

## Project Document

### Literacy and non-Formal Education

#### Paris Conference Recommendations

Expanding formal and non-formal learning opportunities for out-of-school children, youth and adult illiterates

Title of Proposed Project:	<b>Providing non-formal education, literacy and life skills interventions for illiterates particularly</b>
Duration:	60 Months
Target Beneficiaries:	Direct: Semi-illiterate and illiterate population including youth and out-of-school children (50% women) Indirect: Education staff at MoE/DoEs; Iraqi community based organizations and local NGOs;
Implementing Partners:	UNESCO, MoE, DoEs, MoHR, NGOs
Total Budget US\$:	Total: <b>6,388,679</b>

#### I. Situational Analysis:

As a result of the cumulative effect of two decades of conflicts and sanctions, the Iraqi adult illiteracy rate has become one of the highest in all Arab countries while the literacy rate is estimated to have further declined from 74% in 2004 to the current 65.6 %. Illiteracy is a growing challenge particularly affecting rural areas, women and socially marginalized groups. An estimated 818,000 youth are currently out of school, either due to lack of access and suitable schooling opportunities, or have dropped out from the school system due to the need to contribute to an impoverished family situation. Among this population, vulnerable women and youth are at particular risk of violence, while poor workers are subject to serious occupational hazards. The most recent survey indicated that almost 26.3 per cent of women are illiterates compared to 11.6 per cent of men.<sup>1</sup>

Several challenges are still hindering quality of and access to educational opportunities. This includes limited capacity in policy planning at the central and governorate level, the need to strengthen coordination and partnerships in the implementation of literacy programs, the inadequate curricula and programs that need to be tailored to the real learning needs of illiterates, high number of teachers and administrators need to be trained on new teaching methodologies, the lack of accurate and reliable information about number and learning needs of illiterates, and the need to establish monitoring and evaluation tools both at central and local level to coordinate and monitor the results achieved in the implementation of the national literacy campaign.

Other major challenges facing this project relate to increasing number of illiterates particularly in rural areas, and conflict zones, particularly among women and girls, leading to a high gender gap in literacy. In addition, teachers' qualification's are minimal with a high rural-urban/male-female discrepancy in in-service training, in a highly centralized planning and administrative education structure which does not provide the necessary flexibility to meet specific regional needs, and in the absence of a comprehensive educational policy.

<sup>1</sup> WB/COSIT, *Iraq Household Socio-Economic Survey, 2007*

## **II. The Proposed Project**

Within the framework of the UNESCO Literacy Initiative for Empowerment (LIFE) and in order to meet the Paris Conference recommendations, the proposed intervention will strengthen the human and institutional capacity to deliver quality NFE and literacy programmes at the central and governorate levels. UNESCO will work in close collaboration with MoE, the newly established National Literacy Resource Centre (NLRC), the DoEs, NGOs and local community in order to achieve the overall EFA development goal to reduce illiteracy by 50 per cent by 2015.

### **2.1 Main Objectives:**

The overall goal of the literacy action plan is to ensure the formulation of a nation-wide coordinated response to meet the learning needs of illiterates in Iraq. To this end, concrete areas of intervention have been identified in order to support the government of Iraq in its endeavor to reduce illiteracy by 50 per cent by 2015.

In line with the Iraqi National Education Vision and NDP goals, the literacy action plan would contribute to achieve the following:

1. Build the institutional capacity required for the development of sustainable and empowering NFE and literacy policies;
2. Enhance advocacy and communication to make NFE and literacy a priority on the agenda of different stakeholders and create a momentum for jointly accelerating NFE and literacy efforts;
3. Strengthen the capacity of MoE/DoE to deliver NFE and literacy programs of good quality;
4. Support the capacity of national NGOs and community based organizations to deliver quality literacy courses and life skills training.

### **2.2 Expected Outcomes:**

The project is expected to achieve a number of results liable to build the capacity of MOE in conducting literacy and non-formal education programs:

- 1.1 Institution-building within MoE with the goal of increasing and strengthening literacy and NFE programming; literacy staff trained and literacy and life skills strategies developed;
- 1.2 Institutional capacity of MoE strengthened in data collection, processing, development of indicators and analysis with the development of a comprehensive Non-Formal Education Management Information System (NFE-MIS);
- 1.3 National advocacy campaign launched and role of media in literacy strengthened;
- 1.4 Literacy facilitators trained on delivery participatory literacy and life skills programmes and resource material for local and national facilitators developed for community-based literacy and NFE programmes;
- 1.5 Literacy and life skills curricula developed with related manuals;
- 1.6 Government capacity to monitor and evaluate campaign literacy centers activated and enhanced, including the development of relevant monitoring framework and tools;
- 1.7 Youth and adult girls and women, specifically from vulnerable or marginalized communities, trained on different life skills activities through pilot literacy centres;
- 1.8 National/sub-national literacy networks established among NGOs and community based organizations;
- 1.9 Civil society and government develop formal modes of cooperation to implement and monitor literacy and life skills programmes.

