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EXTERNAL EVALUATION REPORT

Revitalization of Technical and Vocational Education and Training / Phase II
B1-14

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Table of contents

Acronyms and Abbreviations

DG	Director General
DoE	Directorate of Education
DoV	Directorate of Vocational Education
EOP	End of Project
ET	Evaluation Team
FG	Focus Group
GOI	Government Of Iraq
IT	Information Technology
ITF	(UNDG) Iraq Trust Fund
KRG	Kurdistan Regional Government
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MoE	Ministry of Education
SDU	Staff Development Unit
SME	Small & Medium Enterprise
SOC	Stars Orbit Consultants and Management Development
TVET	Technical and Vocational Education and Training Project
UIO	UNESCO Iraq Office
UNAMI	United Nations Assistance Mission for Iraq
UNDG	United Nations Development Group
UNESCO	United Nations Educational, Scientific and Cultural Organization

Executive Summary

This report presents a summative evaluation of the Revitalization of Technical and Vocational Education and Training Phase II project (TVET II). The project was approved in August 2005 for an initial period of 16 months (until 31 December 2006), it was extended twice and operationally closed as of 30 September 2007. Designed as a follow-up to the project "TVET Phase I" which targeted 11 TVET schools in three governorates, Phase II expanded the scope and range of UNESCO's assistance; re-equipping an additional 37 technical and commercial schools in 12 governorates with workshop equipment and basic computing facilities. The project also provided technical assistance through the review of vocational and technical disciplines and the training of a core team of trainers in order to prepare students within the institutions for work in a recovering economy.

The key objectives of TVET II were:
1. To provide essential and basic workshop equipment and computers for nine vocational high priority disciplines;
2. To provide computer labs for students and computers to improve IT skills for teaching staff;
3. To produce training material in nine vocational disciplines in Arabic and train master instructors on the design, review and delivery of new training material;
4. To train senior managers in the Vocational Education Directorate at MoE on leadership and management and conduct selected study visits.

This evaluation has concluded that the planed outputs under TVET II have been achieved with varying degrees of success, as shown below:
1. New student enrolments in the benefited schools exceeded the planned targets of the project (as is outlined in the report) which indicate that the project outputs were both efficient and effective.
2. Targeted schools were successfully upgraded with new and modern equipment
3. The development of new curricula and training manuals was very successful, and much needed to replace the outdated teaching and training methods in place t the time.
4. The efforts to build Teachers' capacity through training was moderately successful, due to a large turnovers experienced among both teachers and trainers.

The principal achievements of TVET II were as follows:
- Essential and basic workshop equipment, computers, and training materials for nine high priority vocational disciplines were provided as planned.
- 37 Vocational and technical schools began 2007-2008 school year with newly equipped workshops and computer labs for 10 vocational disciplines.
- Computer labs for students and computers for improving IT skills for teaching staff were provided.
- Training materials for nine vocational disciplines were produced in Arabic, adopted by MOE, and used in classrooms starting in the 2007-2008 school year.
- Master instructors were trained for the design, review, and delivery of new training materials.
- Senior managers in the Vocational Education Directorate of the MoE received training on leadership and management to achieve better performance and quality in TVET at the national level.
- Selected study visits for senior managers in the Vocational Education Directorate at MoE were conducted as planned.
- A staff Development Unit (SDU) of 10 trainers in the Ministry of Education was successfully created. Located in Baghdad, the SDU has responsibility for the entire country.

This evaluation looks at the achievement of the project's mandated results, and also takes into consideration the effects of the unstable security situation in Iraq during the project implementation period, which necessitated that the project be managed remotely. The project implementation inside Iraq, including

project monitoring, was carried out by UNESCO's Iraq Office (UIO), based in Amman, Jordan. This resulted in further challenges and difficulties during project implementation.

The evaluation process consisted of a the desk review, field data collection (involving stakeholder interviews, focus groups, site visits and surveys) and subsequent analysis to determine the efficiency, effectiveness, relevance, impact, and sustainability of the project.

The study sample included 11 schools, representing 30% of the total project target group of 37 schools. In defining the study sample, various factors were taken into consideration to ensure its representativeness of the broader target population. These included the school location (sample of governorates from north/centre/south), and school type (i.e. female/male school), among others.

Interviews conducted by the evaluation team included the Director-General of Vocational Education (MoE), the former UNESCO Project Manager; and other beneficiaries and stakeholders (details included in Annex B of this report), including the Staff Development Unit (SDU), senior managers of TVET, principals of vocational schools targeted under the project as well as teachers, lab and workshop supervisors and students of these same schools.

Key Findings
- Project design and planning was well based on the needs assessment study carried by the Ministry, with the support of UNESCO.
- A strong sense of partnership was demonstrated between UNESCO and MoE during the preparation stage, especially in the selection of equipment and in the development of the training manuals. Although UNESCO was responsible for procuring the equipment, there was a close coordination among all stakeholders throughout the process.
- The project's actual scope exceeded that which had been planned; most notably in terms of the number of students who benefitted from the intervention.
- As a result of the new training material provided for the nine vocational disciplines, students have been able to learn new subjects in-line with modern scientific methods.
- Project design and objectives effectively identified the actual needs and gaps in the vocational education system; hence the project activities were relevant, well designed and in-line with the urgent needs of the vocational schools.
- Statistical data obtained from General Directorate of Vocational Education shows that dropout rates in the beneficiary schools was lower than in all other vocational education schools administered by MoE.
- Attributable in large extent to the project, there was an increase in the overall number of students enrolled in vocational education programs in Iraq; the number of vocational school students rose from 15,605 in the 2004-2005 school year to 19,006 in the 2008-2009 school year. A large part of this increase is clearly attributable to project interventions—figures show that the number of students enrolled in TVET II-targeted schools rose from 5,847 during the 2004-2005 school year, to 14,548 during the 2008-2009 school year (as shown in table 6 below). These numbers indicate that the proportion of students in *targeted* schools, compared to the overall vocational education student population in Iraq rose from 37.5% to 76.5% during this time period.
- This evaluation results confirm the findings of the 2008 Scanteam review—that the project, overall, met its stated objectives and goals, in providing essential and basic workshop equipment, computers and training materials for nine vocational high priority disciplines in 37 vocational and technical schools in 12 governorates

<u>Recommendations</u>

To UNESCO:

1- The partnership between UNESCO and MoE which was demonstrated through this project should be maintained and further enhanced in all areas relevant to technical and financial assistance for the vocational education sector development. Nevertheless, it is recommended that UNESCO have a full time designated and experienced focal point to follow UNESCO project issues, and ensure openness and rapid response time from UNESCO.

2- Continue technical support to the MoE in developing future TVET training plans to meet the evolving needs of the Iraqi labor market, and to study the possibility of training in new skill areas (currently not being offered by vocational schools)

3- Provide technical support to MoE on conducting follow-up training and on-the-job training on the new training methods gained under this project for teachers and supervisors at vocational schools. This could be in the form of sharing experiences with similar vocational systems in nearby countries.

4- Support the MoE in developing a national TVET strategy in Iraq, focusing on all relevant aspects of the TVET subsystem. Both stakeholders and beneficiaries should be involved in such a study to ensure that the needs of all parties are represented.

5- Support the MoE in developing a vocational education database, including the creation of specific TVET indicators, to provide monitoring and evaluation tools to facilitate the development of related plans, policies, and procedures. This database would provide accurate information on current numbers of students, and all relevant biodata (gender, geographical distribution etc., to allow for disaggregation of data), number of new enrollments, dropout and attrition rates, reasons for dropout, number of graduates, along with their skills and geographical distribution, training and teaching needs. The format of the database should be open to ensure scalability, and allow for the inclusion of both qualitative and quantitative data.

6- To better ensure UNESCO visibility (and facilitate tracking of supplied equipments and services), it is recommended that the equipment funded under future projects should be clearly labeled with the UNESCO logo.

7- To reduce the traditional stigma surrounding TVE in Iraq (i.e. TVE schools are for "second class students"), assist GoI to develop a communication/marketing strategy to increase awareness of students, local community, parents, and public and private companies of the benefits of vocational education.

To MoE

1- Adequate funds should be allocated to support the maintenance cost of the equipment supplied under this project.

2- Sufficient and well-trained maintenance staff should be available to ensure the operational sustainability of the equipment and lab materials, to avoid any on-site accidents or damage to the equipment.

3- MoE, MoLSA and other related departments should develop a mechanism to track graduates and to support them in finding new job opportunities in accordance with their skills.

4- The Ministry of Education and UNESCO should implement a follow up study of vocational school graduates, focusing on the skills and capacities that they obtained as a result of this project and its relationship with the profession that they are practicing.

5- MoE and MoLSA should conduct periodic surveys of the Iraqi labor market to identify qualitative and quantitative training needs. The results of these surveys should highlight the number of required skilled workers, and types of skills required in each governorate, and at the national level. This will better guide the vocational education system to offer training on specific skills to meet the governorate labor market needs and requirements.

6- Follow-up training and on-the-job training for teachers and supervisors at vocational schools should be strengthened to improve/ update their knowledge and skills.

7- Support more partnerships between the public and private sectors in the field of TVET. For example, large companies may support vocational schools in order to help guide the targeting of inputs, and help improve the teaching and learning methods in the schools, so as to help increase the caliber and functional level of graduates. This would naturally lead to the hiring of graduates upon completion of courses.

8- Develop a national TVET strategy in Iraq, focusing on all relevant aspects. Such a strategy should be developed with the input of both stakeholders and beneficiaries (the evaluator takes note that this is being implemented through another UNESCO TVET project which is currently ongoing).

9- Promote self-employment for TVET graduates by allocating funds to support small to medium size organizations in order to provide more job opportunities for the graduates, address unemployment and poverty, and promote TVET as a viable and practical option for youth.

10- Encourage vocational schools to hold training courses with symbolic fees for local communities, providing paid services such as selling workshop products, and providing vehicle maintenance service for schools containing vehicle workshops. This will help reducing the cost of learning and training process, and support broader awareness of TVET and its linkages to the community.

11- Involve vocational schools in any future TVET project development planning; this involvement will be an added value since they are the direct beneficiaries of any TVET project and they are in a good position to identify their needs and priorities. Also by getting them on board from the early stages, the project will ensure their commitment and will increase their sense of ownership for project activities and results, which will contribute favorably to the project impact

12- Develop a vocational education database, including the creation of specific TVET indicators, to provide monitoring and evaluation tools to facilitate the development of related plans, policies, and procedures. This database would provide accurate information on current numbers of students, and all relevant biodata (gender, geographical distribution etc., to allow for disaggregation of data), number of new enrollments, dropout and attrition rates, reasons for dropout, number of graduates, along with their skills and geographical distribution, training and teaching needs. The format of the database should be open to ensure scalability, and allow for the inclusion of both qualitative and quantitative data

13- Coordinate with electricity providers to ensure the full utilization of project procured appliances and equipment in the schools.

14- A data base should be developed at the ministry level for new equipment received, including receiving date, source, equipment type, and final destination (school or training center).

15- A better documentation system should be developed and implemented at the vocational school level for all the school training equipment. Documentation should include the installation information, commissioning, maintenance plan, and inspection schedule.

16- Awareness campaigns should be organized on vocational education and its benefits, targeting students, local community, parents, and public and private companies.

Introduction

This evaluation was conducted between February and May 2010, in cooperation with UNESCO-Iraq Office, and the Iraqi Ministry of Education. This report it aims to evaluate the UNESCO ITF project: Revitalization of Technical and Vocational Education and Training Phase II (TVET II), which was implemented by UNESCO for the Ministry of Education in Iraq. The project was designed principally to provide hardware and computers for 37 vocational schools; develop nine priority vocational education curricula; and train a number of staff (70 persons – vocational trainers, master instructors and senior managers) at the General Directorate of Vocational Education (MoE). Originally planned to as 16 month intervention, the project was launched on 9 September 2005 (date of transfer of funds to UNESCO) and extended twice, closing operationally on September 30th, 2007.

This report includes six sections in addition to the Executive Summary, References, and Annexes. The six sections of the report are as follows:

- ❖ Section I: Background (including sector background and basic project information)
- ❖ Section II: Evaluation methodology and approach (covering the details and scope of the study)
- ❖ Section III: Evaluation findings (covering the evaluation criteria of: achievements and results, efficiency, effectiveness, relevance, impact, sustainability)
- ❖ Section IV: Conclusions
- ❖ Section V: Recommendations
- ❖ Section VI: Lessons learned

Section **I: Background**

Context

In the 1980's, the Iraqi education system was recognized as one of the most developed in the Arab countries. However, nearly two decades of conflict, unstable political conditions, and an extremely volatile security situation have taken a considerable toll. The Iraqi education system faces critical shortcomings in many areas. The TVET sub-sector, like all others, suffers from the emigration of qualified teaching staff in addition to the low number of students' enrolled, out of date equipment, and the poor training of remaining teaching staff. Furthermore, instability and lack of security have undermined the normal academic activity in Iraqi universities and exacerbated a brain drain which has further undermined the educational opportunities of Iraqi students.

The project under evaluation; "Revitalization of Technical and Vocational Education and Training Phase II" (TVET II), was implemented within the framework of the Iraq Trust Fund, a multi-donor trust fund established in 2004 to channel resources for the reconstruction of Iraq and the main source of funding for UN activities in the country. TVET II was approved in August 2005 for a period of 16 months (until 31 December 2006), extended twice, and then operationally closed on 30 September 2007. Designed as a follow-up to the project "TVET Phase I" which targeted 11 TVET schools in three governorates, Phase II expanded the scope and range of UNESCO's assistance, re-equipping another 37 technical and commercial schools in 12 governorates with workshop equipment and basic computing capability, reviewing vocational and technical disciplines, and training a core team of trainers in order to prepare students of the institutions for work in a recovering economy.

