

EVALUATION REPORT:

B1- 01 REVITALIZATION OF TECHNICAL AND

VOCATIONAL EDUCATION AND TRAINING

IN IRAQ, PHASE I

Submitted to UNESCO Iraq Office

by

Social Impact

February 4, 2009



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- 01 REVITALIZATION OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING 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 **B1-01 Revitalization of Technical and Vocational Education and Training in Iraq, Phase I**, which was designed to repair and restore TVET institutions that were damaged from the recent conflict, as well as years of neglect.

Approved by the Steering Committee of the UN ITF in August 2004 with funding of US\$2,758,274 provided by Japan under the UNDG ITF, Revitalization of Technical and Vocational Education and Training in Iraq (TVET I) was originally slated to run from June 2004 through December 2005. However, after budget revisions, the Project's end date was extended for another year to 31 December 2006.



Welding workshop in Iraq / ©UNESCO

In conceptualizing the TVET Project both the Ministry of Education (MoE) and UNESCO managers recognized two aspects necessary for the revitalization of vocational education: 1) replacing lab and workshop equipment was essential to reopening and improving the technical and vocational schools; and 2) use of computers was vital to modernizing the teaching. Thus 84% of the budget went to purchasing

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.

equipment to fully equip these institutions with workshops and a network of computer centers and to improve the IT facilities for teaching staff at these same 11 institutions.

TVET Phase I targeted 11 vocational schools in Baghdad, Mosul and Samawah that fall under the vocational education directorate of the MoE.³ These institutes had programs in the following areas: Electrical, Electronics, Mechanical, Carpentry, Commerce and Accountancy. The revitalization of these schools to international standards was seen as a pilot project. As such, it involved a relatively small proportion of Iraq's vocational schools (there were a total of 256 technical schools in Iraq). All 11 schools were completed as planned.

In addition, one training related to computer networking that was to occur in Phase II of this Project (which includes additional capacity building) was delivered to 20 people.

³ It originally targeted 10. The extra school was added at an unspecified but early point.

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.⁴ 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:

⁴ 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.⁵ (See Table 1)⁶ 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	<i>Erbil</i>	<i>Missan</i>
<i>Baghdad</i>	<i>Kirkuk</i>	<i>Muthana</i>
<i>Dyala</i>	Ninewa	<i>Najaf</i>
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



⁵ The SI Evaluation Team contracted SOC as they were not able to travel to Iraq for security reasons.

⁶ 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.⁷ 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.⁸ 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.

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.

⁷ These limitations pertain to the overall evaluation, i.e. to all eight projects.

⁸ For instance, UNESCO Monitors were to conduct surveys in Erbil but this data was never provided to the Evaluation Team.

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.⁹

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. 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:

⁹ There have been two internal audits of the Iraq Office thus far.

1) no Monitor has thus far been injured; and 2) the UIO management team has reliable though sometimes incomplete information on project progress.

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

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

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

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

PROJECT EVALUATION

I. PROJECT OVERVIEW

A. Background

Approved by the Steering Committee of the UN Iraqi Trust Fund in August 2004, Revitalization of Technical and Vocational Education and Training in Iraq (TVET I) was originally slated to run from June 2004 through December 2005. However, after budget revisions, the Project's end date was extended for another year to 31 December 2006. The project's budget of US\$2,758,274 was funded by Japan under the UNDG ITF.

Like all other educational institutions, vocational schools suffered during and after the 2003 conflict from extensive damage to the buildings and equipment either from the fighting or looting. This was evidenced in a report by the Ministry of Education (MoE), which found that in 2003 80% of school buildings required repair and that throughout the Governorates less than 30% of buildings were in reasonably good condition.¹⁰ This war-related destruction compounded the deterioration that had occurred from neglect throughout the prior decade. As a result of that deterioration, vocational school enrollment dropped by 56% between 1990 and 2000.¹¹

The long-term objectives of the TVET Project were aimed at ameliorating the devastation incurred by the vocational institutions. In the short-term, the objectives focused on accelerating the process of recovery and revitalization of the TVET institutions. More specifically, they were:

1. To provide essential and basic workshop equipment, computers and training materials for high-priority disciplines;
2. To provide computers for improving IT skills for teaching staff; and
3. To prepare the recipient institutions for future networking with the proposed national internet link as well as the international links.

The expressed development goal of TVET is consistent with the MoE's overall goal to revitalize the technical and vocational institutions in order to provide high quality education and training. In the case of vocational education, this quality education and training in turn contributes to the ability of young people to gain productive livelihoods.

TVET Project activities were divided into two stages. Phase I contained activities linked to refurbishing and equipping workshops and labs. Phase II contained activities related to the additional specific goal of building national capacity in the domain of technical and vocational education and training. The activities that fell under Phase II were either formal training events or activities and studies in support of teaching and strengthening vocational education (voc/ed).

¹⁰ Alwan, Ala'din A.S. Education in Iraq: Current Situation and New Perspectives. 2004. Pg 31-32.

¹¹ TVET Project Document (July 2004)

B. Timeline

Table 2 below provides a general overview of key events that took place during the life of the Project.¹² It includes both project-specific activities and outside events which affected the Project such as changes in government. It does not include trainings or workshops.

