

Donor Name:	Australia AusAID
Country:	Iraq
PBA Reference:	SC/2010/0120
Total Contribution:	US\$ 9,806,327
Programmable Amount:	US\$ 9,164,993
Funds Utilized ¹ :	US\$ 0
Reporting period:	1 February 2010 – 30 June 2010

I. PURPOSE

The main objective of this project is to increase primary school enrolment and attendance for 100,000 students in 200 schools in vulnerable communities in Iraq with two components focus, namely WASH in Schools and inclusive education for children with disabilities. The first component focuses on improving school health and hygiene in most vulnerable communities with various activities including a comprehensive baseline assessment on water and sanitation in schools in 26 target districts of Iraq Humanitarian Action Plan (IHAP); and improvement of water and sanitation facilities and school health / hygiene education in 200 schools selected based on the assessment results. The second component which is to be built upon the first phase of the project will focus on increasing the inclusion of children with disabilities into the education through the support to the policy and strategy development; developing capacity of the government to implement policies and initiative at national, governorate and community level in selected locations; and implementing those policies and initiatives in 200 targeted schools for WASH in Schools project.

II. RESULTS

1. Main Activities Undertaken and Results Achieved:

Objective 1: Water, Sanitation, and Hygiene (WASH) - To increase access to water and sanitation services in targeted primary schools. The activities will include sustainable operations and maintenance, training and capacity building, and participatory hygiene education focusing on life skills.

Progress during the reporting period includes preparation for a baseline assessment of schools in 26 priority districts. A Terms of Reference was prepared and endorsed by the Ministry of Education. The assessment will be conducted by an external institute following a bidding process.

Objective 2: Education - To increase the inclusion of children with disabilities into the education sector, through the development of contemporary and inclusive policies, strategies, programming approaches and initiatives which will also seek to improve the quality of education for children with disabilities.

Activities under this component will start after the assessment of education opportunities for children with disability in Iraq is completed by the end of 2010. In addition, the school level implementation will be carried out in conjunction with WASH intervention when their baseline assessment is completed and 200 schools are selected in 26 priority districts.

2. Challenges and Lessons Learned:

¹ This figure is a provisional amount covering the period of 1 February 2010 – 30 June 2010. Official expenditure figures will be provided by the UNICEF Comptroller after the closure of 2010 accounts.

During February – June 2010, no major challenges were identified. Preparation for the project activities was undertaken as planned.

3. Monitoring and Evaluation:

UNICEF undertakes regular monitoring and evaluation of overall programme implementation through tracking of results and indicators against the 2007-2010 Country Programme Action Plan (CPAP) results matrix and annual work plans.

As this project was at its initial stage, mainly preparation activities were carried out during the reporting period. Monitoring and evaluation activities are planned in collaboration with key field facilitators and government counterparts in the future.

4. Key Partnerships and Inter-Agency Collaboration:

a) Key Partnerships

UNICEF works with a national network of government counterparts and NGO partners to provide vital assistance to children and families in Iraq. In every governorate of Iraq, UNICEF maintains programmatic relationships with key line ministries, supports a network of NGO partners, and maintains a permanent presence of its own personnel.

The main partners of this project are the Ministries of Education in Baghdad and Erbil as well as Directorates of Education in relevant governorates. UNICEF maintains a close coordination and communication with key government counterparts in the project implementation.

b) Inter-Agency Collaboration

UNICEF is the lead agency for two Sector Outcome Teams (SOTs) – Education and Water/Sanitation – and the deputy lead agency for two others – Health/Nutrition and Protection. While closer in principle and approach to the Inter-Agency Standing Committee (IASC) clusters, the SOTs differ in membership and mandate, and are tasked to coordinate not only humanitarian action, but also transitional and developmental activities. UNICEF's Education and Water/Sanitation Programmes are planned / implemented in close coordination of members of Education and Water/Sanitation SOTs respectively. UNICEF is also an active participant of multi-sectoral coordination mechanisms such as the Humanitarian Working Group, chaired by the Office for the Coordination of Humanitarian Affairs (OCHA), the Humanitarian Country Team and the Inter-Agency Information Analysis Unit (IAU) of the United Nations Assistance Mission for Iraq (UNAMI).

During the project implementation, no major inter-agency collaboration is planned at this stage. However, UNICEF will inform and involve any relevant agencies active in the targeted area through its regular coordination mechanisms.

III. FUTURE PLANS

The activities planned for the coming six months using the generous contribution from AusAID are the following:

- To carry out an assessment for WASH in schools in 26 districts covering over 4,000 primary schools;
- To develop child friendly WASH design packages for primary schools;
- To finalize the selection of 200 schools to be supported through this project, together with Education section and the Ministry of Education.

