



## **EXTERNAL EVALUATION REPORT**

**School Rehabilitation and Capacity Development for  
Enhanced Access and Retention in Primary Education  
(B1-29b)**

## **DISCLAIMER**

This end-of project evaluation was undertaken by external consultants; Stars Orbit Consultants and Management Development. Findings were shared in a meeting in Amman with staff of UH-HABITAT. The views expressed and conclusions reached in the report remain those of the consultants and do not necessarily reflect the official position of UN-HABITAT.

Presented by:  
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## **Abbreviations and Acronyms**

DoE:	Directorate of Education
GOI:	Government of Iraq
ITF:	Iraq Trust Fund
MDG:	Millennium Development Goals
MoE:	Ministry of Education
NER:	Net Enrolment Rate
NDS:	National Development Strategy
SOC:	Stars Orbit Consultants and Management Development
UN-HABITAT:	United Nations Human Settlements Programme
UNICEF:	United Nations Children's Fund
UNDG:	United Nations Development Group
UNEG:	United Nations Evaluation Guidelines
WatSan:	Water and Sanitation

## Executive Summary

Project B1-29b, entitled School Rehabilitation and Capacity Development for Enhanced Access and Retention in Primary Education targeted school improvement in Iraq, and was funded under the United Nations Development Group Iraq Trust Fund (UNDG-ITF), with a total budget of USD 11,325,596. While the project involved multiple partners, including UN-HABITAT, UNICEF, the Iraqi Ministry of Education (MoE), and Directorates of Education, the portion of the project managed and implemented by UN-HABITAT is the focus of this evaluation. Of the total budget, the amount allocated to UN-HABITAT was USD 4,012,682. The project was originally planned to be implemented over a 12-month period beginning in July 2007, but ultimately ran for 27 months, and was closed in September 2009.

The developmental goal of the project was to demonstrably improve, within a period of one year, access to-, and quality of-, primary and intermediate levels of education in Iraq, with a particular focus on girls' education, girls' schools, and co-educational schools throughout the country. The overall project targeted 200 disadvantaged schools, of which UN-HABITAT was responsible for 100.

In addition to UNICEF and GoI partners, UN-HABITAT's other effective partners included local contractors, through whom complementary benefits of employment generation and economic growth were achieved. Direct beneficiaries of the project included students and teachers of the targeted schools, who benefited from a better overall educational environment. In the 100 schools targeted by UN-HABITAT, a total of 28,672 girls and 13,554 boys, and approximately 3,000 teachers benefited from the rehabilitation of water and sanitation facilities. The related rehabilitation works generated 51,202 local jobs.

The project was in line with the priorities identified in the National Development Strategy for Iraq, 2005-2007 with regard to *achieving primary education for all*. In addition, the project has made a meaningful contribution towards the achievement of the Millennium Development Goals (MDGs). In particular, the project has supported progress towards MDGs 2—*achieve universal primary education*, and 3—*promote gender equality and empower women*, by supporting the rehabilitation of schools and by placing an explicit emphasis on girls' education, girls' schools and co-educational facilities.

In relation to the project's objectives and planned results, this evaluation also took into consideration the effects of the unstable security situation in Iraq during the project implementation period, as well as the remote nature of managing, implementing and monitoring the project activities inside Iraq from UN-HABITAT in Amman, Jordan. Despite this challenging implementation context, the project has achieved its goals and objectives.

The central work of the project was to address environmental deficiencies in the education system in Missan, Al-Muthanna, Najaf and Kirkuk, with a focus on 100 schools as outlined above, and including water and sanitation facilities at those schools. The project also contributed to strengthening capacities of Directorate of Education technical staff in the effective management of maintenance of school buildings.

## **Recommendations**

1. Plans should be prepared, and sufficient funds should be allocated by the GoI to implement and support similar projects in other schools, especially in the rural areas.
2. GoI should allocate the necessary resources (human and financial) to establish an effective and operational system for preventive maintenance of the schools, especially water network and sanitation facilities.
3. An effective system should be established by the GoI, for the regular inspection of the physical condition of the schools, and the carrying out of the necessary repairs and maintenance.
4. The excellent partnership between UN-HABITAT and GOI which was demonstrated through this project should be maintained and further enhanced in all areas of relevant technical assistance, financial support, and MoE/DoE capacity development.
5. In similar future projects of UN-HABITAT, the increased involvement of local contractors and labor should be encouraged, to support the local communities, create jobs, and reduce unemployment.
6. Public awareness about the conservation of natural water resources should be cultivated and enhanced at the school level, with community participation.
7. UN-HABITAT should continue its support for child friendly school environments. Specific practices should be maintained, such as the use of colorful paintings on school walls to attract students, the use of child friendly toilets with no sharp edges for easy access, and child friendly hand basins installed at appropriate heights with stickers to promote hygiene awareness. Furthermore, UN-HABITAT should encourage the GoI to follow these standards as well in their own school construction and rehabilitation projects.
8. Concepts of hygiene and clean environment which are currently integrated within the school curriculum should be further developed, and more teachers should be trained on the promotion of environment-friendly towns and villages.
9. Some of the schools which benefited from this project, have urgent maintenance needs which were not within the scope of this project to support, including fences, leaking roofs, electricity issues, and lack of/broken windows and doors. The GoI, with the technical support of UN-HABITAT, should address these issues.

## **(1) Introduction**

Two major wars and more than a decade of sanctions have resulted in a serious deterioration of the Iraqi education system, in terms of both access to-, and quality of- educational services. This deterioration is evidenced by declines in basic development indicators, as clearly illustrated by the Ministry of Education/UNICEF school survey (2003/2004) and the Iraq Living Conditions Survey (ILCS, 2004). The problems are pervasive throughout Iraq, but with marked differences related to both geographical location (region and governorate), and gender. The national Net Enrolment Rate (NER) for primary schools is 86% for boys and 79% for girls.

Among the UN agencies, UN-HABITAT takes the lead role for development of cities and human settlements. The UN-HABITAT Iraq programme is committed to working towards a number of goals among which – ‘adequate shelter for all’ and ‘sustainable human settlements development’. UN-HABITAT is mandated to give priority to services such as education, health, water, and sanitation, in its efforts to improve the condition of human settlements. Over the past 6 years UN-HABITAT has completed a number of school rehabilitation projects resulting in the rehabilitation, extension and furnishing of more than 350 schools and educational facilities, and providing improved learning environments for over 175,000 Iraqi students, with a focus on vulnerable areas with low enrolment rates.

The project under evaluation was funded through the United Nations Development Group Iraq Trust Fund (UNDG-ITF), and was designed in close collaboration between UN-HABITAT, UNICEF, the Iraqi Ministry of Education (MoE), and Directorates of Education in the targeted governorates of Missan, Al-Muthanna, Najaf, Kirkuk and Dohuk. The original budget of this project was USD 11,325,596, of which USD 4,012,682 was allocated for UN-HABITAT and USD 7,312,914 for UNICEF. The development objective of the project was to demonstrably improve, within a period of one year, access to-, and quality of-, primary and intermediate levels of education in Iraq, with a particular focus on girls’ education, girls’ schools, and co-educational schools throughout the country. UN-HABITAT was responsible for 100 of the selected schools, spread across Missan, Al-Muthanna, Najaf, and Kirkuk. The project was originally planned to be implemented over a 12 month period beginning in July 2007, but received four extensions, ultimately running for 27 months, and closing in September 2009. The reasons for the extensions were as follows:

- GoI delays in developing the list of recommended target schools, and delivering it to UN-HABITAT;
- Time spent in negotiating, agreeing on, and finalizing the list of target schools, to ensure its alignment with project goals (targeting girls’ and co-educational schools), and geographical coverage (rural and urban areas);
- Unstable security situation inside Iraq during the implementation period, which seriously hampered the implementation process.

## **(2) Project Description**

The project aimed at rehabilitating 200 girls' and co-educational schools, in support of raising them to a child-friendly status<sup>1</sup>. Of the total target, UN-HABITAT had responsibility for the rehabilitation of 100 schools across Missan, Al-Muthanna, Najaf, and Kirkuk, and it is the work of UN-HABITAT in relation to these interventions, which are the subject of this evaluation. The emphasis of the interventions was on increasing the enrolment, completion and retention in primary education, especially for girls, through:

- a) Rehabilitation of water and sanitation facilities in schools;
- b) Basic rehabilitation of school buildings;
- c) Provision of educational supplies;
- d) On the job training in classroom and school-based management for education staff through exposure to best practices in the region;
- e) Reactivation of parent-teachers associations for increased community participation and parents' support to learning in school,
- f) Training of teachers in gender-sensitive and child-centered methods; as well as health and hygiene education.

