EVALUATION REPORT:

B1-15 STRENGTHENING SECONDARY EDUCATION IN IRAQ, PHASE I

Submitted to UNESCO Iraq Office

by

Social Impact

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Social Impact, Inc

Enhancing Development Effectiveness

United Nations
Educational, Scientific and
Cultural Organization

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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

B1-15 STRENGTHENING SECONDARY EDUCATION IN IRAQ, PHASE I

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 **B1-15 Strengthening Secondary Education in Iraq, Phase I,** which improved the facilities and infrastructure of 55 secondary schools in Iraq.

Strengthening Secondary Education in Iraq (SSE), Phase I received approval to run from January 2006 through December 2006 with a budget of US$4,721,300 funded by the EC under the UNDG ITF. After two extensions, the Project ultimately closed on 31 December 2007.

Science laboratory furniture / ©UNESCO

In order to modernize secondary teaching methods in the sciences and library utilization the Project refurbished science and library facilities in 55 schools, providing IT equipment and new book titles for the libraries and developing teaching aids such as lab manuals and low cost lab items. The schools were located in a widely dispersed geographic area (Erbil, Kirkuk, Najaf, Basra, Missan, Thi Qar, and Al-Murthana) and 28 of them were for boys and 27 for girls.

[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.

The original plan was to equip one laboratory per school, but after implementation began, a decision was made to equip three laboratories (biology, chemistry, and physics) per school, for a total of 165 science laboratories. While the procurement and installation of equipment for the labs might not sound particularly difficult, it was in practice. The list of goods for the science labs, e.g. basic equipment, chemicals, books, filing cabinets, IT equipment, etc., had to be formulated in precise detail. Since not all of the planned equipment could be provided when the number of laboratories tripled, some items will be supplied under the proposed Phase II follow-on project.

In addition to the furniture, equipment, books and IT equipment 15 teacher and 15 student experiment manuals and various teaching materials for Human Rights were also developed and supplied.

Furthermore, school principals, lab technicians, and librarians attended training workshops designed to enhance their ability to use the newly refurbished laboratories and libraries in their teaching. A total of 88 participants attended six different courses on topics such as low-cost equipment for science education to specialized training for school principals. Thus SSE went beyond simply rebuilding infrastructure damaged during previous conflicts.

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.

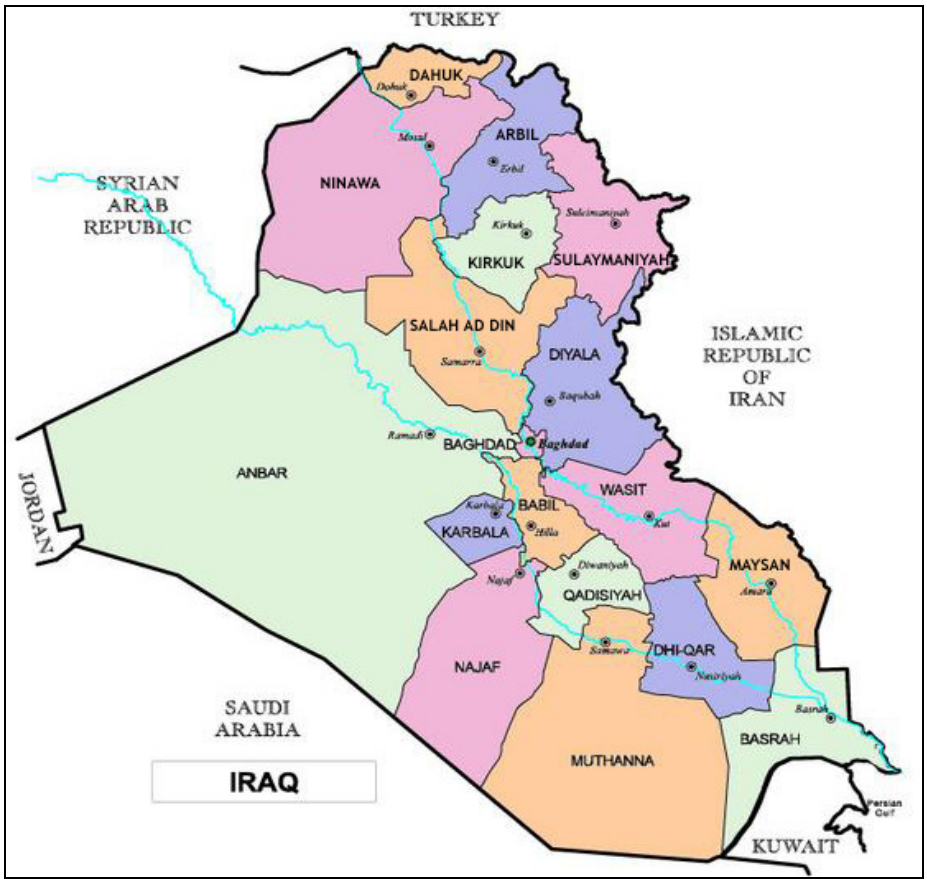
Baghdad, Dyala, Erbil, Kirkuk, Missan, Muthana and Najaf. [4] (See Table 1)[5] These governorates were chosen because they cover all of the Iraq's three regions, contain the largest pools of beneficiaries, and reflect the cultural and geographic diversity of the country.