Table 2: Operational Chronology of the Project

Date	Operational Events
Jun 2004	<ul style="list-style-type: none"> • Project for Revitalization of Technical and Vocational Education and Training in Iraq (Phase I) commences. • US hands sovereignty to interim government headed by Prime Minister Iyad Allawi • First Iraqi President: Mr. Ghazi Mashal Ajil al-Yawir • Minister of Education: Sami Mudahfar
Jul –Aug 2004	Project implementation ongoing
Sep 2004	The number of schools and disciplines are identified
Oct 2004	Equipment lists are finalized
Nov 2004- Jan 2005	Project implementation ongoing
Feb 2005	UIO evaluates competitive bids for equipment
Mar 2005	Equipment delivery begins
Apr 2005	Project implementation ongoing
May 2005	<ul style="list-style-type: none"> • The first democratically elected Iraqi government in 50 years is sworn in • New Minister of Education: Mr. Abdel Falah Hassan
Jun-Aug 2005	Project implementation ongoing
Sep 2005	Installation of equipment begins
Oct –Nov 2005	Project implementation ongoing
Dec 2005	<ul style="list-style-type: none"> • Computer and IT infrastructure is completed at 11 schools • Original end date of Project
Jan- Feb 2006	Project implementation ongoing
Mar 2006	Training of school personnel on installation, operation and maintenance of workshops
Apr 2006	<ul style="list-style-type: none"> • Newly re-elected President Talabani asks Shia compromise candidate Nouri Jawad al-Maliki to form a new government; the move ends 4 months of political deadlock • New MoE: Khodair al-Khozaei • 1st budget revision request to change end date to 30 September 2006 and to reallocated funds
May – Jul 2006	Project implementation ongoing
Aug 2006	2 nd budget revision request to change end date to 31 December 2006
Sep-Dec 2006	Project implementation ongoing
Dec 2006	Project closes

¹² Many other smaller activities also took place but are not included for clarity's sake.

II. PROJECT DESIGN and IMPLEMENTATION

A. Project Design

In conceptualizing the TVET Project both the MoE and UNESCO managers recognized two aspects necessary for the revitalization of vocational education.

First, replacing lab and workshop equipment was essential to reopening and improving the technical and vocational schools. Next, use of computers was vital to modernizing the teaching. Thus a high proportion of the initial total budget was dedicated to workshop equipment and computers. No specific amount was designated for capacity development.

The project design envisioned two distinct phases to the Project. Phase I, from May through December of 2004, would focus on procurement, preparation of infrastructure in the recipient institutions especially to receive the computer equipment and the installation and networking of computers. Phase II activities, programmed from January through December 2005, were aimed at capacity development, such as formal training sessions, a pilot study to explore issues related to vocational education, study visits, a national seminar for stakeholders and the production of training and teacher-learning materials.



Drilling workshop in Iraq / ©UNESCO

The Project originally targeted 10 TVET institutes in Baghdad, Mosul and Samawah to equip with workshops and computers. An additional school was later added.¹³

¹³ These institutes had programs in the following areas: Electrical, Electronics, Carpentry, Commerce, Mechanical, and Accountancy. The revitalization of these schools to international standards was seen as a pilot project. As such, it involved a relatively small proportion of Iraq's vocational schools (there were a total of 256 technical schools in Iraq).

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

¹³ The extra school was added at an unspecified but early point. Thus, all activities and resources pertain to 11 schools.

Table 3: Project Beneficiaries

I. Primary Beneficiaries (during LOP)
<u>Direct Beneficiaries:</u>
<ul style="list-style-type: none"> • 4000 students in the 11 Technical/Vocational schools that benefited from refurbished facilities and delivery of project equipment, supplies, and commodities; and • 28 representatives from the TVET departments at the MoE who received training on IT equipment
<u>Indirect Beneficiaries:</u> technical/vocational teachers of the 11 targeted schools who can conduct activities in fully equipped workshops.
II. Secondary Indirect Beneficiaries (EOP to 1.5 years after): Ministry professionals in the 11 refurbished schools who benefited from training/learning delivered by primary direct beneficiaries via TOT or mentoring
III. Tertiary Indirect Beneficiaries (over 1.5 years after EOP): Families of students and teachers in the targeted schools who are affected by improved education

Sources: TVET Project Paper (July 2004) and Budget Revision (30 August 2006)

B. Implementation

Due to the continued high level of violence, UN project management staff were located in the UNESCO Iraq Office (UIO) in Amman and were not able to travel to Iraq during project implementation. They split implementation responsibilities with the MoE. The UIO management team devised the operational procedures, maintained communications, coordinated budgetary and operational activities and instituted a modified ‘remote’ monitoring procedure. The UIO team also handled procurement following UN procedures that required issuing international invitations to bid, evaluation of bids and issuance of contracts for equipment and delivery. The Ministry accepted responsibility for operational tasks including devising equipment lists, identifying recipient schools and during implementation, handling customs clearance, delivery and installation of equipment, monitoring the operation of computer labs and training TVET staff to use the equipment effectively.

