconstruction of Iraq and to set it firmly on the path to self-sufficiency and prosperity in a society with a pluralistic political, democratic and federal system.

Reaffirming their shared commitment to continue, in the spirit of the Madrid Conference in 2003, and the Abu Dhabi and Kuwait meetings in 2006, to work toward a secure, stable and prosperous Iraq, with good governance and human rights and equal protection for all Iraqis under the rule of law, and to maintain and strengthen that commitment over the terms of this Compact and beyond,

- Commit to build upon the achievements of nascent Iraqi unity found in the adoption of a new Constitution in October 2005, the holding of parliamentary elections in December 2005, and the formation of the first permanent Government under the new constitution in May 2006;
- II. Recognize that the successful implementation of a shared vision for the future of Iraq will require the rejection of violence, terrorism and extremism; national dialogue and reconciliation' establishing loyal and professional security forces; removing remaining terrorist threats; and a reasonable solution for the disarmament, demobilization and reintegration of militias;
- Acknowledge that a prosperity and well-being of the Iraqi people hinges upon the Government's commitment to pursue fundamental socio-economic reforms in areas including public resource management, governance and institutional strengthening , anti-corruption measures, subsidy reform, private sector development, financial sector restructuring, human security promotion, an established regulatory and institutional framework based on the rule of law, hydrocarbon legislation that provides just distribution of revenues, and a refined agriculture and water management strategy;
- Accept that such reforms can only be realized through substantive international engagement and cooperation and investment that bridges the gap between Iraq's needs and its capabilities in the medium term. Such assistance may include the granting of debt relief to Iraq by creditors at least on comparable terms to the Paris Club Agreed Minutes of November 2004; the provision of grants, loans and technical assistance; the provision of assistance with capacity building; and any other forms of assistance which may be agreeable to both parties;
- Agree that the participants of the Compact will meet regularly to coordinate their efforts and review progress on these reforms and assistance, according to the mechanisms and timetables established in the annexes to the International Compact document;
- Confirm their mutual commitment to the reforms and assistance contained herein and pledged at the final conference.

**Sharm el-Sheikh, Egypt
3 May 2007**

ANNEX 3

General Information about Iraq

The Republic of Iraq covers a geographic area of 438,317 km² and shares its borders with Turkey to the north, Iran to the east, Syria, Jordan and Saudi Arabia to the west, and Kuwait to the south. The country's physical geography ranges from mountains and foot-hills to plains and desert plateau, and its climate varies from cool to cold winters, and hot to extremely hot, dry summers. The center is fairly dry; the south is typically very humid; and the north is cool all year round, with very cold winters. Only 25 percent of the land area is arable. The rainfall pattern is one of great irregularity and ranges from under 100mm to about 1,000mm/year.

Self-defined as a federal parliamentary republic, Iraq is made up of a decentralized capital (Baghdad), 18 provinces (governorates), each of which is divided into districts (Qadha), sub-districts (Nahiya) and villages. The northern governorates of Dahuk, Erbil and Sulaymaniyah make up the semi-autonomous region of Kurdistan, administered by the Kurdistan Regional Government (KRG).

The country's 29.6 million population is spread out unevenly, the least densely populated governorate being Anbar (9 persons/km²) where land is less arable, while Baghdad governorate, which is the economic heart of the country, is the most densely populated (1,490 persons/km²). While average population growth before the international sanctions was estimated at 3.6 percent, this rate has been greatly reduced by emigration, severe economic hardship and lower fertility rate, reaching a low of 2.76 percent in 2003.¹ While the annual population growth rate from 1975 to 2003 was 2.9 percent the estimated growth rate for 2003 to 2015 is 2.4 percent. Women's fertility rates from 1970 to 1975 were at 7.2 births per woman and during 2000 to 2005 the rate dropped to 4.8 births per woman.¹

Economic

Despite the country's rich potential for economic prosperity, including water, human capital and the world's second largest oil reserves, the economy of Iraq has suffered substantial variability in the past 30 years. During the 1970s, the country developed a solid infrastructure and a well-performing education and health care system, widely regarded as the best in the Middle East.

The following 20 years witnessed successive wars, a repressive, state-dominated economic system, and international sanctions, which contributed to stifling economic growth and debilitated basic infrastructure and social services delivery. Some relief was provided by the UN Oil-for-Food programme (1996-2003), which allowed the export of oil in exchange for food, medicine, and other humanitarian goods.