TVET II project aimed to reduce poverty by enhancing the quality of higher education and teacher education, thereby leading to the development of employment opportunities and income generation. As such, the project addressed the first Millennium Development Goal (MDG) of "eradicating extreme poverty and hunger", as well as MDG 3 of "promoting gender equality and empowering women" in education. Through the development of ICT skills in project participants, the eighth MDG of "making available the benefits of new technologies" was also addressed. In keeping with these, the project also targeted a central Education for All (EFA) Goal "progress towards better quality in education".

During the life of the project, the situation in Iraq was marked with bombings and attacks, creating a constantly changing security environment, and one that posed serious challenges for project implementation. After the devastating bombing of the UN Mission in Baghdad in August of 2003, the management of UNESCO's Iraq operations was relocated to Amman, Jordan. Subsequently, the UNESCO Iraq Office was formally established in Amman in February 2004 where it continues to this day. Security risks also put an end to international staff travel or missions to Iraq for a considerable period. The first mission since 2003 did not take place until September 2007, and such missions did not become a regular occurrence for UNESCO staff until 2008. For those national staff and UNESCO Monitors on the ground, movement was also severely restricted.

The security situation also had other implications. It made it difficult to identify contractors or consultants who were willing to travel to and work in Iraq. It also meant that costs were significantly higher. Lastly, it was an environment which strained UNESCO's administrative and procurement procedures—regulations which were not designed for operations in such an insecure and constantly changing environment.

During this period, with the support of the Iraqi government and the international community, and through the framework of the United Nations Development Group Iraqi Trust Fund (UNDG ITF), UNESCO launched various projects in Iraq aiming to revive and revitalize the education system at all levels, including vocational and technical training. In general these projects have all focused on the supply of urgently needed equipment and capacity-building to maintain a basic functioning of an education system, even while under extreme duress.

In Education, UNESCO Iraq projects take a sector-wide approach, intervening in the fields of basic, secondary, tertiary, technical, vocational, and non-formal education to support the rehabilitation of the sector through increasing access to education, promoting life-skills, reversing the growing trends of illiteracy and declining female participation. UNESCO implements projects oriented around three main objectives: 1) Assisting authorities to stabilize the educational situation in the country (i.e. supporting the examination process); 2) Strengthening key sectors within secondary and vocational education according to reconstruction needs; and 3) Providing urgently required materials such as textbooks.

The quality and capacity of Iraq's Technical and Vocational Education and Training (TVET) system first began deteriorate beginning in the 1980s with the Iran -Iraq war. The 1991 Gulf War, the ensuing sanctions imposed during the last 13 years, and the period of occupation and conflict, led to heavy damage of infrastructure and a general dislocation of the system. Enrolment in TVET secondary schools declined by 56 percent between 1990 and 2000, with an absolute decrease in enrolment from 147,942 students in 278 schools to 65,750 students in 263 schools during the same period. This situation deteriorated further as a result of the 2003 invasion and subsequent civil conflict.

The principal effects of the security situation upon the TVE Sector can be said to be as follows:

a. Student's attendance significantly reduced due to fear of attack, even in "secure" areas, difficulty in movement to and from the institution due to checkpoints, etc.
b. A marked increase in dropout rates, especially among female students.
c. Teacher's attendance reduced due to fear of attack, even in "secure" areas, difficulty in movement to and from the institution due to checkpoints, etc.
d. Greatly reduced interaction with MoE supervisors travelling from Baghdad to the vocational schools in the governorates due to significant risks associated with such movement.

Empirical evidence suggests that almost all the TVET institutions in Iraq have suffered serious reversals, to the point that they were either completely dysfunctional or functioning sporadically. Thus, there was an urgent need to rehabilitate and revitalize TVET with a view to meeting the short- and medium- term requirements for technically trained personnel who could contribute to the reconstruction of Iraq. TVET institutions, both at secondary and postsecondary levels, required better equipped laboratories, computer centers, and qualified and trained staff, as an integral part of the massive infrastructure reconstruction

initiatives of both the Government of Iraq and the international community. In the medium-term, a broader range of TVET disciplines needed to be developed and introduced to prepare young people, particularly girls, for gainful employment.

The project under evaluation; "Revitalization of Technical and Vocational Education and Training Phase II" (TVET II), was implemented within the framework of the Iraq Trust Fund, a multi-donor trust fund established in 2004 to channel resources for the reconstruction of Iraq and the main source of funding for UN activities in the country. TVET II was approved in August 2005 for a period of 16 months (until 31 December 2006), extended twice, it was operationally closed 30 September 2007. Designed as a follow-up to the project "TVET Phase I" which targeted 11 TVET schools in three governorates, Phase II expanded the scope and range of UNESCO's assistance; re-equipping another 37 technical and commercial schools in 12 governorates with workshop equipment and basic computing capability; reviewing vocational and technical disciplines and training a core team of trainers in order to prepare students of the institutions for work in a recovering economy.

TVET II aimed at reducing poverty by enhancing the quality of higher education and teacher education that led to the development of employment opportunities and income generation. As such, the project used education as a means to address the first MDG of "eradicating extreme poverty and hunger." As well, the project under evaluation was striving to enhance MDG 3 of "promoting gender equality and empowering women" in education. The project also endeavored to achieve a central EFA Goal: progress towards better quality in education. Through developing ICT skills in project participants, the eighth MDG of "making available the benefits of new technologies" was also addressed.

Implementation Timeline:

The project was approved with a startup date of 1 September 2005 and completion date set for 31 December 2006, initial project duration being 16 months. The project was operationally closed 30 September 2007. Thus the implementation delay was nine months with the project receiving two extensions during this time. The first six month extension was approved on 24 Jan. 2006 (December 2006 to June 2007) and the second three month extension was approved on 10 June 2007 (01 July to 30 September 2007). Both extensions included budget revisions. The project budget was USD 3,000,000.

Project Management:

The project was managed from Amman, the core team consisting of an (International) Project Officer and a (National) Programme Assistant, with backstopping from core office services and management.

The steering committee for the project comprises all parties mentioned (one official from the MoE, one official from the MoP, four technical focal points from the colleges of science, four technical focal points from the colleges of education, UNESCO and 6 focal points from the international institutions).

In the context of the project objectives, the MoE identified teaching staff to participate in training courses. The steering committee contributed actively in the design of the medium term strategic plan for teacher education. The material to be developed under the project (Training Packages) was developed by Iraqi Teacher Trainers assisted and monitored by international experts.

All training activities which did not involve international partners (which are mainly English and IT skills updating courses) have been organized in Amman – rather than in Iraq, as initially planned and indicated in the project document. This is mainly due to the security context in Iraq that severely constrained UNESCO's staff ability to be on site to ensure supervision.

UNESCO was the implementing agency for the project. It has prepared detailed equipment lists and was responsible for the procurement of project equipment. It has also provided technical support for the project activities and maintained effective monitoring of progress at each stage of the project implementation.

The Ministry of Education was primarily responsible for planning and supervision. During the implementation process, a close inter-agency (ILO, HABITAT, UNIDO, the World Bank, etc.), local experts, and UNESCO staff co-operation and co-ordination has been assured and maintained. The UN partners in particular, ILO and UNIDO have been consulted on establishing standard lists of laboratory equipment and in the preparation of training materials as well as on guidance and counseling of market opportunities in employment. The coordination in the delivery of the training courses with UN agencies has been pursued, in line with the policy of Cluster coordination that allows UNESCO to leverage services delivered in other or same Cluster projects.

Project objectives:

The overall project objective was to provide essential and basic workshop equipment, computers and training materials for nine vocational high priority disciplines, in 37 vocational and technical schools, in 12 governorates - Governorates of Baghdad (Resafa and Karkh), Babylon (Hilla), Waset (Kut), Thiqar (Nassirya), Basra (Basra), Salaheddin (Tikrit), Al Anbar (Rumadi), Ta'meem (Kerkok), Dyala (Baqouba), Karbala (Karbala), Najaf (Najaf - Koofa), Qadissya (Diwaniyah) and Missan (Al-Amara).

This is operationalized in terms of four more granular objectives:
1. To provide essential and basic workshop equipment, computers and training materials for nine vocational high priority disciplines;
2. To provide computer labs for students and computers for improving IT skills for teaching staff;
3. To produce training material in nine vocational disciplines in Arabic and train master instructors on the design, review and delivery of new training material;
4. To train senior managers in the Vocational Education Directorate at MoE on leadership and management and conduct selected study visits.

Project outputs:

- Nine technical and commercial schools in Iraq adequately equipped with workshops and networked computer laboratories;
- Study visits organized to provide hands-on experience in leadership; planning and management of TVET;
- Core team of trainers trained to work in the Staff Development Unit at MOE General Directorate for vocational education;
- Improved quality of teaching and training for vocational students in the vocational workshops at 37 schools in governorates of Baghdad, Babylon, Waset, Thiqar, Basra, Al Kerkok, Dyala, Karbala, Nenawa, Najaf, Diwanya and Missan through provision of new vocational equipment, acquisition of IT skills; and production of new training materials in Arabic for nine vocational disciplines.

Project Implementation (activities):

1. **Procurement of Equipment**: this activity was implemented mainly in Amman by UNESCO in close coordination with GoI. The nine vocational disciplines were fully prepared in order to identify the specifications for the equipment. A workshop for the finalization of the equipment specifications was conducted in May 2006. Specifications were all endorsed by experts and by Iraqi partners for the nine vocational disciplines. Tenders were launched in July –August 2006. Tenders were studied by UNESCO and finalized by end of September 2006.
2. **Delivering and installing IT equipment for MOE**: Equipment was delivered and installed in 2007 for the specializations of food service, electronics, sewing, food production, electronics, telecommunications, mechanics, automotives, and construction. This activity was implemented in Iraq.
3. **Organizing of study visits** to provide hands-on experiences in the planning and management of TVET: The study visits were all completed by November 2006. Under this activity three visits were conducted, two to Jordan, and one in Egypt.
4. **Updating nine vocational and technical disciplines** MOE, with the support of UNESCO, prepared an initial outline of the vocational disciplines needing to be updated; they then jointly finalized the outline

for the vocational disciplines. A workshop to finalize and update the content of the vocational disciplines was conducted in December 2006.

5. **Establishment of the TVET Staff Development Unit** / training to a core team of 30 trainers to be deployed as Master Vocational Trainers. MOE identified the management team and the core staff, and formally established the Unit.

6. **Producing training materials** in Arabic language: The outline of the training material in Arabic was jointly discussed with the MOE in December 2006. All training manuals were finalized and sent to MOE-Iraq by the end of December 2006.

Section II: Evaluation Methodology and Approach

Evaluation Purpose and Scope

UNESCO has stated that the evaluation findings and lessons learned from this evaluation will be shared with the stakeholders and decision makers to ensure that the recommendations are taken into consideration in the formulation of future education strategy in Iraq, especially with a view to new initiative to support technical and vocational education. They will also feed into the wider Lessons Learned Exercise being conducted across UN agencies to review the effectiveness of the UNDG Iraq Trust Fund.

The evaluation approach was based on the five principles that UNESCO lists as essential to the success of its programs: Efficiency, Effectiveness, Relevance, Impact and Sustainability.

The overall objective of this evaluation exercise was to address the following basic issues:

(i)   To what degree have the program objectives been attained over time?
(ii)   Was the program cost-effective?
(iii)   What impact has the project had upon the target clientele?
(iv)   Was the amount of benefits being delivered the right amount?
(v)   What are the factors that may affect the long-term sustainability of the program?
(vi)   What decision (changes) should be taken on similar follow-up programs?

Evaluation Methodology and Approach

Evaluation methodology:

In order to achieve the objectives listed above, the evaluating team used the following techniques:

Desk review
The evaluation team reviewed the project document, budget, progress reports and other documentary materials generated during project implementation to extract information, identify key trends and issues, develop key questions and criteria for analysis, and compile relevant data during the preparatory phase of the evaluation. The team also reviewed relevant national strategies to see the links between the project objectives and national priorities.

Data collection and analysis
In consultation with UNESCO and related governmental departments within the Ministry of Education, the evaluation team identified all stakeholders to be included in the evaluation exercise. Once stakeholders were identified, the evaluation team devised participatory approaches for collecting first-hand information. These included interviews, focus group discussions, observations, end-user feedback survey through questionnaires, etc.

Field visits to targeted institutions (MoE, department of vocational education, vocational schools etc.)

Field visits and meetings were held with partner institutions. To the extent possible, beneficiaries were engaged in the evaluation process to get their feedback and reflection on project benefits.

- Focus group discussions were held with the beneficiaries; and questionnaires were used for beneficiaries from the targeted vocational schools.
- Questionnaires were used for officials in directorates of vocational educations.
- On site examinations were also conducted of equipment and other materials provided by the project.

Evaluation Guidelines

In the preparation of the evaluation report, due consideration was given to the UNEG evaluation guidelines and the UNDG-ITF guidelines on Development Effectiveness and Operational Effectiveness.

The evaluation has given consideration to the following:

- Key implementing agencies;
- Intended outcome(s) and output(s);
- Underlying logic of project design;
- Key assumptions that guided the design and implementation strategies;
- Any major divergences in the design and/or implementation strategy.
- Monitoring arrangements
- Lessons learned.

Pre - evaluation Meetings:

Prior to the start of the evaluation, weekly meetings took place with the purpose of ensuring the effective coordination between UNESCO and the evaluation team. These meetings laid the groundwork for the evaluation of the project, the main objectives of this meeting were:

- Develop and approve jointly the Inception Report.
- Ensure the support of the MoE to the evaluation.
- To agree on the Terms of References for the Independent Evaluation including the evaluation purpose, scope, objectives, methodology and management arrangements.
- Agree on the data collecting methods that were be used during the field evaluation.
- To agree on the implementation timetable.