### **2.3 Activities:**

In order to enhance ownership and inclusiveness of a national literacy campaign, UNESCO will facilitate the establishment of a commission for literacy that will be responsible for the implementation of broad literacy

programming within Iraq and will be able to ensure the long-term sustainability of planned activities once the project will be completed.

To meet the expected outcomes, the proposed intervention will be five-fold, including:

### **2.3.1 Policy Development**

- Prepare a National Literacy Policy in cooperation with MoE to foster human rights and the empowerment of learners and promote the development of relevant offices and literacy authorities within the MoE;
- Development of NFE Management Information System at central and governorate level including the training of technical staff from MoE and DoEs;
- Develop synergies between formal and non-formal education and promote continuing education opportunities for optimizing access to, and retention and use of literacy skills within the framework of lifelong learning;
- Creation of a civil-society based network of support for the MoE in implementation of literacy activities on the national level, including formal modalities of cooperation and collaboration based on respective strengths and resources;

### **2.3.2 Advocacy and Campaigning**

- Undertake national advocacy campaign supported by the media to sensitize the public on literacy and demonstrate its impact on the well-being of individuals, communities and the nation;
- Develop communication strategies in collaboration with the media, through newspapers, radio and television;
- Develop, print and distribute awareness raising materials within schools and communities on the promotion of the right to education and literacy;

### **2.3.3 Human Resource Capacity Building**

- Address the deficit of qualified personnel through training of trainers, literacy facilitators and supervisors, as well as government monitoring and evaluation staff overseeing the work of the literacy centres at the regional and local level;
- Provision of capacity building trainings for 60 MoE/DoE staff on literacy policy planning, design, management, monitoring and evaluation of literacy programmes;
- Provision of master training of trainers on developed literacy and life skills curricula, including HIV/AIDS prevention toolkit and other family health and employability curricula;
- Provision of capacity building trainings for over 150 National NGOs/CSOs registered to support government and communities achieve literacy goals within Iraq;

### **2.3.4 Learning Materials**

- Review and assess the existing NFE instructional methods and literacy material;
- Develop, print and distribute teacher guidebooks on literacy curricula, including modules focused on adult education and adult learning;

### **2.3.5 Literacy and Life Skills Development**

- Strengthen existing Community Learning Centers (CLCs) and establish more CLCs in most affected areas for the delivery of literacy, life skills and vocational training to vulnerable communities within Iraq;

## **2.4 Implementation strategy**

The above mentioned interventions will be implemented in line with a number of strategies adopted, namely: the first strategy is strengthening the institutional capacity required for the development of a national NFE and literacy strategy for empowerment; the second strategy is promoting national and international partnerships and advocacy for delivering sustainable and empowering NFE and literacy programs, and the third strategy is

increasing access to quality literacy courses and life skills training through media and innovative literacy and NFE programs. The Plan of Action will address the identified challenges while building institutional and human capacity both at central and governorate level. At the central level it will support the established literacy institutions while at the governorate level it will work with literacy departments, NGO's, community leaders, and religious leaders at large. Policies, strategies and frameworks will be set up to guide the national campaign. To this end, national institutional and human capacities will be built in the areas of partnership building, human resource development, curriculum and teaching, program planning, as well as monitoring and evaluation.

At the governorate level, the Action Plan will enable the literacy departments to plan, implement, monitor and support literacy interventions with the full support of local communities. While local NGO's are not as strong in Iraq as in other countries in the region, their capacities will also be built alongside local literacy departments so that they will play an important role in the campaign.