## **(3) Evaluation Purpose and Scope**

This evaluation has been conducted to examine project's objectives, implementation and results in relation to the original project design. In addition, analysis is provided around the operational and development effectiveness of the project, with a view to providing insights, lessons learned, and recommendations in order to guide future activities of UN-HABITAT and the ITF. Accordingly, the evaluation was structured around criteria outlined in the evaluation terms of reference (copy attached in Annex A):

- Achievements and results, with a focus on:
  - Improvement of physical environment of 100 schools in them abovementioned governorates including water and sanitation facilities, by UN-HABITAT.
  - Building capacity of local contractors under several categories and use local material which will improve the economical conditions of the local communities
  - Reduction in the number of unemployment in local remote communities.
- Efficiency and effectiveness
- Relevance
- Partnership
- Sustainability
- Lessons learned

The results will be used by UN-HABITAT, the Government of Iraq (GoI), the UN Multi-Donor Trust Fund (MDTF) Office in New York and other national and international stakeholders specifically the donors contributing to the undg itf.

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<sup>1</sup> Child-friendly schools are characterized as being inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children. Further details are available at [http://www.unicef.org/lifeskills/index\\_7260.html](http://www.unicef.org/lifeskills/index_7260.html)



#### **(4) Evaluation Methodology**

The evaluation focused on the components of the preparation and implementation process, examined the implementation progress and the project goals to identify the extent to which the project met its designed objectives. Accordingly the team members focused primarily on examining and analyzing the project documentation provided by UN-HABITAT and other stakeholders (see Annex B for list of key documents examined), as well as other data and information collected from field visits.

The evaluation was undertaken in order to meet the following objectives:

1. To assess and showcase the achieved progress and results against stipulated project/ programme results/ objectives on all stakeholders especially beneficiary groups. Also, to identify the unintended positive or negative results of the programme/ project and its effects on beneficiary groups
2. To measure the achievement in providing all planned inputs in timely manner and according to the designed standards and within the project budgets. (To assess the efficiency and effectiveness of the programme/ project interventions)
3. To understand to what extent the projects have contributed to the future coordination, cooperation and partnership between UN-HABITAT and Ministry of Education and its directorates in the project locations.
4. To assess sustainability of the project gains and the roles and responsibilities of the Ministry of Education to ensure proper asset management and facility maintenance is taken care of adequately.
5. To generate lessons on good practices based on assessment from the aforementioned evaluation objectives and to provide recommendations to all stakeholders (GoI, UN, donors, civil society) on how to maximize the results from similar initiatives in comparable situations
6. To assess the management arrangements (including procurement procedures, coordination, monitoring) in place by the GoI and/ or the beneficiary communities towards the sustainability of various programme/ project-initiated services and benefits
7. To assess determine ways to improve the project design, with special focus on the content and delivery and provide recommendations to UN-HABITAT and GoI on how to maximize the impact from similar interventions in comparable situation.
8. To understand the extent to which this programme/ project has contributed to forging partnership at various levels with the Government of Iraq, Civil Society and UN/ donors

The evaluation process carried out by SOC consisted of the following:

##### ***Desk review and analysis***

The evaluation team reviewed the project document, progress reports, and other documentation in order to extract information, identify 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 in order to analyze linkages between the project objectives and national priorities. A list of documents reviewed is provided in Annex B.

##### ***Interviews with key stakeholders***

In consultation with UN-HABITAT and GoI partners, the evaluation team identified all stakeholders to be interviewed 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 and observations, through the application of qualitative and quantitative questionnaires. The list of meetings and interviews with stakeholders is provided in Annex C.

Field visits and meetings were held with partners from a variety of stakeholder groups, including: DoEs, school staff, students' parents, contractors, and other government officials. To the extent possible, a balanced and representative sample of beneficiaries from the four targeted governorates were engaged in the evaluation process, in order to validate the data obtained, and determine if there were trends related to geographical distribution. The field evaluation guidelines and questionnaires are included for reference in Annex D.

It was agreed between UN-HABITAT and the evaluation team that the school sample to be used in the evaluation would include 30 of the schools targeted by UN-HABITAT, representing 30% of the total target number. The 30 schools were selected to ensure full geographical coverage of the beneficiary governorates, and to include a representative mix of girls' schools and co-educational schools.

Based on this agreement, a thorough field study was conducted by the evaluation team. In total, the evaluation team made contact with 1,156 stakeholders and beneficiaries. Nine hundred of those were students, who were involved in focus group discussions at the 30 targeted schools. The remaining 256 persons were involved in person-to-person interviews with the evaluation team members in order to obtain feedback from a variety of stakeholder perspectives.

### ***Evaluation Guidelines***

In 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.

### ***Pre-evaluation meetings:***

Prior to the start of the evaluation, many meetings took place with the purpose of ensuring the effective coordination between UN-HABITAT and the evaluators. These meetings laid the groundwork for the evaluation of the project, the main objectives of these meetings were:

- To launch the evaluation process.
- To ensure the support of the MoE in support of the evaluation process.
- To agree on the Evaluation Terms of References including the evaluation purpose, scope, objectives, methodology and management arrangements.
- To agree on the data collecting methods to be used during the field evaluation.
- To agree on the evaluation sample and geographical coverage.
- To agree on the implementation timetable.
- To discuss and agree on the inception report.

Below is a list of attendees at the meeting<sup>2</sup>:

<b>UN-HABITAT</b>	<b>SOC</b>
Eng. Wael Al Ashhab (Project Manager-Infrastructure) Eng. Darbaz Hawizi (Project Officer) Ms. Nihal Kanaan (M&E Specialist)	Mr. Basil Sadik (Director) Dr. Dina Al Tayar (Project Coordinator)

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<sup>2</sup> Meeting was held at the UN-HABITAT Amman Office on April 18, 2010.

### **A. Evaluation Field Activities:**

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

An inception report was prepared by the Evaluation Team outlining the evaluation framework, key challenges, if any, and implementation arrangements including a detailed work plan

The UN-HABITAT Iraq Office and in-country focal points facilitated the evaluation mission, through participating in in-depth interviews or by providing assorted project documents relevant to the evaluation criteria. For the field data collection, SOC mobilized four evaluation teams covering Missan, Al-Muthanna, Najaf, and Kirkuk, which consisted of one expert field evaluator and one field assistant. The evaluation teams collected information and reported to the field coordinator who is based in Baghdad. Several interviews were made with government staff, UN-HABITAT focal points, and beneficiaries. UN-HABITAT focal points in the four governorates also supported and facilitated SOC evaluation through providing information about the project implementation and arranging interviews with government officials and visits to the targeted regions. (Please refer to Annex C)

### **B. Limitations:**

There were no limitations affecting completion of this evaluation, all beneficiaries interviewed assisted the evaluation team and allowed them to take pictures, overlook official documents and facilitated their visits to all areas of the schools.

## **(5) Evaluation Findings**

### **1. Achievements and Results:**

Overall Contribution to the UN Assistance Strategy Outcomes, MDGs, Iraq NDS Priorities, ICI benchmarks:

#### **UN Assistance Strategy for Iraq:**

The project was part of the reconstruction and development programmes presented in the Joint UN-Iraq Assistance Strategy 2005-2007, implemented by UN agencies through national partners and counterparts.

#### **Millennium Development Goals (MDG):**

The project has made a meaningful contribution towards the achievement of the Millennium Development Goals (MDGs). Specifically, the project has supported progress towards the achievement of MDGs 2—achieve universal primary education, and 3—promote gender equality and empower women, by supporting the rehabilitation of schools thereby reducing supply-side barriers to access, increasing the healthy, safety and attractiveness of the school environment, thus encouraging parents to feel comfortable sending their children to school, and by placing an explicit emphasis on girls' education, girls' schools and co-educational facilities, thus working towards gender parity.

#### **National Development Strategy (NDS), 2005-2007:**

The project is in line with NDS Goal 2, Target 4:

**Goal 2: Achieve Universal Literacy and Lifelong Learning:** Every person will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. Education levels in a population can be measured by the literacy rate and the rates of highest completed education. According to the ILCS, illiteracy is widespread in Iraq: 39 percent of the rural population is illiterate. Overall 22 percent of the adult population has never attended school. Only 9 percent have secondary school as highest completed education.

**Target 4: Ensure that all boys and girls complete a full course of primary and secondary schooling.**

As discussed above in relation to the MDGs, this project provided a direct intervention in support of increased access and quality of schooling for girls and boys.

#### **ICI Benchmarks:**

The project relates to ICI Goal 4.4.1, which focuses on the delivery of basic services in order to achieve the Government's interim 2011 MDGs in an efficient and sustainable way. Education is among the fundamental services required for nation-building, and is explicit in the MDGs, as outlined above.

#### **Result 1:**

- Improvement of physical environment of 100 schools in Missan, Al-Muthanna, Najaf and Kirkuk, including water and sanitation facilities.