Evaluation Field Activities:

A detailed evaluation methodology, approach and programme of work were agreed upon between UNESCO and the evaluation team before the start of the evaluation. The evaluation team met in Amman for orientation, briefing and initial interviews with UNESCO staff, followed by similar discussions/briefings by the national counterparts.

As the evaluation team started the field work, UNESCO Iraq Office facilitated the mission of the team, be it through facilitating coordination with MOE or by providing further supporting documentation as requested.

Seven evaluation teams in seven governorates (Baghdad, Basra, Diwania, Karbala, Najaf, Missan & Kirkuk) were assigned to implement this project, each composed of one expert field evaluator and one field assistant. The evaluation team collected information and reported to the field coordinator who is based in Baghdad. Several interviews were conducted with beneficiaries in the General Directorate of Vocational Education at the MoE, as well as teachers, principals, and lab and workshop supervisors working in the targeted vocational schools. In addition, focus groups were conducted with students enrolled at these vocational schools. Data was sent for analysis at the main offices in Amman by the Senior Evaluator, with the support of the Project Coordinator.

The evaluation team made every possible effort to bridge information gaps and obtains copies of official documents exchanged between UNESCO and the GoI.

Individual interviews with beneficiaries were conducted to gather feedback on the project results. The evaluation sample was designed to be representative in terms of makeup by gender, geographical location, and vocational schools type.

The evaluation team prepared a manual providing rules-based guidance for researchers, pertaining to the filling of questionnaires. Annex C includes the logical framework for the evaluation plan.

The evaluation sample included 11 schools, constituting 30% of the total number of beneficiary schools under this project. To define the study sample, the criteria used by the evaluation team to select the 11 schools sample were as follow:
- To ensure representational geographical coverage (Northern, Central and Southern of Iraq).
- The inclusion of both urban and rural schools.
- Vocational school type (i.e. disciplinary specialization).
- Gender (since the schools tend to be non co-educational, the sample included both male and female schools).

The evaluation in the field was conducted between the middle of March and the end of April, 2010. The evaluation targeted three schools in the south, two schools in the north, and six schools in the center, consisting of seven schools for boys and four schools for girls. In terms of type of education (disciplinary focus), the survey covered six industrial schools, four vocational schools which include commercial, agricultural, applied arts, and industrial streams, and one commercial school.

In total, 54 beneficiaries and stakeholders were interviewed, including nine principals, 13 vocational teachers, eight lab and workshop supervisors, five persons from the SDU who participated in training courses and study tours, three persons from Senior Management of the TVET Unit, 14 students, the Director-General of Vocational Education (MOE), and the Project Manager. The breakdown is detailed in Tables 1, 2, and 3 below.

Table 1: Number of beneficiaries by gender and position

#	Position	Number		
		Male	**Female**	**Total**
١	Director-General of Vocational Education, MOE, Baghdad	١	٠	١
٢	Project Manager	١	٠	١
٣	Principal	٦	٣	٩
٤	Vocational teacher	٩	٤	١٣
٥	Lab and workshop supervisor	٦	٢	٨
٦	Staff Development Unit (SDU)	٣	٢	٥
٧	senior manager of TVET at MOE	٢	١	٣
٨	Students	٧	٧	١٤
Total		**٣٥**	**١٩**	**٥٤**

Table 2: Number of school staff beneficiaries interviewed by position

#	Governorate	Region	School	Number			
				Principal	Teacher	Supervisor	Total
١	Baghdad	Center	Eshtar Secondary Industrial School	١	١	١	٣
			Al- Quds Secondary	١	٠	١	٢

			Industrial School				
			Sumer Secondary Industrial school	١	١	٠	٢
٢	Kirkuk	North	Al-Zahraa Secondary Vocational School	1	٠	٠	١
			Al-Bashir Secondary Industrial School	٠	١	٠	١
٣	Al Najaf	Center	Al- Koofa Secondary Industrial School	١	١	١	٣
			Al-Kawther Secondary Industrial School	١	١	١	٣
٤	Missan	South	Al- Majar Al-Kabeer Secondary Industrial School	٠	٤	٢	٦
٥	Kurbula	Center	Nineveh Secondary Industrial School	١	١	١	٣
٦	Al Qadissiyah	South	Al Diwaniyah Secondary Vocational School	١	٢	١	٤
٧	Basra	South	17-Athar Secondary Industrial School	١	١	٠	٢
Total	٧	٣	**11**	٩	١٣	٨	٣٠

Table 3: Number of schools by gender and type of education

School	Gender		Type of education
	Male	Female	
Eshtar Secondary Industrial School		√	Vocational*
Al- Quds Secondary Industrial School	√		Industrial
Somer Secondary Industrial school	√		Industrial
Al Zahraa Secondary Vocational School		√	Commercial
Al Bashier Secondary Industrial School		√	Vocational*
Al Koofa Secondary Industrial School	√		Vocational*
Al-Kawther Secondary Industrial School	√		Industrial
Al Majar Al Kabeer Secondary Industrial School	√		Industrial
Nineveh Secondary Industrial School	√		Industrial
Al Diwaniyah Secondary Vocational School		√	Vocational*
17-Athar Secondary Industrial School	√		Industrial
11	٧	٤	----

*"Vocational" schools in this chart refer to those which include commercial, agricultural, and applied arts streams

Evaluation Risks and Limitations

There were no limitations affecting completion of this evaluation, never the less while interviewing related stakeholders it was noted that since the project ended some time ago, some of the relevant stakeholders and beneficiaries have turned over, some project documents could not be obtained.

Section III: Evaluation findings

Evaluation finding and conclusions

a. **Achievements and Results:**

This evaluation has generated the following findings linked to the activities of the TVET II project:

- While the project originally targeted 4,500 students as beneficiaries, more than three times this number benefited from project interventions. The actual results showed that towards the end of the project, 14,548 students had access to the project results. This figure was obtained from DoE and confirmed by the evaluation teams visits to the targeted schools.

- The introduction of new training material in the nine targeted vocational disciplines has meant that students learned new subjects, in-line with modern scientific methods. This has enabled and prepared students to better integrate with the market needs.

- The project clearly identified both urgent needs and existing gaps in the vocational education system; project activities were both relevant and well designed.

- Statistical data obtained from the General Directorate of Vocational Education shows that While the overall trend in Iraq is towards lower attrition rates in vocational education programs, the project successfully supported TVET II targeted schools to reduce attrition from 4% to just 1.5%, reflecting a very high standard in relation to other tech/voc schools in Iraq, and elsewhere in the region

- There was an increase in the overall number of students enrolled in vocational education programs in Iraq by the end of the project; the number of vocational school students rose from 15,605 in the 2004-2005 school year to 19,006 in the 2008-2009 school year. This reflects the success of the project in attracting more students to enroll in vocational schools.

- The proportion of the population of Iraqi vocational education students in the TVET II-targeted schools rose from 37.5% to 76.5% between the 2004-2005 and 2008-2009 school years. This provides a clear indication of the project's success in supporting increased enrollment in the targeted institutions. It should be noted, however, that this massive proportional increase—while unquestionably providing indication of the project's successful intervention in targeted schools—also accounts, potentially, for some cannibalization of enrollments in non-targeted schools. Between the 2004-2005 and 2008-2009 school years, enrollments nationwide rose from 15,605 to 19,006 (as mentioned above), while enrollments in TVET II-targeted schools rose from 5,847 to 14,548. As such, despite the nationwide increase in enrollments, non-targeted schools actually saw enrollments *fall* by 5300. These numbers underscore the success of the project, and provide a strong argument for the replication and expansion of this project to schools which were not yet targeted by TVET II.

The project aimed to reduce poverty by enhancing the quality of higher education and teacher education, thereby leading to the development of employment opportunities and income generation. As such, the project addressed the first Millennium Development Goal (MDG) of "eradicating extreme poverty and hunger", as well as MDG 3 of "promoting gender equality and empowering women" in education. Through the development of ICT skills in project participants, the eighth MDG of "making available the benefits of

new technologies" was also addressed. In keeping with these, the project also targeted a central Education for All (EFA) Goal: progress towards better quality in education.

b. **Efficiency:**

The evaluation results showed:

1- The majority of stakeholders feel the project outputs were delivered efficiently and on time. A targeted survey was conducted as part of the evaluation activities to measure the feedback and satisfaction of project results. The survey targeted a sample of 40 stakeholders including Directorate of Vocational Education staff, the project manager at MoE, teachers, trainers, supervisors and other involved staff. The survey showed that 67.5% of this group believes that the project outputs were efficient and delivered on time.

2- The survey also showed that 65 % of the same group sample believes that UNESCO's role, support, and coordination mechanisms with GoI helped to implement the project efficiently.

The findings above were confirmed through the field evaluation, and again validated by the evaluation team through the desk study and review of project documents.

Based on the evaluation findings, the project can be characterized as having operated efficiently, despite the administrative and security challenges in Iraq during the project implementation period. Although the implementation was delayed and the project was extended twice, project implementation was efficient in delivering the planned outputs and results.

During the site visits conducted with this evaluation, the beneficiaries noted that many of the challenges faced by the project were related to the unstable security situation. The project also faced operational difficulties including: electrical power disruption which affected the effective use of the equipments supplied under this project; and the fact that some of the teachers have limited knowledge in the subject (s)he is lecturing. It is clear that more training is required.

c. **Effectiveness:**

The evaluation results showed:

1- According to the survey, 82.5 % of the sample believed that the project achieved its planned outputs and results. Through the desk study, and after reviewing the project documents, the field evaluation also confirmed this conclusion through the following:
   a. The improvement in the capacity of both teachers' and trainers' is clear, the introduction of new training and teaching methodologies has impacted, through the availability of teaching materials, exposing teacher and trainers to new technologies. This was confirmed during the field visits—it is clear that the capacity building activities for vocational school staff was very efficient and effective.
   b. Students reported that they had gained new knowledge and skills through the use of modern equipments and technologies, and also as a result of being subject to the updated training manuals developed under this project.
   c. The project targeted and addressed the most urgent needs of the vocational schools, in terms of teaching methods and equipment as well as students' needs for relevant training.

Additional factors which contributed to the effectiveness of project results were as follows:
   a. Rapid UNESCO response to the urgent demands of the project
   b. Strong partnership and cooperation between UNESCO and GoI.
   c. An accurate initial needs assessment, producing a project design that matched the real needs of the vocational education sub-sector.
   d. Clear and logical action planning.

> e. Positive response from students to the project outputs.

The unstable security situation in Iraq during the project implementation period had a negative effect on the vocational education sub-sector, as it did on all other sectors in Iraq, its negative effect included:

> e. Disruptions in student attendance due to road blocks and security tension.
> f. Increased numbers of dropouts, especially among female students.
> g. Disruption in teacher attendance due to road blocks and security tension.
> h. Less frequent visits by MoE supervisors to the vocational school in the governorates due to bad security situation on transit routes.

d. <u>Relevance:</u>

The evaluation results showed:

1- According to the survey, 85% of the sample believes that the project's main objectives were relevant, and 57.5% of the sample believes that the project's activities addressed pre-determined problems and urgent needs of vocational schools.

The field evaluation results show that the project under evaluation was consistent overall with the planned outputs, and followed the original project design. This was validated by the desk study of project documents. Furthermore, as noted above, the project supported broader agendas in line with the ICI, MDGs, and EFA.

The project aimed to reducing poverty by enhancing the quality of higher education and teacher education that led to the development of employment opportunities and income generation. As such, the project addresses the first Millennium Development Goals - MDG of "eradicating extreme poverty and hunger" And MDG 3 of "promoting gender equality and empowering women" in education. The project also aimed to achieve a central EFA Goal: progress towards better quality in education. Through developing ICT skills in project participants, the eighth MDG of "making available the benefits of new technologies" was also addressed.

e. <u>Impact:</u>

The years of wars and economic sanctions in Iraq had a powerful negative impact on the vocational education sub-sector, especially in terms of teachers and supervisors' capacity building, school equipment, and teaching methods. This project provided meaningful contributions to the improvement and revitalization of the vocational education subsector, through the following:

1. As a result of training on new technologies and skills, the students gained new skills and knowledge to enable them to meet the labor market needs, and this will eventually contribute to socio-economic stability
2. As a result of the capacity building and training, teachers gained new knowledge on teaching methods. This will improve the teachers' capacity and will lead to a better knowledge transfer to the students and other new teachers, contributing to the overall professionalization of the technical and vocational workforce.
3. The project results will support teachers and students to be more confident and effective in their work, through enhanced learning on new material and modern topics in their respective fields.
4. The project assisted the GoI in developed curricula and needs assessment mechanisms relevant to modern technology and real needs of the Iraqi market. This will ultimately contribute to the better linking of vocational education with workforce demands in this rapidly evolving economy.
5. The project resulted in a well trained and prepared cadre of master trainers (ToTs) that will lead the delivery of new training programs.

The evaluation determined that the project was successful in addressing a number of key deficiencies in the previously existing vocational training programs.

f. <u>Sustainability:</u>

According to the survey, 62.5% of the sample believes that the project activities can be sustained and continued after the end of direct UNESCO support. This was further supported through the desk study and review of project documents. The field evaluation also confirmed this conclusion through the following:

    a. According to MoE, the Ministry has agreed to maintain the project activities through its allocated budget under the upcoming five-year National Development Plan. During the evaluation interviews with the school directors, trainers, teachers and students, the majority felt confident that they could transfer the knowledge and experience they have learned.

    b. According to interviews made with key staff of the General Directorate of Vocational Education, they have planned to improve and update the vocational education curricula in line with the improvement made under the project.

    c. According th the evaluation results and interviews with the General Directorate of Vocational Education, funding for more workshops and additional equipments is planned.

