

FINAL EVALUATION REPORT

EVALUATION OF THE UNESCO, ILO, UN-HABITAT JOINT PROJECT

**“Improving Quality and Relevance of Technical
and Vocational Education and Training in Iraq”
Project B1-28**

Submitted to: UNESCO-Iraq, ILO and UN-HABITAT

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List of Acronyms and Abbreviations

CBT	Curriculum Based Training
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
COC	Chambers of Commerce (and Industry)
CSO	Civil Society Organisations
CTC	Contract Training Center
DOE	Directorate of Education
EFA	Education for All
ETF	European Training Foundation
FTE	Foundation for Technical Education
GBV	Gender Based Violence
GDVE	General Directorate for Vocational Education
GFP	Gender Focal Points
ICI	International Compact with Iraq
ICT	Information Communications Technology
ITF	Iraq Trust Fund
ILO	International Labour Organization
IQRTVET	Improving Quality and Relevance of TVET
KAB	Know About Business
KRG	Kurdistan Regional Government
LADP	Local Area Development Program
LMIS	Labour Market Information System
LSC	Local Steering Committee
NSC	National Steering Committee
MDG	Millennium Development Goals
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MOLSA	Ministry of Labour and Social Affairs
MOPDC	Ministry of Planning and Development Cooperation
MOSM	Ministry of State for the Marshlands
NDS	National Development Strategy
NGO	Non-Governmental Organization
NPC	National Project Coordinator
NSD	National Skills Development
PDU	Program Development Unit
QAP	Quality Assurance Program
SIDA	Swedish International Development Agency
TOR	Terms of Reference
TOT	Training of Trainers
TVET	Technical and Vocational Education and Training
UNDG ITF	United Nations Development Group Iraq Trust Fund
UNESCO	United Nations Education, Science and Cultural Organisation
VAW	Violence against Women
VTC	Vocational Training Centers
WHR	Women Human Rights

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Executive Summary

This evaluation of the joint UNESCO/ILO/UN-HABITAT project, **“Improving Quality and Relevance of TVET (IQRTVET)”** in Iraq seeks to provide a clear and honest picture of the common and shared challenges, failures and successes of these three UN agencies in the project implementation. The findings and observations are meant to reflect the overall programme results and not those of the individual UN Agencies. Nevertheless, where appropriate and validated, specific agency related findings, observations and recommendations are made throughout the report.

The critical need for such a project was evident given the context in the country after two decades of conflict. Iraq’s Technical and Vocational Education and Training (TVET) system first began to deteriorate beginning in the 1980s with the Iran-Iraq war. The 1991 Gulf War, the ensuing sanctions imposed during the last 13 years, and the period of occupation and conflict led to heavy damage of infrastructure and a general dislocation of the system. Enrolment in TVET secondary schools recorded a decline of 56 percent between 1990 and 2000 with an absolute decrease in enrolment from 147,942 students in 278 schools to 65,750 students in 263 schools during the same period. The situation deteriorated further as a result of the 2003 invasion and subsequent civil conflict.

As per the UNDG ITF Annual Report 2009:

“Quality is considered to be low in the public technical and vocational schools and institutes, seen in insufficiently skilled teachers and instructors; shortage of teaching aids; dilapidated workshops for practical training; outdated curricula that is not suitable to market needs; few linkages with industry to strengthen the quality of student practice; and lack of an institutional framework to organize, articulate, integrate, regulate and ensure the quality of training interventions and programs. Moreover, a centralized decision-making structure coupled with generally weak management capacity at school level contributes to unnecessary duplication of efforts and ineffective use of limited resource.”

In this context, the *Improving Quality and Relevance of TVET in Iraq* was initiated by the Government of Iraq with funding of \$8,850,000 from the Iraq Trust Fund managed by three UN partner agencies. These agencies include UNESCO-Iraq as lead agency, UN-HABITAT, and the ILO. This program aimed to develop a highly effective, relevant, and quality TVET system in Iraq with the TVET stakeholders capacitated to deliver flexible and demand-driven training programs that meet the needs of the industry and labor market.