Frequent changes in the MoE focal point adversely affected the communications and coordination process between the UIO and the Ministry, creating several delays in the implementation of the TVET Project. For instance, at the beginning of the Project, there were delays in identifying the recipient schools and what equipment they would need. In response to these delays, UNESCO facilitated meetings of MoE senior officials and staff to decide the quantities, quality and specifications of materials thus permitting procurement to go forward. Equipment shipments were also delayed at the border due to incomplete paperwork that needed to be facilitated by the MoE. Although the Project needed to be extended to accommodate these types of delay, ultimately all 11 schools were fully equipped and some capacity-building was implemented.

Project reporting documents mention regular stakeholder meetings with teachers, principals in the vocational education schools, community members and the MoE and UIO representatives. These meetings could have served as way to obtain valuable input from stakeholders.

However, there are no documents such as meeting schedules, agendas, minutes of meetings, or travel arrangements that provide any detail on these regular stakeholder meetings. If agreements were reached as part of meetings they would be important inputs for follow-on.

From their remote location in Amman, the UIO management team coordinated implementation activities with the MoE and designated representatives from the 11 schools to ensure delivery and receipt of equipment. UIO answered the monitoring challenge by using a sign-off system with the MoE. Similar to the system used in the Textbooks II project, an MoE representative would sign each receipt certifying delivery of equipment once it was received. At this point it was up to the Ministry to redirect the equipment to designated schools and oversee its installation. Ideally UIO would have taken responsibility for the random verification of equipment delivery and installation but the security situation prevented this step. However, when possible, UIO also assigned verification tasks to UNESCO Monitors. Additionally, several counterpart representatives in the TVET schools were in regular contact with UIO who reported the school representatives to be cooperative, prompt and adept in the use of computer communications. Security, or lack thereof, again made it impossible for UIO staff to visit any of these schools.

III. DESCRIPTION and ANALYSIS of PROJECT OUTPUTS

A. Equipment, Supplies and Commodities

As described above, the original plan was to purchase computers and workshop equipment for 10 schools. Table 4 shows the standard budget categories *Equipment* and *Supplies & Commodities* that correspond to these costs. Even though this was later changed to include 11 sites in Baghdad, Mosul and Samawah, the actual cost of \$2,336,923, was still less than originally expected. Project documents do not explain the reasons for this difference.

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

Item Description and/or Function	Planned No. of Items	Total Estimated Cost (US\$)
<i>Equipment:</i>		
Computers	10	380,000
Workshop equipment	10	2,163,200
Sub-total		2,543,200
<i>Supplies & Commodities</i>		0
Total Costs	---	2,543,200

Sources: TVET Proposed Budget (21 July 2004), TVET Completion Report and Financial Status Report (31 December 2007)

Reports included little specific information regarding the workshop and lab equipment purchased and installed in support of the Project.

However, they did contain information on contracts for equipment in the following areas: computers, welding, mechanical, automobile, electronic, electrical (sic) and carpentry. The project design paper states that the workshop equipment would allow for the reopening of the schools to teach vocational education.

In addition, the SI ET had access to photographs and a CD which illustrated students working on large machine tools (drill, a lathe and other milling tools). Many such large pieces of equipment require skilled machinists for installation and maintenance. Whether this was part of the contracts or whether that expertise was available in the vocational schools is not known.

B. Teaching Materials and Training/Learning Events

The Phase I activities of providing equipment, supplies and computers to the 11 technical schools were completed as planned. Of the Phase II capacity development activities, one training related to computer networking was delivered. This is detailed below in Table 5.

Table 5: Iraqi Participants in Training/Learning Events for TVET

Event	Dates	Location	Training Provider	Type(s) of Pax*	No. of Pax	No. (%) of Pax by Sex		No. (%) of Pax by Region		
						M	F	Center	North	South
Training on Net-working	11 – 31 Mar 2006	Amman, Jordan	Compu-Base	Officials from TVET department at MoE and its directorates	20	13 (65)	7 (35)	16 (80)	1 (5)	3 (15)
TOTAL					20	13 (65)	7 (35)	16 (80)	1 (5)	3 (15)

*Pax is an abbreviation of participants

Source: Training Tables provided by UNESCO

It should be noted that the TVET Project Completion Report from November 2007 reports that a total of 28 people were trained; however, this was not supported by the data the SI Evaluation Team received from UNESCO. Also, this table does not include possible sessions of on the job training (OJT) that may have taken place along with installation of workshop equipment. If such OJT was considered informal such training could have been overlooked.

In order to understand the effectiveness and satisfaction with this training, Stars Orbit Consultants (SOC), a local firm contracted by SI, conducted questionnaires with trainees and managers located in Baghdad.

Participants are described in Table 6 below. The participant interviews were designed to inquire into the relevance and quality of the training design and implementation. Manager interviews tried to elicit more about how new learning or new equipment was being used in the workplace.

1. Trainee Questionnaires

All of the trainees from the CompuBase training on networking rated it as “very relevant” to their present or future professional needs. Regarding the difficulty of the knowledge presented, 100% agreed that the event was neither too simple nor too difficult. However, trainees were divided on the question regarding the level of instruction, with two participants indicating that the level was “about right” and three respondents answering “exactly what I needed.”