Section IV: Conclusions and Lessons learned

Evaluation Conclusions and Lessons learned

The TVET II project has achieved some important successes in enhancing vocational education in Iraq. Perhaps most noteworthy, there was a substantial surge in the number of students enrolled in vocational education programs during the implementation period, which is likely largely attributable to the project. The number of vocational school student rose from 15,605 during the 2004-2005 school year to 19,006 during the 2008-2009 school year. In addition, the proportion of students enrolled in schools targeted by TVET II, compared to national vocational education enrollment numbers, rose from 37.5% to 76.5% during this same period. This provides a clear indication of the increased attractiveness of TVET at project-targeted schools. Furthermore, statistical data obtained from General Directorate of Vocational Education indicates that dropout rates in the schools covered by TVET II were lower than rates in other vocational education schools administered by MoE. For example, the dropout rate in project schools declined from 4% to 1.5% between the 2004-2005 and 2008-2009 school years. . By contrast, the dropout rate across all MoE-administered vocational schools declined from 11% to 5.5% during the same period (see Tables 5-8 below).

Table 5: No. of students enrolled to vocational education under umbrella of MOE

Gender	Years				
	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Male	13372	14345	14206	17917	14127
Female	2233	5021	5330	3120	4879
Total	15605	19366	19536	21037	19006

Source: MOE-General Directorate of Vocational Education, unpublished data, April 2010

Table 6: No. of students enrolled to in vocational education under umbrella of MOE (project schools "Phase II")

Gender	Years				
	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Male	4905	6133	8352	10835	12630
Female	942	1205	1471	1637	1918
Total	5847	7338	9823	12472	14548

Source: MOE-General Directorate of Vocational Education, unpublished data, April 2010

Table 7: Dropout rate in vocational education administered by MOE

Gender	Years				
	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Male	8%	7%	6%	5%	4%
Female	3%	2.5%	2%	1.5%	1.5%
Total	11%	9.5%	8%	6.5%	5.5%

Source: MOE-General Directorate of Vocational Education, unpublished data, April 2010

Table 8: Dropout rate in vocational education administered by MOE (project schools "Phase II")

Gender	Years				
	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Male	3%	2.5%	2%	1.5%	1%
Female	1%	1.5%	1%	0.5%	0.5%
Total	4%	4%	3%	2 %	1.5%

Source: MOE-General Directorate of Vocational Education, unpublished data, April 2010

The lessons learned from this project:

1- A strong sense of ownership of project results was identified among school directors, teachers, and students alike.
2- The good cooperation and coordination demonstrated between UNESCO and MoE in this project supported project implementation at all stages.
3- By engaging beneficiaries and Iraqi stakeholders during the project design and planning, the project effectiveness was enhanced, as the project addressed the real and urgent needs of the vocational schools, as identified by the Iraqi counterparts and beneficiaries themselves.
4- In spite of the unstable security situation, implementation of the project activities was effectively monitored by UNESCO national staff, in close collaboration with concerned staff in the Amman office.
5- The project contributed to raising the awareness of the beneficiaries on the importance of vocational education, as students, teachers, and supervisors enhanced their skills and capacities. The beneficiaries emphasized on the importance of being trained on modern equipment in order to improve vocational education in Iraq.
6- Dropout rate declined in schools targeted under this project as a result of better training programs and equipments.

Section V:

Recommendations

To UNESCO:

8- The excellent partnership between UNESCO and MoE which was demonstrated through this project should be maintained and further enhanced in all areas relevant to technical and financial assistance for the vocational education sector development. Nevertheless, it is recommended that UNESCO have a full time designated and experienced focal point to follow UNESCO project issues, and ensure openness and rapid response time from UNESCO.

9- Continue technical support to the MoE in developing future TVET training plans to meet the evolving needs of the Iraqi labor market, and to study the possibility of training in new skill areas (currently not being offered by vocational schools)

10- Provide technical support to MoE on conducting follow-up training and on-the-job training on the new training methods gained under this project for teachers and supervisors at vocational schools. This could be in the form of sharing experiences with similar vocational systems in nearby countries.

11- Support the MoE in developing a national TVET strategy in Iraq, focusing on all relevant aspects of the TVET subsystem. Both stakeholders and beneficiaries should be involved in such a study to ensure that the needs of all parties are represented.

12- Support the MoE in developing a vocational education database, including the creation of specific TVET indicators, to provide monitoring and evaluation tools to facilitate the development of related plans, policies, and procedures. This database would provide accurate information on current numbers of students, and all relevant biodata (gender, geographical distribution etc., to allow for disaggregation of data), number of new enrollments, dropout and attrition rates, reasons for dropout, number of graduates, along with their skills and geographical distribution, training and teaching needs. The format of the database should be open to ensure scalability, and allow for the inclusion of both qualitative and quantitative data.

13- To better ensure UNESCO visibility (and facilitate tracking of supplied equipments and services), it is recommended that the equipment funded under future projects should be clearly labeled with the UNESCO logo.

14- To reduce the traditional stigma surrounding TVE in Iraq (i.e. TVE schools are for "second class students"), assist GoI to develop a communication/marketing strategy to increase awareness of students, local community, parents, and public and private companies of the benefits of vocational education.

To MoE

1- Adequate funds should be allocated to support the maintenance cost of the equipment supplied under this project.

2- Sufficient and well-trained maintenance staff should be available to ensure the operational sustainability of the equipment and lab materials, to avoid any on-site accidents or damage to the equipment.

3- MoE, MoLSA and other related departments should develop a mechanism to track graduates and to support them in finding new job opportunities in accordance with their skills.

4- The Ministry of Education and UNESCO should implement a follow up study of vocational school graduates, focusing on the skills and capacities that they obtained as a result of this project and its relationship with the profession that they are practicing.

5- MoE and MoLSA should conduct periodic surveys of the Iraqi labor market to identify qualitative and quantitative training needs. The results of these surveys should highlight the number of required skilled workers, and types of skills required in each governorate, and at the national level. This will better guide the vocational education system to offer training on specific skills to meet the governorate labor market needs and requirements.

6- Follow-up training and on-the-job training for teachers and supervisors at vocational schools should be strengthened to improve/ update their knowledge and skills.

7- Support more partnerships between the public and private sectors in the field of TVET. For example, large companies may support vocational schools in order to help guide the targeting of inputs, and help improve the teaching and learning methods in the schools, so as to help increase the caliber and functional level of graduates. This would naturally lead to the hiring of graduates upon completion of courses.

8- Develop a national TVET strategy in Iraq, focusing on all relevant aspects. Such a strategy should be developed with the input of both stakeholders and beneficiaries (the evaluator takes note that this is being implemented through another UNESCO TVET project which is currently ongoing).

9- Promote self-employment for TVET graduates by allocating funds to support small to medium size organizations in order to provide more job opportunities for the graduates, address unemployment and poverty, and promote TVET as a viable and practical option for youth.

10- Encourage vocational schools to hold training courses with symbolic fees for local communities, providing paid services such as selling workshop products, and providing vehicle maintenance service for schools containing vehicle workshops. This will help reducing the cost of learning and training process, and support broader awareness of TVET and its linkages to the community.

11- Involve vocational schools in any future TVET project development planning; this involvement will be an added value since they are the direct beneficiaries of any TVET project and they are in a good position to identify their needs and priorities. Also by getting them on board from the early stages, the project will ensure their commitment and will increase their sense of ownership for project activities and results, which will contribute favorably to the project impact

12- Develop a vocational education database, including the creation of specific TVET indicators, to provide monitoring and evaluation tools to facilitate the development of related plans, policies, and procedures. This database would provide accurate information on current numbers of students, and all relevant biodata (gender, geographical distribution etc., to allow for disaggregation of data), number of new enrollments, dropout and attrition rates, reasons for dropout, number of graduates, along with their skills and geographical distribution, training and teaching needs. The format of the database should be open to ensure scalability, and allow for the inclusion of both qualitative and quantitative data

13- Coordinate with electricity providers to ensure the full utilization of project procured appliances and equipment in the schools.

14- A data base should be developed at the ministry level for new equipment received, including receiving date, source, equipment type, and final destination (school or training center).

15- A better documentation system should be developed and implemented at the vocational school level for all the school training equipment. Documentation should include the installation information, commissioning, maintenance plan, and inspection schedule.

16- Awareness campaigns should be organized on vocational education and its benefits, targeting students, local community, parents, and public and private companies

Annexes

Annex A: Terms of References

Section III - Terms of Reference (TOR)
External Evaluation of Two UNESCO Projects (Education)

1 - EVALUATION (FINAL) OF THE UNESCO-IMPLEMENTED PROJECT "*REVITALIZATION OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PHASE II*" (B1-14)

I. Introduction and Context - The Project Context:

In the 1980's, the Iraqi education system was recognized as one of the most developed systems in Arab countries. However, nearly two decades of conflict, unstable political conditions and an extremely volatile security situation have taken a considerable toll. The Iraqi education system faces critical shortcomings in many areas. Furthermore, instability and lack of security have undermined the normal academic activity in Iraqi universities and triggered an unexpected brain drain that has further undermined the educational opportunities of Iraqi students.

In Education, UNESCO Iraq projects take a sector-wide approach, intervening in the fields of basic, secondary, tertiary, technical and vocational and non-formal education to support the rehabilitation of the sector through increasing access to education, promoting life-skills, reversing the growing trends of illiteracy among the population and declining female participation. UNESCO implements projects oriented around three main objectives: 1) Assisting authorities to stabilize the educational situation in the country (i.e. supporting the examination process); 2) Strengthening key sectors within secondary and vocational education according to reconstruction needs; and 3) Providing urgently required materials such as textbooks. UNESCO's major achievements include: printing of 9 million new textbooks; assisting IDPs/refugee populations through the creation of a website containing digital versions of textbooks.

As mentioned in the original project document, the quality and capacity of Iraq's Technical and Vocational Education and Training (TVET) system first began to deteriorate beginning in the 1980s with the Iran-Iraq war. The 1991 Gulf War, the ensuing sanctions imposed during the last 13 years and the period of occupation and conflict led to heavy damage of infrastructure and a general dislocation of the system. Enrolment in TVET secondary schools recorded a decline of 56 per cent between 1990 and 2000 with an absolute decrease in enrolment from 147,942 students in 278 schools to 65,750 students in 263 schools during the same period – a situation that deteriorated further as a result of the 2003 invasion and subsequent civil conflict.

Empirical evidence suggests that almost all the TVET institutions have suffered serious reversals, now either dysfunctional or functioning sporadically. Thus, was an urgent need to rehabilitate and revitalise TVET with a view to meeting the short- and medium-term requirements of technically trained personnel who could contribute to the reconstruction of Iraq. TVET institutions, both at secondary and postsecondary levels, required urgently better-equipped laboratories, computer centres and qualified and trained staff as an integral part of the massive infrastructure reconstruction initiatives of both the Government of Iraq and the international community. In the medium-term, a broad range of TVET disciplines needs to be developed and introduced to prepare young people, particularly girls, for gainful employment

b) Project Rationale

The project *Revitalization of Technical and Vocational Education and Training Phase II* was approved in August 2005 for start-up a month later. As a follow-up to the first phase of this project, Phase II focused on re-equipping another 37 technical and commercial schools throughout Iraq with workshop equipment and basic computing capability; reviewing the vocational and technical disciplines and training a core team of trainers in order to prepare young people in Iraq for work in a revived, developing, and demand-driven economy**.**

The project aims at reducing poverty by enhancing the quality of higher education and teacher education that will lead to the development of employment opportunities and income generation. As such, the

project uses education as a means to address the first MDG of "eradicating extreme poverty and hunger." As well, the project is striving to enhance MDG 3 of "promoting gender equality and empowering women" in education. The project also endeavours to achieve a central EFA Goal: progress towards better quality in education. Through developing ICT skills in project participants, the eighth MDG of "making available the benefits of new technologies" is also addressed.

The project is implemented within the framework of the Iraq Trust Fund, a multi-donor trust fund established in 2004 to channel resources for the reconstruction of Iraq and the main source of funding for UN activities in the country. For more information, please consult the Trust Fund's website at http://www.irffi.org

c) Objectives of the Project:
1. To provide essential and basic workshop equipment, computers and training materials for nine vocational high priority disciplines;
2. To provide computer labs for students and computers for improving IT skills for teaching staff;
3. To produce training material in nine vocational disciplines in Arabic and train master instructors on the design, review and delivery of new training material
4. To train senior managers in the Vocational Education Directorate at MoE on leadership and management and conduct selected study visits.

d) Outputs of the Project:
1. Nine technical and commercial schools in Iraq adequately equipped with workshops and networked computer laboratories;
2. Study visits organized to provide hands-on experience in leadership; planning and management of TVET;
3. Core team of trainers trained to work in the Staff Development Unit at MOE General Directorate for vocational education.
4. Improved quality of teaching and training for vocational students in the vocational workshops at 37 schools in governorates of Baghdad, Babylon, Waset, Thiqar, Basra, Al Kerkok, Dyala, Karbala, Nenawa, Najaf, Diwanya and Missan through provision of new vocational equipment, acquisition of IT skills; and production of new training materials in Arabic for 9 vocational disciplines.

e) Timeline and budget
The project was approved with a startup date of 1 September 2005 and completion date set for 31 December 2006, initial project duration being 16 months. The project was operationally closed as of 30 September 2007. Thus the implementation delay was nine months with the project receiving two extensions during this time. The first six month extension was approved on 24 Jan. 2006 (December 2006 to June 2007) and the second three month extension was approved on 10 June 2007 (01 July to 30 September 2007) Both extensions included budget revisions.