#### **Evaluation assessment:**

The rehabilitation activities of the project appear to have been successful in improving the physical environments of the targeted schools, in general terms, as well as making notable improvements to water networks and sanitation facilities. These improvements have resulted in enhanced school environments for children, and ensured access to safe drinking water and hygienic sanitation facilities. Collectively, these improvements have helped to not only provide access to education (supply side), but also to improve the students' and families' perceptions of school (demand side) as both healthier and more comfortable, resulting in an increased motivation/interest in sending children to school. This is especially the case for girl students, as demonstrated by the increases in new enrollments reflected in the field data. Interviews with school directors and DoE officials indicated that there have been steady increases in the enrollment of girl students at the targeted schools. Interviews with the parents of 60 students across the four governorates confirmed that the project interventions had had a positive effect on motivating parents to send their daughters to school. Through the field visits, the evaluation team learned that some of the targeted schools had seen, on average, 150 new girls enroll during the academic year 2009/2010 alone, this was clearly shown in the following schools:

#	Name of School	Location
1	Sonaguly	Kirkuk
2	Al-Hana	Najaf
3	Sukaina Bint Al-Hussein	Missan
4	Ghareeb Karbala	Missan
5	Al-Mutanabi	Missan
6	Hiteen	Missan
7	Al-Khaleej	Missan
8	Gubat Al-Sagra	Missan

In all, the school rehabilitation activities provided direct benefit to 28,672 girls, 13,554 boys, and around 3,000 teachers. Although specific data is not available, it is believed that access to safe drinking water and improved sanitation facilities played a positive role in the reduction of water-related diseases among both students and teachers. All 30 of the schools visited in the field data collection had been rehabilitated effectively and according to plans, up to a high standard of quality. In general all interviewed (students, teachers and head teachers) were satisfied with the achieved results.

The evaluation team visited the 30 schools in the sample, and found that the results were generally well achieved, in terms of the development of a functional water and sanitation system. Of the sample, 87% (26 schools) were in good repair with functional WatSan facilities, while 13% (4 schools) were in need of some urgent maintenance and thus deemed unsatisfactory. A full list of the schools visited, and evaluator comments for each, is included in Annex G.

**Results 2 & 3:** Building capacity of local contractors under several categories and use local material which will improve the economical conditions of the local communities

- Reduction in the number of unemployment in local remote communities.

**Evaluation assessment:**

Project records indicate that through the construction and rehabilitation work in the 100 targeted schools, 33 contractors were involved. Through these contractors, a total of 51,202 jobs of varying levels and durations were created.

**Cross cutting issues:**

In relation to issues of the physical environment, the project has made meaningful contributions. Through targeting water and sanitation facilities, the project has effectively supported healthy school environments, and reduced environmental contamination which can be associated with insufficient sanitation infrastructure. As a result, the project has had a positive impact on the reduction of waterborne diseases.

With respect to gender, the project was very explicit in its goals. Through focusing on girls' schools and co-educational schools, improving environments to increase access and quality of girls' education, and working to reduce both supply side and demand side barriers to girls' attendance, the project has had a very positive impact on reducing the gender gap in Iraqi primary education. The work included, but was not limited to the establishment of separate water and sanitation facilities for girls.

As indicated above, the project's interventions were not limited to the simple rehabilitation of water networks and sanitation facilities. UN-HABITAT also focused on creating a child friendly environment for students and teachers. In the activities of this project, this concept was operationalized by ensuring the school environment was safe and inviting. Specific interventions included:

1. Selecting a child friendly type of toilets, with no sharp edges.
2. Painting some of the school's classrooms with colorful paintings to create friendly environment for the students.
3. Distributing posters to promote hygiene awareness around the school, and especially in the sanitation facilities.
4. Ensuring that the hand basins are at an appropriate height for children.
5. Using smooth wall painting and not only plastering to increase the overall attractiveness and durability of the walls.

## **2. Relevance:**

Predominantly, the project has been responsive to the needs of targeted beneficiaries, consistent with planned objectives, and true to its original design recommendations in terms of strategies and activities. The project activities related directly to the objective of improving the physical environment of schools. This filled a very real and obvious need for the provision of safe infrastructure for the delivery of quality educational services. Analysis of project records, confirmed by site visits to 30% of the targeted schools, indicates that the rehabilitation work has been uniformly completed. Closely linked with the rehabilitation work, capacity building of the local contractors, and employment levels more generally, have been positively impacted.

The specific relevance of the project interventions to the targeted schools was ensured through the close coordination with the MoE and the DoEs of the targeted governorates. Through an interactive and consultative process, needy schools in both rural and urban areas were selected and agreed upon by the partners.

## **3. Efficiency and Effectiveness:**

As a result of thorough review of the project documents and field data, the evaluation concluded that the project was efficiently implemented, and effective in achieving its objectives. This judgment was expressed during the schools handover to GoI. of the 30 schools visited as a part of this evaluation, only four schools (13% of the sample) were in an unsatisfactory condition. 26 schools (87%) were currently in good condition and the water and sanitation facilities were operational. The four unsatisfactory schools required urgent maintenance to their water and/or sanitation facilities.

The project budget earmarked by the UNDG-ITF for UN-HABITAT was fully utilized, and the rehabilitation of the targeted 100 schools was completed to the general satisfaction of all stakeholders interviewed. In addition to completing the work in the 100 schools targeted by UN-HABITAT, a total of 28,672 girls and 13,554 boys, and approximately 3,000 teachers benefited from the rehabilitation of water and sanitation facilities.

While the immediate objective assigned to this project was focused specifically on the upgrading of schools, the project also effectively addressed unemployment in the targeted areas through the employment of local workers during project implementation. In addition, the project also supported the local economy through and the use of local contractors and local building materials suppliers. As such, the project achieved a number of results through the processes used to deliver the designed objectives. This provides a clear indication of efficiency, in the sense that several results were achieved for the price of one.

The implementation of the project faced a number of challenges. These challenges stem from the difficult security situation inside Iraq during the implementation period, and the fact that the project needed, therefore, to be managed remotely from Amman. This implementation context necessarily increased difficulties related to communication, monitoring, and follow-up, as well as increasing related costs. One example of a delay faced by the project involved the GoI's selection of beneficiary schools. Despite clear communication from UN-HABITAT around the project objectives and a focus on girls' schools, the initial GoI school selection included boys' schools; similarly, some of the school lists were insufficiently mixed between rural and urban. There was some delay involved in resolving this issue prior to the commencement of the rehabilitation works. This is the kind of issue which can be quite difficult to resolve at a distance, but could potentially have been quite straightforward to resolve had the security situation been more stable, and the partners better able to meet regularly face to face and even travel to designated governorates to expedite the process in person. The unstable security context proved a

continuing challenge throughout project implementation, essentially slowing each step of the work because of the added difficulties in communication and follow-up monitoring/support. Furthermore, the remote and scattered locations of the selected school, delayed process of conducting needs assessments, the construction process, and the hand over processes at the end of the project. This combination of factors resulted in substantial delays, and four extensions, more than doubling the implementation period, from 12 to 27 months.

#### **4. Partnerships**

The main national partners involved in the implementation were the MoE, DoEs in targeted governorates, and local contractors. The role of the local government authorities was to work with UN-HABITAT and UNICEF in outlining and articulating the specifications for the rehabilitation requirements, as well as capacity building on school maintenance. The contractors, on the other hand, were primarily involved in the implementation of the rehabilitation activities.

Furthermore, the collaboration was not limited to planning and decision-making. It was confirmed during the evaluation, that DoE technical staffs in the selected areas were closely involved in assessment of the needs, preparation of bills of quantities, and the day-to-day supervision of implementation.

#### **5. Sustainability**

The sustainability of project interventions depends on a number of factors. The project officially closed at the end of September, 2009, at which time UN-HABITAT ended its operations, and officially handed over the school facilities to the concerned DoEs. The role of UN-HABITAT was to rehabilitate the schools, and provide capacity development and technical advice needed to set up and sustain the facilities. By design, part of the role of the DoEs in the targeted governorates was to then assume responsibility for the maintenance of the new facilities after handover. The effective partnership during the implementation period provides a positive indication that this is likely to be the case. By the nature of the interventions of this project, the simple fact that all of the rehabilitations were completed as planned, reflects a significant step towards sustainability—the water and sanitation facilities have been well-built, and designed to be robust and require relatively little maintenance.

There is good evidence at present, that the project interventions are being sustained. As indicated above, site visits to 30 of the 100 targeted reflected quite favorably on the project, with only 13% of the sample being unsatisfactory. Eighty-seven percent of the schools visited had water and sanitation facilities which were in good repair and working order. Further details are provided in Annex H.