The country is making efforts towards liberalizing the economy from a state-dominated system to a free market economy. Buttressed by increasing crude prices, the oil sector continues to dominate the economy and still accounts for two-thirds of national GDP. Current State reforms are looking at how to distribute the oil revenues in a decentralized form of government. Meanwhile, the government has been making efforts to develop the conditions for growth in sectors outside of oil from which government revenues make up an abysmal 2 percent.²

Human development

Although there is a scarcity of reliable data, surveys show that Iraq's human development indicators have deteriorated significantly since the 1980s when they were above average relative to the Middle East and North Africa region. Today, large segments of Iraq's population face unprecedented social and economic risks. The human costs of conflict are not only the result of direct violence, but also arise from hunger, malnutrition, forced migration and the collapse of public services stemming from the wider effects of sanctions and conflict on the economic and administrative structure of the country as a whole. As in other developing countries, these burdens are borne disproportionately by the most vulnerable. In Iraq, these include the displaced, women and children, and rural communities.

1. FAO/WFP, Crop, Food Supply and Nutrition Assessment Mission to Iraq, 23 September 2003

2. Arab Human Development Report 2005, p. 290

3. Very little information is available about the nonoil sector and local economic trends.

The Demographics of Vulnerability

Women and children remain particularly vulnerable.¹ Little over one third of Iraq's 4.8 million children under the age of five have access to safe drinking water, resulting in the spread of infectious diseases such as cholera and diarrhoea which increases mortality. A 2004 survey found that more than one-quarter of Iraq's children suffered from chronic malnutrition. Children's education is also affected by school closures and absenteeism. The status of women is of increasing concern with growing reports of honour crimes, domestic violence, and violations of the rights to education, health, work and freedom of movement.

The disparities of living standards between urban and rural areas are severe. Communities in rural areas suffer much more from chronic deprivation of basic services and needs than those living in urban areas. These disparities exist even in the more stable areas of the north.²

In August 2007, the UN Security Council Resolution 1770 called, inter alia, for increased humanitarian assistance in support of the most vulnerable segments of Iraq's population.

Iraq and the Millennium Development Goals

The country's ability to attain most of the Millennium Development Goals (MDGs) appears highly uncertain at this time.³ Below is a concise review of the status of progress.

Goal 1: Eradicate extreme poverty and hunger. Estimates suggest that the incidence of absolute poverty can be over 10 percent, with a further 12–15 percent of the population close to the international absolute poverty line of \$1 per day. In 2003, the percentage of the population depending on the government's Public Distribution System for food was 60 percent. Today, the figure is down to 9.4 percent, according to the WFP. Yet that means that 2.8 million people are still vulnerable to food insecurity.⁴ Several population groups are especially vulnerable: unemployed youth, demobilized soldiers and militia, war victims with disabilities, and internally displaced persons, refugees, and returnees.

Goal 2: Achieve universal primary education. By 1980, Iraq had achieved near universal primary school enrollment. Today, over one million children from age 6 to 14 are out of school. Gross enrollment in primary education remains high at 105 percent with major disparities among governorates, where for instance Dyala stands at only 81 percent while Basra reaches 128 percent.⁵ The attendance rates are lower for girls in rural areas.⁶ Please refer to Chapter 2 for more details on the state of education.

Goal 3: Promote gender equality and empower women. In 1985, Iraq's ratio of girls to boys in primary and secondary education was 72 percent, rising only to 76 percent in 1999. The ratio of young literate females (ages 15–24) to males is 50 percent.⁷ The gender distortion is worse in rural areas. The adoption of the quota system which gave Iraqi women 32 percent of the seats in parliament is seen as a positive development.

Goal 4: Reduce child mortality. According to UNICEF, Iraq is the furthest behind in the world concerning the reduction of child mortality.⁸ Since 1990, mortality rates have deteriorated sharply due to repetitive wars and the sanctions. Mortality of children under five years old reached 115 per thousand in 2003 and is twice as high in the South and Central regions of the country as it is in the North. Infant mortality has increased to 102 per thousand live births (105 in Sub-Saharan Africa), which has been attributed to disease as a result of poor water

1. Report of the UN Secretary-General to the UN Security Council, 15 October 2007.

2. UNDP/ Government of Iraq, Unsatisfied Basic Needs Mapping and Living Standards in Iraq, 2006.

3. No comprehensive review or analysis of Iraq's progress to achieve the MDGs has been made. The Iraqi Central Organization for Statistics and Information Technology (COSIT) did prepare a national MDG Report in 2005 on its own initiative, sourced mainly from the Living Conditions Survey of 2004. In preparing their first MDG Report, COSIT did not request any external support. The Report is a compilation of only available indicators, containing very limited analysis. A more complete analysis is needed. At the time of drafting of this UNNESS, the 2nd edition of the Iraq Human Development Report was under development by the UNDP and scheduled for launch in early December 2008. The 1st edition was published in 1995 and has not been updated.