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

Strengthening Secondary Education in Iraq (SSE), Phase I received approval on 29 August 2005 to run from January 2006 through December 2006 with a budget of US$4,721,300 funded by the EC under the UNDG ITF. After two 6-month extensions, the Project ultimately closed on 31 December 2007. The SSE Project provided resources to 55 schools in a widely dispersed geographic area, i.e., Directorates of Education (DoE) in Erbil, Kirkuk, Baghdad (Rasafa3, Rasafa2, Rasafa 1, Karkh1, Karkh2, Karkh3), Najaf, Basra, Missan, Thi Qar, Al-Murthana. Of the 55 schools, 28 were for boys and 27 were for girls—an even split.

SSE is one of the several education cluster projects aimed at rebuilding the Iraqi educational system after years of neglect and conflict. SSE was designed to strengthen secondary education by improving the facilities and infrastructure of 55 of the 5000 or more secondary schools in Iraq. Capacity development was also an important, albeit significantly smaller, part of the design and activities. The small proportion of schools designated for attention under this project places this in the category of a pilot project.

Specifically, the Project had the following immediate objectives:

1. To contribute to quality science teaching in secondary schools through the provision of facilities and capacity building of teachers;
2. To rehabilitate secondary school libraries by providing books, maps and other materials; and
3. To equip libraries with IT facilities and train staff to maintain and use the facilities, thereby ensuring access of teachers and students to a wide range of materials.

In the long-term, the Project aims to:

1. Support the reconstruction of secondary schools and school facilities; and
2. Strengthen and rebuild Iraq's secondary-level education by equipping libraries and laboratories and training teachers and librarians of the schools;

UNESCO collaborated in varying degrees with agencies such as UNICEF, UN-Habitat, ILO and UNIDO to identify appropriate schools, organize training workshops and carry out other related activities. Beneficiaries of the Project include everyone affected by the refurbished secondary schools, i.e., students, teachers, librarians, administrators as well as the workmen and contractors involved in the rehabilitation of the buildings.

B. Timeline

Table 2 below highlights management actions and external events that affected the progress of the Project. It does not include trainings or workshops. Smaller events are also not included for the sake of clarity.

Table 2: Operational Chronology of the Project

Date	Operational Events
Sep 2005	Strengthening Secondary Education in Iraq Phase 1 project commences
Oct- Dec 2005	Project implementation ongoing
Jan 2006	• 1st budget revision request to extend Project and reallocate funds approved • List of 55 selected schools agreed upon
Feb 2006	Project implementation ongoing
Mar 2006	2nd budget revision request to reallocate funds approved
Apr 2006	• Newly re-elected President Talabani asks Shia compromise candidate Nouri Jawad al-Maliki to form a new government ending months of political deadlock; • New MoE: Khodair al-Khozaei
May - Sep 2006	Project implementation ongoing
Oct 2006	Student science lab manuals grades 8 – 12 delivered to the 55 schools (planned)
Nov 2006	Project implementation ongoing
Dec 2006	Initial Project close date
Jan-Apr 2007	Project implementation ongoing
May 2007	3rd budget revision request to extend Project and reallocate funds approved
Jun-Oct 2007	Project implementation ongoing
Nov 2007	4th budget revision request to reallocate funds approved
Dec 2007	Project closes

II. PROJECT DESIGN and IMPLEMENTATION

A. Project Design

SSE's design was predicated upon a vision of the role and importance of the education system that is as true today as when the Project was conceived in 2004: "UNESCO considers it extremely important for a country such as Iraq to invest its resources in secondary education because a sense of hope and normalcy needs to be regained urgently in the minds of Iraqi youth and adolescents who will shoulder the future course of the country."[9]

Thus even though Project designers were faced with a shortage of functional buildings, classrooms and teachers in Iraq, they still forged ahead because they knew the significance of restoring the secondary school system. The design and approach they formulated recognized the need to provide the basic, tangible tools of learning and accordingly the main component of the Project relies on providing equipment. However, priority was also given to modern teaching practices and for that reason the Project included a substantial portion of capacity building for teachers and supervisors.

Specifically, the design contained two basically equal elements: *Sub-Programme I,* the reconstruction of science laboratories; and *Sub-Programme II,* strengthening of school libraries.

[9] UNDG Iraq Trust Fund Project Document. Cluster Review, November 2005, approved August 2005, p. 5.