Budget: USD 3,000,000
Funds committed as at October 2009: USD 1,698,413 (73% of total)
Funds disbursed as at October 2009: USD 1,599,528 (69% of total)

f) Geographic Coverage/Scope:
The project was implemented in 12 Governorates of Iraq: Baghdad (Kharkh 1 and 2, Rasafa 1 and 2) Babylon, Wasit, Thiqar, Basra, Kirkuk, Ninewa, Dyala, Karbala, Najaf, Diwanya and Missan

g) Implementation Modalities:
The project was managed from Amman, the core team consisting of an (International) Project Officer and a (National) Programme Assistant, with backstopping from office services and management.

UNESCO was the implementing agency for the project, as such essentially ensured the following two activities: 1) It prepared detailed equipment lists and was responsible for the procurement of project equipment; 2) It provided technical support for the project activities and maintained effective monitoring of progress at each stage of the project implementation.

The Ministry of Education was primarily responsible for planning and supervision. UN partners, ILO and UNIDO in particular, were consulted on the establishing of standard lists of laboratory equipment and in the preparation of training materials as well as on guidance and counseling of market opportunities in employment. The coordination in the delivery of the training courses with UN agencies has been pursued, in line with the policy of Cluster coordination that allows UNESCO to leverage services delivered in other or same Cluster projects. A similar coordination strategy had been resorted during Phase I of this on-going project.

For the delivery of project physical inputs and for the training of TVET staff, the Ministry of Education coordinated with all the TVET institutions to prepare their listing of both the existing / required facilities and the computer centres in the recipient institutions. MOE also assumed the responsibility for customs clearance, delivery and installation of equipment, monitoring the operation of computer laboratories and for the training of TVET staff to ensure the effective and efficient use of the equipment.

II. Purpose of the evaluation.

The multi-donor Iraq Trust Fund (ITF), through whose auspices the project was funded, is due to close in 2012 and the donors have accordingly requested that the UN Country Team in Iraq conduct a Lessons Learned Exercise (LLE). The evaluation of the project *Revitalization of Technical and Vocational Education and Training Phase II* is being conducted within the framework of a large set of external evaluations of UN Agency ITF-funded projects; the results of these evaluations are intended to feed into the LLE, providing a basis for development effectiveness as well as programme/ project level operational effectiveness. This evaluation is expected to measure the results of the project and as well it should provide UNESCO recommendations to improve general implementation modalities and future similar initiatives that the Organization may undertake in supporting the reconstruction of technical and vocational education in Iraq.

In addition, the results of the evaluation will be circulated to the principal donor and relevant sections at UNESCO Headquarters and posted online on the office website as well as the ITF UNDG website at UN headquarters in New York.

III. Evaluation objectives and scope

The evaluation approach will be based on the five principles that UNESCO lists as essential to the success of its programs: Efficiency, Effectiveness, Relevance, Impact and Sustainability.
The overall objective of this evaluation exercise shall be to address the following basic issues:

    (vii)   To what degree has the program objectives been attained over time?
    (viii)   Is the program cost-effective?
    (ix)   What impact has the project had upon the target clientele?
    (x)   Is the amount of benefits being delivered the right amount?
    (xi)   What are the factors that may affect the long-term sustainability of the program?
    (xii)   What decision (changes) should be taken on similar follow-up programs?

With the lens of these five principles, the evaluation of the *Revitalization of Technical and Vocational Education and Training Phase II* project **will provide answers to the following questions**:

Efficiency:
- Have the outputs been delivered in a timely manner?
- Could the activities and outputs been delivered with fewer resources without reducing their quality and quantity?

- Have UNESCO's organizational structure, managerial support and coordination mechanisms effectively supported their delivery?

Effectiveness:
- What has been the progress made towards achievement of the expected outcomes and expected results?
- What are the reasons for the achievement or non-achievement?
- To what extent have beneficiaries been satisfied with the results?
- Is the programme cost-effective, i.e. could the outcomes and expected results have been achieved at lower cost through adopting a different approach and/or using alternative delivery mechanisms?
- Does the programme have effective monitoring mechanisms in place?

Relevance:
- Are the programme objectives addressing identified needs of the target group(s)?
- Do the activities address the problems identified?

Impact:
- In what ways – socially, economically, politically, environmentally and attitudinally - has the project impacted the intended beneficiaries and other stakeholders?
- To what extent can the changes that have occurred as a result of the programme be identified and measured?

Sustainability:
- Are the activities stated in the program sustainable after the cessation of UNESCO support?
- Do the beneficiaries continue to benefit from the program?
- What is the likelihood that the benefits from the programme will be maintained for a reasonably long period of time if the programme were to cease?
- Is the programme supported by local institutions and integrated with local social and cultural conditions?

IV. Evaluation Methodology

The successful entity/evaluator is expected to provide a concrete and scientific methodology to undertake the project evaluation, taking into consideration that UNESCO Iraq Office operates from Amman and the difficulty of physical access to Iraq. Notwithstanding this, the evaluator is expected to liaise with participating ministries and universities, implementing partner universities and institutions, etc.

Evaluation methods shall include:

- Review of UN joint strategic documents
- Review of project document and activity evaluation reports (desk study)
- Interviews
- Field visits (if possible)
- Questionnaires
- Surveys

- Observation
- Benchmarking

a) Time period
It is envisaged that the evaluation of the TVET II project will consist of three main phases:
1. Submission of UNESCO Inception Report (framing the evaluation and methodology), data of UNESCO internal data collection complete (estimated 3 weeks) not later than 1 February 2010

2. beneficiary/partner data collection, analysis and drafting the report (estimated 8 weeks) by 30 April 2010
3. Revisions to / and presentation of the final report (estimated 6 weeks) not later than 30 May 2010

b) Composition of the Evaluation Team

The evaluation should be headed by a qualified and experienced project evaluator assisted by an education specialist with experience of similar activities. Knowledge of Arabic would be a plus. The team should have the following qualifications and skill areas: Prior experience in program evaluation; thematic area strong knowledge of evaluation methods and data collection and analysis skills;

▪ Technical competence in sector or area of study to be evaluated;

▪ Relevant in-country or regional experience, language proficiency.

V. Management

The Evaluation will be undertaken by independent evaluator/s (individual consultant/s or organization) that is in line with the UNEG Norms and Standards and in accordance with the parameters included in the terms of reference.

The evaluation will be undertaken in close consultation with Iraqi partners and all effort will be made to allow the Iraqi partner/s to drive the evaluation process in line with UN Evaluation Group (UNEG) Norms and Standards (www.uneval.org)

Role of UNESCO:

- Provide project background information and any other relevant data required by the evaluation team
- Ensure that all stakeholders are informed about the evaluation process
- Oversee the process in accordance with the agreed terms of reference and the UNEG Norms and Standards, and ensure that the process remains neutral, impartial and independent
- Approve the evaluation final report and disseminate evaluation findings
- Facilitate the field work for the evaluation team and contact with the Iraqi partners and other relevant partners and stakeholders.
- Provide management response to evaluation findings and recommendations

Role of National Counterparts

In line with the Paris Declaration (www.oecd.org/dataoecd/11/41/34428351.pdf), the national counterparts will be encouraged to participate in the evaluation process right from planning to sourcing information to the dissemination of evaluation findings and contribution to management response. This would enhance national ownership of the process and promote the spirit of mutual accountability.

Role of Evaluation Team/ Evaluator/s

The Evaluation Team is responsible for:

- Undertaking the evaluation in consultation with UNESCO and in full accordance with the terms of reference;
- Complying with UNEG Norms and Standards as well as UNEG Ethical Guidelines;
- Bringing any critical issues to the attention of the Evaluation Manager (appointed by UNESCO) that could possible jeopardize the independence of the evaluation process or impede the evaluation process;
- Adhering to the work plan, to be mutually agreed with UNESCO, as commissioner for this evaluation;
- Ensuring that the deliverables are delivered on time, following highest professional standards.

VI. Deliverables

1. An inception report which contains the results chain of the programme (drawn from the desk study), an evaluation plan and a list of reviewed documents. The evaluation plan should contain the proposed data collection methods and data sources to be used for answering each evaluation question. The plan should also contain a timeline of key dates.

2. A Draft evaluation report which should be delivered with adequate time to allow discussion of the findings and formulation of recommendations.

3. Final evaluation report (In English, 2 signed copies, both printed and electronic) which should be structured as follows

a) Title Page

b) List of acronyms and abbreviations

c) Table of contents, including list of annexes

d) Executive Summary

e) Introduction: background and context of the project

f) Description of the project – its logical theory, results framework and external factors likely to affect success

g) Evaluation Methodology & Approach (including key challenges and limitations)

h) Findings with clear evidence base and interpretations, highlighting both success stories and unsatisfactory findings

i) Conclusions

j) Recommendations for corrective actions (if any) and future similar interventions

k) Lessons (thus far) and generalizations

l) Annexes

UNESCO invites qualified potential contractors (who work in the above mentioned field) to submit their quotations for undertaking the above tasks together with the following documents:

- Profile of the firm/company indicating its current presence and involvement in Iraq (if applicable). The successful candidate will demonstrate (a) extensive knowledge of, and experience in applying, qualitative and quantitative evaluation methods; (b) a strong record in designing and leading evaluations; and (c) data analysis skills. Detailed knowledge of the role of the UN and its programming is desirable

- Submit two or three examples of evaluation reports recently completed, if possible, one or more of the reports should be relevant / similar to the subject of evaluation.

- The proposed composition of the Evaluation Team and their CVs.

- Planning and Evaluation methodology and organizational arrangements

- Financial proposals for each major activity and per project. (Section V – Price Schedule below)

- Recent experience with assignments, if available, on program evaluation in Iraq.

- Contact information (full name and address, country, telephone and fax numbers, e-mail address, website and contact person)

Annex B: <u>Source of Information</u>

Annex B I: Key Official UNESCO documents

Project Documents
- *UN Millennium Development Goals <u>http://www.un.org/millenniumgoals/</u>*
- *Joint Needs Assessment*
- *Iraq National Development Strategy (2005-2007)*
- *Ministry of Planning and Development Cooperation (Iraq). Iraqi Strategic Review Board. National development strategy 2005-2007. (June 2005)*

Project Progress Reports
Progress reports of the project of revitalization of Technical and Vocational Education and Training project / Phase II. (2005-2007).

a) Progress report number (1). Period 1 July – 31 December 2005
b) Fifth six monthly progress report for the project .Report number (3). Period 1 July 2006 to 31 December 2006
c) Fourth six monthly progress report for the project .Report number (4). Period 1 January 2006 to 30 June 2006
d) Sixth six monthly progress report for the project .Report number (4). Period 31 December 2006 to 30 June 200٧
e) Seventh six monthly progress report for the project .Report number (5). Period 1 June 2007 – 31 December 2007
f) Seventh six monthly progress report for the project .Report number (5).Period 1 July – 31 December 2007
g) Final report .Period 1st of September 2005 to 31 December 2007

External Review Reports
Rahied Amjad & Julian Havers. **Jobs for Iraq: an employment and decent work strategy**. ILO (Regional office for Arab States, Beirut), first published (2007)

Normative Guidance
- *UNEG Norms for Evaluation*
- *UNEG Standards for Evaluation*
- *UNEG Ethical Guidelines*

Annex B II: Preliminary Interviews

Preliminary interviews took place with the following partners:

#	Respondent	Position	Department
١	Mr. Michael Croft	Executive Officer/OIC	UNESCO – Iraq Office (Amman)
٢	Mr. Jonathan Mourtont	Assistant to the Executive Officer	UNESCO Iraq Office
٣	Ms. Nahida El-Saies	TVET Consultant	UNESCO – Iraq Office (Amman)
٤	Ms. Mirna Abu Ata	Education Programme Assistant	UNESCO – Iraq Office (Amman)

Annex B III: In-depth Interviews

#	Respondent	Position	Department/school
١	Sa'ad Ibrahim Abdul Rahim	DG- Vocational Education	MOE (Baghdad)
٢	Munther Kayyali	Project Manager	UNESCO- Iraq Office
٣	Sana' Abdul Hassan Abdul Hadi	SDU	General Directorate of Vocational Education, MOE, Baghdad
٤	Moaied Moh'd Ali Ibrahim	SDU	General Directorate of Vocational Education, MOE, Baghdad
٥	Shlash Ismael Nouri	Vocational Education Specialist	MOE
٦	Intisar Abbas Abdul Mahdi	Senior Educational Specialist	Vocational Supervision, MOE, Baghdad
٧	Ala'a Eddin Mhadi	Educational Specialist	Vocational Supervision, MOE, Baghdad
٨	Angham Khagin Tiklan	Study tours	MOE, HQ
٩	Ahmed Ja'afar Hassan	Study tours	MOE, HQ
١٠	Ihsan Khadim Abbas	Tour Team/ Educational Specialist	Vocational Supervision, MOE, Baghdad
١١	Isra'a Yasim Moh'd	Principal	Eshtar Secondary Vocational School for Girls, Baghdad
١٢	Nizar Muhie Mahdi	Principal	Nineveh Secondary Industrial School, Kurbula
١٣	Abbas Obaid Olwan	Principal	Al Kawther Secondary Industrial School, Al Najaf
١٤	Majid Hanthal	Principal	Al Quds Secondary Industrial School, Baghdad
١٥	Saja Faid Allah	Principal	Al Zahraa Secondary Vocational School for Girls, Kirkuk
١٦	Uday Muhsen Moh'd Jawad	Principal	Al Koofa Secondary Vocational School, Al Najaf
١٧	Haidar Lutfi Hadi	Principal	Somer Secondary Industrial School
١٨	Iman Ali Abdul Hassan	Principal	Al Diwaniyah Secondary Vocational School for Girls
١٩	Abdul Zahra Fadhil Muhsem	Principal	17-Athar Secondary Industrial School, Basra
٢٠	Basma Fawzi Abbas	Teacher	Eshtar Secondary Vocational School for Girls, Baghdad
٢١	Naeem Khalaf	Teacher	17-Athar Secondary Industrial School, Basra
٢٢	Nahla Shawkat Ref'at	Teacher	Al Bashier Secondary Industrial School for Girls, Kirkuk
٢٣	Azhar Khadim Abed	Teacher	Al Kawther Secondary Industrial School, Al Najaf
٢٤	Ra'ed Abdul Hamzah Abdul Rasoul	Teacher	Nineveh Secondary Industrial School, Kurbula
٢٥	Majid Kadhim Issa	Teacher	Al Majar Al Kabeer Secondary Industrial