4. WFP/VAM, Comprehensive Food Security and Vulnerability Analysis (CFSVA) for Iraq, 2008.

5. Gross enrolment can exceed 100 percent because some children begin school early or repeat grades; the figures are based on the EMIS data for 2007-2008.

6. EMIS

7. EMIS

8. United Nations Children's Fund (UNICEF), The State of the World's Children 2005: Childhood Under Threat, (New York, UNICEF, 2004), p. 7.

and sewerage quality and overcrowding. The incidence of the most important vaccine-preventable disease, measles, has declined since vaccine coverage improved in the 1990s, but in the North the disease is still the third most common cause of death among children five and younger.

Goal 5: *Improve maternal health.* In the past decade, maternal mortality tripled in Iraq, reaching 370 per 100,000 live births.¹ Nearly 70 percent of pregnant women suffered from anaemia, increasing the risk of mortality and morbidity. The share of births delivered without trained assistance in 2000 was about 28 percent nationwide and close to 40 percent in rural areas. Proxy indicators point to challenges as a result of limitation of mobility, on account of the lack of security, and the unavailability of quality services and supplies.

Goal 6: *Combat HIV/AIDS, malaria, and other diseases.* Typhoid, cholera, and malaria are endemic. In the center and south of the country the situation remains critical, with 20 percent of the population at risk from lack of access to safe water and sanitation. The reported incidence of tuberculosis (at 132 cases per 100,000 people) is markedly higher than in neighboring countries. Iraq is categorized as highly vulnerable to HIV/AIDS, but no reliable data are available to support this rating. The registered number of cases of HIV/AIDS is low (about 250); however, risk factors are present for increased rates of transmission.

Goal 7: *Ensure environmental sustainability.* Destruction and deterioration of key ecosystems and habitats, including waterways, forests, and marshlands, are widespread. Access to improved drinking water sources has declined over the past two decades and stands at 86 percent, while only 60 percent of Iraqis have access to adequate sanitation.² The Iraq Ministry of Health estimated in October 2008 that at least 17 percent of piped water nationwide, and one-third of the water in Baghdad, is not potable.³ Serious water, air and land pollution have resulted from accumulated hazardous and municipal waste, growing vehicle emissions and fires from attacks on oil infrastructure.

1. UNFPA databases.

2. World Bank, World Development Indicators Database, 2007.

3. Integrated Regional Information Networks (IRIN) of the UN Office for the Coordination of Humanitarian Affairs, Iraq: Health threat posed by aging water supply networks, 23 October 2008, Baghdad.

ANNEX 4

The Educational Ladder

As mentioned in Chapter 2, the duality of systems has produced two distinctly different educational ladders, making comparison of the two more complex. The Educational Ladder depicts the intricacies regarding the devolution of power between the KRG and its capital (please refer to the figure on the next page). As it stands, students entering either system in the 2008-2009 Academic Year begin their education at the pre-primary levels at age 4 and 5, and will finish at age 17 at level 12, and then can pursue other opportunities such as higher education. That is where the similarities between the two systems end. In the KRG education system, children from age 6 to 14 (levels 1 to 9) are considered to be enrolled in Basic Education, and ages 15 to 17 (levels 10 to 12) comprise the upper-secondary level education. All schools in the KRG are classified under the three stages (pre-primary, basic-education and upper-secondary).

The ladder in the federal system reveals a greater complexity, as education levels are classified along school capacities and type. After pre-primary, the student enters basic education, but only insofar as the school accommodates for levels 1 to 9. In some areas, schools may only accommodate 'basic education' up to level 6, and are thus classified as 'elementary education schools.' If a school can accommodate for levels 1 to 7 or 8, it is classified as a 'complementary school.' Secondary education under the federal system is generally followed from level 7 to 12; however some schools after level 6, called 'intermediate schools,' can only accommodate levels 7 to 9, thus necessitating another type of school to follow which accommodates levels 10 to 12, called an 'upper-secondary' school. This complexity means that there are several different scenarios for students as they progress through the ladder. For example, any 14-year old students could be in a secondary, intermediate or basic education school, depending on the capacity of the school in her/his community.

Both systems are centralized at the level of their respective MOE's. Each MOE receives an allocation of funds from the national budget on an annual basis. The MOE is responsible for the policy, planning, management and security of the country's education system, which encompasses administrative offices and educational schools and facilities. Their activities include providing textbooks and supplies for students and teachers as well as setting educational standards and training. The various functions of the MOE are shared among General Directorates (GD) which oversee specific areas of administration, technical planning and reporting. Each GD is headed by a director-general who reports to the Minister of Education.