The two main phases of the project will be:

**National Level Capacity Building for the National Campaign, which will:**

- Build the Institutional Capacity of a National Literacy Agency, MoE, and concerned ministries to draw policies, design national strategies and create synergies between central level and governorates for the effective implementation of a national literacy campaign;
- Ensure Partnership and Mobilization with the establishment of effective advocacy, communication and partnership mechanisms for the successful implementation of campaign;
- Develop Curricula and Programs for literacy, post literacy and equivalency programs between formal and non-formal education targeting out of school youth, adult illiterates, and the military;
- Ensure Human Resource Development through enhancement of the capacity of administrative staff and teachers to deliver quality literacy and NFE programmes at national and local level;
- Establish a Monitoring and Evaluation system, including data collection system and NFE Management Information System at the central and governorate levels;

**And the Literacy Program Implementation at Governorate Level, which will:**

- Build the Institutional Capacity to implement, monitor and evaluate the national literacy campaign at local level;
- Ensure appropriate infrastructure for the literacy campaign including the establishment of resource plans at governorate level for sites to be used as learning places and the mobilization of resources to supplement traditional learning places, equip learning facilities and provide learning materials;
- Ensure effective implementation and adaptation of literacy programs (literacy, post-literacy and equivalency programs).

**2.5 Cross cutting issues**

Community participation, gender and security continue to be cross cutting issues where NFE and literacy are concerned.

Limited community participation from local community members and institutions, as well as local associations and councils, has significantly limited the expansion and spread of literacy opportunities within the country. While the response from local communities has been positive, they have not been directly involved in programs directly. Increased community participation in the program through the constitution of bodies like parent-teacher associations, village education committees and the like has long been under consideration and now needs to be taken forward at all levels of the program.

## **2.6 Implementing partners**

The main responsible partners will be the MoE, particularly the National Literacy Agency, the Consultative Education Committee, DoE literacy departments. These will be responsible for implementing activities, monitoring and supervising and coordinating training and identifying trainees. INGOs and NGOs working in the different areas of Iraq with IDPs, out of school children and youths, and women, will refer beneficiaries, and contribute funds and expertise. Universities and NFE centers will provide venues and facilities for training and human resources for capacity building, UN agencies, different government ministries, curriculum development specialists, COSIT and adult education centers will take part in capacity building, data collection and analysis, and curriculum development, throughout the project implementation time which will be four years.

The achievement of project's objectives entails the need for a strong political will and commitment by the Iraqi Government

## **III. Management and Coordination Arrangements**

### **3.1 UNESCO Iraq Office:**

The UNESCO Iraq Offices in Amman, Baghdad and Erbil will ensure programme implementation and supervision arrangements. For its duration, the programme will be supervised by the Director of the UNESCO Iraq office and managed by a dedicated Project Manager based in Amman or Baghdad. UNESCO HQ will also provide contractual arrangements and backstopping for technical and financial management of the project. Additional technical assistance will be available from UNESCO International Institute of Literacy based in Bern. Moreover, support staff and a consultant will be contracted to provide back stopping to all activities as well as local NGOs in Iraq contracted to provide monitoring and evaluation of the programme activities and its components. UNESCO will also coordinate with other UN agencies while implementing this project.

Moreover, the network of UNESCO will be involved in the programme. Implementation of the different components will be undertaken by international, regional, national or local civil society partners and in consultation with Ministry of Education

### **3.2 Iraqi Ministries:**

While the project will be supported by UNESCO staff, it will require the direct involvement of Ministry of Education, Ministry of Labour and Social Affairs and Child Welfare Commission (CWC) counterparts at the Ministry and Governorate levels in Baghdad and Kurdistan. The cooperation of Ministry counterparts will be crucial to the success of the project and to its eventual ownership. The programme will be implemented at the ground level using the resources of the Ministry and the Directorates of Education, and with their support.

### **3.3 Steering Committee:**

UNESCO, the Office of Her Highness Sheikha Mozah bint Nasser Al Missned (to be replaced eventually by the Education Above All Foundation), will form a consultation mechanism (i.e. the Steering Committee) made up of representatives from each Party.

The Steering Committee will include the following members who may be accompanied by advisers as appropriate. Observers may be invited to attend, as necessary and as agreed among the Steering Committee members.

For UNESCO

- Director UNESCO-Iraq
- Head of UNESCO Ramallah Office

- Education Sector representative
- Director of the Cooperation with extrabudgetary funding sources

For The Office of Her Highness Sheikha Mozah bint Nasser Al Missned/Education Above All (EAA):

- Representative from the Office of Her Highness Office/EAA
- Representative from the Supreme Council of Education
- Representative from the Qatar Foundation (colleges/educational institutions)

The Steering Committee will have an advisory and monitoring role through the review of a three-monthly achievement report prepared by UNESCO (activities, challenges, results, etc), including workplan for the next three-months, the Communications Plan, and the associated Resource Mobilization and Partners' Strategy as appropriate. The Steering committee will make its decisions by consensus, to be recorded in agreed minutes on the meetings. The Steering Committee has the authority to modify its membership as necessary and appropriate.