In order to help ensure proper maintenance of the facilities, UN-HABITAT organized a workshop in Erbil in October 2009 (after project handover), to highlight the maintenance problems in schools and provide training on maintenance-related issues. The workshop was attended by the Director of Cultural relationships – MoE; Director of School Buildings – DoE, project manager – DoE; Education director – KRG; and other related staff. The workshop covered such topics and issues as the following:

- Distinctions between rehabilitation and maintenance: MoE officials were informed that that there is an important distinction to be made between these two concepts, which has broad practical implications. Though MoE have a budget for rehabilitation and not for regular maintenance, it was specified that there should be as well separate departments, staff and budget for those two.
- Need for maintenance plan: Currently there is no plan for regular maintenance.

- Need for a mobile maintenance team: A mobile maintenance team should be established at DoE level to service urgent maintenance needs in the governorates schools.
- A committee should be established including parents, school director and schools staff, to follow the school maintenance. This committee should assess the needed maintenance and schedule the maintenance to be implemented, as well as to supervise the maintenance. Maintenance work, where possible, should take place in the summer, to avoid study disturbances.

## **6. Operational Effectiveness;**

The project was managed remotely from Amman; the team consisted of a Project Manager, a Project Officer, and a senior engineer, with assistance from headquarters as required. The project implementation was done in close coordination with GoI, and the rehabilitation work was supervised by UN-HABITAT field engineers at the governorate level, who monitored the rehabilitation works and reported on the progress through weekly reports supported by photographs.

Monthly coordination meetings were conducted internally to review the progress of works and timely completion of projects. There was continuous coordination between UN-HABITAT field engineers and DoE, concerning quality of works and timely completion. The UN-HABITAT office in Amman received feedback on a regular basis from Iraq for decision making purposes. Focal points from UN-HABITAT (national staff and hired engineers and monitors) inside Iraq followed-up on the implementation of the project components, monitored the progress of all the activities on the ground and prepared site visit reports in addition to the weekly reports mentioned above, all supported by photos.

The good coordination and continuous cooperation among key partners (MoE/DoE and UN-HABITAT) has led to smooth implementation of the major activities, this had a positive impact on the performance and functionality of the rehabilitated schools and had also led to enhancing the joint decision-making process and can be a module for future projects.

### **Field Monitoring Modality**

In order to ensure smooth implementation and quality developmental results, the implementation was closely monitored at the field level. UN-HABITAT established the following in this regard:

- UN-HABITAT maintained communication offices in all target governorates.
- Each office was managed by a senior engineer (team leader), supported by a number of field engineers, who supervised the work on daily basis.
- The team leaders submitted weekly reports (indicating project progress, challenges, achievements, job opportunities, gender issues, and pictures of the project progress) to UN-HABITAT in Amman.
- Each office coordinated with the related local government departments at different stages of implementation of the project, from assessment of needs to the handover the completed sites.

Contracts were awarded to selected local contractors based on UN rules and regulations. Contract payments were made according to milestones achieved and implemented with support of pictures from the field and confirmation from UN-HABITAT governorate offices. For sites handover process, a committee comprised of UN-HABITAT and related government departments reviewed the BoQ and checked the actual implementation before project handover.



## **(6) Lessons learned**

- Engagement of GoI in the project design, implementation and monitoring strengthens project ownership and sense of accountability for its success.
- Remote management can be conducted effectively through the establishment and implementation of an effective internal monitoring system which closely links governorate offices with the UN-HABITAT office in Amman.
- Providing proper access to hygienic sanitation facilities in schools can have a positive impact on girls' enrollment and attendance.
- Project investments in school rehabilitation may be compromised if the GoI does not commit sufficient financial and human resources to ensure proper maintenance. Deterioration has already been observed in four of the 30 facilities visited and it is clear that there is a limited window of opportunity to begin implementing a maintenance regime.
- The use of local contractors for rehabilitation work had many advantages including: building the capacity of local contractors, supporting the local economy, creating jobs among local workers, ensuring the support and buy-in of the local community, and raising the profile of the importance of education. This in turn, helped to cultivate a sense of community ownership for the completed works, which will have an important role to play in the sustainability of the interventions. Community members who have contributed to the project naturally have a heightened interest in its continued success.
- The use of child friendly building standards during the rehabilitation of water networks and sanitation facilities had a positive impact on female students by building their self confidence. The child-friendly nature of the rehabilitation, and the new water and sanitation facilities provided specifically for girls, helped to give them a sense of privacy and effectively helped to legitimize their attendance at school.
- Good partnership between the GoI and UN-HABITAT helped to overcome the initial delays in implementation. The effort invested by UN-HABITAT in developing good relationships and communication procedures was worthwhile, as it enabled the effective resolution of issues around school selection, and facilitated the smooth implementation thereafter.
- Allocation of technical and financial resources to support MoE in the selected governorates is a prerequisite for effectiveness and efficiency of this approach in implementing project activities and achieving the project objectives.

## **(7) Recommendations**

1. Plans should be prepared, and sufficient funds should be allocated by the GoI to implement and support similar projects in other schools, especially in the rural areas.

Consistent with the priorities identified in the National Development Strategy, the GoI should develop plans and allocate adequate funds under the development budgets of the next few years, in order to implement projects to address the appalling environmental conditions in the sub-sector of water management, especially in the deprived areas of the southern districts and other neglected rural areas throughout the country.

2. GoI should allocate the necessary resources (human and financial) to establish an effective and operational system for preventive maintenance of the schools, especially water network and sanitation facilities.

The future sustainability and proper functioning of this project, and other similar projects implemented in the future, will be much dependent on the allocation of necessary funds to cover the operational costs of maintaining the facilities developed. The concerned local directorates should plan for this to ensure that these pre-requisites are met at all times.

3. An effective system should be established by the GoI, for the regular inspection of the physical condition of the schools, and the carrying out of the necessary repairs and maintenance.

This recommendation is paired with recommendation two above. The evaluation confirmed that currently, there is effective system in place for regular inspection by the DoE, and maintenance of the facilities.

4. The excellent partnership between UN-HABITAT and GOI which was demonstrated through this project should be maintained and further enhanced in all areas of relevant technical assistance, financial support, and MoE/DoE capacity development.

Many of the beneficiaries interviewed have sincerely embraced and appreciated UN-HABITAT's support during the rehabilitation of schools, and are now emphasizing the importance of continued support. It is clear that this has been perceived as an effective partnership, and one which those involved on the Iraqi side are interested in further developing.

5. In similar future projects of UN-HABITAT, the increased involvement of local contractors and labor should be encouraged, to support the local communities, create jobs, and reduce unemployment.

6. Public awareness about the conservation of natural water resources should be cultivated and enhanced at the school level, with community participation.

Concepts of hygiene and clean environment which are currently integrated within the school curriculum should be further developed, and more teachers should be trained on promotion of environment-friendly towns and villages.

7. UN-HABITAT should continue its support for child friendly school environments. Specific practices should be maintained, such as the use of colorful paintings on school walls to attract students, the use of child friendly toilets with no sharp edges for easy access, and child friendly hand basins installed at appropriate heights with stickers to promote hygiene awareness. Furthermore, UN-HABITAT should encourage the GoI to follow these standards as well in their own school construction and rehabilitation projects
8. Concepts of hygiene and clean environment which are currently integrated within the school curriculum should be further developed, and more teachers should be trained on the promotion of environment-friendly towns and villages.
9. Some of the schools which benefited from this project, have urgent maintenance needs which were not within the scope of this project to support, including fences, leaking roofs, electricity issues, and lack of/broken windows and doors. The GoI, with the technical support of UN-HABITAT, should address these issues.

**ANNEX A: Terms of Reference**

**Evaluation of the ITF funded School Rehabilitation Projects  
Project Number B1-29b**

**1. Introduction and Context**

Iraq has a dual education system; that of the central Government and that of the Kurdish Authorities. This duality in educational planning has produced notable differences in policy and administration, particularly the Kurdistan Regional Government's (KRG's) requirement of 9 years of basic education versus the central Government's requirement of only 6 years of primary education. Despite rising enrolment rates, these remain insufficient to realize MDG2, MDG3 and EFA goals 2 and 5.

More than 1 in 6 schools have been vandalized, damaged or destroyed. Now, while more than 23,000 schools are operating, school buildings total fewer than 17,000 – a gap of nearly 6,000 facilities. Lack of infrastructure and overcrowding lead 1 in 3 schools to deliver lessons in two or even three shifts, and shortages of essential teaching/learning materials are acute. Most schools lack drinkable water, toilets or containers for garbage; lack of access to sanitary facilities in particular places burdens on girls. Access to schools for thousands of children with disabilities remains an unmet need, and IDP children face a serious lack of facilities. Nearly 9 in 10 children under 15 do not attend primary school regularly, mostly because of insecurity or distance to school. Retention is also low and even among those who attend school, only about 40% progress from primary to secondary level; delayed age of enrolment across all educational levels is a further problem.