Table 6: 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	Education specialists and supervisors from DOVT	Training curriculum; Identification of machine specifications	5	N/A	N/A	4	1	5
Trainee managers/ supervisors – questionnaires	Education specialists and supervisors from DOVT	Training curriculum	5	N/A	N/A	3	2	5
Total			10	--	--	7	3	10

Concerning the quality of learning materials, all trainees responded that the materials were “good or excellent.” They were also queried about which materials were most and least useful in terms of state-of-the-art knowledge, clarity, language, visual illustrations and/or other factors. The consensus was that computers and demo networks were the most useful because they permitted practical work and reduced time needed for understanding. However, they noted that expired software which could not be updated was a problem.¹⁴ Least useful were books not written in Arabic.

Respondents all agreed that the instructors knew the subject matter well and answered trainee questions adequately. All respondents also mentioned that they are using the learning in the workplace “almost all the time” and that managers have been supportive of the use of new learnings.

An encouraging response was provided to a question about how participants benefited personally or professionally from project equipment or training. As an accomplishment respondents said ‘the training course made it easy to understand and develop skills and work in this field; with the presence of equipment and the time allocated by the administration our knowledge is increasing...and makes us capable of giving courses and workshops for other parts of our department – and help to install many equipments to the other staff.’

¹⁴ As far as we understand, this refers to the fact that software used during training was a “free trial” version and not the actual version.

2. Manager Questionnaires

All managers/supervisors that participated said the training received was important to their institutional unit. This group also commented that trainees now “...were highly motivated to learn about the new and high technology equipments and methods.”

Asked to list skills or learning that have proven most useful, managers responded “developing new lab technique and using the modern mechanical and technical workshops ...” Least useful was high-technology equipment because they “might be broken easily in the schools and the students need to be prepared first for such equipments.” Unfortunately, the respondent did not specifically identify what he considered to be high-tech and presumably delicate equipment.

Managers also responded that they had observed improved performance of UNESCO trainees and listed as examples that “the participants can give courses in the subjects that before had to be provided by specialists from outside the department;” and “morale improved after the participants had passed the course.”



Young Iraqis learn how to use metal saws / ©UNESCO

C. Related Capacity Development Activities

Project activities form the vehicle for achieving both long-range and immediate goals. The TVET I design recognized the importance of building national capacity in technical/vocational education and suggested the following activities to achieve this goal:

- Training a core team of 20 trainers of vocational education;
- Preparing training modules and materials to assist teachers and technicians to deliver education and training;
- Undertaking pilot studies to identify vocational education issues;
- Organizing a national stakeholder seminar to mobilize further support (*Note: TVET Forum held separately in 2006*); and
- Going on study visits to provide hands-on experience.

Though included in the design, these capacity development activities were dropped from discussion in the project reports and Project Completion Document.

IV. BEYOND OUTPUTS

TVET targeted 11 of the 256 vocational schools that fall under the vocational education directorate of the MoE. As a measure of institutional strengthening, such a small percentage of schools (.04%) can only have a little impact on the larger institution; however that does not mean such a project is not important. Its importance lies in its ability to show what is possible. As a pilot project, TVET accomplished all of its objectives: equipping workshops and labs in 11 targeted schools permitting them to reopen; providing computer centers in these schools; and providing skills to staff and teachers. This success prompted the already initiated TVET II, which targets an additional 17 schools.

Although this question is not examined closely in project documents, the probability is that the quality of teaching also improved. Vocational school teachers who benefited from having the new equipment in their workshops presumably have more interesting and dynamic class sessions than those who do not such equipment. This would also add to the reputation of the schools.

The longer-range goal of equipping students for the modern workforce has yet to be measured.

V. COST EFFECTIVENESS

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

Table 7: Project Budgets

Category	Original Approved Budget	Final Approved Budget After Revisions	Actual Cost	Actual as % of Original	Actual as % of Final
Personnel	51,400	49,881	49,881	97%	100%
Contracts	-	208,013	207,000	0%	100%
Training	-	-	-	0%	0%
Transport	-	-	-	0%	0%
Supplies & commodities	-	-	-	0%	0%
Equipment	2,543,200	2,336,923	2,336,923	92%	100%
Travel	5,000	4,748	4,748	95%	100%
Security	-	-	-	0%	0%
Miscellaneous	600	127	127	21%	100%
Agency management support	158,074	158,582	158,519	100%	100%
Total	2,758,274	2,758,274	2,757,198	100%	100%