IV. EXPRESSION OF THANKS

UNICEF seizes this opportunity to express its sincere appreciation for the contributions of UN Member State governments, UNICEF National Committees and foundations. Your generous support has enabled us to support the Government of Iraq to modernize its social policies, rebuild its institutions, improve its nationwide delivery of services, and develop targeted area-based responses in areas of acute child vulnerability to give a boost to the attainment of the MDGs. Millions of children have benefitted and millions more stand to benefit from these efforts, which are all contributing to the start of building an Iraq that is fit for its children. On behalf of the entire UNICEF team, we thank you once again for your generous support to the realization of our commitments to protecting the rights and improving the well-being of Iraq's children and women.

Annex 1: Result Framework

Objective	Expected Results	Planned Activities	Performance Indicator	Progress
Objective 1: Increase access to water and sanitation services in targeted primary schools. This will include sustainable operations and maintenance, training and capacity building, and participatory hygiene education focusing on life skills.	1.1: Child-friendly designs and standards for water and sanitation facilities, including hygiene education guides, developed and agreed;	Develop Child-Friendly designs and standards for WatSan facilities	No. of schools with child-friendly water and sanitation designs; (B = 0 school; T= 200 schools)	
	1.2: At least 200 schools have improved water and sanitation facilities with child-friendly designs;	Rehabilitate WatSan facilities in 200 schools with Child-Friendly designs	No. of schools with improved water and sanitation facilities; (B=0 school; T=200 schools)	
	1.3: At least 100,000 primary school students have access to improved water and sanitation facilities in schools and have adopt key hygiene practices;	Training of 400 teachers in 200 schools on life skills and hygiene and sanitation Establishing and training of hygiene clubs in 200 schools Conduct participatory hygiene education focusing on life skills and hygiene in 200 schools.	No. of school children with improved access to water and sanitation facilities; (B=0 school; T=100,000 students) No. of school children that have adopted key hygiene practices; (B=0 school; T=100,000 students)	
	1.4: At least 250 school and government staff has strengthened capacity for management of water, sanitation and hygiene facilities in schools;	Conduct training for 250 school and government staff on management of WatSan facilities	No. of school and government staff trained. (B=0; 250 government staff)	
Objective 2: To increase the inclusion of children with disabilities into the education sector, through the development of contemporary and inclusive policies, strategies, programming approaches and initiatives	2.1: A strategy to include Iraqi children with disabilities into the education sector is developed and implemented	Development and implementation of a strategy for providing inclusive education to disabled children as a component of the National Education Strategy	National strategy for disabled children developed and implemented (B= N/A; T=strategy developed)	
	2.2: Curricula encompassing	Revision of existing	Type and number of	

which will also seek to improve the quality of education for children with disabilities.	the most critical mental and physical disabilities are developed and used in the classrooms	curricula for ECD and primary education	curricula developed and/or revised (B=0; T=TBD) * Note: the target will be decided based on results and recommendations of study on education for children with disabilities, which is to be completed by end of 2010.	
	2.3: Government staff is trained in planning and implementing new policies, strategies and programmes	Train Government staff in planning and implementation of the new policy, strategy and programmes.	Number of government staff/official trained in new policies and approaches (B=0; T=60)	
	2.4: Teachers and school staff are trained in inclusive education teaching methodologies	Develop the capacity of the teachers, other education and health functionaries and caregivers on the new strategy/programme and relevant teaching methodologies	Number of teachers, headmasters and supervisors trained on inclusive education methodologies (B=0; T=5000)	
	2.5: Schools are rehabilitated and equipped meeting global standards	Support the MoE in their school rehabilitation work to ensure that global standard for schools are being met	Number of schools meeting global standards (B=0; T=200)	
	2.6: At least 100,000 students and 5,000 teachers are equipped with learning and teaching material	Supply schools with necessary furniture, teaching and learning materials, and library books that are adequate for disabled children	Number of children and teachers equipped with supplies (B=0; T=100,000 students)	
	2.7: At least 200 schools are equipped with recreation kits	Provision of learning and play materials for children in the targeted 200 schools	Number of schools equipped with recreation kits (B=0; T=200 schools)	

	2.8: PTA and community members are informed and trained on inclusive education guidelines	Awareness campaign and community mobilization of parents/caregivers and school communities on the importance of quality education for all children, specially the disabled and other vulnerable children	Number of PTAs activated (B=0; T=200) Community members trained on PTAs (B=0; T=2,000)	
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* Under the Performance Indicator: B = Baseline; T = Target