In order to modernize secondary teaching methods in the sciences and in library utilization the Project refurbished science and library facilities in 55 schools, providing IT equipment and new book titles for the libraries and developing teaching aids such as lab manuals and low cost lab items. Additionally, school principals, lab technicians, and librarians attended training workshops designed to enhance their ability to use the newly refurbished laboratories and libraries in their teaching. Thus SSE went beyond simply rebuilding infrastructure damaged during previous conflicts.

UNESCO cooperated with UNICEF and UN-HABITAT to identify schools in areas of relative calm and that were reasonably structurally sound. This plan was chosen for reasons of cost-effectiveness and ease of implementation. Schools that accommodated a large number of students with diverse needs were also favored for selection. In the end, a nearly equal number of girls' schools and boys' schools were chosen.

ILO and UNIDO contributed to the Project by providing information regarding the relative merits of the subject areas to be strengthened.

The Project included several levels of beneficiaries beyond the teachers and principals who received training: students from the targeted schools, their families and those workers and contractors who received employment as a result of refurbishing the laboratories and libraries derived measurable benefits. (See Table 3)

Table 3: Project Beneficiaries

I. Primary Beneficiaries (during LOP) Direct Beneficiaries: • 701 staff members of the 55 secondary schools including school principals, science teachers, lab technicians, and librarians who participated in training events; • Students of the 55 schools who benefited from project equipment, supplies, commodities in their classrooms as well as improved teaching methods; and • 100-150 workers who received short-term employment during the refurbishment of the 55 schools. Indirect Beneficiaries: Ministry and personnel, i.e. technicians, supervisors, etc. who participated in training/learning delivered by UNESCO or by primary direct beneficiaries via TOT or mentoring.
II. Secondary Indirect Beneficiaries (EOP to 1.5 years after): Personnel from various schools and departments who benefit generally from Project equipment and/or from primary direct and indirect beneficiaries' new knowledge, skills, networks, etc. in their institutional unit(s).
III. Tertiary Indirect Beneficiaries (over 1.5 years after EOP): Families of the students from the 55 schools.

Sources: SSE Project Paper and SSE Completion Report

B. Implementation

The UNESCO Iraq Office (UIO) in Amman managed project activities and coordinated decision-making, communication and implementation of the activities with Ministry of Education (MoE) counterparts. The day-to-day operations of the Project, from design through implementation, demanded precise planning and constant vigilance. UN project staff had the additional challenges of handling the project planning and implementation from a remote location (Amman) and without being able to even travel to Iraq. As a result, planning meetings with Iraqi representatives had to be arranged with at least two weeks advance notice to handle the visas and other details.

The UIO Project Manager answered these challenges by making a detailed "A to Z" work-plan based on the Project Paper design. The Plan divided major tasks into separate components with deadlines and responsibilities identified for each. In the case of SSE the computerized work plan itself was 31 pages long. Implementation steps began with the identification of 55 recipient schools and continued with the rehabilitation of the science laboratories and libraries, the procurement of construction contracts, procurement of furniture, procurement of supplies and teaching materials, the delivery and installation of materials and finally capacity building for various educational groups.

The UIO management team coordinated project objectives, progress and changes with one focal point at the MoE. To avoid the difficulties and delays experienced in other UN projects, UIO management requested and received agreement with the MoE that this focal point would not be changed during the life of the Project. Even with this agreement in place, various other issues did cause frustrating delays to take place, e.g., delivery of goods from suppliers were sometimes later than expected or supplies stayed in MoE warehouses longer than necessary.

Science laboratory equipment / ©UNESCO

While the procurement and installation of equipment might not sound particularly difficult, it was in practice. The list of goods for the science labs, e.g. basic equipment, chemicals, books, filing cabinets, IT equipment, etc., had to be formulated in precise detail. In addition, the quantities included in the initial budget were based on equipping 55 laboratories, one in each school. These had to be changed once the decision was made to rehabilitate 165 science laboratories, three laboratories (biology, chemistry, and physics) per school. Since not all of the planned equipment could be provided when the number of laboratories tripled, some items will be supplied from the Phase II follow-on project.[10]

[10] Approval is being sought for a second phase of Strengthening Secondary Schools focusing on 62 schools in different Governorates.

Procurement and contracts followed UNDG guidelines. However, UNESCO's own procurement system contributed to some of the difficulties encountered in stocking the libraries. The bidding process and the need to provide specifications produced an unwieldy response: some bidders responded by providing only one book title raising the specter of needing to execute numerous additional contracts. The very selection of titles and having to adhere to the copyright restrictions and regulations that prohibited direct purchases also complicated the procurement of library books.

The monitoring role inside Iraq to check on the delivery and installation of equipment was handled either by UNESCO Monitors or by an independent Iraqi contractor who verified delivery and reported directly to the UIO Project staff. Though the major part of SSE involved large amounts of lab and library equipment, no reports of missing equipment were found by the SI Team.

