EVALUATION REPORT:

B1-05 IN-SERVICE TRAINING OF SECONDARY SCHOOL TEACHERS OF SCIENCE, MATHEMATICS AND ENGLISH LANGUAGE

Submitted to UNESCO Iraq Office

by

Social Impact

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ACRONYMS

ABEGS	Arab Bureau for Gulf States
ACSAD	Arab Center for Studies on Arid Zones and Dry Lands
CI	Communication and Information Sector of UNESCO
CLC	Community Learning Center
DG	Director General
DoC	Directorate of Curriculum
DoE	Directorate of Education
DoP	Directorate of Planning
DoPE	Directorate of Physical Education
DoPST	Directorate of Pre-Service Training
DoV	Directorate of Vocational Education
DSA	Daily Subsistence Allowance
EC	European Commission
EMIS	Education Management Information System
EOP	End of Project
ET	Evaluation Team
ETIC	Euphrates Tigris Initiative for Cooperation
FG	Focus Group
GCC	Gulf Cooperation Council
HQ	Headquarters
ICC	Information and Communication Center
ICCROM	International Centre for the Study of the Preservation and Restoration of Cultural Property
ICI	International Compact with Iraq
ICOM	International Council of Museums
ICOMOS	International Council on Monuments and Sites
ICT	Information and Communication Technology
IHP	International Hydrological Program
INTERPOL	International Criminal Police Organization
IOS	Internal Oversight Service (of UNESCO's HQ)
IRFFI	International Reconstruction Fund Facility for Iraq
ISRB	Iraqi Strategic Review Board
IT	Information Technology
ITF	Iraq Trust Fund (of UNDG)
IUCN	International Union for Conservation of Nature
IWRM	Integrated Water Resources Management
JICA	Japan International Cooperation Agency
KRG	Kurdistan Regional Government
LLD	Literacy and Life Skills Development Project
LOP	Life of Project(s)
M&E	Monitoring and Evaluation
MoA	Ministry of Agriculture (of Iraq)
MoC	Ministry of Culture (of Iraq)

MoE	Ministry of Education (of Iraq)
MoENV	Ministry of Environment (of Iraq)
MoFA	Ministry of Foreign Affairs (of Iraq)
MoMPW	Ministry of Municipalities and Public Works (of Iraq)
MoPDC	Ministry of Planning and Development Cooperation (of Iraq)
MoST	Ministry of Science and Technology (of Iraq)
MoT	Ministry of Transport (of Iraq)
MoWR	Ministry of Water Resources (of Iraq)
N/A	Not Applicable (data not requested)
n.d.	No data—either data was requested, but not received or no such data was found
NDS	National Development Strategy
NFE	Non Formal Education
NLRC	National Literacy Resource Center
PCCP	Potential Conflict to Cooperation Potential
RFP	Request for Proposals
SBAH	State Board of Antiquities and Heritage
SC	Natural Sciences Sector of UNESCO
SI	Social Impact
SIWI	Swedish International Water Institute
SOC	Stars Orbit Consultants
SOW	Scope of Work (for SI Evaluation Team)
SRSG	Special Representative of the Secretary General
SSE	Strengthening Secondary Education Project
TLC	Teacher Learning Center
TVET	Technical and Vocational Education and Training Project
UIO	UNESCO Iraq Office
UNAMI	United Nations Assistance Mission for Iraq
UNDG	United Nations Development Group
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-IHE	UNESCO Institute for Water Education
UNESCWA	United Nations Economic and Social Commission for Western Asia
UNICEF	United Nations Children's Fund
US	United States
USACE	United States Army Corps of Engineers
WERSC	Water and Environment Research and Study Center (of Jordan University)
WMF	World Monument Fund
WWC	World Water Council

B1-05 IN-SERVICE TRAINING OF SECONDARY SCHOOL TEACHERS OF SCIENCE, MATHEMATICS AND ENGLISH LANGUAGE

EXECUTIVE SUMMARY

Social Impact (SI)[1] was selected after a competitive bidding process by the UNESCO Iraq Office (UIO) to evaluate the administration and implementation of eight projects through examination of their efficiency, effectiveness, relevance, impact and sustainability. The eight projects evaluated were implemented by the UIO between July 2004 and September 2007 with funding of approximately US$26 million provided by various donors through the United Nations Development Group (UNDG) Iraq Trust Fund (ITF). UIO also requested that SI provide lessons learned and remedial measures useful to future projects (the Overall Report has been published separately and is available upon request from UNESCO Iraq).[2] The following report details the specific results of the evaluation of **B1-05 In-Service Training of Secondary School Teachers of Science, Mathematics and English Language,** which was designed to build the capacity of secondary school teachers.

Approved in July 2004, the In-Service Teacher Training Project was originally slated to end on August 2005, but after three extensions, the final end date was moved to December 2006. It had a budget of US$2,346,400 funded by Japan under the UNDG ITF. The Project included four major activities: 1) identify and train Core Teachers who specialize in English language, Math and Science, specifically biology, chemistry and physics; 2) develop high-quality learning materials; 3) establish fully equipped Teacher Learning Centers (TLCs) in the 18 Governorates; and 4) transfer Core Teachers' knowledge to a larger group of trainer/mentors located throughout the country in Training Centers.

In order to develop the high-quality learning materials for the in-service training of secondary teachers who had minimal or no opportunities for professional or career development, the MoE first needed to train the Core Teachers in how to develop high-quality multimedia instructional materials in each subject matter area for use in a distance learning modality. However, when it became apparent that the most qualified candidates for developing learning materials did not have the IT expertise to work with multi-media formats, e.g. CD ROMs, DVDs, Videocassettes, Audio Cassettes, etc., the mandate of the Project was modified quickly. The objectives were recast to focus on printed and audio-visual material (teacher manuals supported by disks).

The Open University in the United Kingdom was selected through a standard procurement process to train the Core Teachers in materials development. 62 MoE Core Teachers, two more than originally planned (20 English language, 22 Science (physics, biology, chemistry) and 20 Math) attended a two week workshop in Amman, Jordan and then returned to their home base to adapt the principles learned to the Iraqi curriculum and needs. Subsequent to developing the teacher manuals and audio visual support in the science, mathematics and English language areas, the group attended a follow-on workshop at Milton Keynes in England.

[1] Appendix D provides a description of Social Impact as well as biographies of the key team members.
[2] See Appendix E for the Terms of Reference.

Core trainers – Petra University / ©UNESCO

Hence, the project evolved into a hybrid that combined printed material including a training guide and teachers' booklets supported by video. In total, 350 copies of a training guide and teachers' booklets accompanied by a video film were developed, printed and delivered to Baghdad for use in training the Mentors (Master Teachers); training materials were translated into Kurdish language; and *Systematic Classroom Observation for Teacher Training Purposes* and *Teaching of Science to Children* teaching manuals were developed.

In the meantime the MoE identified a second level of trainers: 82 teachers (less than the 326 originally planned) who would be trained using the teacher manuals and the computer equipment, reside in the TLC in their governorate, and serve as mentors by assisting other teachers in their governorate with the equipment and the subject matter modules. These mentors were to represent each of the specialty areas of science, mathematics and English language. They received training in September 2006 and have gone on to train 1400 secondary science teachers (less than the 30,000 originally planned).

Finally, 18 TLCs were established and the TLCs and the Institute for Educational Development and Training in Baghdad were equipped with personal computers, servers, printers, scanners and a complete set of LAN accessories.

OVERVIEW

I. EVALUATION METHODOLOGY

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

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

To do so, the core Evaluation Team (ET) composed of a Team Leader (TL) and an Education Evaluator (EE) utilized diverse methods taking into account the five principles that UIO lists as essential to the success of its work: efficiency, effectiveness, relevance, impact, and sustainability. The ET also took into account the security situation and the remote nature of management, implementation, and evaluation of projects inside Iraq from UIO's base in Amman, Jordan. SI designed its methods to overcome these limitations, based on SI's past experience.

These methods included:

1. Desk Study. The ET reviewed all available project reports and summaries provided to them by UIO at the onset, as well as those requested later as the evaluation progressed.[3] They also mined a vast corpus of UNESCO's Internal Oversight Service (IOS), International Reconstruction Fund Facility for Iraq (IRFFI), ITF, UIO, and United Nations Assistance Mission for Iraq (UNAMI) documents and websites. All told, probably some 200 such items were examined.
2. Direct Examination of Relevant UIO Management Tools and Published Project Outputs. The ET spent nine work days in Amman, Jordan. There they sat with relevant management and administrative staff so as personally to examine in-house systems such as UIO's procurement database and the individual projects' tracking systems. SI's Education Evaluator also visually scrutinized the primary and secondary school textbooks funded and delivered by the UIO, as well as the lab manuals.
3. Compilation and Analysis of In-house Data. In Amman, the ET designed tools, such as success and learning stories, training tables and project collaboration diagrams, for project teams to use to compile extant, or gather new, qualitative data for the evaluation. The resulting information provided by the UIO for each of these was used to varying degrees in this evaluation, based on its relevance and uniqueness.
4. Collection and Analysis of New, Primary Data. The ET had face-to-face interviews with project staff and key informant groups while in Amman. (See Appendix A) The ET designed questionnaires for trainees and their managers, a focus group guide for trainees, and site spot-checks to verify the existence of equipment and its current state. (See Appendix C for all data collection tools) Stars Orbit Consultants (SOC), a local firm with on-the-ground data gatherers, implemented these tools in seven of Iraq's 18 governorates:

[3] These included Project Documents, Six-month Progress Reports, Completion Reports, Requests for Budget Extensions, Budgets, Training Plans, Action Plans and other related documents.

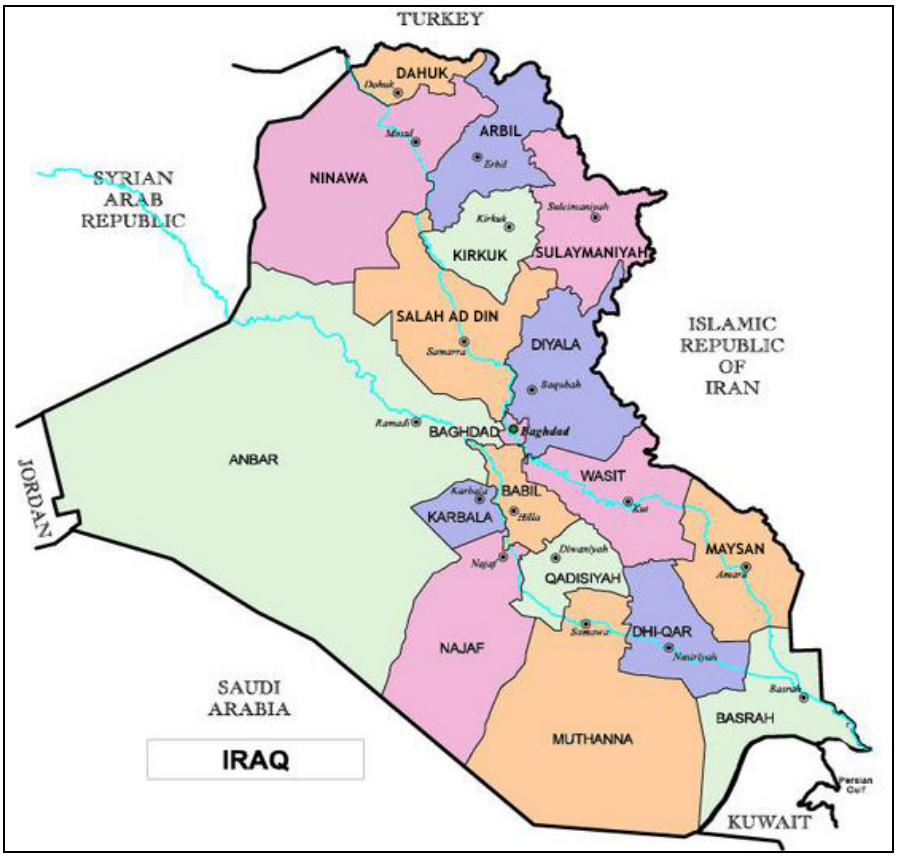
Baghdad, Dyala, Erbil, Kirkuk, Missan, Muthana and Najaf. [4] (See Table 1)[5] These governorates were chosen because they cover all of the Iraq's three regions, contain the largest pools of beneficiaries, and reflect the cultural and geographic diversity of the country.

Table 1: Regions and Governorates of Project Beneficiaries

CENTER	NORTH	SOUTH
Anbar	Dohuk	Basra
Babylon	***Erbil***	***Missan***
Baghdad	***Kirkuk***	***Muthana***
Dyala	Ninewa	***Najaf***
Kerbala	Sulaymaniyah	Thi-Qir
Qadassiya		
SalahDin		
Wassit		

Source: Information and classification of Governorates based on "*Distribution of Direct Beneficiaries per Governorate*" supplied to SI by UNESCO

Figure 1: Map of Iraq



[4] The SI Evaluation Team contracted SOC as they were not able to travel to Iraq for security reasons.
[5] There are multiple spellings of Iraqi's governorates. We will use these spellings throughout this document.

Lastly, there are a few limitations that should be noted.[6] First, given the limited amount of available data and more importantly, the short time that has elapsed since the projects were completed, this evaluation was not able to assess impacts. Secondly, in terms of equipment and supplies, the project documents provided to the ET only contained specifics in terms of planned and not actual costs and amounts. For this reason, no assessment regarding the two, including identifying gaps, is given. Third, the ET also did not receive any detailed documentation of specific procurement contracts issued. For this reason, very little is discussed in terms of procurement. Lastly, while this evaluation was supposed to be a relatively short exercise, it ended up taking much longer than expected: the organization of data collection in the field was very complicated to coordinate and complete; there were delays in providing the ET with key information and data; and in some cases no information was provided.[7] Part of this was clearly a result of the Iraq situation: UIO has a very demanding schedule and the local firm had difficulty contacting and bringing together participants due to the country's security situation.

II. BACKGROUND ON UIO OPERATIONS

A. Context and Related Challenges

The design, implementation and life of this Project took place during a volatile and violent time in Iraq's history. In March 2003 the US-led campaign to topple Saddam Hussein began, sparking intense fighting. (See Appendix A for a detailed timeline of the key events that took place in the five years following the start of the US campaign) The following months and years were filled with bombings and attacks, creating a constantly changing security environment and one that posed challenges for implementing projects.

After the devastating bombing of the UN Mission in Baghdad in August of 2003 that killed and wounded many, the management of UNESCO's Iraq operations was relocated to Amman, Jordan. Subsequently, the UIO was formally established in Amman in February 2004 where it continues there to this day. Security risks also put an end to international staff travel or missions to Iraq for a considerable period. In fact, there has been no UNESCO permanent international presence in Iraq to date, the first mission since 2003 did not take place until September 2007 and such missions did not become a regular occurrence for UNESCO staff until 2008. For those national staff and UNESCO Monitors on the ground, movement was also severely restricted.

In addition, this period was marked by multiple changes in Iraqi line ministers and subsequently UNESCO's Ministry counterparts causing delays in implementation and a lack of responsiveness.

[6] These limitations pertain to the overall evaluation, i.e. to all eight projects.
[7] For instance, UNESCO Monitors were to conduct surveys in Erbil but this data was never provided to the Evaluation Team.

As a result of all of these challenges, it became difficult to obtain updated, real-time information on how the Project's implementation was progressing. While the UNESCO Monitors were able to circumvent this to some degree, as discussed later, this still was an ongoing issue.

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

B. Selection, Approval and Funding

The formulation and selection of this Project, as well as all others in the UIO portfolio, is guided by the UN Strategic Plan, project submissions the Iraq National Development Strategy, and the input of Iraqi line ministries, Iraqi government entities and non-governmental organizations. They also have to meet certain established criteria:

- They must align with Iraqi priorities (the National Development Strategy);
- They should, to the extent possible, take into account four-cross cutting themes: employment generation, gender, human rights and security; and
- They should demonstrate inter-agency cooperation in planning and implementation.

The first step in the project approval process established by the UNDG ITF is for the appropriate UN organization to draft a detailed project document, which includes the project's purpose, logical framework, justification, management arrangements, risks, assumptions and the budget. This proposal then needs to receive the official endorsement of the Iraqi Line Ministry responsible for the project (official counterpart) before it is submitted to the concerned sector (previously referred as cluster). It is then reviewed by the Peer Review Committee, the intersectoral mechanism, followed by the Iraq Strategic Review Board. Final approval is given by the UNDG Trust Fund Steering Committee, which is composed of the heads of agencies (UN Country Team). This entire process presently takes approximately between nine and 12 months.

Once approved, funds are disbursed by the UNDG ITF, a mechanism established specifically for the administration of the joint UN efforts toward the reconstruction of Iraq after the 2003 conflict. The Trust Fund allows contributions from the donor nations that support Iraq's reconstruction to be funneled through a single channel thus providing efficiencies of management and oversight as well as minimizing duplication.

The UIO management structure includes a Director, supported by several senior staff. Individual project managers handle project activities, while administration covers the functions of Finance, Information and Telecommunication, Procurement, Travel, HR and Logistics.