The Steering Committee will meet at least once every 6 months. The Steering Committee's meeting will be held in a venue to be decided according to an agreed schedule established at the first meeting, the date of which will be determined through consultation between the Parties. UNESCO-Iraq Office will ensure the Steering Committee's Secretariat (invitations, the draft agenda, minutes) while Her Highness Office/EAA will assume the costs pertaining to the logistics (tickets and hotels) of the related meetings

#### **IV. Analysis of Risks and Assumptions and proposed Solutions**

The security situation will always remain the biggest challenge and risk that might delay the implementation of the project. The insecurity might restrict mobility of officials to travel within and outside Iraq. It might also cause some of the selected officials to abandon their duty.

Previous experiences have proved that Iraq as a whole is unpredictable, and the achievement of results may prove to be too ambitious in the given time frame if conditions on the ground become unfavourable. As the project will not be able to control all variables, there is need to make a number of assumptions, the most important of which are the following:

- It is hoped that security and peace prevail in Iraq leading to an atmosphere of learning and development.
- The project foresees strong continued commitment of donors and international NGOs to support ED programmes in Iraq.
- The commitment of MOE and their political will is essential in this regard. If MOE does not nominate appropriate participants that have the profile and commitment to implement this project then it will cause drawback.
- Key trained trainers and managers continuing in their profession and not quitting it to pursue other employment opportunities will assure sustainability and capacity building.
- Proper, prompt and expanded follow-up

#### **The proposed measures to minimize risk impact are:**

While there are valid security considerations, experience has shown that these issues can be handled. The UN system already has several mechanisms to deal with such situations, and these procedures, and others as adopted from time to time, will be strictly observed at all stages of project implementation. A wide range of UN activities is continuing in Iraq that involves constant collaboration with virtually all ministries and their staff in Baghdad and contacts with literally hundreds of partners including local authorities, civil society and communities. It is no exaggeration to assert that millions of Iraqis are benefiting today from UN managed and funded programmes and activities.

United Nations operational agencies such as UNESCO have become well versed with the issues and the changing political as well as security dimensions in these countries and have thus built capacities and expertise to deal with the prevailing conditions. These agencies have put in place modalities of operations in their relationship with local authorities from the district level all the way to the highest levels and have succeeded in mitigating any risks that might arise during the implementation of projects. Finally, the close working relationship between the project staff and their partners will allow them to deal with any potential problems before it gets out of hand. The options considered to address, and minimize or mitigate the potential risks indicated are:

- Solid agreement between the Iraqi government and UNESCO regarding the carrying out of the project based upon a commonly-agreed work plan;
- Establishment of a project Steering Committee involving local and international partners;
- Development of a consensual work plan that should reflect the project ownership by the Iraqi ministry of Education, education partners and stakeholders;
- Strong & reliable monitoring and evaluation strategies;
- Timely mobilisation of the international technical assistance and timely logistic/administrative arrangements;
- Flexible back-up strategies to respond to unexpected events.

## **V. Monitoring, Evaluation and Reporting**

### **5.1 Monitoring**

UNESCO has established financial and legal monitoring systems, which will assure compliance with agreed norms within the UN system for the actualization of such projects.

The UNESCO monitors based in Iraq will continuously monitor and follow-up the implementation of activities through visits to implementation sites. Meetings with the Ministries of Education staff will be held regularly. The NGOs will be encouraged to monitor the Centers and give guidance to those with weak management.

The Steering Committee will meet after every six months to monitor the progress.

### **5.2 Reporting**

A quarterly report will be submitted to the donor to show the progress of the project activities. The final project narrative and financial reports will be submitted to the donor within two months after the completion of the project.

### **5.3 Evaluation**

A full mid-term review will be carried out by an independent evaluator after at least 24 months, the log frame reviewed and the workplan for the third year of the phase revised.

External project evaluation will be conducted and report submitted to the donor three months after the end of the project.

## **VI. Results Framework/ Log Frame**

The main goal of the project would be to rapidly advance progress toward the overall EFA development goal to reduce illiteracy by 50 per cent by 2015.

The specific objectives of the project to achieve this goal are five which focus on issues of access and quality, institutional capacity building for a NFE and literacy strategy formation, partnership building, data collection, policy planning, and monitoring and evaluation of NFE and literacy programmes.

The expected results are concentrated in the relevant area of national institutions and strategies formed, enhanced partnerships and formal-informal coordination mechanisms, data collection and analysis systems in place (M&E and EMIS), programs initiated in terms of methodologies and approaches, teaching material, standards and guidelines, and community mobilization and involvement initiatives implemented.