III. DESCRIPTION and ANALYSIS of PROJECT OUTPUTS

A. Equipment, Supplies and Commodities

As discussed above, the original budget only accounted for supplying 55 school laboratories and not the 165 science laboratories that were ultimately refurbished and equipped with proper laboratory furniture and equipment. Table 4 shows the standard budget categories of *Equipment* and *Supplies & Commodities* that correspond to the costs for these activities.

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

Item Description and/or Function	Planned No. of Sites	Total Estimated Cost (US$)
Equipment:		
Science Labs Equipment and Computers	55	1,100,000
IT Equipment for Libraries	55	165,000
IT Equipment for Project Staff		10,000
Books	55	165,000
Reference Books	55	110,000
Maps	55	165,000
Furniture, desks, cabinets, chemicals, stationery, etc. for science labs	55	187,000
Furniture, desks, shelves, chairs, etc. for libraries	55	187,000
Sub-total		**2,089,000**
Supplies & Commodities		0
Total Costs	**---**	**2,089,000**

Sources: SSE Proposed Budget (29 Aug 2005), SSE Completion Report and Financial Status Report (31 December 2007)

Surprisingly, the original budget for equipment was only slightly increased to accommodate this change.

Although not as obvious, the budget also contained funds for rehabilitating and equipping libraries 35 schools with books, maps, and learning materials, as well as for supplying furniture, IT and audio visual equipment to 55 secondary school libraries. The actual cost for providing these items was only $926 more than originally estimated.

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). Table 5 displays the sites visited and persons talked to as reported by SOC.
Unfortunately the spot-checks provided more information about the condition of IT equipment than the actual laboratory supplies, library furniture and equipment central to this Project. We believe this was a result of the visibility of the computer equipment. More detailed information on their findings follows.

Table 5: Spot-checks of Equipment, etc. at SSE Locales

City and/or Province	Region of Locale	Type of Locale Visited	Position of Person(s) Interviewed	# and Sex	
				M	F
1. Baghdad	Center	Secondary School	Education Specialist	1	0
2. Baghdad	Center	Secondary School	Secondary school Manager	1	0
3. Baghdad	Center	Secondary School	Secondary school Manager	1	0
4. Dyala	Center	Administration Building*	Staff from DoE, Teacher, and Education Specialist	4	0
5. Kirkuk	North	Training Center **	Education Specialist	1	0
6. Kirkuk	North	Secondary School	Education Specialist	0	1
7. Missan	South	Administration Building	n.d.	1	0
8. Missan	South	Administration Building	Education Specialist and Supervisor	1	0
9. Missan	South	Secondary School	Staff at secondary school for girls	0	1
TOTAL			**12**	**10**	**2**

* This location also used for another project, In-Service Training (In-Service).
** This location also used for another project, Education Management Information System (EMIS).

Baghdad: The data gatherer visited three secondary schools and confirmed seeing equipment in working order in each site. However, responses from those interviewed in each location differed. In the first site, two computers and a GIS-capable printer were observed, yet the education specialist spoken to felt that these were of limited assistance in helping teachers do their jobs. They also were not accessible to everyone. He advised that they needed "modern equipment, modern training courses and modern scientific sources for the library."

In the second location the spot-checker was accompanied by a secondary school manager who said the equipment was sufficient to meet their needs but not accessible for everybody.
This apparent contradiction may be attributed to a misunderstanding of the question posed: "are they used by the persons or groups UNESCO intended?" Their use could have been restricted to the targeted teachers or libraries, but he might not have realized these were the intended groups. Nevertheless, he also mentioned that modern equipment was needed as well as modern scientific sources for the library.

In the third secondary school, the spot-checker observed six computers, three GIS-capable printers, and two scanners, all of which were in working order. The secondary school manager at the site also said they were sufficient to meet their needs, of good quality and accessible for the intended group of users.

Dyala: Given that this site was used both for the In-Service project as well as SSE, it is not clear which of the 30 computers encountered belonged to SSE. The DoE staff commented to the spot-checker that the amount of equipment present was not sufficient to do their jobs. Note that this is the location where former participants of In-Service training commented that equipment "had been stolen before the explosion of the old building" and that computer use was weak due to lack of electricity. Since both projects partially overlapped between mid-year 2005 through the end of 2006, the destruction of furniture and equipment could apply equally to SSE.

Kirkuk: The spot-checker confirmed seeing five computers, three GIS-capable printers, two scanners and a server in working order. The educational specialist accompanying the spot-checker verified that the quantity and quality of the equipment was sufficient for them to do their jobs.

Missan: In the first location, the spot-checker encountered one computer, one GIS-capable printer and one scanner, all in good condition. The respondent indicated that this equipment was very limited and not accessible to everybody.

In the second location, the spot-checker observed three ordinary computers, one GIS-capable computer, three printers, two scanners, and a 'pocket computer' all of which were working. The education specialist commented that the quantity of computers was limited but available to those who "specialized in educational supervision and the educational leaders."