UIO project teams and their Ministry counterparts are responsible for the management of the specific projects. UIO project teams are headed by senior level project managers who have the primary responsibility for the project's successful implementation.

The managers are fully supported by professional level assistants, who draft reports, among other tasks, and a few general support staff. In all cases observed by the Evaluation Team, the team shared management responsibilities and a strong commitment to the success of the Project. Thus while the project manager may have the primary obligation to devise systems, set priorities, and communicate policies and approaches with Ministry counterparts, project assistants also maintain regular communication with counterparts and UNESCO Monitors especially regarding daily activities and deadlines. Communication among staff is open and fluid – a progressive management style that seems to work effectively.

The responsibilities of the Ministry counterpart/focal point in Iraq depend on and are defined within each project. They generally include such tasks as liaison with the Directors General or school principals in the Governorates, interacting with the customs service as goods are delivered, coordinating delivery at MoE warehouses and vetting of various locales for the installation of equipment. Additionally, the focal point maintains communications with UIO and requests project modifications or follow-on projects. An oft-reported difficulty with this arrangement is the frequent changes in the UIO counterpart; the counterpart is often replaced when there is a change in the political environment, i.e. a change in Ministers. In addition, the Evaluation Team learned of examples in which functionaries refused to recognize the legitimacy of their superior's instructions because he was from a different political party. The highly politicized nature of the counterpart organization will continue to present operational difficulties for UIO staff. That being said, the UIO staff has been flexible in the face of difficulties associated with breaks in communications or replacement of the focal point.

C. Monitoring

Tracking the progress of project activities is part of the standard operations of the UIO project management teams. Each project develops a list of activities, deadlines and responsibilities as they work toward project goals. Projects also benefit from the oversight of the Administrative Officer and the Headquarters' Internal Oversight Service (IOS), which conducts internal audits every two years.[8]

However, as none of these people are located in Iraq, the projects counted on four field agents tasked with checking on the timeliness and quality of project activities and alerting UIO staff to problems or delays that would interfere with accomplishing the desired outcomes: ministry focal points, UNESCO Monitors located in Baghdad and Erbil, cooperating agencies and contractors. Having four different sources of information allowed UNESCO to cross-check the information provided and freed them from relying on solely one source.

As discussed above, one of the main responsibilities of the Ministry focal points was to maintain communication with the UIO project team in order to report problems and progress. As this system proved unreliable due to the frequent replacement of the focal point or simply lack of ability, the UIO used subcontracted UNESCO Monitors as one way to overcome this problem. These Monitors checked on delivery of equipment and the operations of warehouses, among other activities. In addition, when the project teams were not able to get a response or requested information from the Ministry focal points, the UNESCO Monitors were contacted and often able to obtain the needed information.

[8] There have been two internal audits of the Iraq Office thus far.

They "know their way around" the Ministry and have good free access to the people there. Though not foolproof—the Monitors frequently must remain at home due to security threats—this arrangement has produced two major successes: 1) no Monitor has thus far been injured; and 2) the UIO management team has reliable though sometimes incomplete information on project progress.

Given the limited mobility of the UNESCO Monitors, monitors of cooperating agencies, such as UNOPS and UNICEF, were also used to check on the project's process and delivery of equipment. In addition, independent contractors, such as Stars Orbit, were at times engaged to monitor a specific interventional or geographical area.

This field system was also backed up by two different information systems. The first is a system-wide procurement database that tracks equipment by project number and description. This user-friendly database, managed by the procurement officer, provides access to details, such as the contract value, country of supplier, estimated delivery date, through different links. It also allows for some control over the quality of goods: since the procurement office has control of the contracts, it can withhold payment until equipment of the correct quality and in the proper condition is received.

The second are information systems that track individual project operations, such as the delivery of equipment to warehouses or schools, which are unique to each project, and are controlled and updated by the UIO project team. The Evaluation Team reviewed project data systems and found them to be detailed useful management tools that permitted the project teams to track the volumes of material supplied. These systems also effectively tracked management tasks and deadlines.

A cautionary note is needed regarding the individualized nature of project systems. In addition to tracking operational details separately, reports and other relevant project specific documents were also maintained and filed individually. Having these different ad hoc systems of electronic filing is problematic for two main reasons: 1) there is no centralized system systematization so that different managers retain information in greater or less detail than others; and 2) persons outside the project with legitimate need for information may not be able to find important material in the configuration needed or at all. A centralized database system would improve and make this situation more efficient, as long as it included both a method of cataloguing project documents and information and a verification system that would indicate whether the materials were completed and actually in their proper location.

PROJECT EVALUATION

I. PROJECT OVERVIEW

A. Background

Approved in July 2004, the In-Service Teacher Training Project (In-Service) was originally slated to end on August 2005, but after three extensions, the final end date was moved to December 2006. Its budget of US$2,346,400 was funded by Japan under the UNDG ITF.

The project was proposed by the Ministry of Education (MoE) after undertaking a needs assessment survey in early 2004 that covered over 20,000 schools and institutes.[9] The MoE survey identified material needs, such as the rehabilitation of buildings and provision of basic furniture destroyed by bombings or looting, as well as the need to address the vast numbers of Iraqi secondary school teachers requiring training and the need to update the curriculum.

In-Service's three main objectives were aimed at meeting these needs. Specifically, they were to:

1. Build capacity internally by training a cadre of Core Teachers to develop high-quality instructional materials in the fields of science, mathematics and English language;
2. Expand the Core Teachers' knowledge to a larger group of trainer/mentors located throughout the country in Teaching Learning Centers (TLCs); and
3. Finally (in Phase II), provide training or re-training to science, mathematics and English language secondary school teachers using the high-quality, up-to-date materials developed by the Core Teachers.

Implicit in these objectives was also the need to establish fully equipped Teacher Learning Centers (TLCs) in the 18 Governorates. [10] The establishment and use of TLCs and distance learning methods were vital aspects of this Project, allowing it to reach teachers in remote areas.

The broader long-range developmental goals of In-Service were to:

1. Enhance the secondary school teachers' knowledge of their subject specialties and thereby to enhance their teaching competencies; and
2. Improve, across the board, the teachers' levels of literacy in Information and Communication Technology (ICT).

Once the effects of the Project are fully realized and an In-Service training program is established, targeted beneficiaries will include all of the secondary school teachers in the system.

[9] Unicef Press Centre, www.unicef.org/media/media_23630.html.

[10] *Center*: Anbar, Babylon, Baghdad, Dyala, Kerbala, Qadassiya, SalahDin, and Wassit; *North*: Dohuk; Erbil, Karkuk, Ninewa, and Sulaymaniyah; and *South*: Basra, Missan, Muthana, Najaf, and Thi-Qir.

B. Timeline

Table 2 below provides a general overview of the key events that took place during the life of the Project.[11] It includes both Project-specific milestones, such as the revision of training materials, as well as outside events that affected the Project, such as changes in the government. It does not include trainings or workshops.

Table 2: Operating Chronology

Date	Operational Events
Aug 2004	• In-Service Training of Secondary School Teachers of Science, Mathematics and English Language in Iraq receives approval from ITF • UIO project staff recruited
Sep – Nov 2004	Project implementation ongoing
Dec 2004	MoE identifies Training Centers in each Governorate
Jan- Apr 2005	Project implementation ongoing
May 2005	• The first democratically elected Iraqi government in 50 years is sworn in • New Minister of Education: Mr. Abdel Falah Hassan
Jun 2005	• Milton Keynes University in the UK selected as training institution • Selection of mentors and plan for training them
Jul – Aug 2005	Project implementation ongoing
Sep 2005	Rehabilitation of TLCs is completed by end of month
Oct 2005	1st request for budget revision approved to change the project end date from August 10, 2005 to February 28, 2006
Nov 2005	Bombing of hotels in Amman causes initial training of Core Teachers to be delayed
Dec- Feb 2005	Project implementation ongoing
Mar 2006	Furniture needed for ICT equipment is supplied to governorate training centers
Apr 2006	• Revision and provision of training material undertaken by UNESCO • Printing of training material undertaken by UNESCO • Newly re-elected President Talabani asks Shia compromise candidate Nouri Jawad al-Maliki to form a new government ending months of political deadlock • A new Minister of Education, Khodair al-Khozaei is named
May 2006	Training materials and manuals are made available
Jun 2006	Project implementation ongoing
Jul 2006	Training materials are produced in the Kurdish Language and are made available
Aug 2006	Project implementation ongoing
Sep 2006	2nd request for budget revision approved to extend the project duration
Oct 2006	Project implementation ongoing
Nov 2006	3rd request for budget revision approved to extend the project duration
Dec 2006	• In-Service Teacher Training Materials are prepared • Installation of the ICT facilities is completed • 4th request for budget revision approved to reallocated funds between budget line items • Project ends

[11] Many other smaller activities also took place but they are not included for clarity's sake.

II. PROJECT DESIGN and IMPLEMENTATION

A. Project Design

There were a number of factors that informed the design of In-Service. First, MoE recognized a number of challenges to achieving their ambitious goals. One challenge was the large numbers of teachers (estimated at 43,000) who had received inadequate preparation or who had no access to professional development training. The MoE understood that the Iraqi teachers were using outdated methodologies and teaching approaches that relied in many cases on rote learning and, in the worst instances, errors of fact. Another challenge was that teachers and schools were dispersed throughout an immense geographic area, many in rural locales with difficult access. This made face-to-face instruction impractical and costly.

Second, both the MoE and the Iraq Trust Fund (ITF) placed a high value on doing a broad-based project rather than small-scale pilot projects, which typically show results only far into the future and in a limited geographic area. Thus, the strategy and design called for a *quick impact* approach and broad geographic coverage. The concept of *quick impact* in project delivery implies more than simply short duration and high visibility. It also places importance on processes and systems that maximize Iraqi participation and ensure Iraqi ownership.[12]

Third, the MoE did not want to use the *cascade model* of spreading training, one in which acknowledged experts in a field teach an initial group, then each member of the 'trained' group undertakes the responsibility to teach another group of 25 or 30, and so on until the entire target population receives the training. Such a method was attempted in early projects and was found to be "ineffective, slow and time-consuming."[13] Indeed, there are well known disadvantages to the model. [14]

Based on the above, the MoE developed a strategy that would use distance learning techniques and be implemented in two phases. Phase I, originally planned as an eight month project, was to include four major activities: 1) identify and train Core Teachers who specialize in English language, Math and Science, specifically biology, chemistry and physics; 2) develop high-quality learning materials; 3) equip the TLCs in the 18 Governorates; and 4) transfer Core Teachers' knowledge to a larger group of trainer/mentors located throughout the country in Training Centers. While a non-academic aspect of the Project, the third activity was crucial for its success.

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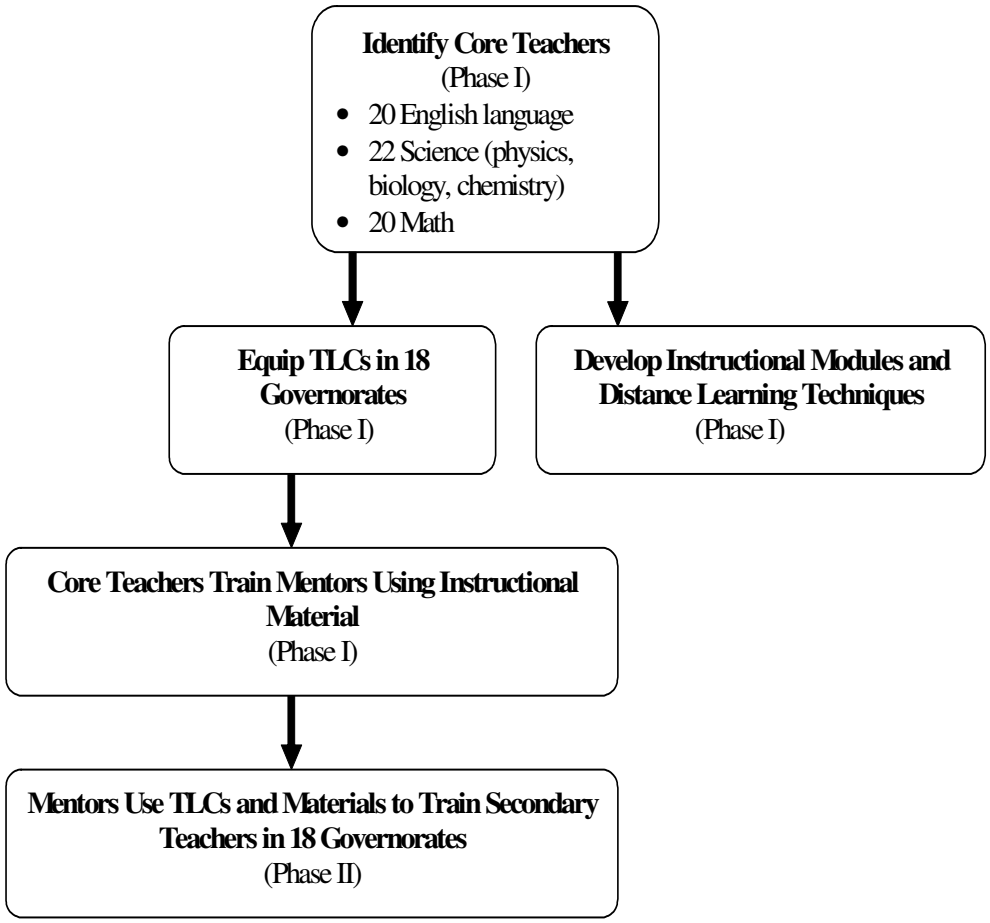
[12] First Six-month Progress Report on Activities Implemented under the UNDG Iraq Trust Fund. *The UNDG Method of Operating in Iraq.* 30 April 2005, Section 2.2. pg.12.

[13] Source: In-Service Project Paper, May 2004, pg. 6.

[14] There are three main disadvantages to the cascade model: 1) training is usually face-to-face and therefore would require each teacher from the original short workshop to set up and deliver professional development training; 2) it assumes that all of those responsible for teaching other teachers, albeit themselves teachers, have the time, the specific subject matter preparation, and the talent to teach other adults. In fact adult education requires a distinct set of techniques from that of either primary or secondary teaching.; and 3) the attempt to cover masses of trainees in a short period of time usually means that the training is intense but of very short duration. It also usually means that instead of in-depth coverage of topics, only an overview of material is given. As a result, behaviors are not changed, old habits not broken.

In Phase II, the in-service training for 30,000 secondary school teachers would occur through the use of the TLCs and teacher/mentors in each subject matter area. This would ensure that the broader group of teachers who had not benefited from professional development would improve their level of technical literacy - one of the aims of the Project. [15]

Figure 2: In-Service Secondary Teachers Multi-Level Design



[15] The targeted number of secondary school teachers to receive training under Phase II of the Project was variously listed in the Project Paper as the 43,000 teachers who had no prior access to in-service training and also as 30,000, which appears to represent the number of science, math and English language teachers who were primary beneficiaries of this project.

This design would create three levels of Project beneficiaries produced both during the life of the Project (LOP) and years after the end of the Project (EOP) as described in Table 3.

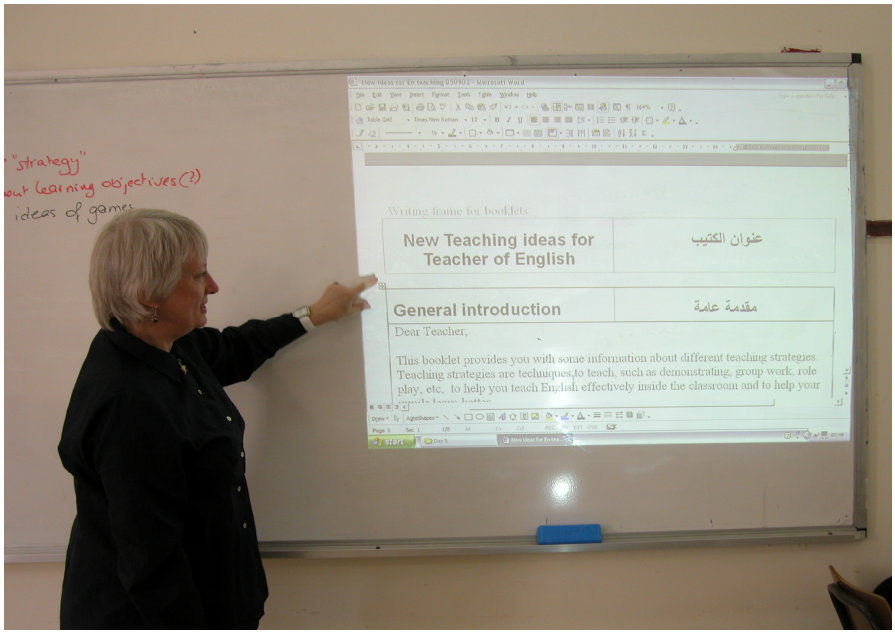
Table 3: Project Beneficiaries

I. Primary Beneficiaries (during LOP) Direct Beneficiaries: • 62 MoE Core Teachers; • 83 Mentors (Master Teachers) in each Governorate assigned to the TLCs; and • 1,450 secondary science school teachers (to date) Indirect Beneficiaries: Professionals in the same or other departments or schools who participate in training/learning delivered by primary direct beneficiaries via TOT, observation or mentoring
II. Secondary Indirect Beneficiaries (EOP to 1.5 years after): Students in secondary school science, mathematics and English language classes throughout Iraq
III. Tertiary Indirect Beneficiaries (over 1.5 years after EOP): Families, communities of secondary school students of science, math and English language

B. Implementation

As mentioned above, developing high-quality learning modules for the in-service training of secondary teachers who had minimal or no opportunities for professional or career development was a main activity of this Project. To realize this activity, the MoE needed to train the Core Teachers in how to develop high-quality multimedia instructional materials in each subject matter area for use in a distance learning modality.