The project aimed at the rehabilitation and modernization of the Technical and Vocational Education and Training Sector in Iraq supported by re-orienting and improving the TVET system in order for it to effectively prepare young people for wage and self-employment in the industrial, construction, and service sectors of the economy. The 3 key project objectives included:

1. Establish a National Technical and Vocational Education and Training Policy Framework

2. Enhance Vocational and Technical skills provision in all TVET public structures.
3. Improve and modernize MOE, FTE and MOLSA TVET equipment.

This evaluation of the project aimed to:

1. Measure the results of the project, determine if it has achieved its stated objectives, and explain why it has or has not achieved those objectives.
2. Provide all three Agencies (UNESCO, ILO, UN-Habitat) with lessons learned and recommendations to improve general implementation modalities and future initiatives that these Organizations may undertake in supporting the reform of technical and vocational education in Iraq.
3. Address the implementation issues and challenges.
4. Assess the effectiveness of strategies to achieve the underlying project's results.
5. Determine the impact of the project in terms of sustained improvements achieved.
6. Examine the programming management arrangement among UNESCO, ILO and UN-HABITAT.

The evaluation approach was based on the seven principles that are essential to the success of any evaluation: Efficiency, Effectiveness, Relevance, Impact and Sustainability, Partnership, and Development Results.

The methodology used in the study constituted a blend of evaluation synthesis and Meta evaluation, inclining more towards evaluation synthesis. The study thus used information from literature reviews, field visits, survey questionnaires, focus groups, and interviews with a range of stakeholders. These stakeholder groups include UN implementing agency representatives, Iraq partner representatives from MOLSA, MOE and MOHESR, local authorities in five governorates, capacity development trainees, TVET institutional managers and staff, and TVET trainees and graduates. The study and reporting was led by David Comerford, the Managing Director of David Comerford & Associates; and a local NGO based in Baghdad, Mercy Hands, which was contracted by UNESCO-Iraq to conduct the data collection and preliminary observations on-site in five pre-selected Governorates.

The evaluation findings are laid out in **Chapter Two, Key Findings**. Based on triangulation of the results of the Desk Study, Focus Group notes, key informant interview notes and questionnaire results, a number of findings are made for each of the evaluation principles. In most cases, findings are associated with the evaluation questions which guided the process.

The key findings include:

1. According to the UN representatives of UNESCO-Iraq, UN-Habitat and ILO, the IQRTVET has accomplished all of its planned outputs and activities as of July 2011. Based on a cross-checking of the Log Frame activities and outputs with the reporting to date, the Consultant can confirm that all activities were undertaken and that the outputs have been achieved to varying degrees of success and quality. The level of completion is also reflected in the budget disbursements for each of the three agencies as of the end of the 3rd Quarter 2010. Though UNESCO and UN-HABITAT had almost completed their disbursements by the time of this evaluation, ILO was still finalizing a number of activities until July 2011. No updated financial report was available for the Consultant's review.

2. The questionnaire respondents and interviewees from all categories expressed in a large majority to being satisfied or highly satisfied with the results of IQRTVET. These categories include the TVET institution trainees and graduates, the training centers' management representatives, key informants from the UN Agencies and the Iraqi partner ministries and participants in the capacity development workshops.
3. The Stakeholders generally agreed that the program was cost-effective. However, little apparent reflection was given on ways to decrease the relatively high costs associated with capacity building and equipment procurement. Both these components of the program consumed the majority share of the budget. Increased costs over the course of the program necessitated adjustments to its other components.
4. The issue of high procurement costs was an ongoing concern during the project implementation, especially in the case of UNESCO. The complexity of UNESCO's procurement rules were often cited as one of the main reasons for the increase in procurement costs as the long competitive bidding process made delivery of goods more costly in the volatile Iraqi environment. UN-HABITAT on the other hand, did not experience the same level of delays and associated cost overruns as UNESCO.
5. Though the UN agencies and Iraqi partner representatives generally agreed that the program has effective monitoring mechanisms in place, some concerns were raised by several key informants regarding the effectiveness of the actual monitoring or the lack of adherence to the monitoring mechanisms. Some of the issues raised include:
 - a. Slow response from Ministries in Iraq on implementation requirements.
 - b. Frequent references on the weak follow-up to activities and training and lack of evaluation of activities.
 - c. Weak coordination mechanisms between the UN Agencies and the Iraqi partners.
 - d. The need to contact UNESCO too often for information, directives, and clarifications.
 - e. Insufficient reporting from UNESCO.
 - f. Lack of regular supervision. Better supervision could have helped to overcome delays in implementation and procurement.
6. Overall, the participants in training were satisfied with their training programs though some did express that the programs did not always respond effectively to employer driven needs. In addition, the majority of TVET trainee questionnaire respondents did not have jobs six months after completing their training course.
7. Interviewees and questionnaire respondents generally agreed that the management capacities were adequate and that the project governance structure enabled the attainment and delivery of good results. In addition, most partners and UN representatives felt that there was a clear understanding of roles and responsibilities.
8. It is widely acknowledged by the project stakeholders that the original project timelines were unrealistic. The eighteen month original project cycle was dictated by the ITF funding guidelines. The required project extensions enabled the project to be implemented over a four year period for ILO and 44 months for UNESCO and UN-HABITAT thereby enabling a