UN-HABITAT is the lead UN agency for Cities and Human Settlements. Their basic agenda commits Governments to the twin goals of 'adequate shelter for all' and 'sustainable human settlements development'. UN-HABITAT is mandated to give priority to services such as education, health, water and sanitation in its efforts to improve the condition of human settlements. Over the past 4 years it has completed a number of school rehabilitation projects which resulted in rehabilitation, extension and furnishing of more than 350 educational facilities/schools to provide an improved learning environment for over 175,000 Iraqi Students. While some of these projects were bi-laterally funded by Government of Japan in 2004 and 2005, however the last three projects were funded by ITF in joint efforts of UN-HABITAT and UNICEF, with a focus on most vulnerable areas, which had low enrolment rates especially for girls.

While a huge efforts were exerted by the Ministry of Education, UN agencies, the World Bank and a number of NGOs, which contributed to enhancing the teaching learning environment, and reduced the number of schools with multi-shift system and over-crowding classrooms, however there is no evidence that these schools have received any maintenance works afterwards, which in certain cases led to deterioration of the conditions of these schools to unsuitable conditions for the second time, losing the huge investment spent in the last five years.

UN-HABITAT and UNICEF have completed two projects for rehabilitation of 360 schools (B1-22 and B1-29), and currently working in the preparation for the child friendly school designs to be used for construction of 25 schools replacing mud schools in 25 villages. These projects are implemented through qualified local Iraqi contractors through a competitive bidding process, in close coordination with the Ministry of Education and Its directorates in the governorates.

- Timeline: the original duration of this project was 12 month starting from 04/07/2007; however the actual completion date was 30/09/2009.
- Budget: US\$ 4,012,682
- Key implementing agencies: UN-HABITAT and UNICEF

The developmental goal of the project is to demonstrably improve, within a period of one year, access to and quality of primary education and intermediate levels of education, with particular focus on girls and girls' schools and mixed schools in 200 (100 UN-HABITAT and 100 UNICEF) disadvantaged rural schools throughout Iraq, with the following immediate objectives:

1. **To upgrade 100 girls and mixed schools to child-friendly status in Missan, Al-Muthanna, Najaf and Kirkuk.**
2. To create awareness among community and religious leaders on the importance of girls' education and gender issues.
3. To equip teachers with innovative teaching methods, especially child-centred learning techniques, subjects for girls, and promote gender-sensitive attitudes.
4. To equip the principals and educational supervisors with supervisory and leadership skills, and school and classroom-based management
5. To increase parent participation through strengthening of the Parent Teacher Associations (PTA's).
6. To include health and hygiene activities in the school curriculum in order to expose teachers and students to personal hygiene practices and skills to create and maintain a healthy school environment.

While UN-HABITAT has focused on output number 1, UNICEF was responsible for the on the remaining outputs in addition to output number 1, hence their share of the funds was higher.

- The project was designed in close coordination with the Ministry of Education and the Directorates of Education in Missan, Al-Muthanna, Najaf and Kirkuk, to address the urgent need of rehabilitation and or extension of 100 schools with the focus on girls and mixed schools.
- Key assumptions and risk mitigation strategies (if any); the following risk factors were anticipated, and relevant action taken:
  1. Further deterioration of the security situation might delay the project implementation, this had actually delayed the delivery of expected outcomes and time extension was approved by ITF SCSO Office.
  2. Further increase in the unit cost school rehabilitation from the current estimate of market price might reduce the number of schools from the target. The average cost has increased, which caused shortage of funds to cover the 100 schools, hence SCSO Office was approached and an agreement was reached to use saving from another ITF project to cover rehabilitation of 5 schools in Missan.
- Major divergences in the design and/ or implementation strategy; There was no major diversion, however the priority needs of the Directorates of Education in the five selected governorates were given more attention, it was also decided to focus on girls and mixed schools in rural areas, most of the allocated funds were directed towards rehabilitation and upgrading of water and sanitation facilities and playgrounds.

## 2. Purpose of the Evaluation:

Building on its long experience in Iraq, UN-HABITAT has developed comprehensive monitoring system for the rehabilitation and construction of infrastructure at the different stages of implementation until the

works are handed over to the beneficiaries, in addition to the ITF reporting system which include a number of regular reports on work progress, to the Education Sector and/or ITF Office. However in line with the UNDGITF intention to review and extract lessons from a number of completed projects by different UN agencies with diverse objective to help the Iraqi people, UN-HABITAT envisaged at this stage to bring about an external evaluator to assess the overall impact of the intervention.

The evaluation aims to assess both qualitative and quantitative results of the investment with the focus on the contribution of the project results/outcomes to improve the school environment and increase the enrollment and reduced the dropout from these schools.

The evaluation findings and lessons learned will be shared with the stakeholders and decision makers in the Ministry of Education at different levels, to make sure that the recommendations are taken into consideration in the formulation of education strategy pertaining school environment and its effect on teaching/learning achievements.

### **3. Evaluation Objectives**

9. To assess and showcase the achieved progress and results against stipulated project/ programme results/ objectives on all stakeholders especially beneficiary groups. Also, to identify the unintended positive or negative results of the programme/ project and its effects on beneficiary groups
10. To measure the achievement in providing all planned inputs in timely manner and according to the designed standards and within the project budgets. (To assess the efficiency and effectiveness of the programme/ project interventions)
11. To understand to what extent the projects have contributed to the future coordination, cooperation and partnership between UN-HABITAT and Ministry of Education and its directorates in the project locations.
12. To assess sustainability of the project gains and the roles and responsibilities of the Ministry of Education to ensure proper asset management and facility maintenance is taken care of adequately.
13. To generate lessons on good practices based on assessment from the aforementioned evaluation objectives and to provide recommendations to all stakeholders (GoI, UN, donors, civil society) on how to maximize the results from similar initiatives in comparable situations
14. To assess the management arrangements (including procurement procedures, coordination, monitoring) in place by the GoI and/ or the beneficiary communities towards the sustainability of various programme/ project-initiated services and benefits
15. To assess determine ways to improve the project design, with special focus on the content and delivery and provide recommendations to UN-HABITAT and GoI on how to maximize the impact from similar interventions in comparable situation.
16. To understand the extent to which this programme/ project has contributed to forging partnership at various levels with the Government of Iraq, Civil Society and UN/ donors

### **4. Evaluation Scope**

1. The project was designed in close coordination with the Ministry of Education and the Directorates of Education in Missan, Al-Muthanna, Najaf and Kirkuk, to address the urgent need of rehabilitation of water and sanitation facilities in 100 schools with focus on girls and mixed schools.
2. While UN-HABITAT and UNICEF have completed relatively high number of schools since 2004, however this evaluation will focus on 100 schools rehabilitated by UN-HABITAT.
3. The evaluation will focus on the following results:

- Improvement of physical environment of 100 schools in them abovementioned governorates including water and sanitation facilities, by UN-HABITAT.
- Building capacity of local contractors under several categories and use local material which will improve the economical conditions of the local communities
- Reduce the number of unemployment in local remote communities.

## **5. Key Evaluation Questions**

While addressing the above 5 evaluation objectives, the evaluator shall scrutinize the following major evaluation themes:

### **5.1 Achievements and results**

1. Have the project activities contributed to the realization of following project underlying objectives as perceived by the beneficiaries especially women and vulnerable groups and how?
  - Improvement of the physical condition of the primary and secondary school system in the target areas as a means of increasing enrolment rates and reducing drop out rates and non-attendance.
  - Expand the capacity of the school system in order to reduce overcrowding and multiple shifts.
  - Build the capacity of the small enterprise sector by developing the skills of construction contractors, building material manufacturers and young professionals in architecture and engineering.
  - Strengthen the capacity of the Ministry of Education and the Directorates of Education at the Governorate level to better undertake the management of school rehabilitation and maintenance programmes in Iraq.
2. Have the project outcome contributed to the national education priorities and national priorities identified in NDS, ICI and MDGs
3. Have the project contributed to the reduction in the unemployment rate and provide additional sources of family income by generating jobs in the construction sector through labor intensive methods of building rehabilitation. Provide sex-disaggregated numbers of new long term and short term jobs created as a result of the project?
4. What have been the specific benefits of the project to different beneficiary groups including men, women, children, youth and marginalized population groups?
5. Are there any unintended positive or negative results of the programme/ project and how are those perceived by the stakeholders?
6. What are the factors that hindered programme/ project implementation? What were the actions taken to overcome those?