However, when it became apparent that the most qualified candidates for developing learning materials did not have the IT expertise to work with multi-media formats, e.g. CD ROMs, DVDs, Videocassettes, Audio Cassettes, etc., the mandate of the Project was modified quickly. The objectives were recast to focus on printed and audio-visual material (teacher manuals supported by disks). Hence, the project evolved into a hybrid that combined printed material including a training guide and teachers' booklets supported by video.



Open University training of trainers in new teaching methodology

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The Open University in the United Kingdom was selected through a standard procurement process to train the Core Teachers in materials development. Core Teachers attended a two week workshop in Amman, Jordan and then returned to their home base to adapt the principles learned to the Iraqi curriculum and needs. Subsequent to developing the teacher manuals and audio visual support in the science, mathematics and English language areas, the group attended a follow-on workshop at Milton Keynes in England.

In the meantime the MoE identified a second level of trainers: teachers who would be trained using the teacher manuals and the computer equipment, reside in the TLC in their governorate, and serve as mentors by assisting other teachers in their governorate with the equipment and the subject matter modules. These mentors were to represent each of the specialty areas of science, mathematics and English language.

Thus, the early success of the In-Service project depended on establishing fully equipped TLCs in each Governorate that would serve as training centers for the ongoing in-service training. These TLCs would give the secondary school teachers access to computers and other equipment needed to work through the learning modules. For this reason, the majority of the program budget was allocated to equipping the 18 Centers with personal computers, servers, printers, scanners.

At some point along the way a decision was taken to equip eight secondary schools and purchase an additional 105 computers. The rationale for this addition was not found. Perhaps these replaced missing equipment or the additional sites were needed for other reasons.

As a result of these actions,

- 62 MoE Core Teachers were trained (two more than originally planned): 20 English language, 22 Science (physics, biology, chemistry) and 20 Math;
- 83 Mentors were assigned to the TLCs (less than the 326 originally planned); and
- 1400 secondary science teachers were trained (less than the 30,000 originally planned).[16]

1. Problems Encountered

A number of problems emerged during the implementation phase of the project. Mainly these were beyond control of the management team but did cause delays and necessitated additional staff time to address and correct the problems. This, of course, adds to the overall cost of management.

- The UN regulations required the Iraq program to be managed from outside the country in a secure area (Amman).
- Repeated change of Ministry focal point. The UIO counterpart at the Ministry, the project focal point was changed each time there was a change of government. As the focal point functioned in much the same way as a Project Director assigning responsibilities, approving decisions, maintaining a timetable, etc. each change caused significant delays as the new person became oriented to the project.

[16] Sources: In-Service Project paper (10 May 2004) and Completion Report for In Service Training (15 May 2008).

- Insufficient qualifications of the proposed Core Teachers for materials development. The Ministry nominated the 60 Core Teachers for training in materials development. The fact that those nominees, highly qualified in other ways, did not have the technical competency to handle sophisticated multi-media required a project design change.
- The worsening violence within Iraq and unfortunate events in Jordan are mentioned throughout all Project descriptions. This required that additional care and time be employed at each stage, as well causing delays in completing activities. For instance, as a result of hotel bombings in Amman in November 2005, the initial training of Core Teachers was delayed. Fortunately the UIO staff exercised precautions and good judgment to the effect that no serious loss or injury to participants or UIO personnel occurred.

III. DESCRIPTION and ANALYSIS of PROJECT OUTPUTS

A. Equipment, Supplies and Commodities

In-Service equipped 18 Training Centers in the Governorates and the Institute for Educational Development and Training located at the Ministry of Education in Baghdad. Table 4 details the standard budget categories *Equipmen*t and *Supplies & Commodities* that show the costs for equipping these centers, as well as purchasing other equipment. Based on the UIO internal controls i.e., use of signed receipts to indicate that equipment had been received as well as interviews with the In-Service management team, the SI ET accepts that the equipment purchased was delivered as indicated. This includes some 720 computers, 108 printers and numerous other high-tech equipment purchased for the 18 TLCs. An additional 105 computers were purchased for eight schools that delivered training on ICT in education; however this does not seem to be included in the budget below. The actual cost for providing these items was $1,296,658, roughly $55,000 less than expected. Project documents do not provide any reasons behind these differences.

Table 4: Planned Equipment, Supplies & Commodities and Their Estimated Costs

Item Description and/or Function	Planned No. or Types of Items	Total Estimated Cost (US$)
Equipment:		
Video and DVD Main Studio	1	35,800
Video and DVD Remote facilities	17	204,000
Computer Literacy Hardware (PCs & peripherals)	18 sites	489,600
Computer Literacy Software (Windows, Office, etc.)	18 sites	390,960
Computer Literacy Networking (HUBs, cabling, etc.)	18 sites	26,010
Project Management Hardware (PCs & peripherals)	1	111,850
Project Management Software (Windows, Office, etc.)	1	3,980
Project Management Networking (PCs & peripherals)	1	1,100
Project Management Communication	Internet subscription,	3,000

Item Description and/or Function	Planned No. or Types of Items	Total Estimated Cost (US$)
	telephone, stationary, etc.	
Sub-total		**1,266,300**
Supplies & Commodities:		
Project Management Furniture	Desks, chairs, tables, etc.	16,500
Baghdad Open College Furniture	Desks, chairs, tables, etc.	18,000
Remote Distance Education System	1	50,700
Sub-total		**85,200**
Total Costs	**---**	**1,351,500**

Sources: In-Service Proposed Budget (21 July 2004) ,In-Service Completion Report (15 May 2008) and Financial Status Report (31 December 2007)

In order to confirm the existence and current state of this equipment, spot-checks of random sites throughout the country were carried out by Stars Orbit Consultants (SOC), a local firm contracted by SI. As the name implies, the checks were not intended to be an exhaustive count, in part because the SI Team did not have access to equipment lists per site (either planned or actual). The following displays the sites visited and persons talked to, as reported by the Iraqi data gatherers (SOC). (See Table 5) In nearly all cases (Dyala excepted) the checkers report that the number of items (computers and other specialized equipment and furniture) was adequate. However, each locale identifies unique problems and issues as noted in the following paragraphs.

Table 5: Spot-checks of Equipment, etc. at In-Service Project Locales

City and/or Province	Region of Locale	Type of Locale Visited	Position of Person(s) Interviewed	# and Sex	
				M	F
1. Baghdad	Center	Administration Building	Education Specialist	0	1
2. Baghdad	Center	Administration Building	Network Manager for DoE	1	0
3. Dyala*	Center	Administration Building	Education Specialists and a Teacher	4	0
4. Kirkuk	North	Administration Building	Manager	1	0
5. Muthana	South	Administration Building	Teacher Aid	1	0
6. Muthana	South	Secondary School	n.d.	0	1
7. Muthana	South	Secondary School	Secondary school Manager	1	0
8. Muthana	South	Training Center	n.d.	1	0
9. Najaf	South**	Administration Building	n.d.	6	0
TOTAL			**17**	**15**	**2**

* This location also used for another project, Strengthening Secondary Education (SSE).

** No location was given for this spot-check. However, we assume it is for In-Service since it is the only project SI requested a spot-check for in Najaf.

Baghdad: The spot-checker confirmed that in the first administration building 3 computers, 2 GIS capable printers, 2 scanners and 1 server were in place, working and of good quality. They were also accessible to the people who needed them. In the second building, 4 computers, 2 GIS-capable printers, a scanner, and a server were in place and functional. The individual contacted in the second location, identified as a network manager, commented that the equipment was neither sufficient nor accessible for everybody. Not surprisingly he mentions the need for [additional] modern equipment.

Dyala: Of the 40 computers delivered to an Administration Building, "30 have been stolen before the explosion of the building which was dedicated to the directorate of training." Of 40 tables and chairs, "all of them have been stolen before the building explosion." One respondent mentions that the number of items was sufficient but there was no electricity and the halls were not air conditioned. Two other respondents mention that although the equipment was not sufficient to their needs, what they had was used by the appropriate people. There is apparent consensus on the fact that weak [erratic] electricity service diminished the availability and utility of the computers.

With regard to accomplishments one respondent from the Directorate of Education mentioned that "large number of teachers was trained on using computers (700 teachers) and benefit from using modern teaching process" [paraphrase]. One explanation for the apparent contradiction, i.e., the optimism in the face of the looted and damaged facilities, is that the respondent may have been viewing teacher training in various locales beyond the Administration Building which suffered the looting and damage.

Kirkuk: An Administration Building was visited in Kirkuk where 5 computers and 2 scanners were reported to be in place and functioning. The respondent, identified as a manager, reported that the equipment was sufficient, of good quality and accessible to the group intended.

Muthana: Two different secondary schools were visited in which each school had 12 computers, a printer and a scanner in place and functional. Both respondents, one apparently a teacher and the second identified as the manager of the school, commented that the equipment was sufficient in terms of quantity and quality and in both cases were accessible to the students.

The third location was an Administration Building where the spot-checker confirmed that 20 computers, a GIS-capable printer and scanner were in place and functional. Though on the face there seems to be a disparity in having only 1 printer for 20 computers, the respondent answered that the equipment was sufficient and accessible for the intended groups.

In the fourth location visited, identified as a Training Center, the spot-checker reported that 20 computers and a scanner were in place and working well. The respondent confirmed that the equipment is functional but also noted that the training has not started: 'the site is not working till now.' No reason was given for the delay in beginning training.

Najaf: The spot-checker confirmed that 21 computers, 2 scanners, a cabinet for keeping the software, and 5 printers were in place and operational. The equipment is reported to be good with the exception that the installation lacks a UPS protection against electricity surges.

Table 6: Total Iraqi Participants in Training/Learning Events for In-Service

Event	Dates	Location	Training Provider(s)	Type(s) of Pax[17]	No. of Pax	No. (%) of Pax by Sex		No. (%) of Pax by Region		
						M	F	Center	North	South
1. Workshop in Developing Instructional Materials and New Teaching Methodology	29 Aug – 8 Sep 2005	Amman, Jordan	Petra University	Teachers (including some from the Training Institute and Open Educational College), Lab Supervisor, Dir of English Dept, Director of Math Department, Ed Specialist, TV tech, TV Producer, Tech/Supervisor, etc	62	46 (75)	16 (25)	54 (87)	8 (13)	0 (0)
2. Follow-up Workshop	25 Feb – 2 Mar 2006	Milton Keynes, UK	Open University	Teachers from the Training Institute and Open Educational College, TV Education Specialists, and the Dean's Assistant	31	25 (81)	6 (19)	27 (87)	4 (13)	0 (0)
3. Workshop for Mentors*	Sep 2006	n.d.	Core Teachers	MoE teachers selected to be Mentors /Master Teachers	83	n.d.	n.d.	n.d.	n.d.	n.d.
TOTAL**					**93**	**71 (76)**	**22 (24)**	**81 (87)**	**12 (13)**	**0 (0)**

Source: Training Tables provided by UNESCO & M & E Report, Output 4.
*No locations, number of events, gender info was provided on the Mentor training – just that training occurred according to the work plan
** Does not contain Workshop for Mentors

[17] Pax is an abbreviation for Participants.

B. Teaching Materials and Training/Learning Events

In addition to equipment, supplies and commodities various training materials were produced during the life of the project or as a direct result of project activities. They include:

- Instructional and training materials: 350 copies of a training guide and teachers' booklets accompanied by a video film were developed, printed and delivered to Baghdad for use in training the Mentors (Master Teachers)
- Training materials translated into Kurdish language; and
- In-Service teacher training materials: *Systematic Classroom Observation for Teacher Training Purposes and Teaching of Science to Children.*

There were also three main training events that took place during the life of this Project: 1) Workshop in Developing Instructional Materials and New Teaching Methodology; 2) a Follow-up Workshop on the same topic; and 3) a Workshop for Mentors. Table 6 above displays all available data, including dates, location, training provider and information on participants, concerning these events.

C. Analysis

In order to understand the effectiveness and satisfaction with these materials and events, data gatherers in country (SOC) conducted questionnaires and focus groups with trainees in Baghdad and the Governorates of Kirkuk, Dyala, Najaf, Missan and Muthana. Participants are described below in Table 7.

Table 7: Beneficiaries Who Participated in In-Service Evaluation

Participating Beneficiaries	Illustrative Positions of Participating Beneficiaries	Illustrative Training/ Learning Events Represented	Geographic Coverage Represented			No. of Participating Beneficiaries		
			Center	North	South	M	F	Total
Individual trainees – questionnaires	Teachers and assistant teachers for secondary schools and from DoE; education specialists from DoE; Director and assistant of educational planning department from DoE; and an engineer	Modern teaching methods; Training curriculums; Remote learning workshop	17	3	9	21	8	29
Groups of trainees –FGs (N=2 FGs)	Secondary school teachers, and teachers and an education specialist from DoE	Follow up workshop in UK; Development of instructional materials	16	n.d.	n.d.	11	5	16
Total			**33**	**3**	**9**	**32**	**13**	**45**

1. Trainee Questionnaires

With regard to relevance of the subject matter**,** 100% of trainee questionnaires responded that the subject was "very relevant." Again 100% of respondents in answer to the follow-up question about the level of the presentation mentioned that the training was either "about right" or "exactly what was needed." It should be noted here that the focus of the materials development training was modified to accommodate participants' IT expertise, which was less than needed to handle multi-media materials development.

Trainees found the materials used in training to be Good or Excellent and the most useful techniques being opportunities for "practical application of new methods, books and visual aids, visits to countries that have [specialized] experience." Additionally, 100% of the respondents agreed that the instructor knew the material well and answered their questions. All respondents also said that they use their learning in the workplace "almost all the time," the highest on the rating scale.

Negative factors regarding the use of new learning in the workplace include the following participant comments:

- "continuous change of the administration – each new administration changes the policy of the last one" [paraphrase];
- Ethnic differences, even in the same city, appeared to interfere with the support newly trained participants need; and
- Low 'spiritual situation for the last two years'. [Note: The education specialist presumes that 'spiritual situation' is a translation to mean low morale. Low morale can be attributed to the unsettled situation or to more ordinary workplace difficulties.]

2. Focus Group Responses

Two separate focus groups totaling 16 participants convened and provided increased information. Participants in both groups mentioned that the new teaching methods benefited their institutions. After the formal training program some workshops were given that were attended by 30 participants each week[18]. Feedback from those teachers 'made it clear that the new teaching methods can be easily transferred to others.'

On the negative side, focus group respondents mentioned several items:

- there has been no follow-up to the original training;
- no additional books or materials supplied;
- libraries contain very little in the way of resource materials on [modern] teaching methods; and
- the long period of time between the training and the present means they lose some of the information.

[18] Note: this is the first mention that additional workshops might have been given by either the Core Teachers or the Mentors.

3. Education Evaluator Comments

Participants regularly lament the lack of communication and follow-up with instructors. We can safely assume that their preferred follow-up would be with UIO project officers and/or instructors from the original courses. Another frequent participant comment is that the training is too short and that the material required more time. Of course this criticism could be minimized with some simple follow-up built into the design, e.g. occasional handouts describing new methodologies or updates from another system, say Jordan or Egypt. During the training either Project staff or the consultant could establish a virtual mentor system by pairing a participant with a chemistry or biology department in the region. The object of this kind of subject-matter follow up is to maintain participants' focus and motivation, not simply to minimize a complaint.

IV. BEYOND OUTPUTS

A. Institutional Strengthening

To draw conclusions about the positive effects of the project on the institution requires a consideration of the project goals, design, implementation strategies, the internal capacity and finally, project management. The design must suit the goals, the implementation strategies must be appropriate and reasonable, and the capacity of the institution must be enhanced to fulfill the new or modified institution.

The long-range goal of the In-Service Teacher Training Project is to improve secondary level teacher performance system-wide; and implicit is the goal to institutionalize the process. To that end, the MoE together with UIO designed a complex, multi-tiered capacity building system that depends on newly trained Core and Master teachers, state-of-the-art computer systems, secure locations (TLCs) to house the equipment, and a body of teachers motivated to devote time and energy to learning new ways of doing their jobs. The design is both creative and meticulous. The single design flaw – that it relied on a skill set that the best materials development candidates did not possess – was minimized by moving to the development of print materials. Whether the candidates had sufficient knowledge of the overall curriculum in science, mathematics and English language to adapt their material adequately is unexplored and should be questioned in future programs. Nevertheless a change to print media was a reasonable option and does not preclude advancing to more sophisticated information delivery later.