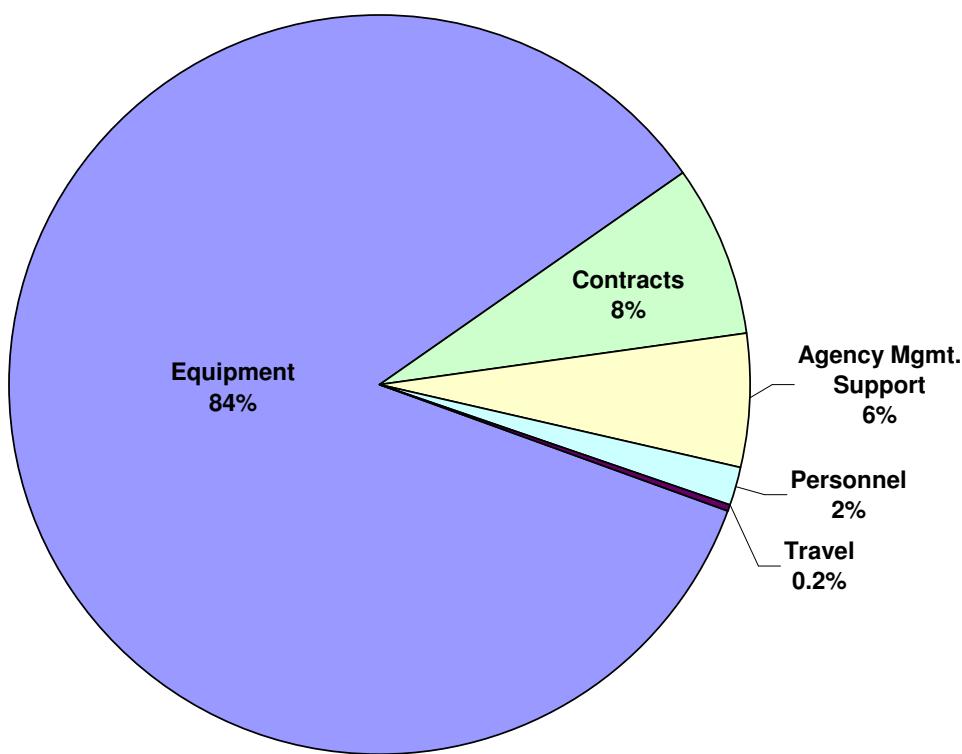
Sources: Completion Report for Revitalization of Technical and Vocational Education and Training, Third Budget Revision, and Financial Status Report (as of 31 December 2007).

There was almost no deviation from the original budget to the actual costs of implementing the TVET project, both in terms of the totals, as well as the different line items.

The only real exception to this is the budget for contracts. According to a budget revision request made in April 2006, MoE and UNESCO realized during the late stages of this project's implementation, that funds were needed for capacity building of the MoE staff. Given that 100% of the equipment procurement had been completed and there were approximately \$200,000 funds left over, they requested that these funds be transferred to training. However, in all future documents, the reallocated money shows up under contracts. It is not thus not clear if this budget request was not approved or if it was and the funds were simply moved to this category, although they were used for capacity-building.

As stated above, actual project costs mirrored the budgeted amounts. (See Figure 2) The budget allocation also clearly reflects the objectives of this project as 84% went to buying equipment to fully equip 11 technical and vocational institutions in Baghdad, Mosul and Samawah with workshops and a network of computer centers and to improve the IT facilities for teaching staff at these same 11 institutions.

Figure 2: Actual Budget Allocation



The second largest budget component- at 8%- is for contracts. As discussed above, this likely went to providing IT staff from MoE training on installation and networking, which took place in Amman in March 2006. There is a question, however, on exactly how many staff were actually trained. According to the completion report, 28 people were trained; according to UIO internal records provided to SI, only 20 were trained. Given that it is not entirely clear what, if any, of this budget component was indeed for the training, no cost per trainee was calculated.

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

VI. LESSONS LEARNED

1. All 11 targeted schools began the 2005-2006 school year with fully equipped workshops and functional IT labs. This was accomplished despite several changes in MoE counterparts and the resultant delays in communications. UIO learned to be proactive in recognizing obstacles (e.g. lack of clear lines of authority in the MoE structure) and to set up meetings where the principals could meet and decisions could be made on the spot. Simply put, the pragmatic and efficient UIO managers knew the steps needed to overcome stumbling blocks and thereby make the Project work. However, neither UNESCO nor the international community wants an outside organization to supplant MoE tasks. Rather, the objective of assistance is to empower indigenous organizations to function efficiently. This is best done by setting up a project management arrangement that insists on a dedicated counterpart representative, one who has authority to make decisions and to see that basic tasks in country are fully carried out.

This is best said in the words of UIO staff: "The most important lesson is that there is a need to create a true partnership in working with Iraqi counterparts in order to realize their actual needs and to increase ownership and success potentials of the projects/programs."

2. The Project demonstrated that school enrollment increases when an atmosphere conducive to learning exists. In this case, that atmosphere was created by restoring and improving educational facilities and having a civil society that provides security. As reported by the UIO Project manager, "The major success story in this project is that the enrollment rate in the targeted vocational schools increased in comparison to the times before/during war....enrollment rates [in the vocational schools] gradually increased as the security situation improved."
3. Unfortunately as a pilot test very little can be concluded about the value of the TVET I approach. Insufficient data was provided to draw conclusions about the future needs and most positive approaches to vocational and technical education beyond the fact that well equipped and refurbished workshops will draw students. As to which subject areas are most appropriate in each region, which teaching methods seem to work best, what equipment is most difficult to use or most useful in career preparation and what resources and textbooks will enhance learning, no conclusions can be drawn from the documents and interviews. The SI team recognizes that data may emerge from related activities, e.g. TVET II and the 2008 Forum. If so, such information can be of value in future designs if reported accurately and measured against stated goals.