### **5.2 Efficiency and Effectiveness**

1. To what extent have the different projects activities/outputs were implemented in cost-effective given the Iraqi context?
2. In what way the project outputs/results contributed to improved access to schools, enhanced school conditions and helped in changing the schools into Child Friendly School suitable for teaching and learning

3. Were the results achieved to date at a reasonable cost compared with alternative approaches to accomplishing the same development objectives/ results? Was the budget gender allocated and was any of it allocated specifically to women?
4. To what extent the project and its components have addressed the underlying issues?
5. How did the project engage with stakeholders and beneficiaries in during project planning and implementation?

### **5.3 Relevance**

1. Has the project been responsive to the underlying issues that provided rationale for the programme/ project? How?
2. How the project strategies were tailored to the current project context and in line with the national policies and strategic plans?
3. How did the project contribute to local/ national needs and priorities?
4. Should the direction of future projects be changed to better reflect those needs and priorities?

### **5.4 Partnership**

1. Who are the partners in this project? How they are selected? How it did it ensure women participation? Has the project forged new partnerships/ strengthened existing partnerships and how?
2. What factors hindered or fostered effective partnership development?
3. To what extent has the project contributed to capacity development of the involved partners?

### **5.5 Sustainability**

1. What is current status of the project components? Are functions and facilities still maintained? Who is responsible for the management and oversight of project facilities after the project closure?
2. How far the programme/ project activities can be self-sustained from domestic resources – financial, materials and human?
3. What is current status of services provision in the selected facilities? Has the service provision been affected (negatively or positively) after the end of the project cycle and why?
4. Has the project resulted in knowledge transfer from those who were trained and capacitated in different competencies and how?
5. How the project addressed the issues of security during the implementation phase? What risk mitigation measures were undertaken and how successful were they?

### **5.6 Lessons Learned**

1. What are the good practices that have resulted from this project? How and why some these practices can be labeled as a ‘good practice’? Substantiate with evidence.
2. What are the key lessons learned from the project implementation? What recommendations could be replicated in similar projects implemented in comparable situations? What are the things that should have been done differently?
3. Are there any specific recommendations to be considered when designing similar projects in the future?

## **6. Evaluation Methodology**



- The external evaluator is expected to undertake the evaluation in as rigorous manner as possible to produce information and make recommendations that are sufficiently valid and reliable based on desk review of available reports, data. The evaluator will be also supported by a number of qualified Iraqi consultants who will responsible on data collection through field visits to the completed schools/facilities and interviews with stakeholders and beneficiaries (DOE officials, head teachers, teachers and students and parents).The evaluator will be required to clearly indicate within your key approaches how the participation of both men and women from the target population in the evaluation process is ensured.

The evaluator will conduct a preparatory meeting with UN-HABITAT team, to discuss and develop an inception report, which should include

1. Develop the monitoring and evaluation framework, design and methodology.
2. Develop the evaluation implementation work plan.

### **6.1 Desk Review**

The evaluation team is suppose to review the project documents, progress reports, external reviews and auditing reports, contracts related reprocesses and documents, MOE strategy document, National Development Plans/strategies, Sector strategies and organization programmes.

### **6.2 Data Collection and field visits**

1. In discussion with UN-HABITAT, the Evaluation Team Leader /Project Manager will discuss and agree on the design of the data collection system including the questionnaire format for each type of interviewees, methods of interview and who will be interviewed.
2. Identify the stakeholders and benefactress who will be interviewed and who will provide relevant information to help in conducting the evaluation, and the number and location of schools which will be visited by the field team to collect information, photographs and videos.

### **6.3 Time Frame**

The total duration of the consultancy is 3 months. The consultant/ project manager is expected to meet with UN-HABITAT team frequently and discuss progress of evaluation, obstacle and/or other issue, information. He/She should provide guidance to the evaluation team in Iraq.

## **7. Expected Deliverables**

The evaluator shall produce the following reports for the review and approval by UN-HABITAT;

1. An inception report within two weeks of start of assignment
  2. Evaluation framework/design and implementation plan agreed with the evaluation team
  3. Evaluation instruments developed and validated
  4. Data analysis
  5. First draft of the evaluation report
  6. Presentation of the evaluation report
  7. Finalization of the evaluation report
- The final **Evaluation Report** should contain the following:
    - Title Page

- List of acronyms and abbreviations
- Table of contents, including list of annexes
- Executive Summary
- Introduction: background and context of the programme
- Description of the project/ programme – its logic theory, results framework and external factors likely to affect success
- Evaluation Methodology & Approach (including key challenges and limitations)
- Findings with clear evidence base and interpretations
- Conclusions
- Recommendations
- Lessons and generalizations
- Annexes

**Note: It is highly recommended that the Evaluation Report should follow the standards set out by UNEG. Refer to UNEG Standards for Evaluation**

## **8. Composition, skills and experience of the evaluation team**

- **Qualifications or specialized knowledge/experience required for the Team Leader/project Manager:**

1. Post graduate degree in engineering, architecture, social sciences or any other related field
2. More than 15 years of progressively responsible work experience in the area of development-related research including especially in evaluation of development programmes. Experience in the Iraq will be an advantage.
3. Proven ability to work as a team leader in a multi-cultural working environment
4. Excellent spoken and written communication in English. Knowledge of Arabic will be a strong advantage

- **Qualifications of the local consultants:**

1. First degree in social science, civil engineering or related field
2. More than 10 years experience in planning, management of similar projects
3. Excellent written communication in English and Arabic

## **9. Management Arrangements**

In order to enhance national ownership and to comply with Paris Declaration, it is recommended that the evaluation should be closely coordinated with, if not fully guided by, the key national counterpart throughout the evaluation process. A Joint Task Force comprising of UN, national counterpart(s) and the Evaluation Team may be created to guide and coordinate the evaluation process.

- The evaluator shall follow the following management arrangements including:
  - **Role of the UN-HABITAT;**
    1. UN-HABITAT will provide all the necessary document for the review of the evaluator, inter alia, including the project document, the budget review approvals, communication with the counterparts, etc...
    2. UN-HABITAT field staff will facilitate the coordination with DOE for the necessary field visits to the rehabilitated schools.
  - **Role of national counterparts and partners**

1. The concerned counterparts ( MOE/DOE), will facilitate the access of the evaluator field team to the selected schools, and help them to interview the teachers, head teachers, parents, community leaders and students
  2. Participate in the review of the final outcome/evaluation report and provide comments.
- **Role of evaluator(s)**
    1. The evaluator shall review the above ToR and suggest the evaluation modalities including the time schedule/evaluation plan, sampling methods, questionnaires, etc
    2. Comply to the above terms and conditions
    3. Submit the final agreed upon deliverables
    4. Follow UNEG standards, norms and ethical evaluation guidelines

## 10. Indicative Work Plan

- The final section of the TOR should outline a timetable for the evaluation, including key activities and deliverables in the process, with responsibilities.

Phase	Key Activities	Time Frame*	Responsibility
Preparatory phase			
Field work/ Data Collection			
Data Analysis			
Report preparation			
Dissemination			

\* Tentative and to be finalized with the Evaluation Team/ Evaluator(s)

## **ANNEX B: List of documents reviewed**

### **I. Desk study documents:**

#### Project Documents

- UNDG-ITF School rehabilitation and capacity development for enhanced access and retention in primary education (B1-29b)
- UNDG-ITF Progress Reports
- UNDG-ITF Final Narrative report
- Khazrajiya Primary School - Assessment photos / B1-29.
- SRCD-KIR-001 Progress photos/ B1-29.
- SRCD-KIR-001, progress Photo/ B1-29.
- Zarqaa Al-Yamama Primary School - Assessment Photos/ B1-29

#### Normative Guidance

- UNEG Norms for Evaluation
- UNEG Standards for Evaluation
- UNEG Ethical Guidelines
- UNDG RBM Harmonized Terminology

### **II. Preliminary interviews**

Preliminary interviews took place with the following:

- UN-HABITAT Iraq Office in Amman
  - Eng. Wael Al-Ashhab – Project Manager - infrastructure
  - Eng. Dabraz Hawizi – Project Officer
  - Ms. Nihal Kanaan – M&E
- UN-HABITAT Focal Points
  - Eng. Ali Mutasher Al-Ka'by - Missan
  - Eng. Alaa Al-Asadi - Najaf
  - Eng. Mueen Kareem – Samawa
  - Eng. Husein Ghafil – Samawa
  - Eng. Mazin Talat Al-Najar - Kirkuk

## ANNEX C: Field Interviews

Below is a list of UNHABITAT focal points that participated in supporting the evaluation activities:

UNHABITAT Focal Points	Governorates
Eng. Ali Mutasher Al-Ka'by	Missan
Eng. Alaa Al-Asadi	Najaf
Eng. Mueen Kareem	Samawa
Eng. Husien Ghafil	Samawa
Eng. Mazin Talat Al-Najar	Kirkuk