Activities to achieve this end would focus on policy development, partnership and advocacy, capacity building and human resource development, data collection for monitoring and evaluation and management systems, and development of innovative literacy programmes.

The activities will mainly take the form of training, external expertise and other types of technical assistance, assessments and provision of equipment and supplies and rehabilitation of premises. These will be supported by community mobilization and awareness raising activities in terms of advocacy campaigns and communication strategies on the promotion of the right to education and literacy.

Project activities throughout the five year duration will also include forming a national team of core trainers and the development of literacy and non-formal curricula and instructional methodologies on school based family literacy and life skills programmes, including both health and livelihood/employability skills.

Other important interventions of this project will be the strengthening of existing and increasing the number of Community Learning Centers (CLCs) in most affected areas for the delivery of literacy, life skills and vocational training, as well as the development of literacy plans and local networks for training of school teachers and facilitators on literacy and life skills programmes.



## Revised Results Framework

<b>Goal: To achieve the overall EFA development goal to reduce illiteracy by 50 per cent by 2015.</b>	<b>Project Outcome</b>	<b>Indicators</b>	<b>Target (December 2014)</b>	<b>Means of Verification</b>	<b>Assumptions</b>
	National capacity developed to increase access to, and quality of, literacy and life skills programmes throughout Iraq	(i) Examples of improved literacy and life skills programmes, policies, or structures being systematically implemented (disaggregated by national/governorate level) (ii) # of MoE staff working on literacy issues (iii) Quantity of specific financial contributions allocated to literacy and life skills programmes (disaggregated by government / civil society, financial / in-kind contributions) (iv) MoE/DoE staff reporting or demonstrating capacity to design, manage and facilitate literacy or life skills programmes (v) MoE/NGO staff reporting or demonstrating positive changes in their delivery of literacy or life skills programmes (vi) Increase in completion rate in adult literacy programmes (disaggregated by gender, provider) (vii) Case studies showing empowerment of learners after participating in life skills programmes (viii) Case studies showing improved literacy of learners after participating in literacy programme (ix) Data showing increased sustained social demand for government-provided literacy/NFE programming	(i) National Strategy/ Literacy Campaign implemented (ii) 3,000 national staff supporting national literacy campaign with improved capacity (iii) National requirement met with 100 million USD in Gov. contribution (iv) Case studies of MoE / DoE reporting or demonstrating improved skills in design, management and facilitation of literacy or life skills programmes (v) Case studies of MoE/NGO staff reporting or demonstrating positive changes in their delivery of literacy or life skills programmes (vi) At least 80% completion rate (vii) Case studies available (viii) Case studies available (ix) Additional 600,000 illiterates enrolled in government literacy classes	(i) Project reports; anecdotal reports; evaluation reports (ii) MoE records; Project records (iii) Project records; Evaluation reports (iv) Evaluation reports; Project reports; Anecdotal reports (v) Evaluation reports; Project reports; Anecdotal reports (vi) Literacy course records (vii) Life skills programmes records (viii) Evaluation reports; Project reports; Anecdotal reports (ix) NFE-MIS monthly reports	Literacy is included as priority area in the National Development Plan 2014; Institutional support and funding are in place; Security improves and national agreement is reached; Literacy NFE MIS developed and implemented during 2014
	<b>Output 1</b>	<b>Indicators</b>	<b>Target (December 2014)</b>	<b>Means of Verification</b>	<b>Assumptions</b>
	Staff trained and literacy and life skills strategies developed	(i) # of comprehensive literacy needs assessments conducted (ii) # of national literacy & life skills strategies and action plans developed (iii) # of senior MoE staff sufficiently trained in topics and methods to plan and conduct comprehensive literacy programming independent of external technical assistance (disaggregated by gender)	(i) 1 literacy needs assessments conducted (ii) 1 national literacy & life skills strategies and action plans implemented (iii) 80 senior MoE staff trained in policy planning, data collection and management, media and external relations, monitoring and evaluation, and teacher training (disaggregated by gender)	(i) Literacy needs assessment report (ii) National literacy & life skills strategies and action plans (iii) Training records (iii) Regular updates from NATCOM and MoE concerning regular literacy programming; field monitoring reports	Security conditions improve; limited change of national focal points after the 2013/2014 national elections
<b>Output 2</b>	<b>Indicators</b>	<b>Target (December 2014)</b>	<b>Means of Verification</b>	<b>Assumptions</b>	