Within their respective geographic 'jurisdictions,' the MOE divides its authority among units called Directorates of Education (DoE). Generally, DoE's have been given authority over a particular governorate, with some exceptions, such as the Governorate of Baghdad, which has six. Each DoE is headed by a director-general who reports to their respective Minister of Education. On technical matters, the DoE reports to the in-line GD at ministry level.

The educational ladder for Iraq and the KRG for the 2008-2009 Academic Year

Age	Level	Iraq (excluding KRG)			KRG
17	12	Secondary	Upper-secondary		Upper-secondary
16	11				
15	10				
14	9	Elementary	Intermediate	Complementary	Basic Education
13	8				
12	7				
11	6				
10	5	Pre-primary	Basic Education	Basic Education	
9	4				
8	3				
7	2				
6	1	Pre-primary	Complementary	Basic Education	Basic Education
5	KG-2				
4	KG-1				

Sources: Federal MOE and KRG MOE, compiled by UNESCO

ANNEX 5

Recommendations from the "Stop Jeopardizing the Future of Iraq Conference"

The conference took place in Paris from 30 October to 1 November 2008.

National strategy

1. Develop a national vision, mission and strategy for education at all levels based on a consultation of all stakeholders, and design policies based on updated, accurate data and relevant studies and analysis.

Access to quality basic education

2. The State of Iraq and international partners need to take urgent measures to increase access to education.
3. The State of Iraq and international partners need to take urgent measures to increase quality of education.

Universities

4. The State of Iraq and international partners should help to reform the higher education system by reinforcing administrative capacity, reviewing and upgrading the curriculum, by using modern technologies, by respecting autonomy and the exercise of democracy in university appointments, and by providing opportunities for further training for university lecturers;
5. Include courses and programmes in Iraqi universities that enhance national identity and promote active citizenship, freedom of expression, as well as civil society and human rights culture;
6. Through consultation with the relevant authorities, encourage the return to Iraq of academics and other qualified personnel, and benefit from the skills and expertise of Iraqi academics whether inside or outside Iraq;
7. With the help of universities in other countries and international organizations, increase the opportunities for Iraqi academics and students to teach, carry out research and study abroad.

Protection of Iraqi intellectuals, academics, teachers, students and educational institutions

8. The Government of Iraq should apply international human rights law regarding crimes against educators and work to end impunity for attacks on education. The Government of Iraq should establish a just, efficient and transparent mechanism for investigating such crimes and prosecuting the perpetrators. If needed and to carry out such investigations on its own, the Government of Iraq should seek and be provided with international support to fulfill such investigations. Furthermore, a UN rapporteur should be sent to Iraq to monitor the effort to end impunity and provide to the government some independent international oversight.
9. Mechanisms should be established in Iraq to ensure the safety and security of educators and students and to create an environment conducive to the return of those who have left. Fundamental to this will be the establishment of the neutrality of educational institutions through transparency and neutral curricula and administrative processes.
10. The Government of Iraq should implement national laws and prosecute all perpetrators under existing legislation and give compensation and on-going support to the families of assassinated educators.
11. UNESCO in coordination with other UN organizations should initiate a campaign to protect education personnel and the education system in Iraq and other crisis countries.

Internally Displaced Persons

12. To permit continuity of schooling for IDP children, use testing and referral systems or other temporary measures to permit students who have lost school certificates to continue schooling;

13. Expanding access to schooling for IDP children by expanding facilities, providing transport, offering teacher training to members of the IDP community in areas that host large numbers of IDPs;
14. Provide guidelines and training for short term and emergency responses to local actors (NGOs and community organizations) on measures to be taken according to the minimum accepted standards;
15. Address, in coordination between the Iraqi government and the KRG government, ways to ensure school attendance and ways to prevent factors that enforce discrimination, language barriers, lack of appropriate outreach to IDP communities and to inform them of services;

Refugees

16. UN agencies, NGOs, donors should help increase enrolment of Iraqi refugee children by providing financial and material support in the form of school uniforms, textbooks, school supplies, free transportation, waiver of school fees/donations, and Conditional Cash Transfers as applicable;
17. Donors, UN agencies, and host governments should continue to help build the capacity and resources of the Ministries of Education to address needs of refugees;
18. With the help of international partners, encourage and enable Ministries of Education to address issues of certification including cross-border examinations and accreditation systems;
19. UN agencies, NGOs, and host governments should make a concerted effort to create or strengthen child protection networks, mechanisms and institutions.
20. International and national partners should broaden the means of access to learning through e-learning and ICTs in order to enhance non-formal and informal education.

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