The implementation strategy relied on two things: establishing and equipping the TLCs in secure locations and capacity building of the Core and Master teachers (Mentors). Wisely, the strategy called for the identification and refurbishment of TLCs followed by the procurement of equipment at early points after project approval. From the spot-checks carried out by the data gatherers we have a reasonable certainty that many of the TLCs remain functional though not all are providing training. However, the issue of how much the Centers are used by the secondary school teachers remains an open question. Of course, security also remains uncertain in many areas.

With regard to project management, the Evaluation Team's document review, interviews and observations all point to capable project management. It is clear that the UIO staff knew their projects well, and more importantly, were highly committed to their work. No doubt these qualities compensated often for the changes and delays that occurred with counterparts as well as the volatile situation in Iraq.

B. Sustainability

Capacity building to improve performance is an indispensable tool of institution building and speaks directly to sustainability. The capacity building training offered under the Project has all the earmarks of good training: professional-level instruction, current and correctly delivered material, and the opportunity to put new skills into practice. But did it fulfill the goal to improve teacher performance? And how many teachers of the larger body of 30,000 did it reach? Project documents assert that the training has already had impact in the quality of teaching, student engagement and behavior, classroom management and other qualities. Typically educators and trainers like to link the learning of new concepts with performance in the workplace. The arid period of the last decades where no intellectual stimulation or new methods were introduced to the Iraqi educators perhaps justifies the hope that improvement is inevitable and demonstrable. Additionally, some testimony is provided in support of the assertions of improvement though no details were provided in the various project documents as to how many schools and teachers were canvassed. Thus unfortunately, those claims lack the necessary proofs to be convincing.

1. Transfer of Training

However, the concept of transfer of training to the workplace is crucial to an expectation that performance improvement will be sustainable. The transfer concept explains that even when the training has been excellent and the learner diligent, without specific support after the training event, the learner may not be successful in applying new skills. Mary Broad in her landmark text Training Transfer explains reasons why participants with the best of intentions fail to use new skills: backlog of work, co-workers may not support them, external environmental issues distract participants, little management support, etc.[19] Participants regularly relapse and the virus that caused the original malaise takes over once again.

2. Replicability

Finally regarding sustainability, at one level the fact that a system was designed and initiated argues that the In-Service approach has been institutionalized and therefore justified. The design certainly can be replicated and strategies certainly can be extended to cover equal or larger number of teachers. However, the reality of events in present day Iraq presents other serious obstacles to the sustainability of the In-Service professional development system. Additionally, there will be an on-going need to maintain the equipment in the TLCs. That maintenance issue demands continued capacity development, acquaintance with new technologies and especially a return to calm and safety in the school areas. Regarding teacher motivation to learn difficult new techniques, no mention of incentives entered the project justifications.

[19] Broad and Newstrom. Transfer of Training. Addison-Wesley.1992, pp 123 – 4.

Often, salary incentives, promotions or other types of recognition are used to compensate for the time, effort and risk of failure, associated with re-training.

A final question surfaces: if all agree that the design is sound and can be replicated, can it be done without assistance of outside, e.g. international agencies? While most will agree that competent professionals exist in the MoE, 'lack of capacity' was listed in the ITF documents as a deficit needing to be redressed. The Iraq budget surplus is well publicized. However, whether the political will/capacity exists at higher government levels to fund education; whether there is sufficient stability and specialized capacity within the Ministry to see projects through and institute follow-up; and whether the MoE will be able to maintain the gains made through this initial investment are all factors that affect sustainability.

V. COST EFFECTIVENESS

This analysis looks at the breakdown of the budget according to the 10 standard budget categories and the differences in them from the originally approved amounts to the final approved amounts (that is, after budget revisions) to the final actual amounts.

Table 8: Project Budgets

Category	Original Approved Budget	Final Approved Budget After Revisions	Actual Cost	Actual as % of Original	Actual as % of Final
Personnel	88,800	88,800	88,792	100%	100%
Contracts	50,000	48,802	48,801	98%	100%
Training	598,100	664,640	662,645	111%	100%
Transport	-	-	-	0%	0%
Supplies & commodities*	-	-	-	0%	0%
Equipment	1,351,500	1,296,658	1,296,658	96%	100%
Travel	-	-	-	0%	0%
Security	-	-	-	0%	0%
Miscellaneous	105,000	94,500	93,614	89%	99%
Agency management support	153,000	153,000	126,323	83%	83%
Total	**2,346,400**	**2,346,400**	**2,316,833**	**99%**	**99%**

Sources: Completion Report for In Service Training (15 May 2008) and Financial Status Report (as of 31 December 2007).

* The original budget lists Supplies & commodities as $85,200 and Equipment as $1,266,300 for a total of $1,351, 500 as displayed in Table 6. However, subsequent documents combine these two amounts and only give an amount for Equipment.

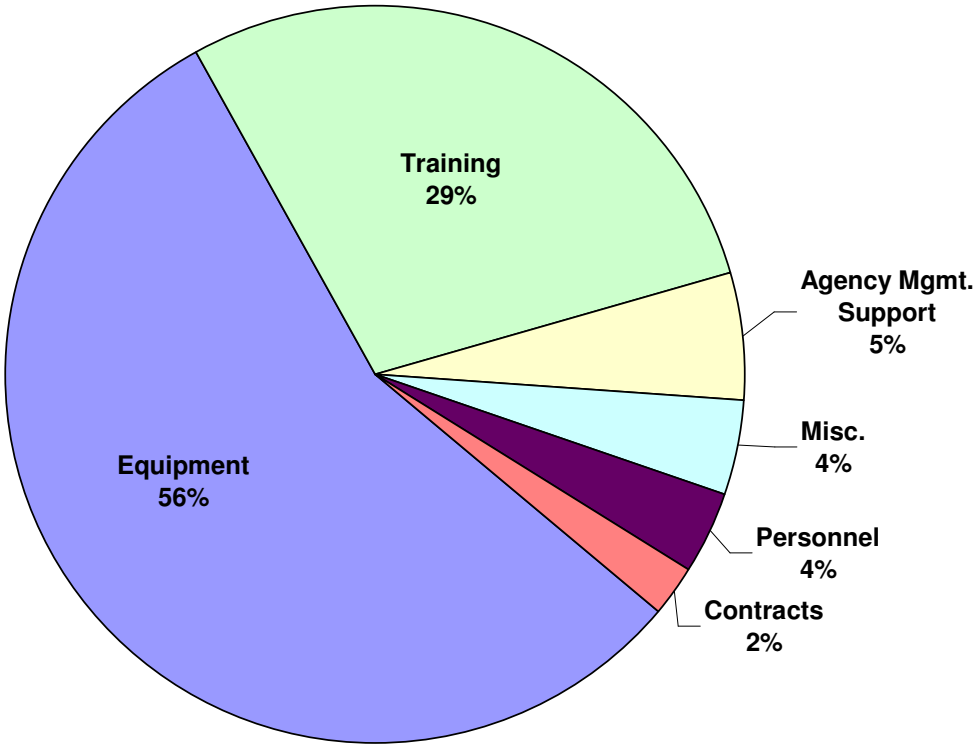
Overall, the actual costs of implementing the In-Service project mirrored those amounts approved for each line item in the final budget. In fact the original budget also was able to

accurately estimate the actual costs with only a few slight overestimations: 2% for contracts, 11% training, and 4% for equipment.

However, the original budget was slightly revised in December 2006 which resulted in a decrease in funds for contracts, equipment and miscellaneous, and an increase for training.[20]

The final budget allocation based on actual costs reflects the objectives of this project. In order to establish the 18 teacher training centers, 53% of the budget went towards equipment. This included 20 personal computers, 36 servers, 108 printers, 36 scanners and a complete set of LAN accessories for the Institute for Educational Development and Training in Baghdad and 18 teacher training centers, as well as 105 computers for eight selected schools that undertook the training of "In-Service Teachers on the use of ICT in Education."

Figure 3: Actual Budget Allocation



The second largest budget component at 29% was training. This included costs for the project's second objective of preparing training materials, such as 350 copies of a training guide and teachers' booklets, training materials in Kurdish and In-service teacher training materials. This component also included the actual training of local mentors and teachers, which is the third objective of this project. According to the completion report and the original budget this clearly includes the cost for training 62 master teacher trainers in two workshops, and an intensive training of 83 mentors.[21]

[20] As SI was not given the budget revision request or approval, we cannot provide the reasons for this reallocation.
[21] Detailed information on trainees was only given for 93 teachers (see Table 6).

While not as clear, it also likely includes the cost for the ICDL Training Programme and Certificates provided to 39 participants.[22] It does not, however, seem to include the cost of training 1,450 teachers. Given this, the cost per trainee is either $4,500 (145) or $3,600 (184). This high cost could be a result of the workshops as one was in Amman and the other in the UK.

It should be noted that the funds allocated for contracts also were related to training, i.e. contracting the universities to organize the training workshops. Thus, 87% was directly related to the actual content of the project's objectives.

Overall, the actual budget allocation provides strong evidence that project funds were used according to the project's objectives.

VI. LESSONS LEARNED

1. One lesson that must be taken very seriously is the importance of securing a permanent focal point within the MoE. The focal point should be at a level that is high enough to make decisions but not so high that the individual is drawn away for other Ministry business. The frequent changes of Ministry counterpart caused frustrations but, more importantly, they caused additional project costs. For instance, costs were incurred when more staff time was needed to accommodate unanticipated obstacles, staff had to repeatedly ask for information and reports and UN staff had to assume certain responsibilities of the focal point.

2. Another lesson occurred in the area of participant selection. In-Service documents contained no information about the criteria and selection process. While there are strong arguments for the MoE to retain the nominating function, the requirements, qualifications and selection process should be open and transparent. In the particular case of the selection of Core Teachers there may have been no appropriate candidates with the technical skills needed to carry out the objectives. Had that been known earlier the design might have been modified in numerous different ways to reach the objectives.

3. Inadequacy of Teacher Learning Center site preparation also caused delays in implementation. Inspections of proposed sites at the beginning of the project would reduce this problem. Though UNESCO Monitors are available in Baghdad other reliable persons to carry out site inspection would have to be located in outlying areas.

4. Need for sustained pressure and continued financial contribution from UNESCO. While UNESCO was responsible for the original training of trainers in Phase I, the MoE was responsible for ensuring the Phase II training of secondary teachers occurred. Given the small number of reported teachers trained, it is clear that the government had difficulties continuing this process on their own. In the future, UNESCO should act as a facilitator for such activities and should set aside some "seed funding" to help the government as needed.

[22] This is mentioned in the Completion Report, but nowhere else.

VII. RECOMMENDATIONS

A. Participant Recommendations

1. Provide the Institute for Educational Training and Development with better materials, such as computers, visual aids, books and other resources, to start workshops courses in the facility.

2. Create a similar institution at the north and south of Iraq so that more people can benefit.

3. Arrange with the universities and the Institute to share information and assist universities to give similar courses.

4. Make the courses longer and provide refresher courses every six months.

5. Select participants based on their qualification and experience.

6. Increase the number of participants from cities other than Baghdad.

7. Start new communication with the trainers to provide them the latest information they need.

8. Maintain communication/keep in touch with the participants.

B. SI Recommendations

1. Provide a one to two day follow-up conference with expert speakers for the Core Teachers and Mentors as a refresher and an opportunity to exchange ideas and experiences.

2. Identify potential MoE policies that would support an ongoing in-service professional development program. These could include the following:

- Designate a time period each month for a teacher in-service day during which teachers from a particular discipline attend the TLC to work on a module;
- Tie promotion and advancement to competency in particular skill sets or completion of a set of modules;
- Provide incentives such as certificates of achievement presented before the student body; and
- Provide modest monetary rewards for employing innovative techniques in the classroom. *Note: such rewards should be modest to avoid unhealthy competition or politicization of the award.*

3. Publicize MoE policies that require and reward professional development activities.

4. Establish a permanent teacher trainer team/department within the MoE. The Ministry should consider offering contracts that would delineate the responsibilities and qualifications of such a team. (Built on a UIO Project staff recommendation.)

5. Explore the possibility of teacher exchanges within the region.

APPENDICES

APPENDIX A: Additional Tables

Table A.1 Chronology of Key Events in Iraq

Date	Event
Mar 2003	• American missiles hit targets in Baghdad, marking the start of a US-led campaign to topple Saddam Hussein. • In the following days US and British ground troops enter Iraq from the south.
Apr 2003	• US forces advance into central Baghdad. Saddam Hussein's grip on the city is broken. • In the following days Kurdish fighters and US forces take control of the northern cities of Kirkuk and Mosul. • There is looting in Baghdad, including the Iraqi National Museum, and elsewhere in the country.
May 2003	• President Bush announces end of military operations in Iraq- "Mission Accomplished." • UN Security Council backs US-led administration in Iraq and lifts economic sanctions. • US administrator abolishes Baath Party and institutions of former regime. Many consider this decision as the trigger for insurgency in the country.
Jun 2003	
Jul 2003	• Iraq's 25-member Governing Council met for the first time on 13 July, 2003. The Council includes 13 people described as Shi'a, five Kurds, five Sunni Arabs, one Christian and one Turkoman, including three women. • Commander of US forces says his troops face low-intensity guerrilla-style war. • Saddam's sons Uday and Qusay killed in gun battle in Mosul.
Aug 2003	• Deadly bomb attacks on Jordanian embassy in Baghdad. • Saddam's cousin Ali Hassan al-Majid, or Chemical Ali, captured. • The United Nations Assistance Mission for Iraq (UNAMI) heralded in Security Council. • Resolution 1500 adopted on 14 August 2003 as a one-year follow-through mission in the wake of the Oil-for-Food program handover on 21 November 2003. • Bombing of UN Canal Hotel in Baghdad kills at least 22 people, including SRSG Sérgio Vieira de Mello, and wounds over 100. • A massive car bomb claimed the lives of one of Shiite Islam's top clerics Ayatollah Mohammed Baqr al-Hakim and 124 others. • Evacuation of all UN Staff from Iraq begins.
Sept 2003	• The members of Iraq's first post-war cabinet were announced on 1 September after weeks of wrangling: o Minister of Culture: Mr. Mufid Mohammad Jawad al-Jazairi o Minister of Education: Dr. Alaa Abdessaheb al-Alwan o Minister of Labour and Social Affairs: Mr. Sami Azara al-Majun o Minister of Planning: Dr. Mahdi al-Hafez o Minister of Youth and Sports: Mr. Ali Faek al-Ghadban o Minister of Higher Education: Dr. Ziad Abderrazzak Mohammad Aswad o Minister of Human Rights: Mr. Abdel Basset Turki o Minister of Technology: Mr. Rashad Mandan Omar o Minister of Foreign Affairs: Mr. Hoshyar Zebari o Minister of Water Resources: Mr. Latif Rashid • Evacuation of all UN Staff from Iraq continues.
Oct 2003	• Madrid Donors' Conference - A summit of international donors raises at least $13bn in pledges, mainly in grants, to help towards the reconstruction of Iraq. With $20bn already pledged by the United States, the $33bn total falls short of the estimated $56bn needed to

Date	Event
	rebuild the war-torn country. The pledges include: o $5bn from Japan in grants and loans o $500m from Kuwait o $500m from Saudi Arabia in loans plus $500m in export credits o $232m from Italy o $812m from the European Union o $290,000 from Slovakia o $24.2m from China o $3bn-$5bn from the World Bank o $4.35bn over three years from International Monetary Fund • Evacuation of all UN Staff from Iraq continues.
Nov 2003	• End of UN Oil for Food Program for Iraq • Evacuation of all UN Staff from Iraq ends.
Dec 2003	Saddam Hussein captured in Tikrit
Jan 2004	Ross Mountain becomes the new SRSG ad interim for Iraq
Feb 2004	More than 100 killed in Erbil in suicide attacks on offices of main Kurdish factions.
Mar 2004	Suicide bombers attack Shia festival-goers in Karbala and Baghdad, killing 140 people.
Apr 2004	Establishment of UNESCO Iraq Office. Temporarily located in Amman-Jordan.
Apr-May 2004	• Shia militias loyal to radical cleric Moqtada Sadr attack coalition forces. • Hundreds are reported killed in fighting during the month-long US military siege of the Sunni Muslim city of Falluja. • Photographic evidence emerges of abuse of Iraqi prisoners by US troops.
Jun 2004	• US hands sovereignty to interim government. o First Iraqi President: Mr. Ghazi Mashal Ajil al-Yawir o Foreign minister: Hoshyar Zebari o Minister of Human Rights: Bakhityar Amin, o Minister of Public Works: Nesreen Mustafa Berwari, o Minister of Science and Technology: Rashad Mandan Omar, o Minister of Planning: Mahdi al-Hafez, o Minister of Sport and Youth: Ali Faik Alghaban, o Minister of Women's Affairs: Nermin Othman o Minister of Labour: Leila Abdul-Latif o Minister of Education: Sami Mudahfar, o Minister of Higher Education: Tahir al-Bakaa o Minister of Culture: Mufid Mohammad Jawad al-Jazairi • Saddam Hussein transferred to Iraqi legal custody.
Jun 2004	
Jul 2004	UN Secretary-General Mr. Kofi Annan, names Pakistan's current Ambassador to the US and Mr. Ashraf Jehangir Qazi, as his Special Representative for Iraq.
Aug 2004	Fighting in Najaf between US forces and Shia militia of radical cleric Moqtada Sadr.
Sep-Oct 2004	
Nov 2004	Major US-led offensive against insurgents in Falluja.
Dec 2004	
Jan 2005	An estimated eight million people vote in elections for a Transitional National Assembly. The Shia United Iraqi Alliance wins a majority of assembly seats. Kurdish parties come second.
Feb 2005	At least 114 people are killed by a massive car bomb in Hilla, south of Baghdad.