more realistic timeline for the delivery of outputs. Nevertheless, as with any large development project, some delays were experienced especially in the procurement and delivery of equipment and materials.

9. A few key elements of the project will require additional time and resources to ensure that they are fully integrated into the TVET sector in Iraq including but not limited to:
 - The TVET Policy Framework
 - The further development and testing of the CBT
 - Restructuring of the VTCs

Each of the above project components have been left in a state that requires further external support and funding or they risk the loss of any progress made to date particularly in light of findings and observations on the weak capacities of the Iraq stakeholders to undertake and complete such activities.

10. As acknowledged by several key Iraqi and UN agency respondents and interviewees, capacity building costs increase due to the time and resources allocated for facilitators from outside the training location and displacing of dozens or hundreds of Iraqis to other locations either inside or outside of Iraq. They also have significant cost implications not only related to the travel and accommodation costs, but to the additional time required for travel and, therefore, time away from the participants' workplace.
11. Inadequate monitoring of implementation by UNESCO and insufficient follow up and evaluation of activities overall led to inefficiencies, delays, or poor coordination of initiatives. The turnover in project managers and others in UNESCO responsible for ensuring the implementation of IQRTVET was cited as one of the reasons for poor coordination. However, the security situation in Iraq was also a key factor in limiting access of the UN representatives to project sites to conduct monitoring visits and to ensure overall effective management of resources and people.
12. Overall, stakeholders feel that the project is addressing the needs of some of the target groups, i.e. the direct beneficiaries including senior staff at MOE, FTE/MOHESR, MoLSA and TVET planners, administrators, project managers, practitioners, trainers and facilitators at all levels, and more importantly, the learners (students, between 4000 and 5000 in number). Key policy decision-makers, trainers, employers, and Industry leaders who are actively involved in the design, implementation, monitoring, and evaluation of TVET programmes geared to the needs of TVET system also benefited from the program. The indirect beneficiaries have been the unemployed and vulnerable, especially unemployed youth, and the unskilled and females.
13. The capacity development trainees from the Ministries and TVET institutions were largely satisfied with the training programs, claiming they responded to their professional needs. For the 8% who were not satisfied; unemployment, limited scope of the course, and poor quality of instruction were the reasons for their dissatisfaction.
14. Not all target groups' needs were equally addressed or satisfied during the implementation of IQRTVET. This is apparent particularly for employers and industry leaders and civil society

groups. Indeed, no questionnaire or interviews were conducted with these target groups at the request of the UN Agencies due to the poor probability of identifying participants who have been active in the IQRTVET process and actions.