In a secondary school the spot-checked observed one computer, one printer, and one scanner, all of which were working. The staff member interviewed confirmed that they were sufficient in terms of quality.

B. Teaching Materials and Training/Learning Events

In addition to the furniture, equipment, books and IT equipment the following learning materials were developed and supplied:

- 15 teacher and 15 student experiment manuals: Physics Teacher Laboratory Experiment Manuals, Grades 8 – 12; Chemistry Teacher Laboratory Experiment Manuals, Grades 8 – 12; and Biology Teacher Laboratory Experiment Manuals, Grades 8 – 12

Table 6: Iraqi Participants in Training/Learning Events for SSE

Event	Dates	Location	Training Provider(s)	Type(s) of Pax[11]	No. of Pax	No. (%) of Pax by Sex		No. (%) of Pax by Region		
						M	F	Center	North	South
1. Workshop on Low Cost Equipment for Science Education	28 Nov – 4 Dec 2006	Salt, Jordan	Sustainable Research and Development Centre	2 from GD of Curriculum for Kharkh-Baghdad; 2 from GD of Curriculum for AlSader-Baghdad; and 6 from Directorate of Educational Techniques	10	10 (100)	0 (0)	10 (100)	0 (0)	0 (0)
2. Workshop: Laboratory in Science Education Training Program	2 – 14 Dec 2006	Salt, Jordan	Bridging Digital Gap Instructional Technologies	Science Teachers (Biology, Chemistry and Physics) from different schools in Iraq	39	27 (69)	12 (31)	18 (46)	6 (15)	15 (39)
3. School Library Supervisors Training Program	18 - 26 Dec 2006	Salt, Jordan	Sustainable Research and Development Centre	One Library Principal and 12 Library Supervisors	13	11 (85)	2 (15)	6 (46)	5 (38)	2 (16)
4. School Principals Training Program	21 – 26 May 2007	Braun-schwei, Germany	Georgeckert Institute (Germany)	8 Principals from different schools in the MoE and 1 assistant	9	5 (56)	4 (44)	3 (33)	1 (11)	5 (56)
5. Laboratory Technicians Training Program	27 May – 1 Jun 2007	Bremen, Germany	Biological & Medical Equipment	Laboratory Technicians from MoE	12	9 (75)	3 (25)	6 (50)	1 (8)	5 (42)

[11] Pax is an abbreviation for Participants.

Event	Dates	Location	Training Provider(s)	Type(s) of Pax[11]	No. of Pax	No. (%) of Pax by Sex		No. (%) of Pax by Region		
						M	F	Center	North	South
			Center (Lebanon)							
6. Data Loggers Training Program	21 – 25 Oct. 2007	Amman, Jordan	Biological & Medical Equipment Center (Lebanon)	Officials from Directorate of Curriculum	5	4 (80)	1 (20)	5 (100)	0 (0)	0 (0)
TOTAL					**88**	**66 (75)**	**22 (25)**	**48 (55)**	**13 (15)**	**27 (30)**

Source: Training Tables provided by UNESCO

- Teaching materials for Human Rights: Guidebook for Helping Students Cope with Stress, Violence and Disasters; Teaching Special Needs Children in Iraqi Schools Guidebook; and Guidebook for Teaching Gifted Students

The glossy cover manuals were of high quality with very good color reproduction, evenly printed pages and sturdily glued bindings. They included an array of possible experiments in the science curriculum for each grade level and provided instructions, color photographs and lined pages for handwritten notes. The UIO manager noted the need to print the materials in an Arabic-speaking country to ensure correct scientific terminology. Presumably the teachers' manuals will be reused and amplified by the teachers' own notes whereas the student manuals will need to be replaced each year.

The human rights' teaching materials were not reviewed by the Education Evaluator as she did not have access to them.

Six learning/training events also formed part of this Project. Table 6 above displays all available data concerning these events including dates, location, training provider and participants.

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

Training on setting specifications for the science laboratory equipment / ©UNESCO

Table 7: Project Beneficiaries Who Participated in the 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	Supervision specialist, education specialist, supervisors and teachers from DoE	Training curriculums; Study tours; Classification and indexing; Lectures on biology, physics, computers and chemistry	10	3	3	13	3	16
Groups of trainees –FGs (N=1 FG)	Secondary school teachers, education specialist and library supervisor	Training in science education curriculum	6	n.d.	n.d.	3	3	6
Total			**16**	**3**	**3**	**16**	**6**	**22**

1. Trainee Questionnaires

In response to questions about the relevance and quality of the training program, 100% of the respondents replied that training was very relevant. They also said that the training provided "exactly what they needed" in terms of knowledge transfer. In addition, all of the participants believed that the instructor knew the material well, was highly efficient and answered questions adequately.