Date	Event
Mar 2004	
Apr 2005	Amid escalating violence, parliament selects Kurdish leader Jalal Talabani as president. Ibrahim Jaafari, a Shia, is named as prime minister.
May 2005	• Surge in car bombings, bomb explosions and shootings: Iraqi ministries put the civilian death toll for May at 672, up from 364 in April. • The first democratically elected Iraqi government in 50 years was sworn in. o President Jalal Talabani o Prime Minister Ibrahim Jaafari o Foreign Minister: Mr. Hoshyar Zebari o Minister of Planning: Mr. Barham Saleh o Minister of Higher Education: Mr. Sami Al Mudhaffar o Minister of Water Resources: Mr. Latif Rashid o Minister of Environment and Acting Human Rights Minister: Ms. Narmin Othman o Minister of Labour and Social Affairs: Mr Idris Hadi o Minister of Educaiton: Mr. Abdel Falah Hassan o Minister of Culture: Mr. Nuri Farhan al-Rawi o Minister of Science and Technology: Ms. Basimah Yusuf Butrus o Minister of Youth and Sports: Mr. Talib Aziz Zayni o Acting minister of state for tourism and antiquities: Mr. Hashim al-Hashim
Jun 2005	• Massoud Barzani is sworn in as regional president of Iraqi Kurdistan. • Brussels Donors' Conference - Iraq donors' conference in Brussels achieved what participants hoped it would in terms of drumming up support for Iraq's transitional phase. The overwhelming phrase echoed by some 80 nations and international organizations was "We will do more, when the security situation allows it."
Jul 2005	Study compiled by the non-governmental Iraq Body Count organization estimates that nearly 25,000 Iraqi civilians have been killed since the 2003 US-led invasion.
Aug 2005	• Draft constitution is endorsed by Shia and Kurdish negotiators, but not by Sunni representatives. • More than 1,000 people are killed during a stampede at a Shia ceremony in Baghdad.
Sep 2005	182 people are killed in attacks in Baghdad, including a car bomb attack on a group of workers in a mainly-Shia district.
Oct 2005	• Saddam Hussein goes on trial on charges of crimes against humanity. • In a general referendum, voters approve a new constitution, which aims to create an Islamic federal democracy.
Nov 2005	• A series of coordinated bomb attacks on three hotels in Amman, Jordan, on November 9, 2005. Al-Zarqawi and Al-Qaeda in Iraq claim responsibility for the attacks, which killed 60 people and injured 115 others. • In lieu of the bombs, the UN issues a ban on holding conferences, workshops and meetings in Jordan until a further notice.
Dec 2005	Iraqis vote for the first, full-term government and parliament since the US-led invasion.
Jan 2006	Shia-led United Iraqi Alliance emerges as the winner of December's parliamentary elections, but fails to gain an absolute majority.
Feb 2006	A bomb attack on Al-Askari Holy Shrine in Samarra unleashes a wave of sectarian violence in which hundreds of people are killed.
Mar 2006	
Apr 2006	Newly re-elected President Talabani asks Shia compromise candidate Nouri Jawad al-Maliki to form a new government. The move ends four months of political deadlock. o Prime Minister: Nouri al-Maliki o Foreign Minister: Hoshyar Zebari

Date	Event
	○ Minister of Planning: Ali Baban ○ Higher Education Minister: Abd Dhiyab al-Ajili ○ Minister of Municipalities and Public Works: Riad Ghareeb ○ Minister of Water Resources: Abdul-Latif Rashid ○ Minister of Labour and Social Affairs: Mahmoud al-Radi ○ Human Rights Minister: Wijdan Michael ○ Education Minister: Khodair al-Khozaei ○ Culture Minister: Asaad Kamal Hashemi ○ Minister of Science and Technology: Raed Fahmy Jahid ○ Minister of Youth and Sports: Jasem Mohammed Jaafar ○ Women: Faten Abdul Rahman Mahmoud ○ Tourism & Antiquities : Liwaa Semeism
May-Jun 2006	An average of more than 100 civilians per day are killed in violence in Iraq, the UN says.
Jun 2006	Al-Qaeda leader in Iraq, Abu Musab al-Zarqawi, is killed in an air strike.
Jul-Oct 2006	
Nov 2006	• Saddam Hussein is found guilty of crimes against humanity and sentenced to death. • Iraq and Syria restore diplomatic relations after nearly a quarter century. • More than 200 die in car bombings in the mostly Shia area of Sadr City in Baghdad. An indefinite curfew is imposed after what is considered the worst attack on the capital since the US-led invasion of 2003. • Mr. Abd Dhiyab al-Ajili, Minister of Higher Education, announced his "temporary resignation" from the government in protest at a mass abduction by people in police uniforms of people from a ministry building.
Dec 2006	• Iraq Study Group report making recommendations to President Bush on future policy in Iraq describes the situation as grave and deteriorating. It warns of the prospect of a slide towards chaos, triggering the collapse of the government and a humanitarian catastrophe. • Saddam Hussein is executed by hanging.
Jan 2007	• US President Bush announces a new Iraq strategy: thousands more US troops will be dispatched to shore up security in Baghdad. • Barzan Ibrahim - Saddam Hussein's half-brother - and Awad Hamed al-Bandar, former head of the Revolutionary Court, are executed by hanging. • UN says more than 34,000 civilians were killed in violence during 2006; the figure surpasses official Iraqi estimates threefold.
Feb 2007	A bomb in Baghdad's Sadriya market kills more than 130 people.
Mar 2007	• Insurgents detonate three trucks with toxic chlorine gas in Falluja and Ramadi, injuring hundreds. • Former Vice-President Taha Yassin Ramadan is executed on the fourth anniversary of the US-led invasion. • The Fifth Meeting of the International Reconstruction Fund Facility for Iraq (IRFFI), hosted by the government of Turkey, opens in Istanbul in the presence of Dr. Ali Baban, the Iraqi minister of planning and development co-operation, and chaired by U.S. Ambassador Michael Bell.
Apr 2007	• A bomb blast targets parliament, killing an MP. • Bombings in Baghdad kill nearly 200 people in the worst day of violence since a US-led security drive began in the capital in February.
May 2007	The leader of al-Qaeda in Iraq, Abu Ayyub al-Masri, is reported killed.
Jun 2007	• In June 2007 a warrant is issued for Hashemi's arrest, accusing him of ordering the

Date	Event
	attempted assassination of the Sunni Arab Iraqi politician, Mithal al-Alusi, in February 2005. In response the Front suspends its participation in the government. Al-Alusi then accuses the US Embassy of giving shelter to Hashimi. • Second attack on Al-Askari Shrine in Samarra resulting in the destruction of the shrine's two minarets. Second attack fails to unleash sectarian violence like the first one.
Jul 2007	
Aug 2007	• The main Sunni Arab political bloc in Iraq, the Iraqi Accordance Front, withdraws from the cabinet, driving the government into crisis. • Truck and car bombs hit two villages of Yazidi Kurds, killing at least 250 people - the deadliest attack since 2003. Many believe that Al-Qaeda is behind the attack.
Sep 2007	• UN Secretary-General appointed Staffan de Mistura of Sweden and Italy as his Special Representative for Iraq. • Blackwater security guards are accused of firing at civilians, killing 17.
Sep-Oct 2007	There are signs of general improvement in security situation especially in Baghdad. The number of violent civilian and military deaths continues to drop, as does the frequency of rocket attacks.
Oct 2007	• Turkish parliament gives the green light for military operations in Iraq in pursuit of Kurdish rebels. • Donor Committee Meeting held in Bari, Italy. Donors agree to further extend IRFFI to 2010 and to align it with the goals and benchmarks of the ICI and the NDS.
Nov 2007	
Dec 2007	• Turkey launches an air raid on fighters from the Kurdish PKK movement inside Iraq. • Britain hands over security of Basra province to Iraqi forces, effectively marking the end of nearly five years of British control of southern Iraq.
Jan 2008	Parliament passes legislation allowing former officials from Saddam Hussein's Baath party to return to public life.
Feb 2008	• Suicide bombings at pet markets in Baghdad kill more than 50 people in the deadliest attacks in the capital in months. • Turkish forces mount a ground offensive against Kurdish rebels in northern Iraq.
Mar 2008	• Unprecedented two-day visit by Iranian president, Mahmoud Ahmadinejad, to Iraq. • Dark smoke rises from the U.S.-protected Green Zone early Sunday after it was targeted by a series of rockets or mortars, but there were no immediate reports of casualties. • The US military death toll in Iraq since 2003 reaches 4,000, the US military and independent counts say.

Table A.2 Persons Contacted by the Evaluation Team

UIO Management and Administration
Mohamed Djelid, Director
Michael Croft, Executive Officer
Salah Z. Khaled, Liaison and Administrative Officer
Louay Mousa, National Procurement Officer
Lubna Mousa, Procurement Assistant
UIO Sectors/Project Teams
Mohamed Abbas, Senior Program Specialist – Education
Mirna Abu Ata, Program Assistant – Education
Dina Al Dabbagh, Program Assistant - Cultural Heritage and Water Security
Nayab Al Dabbagh, National Program Officer- Cultural Heritage
Qasem Al Newashi, Program Manager – Education
Nour Dajani, Program Specialist – Education
Ryuichi Fukuhara, Program Specialist – Natural Sciences
Ghada Georgie, National Education Officer
Carmen Issa, Project Assistant – Education
Riyad Minawi , Project Manager – Education
Ula Mohammed, Project Assistant – Education
Zein Rasheed, Project Assistant – Education
Tamara Teneishvilli, Program Specialist - Cultural Heritage
Other UIO/UNESCO-Related Staff
Sami Al-Khoja, SOC/UIO Monitor in Erbil, Iraq
Dr. Wigdan Al Qassey, former DG for Agricultural Planning in Iraq's MoP, and former UIO participant Water Security Project
Geoffrey Geurts, UN Evaluation Specialist, Evaluation Section IOS (Internal Oversight Section)
Pamela Husain, Representative, UNDG ITF Steering Committee Support Office
Basil A. Sadik Senior Partner, Stars Orbit Consultants

APPENDIX B: Detailed Evaluation Methodology

I. EVALUATION LIMITATIONS[23]

First and foremost, the evaluation approach and the actual evaluation focused on the project's' inputs, activities, outputs and outcomes. Given the limited amount of available data and more importantly, the short time that has elapsed since the projects were completed, this evaluation was not able to assess impacts.[24] [25]

Secondly, in terms of equipment and supplies, the project documents provided to the Evaluation Team only contained specifics in terms of planned and not actual costs and amounts. For this reason, no assessment regarding the two, including identifying gaps, is given. However, while in Amman the Evaluation Team did view the system-wide procurement database that tracks equipment by project number and description as mentioned above. Given the sophistication of this system, we assume that unless otherwise noted in the progress reports or final report, all outputs were purchased and delivered as planned.

Third, the ET also did not receive any detailed documentation of specific procurement contracts issued. For this reason, very little is discussed in terms of procurement.[26]

Fourth, the SI Evaluation Team was not able to travel to Iraq for security reasons. Instead, SI contracted Stars Orbit Consultants (SOC), a local firm with on-the-ground data gatherers. Through SOC SI was able to contact a limited number of project beneficiaries: trainees and their managers. No attempt was made to contact other beneficiaries given the limited resources, the difficulty in finding these individuals, UIO input, and the security situation.

Lastly, while this evaluation was supposed to be a relatively short exercise, it ended up taking much longer than expected: the organization of data collection in the field was very complicated to coordinate and complete; there were delays in providing the ET with key information and data; and in some cases no information was provided.[27]

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[23] These limitations pertain to the overall evaluation, i.e. to all eight projects.

[24] Inputs are the financial, human, and material resources used; activities are the actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce specific outputs; outputs are the products, capital goods and services resulting from an intervention; outcomes are the likely or achieved short-term and medium-term effects of an intervention's outputs; and impacts are positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended. Source: Keith McKay, How to Build M&E Systems to Support Better Government, World Bank Independent Evaluation Group, 2007.

[25] To understand these different aspects of a project, take this example of a health project: inputs are funding and training of instructors; activities are giving trainings to parents and kids on the importance of hand-washing; outputs are informed parents and kids; outcomes are that parents and kids now wash hands; and impacts are decreases in diarrheal rates and other diseases.

[26] Regardless, determining whether this process was as efficient as possible would require a lengthy audit, one that is usually done internally, and thus was outside of our scope of work.

[27] For instance, UNESCO Monitors were to conduct surveys in Erbil but this data was never provided to the Evaluation Team.

Part of this was clearly a result of the Iraq situation: UIO has a very demanding schedule and the local firm had difficulty contacting and bringing together participants due to the country's security situation.

II. EVALUATION METHODOLOGY

Final selection of methodology options and specification of their content depended upon close coordination with UIO, particularly for clarification of the many types and numbers of project stakeholders and beneficiaries who could potentially be identified and located inside Iraq and thus be accessed by different evaluation methods and modes. Ultimately four groups of methods were chosen: a) Desk study; b) Direct Examination of Relevant UIO Management Tools and Published Project Outputs; c) Collection and/or Compilation, Re-Array, and Analysis of In-house Data; and d) Instruments for Collection of New, Primary Data.

However, as is the case with any evaluation, and especially one in such an unstable region like Iraq, the proposed evaluation methodology is not always implemented exactly as planned. In the case of this evaluation a number of significant changes were made to the original methodology as the data collection process progressed. These changes as well as the originally proposed methodology are discussed in detail below.

A. Desk Study

To gain background/context information on the eight projects under review, as well as quantitative and qualitative secondary data on them, the Evaluation Team reviewed all available project reports and summaries provided to them by UIO at the onset as well as those requested later as the evaluation progressed. [28] They also mined a vast corpus of UNESCO's Internal Oversight Service (IOS), International Reconstruction Fund Facility for Iraq (IRFFI), ITF, UIO and United Nations Assistance Mission for Iraq (UNAMI) documents and websites. In total, probably some 200 such items were examined.

B. Direct Examination of Relevant UIO Management Tools and Published Project Outputs

The evaluators spent nine work days in Amman, Jordan. There they sat with relevant management and administrative staff so as personally to examine in-house systems such as UIO's procurement database and the individual projects' tracking systems.

SI's Education Evaluator visually scrutinized the primary- and secondary-school textbooks funded and delivered by UIO, as well as the lab manuals. Although these were mostly available only in Arabic, she was able to appreciate elements such as sturdiness/material quality, clean layout, visual interest, and so forth. Meanwhile, the Team Leader briefly examined the multitude of workshop manuals produced by the Water Security project. All were written in English with the vast majority available only in hard-copy.

[28] These included Project Documents, Six-month Progress Reports, Completion Reports, Requests for Budget Extensions, Budgets, Training Plans, Action Plans and other related documents.

An expert on Iraqi Cultural Heritage also reviewed five documents: 1) *Running a Museum: A Trainer's Manual*; 2) *Running a Museum: A Practical Handbook;* 3) Handbook: *Security at Museums*; 4) Handbook: *Care and Handling of Manuscript*; and 5) Handbook: *Documentation of Artefacts' Collections*.

C. Compilation and Analysis of In-house Data

In Amman, four tools were identified and designed in order for project teams to compile extant, or gather new, qualitative data for the evaluation. They included operational chronologies (milestones), success and learning stories, training tables, and project collaboration diagrams.

Table B.1 The Four Tools

Tool Name	Planned Number	Purpose
1. Operational Chronology (Milestone Charts)	1 for key security events in Iraq since 2003 1 for key UIO management and administrative events 1 for each project	To indicate both the external and UN/UIO internal enabling environments in which the projects operated, to outline key events in the LOP of each project and more generally and to provide the context in which to evaluate project results.
2a. Success & Learning Stories – by UIO staff	1-2 for UIO management and administration 2-3 for each project	To provide descriptions of "when, what, where, how, and why" a project has succeeded in its objectives and in cases of unanticipated project difficulties or negative impacts, how these were identified and overcome, and what was learned from the experience that may be helpful to other or future projects.
2b. Success & Learning Stories – by others	Perhaps 1-2 for each project	Same as above but with the added credibility of being collected from non-UIO sources through the use of other evaluation methods.
3. Training Tables	1 for each project	To permit definitive computation of trainees by gender and other key variables – especially distribution by governorate, for design of sampling for other data-collection instruments.
4. Project Collaboration Diagrams (unique)	1-2 each for Water Security and Cultural Heritage	In a sort of visual "analysis," to highlight these two projects' real and extensive linkages to and astute use of other organizations' human, material, and knowledge resources or their influence and voice.