Moreover, SOC evaluation teams interviewed and met with project stakeholder and beneficiaries (total 1,156 beneficiaries) to obtain their feedback and assess their role during the project implementation, Summary of SOC field interviews as follow:

Tile of Person Interviewed	Type of Interview	Number	Location
Schools Headmasters	Person-to-person	30	All 4 governorates
Teachers (two from each school)	Person-to-person	60	All 4 governorates
Students (three from each school)	Person-to-person	90	All 4 governorates
Student classrooms (one focus group in each school visited) in each focus group; 30 students attended the section.	30 Focus Groups	900	All 4 governorates
Students parents (two from each visited school)	Person-to-person	60	All 4 governorates
Head of Building Section – DoE	Person-to-person	1	Kirkuk
Site Engineer – DoE	Person-to-person	1	Kirkuk
City Council Members	Person-to-person	1	Kirkuk
Deputy, Director of Education – DoE	Person-to-person	1	Kirkuk
DoE Supervisor	Person-to-person	1	Samawa
Community representative	Person-to-person	1	Samawa
Site Engineer – DoE	Person-to-person	1	Najaf
City Council Members	Person-to-person	1	Najaf
Deputy, Director of Education – DoE	Person-to-person	1	Missan
Deputy Governor	Person-to-person	1	Missan
Chairman, City Council	Person-to-	1	Missan

Construction Contractors involved in project implementation	person Person-to-person	5	All 4 governorates
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## ANNEX D: Field Evaluation Guidelines

### Objectives/Activities: 1 to 5

The developmental goal of the project is to demonstrably improve, within a period of one year, access to and quality of primary education and intermediate levels of education, with particular focus on girls and girls' schools and mixed schools in 200 (100 UN-HABITAT and 100 UNICEF) disadvantaged rural schools throughout Iraq. UN-HABITAT has focused on output 1, while UNICEF on the remaining outputs in addition to output 1.

### Project activities: (Under evaluation only output 1)

1. To upgrade 100 girls and mixed schools to child-friendly status in Missan, Al-Muthanna, Najaf, Kirkuk, Dohuk.
2. *To create awareness among community and religious leaders on the importance of girls' education and gender issues.*
3. *To equip teachers with innovative teaching methods, especially child-centred learning techniques, subjects for girls, and promote gender-sensitive attitudes.*
4. *To equip the principals and educational supervisors with supervisory and leadership skills, and school and classroom-based management*
5. *To increase parent participation through strengthening of the Parent Teacher Associations (PTA's).*
6. *To include health and hygiene activities in the school curriculum in order to expose teachers and students to personal hygiene practices and skills to create and maintain a healthy school environment.*

### Project under evaluation duration:

The original duration of this project was 12 months starting from 4 July 2007; however the actual completion date was 30 September 2009.

### Project location:

The project was implemented in Missan, Al-Muthanna, Najaf, Kirkuk.

### Stakeholders for each activity:

#	Activity # 1
1	UN-HABITAT Staff
2	Directorate of Education
3	Ministry of Education
4	Schools Directors
5	School Staff
6	Contractors
7	Community leaders
8	City Council
9	Students
10	Parents

### General evaluation guidelines:

1. Visit the schools within your governorate and report on the school upgrade, equipment, maintenance plan, current condition and sustainability of its operation and intended purpose (100 schools in 5 governorates), including water and sanitation facilities.
2. Benefited SCHOOLS to be visited! This is a PRIORITY

3. What is their opinion of the project idea in general?
4. Was the outcome the way they were expecting?
5. What were they expecting? Ask them about this in detail!! Even if they said yes with the previous question. Was their answer (expectations) according to the proposal?
6. According to the project ToR the project implementation started in 4 July 2007 and was planned to be completed after 12 months, never the less the project was completed in 30 September 2009, which is 14 months in delay:
  - a) What was the reason for this delay? (lack of funds, government regulations, government approvals, contracting, others)
  - b) How did UN-HABITAT, MoE, DoE and other stakeholders deal with this delay.
  - c) How did this delay affect the project outputs and objectives.
7. How is the design of the project activities relevant to the context and actual needs of the targeted communities?
8. How do the proposed interventions and project activities have a potential for replication for other SCHOOLSs in other governorates?
9. How the needs, purpose and overall objectives were properly defined before the rehabilitation started? (please clarify the mean in which the needs were defined and involved stakeholders during the need assessment stage)
10. What were the challenges during project implementation? (security, logistics, coordination, legislations, government approval, funds, contractors capacity, cooperation among stockholders, UN-HABITAT procedures, others)
11. What was the role of MoE/DoE/SCHOOLS in this project? What was the contribution of other ministries in the implementation of this project? Ministries that contributed to the implementation of this project:
  - a) Ministry of Education
  - b) Ministry of Municipalities
12. In general how was the situation of the surrounding communities before implementation of the project? (Accessibility to SCHOOLS, distance to the nearest SCHOOLS, number of students in the community...)
13. How did the educational situation of the surrounding communities improve after the implementation of the project? (Accessibility to SCHOOLS, distance to the nearest SCHOOLS, number of students in the community...)

In addition to the aforementioned guidelines/questions SOC are also seeking to elaborate on the below questions:

**a) Achievements and results**

1. Have the project activities contributed to the realization of following project underlying objectives as perceived by the beneficiaries especially women and vulnerable groups and how?
  - Improvement of the physical condition of the primary and secondary school system in the target areas as a means of increasing enrolment rates and reducing dropout rates and non-attendance.
  - Expand the capacity of the school system in order to reduce overcrowding and multiple shifts.
  - Build the capacity of the small enterprise sector by developing the skills of construction contractors, building material manufacturers and young professionals in architecture and engineering.
  - Strengthen the capacity of the Ministry of Education and the Directorates of Education at the Governorate level to better undertake the management of school rehabilitation and maintenance programmes in Iraq.



2. Have the project outcome contributed to the national education priorities and national priorities identified.
3. Have the project contributed to the reduction in the unemployment rate and provide additional sources of family income by generating jobs in the construction sector through labor intensive methods of building rehabilitation. Provide sex-disaggregated numbers of new long term and short term jobs created as a result of the project?
4. What have been the specific benefits of the project to different beneficiary groups including men, women, children, youth and marginalized population groups?
5. Are there any unintended positive or negative results of the programme/ project and how are those perceived by the stakeholders?
6. What are the factors that hindered programme/ project implementation? What were the actions taken to overcome those?

**b) Efficiency and Effectiveness**

1. To what extent have the different projects activities/outputs were implemented in cost-effective given the Iraqi context?
2. In what way the project outputs/results contributed to improved access to schools, enhanced school conditions and helped in changing the schools into Child Friendly School suitable for teaching and learning
3. Were the results achieved to date at a reasonable cost compared with alternative approaches to accomplishing the same development objectives/ results? Was the budget gender allocated and was any of it allocated specifically to women?
4. To what extent the project and its components have addressed the underlying issues?
5. How did the project engage with stakeholders and beneficiaries in during project planning and implementation?

**c) Relevance**

1. Has the project been responsive to the underlying issues that provided rationale for the programme/ project? How?
2. How the project strategies were tailored to the current project context and in line with the national policies and strategic plans?
3. How did the project contribute to local/ national needs and priorities?
4. Should the direction of future projects be changed to better reflect those needs and priorities?

**d) Partnership**

1. Who are the partners in this project? How they are selected? How it did it ensure women participation? Has the project forged new partnerships/ strengthened existing partnerships and how?
2. What factors hindered or fostered effective partnership development?
3. To what extent has the project contributed to capacity development of the involved partners?

**e) Sustainability**

1. What is current status of the project components? Are functions and facilities still maintained? Who is responsible for the management and oversight of project facilities after the project closure?
2. How far the programme/ project activities can be self-sustained from domestic resources – financial, materials and human?
3. What is current status of services provision in the selected facilities? Has the service provision been affected (negatively or positively) after the end of the project cycle and why?

4. Has the project resulted in knowledge transfer from those who were trained and capacitated in different competencies and how?
5. How the project addressed the issues of security during the implementation phase? What risk mitigation measures were undertaken and how successful were they?

**f) Lessons Learned**

1. What are the good practices that have resulted from this project? How and why some these practices can be labeled as a 'good practice'? Substantiate with evidence.
2. What are the key lessons learned from the project implementation? What recommendations could be replicated in similar projects implemented in comparable situations? What are the things that should have been done differently?
3. Are there any specific recommendations to be considered when designing similar projects in the future?