Most participants said the training materials were good; a minority said excellent. Comments provided further detail by asking for Arabic books and materials since most had difficulty reading English.
Items that participants found most useful to their institutions included microscopes, lab glass supplies, testing equipment for physics experiments, chemical materials for lab experiments and the lab furniture and stools. Participants commented that many of the students had not seen such equipment in their lives. Another commented that "the furniture and tools and stools changed the lab room from an ordinary classroom to a lab study room…"
The glass material was listed as least useful as it was sometimes broken or unclear. Some furniture was also listed as poor quality.

Questions that centered on the transfer of training to the workplace also showed consistency across the regions polled: 100% said they are using their training in the workplace 'almost all the time,' the highest rating on the scale provided. Answers to questions on management support showed greater differences: 31% of respondents said management was not supportive of participants using new learning.

Explanatory comments indicated that "they didn't agree to install the equipment immediately and it took a long time to install. This meant losing educational information and some chemical material expired."

Many participants reported accomplishments that they related to training. For example:

Science Teachers

- Practical experiments in the lab;
- Using the microscope in the lab motivates students… could see the small microorganism in a drop of water; and
- Presenting lessons in a new method.

Technicians

- Learning a new way of installing labs;
- Knowledge of installing labs may be a life job for future in private sector;
- Knowing the different provider of equipment in the area and the world; and
- Searching the internet for the quality of such material.

2. Focus Group Responses

Examples of how the institution or the respondent benefited from training included the supply of new materials, spreading of experiments in other schools, changing from the theoretical to the practical, the new look for the labs, and knowledge of companies that supply such materials. With regard to improvements in their work participants mentioned several concrete examples:

- The cooperation of educational facilities like the University of Baghdad that supplied pre-prepared slides for biochemical and biological lessons;
- More motivated students who "used to sleep in the past";
- Students who changed their minds about entering biological and physical colleges after doing experiments with their own hands; and
- Some students doing their own research and experiments.

IV. BEYOND OUTPUTS

A. Institutional Strengthening

There is little doubt that the secondary schools in the selected Governorates have been strengthened in the quality of the instruction and in the effects shown by the students and teachers. More modern equipment, a practical approach which encourages students to experience the lab experiments, additional resource material and the apparent enthusiasm of the teachers all contribute to a stronger institution. While international institutions will support MoE's efforts to maintain the advances, the emphasis and commitment to sustain them must come from the Ministry. Once the MoE takes ownership of the goals and methods tested here, they will be determined to take on the follow-on that is essential to maintaining the gains.

B. Sustainability

This elusive concept depends greatly upon the political/social situation in Iraq combined with the commitment of the Ministry and government to continue the effects of the projects. To the extent that the MoE exhibits a will to sustain the gains made, publicize those gains, enlist the cooperation of the Directorates of Education, continue capacity development, empower the present staff and finally gradually extend the gains made to other Governorates the advances should be sustainable. The constant support and encouragement of the Iraqi educators in the Ministry could well be the key to sustainability of the education projects.

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.

Overall, the total actual cost was extremely close to the budgeted amount, only differing by .06%. The original budget, though, both underestimated and overestimated the actual costs of different budget categories. For instance, a number of line items were too high, including: contracts (9%), training (62%), and travel (19%). On the other end, the equipment budget—the largest budget category—turned out to be 35% too low.

Table 8: Project Budgets

Category	Original Approved Budget	Final Approved Budget After Revisions	Actual Cost	Actual as % of Original	Actual as % of Final
Personnel	143,200	143,225	143,216	100%	100%
Contracts	1,110,000	1,015,308	1,015,307	91%	100%
Training	990,000	373,667	373,665	38%	100%
Transport	-	-	-	0%	0%
Supplies & commodities	-	-	-	0%	0%
Equipment	2,089,000	2,810,000	2,809,926	135%	100%
Travel	54,000	44,000	44,000	81%	100%
Security	88,244	88,244	88,244	100%	100%
Miscellaneous	26,000	26,000	26,000	100%	100%
Agency management support	220,856	220,856	218,013	99%	99%
Total	**4,721,300**	**4,721,300**	**4,718,371**	**100%**	**100%**