Given the Evaluation Team's limited time in Jordan, they were not able to implement these tools during their trip. However, they did provide instruction and UIO agreed to send SI HQ the tools once completed with the necessary data. Unfortunately, the actual products received by SI HQ were many times delayed or did not conform to the agreed upon format or content, as discussed in greater detail below.

1. Operational Chronology/Milestone Charts

In total, SI was to receive 10 milestone charts from UIO. The first milestone chart for key security events was completed during the evaluation team's time in Jordan. Due to UIO's staff busy schedules, it was later agreed that UIO would not produce any more and that SI would instead take over this task.

2. Success and Learning Stories

As can be seen in Table B.1, originally it was envisioned and agreed to that there would be three to four success and learning stories per project, with some of these collected by project teams themselves, while others by non-UIO sources. Moreover, during the evaluation team's time in Jordan, they worked with project teams to identify some of these stories. They also gave the project staff a handbook with a format, questions and examples to help guide them in their efforts.

While UIO recognized the importance and added-value these of these success stories, there were problems with their delivery and content After much delays, again caused by UIO's demanding schedule, SI HQ received only two stories—both for Water Security—that conformed to the requested information and met our expectations. For six of the other projects, only one success story per project was given, containing short paragraphs of information pulled from reports instead of the desired insightful information sharing how a project succeeded in its objectives or overcame unanticipated project difficulties. No success and learning stories were sent for In-Service.

3. Training Tables

UIO did a fantastic job of sending SI HQ all of the training tables in a timely manner. Moreover, as the Evaluation Team needed more specific information or clarity on related issues, UIO was able to respond quickly and effectively.

4. Project Collaboration Diagrams

As requested, project collaboration diagrams meeting our specifications were completed and sent to SI HQ for Water Security and Cultural Heritage

D. Instruments for Collection of New, Primary Data

To obtain data from those that had first-hand knowledge of the projects, the Evaluation Team had face-to-face interviews with project staff and key informant groups while in Amman.

To obtain data from project beneficiaries, the SI Evaluation Team designed questionnaires for trainees and their managers and a focus group guide for trainees. They also designed site spot-checks to verify the existence of equipment and its current state.

The questionnaires, focus groups and spot-checks were to be carried out by Stars Orbit Consulting (SOC), a survey firm with field staff in Iraq and the UNESCO Monitors located in Baghdad and Erbil. In total, they were to be implemented in seven of Iraq's 18 governorates: Baghdad, Dyala, Erbil, Kirkuk, Missan, Muthana and Najaf.[29] (See Table B.2 and Figure B.1)

Table B.2 Regions and Governorates of Project Beneficiaries

CENTER	NORTH	SOUTH
Anbar	Dohuk	Basra
Babylon	***Erbil***	***Missan***
Baghdad	***Kirkuk***	***Muthana***
Dyala	Ninewa	***Najaf***
Kerbala	Sulaymaniyah	Thi-Qir
Qadassiya		
SalahDin		
Wassit		

Source: Information and classification of Governorates based on "*Distribution of Direct Beneficiaries per Governorate*" supplied to SI by UNESCO

Figure B.1 Map of Iraq

[29] There are multiple spellings of Iraqi's governorates. We will use these spellings throughout this document.

These governorates were chosen because they contain the largest pools of beneficiaries and reflect the cultural and geographic diversity of the country.

- The Southern Region is a Shia area largely neglected during Saddam's regime. But its sparse population nevertheless benefited from various UNESCO projects;
- The Central Region containing Baghdad, the center of government, is the site of the central ministries with whom UNESCO worked. It is the largest population area of the country and also home to the largest number of training beneficiaries;
- The Northern Region covers a large area and has been the scene of continued upheaval. It contains Erbil, the largest city in the Kurdish area of Iraq, which is distinct culturally from the Arabic populations in the rest of the country.

The actual sampling frame consisted of a pragmatic mix of the following variables:

- Where (institutionally and geographically) each project concentrated its efforts in terms of funding for infrastructural activities like rehabilitation or refurbishment (of supplies, furnishings, equipment, vehicles).
- Where (institutionally and demographically) each project concentrated its efforts in terms of trainees, e.g. by governorate or region.
- Which sectors (water security, education, cultural heritage) received the most funding.
- Where it is/will be safe for on-the-ground personnel in Iraq to go, depending on the methods in question.

1. Data Collection

The questionnaires, focus groups and spot-checks all suffered from problems in their implementation extreme delays and questions of data quality. There were four main issues with the data collection process:

1. UNESCO Monitors were originally supposed to conduct questionnaires, focus groups and spot checks in Baghdad and Erbil. Due to scheduling conflicts, SOC was asked and agreed to take over their tasks in Baghdad. However, the UN Monitors were still to be responsible for collecting data in Erbil. While the work in Erbil was allegedly carried out, it was never sent to SI HQ.[30] Thus, we have no data from Erbil.
2. There were delays of over two months in getting the questionnaire data collected by SOC. While the initial delay was a result of their need to take over the UNESCO Monitors work, subsequent delays were without valid explanation. UIO was helpful in helping SI HQ to eventually get the first round of the promised data.
3. Questionnaire data collected by SOC and sent to SI HQ suffered from quality issues. Many of the answers were similar if not the exact same across projects. Also the questionnaires were not self-administered as envisioned, but given by a surveyor. Lastly,

[30] UIO did inform SI HQ that there had been problems with UN Monitors finding all of the targeted beneficiaries, which caused a delay and resulted in them missing their promised deadline of the end of July. However, a firm deadline of September 3, 2008 was later agreed to given the need for the evaluation team to continue their work. On that date, no data was delivered.

the data was not as complete as was envisioned, as SOC only shared a few of the comments given. Requests to clarify these issues were generally not successful, although SOC did revise some of the data and said that the information was accurate. SI, though, is still very cautious about this data and the extent to which it can be believed and relied upon.

4. There was a low rate of success in meeting the target numbers of those to be given the questionnaire, those to be in the focus groups and spot check sites to visit. While such low response rate is expected in general and even more so given the security situation, the fact that no spot checks were carried out for Water Security or Cultural Heritage was very disappointing.[31] Moreover, SOC did not adhere to the sampling frames provided.[32]

The below tables show the differences in the proposed methodology and what was actually obtained for Questionnaires, Focus Groups and Spots Check.

Table B.3 Target and Actual Data for Trainee and Manager/Supervisor Questionnaires

Project	Trainee Questionnaire		Manager or Supervisor Questionnaire		Location	
	Target	Actual	Target	Actual	Target	Actual
Textbooks	9	9	N/A	N/A	Baghdad	Baghdad
EMIS	59	41	5	none	Baghdad Dyala Erbil Kirkuk Missan Muthana Najaf	Baghdad Dyala Kirkuk Missan Muthana Najaf
In-Service	68	29	N/A	N/A	Baghdad Dyala Erbil, Kirkuk Missan Muthana Najaf	Baghdad Dyala Kirkuk Missan Muthana Najaf
SSE	68	16	N/A	N/A	Baghdad Erbil Kirkuk Missan Muthana Najaf	Baghdad Kirkuk Missan
TVET	16	5	11	5	Baghdad	Baghdad
LLD	n/a	n/a	29	19	Baghdad Dyala	Baghdad

[31] SOC explained that their "field team couldn't conduct the spot check for these sites due to coordination and security issues with the Water Department and Ministry of Culture."

[32] It also appears that at times SOC was operating off of an older version of the sampling frame, while other times they had target numbers that did not match up with any sampling frames.

Project	Trainee Questionnaire		Manager or Supervisor Questionnaire		Location	
	Target	Actual	Target	Actual	Target	Actual
					Muthana	
Cultural Heritage[33]	10	4	11	4	Baghdad	Baghdad
Water Security[34]	59	23	60	21	Baghdad	Baghdad
TOTALS	**289**	**127**	**116**	**50**		

Table B.4 Target and Actual Focus Groups

	Selected Training Topic(s) and Events	Focus Groups	
Project		**Target**	**Actual**
Textbooks	*Training in Graphic design*	1 FG of 9	None
	Training in textbook authorship	None[35]	1 FG of 10
EMIS	*Training on EMIS software & Data Entry*	None[36]	1 FG of 3
In-Service	• Development of instructional materials • Follow-up workshop in UK	1 FG of 12 core teachers, ideally those completing both workshops	2 FGs: 1) 9 from Development of materials; and 2) 7 from follow-up workshop
	Training of mentors by core teachers	1 FG of 8 to 10 mentors, trained by core teachers (if possible)	None
SSE	*Training in science education curriculum*	None[37]	1 FG of 6
	Trainings in Germany • School principals • Lab technicians	1 FG of up to 12, combining participants from both trainings	None
LLD	*Study visit, India, Thailand, Jordan*	1 FG of 6 to 8	1 FG of 5 (containing individuals who went on study visit *and* had training in development of materials)
	Development of advocacy materials	1 FG of 8-10	See above
	Planning, management of non formal education	None	1 FG of 5
Cultural	*Training in site assessment*	1 FG of up to 12 that	2 FGs: 1) 8 from

[33] The target was the universe of remaining trainees or managers/supervisors after the FG discussions were held. Thus, we do not have specific numbers for the two categories. Instead, we know that the universe for both equaled
[34] The target was the universe of remaining trainees or managers/supervisors after the FG discussions were held. Thus, we do not have specific numbers for the two categories. Instead, we know that the universe for both equaled 119. Thus, we simply divide this into two for illustrative purposes.
[35] This was requested in an earlier version of the sampling frame.
[36] This was requested in an earlier version of the sampling frame.
[37] This was requested in an earlier version of the sampling frame.

	Selected Training Topic(s) and Events	Focus Groups	
Project		**Target**	**Actual**
Heritage	*using GIS* • Workshop on GIS • Training in GIS D-basing	ideally includes only those completing both trainings	workshop on GIS; and 2) 6 from training on GIS D-basing
	Workshop on ID Object Standards	1 FG of up to 12	None
Water Security	*Formulation of Water Projects*: • Intro workshop • Advanced workshop	1 FG of up to 12, ideally of trainees completing both workshops	None
	Training in Computerized Modeling: • Intro workshop for groundwater • Advanced workshop for groundwater • 1st workshop on watersheds • 2nd workshop on watersheds	1FG of up to 12, ideally of trainees completing a maximum of these trainings	4 FGs: 1) 8 from intro to groundwater; 2) 6 from advanced groundwater workshop; 3) 6 from 1st workshop on watersheds; and 4) 6 from 2nd workshop on watersheds
	Training in Weed and Canal Control and Maintenance	1 FG of up to 12	None
	Water Laboratory Training: • Intro training • Water and wastewater analysis	1 FG of up to 12, ideally of trainees completing both workshops	None
TOTALS	**20 training/learning events**	**12 FGs ideally ranging from 6 to 12 pax**	**13 FGs with a total of 84 pax**

The site spot-check targets were not as specific as those given for the questionnaires. This is because the Evaluation Team did not know the exact locations given equipment nor what this equipment consisted of. Thus, the Evaluation Team provided SOC and UIO with a broad list of certain type of places to be visited. They then worked together to determine the final locations without SI input. Unfortunately, the places actually visited differed greatly from what was proposed and expected. It should also be noted that there is no way to guarantee that the equipment that was identified at each site was bought entirely with project funds. This is particularly true for those sites that were used for more than one project.

Table B.5 Target and Actual Spot-Checks

Project	Target		Actual	
	Site	Governorate	Site*	Governorate
Textbooks	MoE's pre-press unit	Baghdad	Administration Building	Baghdad
EMIS	MoE's main data collection office(s)	Baghdad	Administration Building	Baghdad
			Administration Building	Baghdad
			Training Center	Baghdad
			Training Center	Baghdad
			Training Center	Kirkuk
			Training Center	Kirkuk
			Admin Building	Missan
			Training Center	Missan
			Administration Building	Muthana
In-service	MoE's central TLC	Baghdad	Administration Building	Baghdad
	Directorate of Education's TLC	Dyala	Administration Building	Baghdad
	Directorate of Education's TLC	Najaf	Administration Building	Dyala
	Directorate of Education's TLC	Kirkuk	Administration Building	Kirkuk
			Administration Building	Muthana
			Secondary School	Muthana
			Secondary School	Muthana
			Training Center	Muthana
			Administration Building	Najaf**
SSE	A boys' school	Baghdad	Secondary School	Baghdad
	A girls' school	Baghdad	Secondary School	Baghdad
	A boys' school	Southern Region	Secondary School	Baghdad
	A girls' school	Southern Region	Administration Building	Dyala
	A boys' school	Erbil	Secondary school	Kirkuk
	A girls' school	Erbil	Training Center	Kirkuk
			Secondary School	Missan

Project	Target		Actual	
	Site	Governorate	Site*	Governorate
			Administration Building	Missan
			Administration Building	Missan
TVET	A TVET Institute in a given field, e.g. carpentry, commerce, electronics, etc	Baghdad	None	None
	A TVET Institute with a different field from the above	Muthana	None	None
	A TVET Institute with a different field from the above	Erbil	None	None
	A TVET Institute with a different field from the above	Kirkuk	None	None
LLD	A CLC	Baghdad	Administration Building	Baghdad
	A CLC	Muthana	None	None
	A CLC	Dyala	None	None
Cultural Heritage	State Board of Antiquities and Heritage	Baghdad	None	None
	Melodic Institute	Baghdad	None	None
	National Museum	Baghdad	None	None
	Plastic Arts Museum	Baghdad	None	None
Water Security	The lab of a certain water-research center	Baghdad	None	None
	MoWR's Information Technology (IT) unit	Baghdad	None	None
	MoWR's central library	Baghdad	None	None

* Note that some locations are used for more than one training
** No location was given for this spot-check. However, since the only spot check SI requested in Najaf was for In-Service, we assume this administration building is for that project.

Even though the data from these tools was not of the expected quality or content, the Evaluation Team still was able to use them in the analysis.

APPENDIX C: Data Collection Tools

1. Self- Administered Focus-Group Guide for Project Trainees

Instructions to Monitors/Stars Orbit Consultants (SOC) Personnel

This guide is designed for use by trainee focus groups (FGs), as organized and assisted by UNESCO monitors or SOC personnel, one of whom will also serve as a silent note-taker throughout the discussion (ideally by computer), a timekeeper and break facilitator. An actual FG member (where possible, to be identified beforehand by the project team in consultant with the evaluation TL) will administer the guide, adding his/her own opinions into the discussion.

Note that FGs cannot exceed 12 persons; and 8 to 10 is ideal. However, when circumstances make it difficult for people to assemble – in some parts of Iraq -- the minimum number for an FG is 6 persons.

Note-takers please be advised of the following. You will take many many pages of notes, as fast as you can type. Also, your typed notes should be organized by each major FG question and, within it, by who made what comments in response to which questions. The "who" should ultimately consist of the speaker's title and/or position. For rapidity of note-taking, however, you can assign a simple identifier of your choice (e.g., Blue Suit, Spectacles, Young Woman, Beard, whatever). Later, you can substitute their title/position – but never their actual names. Also please note where consensus is obtained. Box I-1 provides a schematic example of FG notes.

Schematic of FG Notes

Question No. 1: What, why, how…

FG Responses:

Blue Suit answered that, in his case and in his unit, x, y, z resulted, due to UNESCO interventions a, b, c.

Spectacles said his experience was somewhat different. In his department, only x and y resulted, but there was another result, w. On the other hand, his group did not receive c but only a and b interventions, plus another, d.

Young Woman responded with yet a different constellation of interventions and results, as follow: …….. Speaking for himself and others of his group present in the FG, Beard noted that their experience was very similar to Young Woman's.

However, all agreed that a common UNESCO result was ……., thanks especially to judicious UNESCO inputs a and b.

Question No. 2: What, why, how…

As above

Recommendations for Future Projects

These can simply be enumerated, with a note as to who made the recommendation and whether others seconded it.

1. Blue Suit recommended ……. A majority of the group agreed with this suggestion.
2. Beard suggested ……. But others felt this would not work for their units so well.
3. Rather, they recommended…….
4. Etc.
5.

FG's invariably run nearly 3 hours, approximately as follows.

- ¼ hour for people to arrive -- with beverages (water, coffee, tea, sodas) appropriate to the culture and time of day available upon arrival -- plus time for FG members to greet acquaintances and settle into their seats;
- ¼ hour for members to listen to a brief introduction about FG aims (see Introduction above) and procedures (see below), ask questions, and introduce themselves to each other;
- 1 hour for discussion;
- ¼ to ½ hour for a break, again with beverages plus tasty snacks appropriate to the culture and time of day;
- 1 more hour for discussion;

Thus, at a maximum, no more than 2 FGs can be scheduled per monitor per day: one in the morning and one in the afternoon. Depending on the location of participants and the security situation, it may only be possible to have one FG per day. Note that the provision of beverages and snacks is critical to the FG experience because it fosters a less formal meeting atmosphere. It is also good to pass around inexpensive hard candies during the discussion hours, to relieve dry throats and potential boredom. Relatedly, FG members should be seated in a circle, ideally around a comfortably large table. The note-taker should sit silently off to a side at a separate small table, where his/her presence and the sound of his/her typing are unobtrusive.