VII. RECOMMENDATIONS

A. Participant Recommendations

1. Increase the time allocated for the courses to give the participants more time for better understanding of the information.
2. Provide refresher courses and update courses with the latest information.
3. Nominate participants that are qualified for the training.
4. Hold meetings with supervisors and qualified trainers to discuss what is new in this area.
5. Train seniors in industrial schools in Baghdad and other governorates to raise their technical level.
6. Set up training sessions for technical staff on the operation and maintenance of machinery and equipment used in industry.

B. SI Recommendations

1. Training: Additional teacher training through conferences, topic-specific capacity building workshops, or teacher-to-teacher trainings should be included. To solidify gains made through training, resource materials – a library of sorts – where texts and journal subscriptions can be available to all should be provided. Lastly, participants unanimously requested longer courses as well as refresher courses. Extending the current approach of supplying equipment to more and more schools should be accompanied by capacity building aimed at curriculum and teaching methods in order to maximize the value of the new equipment.
2. Software: Related to both training and sustainability is the issue of purchasing appropriate software. The software, to the extent possible, should be consistent throughout the educational system, i.e., Ministry and schools. That is to say it should be a recent version but not so sophisticated that teachers, students and officials have difficulty using or transmitting data. Licenses and updates for all computer-related learning should be purchased before training begins to avoid delays that discourage the trainees.
3. Sustainability: Regular maintenance is essential to keeping the equipment in good working order. Maintenance schedules and safety procedures should be established or reviewed during all training workshops. Vocational teaching must include not only theory but opportunities for students to use the equipment in a safe and supervised environment. Finally, the teachers must see support from the system itself. This may range from budgetary assistance for equipment maintenance to workshops offered to upgrade teaching skills.

4. Reporting: A rigorous recording system focusing on indicators (increases in enrollment, class sizes, graduation rates, post-graduation employment, etc.) and outputs (names of schools and the voc/ed specialty in that location) should be established. No information of this type was included in this Project's completion report despite the fact that it was written almost a year after the Project was completed. Anecdotal information from the 11 schools would be most useful as well as remarks from the user groups: teachers, students, principals, other stakeholders.
5. Gender Issues: Several Project documents included the statement that "particular emphasis is put for establishing vocational and technical skills for girls." But there is no data related to gender in the documents. How were the TVET I resources allocated to benefit girls? Did girls benefit from re-equipping these 11 schools? If yes, what programs did they enroll in? As Iraqi schools are divided by gender, were girls in separate classes or in separate evening sessions? Conversely, was gender equality desirable but not considered essential? These questions should be addressed in future projects if gender is, in fact, to be given special weight and attention.

APPENDICES

APPENDIX A: Additional Tables

Table A.1 Chronology of Key Events in Iraq

Date	Event
Mar 2003	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The members of Iraq's first post-war cabinet were announced on 1 September after weeks of wrangling: <ul style="list-style-type: none"> ◦ Minister of Culture: Mr. Mufid Mohammad Jawad al-Jazairi ◦ Minister of Education: Dr. Alaa Abdessaheb al-Alwan ◦ Minister of Labour and Social Affairs: Mr. Sami Azara al-Majun ◦ Minister of Planning: Dr. Mahdi al-Hafez ◦ Minister of Youth and Sports: Mr. Ali Faek al-Ghadban ◦ Minister of Higher Education: Dr. Ziad Abderrazzak Mohammad Aswad ◦ Minister of Human Rights: Mr. Abdel Basset Turki ◦ Minister of Technology: Mr. Rashad Mandan Omar ◦ Minister of Foreign Affairs: Mr. Hoshyar Zebari ◦ Minister of Water Resources: Mr. Latif Rashid • Evacuation of all UN Staff from Iraq continues.
Oct 2003	<ul style="list-style-type: none"> • 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
	<p>rebuild the war-torn country. The pledges include:</p> <ul style="list-style-type: none"> ○ \$5bn from Japan in grants and loans ○ \$500m from Kuwait ○ \$500m from Saudi Arabia in loans plus \$500m in export credits ○ \$232m from Italy ○ \$812m from the European Union ○ \$290,000 from Slovakia ○ \$24.2m from China ○ \$3bn-\$5bn from the World Bank ○ \$4.35bn over three years from International Monetary Fund <ul style="list-style-type: none"> • Evacuation of all UN Staff from Iraq continues.
Nov 2003	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • US hands sovereignty to interim government. <ul style="list-style-type: none"> ○ First Iraqi President: Mr. Ghazi Mashal Ajil al-Yawir ○ Foreign minister: Hoshyar Zebari ○ Minister of Human Rights: Bakhityar Amin, ○ Minister of Public Works: Nesreen Mustafa Berwari, ○ Minister of Science and Technology: Rashad Mandan Omar, ○ Minister of Planning: Mahdi al-Hafez, ○ Minister of Sport and Youth: Ali Faik Alghabban, ○ Minister of Women's Affairs: Nermin Othman ○ Minister of Labour: Leila Abdul-Latif ○ Minister of Education: Sami Mudahfar, ○ Minister of Higher Education: Tahir al-Bakaa ○ 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	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ◦ President Jalal Talabani ◦ Prime Minister Ibrahim Jaafari ◦ Foreign Minister: Mr. Hoshyar Zebari ◦ Minister of Planning: Mr. Barham Saleh ◦ Minister of Higher Education: Mr. Sami Al Mudhaffar ◦ Minister of Water Resources: Mr. Latif Rashid ◦ Minister of Environment and Acting Human Rights Minister: Ms. Narmin Othman ◦ Minister of Labour and Social Affairs: Mr Idris Hadi ◦ Minister of Education: Mr. Abdel Falah Hassan ◦ Minister of Culture: Mr. Nuri Farhan al-Rawi ◦ Minister of Science and Technology: Ms. Basimah Yusuf Butrus ◦ Minister of Youth and Sports: Mr. Talib Aziz Zayni ◦ Acting minister of state for tourism and antiquities: Mr. Hashim al-Hashim
Jun 2005	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ◦ Prime Minister: Nouri al-Maliki ◦ Foreign Minister: Hoshyar Zebari