	Literacy/non-formal education MIS established	(i) quality of data collection tools, indicators and data collection staff training (ii) NFE-MIS framework database validated by senior MOE management and stakeholders through incorporation into sustainable, standard MOE procedures	(i) Development of set of high quality indicators, data collection tools and staff knowledgeable on data collection and processing/reporting at central, governorate and district level  (ii) NFE-MIS framework & database validated and institutional (MoE) integration registered, in regular use	(i) Expert review report; focus groups; capacity building training reports; MIS reports (ii) Regular MIS reports; Monitoring reports; policy planning documents; focus groups	
	<b>Output 3</b>	<b>Indicators</b>	<b>Target (December 2014)</b>	<b>Means of Verification</b>	<b>Assumptions</b>
	Literacy awareness campaign launched	(i) Pervasiveness of key literacy messages present within the wider public at the national and sub-national levels (disaggregated by media, recipient) (ii) # of individuals committed to enrolling in literacy and life skills courses after being informed of the importance and relevance of literacy education (disaggregated by national/governorate) (iii) High quality awareness-raising materials produced and distributed widely to the public (disaggregated by target audience)	(i) regular community based volunteer and NGO activities raising awareness on literacy in 18 governorates (i) Flash polls and focus groups in 5 key governorates conducted; regular broadcasting data (viewership numbers) reflecting reach and impact of media campaign on target audiences (ii) 1 national literacy campaign launched (disaggregated by national/governorate); sustained demand for literacy and life skills courses (intake targets--additional 600,000--consistently reached) (iii) 50,000 literacy awareness materials disseminated (disaggregated by media, recipient) (iii) 2 television spots and 3 radio spots airing regularly on national TV and radio stations	Project records; Distribution records; broadcast records; television/radio viewer/listenership records; flash poll and focus group data and analysis; impact assessments; meeting minutes; event photos and event reports; monitoring reports	National Agenda remains the same; security conditions improve;
	<b>Output 4</b>	<b>Indicators</b>	<b>Target (December 2014)</b>	<b>Means of Verification</b>	<b>Assumptions</b>
	Literacy facilitators trained on delivery participatory literacy and life skills programmes	(i) # of MoE/DoE facilitators trained on provision of participatory literacy, relevant life skills training and adult education (disaggregated by governorate, gender) (ii) % of MoE/DoE/CSO literacy staff reporting improved skills in delivering literacy / life skills programmes, including willingness/ability to sustain training of new facilitators	(i) MoE literacy master trainers trained in 18 governorates (disaggregated by governorate, gender), annual follow up multiplier trainings of teachers as policy outcome (ii) 65% MoE/DoE/CSO staff reporting improved skills in delivering literacy / life skills programmes; training of 50 master trainers	(i) Training records (ii) Self-assessment forms, 3-6 months post-training; NFE-MIS data reports; monitoring reports	Increased UNESCO presence inside Iraq; security conditions improve; common understanding and agenda on national priorities; no major changes of focal points and national staff