#	Respondent	Position	Department/school
			School, Missan
٢٦	Ali Salman Zaboun	Teacher	Al Majar Al Kabeer Secondary Industrial School, Missan
٢٧	Ali Eidan Katafeh	Teacher	Al Majar Al Kabeer Secondary Industrial School, Missan
٢٨	Karim Qasim Widan	Teacher	Al Majar Al Kabeer Secondary Industrial School, Missan
٢٩	Jasim Mahdi Hamzeh	Teacher	Al Koofa Secondary Vocational School, Al Najaf
٣٠	Ansam Jasim	Teacher	Somer Secondary Industrial School
٣١	Majid Amin Abbas	Teacher	Al Diwaniyah Secondary Vocational School for Girls
٣٢	Hussein Jasim Askar	Teacher	Al Diwaniyah Secondary Vocational School for Girls
٣٣	Dina Hammoudeh	Lab Supervisor	Eshtar Secondary Vocational School for Girls, Baghdad
٣٤	Abdul Rida Hamad Abdul Sada	Lab Supervisor	Al Kawther Secondary Industrial School, Al Najaf
٣٥	Abbas Abdul Ridha Ali	Lab Supervisor	Nineveh Secondary Industrial School, Kurbula
٣٦	Nadia Khalaf Nasir	Lab Supervisor	Al Quds Secondary Industrial School, Baghdad
٣٧	Khalid Warwar Jabir	Lab Supervisor	Al Majar Al Kabeer Secondary Industrial School, Missan
٣٨	Subeh Hattab Joudeh	Lab Supervisor	Al Majar Al Kabeer Secondary Industrial School, Missan
٣٩	Jawdat Kadhim Muhsen	Lab Supervisor	Al Koofa Secondary Vocational School, Al Najaf
٤٠	Nusir Fadam	Lab Supervisor	Al Diwaniyah Secondary Vocational School for Girls

Annex C: Evaluation log framework

Evaluation log framework

Evaluation questions	indicators	Data collection methods	Data Source	Sample	Comments
Have the outputs been delivered in a timely manner?	- Size of achievement - no. of students attended and no. of students trained on devices.	Interviews	Evaluators progress reports	٤٠	Interviews depend on director of Directorate of vocational education, school's directors , school's teachers, staff development unit (SDU),senior manager of TVET at MOE, workshop's staff and project manager
Have UNESCO's organizational structure, managerial support and coordination mechanisms effectively supported their delivery?	-fast delivery -delay in delivery of results - extension time of the project to implement remaining activities	Interviews progress reports	Evaluators progress reports	٤٠	Interviews depend on director of Directorate of vocational education, schools' directors , schools' teachers, Staff Development Unit (SDU),senior manager of TVET at MOE, workshops staff and project manager
What has been the progress made towards achievement of the expected outcomes and expected results?	Percentage of achievement compared with goals	Interviews progress reports	Evaluators progress reports	٤٠	Interviews depend on director of Directorate of vocational education, schools' directors, schools' teachers, Staff Development Unit (SDU), senior manager of TVET at MOE, workshops staff and project manager.
What are the reasons for the achievement or non-achievement?	-size of spending on the project - no. of equipments and devices delivered to the schools. -level of security stabilization -no. of additional months for project extension.	Interviews progress reports	Evaluators progress reports	٤٠	Interviews depend on director of Directorate of vocational education, schools' directors , schools' teachers, Staff Development Unit (SDU),senior manager of TVET at MOE, workshops staff and project manager
To what extent have beneficiaries been satisfied with the	-increase no. of students.	Interviews	Interviews Field survey	٥٤	Interviews depend on director of Directorate of vocational education,

Evaluation questions	indicators	Data collection methods	Data Source	Sample	Comments
results?	- Low rate of unemployment and poverty -increase demand on graduated students				assistants, schools' directors, schools' teachers , project manager and students Its recommended to conduct Tracer studies
Is the project cost-effective, i.e. could the outcomes and expected results have been achieved at lower cost through adopting a different approach and/or using alternative delivery mechanisms?	-increase no. of students. -increase or decrease no. of participants in training workshops -improving skills of graduated students	Interviews progress reports	Evaluators progress reports	٤٠	Interviews depend on director of Directorate of vocational education, schools' directors , schools' teachers, Staff Development Unit (SDU),senior manager of TVET at MOE, workshops staff and project manager
Does the project have effective monitoring mechanisms in place?	-different project activities. Rules for selection of participants in training workshops. Managements rules to install and use the devices and equipments	Interviews progress reports	Evaluators progress reports	٤٠	Interviews depend on director of Directorate of vocational education, schools' directors , schools' teachers, Staff Development Unit (SDU),senior manager of TVET at MOE, workshops staff and project manager
Are the project objectives addressing identified needs of the target group(s)?	increase no. of students enrolled in vocational education -Decrease poverty rate	Interviews progress reports	Evaluators progress reports	٥٤	interviews depend on director of Directorate of vocational education, schools' directors , schools' teachers, Staff Development Unit (SDU),senior manager of TVET at MOE, workshops staff , project manager and students -conduct tracer studies
Do the activities address the problems identified?	Low rates of unemployment among graduates of vocational education	Interviews progress reports	Evaluators progress reports	٥٤	interviews depend on director of Directorate of vocational education, schools' directors , schools' teachers, Staff Development Unit (SDU),senior manager of TVET at MOE, workshops staff , project

Evaluation questions	indicators	Data collection methods	Data Source	Sample	Comments
					manager and students
In what ways – socially, economically, politically, environmentally and attitudinally - has the project impacted the intended beneficiaries and other stakeholders?	Increase in the number enrolled in vocational education Increase satisfaction of beneficiaries Growing proportion of self-employment for graduates	Interviews progress reports	Evaluators progress reports	٤٠	Interviews depend on director of Directorate of vocational education, schools' directors , schools' teachers, Staff Development Unit (SDU),senior manager of TVET at MOE, workshops staff and project manager
To what extent can the changes that have occurred as a result of the project be identified and measured?	improving skills of graduated students improve capacities of teachers	Interviews progress reports	Evaluators progress reports	٤٠	Interviews depend on director of Directorate of vocational education, schools' directors , schools' teachers, Staff Development Unit (SDU),senior manager of TVET at MOE, workshops staff and project manager
Are the activities stated in the project sustainable after the cessation of UNESCO support?	The size of financial allocations provided in the budget of the Ministry of Education. New resources of funding	Interviews progress reports	Evaluators progress reports	٤٠	Interviews depend on director of Directorate of vocational education, schools' directors , schools' teachers, Staff Development Unit (SDU),senior manager of TVET at MOE, workshops staff and project manager
Do the beneficiaries continue to benefit from the project?	-increase no. of students. - Low rate of unemployment and poverty -increase demand on graduated students	Interviews progress reports	Evaluators progress reports	٥٤	interviews depend on director of Directorate of vocational education, schools' directors , schools' teachers, Staff Development Unit (SDU),senior manager of TVET at MOE, workshops staff , project manager and students
Is the project supported by local institutions and	The number of points of local	Interviews progress	Evaluators	٤٠	Interviews depend on director Directorate of vocational

Evaluation questions	indicators	Data collection methods	Data Source	Sample	Comments
integrated with local social and cultural conditions?	financing Increase the size of financial support	reports			education, schools' directors , schools' teachers, Staff Development Unit (SDU),senior manager of TVET at MOE, workshops staff and project manager

Annex D: Distribution List for Vocational Schools L Phase II

Governorate		School	Computers	Communication	Construction	Applied Arts	Mechanics	Agricultural	Electronics	Electrics	Automotive
Baghdad	Kharkh-1	Al- Razi Industrial school								×	
		Al- Amerya Industrial school							×		
		Eshtar Industrial school				×					
		Al-Tahreer Industrial school	×	×							
		Al-Mansoor Industrial school		×							
	Kharkh-2	Omm- Al- Tubool Industrial school			×						
		Al-bayan Vocational school				×					
		Al-Mahmoodya Industrial school	×								
		Al- Rafidain Industrial school	×								
	Rasafa-1	Al- Nahda Industrial school	×				×				
		Al- Kuds Industrial school							×		
		Summer Industrial school								×	
		Al-kanat Industrial school		×							
	Rasafa-2	Al- Nedal industrial school					×				
		Al- Mashtal industrial school									×
		Al- Gahdeer			×						

		Industrial school								
		Al-Sharkyai Vocational School				×				
		Al-Muthana Industrial school	×							
	Babylon	Al- Hilla Agricultural school						×		
		Hamoorabee Industrial school	×							
	Waset	Al- Noamania Industrial school					×			×
		Al-Hai Industrial school	×							
	Thiqar	Thi-Qar Industrial school	×			×				
	Basra	Al- Basra industrial Ideal school					×			
		17- Athar Industrial school								×
		Al-Entesar Vocational School	×							
	Salah Din	Al-Door Industrial school	×							
	Al- Anabar	Al- Hurya Industrial school							×	
	Kirkok	Al-Esraa Vocational School	×							
	Najaf	Al- Koofa industrial school			×					
		Al-Kawther industrial	×							

	school									
Diwanya	Al- Dywania Agricultral school						×			
	Al-Dewania commercial school	×								
Missan	Al- Aumara Industrial school					×				
	Al- Majar Al- Kabeer Industrial school								×	
	Al- Aumara Commercial school	×								
Karbala	Neniva Industrial school	×								
Total of Required Workshops		15	3	3	4	5	2	3	3	3

Annex E: Field Evaluation Guidelines & Questionnaires

- Director-General of Vocational Education Questionnaire
Questionnaire is to evaluate TVET project -II in the Ministry of Education / Iraq, which was carried out by UNESCO.

> The aim of this questionnaire to evaluate the project referred to above. Your comments and recommendations will have an important role in increasing the quality of the results of this evaluation. Thank you for your cooperation and your attention

❖ Number of Questionnaire …………
❖ Please tick a circle around the answer, such as (Yes) (No), (high), (medium), (low)
===

Date: …../…../2010
1. Name: ....
2. Date of employment in DoE, mention year only: ………………….
3. Years of Experience: ....
4. What is the number of employees in the directorate: males ………….. Females………….
5. Do you think that to the implementation of the project's outputs were on time?
a. Yes.   B. No
If your answer is no, please mention the reasons?
....
....
....

6. From your point of view, did the organizational structure and administrative support and coordination mechanisms of UNESCO help in implementing the project efficiently?
a. Yes.   B. No
If your answer is no, please mention the reasons?
....
....
....

7. Was there a progress in achieving the results expected from the project?
a. Yes.   B. No
If your answer is yes, please mention the reasons which lead to this progress?
....
....
....

If your answer is No, please mention the reasons that contributed to the lack of achievement?
....
....
....

8. What is the degree of satisfaction of beneficiaries of the project results?
a. High   b. Medium   c. Low

If your answer is low, what are the reasons?

....
....
....
....

9. Was the project cost effective? Such as whether expectations for the results have been achieved at a lower cost through the adoption of different methods and / or using alternative delivery mechanisms?
   a. Effective.   B. not effective

If your answer was not effective, in your opinion what are the reasons?

....
....
....

10. In your opinion, were there any important mechanisms for evaluation in the place of project's implementation?
    a. Yes   b. No

If your answer is yes, what are these mechanisms?

....
....
....
....

11. Did the main objectives of the project aimed to meet the needs of the category (ies) target?
    a. Yes   b. No

If your answer is no, what are the reasons?

....
....
....
....

12. Did the activities handle all of the needs and problems that have been identified?
    a. Yes   b. No

If your answer is no, what are the reasons?

....
....
....
....

13. Please explain the project impacts on beneficiaries and partners of the social, economic, political and environmental directional.

....
....
....
....

14. To what extent, it will be possible to identify and measure the changes that have occurred because of this project?

....
....

....
....

15. Will the activities identified in the project continue after the cessation of support of UNESCO?
    a. Yes   b. No
If your answer is yes, please mention the means of support

....
....
....
....

If your answer is no, what are the reasons?

....
....
....
....

16. Will the beneficiaries continue to benefit from this project?
  a. Yes   b. No
    If your answer is no, what are the reasons?

....
....
....
....

17. Will this project receive support from local departments to integrate with the local social and cultural conditions?
    a.   Yes   b. No
If your answer is yes, please mention these departments

....
....
....

If your answer is no, what are the reasons?

....
....
....
....

18. Did the employees in directorate of vocational education participate in a training session under this project?
    a.   Yes   b. no (if your answer is yes please answer answers 18a – 18d)
If your answer is no, please mention the reasons?

....
....