Standard FG procedures are usually written on a large piece of paper taped to a wall where all can see. Typically, they include the following, plus any others that make sense and that the group agrees upon.

- Please speak freely and candidly because no names and only very general titles/positions will appear in any report, including the notes being taken today.
- Make sure everyone has a chance to speak; and help draw out members who may be shy.
- On the one hand, be respectful of others' opinions and ideas.
- On the other hand, provide specific examples to support or refute your own or others' opinions and ideas.
- Turn off cell phones until the break.

- No smoking until the break – unless the FG and the institution providing their meeting site agree that smoking is ok.
- Also, note where the restrooms are.
- Add any other procedures, as agreed by all.

To organize the FGs for which they are responsible, monitors should have received from UIO a list like the one below for each FG -- albeit with actual names and contact information attached and likely with many extra names to allow for attrition or unavailability of possible FG members in order to achieve the number of persons needed. By the time the FG begins, however, monitors should make sure that Table I-1's roster reflects the individuals who actually attended.

Roster of FG Members in Attendance

Title / Position	**Institutional Affiliation**	**Governorate**	**Training(s) in which Member Participated** (Mode and Topic)	**Sex** (M, F)
1.			a. b.	
2.			a.	
3.			a. b.	
4.			a.	
5.			a.	
6.			a. b.	
7.			a.	
8.			a.	
9.			a.	
10.			a.	
11.			a.	
12.			a.	

Finally, all FG members should have a copy of the question list below, to follow along in discussion and help them formulate their thinking.

FG Guide

Project Name: UIO/Stars Orbit pick one and delete all the others here: Water Security, EMIS, Textbooks II, In-service, SSE, TVET, LLD, Cultural Heritage

General Location of FG: Institution or other **Date of FG**:

Name of Monitor/Other Personnel: **Affiliation**: UIO or Stars Orbit

Introduction

You have been invited to join this focus group (FG) because UNESCO's Iraq Office (UIO) has commissioned a formal, external evaluation of 8 of its projects implemented between 2004 and 2006. Re-building institutional capacity in Iraq – human as well as material -- is the ultimate goal of all these projects. They targeted diverse groups and immediate materiel needs within various Iraqi ministries – notably, those for Water Resources (MOWR), Education (MOE), Culture (MOC) and/or the Ministry of Tourism and Antiquities (MOTA).

Now, one year after most of these projects closed out operationally, this focus group seeks to gauge the longer-term results of the professional training, physical rehabilitation and refurbishment, and equipment provided to you and your institutions.

The purpose of our discussion group is to ask you about the results of the training and other goods and services that you and your unit received, plus elements that helped or hindered your learning and its subsequent application on-the-job. The questions also explore for any significant, positive changes in attitudes, procedures, policies, outputs, etc. in your institutional unit as a whole that may have been introduced or even adopted due to your or other trainees' learning and the facilities, texts, equipment, machinery, etc. provided by the UNESCO project in which you participated.

Finally, we also want to hear about ways you recommend for future projects might do things better or differently, plus any training or other needs that you consider a priority for your units, given the possible re-design of follow-on UNESCO projects.

The evaluators thank you for whatever insights you can provide. Also, please note that your name will be kept confidential. It will not appear in any resulting reports – or anywhere else, including the notes taken during this FG.

FG Discussion Points

1. Please give up to 4 "best" examples of how you or your institution benefited from UNESCO assistance in terms of: building or site rehabilitation or refurbishment, or provision of supplies, equipment, machinery, vehicles, etc.

This is meant not to solicit just a listing of such items. Yes, please identify the particular intervention or item, but then go on to describe how these inputs improved your/your unit's work? What did they make it possible to learn or achieve that otherwise could not have been – both in the short-term and the longer-term?

2. Please give up to 4 "unsatisfactory" examples of rehabilitation, refurbishment, provision of supplies, equipment, etc. These might include: poor choice of priorities in these regards; non-delivery or poor quality/durability of construction, supplies, equipment, etc.; inadequate numbers of items supplied; inappropriate levels or language of library books, manuals, texts; and anything else you might think of. As above, be specific in describing these "unsatisfactory cases."

3. Please give up to 4 "best" examples of improvements in your work or that of your institution as a result of UNESCO assistance in terms of training: study tours, training courses, workshops, seminars, conferences, high-level meetings, etc.

Be sure to explain what made these such good examples of a learning experience, e.g.: the immediate relevance to your work; the level of knowledge (e.g., introductory, advanced, state-of-the-art); the training materials – manuals, workbooks, texts, videos, etc.; the instructor; the language of training; the levels, types, and mix of trainees; and so forth.

4. Please give up to 4 "unsatisfactory" examples of UNESCO training. As above, be explicit about what made these such poor examples of a learning experience.

>>> Break Time <<<<

5. Overall, what do you consider the greatest accomplishments resulting from your, your unit's, and your institution's participation in this UNESCO project? What stands to have the highest or longest-term effects, and why?

These might include significant, positive changes in the workplace in terms of: physical environment and safety; staff and management attitudes; unit or institutional procedures, policies, and outputs; new and intellectually or financially rewarding contacts and networks internationally as well as nationally; increased staff retention, morale, tolerance, etc.; and anything else you consider to have been initiated, fostered, or put forward due directly or indirectly to your own and colleagues' UNESCO training. Please name and explain as many accomplishments as you wish (up to 10-15), making clear how these are linked to UNESCO assistance.

Accomplishment 1.
Accomplishment 2.
Accomplishment 3.
Accomplishment 4.
Accomplishment 5.
Etc.

6. Finally, looking ahead to the possible re-design of follow-on UNESCO projects and thinking about priority training needs in your unit and institution, what recommendations would you make to UNESCO with regard to improving any aspect of training discussed above. That is, what might UNESCO do better; different, more/less of, or not at all; how; for what subject matters; etc. Your ideas on these points are particularly solicited. Please give as many, concrete and specific recommendations as you can, up to 10 or 15.

Recommendation 1.
Recommendation 2.
Recommendation 3.
Recommendation 4.
Recommendation 5.
Etc.

2. Questionnaire for Project Trainees

Instructions to Monitors/Stars Orbit Personnel

The background information in each questionnaire should be pre-filled out by UIO or Stars Orbit personnel before e-mailing or handing the instrument to the particular respondent in question.

For electronic administration, it is recommended that the entire instrument be sent within an e-mail, i.e. not as an attachment. The reason for this is that a respondent's e-mail system might or might not have attachment capabilities.

The handwritten version of the instrument can be created from the version displayed below simply by adding extra space between questions for people to write in, and then printing, photocopying, and stapling the resulting pages. If desired, lines can be added in these spaces also, to help keep handwriting straighter and clearer.

Questionnaire for Project Trainees

Introduction

You are receiving this questionnaire – via e-mail or by hand – because UNESCO's Iraq Office (UIO) has commissioned a formal, external evaluation of 8 of its projects implemented between 2004 and 2006. Re-building institutional capacity in Iraq – human as well as material -- is the ultimate goal of all these projects. They targeted diverse groups within various Iraqi ministries – notably, those for Water Resources (MOWR), Education (MOE), Culture (MOC) and/or the Ministry of Tourism and Antiquities (MOTA). Now, one year after most of these projects closed out operationally, this questionnaire seeks to gauge the longer-term results of the professional training provided to you and your institutions.

The purpose of the questionnaire is to ask you about the results of the training you received plus elements that helped or hindered your learning and its subsequent application on-the-job. The questionnaire also asks about any significant, positive changes in attitudes, procedures, policies, outputs, etc. in your institutional unit as a whole that may have been introduced or even adopted due to your or other trainees' learning. Finally, we are also interested to hear about any training needs you consider a priority for your unit, given the possible re-design of follow-on UNESCO projects.

This questionnaire is designed in such a way that you can fill it out yourself -- whether electronically using MSWord, or by hand – according to whichever way you received it. Please return your electronic answers to the e-address from which you received this instrument. For hand-written questionnaires, please return these to the person who gave you the form.

The evaluators thank you for whatever insights you can provide. Also, please note that your name will be kept confidential. It will not appear in any resulting reports, or anywhere else. Indeed, even the questionnaire itself does not call for a name; only an e-mail address, if any.

Background Information

Project Name: UIO/Stars Orbit pick one and delete all the others here: Water Security, EMIS, Textbooks II, In-service, SSE, TVET, LLD, Cultural Heritage,

Respondent's Title/Position and Institutional Affiliation:

Respondent's Sex:

Respondent's Location: Governorate, City/Town, and Neighborhood

Respondent's e-mail address (if any):

UNESCO Training Mode and Topics in which Respondent Participated: e.g., study tour, on-the-job training, training course, workshop, seminar, conference, high-level meeting, -- and in each case, on what topics?
1.
2.
3
4.

Relevance and Quality of Training

Was the subject matter directly relevant to your present or possibly future professional needs? Place an "X" in the slot that best applies.
_____ Not at all relevant
_____ Somewhat relevant
_____ Relevant
_____ Very relevant

Was the training(s) geared to the level of knowledge you needed? Place an "X" in the slot that best applies.
_____ Too simple
_____ Too difficult
_____ About right
_____ Exactly what I needed

Please comment on your response to the above question.

What was the quality of training materials such as manuals, articles, texts, library materials, videos, etc? Place an "X" in the slot that best applies.
_____ Poor
_____ Fair
_____ Good
_____ Excellent

In terms of state-of-the-art knowledge, clarity, language, visual illustrations, or any other factors you consider significant, please comment on the training materials that you found:
- Most useful, and why?
- Least useful, and why?

Did the instructor(s) appear to know his/her subject matter well? Place an "X" in the slot that best applies.
_____ Yes
_____ No
If "no," please comment.

Did the instructor(s) answer trainee questions adequately? Place an "X" in the slot that best applies.
_____ Yes
_____ No
If "no," please comment.

If the UNESCO project also provided your institutional unit with supplies (e.g., textbooks, laboratory materials, etc.) or equipment (furnishings, computers, printers, scanners, software, photographic/photocopy, GIS/GPS, artifact tagging, etc.) please comment on:
- Which items were most useful to your unit's work, and why?
- Which items were least useful to your unit's work, and why?

Transfer of Training

To what extent are you using your learning in your workplace? Place an "X" in the slot that best applies.
_____ Not at all
_____ A little
_____ Fairly frequently
_____ Almost all the time

If you are no longer working in the same unit or position you were during training, do you still use your training knowledge? If not, why not?

Please comment on what specific techniques or knowledge you have been able to apply in the workplace:
- Use most, and why?
- Use least, and why?

Has the management of your institution been supportive of the use of your new learnings, and have you been encouraged to share them with colleagues and others? Place an "X" in the slot that best applies.
_____ Yes
_____ No
If "yes," please give specific examples.

Training Results and Recommendations

How has the training benefited you personally or professionally?

In your opinion, what are the greatest accomplishments resulting from your, your unit's, and your institution's participation in this UNESCO project? These might include significant, positive changes in the workplace in terms of: physical environment and safety; staff and management attitudes; unit or institutional procedures, policies, and outputs; new and intellectually or financially rewarding contacts and networks internationally as well as nationally; increased staff retention, morale, tolerance, etc.; and anything else you consider to

have been initiated, fostered, or put forward due directly or indirectly to your own and colleagues' UNESCO training.
Accomplishment 1.
Accomplishment 2.
Accomplishment 3.
Accomplishment 4.
Accomplishment 5.
Etc.

Finally, looking ahead to the possible re-design of follow-on UNESCO projects and thinking about priority training needs in your unit and institution, what recommendations would you make in regard to improving any aspect of training discussed above. That is, what might UNESCO do better; different, more/less of, or not at all; how; for what subject matters; etc. Your ideas on these points are particularly solicited.
Recommendation 1.
Recommendation 2.
Recommendation 3.
Recommendation 4.
Recommendation 5.
Etc.

3. Questionnaire for Managers or Supervisors of Trainees

Instructions to Monitors/Stars Orbit Personnel

The background information in each questionnaire should be pre-filled out by UIO or Stars Orbit personnel before e-mailing or handing the questionnaire to the particular respondent in question.

For electronic administration, it is recommended that the entire instrument be sent within an e-mail, i.e. not as an attachment. The reason for this is that a respondent's e-mail system might or might not have attachment capabilities.

The handwritten version of the instrument can be created from the version displayed below simply by adding extra space between questions for people to write in, and then printing, photocopying, and stapling the resulting pages. If desired, lines can be added in these spaces also, to help keep handwriting straighter and clearer.

Important note: If the manager or supervisor receiving this questionnaire was also him/herself a UNESCO trainee, then be sure to send him that questionnaire as well.

Questionnaire for Managers or Supervisors of Trainees

Introduction

You are receiving this questionnaire – via e-mail or by hand – because UNESCO's Iraq Office has commissioned a formal, external evaluation of 8 of its projects implemented between 2004 and 2006. Re-building institutional capacity in Iraq– human as well as material -- is the ultimate goal of all these projects. They targeted diverse groups within various Iraqi ministries – notably, those for Water Resources (MOWR), Education (MOE), Culture (MOC) and/or the Ministry of Tourism and Antiquities (MOTA). Now, one year after most of these projects closed out operationally, this questionnaire seeks to gauge the longer-term results of the professional training provided.

The purpose of this questionnaire is to ask whether you -- as the manager or supervisor of one or more UNESCO trainees[38] -- have observed any meaningful improvements in these individuals' on-the-job performance. The questionnaire also asks about any significant, positive changes in attitudes, procedures, policies, outputs, etc. in your institutional unit as a whole that may have been introduced or even adopted due to trainees' learning. Finally, we are also interested to hear about any training needs you consider a priority for your unit, given the possible re-design of follow-on UNESCO projects.

This questionnaire is designed in such a way that you can fill it out yourself -- whether electronically using MSWord, or by hand – according to whichever way you received it. Please return your electronic answers to the e-address from which you received this instrument. For hand-written questionnaires, please return these to the person who gave you the form.

The evaluators thank you for whatever insights you can provide. Also, please note that your name will be kept confidential. It will not appear in any resulting reports, or anywhere else. Indeed, even the questionnaire itself does not call for a name; only an e-mail address, if any.

Background Information

Project Name: UIO/Stars Orbit pick one and delete the others here: Water Security, EMIS, Textbooks II, In-service, SSE, TVET, LLD, Cultural Heritage,

Respondent's Title/Position and Institutional Affiliation:

Respondent's Sex:

Respondent's Location: Governorate, City/Town, Neighborhood

Respondent's e-mail address (if any):

[38] Note: If you were yourself also a UNESCO trainee, you should be receiving a second questionnaire about your personal learnings experience.

UNESCO Trainees under the respondent's management or supervision:

Title/Position of Trained Staffer	**Mode* and Topic of Training Received**	**Trainee Sex** (M, F)
1.	a. b.	
2.	a.	
3.	a. b.	

*Mode = e.g., study tours; on-the-job training; training course, workshop, seminar; conferences; high-level meetings.

Training Results

Did the UNESCO project provide training in skills and learning important to your institutional unit? Place an "X" in the slot that best applies.

_____ Yes
_____ No
_____ Don't know

Please describe the skills or learning that have proven:

- Most useful, and why?
- Least useful, and why?

Have you observed improvement in the performance of UNESCO trainees in your unit, thanks to the project training they received?

_____ Yes
_____ No
_____ Don't know

If "yes," please describe specific types of improvements, whether for individual trainees or for your unit as a whole, thanks to UNESCO training.

Improvement 1.
Improvement 2.
Improvement 3.
Improvement 4.
Improvement 5.

Institutional Change

If the UNESCO project also provided your institutional unit with supplies (e.g., textbooks, laboratory materials, etc.) or equipment (furnishings, computers, printers, scanners, software, photographic/photocopy, GIS/GPS, artifact tagging, etc.) please comment on:

- Which items were most useful to your unit's work, and why?
- Which items were least useful to your unit's work, and why?

As a result of the UNESCO project, does your workplace now provide an environment that encourages the use of new learnings? E.g., physical surroundings or infrastructure conducive to better work? Sufficient number, quality, and sophistication of equipment in good working order? Supportive managers and supervisors, and collegial peer relations? Better transport to work sites? Anything else? Please describe and give some specific examples.
Example 1.
Example 2.
Example 3.
Example 4.
Example 5.

In your opinion, what are the greatest accomplishments resulting from your employees' and your unit's participation in this UNESCO project? These might include significant, positive changes in the workplace in terms of: physical environment and safety; equipment and machinery; staff and management attitudes; unit or institutional procedures, policies, and outputs; new and intellectually or financially rewarding contacts and networks internationally as well as nationally; increased staff retention, morale, tolerance, etc.; and anything else you consider to have been initiated, fostered, or put forward due directly or indirectly to UNESCO's provision of both goods and services, the latter mainly in the form of training.
Accomplishment 1.
Accomplishment 2.
Accomplishment 3.
Accomplishment 4.
Accomplishment 5.
Etc.