15. Though the ILO concentrated its efforts on capacity building, overall the program put insufficient focus onto TVET institutional capacity building, teacher training, curricula development, and development of linkages with the employer and industry sector. Instead, most of the overall program financial resources went into capacity development of the partner ministries and equipment and material procurement. As a joint program, greater focus and, therefore, greater allocation of resources, could have been dedicated by all the UN Agencies to capacity building and other key components of the TVET sector beginning at the design phase.
16. IQRTVET has responded to the underlying development issues by helping shape and remodel the TVET sector policy and strategic planning environment, in building the capacities of the key Ministries to deliver TVET programs and priorities, providing critical support for the reform; and upgrading TVET institutions, programs, teaching methodologies, and equipment in order to better respond to labor-market needs. One of the recurring comments in questionnaires, interviews, and focus group reports was the impact of the program on the internationalization of the TVET sector and the move towards the establishment of international standards.
17. The program laid much of the groundwork for the TVET sector policy framework and strategic planning. It set the tone for effective partnership and planning among the principle Iraqi Ministries involved in the delivery of TVET and has begun the process of linking the TVET sector development to the National Development Strategy and job creation. These are ongoing processes which will, if supported in future initiatives, enable Iraq to sustain the efforts to address its local and national needs and priorities.
18. A number of factors were cited by the stakeholders as affecting partnership development. Several Iraqi partners expressed their perception that they were poorly oriented on the mechanisms and activities of the program. This situation could understandably affect their partnership arrangements with the UN agencies. This will need to be addressed. Other factors cited as impediments to effective partnerships include:
 - a. UN Agencies working too independently of each other
 - b. Competition for funds hindering a cooperative approach among the agencies
 - c. One IQR coordinator representing all stakeholders would have been ideal
 - d. Excellent partnership between ILO and MOLSA, but need to strengthen the cooperation between ILO and the MOE
19. IQRTVET brought together the three key ministries involved in TVET delivery and three UN agencies in a process of elaboration and implementation of a complex set of activities and initiatives in the TVET sector. The Agreement between MOE, FTE and MOLSA and UNESCO, ILO and UN-HABITAT to address and support the existing structure in the vocational education system is an example of a working agreement which was necessary to ensure the achievement of the IQRTVET outputs and outcomes. Overall, the collaboration among these stakeholders showed exemplary results in a very difficult political and security

environment.

20. Due to the scope and diversity of activities which fall under the IQRTVET program, no blanket statement can be made regarding the sustainability of all activities. It is clear, however, that a number of activities may suffer on the cessation of support from the UN Agencies. These include, but are not limited to:

- Capacity Building for key management and staff of Ministries and TVET providers
- Vocational Training Center restructuring
- Implementation of the CBT
- Implementation of the Framework for Program Review and Renewal and a Manual for Policies and Procedures
- Adherence to the Action Plan developed by ILO to ensure that TVET policy remains in line with the NDP (2010-2014)
- Full application of the Apprenticeship Guide for MOE and use of the textbooks and workbooks for three disciplines
- Final revisions to, and full application of, the KAB in TVET institutions throughout Iraq

21. Many of the focus groups commented that the government and religious leaders should be the key stakeholders at the local level. These comments may be due to a lack of understanding about the potential role of local institutions other than governments and religious leaders in the overall development of their communities via the education sector (including TVET). The lack of real employer and trade associations' involvement in the TVET sector is one illustration of this gap between reality and the ideal situation.

22. Impact at the ultimate outcome level is difficult to assess immediately upon completion of the IQRTVET. In general, the social, economic, political, environmental, and attitudinal changes attributed to a project or program are measured 1-3 years after the cessation of activities. Nevertheless, it is anticipated that the project will contribute to a number of outcome level impacts including:

- a. TVET stakeholders that are able to deliver flexible and demand-driven training programs that meet the needs of industry and the labour market.
- b. Increased access to employment through enhanced vocational and technical capacities of Iraqis.
- c. Positive attitudes among Iraqis with regards to the value of technical and vocational education.
- d. Positive attitudes among Iraqis on the subject of the participation of women in the workforce and in non-traditional trades.

23. The Project Reports state that 11,000 men and 3,000 women would benefit directly from the project in addition to 40,000 beneficiaries from employment generation. According to the 2010 3rd Quarter report, the project reached 85%, 50%, and 75% respectively of each of these groups. From the reports it is not clear, however, how these figures were calculated and who constituted the various subgroups. The beneficiaries of employment generation in particular need to be identified along with any specific benefits they may have gained.