19. A what is the number of employees in the directorate who participated in the training session according to the below table:

Number according to years				Type of work
٢٠٠٨	٢٠٠٧	٢٠٠٦	٢٠٠٥	
				Vocational specialties - teachers

				Non Vocational specialties - teachers
				Other employees
				Total

b. Types of training sessions:

Number of participants in each year				Type of trying sessions
٢٠٠٨	٢٠٠٧	٢٠٠٦	٢٠٠٥	
				Management & planning
				Supervision
				Others
				Total

c. The location of these training sessions:

Number of participants in each year				Locations
٢٠٠٨	٢٠٠٧	٢٠٠٦	٢٠٠٥	
				Inside the ministry
				Outside the ministry – inside Iraq
				Outside Iraq
				Total

20. What do you think about the quality and quantity of equipment and tools that have been purchased, installed and operated in the vocational schools? Financial allocations for the project in terms of relevance to improve the quality of outputs of education and vocational training.
a. Suitable   b. not suitable
If your answer was not suitable, please mention the reasons.
....
....
....

21. What is your opinion regarding the curriculum packages which were prepared from financial allocations of the project in terms of relevance to increase and improve the quality of the educational system and vocational training?
a. Suitable   b. not suitable
If your answer was not suitable, please mention the reasons.
....
....
....

22. In your opinion, did the project's tools and equipments delivered on time?
a. Yes   b. no
If your opinion is no, please mention the reason?
   23. ....*Stars Orbit Consultants and Management Development*
       ....

****

Name of person who performs this questionnaire ………………

- *Project Manager Questionnaire*

The Questionnaire is to evaluate TVET project -II in the Ministry of Education / Iraq, which was carried out by UNESCO.

> The aim of this questionnaire to evaluate the project referred to above. Your comments and recommendations will have an important role in increasing the quality of the results of this evaluation. Thank you for your cooperation and your attention

❖ Number of Questionnaire …………
❖ Please tick a circle around the answer, such as (Yes) (No), (high), (medium), (low)
==

Date: …../…../2010

24. Name: ....
25. Do you think that to the implementation of the project's outputs were on time?
b. Yes.   B. No
If your answer is no, please mention the reasons?
....
....
....

26. From your point of view, did the organizational structure and administrative support and coordination mechanisms of UNESCO help in implementing the project efficiently?
a. Yes.   B. No
If your answer is no, please mention the reasons?
....
....
....

27. Was there a progress in achieving the results expected from the project?
a. Yes.   B. No
If your answer is yes, please mention the reasons which lead to this progress?
....
....
....

If your answer is No, please mention the reasons that contributed to the lack of achievement?
....
....
....

28. What is the degree of satisfaction of beneficiaries of the project results?
b. High   b. Medium   c. Low
If your answer is low, what are the reasons?

....
....
....
....

29. Was the project cost effective? Such as whether expectations for the results have been achieved at a lower cost through the adoption of different methods and / or using alternative implementation mechanisms?
   b. Effective.   B. not effective

If your answer was not effective, in your opinion what are the reasons?

....
....
....

30. In your opinion, were there any important mechanisms for evaluation in the place of project's implementation?
   b. Yes   b. No

If your answer is yes, what are these mechanisms?

....

....

....

....

31. Did the main objectives of the project aimed to meet the needs of the category (ies) target?
   a. Yes   b. No

If your answer is no, what are the reasons?

....
....
....
....

32. Did the activities handle all of the needs and problems that have been identified?
   a. Yes   b. No

If your answer is no, what are the reasons?

....
....
....
....

33. Please explain the project impacts on beneficiaries and partners of the social, economic, political and environmental directional.

....
....
....
....

34. To what extent, it will be possible to identify and measure the changes that have occurred because of this project?

....
....*Stars Orbit Consultants and Management Development*
....
....

35. Will the activities identified in the project continue after the cessation of support of UNESCO?
    a. Yes   b. No

If your answer is yes, please mention the means of support

....
....
....
....

If your answer is no, what are the reasons?

....
....
....
....

36. Will the beneficiaries continue to benefit from this project?
 a. Yes   b. No
    If your answer is no, what are the reasons?

....
....
....
....

37. Will this project receive support from local departments to integrate with the local social and cultural conditions?
    b. Yes   b. No

If your answer is yes, please mention these departments

....
....
....

If your answer is no, what are the reasons?

....
....
....
....

38. What do you think about the quality and quantity of equipment and tools that have been purchased, installed and operated in the vocational schools? Financial allocations for the project in terms of relevance to improve the quality of outputs of education and vocational training.
    b. Suitable   b. not suitable
    If your answer was not suitable, please mention the reasons.

....
....
....

39. What is your opinion regarding the curriculum packages which were prepared from financial allocations of the project in terms of relevance to increase and improve the quality of the educational system and vocational training?
    a. Suitable   b. not suitable
    If your answer was not suitable, please mention the reasons.

....
....
....

40. Did the delivery , installation and operation of devices and equipments occur in the suitable time?

    c.   Yes   b. No

If your answer is no, what are the reasons?
....
....
....
....

****

- *Principal Questionnaire*

The Questionnaire is to evaluate TVET project -II in the Ministry of Education / Iraq, which was carried out by UNESCO.

> The aim of this questionnaire to evaluate the project referred to above. Your comments and recommendations will have an important role in increasing the quality of the results of this evaluation. Thank you for your cooperation and your attention

❖ Number of Questionnaire …………
❖ Please tick a circle around the answer, such as (Yes) (No), (high), (medium), (low)
    ===

Date: …../…../2010
   41. Name: ....
   42. Date of employment in DoE, mention year only: ………………….
   43. Years of Experience: ....
   44. What is the number of employees in the directorate: males ………….. females………….
   45. Do you think that to the implementation of the project's outputs were on time?
   c.   Yes.   B. No
   If your answer is no, please mention the reasons?
....
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....

46. From your point of view, did the organizational structure and administrative support and coordination mechanisms of UNESCO help in implementing the project efficiently?
   a. Yes.   B. No
If your answer is no, please mention the reasons?
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47. Was there a progress in achieving the results expected from the project?
   a. Yes.   B. No
If your answer is yes, please mention the reasons which lead to this progress?

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If your answer is No, please mention the reasons that contributed to the lack of achievement?

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48. What is the degree of satisfaction of beneficiaries of the project results?
    c. High   b. Medium   c. Low

If your answer is low, what are the reasons?

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49. Was the project cost effective? Such as whether expectations for the results have been achieved at a lower cost through the adoption of different methods and / or using alternative delivery mechanisms?
    c. Effective.   B. not effective

If your answer was not effective, in your opinion what are the reasons?

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50. In your opinion, were there any important mechanisms for evaluation in the place of project's implementation?
    c. Yes   b. No

If your answer is yes, what are these mechanisms?

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51. Did the main objectives of the project aimed to meet the needs of the category (ies) target?
    a. Yes   b. No

If your answer is no, what are the reasons?

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52. Did the activities handle all of the needs and problems that have been identified?
    a. Yes   b. No

If your answer is no, what are the reasons?

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53. Please explain the project impacts on beneficiaries and partners of the social, economic, political and environmental directional.

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54. To what extent, it will be possible to identify and measure the changes that have occurred because of this project?

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55. Will the activities identified in the project continue after the cessation of support of UNESCO?
a. Yes   b. No

If your answer is yes, please mention the means of support

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If your answer is no, what are the reasons?

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56. Will the beneficiaries continue to benefit from this project?
a. Yes   b. No
If your answer is no, what are the reasons?

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57. Will this project receive support from local departments to integrate with the local social and cultural conditions?
d.   Yes   b. No

If your answer is yes, please mention these departments

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If your answer is no, what are the reasons?

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58. Did the employees in directorate of vocational education participate in a training session under this project?
   d. Yes   b. no (if your answer is yes please answer answers 18a – 18d)

If your answer is no, please mention the reasons?

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59. A what is the number of employees in the directorate who participated in the training session according to the below table:

Number according to years				Type of work
٢٠٠٨	٢٠٠٧	٢٠٠٦	٢٠٠٥	
				Vocational specialties - teachers
				Non Vocational specialties - teachers
				Other employees
				Total

e. Types of training sessions:

Number of participants in each year				Type of trying sessions
٢٠٠٨	٢٠٠٧	٢٠٠٦	٢٠٠٥	
				Management & planning
				Supervision
				Others
				Total

f. The location of these training sessions:

Number of participants in each year				Locations
٢٠٠٨	٢٠٠٧	٢٠٠٦	٢٠٠٥	
				Inside the ministry
				Outside the ministry – inside Iraq
				Outside Iraq
				Total

60.
61. What do you think about the quality and quantity of equipment and tools that have been purchased, installed and operated in the vocational schools? Financial allocations for the project in terms of relevance to improve the quality of outputs of education and vocational training?
   c. Suitable   b. not suitable

If your answer was not suitable, please mention the reasons.

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62. What is your opinion regarding the curriculum packages which were prepared from financial allocations of the project in terms of relevance to increase and improve the quality of the educational system and vocational training?

a. Suitable   b. not suitable

If your answer was not suitable, please mention the reasons.

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63. In your opinion, did the project's tools and equipments delivered on time?

b. Yes   b. no

If your opinion is no, please mention the reason?

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Name of person who performs this questionnaire ………………

- Teacher Questionnaire

> The aim of this questionnaire to evaluate the project referred to above. Your comments and recommendations will have an important role in increasing the quality of the results of this evaluation. Thank you for your cooperation and your attention

❖ Number of Questionnaire …………

❖ Please tick a circle around the answer, such as (Yes) (No), (high), (medium), (low)

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Date: ….../…../2010

65. Name: ....

66. Gender: a. Male   b. female

67. Date of employment in DoE, mention year only: …………………

68. Years of Experience: ....

69. Specialization: ....

70. Name of Current Position: ....

71. Name of school:…………………………

72. Name of city where the school located:………………………….

73. Name of governorate where the school located:…………………………

74. Type of the school: a. males   b. females

75. Type of vocational education (industrial, agricultural, commercial…)…………………

76. Do you think that to the implementation of the project's outputs were on time?

d. Yes.   B. No

If your answer is no, please mention the reasons?

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77. What are the specialty / specialties that you provide to students?

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78. From your point of view, did the organizational structure and administrative support and coordination mechanisms of UNESCO help in implementing the project efficiently?
a. Yes.   B. No

If your answer is no, please mention the reasons?

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79. Was there a progress in achieving the results expected from the project?
a. Yes.   B. No

If your answer is yes, please mention the reasons which lead to this progress?

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If your answer is No, please mention the reasons that contributed to the lack of achievement?

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80. What is the degree of satisfaction of beneficiaries of the project results?
d.   High   b. Medium   c. Low

If your answer is low, what are the reasons?

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81. Was the project cost effective? Such as whether expectations for the results have been achieved at a lower cost through the adoption of different methods and / or using alternative delivery mechanisms?
d.   Effective.   B. not effective

If your answer was not effective, in your opinion what are the reasons?

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82. In your opinion, were there any important mechanisms for evaluation in the place of project's implementation?
d.   Yes   b. No

If your answer is yes, what are these mechanisms?

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83. Did the main objectives of the project aimed to meet the needs of the category (ies) target?
a. Yes   b. No

If your answer is no, what are the reasons?

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    84. Did the activities handle all of the needs and problems that have been identified?

    a. Yes   b. No

If your answer is no, what are the reasons?

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    85. Please explain the project impacts on beneficiaries and partners of the social, economic, political and environmental directional.

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    86. To what extent, it will be possible to identify and measure the changes that have occurred because of this project?

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    87. Will the activities identified in the project continue after the cessation of support of UNESCO?

    a. Yes   b. No

If your answer is yes, please mention the means of support

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If your answer is no, what are the reasons?

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    88. Will the beneficiaries continue to benefit from this project?

 a. Yes   b. No

    If your answer is no, what are the reasons?

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    89. Will this project receive support from local departments to integrate with the local social and cultural conditions?

    e.   Yes   b. No

If your answer is yes, please mention these departments

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If your answer is no, what are the reasons?

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90. What do you think about the quality and quantity of equipment and tools that have been purchased, installed and operated in the vocational schools? Financial allocations for the project in terms of relevance to improve the quality of outputs of education and vocational training.
d. Suitable   b. not suitable
If your answer was not suitable, please mention the reasons.

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91. Could you use the tools and devices mentioned in the previous questions?
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92. What is your opinion regarding the curriculum packages which were prepared from financial allocations of the project in terms of relevance to increase and improve the quality of the educational system and vocational training?
a. Suitable   b. not suitable
If your answer was not suitable, please mention the reasons.

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93. Did the curriculum packages of the project clear and easy to be understood?
a. Yes   b. No
If your answer is No, please mention the reasons

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94. Please give description for the below information regarding training session or study visits related to this project :

# of training hours	Period of the session	year	The country	Subject of training session or study visits	#
					١
					٢
					٣
					٤
					٥

95. Did these training sessions improve your skills and capacities?

a. Yes   b. No

If your answer is yes, please provide us with examples.

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If your answer is no, please mention the reasons

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96. Do you have adequate knowledge of using the computers?

a. Yes   b. No

If your answer is yes, did the project have a role in this knowledge?

a. Yes   b. No

97. What do you think about the ability of students to train on machines, equipments and tools that have been purchased, installed and operated in your school from financial allocations of the project?

a. High   b. medium   c. weak

If your answer is weak, what is the reason in your opinion?

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98. What is your opinion regarding the capacity of students in using computer in the targeted vocational schools?

a. High   b. medium   c. weak

If your answer high or medium, did the project have a role in this?

a. Yes   b. No

If your answer is weak, what is the reason in your opinion?

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Name of person who performs this questionnaire ....

- Lab and workshop Questionnaire

The aim of this questionnaire to evaluate the project referred to above. Your comments and recommendations will have an important role in increasing the quality of the results of this evaluation. Thank you for your cooperation and your attention

❖ Number of Questionnaire ....
❖ Please tick a circle around the answer, such as (Yes) (No), (high), (medium), (low)
   ==

Date: ...../...../2010

99. Name: ....
100.   Gender: a. Male   b. female
101.   Date of employment in DoE, mention year only: ....
102.   Years of Experience: ....