Recommendations

Finally, looking ahead to the possible re-design of follow-on UNESCO projects and thinking about priority training needs in your unit and institution, what recommendations would you make in regard to improving any aspect of training discussed above. That is, what might UNESCO do better; different, more/less of, or not at all; how; for what subject matters; etc. Your ideas on these points are particularly solicited.
Recommendation 1.
Recommendation 2.
Recommendation 3.
Recommendation 4.
Recommendation 5.
Etc.

4. Site Spot-Check Instrument

This form is for application to the sample of sites to be spot-checked shown as Table 6 in the body of this report. That table also shows the great span of facilities that are to be included, e.g., labs, IT units, museums, classrooms, TVET machinery shops, libraries, community or teacher training centers, and more.

Background Data

Project Name: UIO/Stars Orbit pick one and delete all the others here: Water Security, EMIS, Textbooks II, In-service, SSE, TVET, LLD, Cultural Heritage

Name of Site Visited: Institution and Unit **Date Visited**:

Location: Governorate, City/Town, Neighborhood

Name of Monitor/Other Personnel: **Affiliation**: UIO or Stars Orbit

Persons from whom information was gathered for these reporting forms – either during the site visit itself (especially, but not exclusively, from UNESCO trainees there) or in the course of organizing the visit.

Title / Position	**UNESCO Training(s) Received (if any)**	**Sex** (M, F)
1.	a. b.	
2.	None	
3.	a.	
N.	a. b. c.	

Rehabilitation

What was the major rehabilitation work done at this site using UNESCO funds? (Information to be supplied by UIO prior to visit)

Please observe the current condition of the site and comment on the facility's suitability for its planned uses. E.g. is the facility generally clean and in good repair? Does it have electricity and water?

Refurbishment of Furniture and Equipment

***Major refurbishment: Consumables** delivered by the UNESCO project, e.g.:	**Approx. no. items in each defined category**	**Approx % items still on supply, from any source**	**Monitor's remarks** on why/why not 100% re-supplied.
Lab glassware, hoses, chemicals/cleaners, etc,			
Artifact tagging supplies			
Stationery or lab supplies			
Teachers' manuals			
Textbooks			
Other			
Other			
N others			
***Major refurbishment: Durables** delivered in good order by the UNESCO project, e.g.:	**Approx. no. of such items delivered**	**Approx % items still present & functional**	**Monitor's remarks** on why/why not still 100% present and functioning.
Ordinary computers			
GIS-capable computers			
Softwares			
GIS-capable printers			
Scanners			
Furniture			
Major machinery (specify)			
Major equipment (specify)			
Other			
Other			
N others			

*Note that these lists are only illustrative here. Before a site visit is made, monitors or SOC personnel must be supplied by UIO with lists of consumables and durables delivered to the site in question.

Project-Trained Staff

Site Visitor: Please obtain the following information from project-trained and other staff at the site.

Please list any other trainings (besides those already noted in Form 1's contacts) provided by UNESCO to site staff for the enhanced use of this facility. (If institutional memory is dim, this information may have to be supplied by UIO.)

1.
2.
3.
4.

How busy and active does the facility appear to be?
Please check one: ___very ___somewhat ___ not very

In the opinion of the individuals spoken with, are their work materials, computers, and other equipment or machinery sufficient in number, quality, and sophistication to do their jobs? Please comment, using direct quotes from respondents as much as possible.

Relatedly, are the materials, equipment, machinery, etc. accessible to and used by the persons or groups UNESCO intended? Please explain.

What major accomplishments have been made possible in professionals' work at the facility thanks to UNESCO's rehabilitation and/or refurbishment of the site?

What priority needs and activities can professionals at the site recommend for any future UNESCO projects at their own or similar sites or in their own and related disciplines?

APPENDIX D: Team Biographies

Social Impact

Established in 1996, Social Impact (SI) is a global social enterprise dedicated to helping international agencies, civil society and governments become more effective agents of positive social and economic change. SI's mission is to make international development more effective in improving peoples' lives. SI provides integrated services to strengthen the performance of development organizations, their programs and the capacity of their local partner organizations. More specifically, these services include Project and Program Evaluation & Design, Performance Management Systems, Capacity Building, Partnerships Management, Strategic and Sector Planning and Team Building. SI works across all sectors including: economic growth; health and education; agriculture and rural development; environment and natural resource management; and democracy and governance. Over the past 12 years, the principals of SI have improved the quality of nearly 1000 development and social change projects and programs in over 130 countries.

SI works through a core team of 15 staff and closely affiliated consultants and has an extensive data base of more than 1000 vetted consultants based worldwide. SI clients include a broad range of development assistance agencies including the United Kingdom's Department for International Development (DFID), the World Bank (Bank), the Asian and African Development Banks, the United States Agency for International Development (USAID), Centers for Disease Control and Prevention's Global AIDS Program (CDC/GAP), agencies of the United Nations, government ministries, and nongovernmental organizations (NGOs).
SI has a proven track record of working with UN agencies including the following: the International Fund for Agricultural Development (IFAD); Pan American Health Organization (PAHO); United Nations Children's Fund (UNCF); United Nations Capital Development Fund (UNCDF); United Nations Development Program (UNDP); United Nations Disarmament Committee (UNDC); and United Nations Food and Agriculture Organization (FAO).

Dr. Constance McCorkle: Team Leader (TL)

Dr. Constance McCorkle, a Senior SI Associate, is a highly capable and successful anthropologist/sociologist with worldwide credentials and ample international experience. Dr. McCorkle specializes in M&E of developmental relief programs and interventions and many of her experiences have involved conflict and post-conflict settings including Afghanistan, Iraq, Angola, and the former Yugoslavia. She has designed and/or conducted dozens of evaluations and studies in a variety of sectors, including: agriculture, natural resources management, soil-and-water conservation; irrigation, potable water supply, sanitation, and related health risks; literacy and numeracy training for adults; vocational education for special groups such as child laborers, ex-combatants, widows and orphans, poor farmers, people living with HIV/AIDS, and youth-at-risk generally; and community- based capacity building of many types. Dr. McCorkle is well-versed in evaluations for programmatic impact, sustainability and efficiency and has authored more than 35 major technical reports or M&E tools, including the landmark report entitled "Looking Back and Looking Forward: Final Evaluation of the Iraq Community Action Program" (Nov 2006).

Ann Skelton: Education Evaluator

Ann Skelton, a Senior SI Associate, is an international development specialist with an emphasis on education. She has over 30 years experience that includes the management and evaluation of international education and training projects, secondary and university level teaching, adult education course design, workshop design and delivery, training needs assessment and training project design and evaluation. Formerly, as Vice President of Training Services with a consulting firm serving the US government, she was responsible for managing USAID international training and education projects, designing and implementing those projects, monitoring progress toward goals and evaluating results and impact. She has led project assessment design tasks in Latin America, Egypt, and Africa. As team leader on a recent multi-country Africa based education project assessment and design, Ms Skelton led a team of US and local specialists in assessing sector education needs through interviews, site visits and comparisons of various pilot program designs. Since retirement from full-time employment, Ms. Skelton has continued to consult with international development and education organizations. Currently she teaches in the English department of Montgomery Community College.

Dr. Elizabeth Stone: Cultural Heritage Expert

Elizabeth C. Stone was educated at the University of Pennsylvania, Harvard University and the University of Chicago, where she received her PhD. She is a specialist in the archaeology of complex societies in the Near East. Her research began with a focus on the organization of houses and households in ancient Mesopotamian cities but rapidly expanded to a consideration of the role of neighborhoods in urban organization. Today she is primarily concerned with the relationship between urban planning and underlying social and political organization in early complex societies. Since the invasion of Iraq in 2003, Dr. Stone has been actively involved in attempting to help Iraqi archaeology recover from more than a decade of war and sanctions. She enabled the first significant shipment of equipment and furniture to the Iraq Museum after it was looted, and since October 2003 has been the PI of a USAID grant to help rebuild higher education in Iraq. Working especially with the faculty at Baghdad and Mosul Universities, she was able to rehabilitate the departments, provide computers, equipment and books, provide training programs–including an MA program for Iraqi students at Stony Brook–and expand the availability of Near Eastern Archaeology resources available on the web.

She has published a number of books, including *Nippur Neighborhoods*, *Adoption in Old Babylonian Nippur*, and *The Iron Age Settlement at 'Ain Dara, Syria*, *The Anatomy of a Mesopotamian City: Survey and Soundings at Mashkan-shapir* as well as numerous articles.

APPENDIX E: Terms of Reference

Terms of Reference (TOR)
Iraq Office UNDG ITF Program Evaluation

A. Evaluation Approach and Methodology

Social Impact (SI) will evaluate all eight of UNESCO's projects taking a utilization-focused and mixed-methods approach to data collection and triangulation. This combines participatory as well as conventional techniques, and field- as well as desk-based methods, to allow evaluators to identify the experiences and opinions of beneficiaries directly and indirectly.

SI will gather quantitative information from statistical analysis of UNESCO databases, project MISs, and thorough reviews of strategic documents and analyses of UNESCO M&E data and project/program activity reports. Qualitative information will be collected through interviews with key personnel, formal focus groups in the same areas or possibly self-administered focus groups within Iraq, surveys and/or questionnaires and/or surveys for gathering a wide sample of data without putting the evaluation team, UNESCO staff or beneficiaries. All evaluation instruments will be developed and pre-tested by the SI team.

SI's evaluation approach will be based on the five principles that UNESCO lists as essential to the success of their programs: Efficiency, Effectiveness, Relevance, Impact and Sustainability. With the lens of these five principles, SI will evaluate UNESCO programming by asking the six following questions, adopted from the RFP:

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

To better accommodate all these mandates SI will carefully refine the evaluation scope and focus through evaluation design discussions with UNESCO. The overarching design will be systematically applied to each project area. Key questions or issues for each component will be agreed between the relevant UNESCO staff and the evaluation team once the team has reviewed basic project documentation. In the evaluation report, SI will clearly distinguish differing types of findings and, as appropriate, findings will also be flagged for relevance to varying UNESCO projects in Iraq. A detailed description of team roles and timing can be found in section C.

B. Outputs (Deliverables)

SI will deliver the following six outputs, which will be comprehensive to communicate findings and recommendations to UNESCO. These five outputs fit into three phases, which will be detailed in Section C.

1. Team Building Meeting - SI will conduct a Team Building Meeting to orient the team regarding working styles, deadlines, roles and responsibilities and communication among all stakeholders. The SI Task Manager will chair this meeting and a UNESCO representative will be invited to join the discussion via conference call.

2. Methodology Paper – After the desk review (phase 1) and before the team departs for Amman, SI will deliver a methodology paper outlining refined interview protocol, a more detailed and accurate field plan as well as draft components of the mixed methodology; i.e. surveys, interview protocols, a document review list, etc. The proposed Arabic-speaking Economist/Statistician can draft surveys in Arabic if necessary to reach wider audiences.

3. Informal Debrief – After the field work and before the team returns to DC, the SI evaluation team will hold an informal debrief with appropriate UNESCO personnel in Amman regarding preliminary findings and recommendations and present a draft outline of the report. This output will ensure that UNESCO agrees with preliminary findings and can tag any "red flags" before they make it into the draft report.

4. Draft report – The draft report will be written as the final with key findings, conclusions and recommendations regarding the eight program areas. UNESCO is to provide comments one week after the draft is submitted.

5. Final Report – The final report will be a document ready for dissemination among UNESCO staff, stakeholders, donors and relevant sectors at UNESCO HQ. Table 1 illustrates the types of findings that could be included in the final report.

Table 1: Types of Evaluation Findings to Be Reported in UNESCO Final Report

Looking Back

- Based on the log frame(s), a check that **outputs** have been delivered as planned (without which planned outcomes are unlikely), as evidenced by regular report or monitoring data;
- Assessment of achievement of planned **outcomes** against indicators and targets – but also including any unplanned effects (positive as well as negative);
- Distillation of **strengths/best practices** emerging across the life of program
- Likewise for **weaknesses/lessons learned;**
- As further input to most of the above elements, examination of any **midterm-evaluation recommendations** made, and why or why not they were **acted upon** by end of program;
- Likewise, review of the adequacy of program and project oversight, management, and administration.

Looking Forward

- **Recommendations for sustainability** of project achievements;
- **Recommendations for the next phase** of UNESCO programming in Iraq.

6. Final Presentation – The final presentation using Power Point given by the SI team and including a 30-minute overview of the evaluation process and findings (all taken from the final report) to take place in Amman, allowing for Q&A from participants.

C. Timing

SI's evaluation of UNESCO's Iraq projects will consist of three main phases or steps:
1) framing the evaluation and methodology;
2) data collection, analysis and drafting the report; and
3) final report and presentation.

The following workplan summarizes SI's proposed steps to achieve the task, outputs that fall under each step and the level of effort (LOE) required for each step.

PHASE 1: Framing the Evaluation and Methodology
Weeks 0-4

Activities
Immediately upon award of the evaluation assignment (Week 0) to Social Impact, drawing upon the program documents already in hand, SI will work with a UNESCO Representative to draw up a bibliography of program reports and related documents for UNESCO to collect and e-forward to the Evaluation Team (hereafter, simply team). The Team Leader will also send UNESCO a standardized checklist of evaluation materials that it might consider forwarding. These activities will ensure that the documents reach the team in time for Week One's literature review and pre-planning.

During Weeks 1-4, the team will finalize evaluation approaches and research materials; review all pertinent project documents as per the eight project areas; categorize and chart the myriad groups of stakeholders to be involved in the evaluation; based on logic model and discussions with UNICEF focus and refine key evaluation questions; organize a one-day Team Building Meeting for the whole team that includes introductions, a point-by-point review of the Terms of Reference, review and refinement of the workplan and tentative report outline, tentative assignment of writing tasks for report, discussion of team members' relative strengths and weaknesses vis-à-vis the types, numbers, locales, languages, etc. of evaluation activities, task assignments, and task management; and draft the methodology paper for UNESCO review.

Outputs
- Team Building Meeting
- Methodology Paper

LOE for Phase I

Title	Name	LOE
Program Manager	Susan Kupperstein	4
Team Leader	Constance McCorkle	15
Education Specialist	Ann Skelton	12
Economist/Statistician	Plamen Nikolov	8
Water Expert	Patti Delaney	1 (as needed)
Cultural Heritage Expert	TBD	1 (as needed)

Note: In terms of team composition, it is strongly recommended that a UNESCO Representative be designated as a Point of Contact (POC) for the team; a planning phone-call between the POC and the team leader would be useful. One suggestion would be to include the UNESCO POC in part of the Team Building Meeting. From past experience, SI has learned that having a Donor POC available to answer questions and clarify aspects of the material or SOW is invaluable in keeping the evaluation on schedule, and eliminating an overlap of opinions.

Phase II: Data Collection, Analysis and Drafting the Report
Weeks 5-7: Field Work/Data Collection

Activities

During Week 5, the Team Leader and Education Evaluator will travel to the field to work independently conducting interviews, distribute surveys, facilitate focus groups and complete other methods of data collection with available UNESCO staff and partners. Before their return to DC, team members will hold a joint informal debrief regarding preliminary findings and conclusions.

Since the Team Leader and Education Specialist are traveling together, they will hold a brief coordination meeting in the morning before starting the work day and a "lessons learned" wrap-up meeting at the end of the day. Communication will also remain open between members in the field and team members in DC; the Task Manager will coordinate regular check-in meetings between all team members to ensure the evaluation is progressing smoothly and the field team is receiving the support they need. This task-management strategy will ensure that assignments are completed in the most expeditious way with nothing "falling through the cracks," that any necessary adjustments and trouble-shooting are promptly addressed, and that the team shares the maximum amount of information and insights from their respective interviews and fieldwork before these "go cold."

Once everyone returns to DC, the entire team works closely in DC to analyze collected data, share best practices and lessons learned and begin work writing selected report components. It is the responsibility of the Team Leader to compile report pieces and edit them into one cohesive document. As an added safeguard for quality control, the team will submit the report several days before it is due to UNESCO so that the Task Manager can do a final edit on the report.

Outputs

- Informal Debrief
- Draft Report

LOE for Phase II

Title	Name	LOE
Program Manager	Susan Kupperstein	4
Team Leader	Constance McCorkle	30 (18 travel and 12 data analysis/report writing)
Education Evaluator	Ann Skelton	30 (18 travel and 12 data analysis/report writing)
Economist/Statistician	Plamen Nikolov	10
Water Expert	Patti Delaney	.5 (as needed)
Cultural Heritage Expert		.5 (as needed)

Phase III: Final Report and Presentation
Week 8-10: Analysis and Report Writing

Activities

UNESCO will take one week to review the draft and give comments on content and findings. This information will greatly assist in making the final report a useable, helpful document that can be widely disseminated to donors, stakeholders and other appropriate UNESCO HQ staff. SI integrates comments into Final Report answering all questions, filling gaps and correcting any mistakes made in the initial draft.

SI holds formal debrief with UNESCO in person.

Outputs

- Final Report
- Final Presentation