24. IQRTVET has contributed to national priorities by addressing the issues of poverty alleviation, employment creation, gender equality, and private sector development. These key issues are core themes in the NDS, the ICI, and the MDGs. The strengthening of the TVET sector by building the capacities of the stakeholders, developing policy and strategic plans, restructuring the TVET institutions, modernising the facilities and systems, and seeking greater employer involvement all contribute to the economic development of Iraq while alleviating poverty.
25. Stakeholders generally agreed that the TVET policy and strategic planning results of IQRTVET represent significant accomplishments for Iraq given the ongoing turmoil in the country. Not only have senior and middle level officials received critical policy and strategic planning training, but the key ministries involved in TVET delivery in Iraq have begun to effectively cooperate and coordinate efforts and have made important steps in the development of key TVET policy documents, frameworks, and governance structures.
26. Overall, the beneficiaries have been satisfied with the training and skills development, but have not benefited from job opportunities. Trainees in TVET institutions often require additional support to enable them to continue their training programs. A general recurring complaint was that there was weak follow-up with trainees and little or no support in employment search. This situation is linked to the fact that training and skills development programs in Iraq are still not sufficiently employer driven and that TVET institutions, schools, and training centers do not conduct graduate or employer satisfaction surveys in order to improve their programs.
27. The Project Document affirms “Thus, after the completion of TVET education, there will be thousands of students who will be capable of finding employment in a variety of technical and vocational trades.” This affirmation is true if those jobs exist. In the current Iraqi context many trainees and graduates will continue to struggle in their search for jobs. Many of the respondents to the evaluation questionnaires commented on their satisfaction with the training but expressed their disappointment with the lack of jobs or the absence of support from the training institutions in their job searches.
28. The project Log Frame does provide a good overall framework that served as a guide to the UN implementing agencies and the Iraqi partners. The Log Frame clearly identifies the project Development Objective, the Immediate Objectives, Outputs and Activities in an interrelated results chain and provides indicators to measure achievement of results. However, few weaknesses in the Log Frame and Project Document were identified including the absence of a detailed Work Breakdown Structure, a detailed timelines in a GANTT format and an outputs-based budget.

Chapter Three, Overall Conclusions notes that the IQRTVET program has attempted to make significant changes to the TVET sector in Iraq with a modest budget over the course of four years in a country still struggling to overcome sectarian conflict, political upheaval, and serious economic problems. The program design included interventions in a broad range of TVET areas with numerous stakeholders involved. However, the scope of the overall program was beyond the ability of the limited budget to effectively ensure sustainable results. Nevertheless, the

programme has succeeded in laying the groundwork for real progress in the TVET sector which will require continued and sustained support for several more years.

As findings from this evaluation show, there have been many small-scale successes within numerous areas of the TVET sector. Beneficiaries have expressed overall satisfaction with the training received, equipment procured, programs and curriculum developed, policies strengthened, and the facilities upgraded. Iraqi Ministries and UN agencies have nurtured strong partnerships, and women and youth have better access to training programmes. International standards are also being introduced into programs and employer driven skills development notions are being pursued.

However, it may be time to concentrate resources into fewer components of the TVET sector; where the most difference can be made. This may take an additional sector-wide analysis and a lessons learned forum of all the key stakeholders in Iraq to determine the setting of priorities. **Chapter Four, Recommendations**, proposes to the key stakeholders a series of recommendations which aim to guide their actions in the TVET sector in Iraq in the coming years. Finally, **Chapter Five, Lessons Learned and Best Practices** lists some of the key lessons learned during the implementation of the project. They are meant to inform and guide all three UN Agencies and the Iraqi partners as they design and develop future initiatives in the sector.

CHAPTER ONE: INTRODUCTION

1.1 Context

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

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

As per the UNDG ITF Annual Report 2009:

"Quality is considered to be low in the public technical and vocational schools and institutes, seen in insufficiently skilled teachers and instructors; shortage of teaching aids; dilapidated workshops for practical training; outdated curricula that is not suitable to market needs; few linkages with industry to strengthen the quality of student practice; and lack of an institutional framework to organize, articulate, integrate, regulate and ensure the quality of training interventions and programs. Moreover, a centralized decision-making structure coupled with generally weak management capacity at school level contributes to unnecessary duplication of efforts and ineffective use of limited resource."