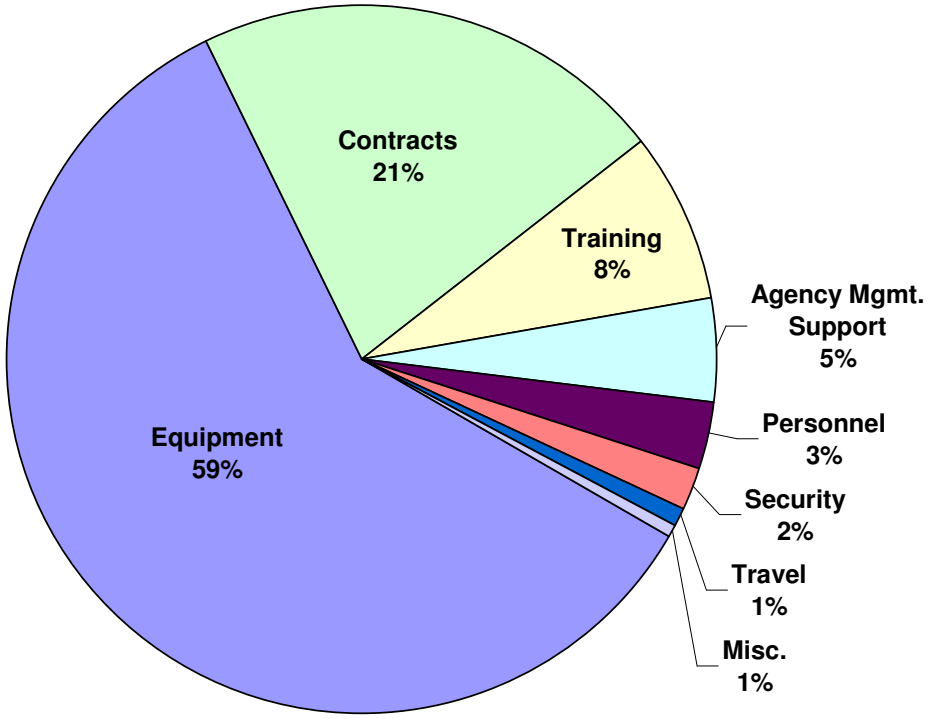
Sources: Completion Report-SSE-Phase I and Financial Status Report (as of 31 December 2007).

Four different budget revisions- in January, March, May and November of 2007- were undertaken to reallocate funds so to better match the needs of the project.

More specifically, the equipment budget had to be increased because instead of equipping one science laboratory in each school as originally planned, the MoE decided that the project should equip three laboratories in each school. The completion report mentions that this required minimizing expenditure on rehabilitation works and training. Interesting enough, the completion report also mentions that due to the security situation several of the workshops had to be relocated to more expensive countries. However, as the above shows, the revised training budget as well as the actual costs of training are one-third what was originally proposed.[12]

The whole exercise of reallocating the budget highlights the importance of being able to move funds to different areas of the budget in order to both respond to new challenges as they arise and successfully carry out assigned tasks. As a result of these different budget revisions, the final budgeted amounts for each line item were almost exactly what the same as the actual costs.

Figure 2: Actual Budget Allocation



The final budget allocation displayed in Figure 2 shows that the budget clearly reflected Project objectives. The objectives to support reconstruction of schools and school facilities and rehabilitate libraries in Iraq make up the largest portion of the budget. Equipment for these activities, such as laboratory furniture, biology, physics and data-loggers equipment for 165 science laboratories, and library furniture and IT and AV equipment for 55 secondary schools, constituted 59% of the budget. However, labs were still not provided with some basic equipment, such as electronic balances or digital microscopes, because not enough funds were allocated to the equipment budget category. As described earlier, this was due to the decision after the Project had begun to substantially increase the number of laboratories receiving equipment.

[12] As SI was not given the budget revisions concerning these changes, it is impossible to further investigate them.

Contracts to rehabilitate 35 libraries and 165 science laboratories constituted another 21% of the budget.

Training programs for teachers, technicians, principals, and librarians in the selected 55 schools was another key objective of this project. This is reflected in the 8% dedicated to Training in the budget. The completion report states that 701 staff members in the 55 schools trained, including School Principals, Science Teachers, Lab Technicians, and Librarians, were trained. This results in a very low training cost-per-person of $533.[13]

Training of science teachers on conducting scientific experiments / ©UNESCO

While the actual budget allocation did not fully meet the needs of the project due to changes made once the project had begun, overall, the allocation does learly show that project funds were used according to the project's objectives.

VI. LESSONS LEARNED

1. The SSE Project provided laboratory equipment and tools procured through a competitive process and either supplied by an Iraqi company or brought into the country. Unfortunately, some of the equipment and furnishings were found to be of poor quality and some of the glass items arrived broken. This provides two lessons for such projects: 1) instead of purchasing everything, provide training on how to produce low-cost lab materials such that the teachers or students at the vocational schools learn to produce and supply the need; and 2) to prevent using a supplier known to produce inferior products provide an opportunity for the science teachers or local school staff to vet the bidders list. Despite the inherent time constraint of including such a step, the benefits of including school staff in the implementation argues for this step.

2. The lack of effective communication before project start-up to review all steps in the critical path created a serious underestimate in the budget. Equipment was budgeted for 55 laboratories instead of the 165 (3 labs per school) that were needed. To redress the miscalculation monies had to be shifted from the important training line. Initial planning meetings that include responsible parties from the counterpart and UIO dedicated to a careful review of steps and responsibilities would improve both design and project implementation.