	<b>Output 5</b>	<b>Indicators</b>	<b>Target (December 2014)</b>	<b>Means of Verification</b>	<b>Assumptions</b>
	Government capacity to monitor and evaluate campaign literacy centers activated and enhanced	(i) Creation and activation of monitoring and follow up unit within the National Literacy Agency (ii) # and quality of monitoring and follow up officers within NLA able to carry out monitoring activities within al 18 governorates (iii) Quality of monitoring and follow-up framework, guidelines, reporting and follow-up mechanisms instituted within Monitoring and Follow Up Unit	(i) Monitoring and Follow Up Unit within National Literacy Agency created and activated, including hiring of sufficient, competent monitoring officers to undertake nationwide monitoring activities (ii) Monitoring and follow up officers trained and carrying out monitoring activities within 18 governorates (iii) Monitoring and follow up framework developed, nationally developed guidelines and guideline book drafted, approved and distributed, or reporting and follow up tools within the NLA.	(i, ii) Training records; NLA Organizational Structure reflecting existence of unit and staffing; monitoring and evaluation implementation plan, including schedule of visits and contents of field reports (iii) Literacy curricula and teaching manual; project records; distribution records; workshop and training reports	Ability and freedom of monitoring team to travel freely around Iraq to conduct training/monitoring activities; security conditions improve; common understanding and agenda on national priorities; no major changes of focal points and national staff
	<b>Output</b>	<b>Indicators</b>	<b>Target (December 2014)</b>	<b>Means of Verification</b>	<b>Assumptions</b>
	Literacy and life skills materials developed*	(i) # of trainers and supervisors able to implement new literacy and life skills modules and display updated teaching methods (disaggregated by governorate, gender) (ii) number of up-to-date, applied literacy curricula developed, including relevant, modernized teaching manuals and methods (iii) # and relevance of additional life skills training packages developed and distributed. A "relevant" training package implies that the curriculum addresses a life skill that is necessary or essential to improving basic quality of life within the target population.	(i) 150 trainers and supervisors able to implement new literacy and life skills modules and display updated teaching methods (disaggregated by governorate, gender) (ii) Complete, up-to-date literacy curricula developed, with teaching manuals (iii) 1 additional life skills training package developed	(i) Training records (ii) Literacy curricula and teaching manual (iii) Project records; Distribution records	Increased UNESCO presence inside Iraq; security conditions improve; common understanding and agenda on national priorities; no major changes of focal points and national staff
	<b>Output 6</b>	<b>Indicators</b>	<b>Target (December 2014)</b>	<b>Means of Verification</b>	<b>Assumptions</b>
	Civil society and government develop formal modes of cooperation to implement and monitor literacy and life skills programmes	(i) # of NGOs and NGO staff with capacity to deliver literacy and life skills programmes (ii) # of members in National Literacy NGO Network and degree of strength of coordination and exchange (i.e. ability to cover wide geography of target communities, ability to respond quickly and appropriately to the needs of target communities) (iii) Development of institutional mechanisms to facilitate NGO-Literacy Agency collaboration (i.e. MOU; performance appraisal system; accreditation system) (iv) # of long-term, accredited	(i) 150 NGOs with capacity to deliver literacy and life skills programmes / 150 MoE & NGO staff trained on the delivery of inclusive community-based literacy programmes (ii) 250 members in National Literacy NGO Network, with strong, nation-wide coordination mechanism; ability to target vulnerable communities regardless of geographic location, ability to offer variety of needed and relevant NFE and literacy services through network, even in cases of emergency (iii) Performance appraisal system	(i) NGO capacity assessment reports; expert assessments; student assessments (ii) National Literacy NGO Network records; Website data (number of hits, members and quality of observed exchanges shared over online platform) (iii) Training records; workshop reports; MoU document; Ministry registers (iv) Number of working contracts of collaboration	Civil Society support; Limited conflicts and sectarian divisions; increased UNESCO presence inside Iraq; legality/ability of MoE/GoI to provide financing and resource-support to NGOs (currently no legal institutional mechanisms to provide direct funding to NGOs)

		partnerships between national NGOs (members of established literacy NGO network) and Literacy Agency for delivering inclusive, community-based literacy programmes	developed by MoE for registered partner NGOs; functional MoU between Literacy Agency and NGO network providing institutional support and collaboration for the wider NGO community (iv) 150 NGOs have accredited partnership with Literacy Agency to provide relevant support services or literacy/life skills classes/instruction.		
	<b>Output 7</b>	<b>Indicators</b>	<b>Target (December 2014)</b>	<b>Means of Verification</b>	<b>Assumptions</b>
	Pilot Community Learning Centers (CLCs) established for literacy and empowering life skills training	(i) Number and location of CLCs established (ii) Existence of Literacy NGO Network to implement literacy and life skills programmes (iii) Number of illiterates enrolled in literacy and life skills classes through UNESCO-established CLCs (disaggregated by gender/location)	(i) 140 functional CLCs established and sustained by the government (ii) 1 network developed to implement literacy and life skills programmes (iii) 1.1 million illiterate students enrolled (80% women) in government literacy classes; 14,000 vulnerable individuals participated in literacy and life skills program through UNESCO-established centres	(i) 140 functional CLCs established and sustained by the government (ii) 1 network developed to implement literacy and life skills programmes (iii) 1.1 million illiterate students enrolled (80% women) in government literacy classes; 14,000 vulnerable individuals participated in literacy and life skills program through UNESCO-established centres	Civil Society support; Limited conflicts and sectarian divisions; increased UNESCO presence inside Iraq;

\* The highlighted output was already achieved before the revision of the project related documents and included in the logframe to be able to report on achievements under this output.