The report goes on to state:

"The central function and decision-making role of Ministry of Education (MOE) delayed the smooth implementation at community and Directorate of Education (DOE) levels, where all requests and approvals have to pass through centralized channels. Alterations in priorities of the MOE and Ministry of Higher Education and Scientific Research (MOHESR) necessitated the revision of implementation targets and modifications to the number of planned project sites and scope of work. Moreover, weak coordination and communication among ministries and limited information-sharing among directorates due to lack of professional staff at governorate levels are still major constraints for efficient implementation of education programmes."

In addition, although many training workshops and meetings have been successfully conducted inside Iraq; capacity-building activities were becoming increasingly expensive, consuming time and human resources for facilitators from Baghdad, UN staff, and government officials. Thus, the limited presence of UN staff on the ground negatively affected the direct dialogue and *transfer of knowledge* elements of training.

In this context, the *Improving Quality and Relevance of TVET in Iraq* was initiated by the Government of Iraq with funding from the Iraq Trust Fund managed by three UN partner agencies. These agencies include UNESCO-Iraq as lead agency, UN-Habitat, and the ILO. This program aimed to develop a highly effective, relevant, and quality TVET system in Iraq with the TVET stakeholders capacitated to deliver flexible and demand-driven training programs that meet the needs of the industry and labor market.

1.2 Description of the Project

The project aimed at the rehabilitation and modernization of the Technical and Vocational Education and Training Sector in Iraq supported by re-orienting and improving the TVET system in order for it to effectively prepare young people for wage and self-employment in the industrial, construction, and service sectors of the economy.

The project was implemented within the framework of the Iraq Trust Fund – a multi-donor trust fund established in 2004 to channel resources for the reconstruction of Iraq. It is also the main source of funding for UN activities in the country.

Main Objectives of the Program/Project:

1. Establish a National Technical and Vocational Education and Training Policy Framework
2. Enhance Vocational and Technical skills provision in all TVET public structures.
3. Improve and modernize MOE, FTE and MOLSA TVET equipment.

The project was approved with a start up date of 31 July 2007, completion date set for 31 January 2009, and initial project duration lasting 18 months. The first budget revision and extension was approved on 18 January 2009 (January 2009 to January 2010); the second budget revision and extension was approved on 5 January 2010 (January 2010 to July 2010); a third extension was approved until 31 December 2010; and a fourth and final extension to complete the final evaluation (January-to March 2011) was approved in December 2010. The total project duration was 44 months for UNESCO and UN-Habitat, and 48 months for ILO factoring in that the ILO component will continue up to the end of July 2011.

Total Budget:	USD 8,860,000
UNESCO:	USD 5,308,400
ILO:	USD 1,550,668
UN-Habitat:	USD 2,000,932

1.3 Purpose and Scope of the Evaluation

1.3.1 Purpose

The evaluation of the project, *Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq* aimed to:

7. Measure the results of the project, determine if it has achieved its stated objectives, and explain why it has or has not achieved those objectives.
8. Provide all three Agencies (UNESCO, ILO, UN-Habitat) with lessons learned and recommendations to improve general implementation modalities and future initiatives that these Organizations may undertake in supporting the reform of technical and vocational education in Iraq.

9. Address the implementation issues and challenges.
10. Assess the effectiveness of strategies to achieve the underlying project's results.
11. Determine the impact of the project in terms of sustained improvements achieved.
12. Examine the programming management arrangement among UNESCO, ILO and UN-Habitat.

1.3.2 Evaluation Objectives and Scope

The evaluation approach was based on the seven principles that are essential to the success of any evaluation: Efficiency, Effectiveness, Relevance, Impact and Sustainability, Partnership, and Development Results. In addition, the evaluation attempted to distil lessons learned while providing recommendations for future initiatives.

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?
- (vii) The extent to which the project partnership contributed to capacity development of national constituents and the effectiveness of the partnership.
- (viii) Was the intervention logic coherent and realistic with appropriate logical framework including measurable indicators?

Within the lens of these principles, the evaluation of the *Improving Relevance and Quality of Technical and Vocational Education and Training in Iraq* project sought answers to the following questions:

Efficiency:

1. Have the outputs been delivered in a timely manner?
2. Has the implementation of activities been cost effective, or could the activities and outputs have been delivered with fewer resources without reducing their quality and quantity?
3. Has agency organizational structure, managerial support, and coordination mechanisms effectively supported their delivery?