[13] Note that Table 6 only contains information on 88 people, as this was the only information provided to SI by UIO.

3. Often small issues demand an exorbitant amount of management time. One case was the impracticality of procuring a small number or items, e.g., one or two books or maps, for the library. Flexibility in procurement procedures could maximize staff time.

4. One of the most heartening lessons confirms the adult education principle that insists on learner participation in education or training. Students who had the benefit of the newly equipped labs were active and interested. One Iraqi teacher interviewed mentioned that students 'used to sleep' in the lab – 'some now do experiments on their own.'

VII. RECOMMENDATIONS

A. Participant Recommendations

The following recommendations were given from participants given the questionnaire, as well as those who participated in the focus groups. Among frequent recommendations are the following:

1. Refresher courses every six months.

2. Special courses for new techniques and methods especially for those in the provinces.

3. Increase the length of time of each course.

4. Allow the department to contribute in the bidding process to ensure the most qualified contractor.

5. Delay payment for contractors until the materials are checked for quality.

6. Build a developed and modern school with developed labs in every city in Iraq…as a model to be followed by the Ministry of Education.

7. Arrange with the universities and institutes to share the information and to give such courses in the [model] facility.

8. Provide schools with microscopes and cameras for teaching process.

9. Continue communication between the organization and participants (directly or indirectly).

10. Conduct evaluations through a special questioner to motivate participants and trainers to keep good record.

B. SI Recommendations

The following observations and recommendations flow from project objectives and activities, participant and UIO recommendations and observations of the SI team.

1. Translated Material. As a general practice there should be a careful review of published and/or translated materials to confirm that the Arabic terms, and in particular scientific terminology and writing, are correct for Iraqi students and teachers.

2. The Bidding Process. Several refinements of the bidding process should be adopted as UIO operating procedure without conflicting with UN guidelines:
   - Require bidders to include a guaranteed delivery time for materials in their bids.
   - Specify that the final payment will be forthcoming after the quality of material is confirmed by those most affected user, e.g. the science teachers, the lab technicians or the librarians, etc. Get confirmation from the appropriate user by sign off similar to the system used between UIO and the MoE warehouses.
   - Anticipate the need for a waiver from UN to procure some small quantity items (e.g. some books or maps) directly from a reputable supplier without going through a bidding process. Price competitiveness can be ensured by comparing costs informally with a similar supplier.
   - Encourage Iraqi suppliers (who may not see internet notices) by publishing tender invitations in newspapers.

3. Communication with Decision Makers. A periodic leadership meeting should be initiated for high level Ministry and perhaps ITF participants. The purpose would be to provide a high-level management skills seminar geared towards resolving conflicts, delegating responsibility, and providing other leadership and decision-making tools. The anticipated result would be to obtain, through improved vision, a commitment by counterparts to carry out and be responsible for delegated tasks.

4. Training. Subsequent projects should include training sessions to improve sustainability of the project. For example, an SSE training event could teach participants how to produce low cost materials—either lab materials manufactured in a local workshop or teaching materials like printed posters. In search of synergy, some activities could be done in cooperation with local Iraqi firms as an employment stimulus -- others in cooperation with the technical vocational schools.

5. Participant Selection. Training is often used as a reward by those designating beneficiaries rather than provided to the person most in need of new skills. This practice should be changed. The selection process across all projects should be open and transparent; and nomination guidelines and requirement should be standardized and publicized. Following an objective selection process will contribute to a cohesive group, one that shares similar goals and skills.

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[14]

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.[15] [16]

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.[17]

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.[18]

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

[15] 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.

[16] 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.

[17] 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.

[18] 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. [19] 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.

[19] 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.[20] (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

[20] 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.[21] 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.

[21] 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.

Lastly, 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 on.

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.[22] Moreover, SOC did not adhere to the sampling frames provided.[23]

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 Muthana	Baghdad

[22] 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."

[23] 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
Cultural Heritage[24]	10	4	11	4	Baghdad	Baghdad
Water Security[25]	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[26]	1 FG of 10
EMIS	*Training on EMIS software & Data Entry*	None[27]	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[28]	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 Heritage	*Training in site assessment using GIS*	1 FG of up to 12 that ideally includes only	2 FGs: 1) 8 from workshop on GIS; and 2)

[24] 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
[25] 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.
[26] This was requested in an earlier version of the sampling frame.
[27] This was requested in an earlier version of the sampling frame.
[28] This was requested in an earlier version of the sampling frame.

	Selected Training Topic(s) and Events	Focus Groups	
Project		**Target**	**Actual**
	• Workshop on GIS • Training in GIS D-basing	those completing both trainings	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	Baghdad

Project	Target		Actual	
	Site	Governorate	Site*	Governorate
			Building	
			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
			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	Muthana	None	None

Project	Target		Actual	
	Site	Governorate	Site*	Governorate
	different field from the above			
	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, 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[29] -- 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):

[29] 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