103.   Specialization: ....

104.   Name of Current Position: ....

105.   Name of school: ....

106.   Name of city where the school located: ....

107.   Name of governorate where the school located: ....

108.   Type of the school: a. males   b. females

109.   Type of vocational education (industrial, agricultural, commercial…)…………………

110.   Do you think that to the implementation of the project's outputs were on time?

e.   Yes.   B. No

If your answer is no, please mention the reasons?

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111.   From your point of view, did the organizational structure and administrative support and coordination mechanisms of UNESCO help in implementing the project efficiently?

a. Yes.   B. No

If your answer is no, please mention the reasons?

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112.   Was there a progress in achieving the results expected from the project?

a. Yes.   B. No

If your answer is yes, please mention the reasons which lead to this progress?

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If your answer is No, please mention the reasons that contributed to the lack of achievement?

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113.   What is the degree of satisfaction of beneficiaries of the project results?

e.   High   b. Medium   c. Low

If your answer is low, what are the reasons?

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114.   Was the project cost effective? Such as whether expectations for the results have been achieved at a lower cost through the adoption of different methods and / or using alternative delivery mechanisms?

e.   Effective.   B. not effective

If your answer was not effective, in your opinion what are the reasons?

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115.   In your opinion, were there any important mechanisms for evaluation in the place of project's implementation?
e.   Yes   b. No
If your answer is yes, what are these mechanisms?
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116.   Did the main objectives of the project aimed to meet the needs of the category (ies) target?
a. Yes   b. No
If your answer is no, what are the reasons?
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117.   Did the activities handle all of the needs and problems that have been identified?
a. Yes   b. No
If your answer is no, what are the reasons?
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118.   Please explain the project impacts on beneficiaries and partners of the social, economic, political and environmental directional.
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119.   To what extent, it will be possible to identify and measure the changes that have occurred because of this project?
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120.   Will the activities identified in the project continue after the cessation of support of UNESCO?
a. Yes   b. No
If your answer is yes, please mention the means of support
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If your answer is no, what are the reasons?

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121.   Will the beneficiaries continue to benefit from this project?

a. Yes   b. No

If your answer is no, what are the reasons?

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122.   Will this project receive support from local departments to integrate with the local social and cultural conditions?

    f.   Yes   b. No

If your answer is yes, please mention these departments

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If your answer is no, what are the reasons?

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123.   What do you think about the quality and quantity of equipment and tools that have been purchased, installed and operated in the vocational schools? Financial allocations for the project in terms of relevance to improve the quality of outputs of education and vocational training.

    e.   Suitable   b. not suitable

If your answer was not suitable, please mention the reasons.

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124.   Could you use the tools and devices mentioned in the previous questions?

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……………………………

125.   What is your opinion regarding the curriculum packages which were prepared from financial allocations of the project in terms of relevance to increase and improve the quality of the educational system and vocational training?

a. Suitable   b. not suitable

If your answer was not suitable, please mention the reasons.

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126.   Did the curriculum packages of the project clear and easy to be understood?

    b.   Yes   b. No

If your answer is No, please mention the reasons

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127.   Did you participate in any training session or study visits related to this project?

a. Yes.   B. no if your answer is yes, please answer question 30& 31
If your answer is no, please mention the reasons.

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128.   Please give description for the below information regarding training session or study visits related to this project :

# of training hours	Period of the session	year	The country	Subject of training session or study visits	#
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					٢
					٣
					٤
					٥

129.   Did these training sessions improve your skills and capacities?
b. Yes   b. No
If your answer is yes, please provide us with examples.
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If your answer is no, please mention the reasons
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130.   Do you have adequate knowledge of using the computers?
b. Yes   b. No
If your answer is yes, did the project have a role in this knowledge?
b. Yes   b. No

131.   What do you think about the ability of students to train on machines, equipments and tools that have been purchased, installed and operated in your school from financial allocations of the project?
b. High   b. medium   c. weak
If your answer is weak, what is the reason in your opinion?
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132.   What is your opinion regarding the capacity of students in using computer in the targeted vocational schools?
b. High   b. medium   c. weak

If your answer high or medium did the project have a role in this?
b.   Yes   b. No
If your answer is weak, what is the reason in your opinion?
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Name of person who performs this questionnaire ………………

- Study tour and senior managers of TVET Questionnaire

> The aim of this questionnaire to evaluate the project referred to above. Your comments and recommendations will have an important role in increasing the quality of the results of this evaluation. Thank you for your cooperation and your attention

❖   Number of Questionnaire …………
❖   Please tick a circle around the answer, such as (Yes) (No), (high), (medium), (low)
        ==

Date: …../…../2010
133.   Name: ....
134.   Gender: a. Male   b. female
135.   Date of employment in DoE, mention year only: ………………….
136.   Years of Experience: ....
137.   Specialization: ....
138.   Name of Current Position: ....
139.   Do you think that to the implementation of the project's outputs were on time?
f.   Yes.   B. No
If your answer is no, please mention the reasons?
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140.   From your point of view, did the organizational structure and administrative support and coordination mechanisms of UNESCO help in implementing the project efficiently?
a. Yes.   B. No
If your answer is no, please mention the reasons?
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141.   Was there a progress in achieving the results expected from the project?
a. Yes.   B. No
If your answer is yes, please mention the reasons which lead to this progress?
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....*Stars Orbit Consultants and Management Development*
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If your answer is No, please mention the reasons that contributed to the lack of achievement?

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142.   What is the degree of satisfaction of beneficiaries of the project results?
f.   High   b. Medium   c. Low
If your answer is low, what are the reasons?

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143.   Was the project cost effective? Such as whether expectations for the results have been achieved at a lower cost through the adoption of different methods and / or using alternative delivery mechanisms?
f.   Effective.   B. not effective
If your answer was not effective, in your opinion what are the reasons?

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144.   In your opinion, were there any important mechanisms for evaluation in the place of project's implementation?
f.   Yes   b. No
If your answer is yes, what are these mechanisms?

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145.   Did the main objectives of the project aimed to meet the needs of the category (ies) target?
a. Yes   b. No
If your answer is no, what are the reasons?

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146.   Did the activities handle all of the needs and problems that have been identified?
a. Yes   b. No
If your answer is no, what are the reasons?

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147.   Please explain the project impacts on beneficiaries and partners of the social, economic, political and environmental directional.

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148.   To what extent, it will be possible to identify and measure the changes that have occurred because of this project?

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149.   Will the activities identified in the project continue after the cessation of support of UNESCO?

a. Yes   b. No

If your answer is yes, please mention the means of support

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If your answer is no, what are the reasons?

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150.   Will the beneficiaries continue to benefit from this project?

a. Yes   b. No

If your answer is no, what are the reasons?

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151.   Will this project receive support from local departments to integrate with the local social and cultural conditions?

g. Yes   b. No

If your answer is yes, please mention these departments

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If your answer is no, what are the reasons?

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152.   What do you think about the quality and quantity of equipment and tools that have been purchased, installed and operated in the vocational schools? Financial allocations for the project in terms of relevance to improve the quality of outputs of education and vocational training.

f. Suitable   b. not suitable

If your answer was not suitable, please mention the reasons.

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153.	What is your opinion regarding the curriculum packages which were prepared from financial allocations of the project in terms of relevance to increase and improve the quality of the educational system and vocational training?

a. Suitable	b. not suitable

If your answer was not suitable, please mention the reasons.

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154.	Did the curriculum packages of the project clear and easy to be understood?

c.	Yes	b. No

If your answer is No, please mention the reasons

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155.	Did you participate in any training session or study visits related to this project?

b.	Yes.	B. no if your answer is yes, please answer question 25 & 26

If your answer is no, please mention the reasons.

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. Please give description for the below information regarding training session or study visits related to this

project :

# of training hours	Period of the session	year	The country	Subject of training session or study visits	#
					١
					٢
					٣
					٤
					٥

156.	Did these training sessions improve your skills and capacities?

c.	Yes	b. No

If your answer is yes, please provide us with examples.

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If your answer is no, please mention the reasons

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157.   Do you have adequate knowledge of using the computers?
c.   Yes   b. No
If your answer is yes, did the project have a role in this knowledge?
c.   Yes   b. No

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Name of person who performs this questionnaire ………………

- Staff Development Unit Questionnaire

The aim of this questionnaire to evaluate the project referred to above. Your comments and recommendations will have an important role in increasing the quality of the results of this evaluation. Thank you for your cooperation and your attention

❖ Number of Questionnaire …………
❖ Please tick a circle around the answer, such as (Yes) (No), (high), (medium), (low)
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Date: ...../...../2010
158.   Name of the directorate: ....
159.   Name: ....
160.   Gender: a. Male   b. female
161.   Date of employment in DoE, mention year only: ………………….
162.   Years of Experience: ....
163.   Specialization: ....
164.   Name of Current Position: ....
165.   Do you think that to the implementation of the project's outputs were on time?
g.   Yes.   B. No
If your answer is no, please mention the reasons?
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166.   From your point of view, did the organizational structure and administrative support and coordination mechanisms of UNESCO help in implementing the project efficiently?
a. Yes.   B. No
If your answer is no, please mention the reasons?
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167.   Was there a progress in achieving the results expected from the project?
a. Yes.   B. No
If your answer is yes, please mention the reasons which lead to this progress?
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If your answer is No, please mention the reasons that contributed to the lack of achievement?

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168.   What is the degree of satisfaction of beneficiaries of the project results?

    g. High   b. Medium   c. Low

If your answer is low, what are the reasons?

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169.   Was the project cost effective? Such as whether expectations for the results have been achieved at a lower cost through the adoption of different methods and / or using alternative delivery mechanisms?

    g. Effective.   B. not effective

If your answer was not effective, in your opinion what are the reasons?

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170.   In your opinion, were there any important mechanisms for evaluation in the place of project's implementation?

    g. Yes   b. No

If your answer is yes, what are these mechanisms?

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171.   Did the main objectives of the project aimed to meet the needs of the category (ies) target?

    a. Yes   b. No

If your answer is no, what are the reasons?

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172.   Did the activities handle all of the needs and problems that have been identified?

    a. Yes   b. No

If your answer is no, what are the reasons?

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173.   Please explain the project impacts on beneficiaries and partners of the social, economic, political and environmental directional.

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174.   To what extent, it will be possible to identify and measure the changes that have occurred because of this project?

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175.   Will the activities identified in the project continue after the cessation of support of UNESCO?

a. Yes   b. No

If your answer is yes, please mention the means of support

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If your answer is no, what are the reasons?

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176.   Will the beneficiaries continue to benefit from this project?

a. Yes   b. No

If your answer is no, what are the reasons?

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177.   Will this project receive support from local departments to integrate with the local social and cultural conditions?

h.   Yes   b. No

If your answer is yes, please mention these departments

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If your answer is no, what are the reasons?

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178.   What do you think about the quality and quantity of equipment and tools that have been purchased, installed and operated in the vocational schools? Financial allocations for the project in terms of relevance to improve the quality of outputs of education and vocational training.

g.   Suitable   b. not suitable

If your answer was not suitable, please mention the reasons.

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179.　　　What is your opinion regarding the curriculum packages which were prepared from financial allocations of the project in terms of relevance to increase and improve the quality of the educational system and vocational training?

a. Suitable　　　b. not suitable

If your answer was not suitable, please mention the reasons.

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180.　　　Did the curriculum packages of the project clear and easy to be understood?

d.　Yes　　　b. No

If your answer is No, please mention the reasons

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181.　　　Did you participate in any training session or study visits related to this project?

c.　Yes.　　B. no if your answer is yes, please answer question 25 & 26

If your answer is no, please mention the reasons.

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182.　　　Please give description for the below information regarding training session or study visits related to this project :

# of training hours	Period of the session	year	The country	Subject of training session or study visits	#
					١
					٢
					٣
					٤
					٥

183.　　　Did these training sessions improve your skills and capacities?

d.　Yes　　　b. No

If your answer is yes, please provide us with examples.

....
....

If your answer is no, please mention the reasons

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184.   Do you have adequate knowledge of using the computers?
d.   Yes   b. No
If your answer is yes, did the project have a role in this knowledge?
d.   Yes   b. No

185.   What do you think about the ability of students to train on machines, equipments and tools that have been purchased, installed and operated in your school from financial allocations of the project?
c.   High   b. medium   c. weak
If your answer is weak, what is the reason in your opinion?
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186.   What is your opinion regarding the capacity of students in using computer in the targeted vocational schools?
c.   High   b. medium   c. weak
If your answer high or medium did the project have a role in this?
c.   Yes   b. No
If your answer is weak, what is the reason in your opinion?
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Name of person who performs this questionnaire ……………….

ANNEX F: SOC background:

Stars Orbit Consultants is an external Monitoring and Evaluation organization; its strength lies in the long experience of the corporate management team and its employees. SOC's mission is to achieve professional Monitoring and Evaluation aiming to evaluate the past, monitor the present and plan for the future.

Between 2004 and 2009, SOC successfully performed Monitoring and Evaluation activities on more than 200 programmes and grants on behalf of donors and international organizations in various parts of Iraq including (Baghdad, Basrah, Missan, Thi Qar, Mothanna, Qadissiya, Najaf, Babil, Karbala, Anbar, Mosel, Salah El Din, Diyala, Kurkuk, Erbil, Sulaymanyia and Dohuk), the Monitoring and Evaluation activities have been carried out by more than 30 qualified, well trained and professional employees stationed in all the 18 governorates.

Since most of the projects implemented in Iraq are now remotely managed from outside Iraq, the need for professional, effective, objective and honest Monitoring and Evaluation mechanism starts to grow to ensure that the program meets its original objectives, donor perspective and expected outputs.

For more details on SOC and its activities, please visit www.starsorbit.org