Effectiveness:

1. Has the project made sufficient progress towards its planned outputs and activities?
2. What are the reasons for its achievement or non-achievement?
3. To what extent have beneficiaries been satisfied with the results?
4. Is the program cost-effective, i.e. could the outcomes and expected results have been achieved at lower cost through adopting a different approach and/or using alternative delivery mechanisms?
5. Does the program have effective monitoring mechanisms in place?
6. Were the training modules offered responsive to labor market demand? Were the beneficiaries satisfied with the quality of the trainings they were placed in? How many of the trainees were then successfully placed in employment? Which modular should be strengthened?
7. Were management capacities adequate? Did the project governance structure facilitate good results and efficient delivery? Was there a clear understanding of roles and responsibilities between the different partners?

Relevance:

1. Are the program objectives addressing the identified needs of the target group(s)?
2. Do the activities address the problems identified?

Impact:

1. In what ways (socially, economically, politically, environmentally and attitudinally) has the project impacted the intended beneficiaries and other stakeholders?
2. To what extent can the changes that have occurred as a result of the program be identified and measured?

Sustainability:

1. How effective and realistic is the project's exit strategy? Are the project results, achievements, and benefits likely to be durable? Has the capacity of the national stakeholders been sufficiently developed to enable them to sustain the initiative?
2. Are the activities stated in the program sustainable after the cessation of agency support?
3. Do the beneficiaries continue to benefit from the program?
4. What is the likelihood that the benefits from the program will be maintained for a reasonably long period of time if the program were to cease?
5. Is the program supported by local institutions and integrated with local, social, and cultural conditions?

Partnerships

1. What factors hindered or fostered effective partnership development?
2. To what extent has the project contributed to capacity development of the involved partners?

Development Results

1. What have been the specific benefits of the project to different beneficiary groups including men, women, children, youth, and marginalized population groups?
2. How has the project contributed to the national priorities identified in the Iraq National Development Strategy (NDS), the International Compact with Iraq (ICI), and the Millennium Development Goals (MDG)?
3. Has the project created full-time or temporary employment opportunities? Provide sex-disaggregated numbers of any jobs created as a result of the project?
4. Are there any unintended positive or negative results of the project and how are they perceived by the stakeholders?

1.4 Evaluation Methodology & Approach

1.4.1 Overview

This IQRTVET evaluation is primarily based on the *Terms of Reference* provided by UNESCO-Iraq and an evaluation matrix designed by David Comerford & Associates; which was commissioned by UNESCO-Iraq to coordinate the evaluation via UNESCO's contracting firm in Baghdad: Al Sami Inc.

The study and reporting was led by David Comerford, the Managing Director of David Comerford & Associates; and a local NGO based in Baghdad, Mercy Hands, who was contracted by UNESCO-Iraq to conduct the data collection and preliminary observations on-site in five pre-selected Governorates. As Lead

Evaluator, Mr. Comerford conducted key informant interviews in Amman, reviewed and assessed the research findings, and proposed some objective conclusions based on those findings.

The assessment and conclusions are somewhat limited by the original methodology used. The complexity of the *Terms of Reference* of the evaluation and the matrices further complicated the concepts for the inexperienced researchers from Mercy Hands. Also to be noted is that the assessments in some areas are based on incomplete information

The methodology used in the study constituted a blend of evaluation synthesis and Meta evaluation, inclining more towards evaluation synthesis. The study thus used information from literature reviews, field visits, survey questionnaires, focus groups, and interviews with a range of stakeholders.

1.4.2 The Methodology

This evaluation was conducted between March 15 and June 27, 2011 after the approval of the Inception Report by UNESCO-Iraq and the development and approval of interview protocols, focus group agendas, and questionnaires for the key IQRTVET stakeholder groups. These stakeholder groups include UN implementing agency representatives, Iraq partner representatives from MOLSA, MOE and MOHESR, local authorities in five governorates, capacity development trainees, TVET institutional managers and staff, and TVET trainees and graduates. Following an orientation and training session in Erbil for eight data gatherers from Mercy Hands– Iraq, a number of primary data collection techniques and activities were undertaken by the Team Leader and the on-site data gathering team from Mercy Hands.