Date	Event
	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● In June 2007 a warrant is issued for Hashemi's arrest, accusing him of ordering the

Date	Event
	<p>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.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 LIMITATIONS¹⁵

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.^{16 17}

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.¹⁸

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.¹⁹

¹⁵ These limitations pertain to the overall evaluation, i.e. to all eight projects.

¹⁶ 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.

¹⁷ 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.

¹⁸ 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.

¹⁹ 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.²⁰ 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.

²⁰ 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.

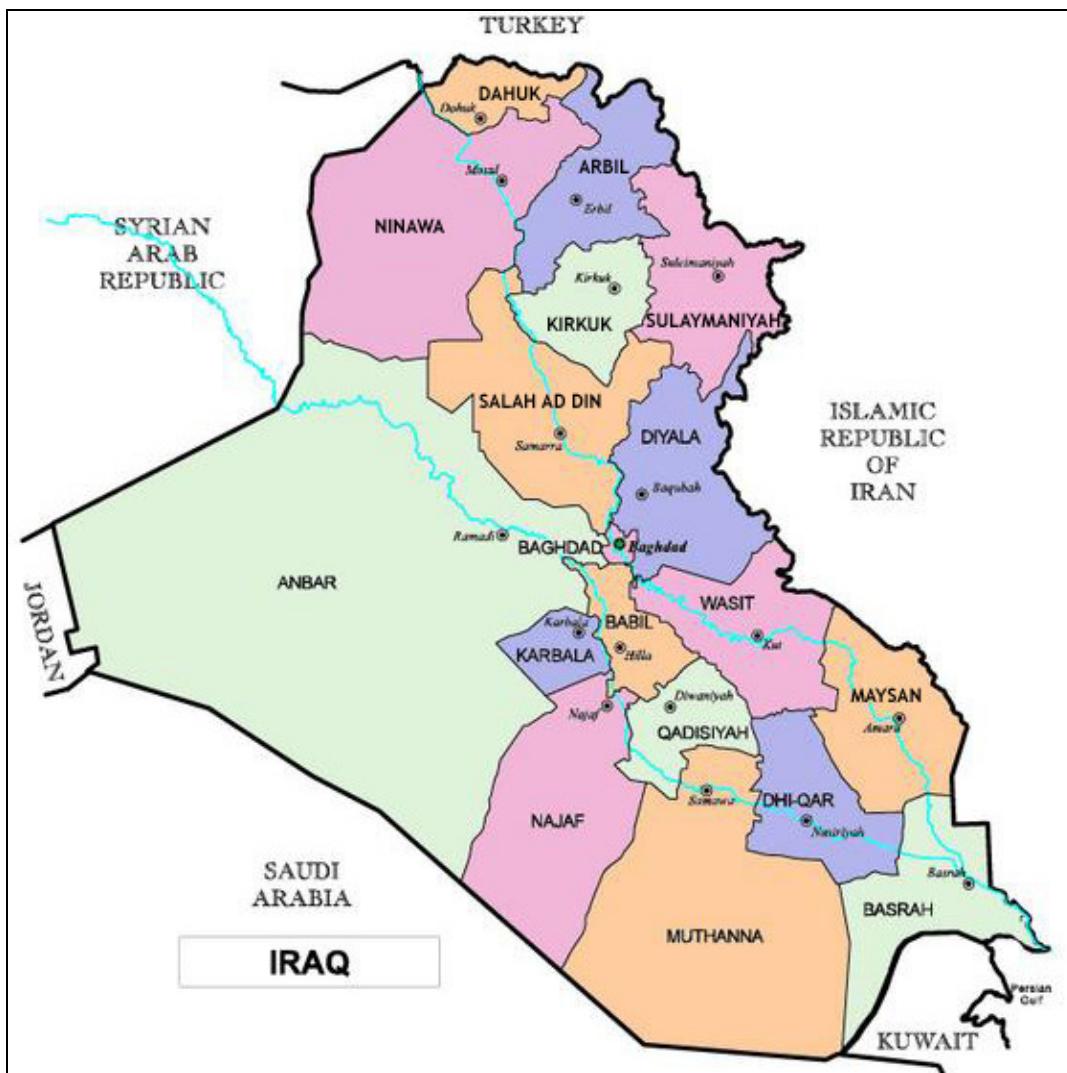
The questionnaires, focus groups and spot-checks were to be carried out by Stars Orbit Consulting (SOC), a survey firm with field staff in Iraq and the UNESCO Monitors located in Baghdad and Erbil. In total, they were to be implemented in seven of Iraq's 18 governorates: Baghdad, Dyalah, Erbil, Kirkuk, Missan, Muthana and Najaf.²¹ (See Table B.2 and Figure B.1)

²¹ There are multiple spellings of Iraqi's governorates. We will use these spellings throughout this document.