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**Field evaluation guidelines per activity**

**Activity 1:**

**a) Achievements and Results:**

1. To what extent, this activity participate in improving the Education sector services?
2. To what extent, this activity affected the schools staff performance and motivation
3. To what extent, this activity encouraged students and their families to send their kids to school.
4. To what extent, this activity affected female students in particular (new enrollments)
5. Did the upgrade achieve its goals?
6. During the visit to the SCHOOLSs make sure to check if the upgrade process had been completed as planned, which may include:
  - a) Replacement of existing service system (i.e. electrical and sanitation systems).
  - b) Improving the finishing works (i.e painting, tiling, plastering, cement rendering, roofing and others).
  - c) Repairing or replacing windows and doors and providing generators where requested.
  - d) Bill of Quantity Check (per visited SCHOOL in your governorate)
  - e) Check details of BoQ
  - f) Check workmanship and finish. Are there any damages? Are all the parts there? (i.e. drawers, shelves, etc)
  - g) Make sure that the Specifications are EXACTLY the same as on the Bill of Quantity from UN-HABITAT

**a) Efficiency and Effectiveness:**

1. Were there any structural defects during handover? What were the damages, if any?
2. How is the rehabilitation/upgrade quality of work?
3. Was there any delay in the rehabilitation work and what was the reason?
4. Assess the criteria used to select the construction and supply contractors.
5. Describe the drinking water services before and after the rehabilitation.
6. Describe the sanitation services before and after the rehabilitation.
7. Was the upgrade and supply of equipment implemented according to plan? (per SCHOOL)
8. How well has the rehabilitation been adapted during implementation?
9. How did the upgrade affect female students especially in rural areas?
10. How could the intervention have been done better, faster and more cost economic?

**b) Relevance**

1. Was the project implemented according to plan? Everything finished on time?
2. If not, why not? Was UN-HABITAT informed on time?
3. How have the conditions of the intended beneficiaries group changed since the beginning of the development intervention?
4. Were all rehabilitation works (items) urgently needed and will it make deference for school staff and students.

**c) Partnership**

1. Did the partnership ensure women participation? Has the project strengthened existing partnerships and how?
2. What factors hindered or fostered effective partnership development?
3. Were stakeholders consulted before starting the implementation and during planning and designing stage
4. To what extent has the project contributed to capacity development of the involved partners?
5. Assess the cooperation among the rehabilitation contractors and supply contractors with DoE in the governorate and SCHOOLS director.
6. Were there a sense of ownership among stakeholders (DoE, School director, School staff, community leaders, parents, others)

**d) Sustainability**

1. Examine the warranty period.
2. How are objectives in line with needs, priorities and partner government policies?
3. Are all planned beneficiaries using or benefiting from the projects' results?
4. Did the rehabilitation face any problems during the implementation period?
5. Did all 100 benefited SCHOOLS complete the rehabilitation and are operational now?

**e) Lessons Learned**

1. What could be done to make the rehabilitation more effective when implementing similar activities in the future?
2. What are the good practices that have resulted from this project?
3. How and why did some of these practices be labeled as a 'good practice'? Substantiate with evidence.
4. What should have been done differently? Quotes of direct and indirect beneficiaries (please state the person interviewed name, age, gender and occupation)
5. Assess the output from this intervention.

**Multiple Choice Questions: (Teachers and Students)**

Questions for Teachers	Excellent	Good	Average	Weak	Remarks or (YES/NO)
How was the condition of the school before the rehabilitation?					
How is the condition of the existing water-tanks and water-pumps?					

How do you find the school conditions after the rehabilitation?					
Was any maintenance done for the school after the last rehabilitation done by UN-HABITAT?					
Were any funds allocated by directorate of education for school repair or maintenance?					
Is there continuous cleaning of school facilities?					
Is the water and sanitation still functioning?					
Is the public water resource available? Is the water distributing system working?					
Is the public drainage system available?					
Is the condition of school helping students to have better education achievements?					

<b>Questions for Students</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Weak</b>	<b>Remarks or (YES/NO)</b>
How do the students find their school?					
Do they think that their school condition was improved?					
What do they think they need more to be done for their school?					
Has the number of Students (boys/girls) increased after the rehabilitation?					

**ANNEX E: Pictures of schools with current average water & sanitation services**

**Al-Maaly School – Najaf (requires roof repairs and better sanitation facilities)**



**Rafah School – Najaf (lack of water contributing to poor sanitation)**



**Al-Aksa School – Najaf (lack of water contributing to poor sanitation)**



**Annex F: Pictures of schools benefited under this project: 30 % visited**



*Sarchiner School/ Kirkuk*



*Sarchiner School/ Kirkuk*



*Sonaguly School/ Kirkuk*



*Sonaguly School/ Kirkuk*



*Zarqaa al Yamama School/ Kirkuk*



*Zarqaa al Yamama School/ Kirkuk*





*Goran School/ Kirkuk*



*Goran School/ Kirkuk*



*Al Aksa School / Najaf*



*Al Aksa School / Najaf*



*Al Bahaa' School / Najaf*



*Al Bahaa' School / Najaf*





*Al Ghazali School / Najaf*



*Al Ghazali School / Najaf*



*Al Hana School / Najaf*



*Al Hana School / Najaf*



*Al Maaly School / Najaf*



*Al Maaly School / Najaf*



*Al Zuhur School / Najaf*



*Al Zuhur School / Najaf*



*Rafah ( Arkan Al Kaaba) School / Najaf*



*Rafah ( Arkan Al Kaaba) School / Najaf*



*Shuhada Jisir al Aema School / Najaf*



*Shuhada Jisir al Aema School / Najaf*



*Zanobia School / Najaf*



*Zanobia School / Najaf*



*Al Diar school / Semawa*



*Al Diar school / Semawa*



*Al Zuhur school / Semawa*



*Al Zuhur school / Semawa*





*Al Jomhoria school / Semawa*



*Al Jomhoria school / Semawa*



*Al Salman school / Semawa*



*Al Salman school / Semawa*



*Al Qabas school / Semawa*



*Al Qabas school / Semawa*

**ANNEX G: Field evaluation engineering results and feedback from beneficiaries interviewed for each school visited:**

**Positive:** The field evaluation engineering teams' and beneficiaries' feedback brings to conclusion that the achievements for supporting water networks and sanitation facilities in school were of high-quality and in-line with the project plans and anticipated results. Schools' water networks and sanitation facilities were functional and in good operational condition at the time of the the project handover to GoI.

**Average:** The field evaluation engineering teams' and beneficiaries' feedback indicated that due to lack of maintenance of schools in general, and water networks and sanitation facilities in particular, the positive achievements under this project deteriorated in some schools, resulting in low quality services in water networks and sanitation services. (Please refer to Annex E for pictures).

#	Name of School	Location	Field Feedback (from the field evaluation engineering teams and beneficiaries feedback)
1	Goran	Kirkuk	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
2	Sarchiner	Kirkuk	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
3	Zarqaa Al-Yamama	Kirkuk	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
4	Sonaguly	Kirkuk	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition ) (high new enrollments)
5	Al-Salman	Samawa	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
6	Al-Jamhuriya	Samawa	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
7	Al-Zihoor	Samawa	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
8	Al-Diyar	Samawa	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
9	Al-Qabas	Samawa	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
10	Al-Esraa	Najaf	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition ) (but require perimeter fence / not supported under this project)
11	Al-Hana	Najaf	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition ) (high new enrollments)
12	Al-Bahaa	Najaf	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
13	Al-Ma'aly	Najaf	Average (toilets lack water needs urgent maintenance) (Also roof is currently damaged and needs urgent maintenance and electrical problems)
14	Al-Ghazali	Najaf	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )

#	Name of School	Location	Field Feedback (from the field evaluation engineering teams and beneficiaries feedback)
15	Rafah	Najaf	Average (currently needs urgent maintenance for the rehabilitation works)
16	Zanobia	Najaf	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
17	Al-Zuhoor	Najaf	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
18	Shuhada Jisir Al-Aeima	Najaf	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition ) (but require additional classrooms)
19	Al-Aksa	Najaf	Average (currently lack of water and poor sanitation)
20	Zainab Bint Ali	Najaf	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
21	Al-Shaheed Hamza	Missan	Average (weak rehabilitation works and students were not satisfied)
22	Al-Hidaayeh	Missan	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
23	Belqees	Missan	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
24	Al-Emam Ali	Missan	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition )
25	Sukaina Bint Al-Hussein	Missan	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition ) (high new enrollments)
26	Ghareeb Karbala	Missan	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition ) (high new enrollments)
27	Al-Mutanabi	Missan	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition ) (high new enrollments)
28	Hiteen	Missan	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition ) (high new enrollments)
29	Al-Khaleej	Missan	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition ) (high new enrollments)
30	Gubat Al-Sagra	Missan	Positive (WATSAN facilities were improved as a result of this project, still operational and in good condition ) (high new enrollments)

## **ANNEX H: SOC background:**

Stars Orbit Consultants is an external Monitoring and Evaluation organisation; 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 organisations 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](http://www.starsorbit.org)