**VII. Overall budget distribution through overall project duration:**

Budget Category	Total Budget US\$	ESTIMATED UTILIZATION OF RESOURCES US\$					
		2010	2011	2012	2013	2014	2015
<b>1. PERSONNEL and Experts</b>	<b>1,332,404</b>	105,284	225,465	183,807	257,785	465,250	94,813
<b>2. CONTRACTS</b>	<b>2,998,951</b>	100,377	378,264	727,961	444,350	1,333,000	15,000
<b>3. TRAINING (Including Travel and DSA cost for participants)</b>	<b>628,116</b>	31,364	48,937	57,415	39,010	451,390	0
<b>4. EQUIPMENT</b>	<b>482,882</b>	1,929	12,872	229,357	223,724	15,000	0
<b>5. TRAVEL</b>	<b>118,049</b>	2,004	24,667	25,737	15,640	40,000	10,000
<b>6. PROGRAMME/PROJECT SUB-TOTAL</b>	<b>5,560,402</b>	240,958	690,205	1,224,277	980,509	2,304,640	119,813
<b>7. MISCELLANEOUS (Should Not Exceed 3% of BL 6)</b>	<b>51,985</b>	1,634	6,702	6,890	13,038	18,980	4,741
<b>8. SECURITY (Should Not Exceed 2% of BL 6)</b>	<b>41,312</b>	180	13,311	1,362	9,793	13,333	3,333
<b>9. MANAGEMENT SUPPORT COST (Should not Exceed 13% of BL 6 + BL7)</b>	<b>734,981</b>	31,560	92,328	160,229	130,434	303,804	16,625
<b>10. PROJECT BUDGET TOTAL</b>	<b>6,388,679</b>	<b>274,332</b>	<b>802,546</b>	<b>1,392,758</b>	<b>1,133,774</b>	<b>2,640,757</b>	<b>144,512</b>

**VIII. Workplan for the remaining project period under the January 2014 project revision: (15 months)**

Activities	2014				2015
	Q1	Q2	Q3	Q4	Q1
1.1 Capacity building training program for the implementation of national literacy campaign (150 senior management staff at Executive Body of National Literacy Agency)					
1.2 Study tour for capacity building on management, monitoring and evaluation (Egypt)					
1.3 International Conference on Literacy hosted by UNESCO Iraq, the Iraq and Kurdistan Ministries of Education, and Her Highness' Office					
1.4 National Event discussing achievements of launched literacy campaign and project handover within Iraqi Parliament and National Literacy Agency					
2.1 Development of action plan for NFE-MIS development					
2.2 Training workshops/ Consultation Meetings for the development of NFE-MIS including conceptual framework, indicators, data collection tools					
2.3 Production of database output: Database directories, summary of statistical tables, etc.					

Activities	Q1	Q2	Q3	Q4	Q1
2.4 National Workshop for the validation of developed NFE-MIS framework and database					
3.1 Expert design of national literacy campaign strategy in cooperation with National Literacy Agency; outline of durable national literacy communications strategy drafted					
3.2 launching national call of proposals for supporting national literacy awareness campaign building on developed communication strategy and themes					
3.3 Launching national literacy awareness campaign at community level including TV and radio spots, newspapers articles/ads, coordination of NGOs and volunteer groups for grassroots campaign					
3.4 Follow up meetings for monitoring implementation of literacy awareness campaign					
4.1 National Workshop to develop training of trainers program based on identified needs; development of draft of teacher training guidebook.					
4.2 Building on developed teachers' literacy guidebook conduct 1st TOT training workshop with 25 master trainers					
4.3 Building on developed teachers' literacy guidebook conduct 2nd TOT training workshop with 25 master trainers					

Activities	Q1	Q2	Q3	Q4	Q1
4.4 Launching Multiplier effect training at governorate level targeting 1250 teachers					
4.5 Evaluation / impact assessment of conducted trainings at classroom level					
5.1 Expert development of monitoring and evaluation strategy and consultations for activation of Monitoring and Follow Up (MFU) Unit of National Literacy Agency.					
5.2 Limited-scope evaluation of existing government literacy centres and phased training of MFU Unit leaders by governorate					
5.3 Completion of M&E Guidebook and implementation structure within NLA; validated by NLA					
5.4 Follow-up technical meeting for the systematization of annual M&E training and follow up on first phase of implementation					
6.1 Development of capacity building training program to support partnership building between NGOs and Literacy Agency					
6.2 Establishment of accreditation system and memorandum of understanding for partnerships between national NGOs members of established literacy NGO network and Literacy Agency					
6.3 Implementation of NGO capacity building training including government officials on developed accreditation system (150 NGOs trained)					



Activities	Q1	Q2	Q3	Q4	Q1
6.4 Institutionalisation of the established National Literacy NGO network					
7.1 National Workshop for scaling-up and sustaining the 135 established CLCs					
7.2 Assessment of conducted literacy and life skills training including collection of best literacy stories among 8000 beneficiaries					
7.3 Delivery of literacy and life skills training to select marginalized and vulnerable populations within Iraq and Kurdistan, including rural women					
7.4 Monitoring and Assessment of literacy and life skills training activities					
ME 1. Monitoring of ongoing activities					
ME 2. Final assessment					