Table B.2 Regions and Governorates of Project Beneficiaries

CENTER	NORTH	SOUTH
Anbar	Dohuk	Basra
Babylon	<i>Erbil</i>	<i>Missan</i>
<i>Baghdad</i>	<i>Kirkuk</i>	<i>Muthana</i>
<i>Dyala</i>	Ninewa	<i>Najaf</i>
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

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.²² 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.

²² 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 upon.

4. There was a low rate of success in meeting the target numbers of those to be given the questionnaire, those to be in the focus groups and spot check sites to visit. While such low response rate is expected in general and even more so given the security situation, the fact that no spot checks were carried out for Water Security or Cultural Heritage was very disappointing.²³ Moreover, SOC did not adhere to the sampling frames provided.²⁴

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

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

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

²³ 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.”

²⁴ It also appears that at times SOC was operating off of an older version of the sampling frame, while other times they had target numbers that did not match up with any sampling frames.

Project	Trainee Questionnaire		Manager or Supervisor Questionnaire		Location	
	Target	Actual	Target	Actual	Target	Actual
					Muthana	
Cultural Heritage ²⁵	10	4	11	4	Baghdad	Baghdad
Water Security ²⁶	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	<i>Training in Graphic design</i>	1 FG of 9	None
	<i>Training in textbook authorship</i>	None ²⁷	1 FG of 10
EMIS	<i>Training on EMIS software & Data Entry</i>	None ²⁸	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
	<i>Training of mentors by core teachers</i>	1 FG of 8 to 10 mentors, trained by core teachers (if possible)	None
SSE	<i>Training in science education curriculum</i>	None ²⁹	1 FG of 6
	<i>Trainings in Germany</i> • School principals • Lab technicians	1 FG of up to 12, combining participants from both trainings	None
LLD	<i>Study visit, India, Thailand, Jordan</i>	1 FG of 6 to 8	1 FG of 5 (containing individuals who went on study visit and had training in development of materials)
	<i>Development of advocacy materials</i>	1 FG of 8-10	See above
	<i>Planning, management of non formal education</i>	None	1 FG of 5
Cultural	<i>Training in site assessment</i>	1 FG of up to 12 that	2 FGs: 1) 8 from

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

²⁶ 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.

²⁷ This was requested in an earlier version of the sampling frame.

²⁸ This was requested in an earlier version of the sampling frame.

²⁹ This was requested in an earlier version of the sampling frame.

	Selected Training Topic(s) and Events	Focus Groups	
Project		Target	Actual
Heritage	<i>using GIS</i> • Workshop on GIS • Training in GIS D-basing	ideally includes only those completing both trainings	workshop on GIS; and 2) 6 from training on GIS D-basing
	Workshop on ID Object Standards	1 FG of up to 12	None
Water Security	<i>Formulation of Water Projects:</i> • Intro workshop • Advanced workshop	1 FG of up to 12, ideally of trainees completing both workshops	None
	<i>Training in Computerized Modeling:</i> • 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 1 st workshop on watersheds; and 4) 6 from 2 nd workshop on watersheds
	<i>Training in Weed and Canal Control and Maintenance</i>	1 FG of up to 12	None
	<i>Water Laboratory Training:</i> • 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

Project	Target		Actual	
	Site	Governorate	Site*	Governorate
In-service			Administration Building	Baghdad
			Training Center	Baghdad
			Training Center	Baghdad
			Training Center	Kirkuk
			Training Center	Kirkuk
			Admin Building	Missan
			Training Center	Missan
			Administration Building	Muthana
	MoE's central TLC	Baghdad	Administration Building	Baghdad
SSE	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**
	A boys' school	Baghdad	Secondary School	Baghdad
TVET	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
	A TVET Institute in a given field, e.g. carpentry, commerce, electronics, etc	Baghdad	None	None

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

* Note that some locations are used for more than one training

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

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

APPENDIX C: Data Collection Tools

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

Instructions to Monitors/Stars Orbit Consultants (SOC) Personnel

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

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

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

Schematic of FG Notes

Question No. 1: What, why, how...

FG Responses:

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

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

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

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

Question No. 2: What, why, how...

As above

Recommendations for Future Projects

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

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

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

- $\frac{1}{4}$ 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;
- $\frac{1}{4}$ 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;
- $\frac{1}{4}$ to $\frac{1}{2}$ 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 trainees³⁰ -- 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):

³⁰ 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