The following elements were contributory factors to the evaluation and analysis:

Desk Study: A review of all project reports and other relevant documents provided to the Lead Evaluator by the UN implementing agencies was completed by the Lead Evaluator. The results were coded and recorded in the research software *Atlas.ti*¹, which was used in the conduct of the evaluation.

Key Informant Interviews: Face-to-face and telephone interviews were conducted with key representatives of the UN implementing agencies and the Iraqi partner Ministries. Eight interviews were conducted by the Lead Evaluator in Amman and ten were conducted by Mercy Hands in Iraq.

Focus Group Discussions: A total of 14 focus groups of varying sizes were conducted with TVET Managers and Staff, Capacity Development Trainees, and TVET trainees and graduates in the five selected Governorates for the evaluation.

Survey Questionnaires: Questionnaires were completed by all categories of stakeholders including 17 key informants, 72 TVET trainees and graduates, 26 capacity development trainees, and 15 TVET institutional managers and staff. These questionnaires were compiled and analyzed by the Lead Evaluator using SPSS² quantitative analysis software.

It should be noted that the number of interviewees and questionnaire respondents was limited in each category due to resource constraints. However, though firm conclusions cannot be based on such a limited

¹ Atlas.ti is a qualitative research software which enables the researcher to compile, record, code and analyse documents

² SPSS is a quantitative research software which enables the researcher to compile, record and analyse statistical data retrieved from questionnaires and surveys

sampling, the significance of responses was established through triangulation techniques involving desk review, focus group reports and semi-formal interviews with key informants.

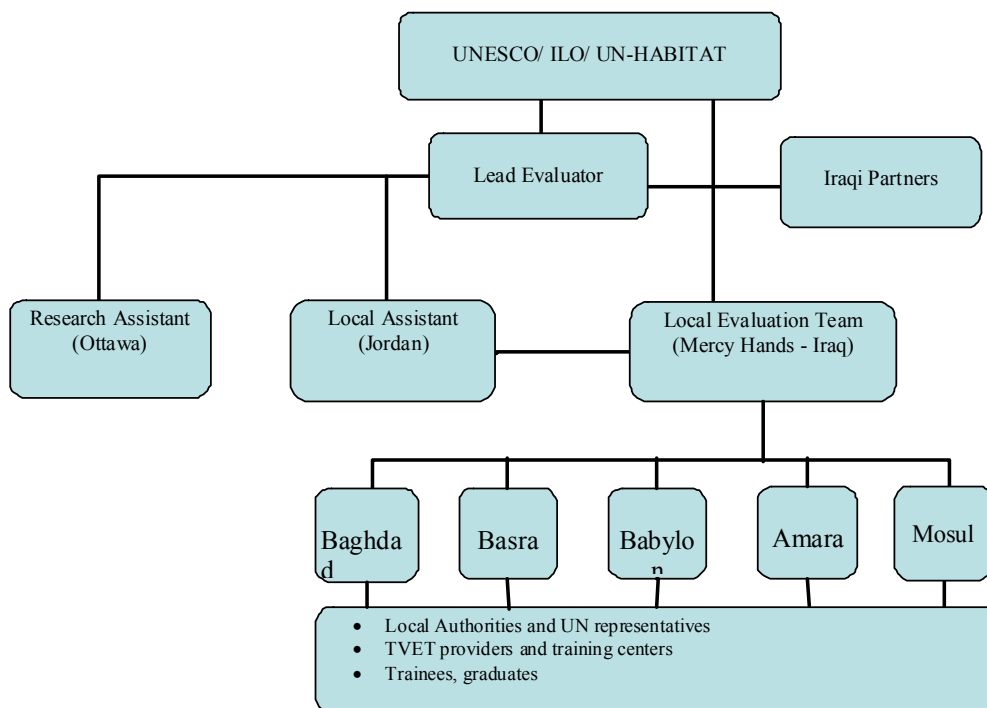
1.4.3 Limitations

A number of constraints affected the conduct of the evaluation. The limited experience of the Mercy Hands team led at times to poor quality focus group reports and key informant interviews. In addition, their preliminary observations could have been further elaborated. Some initial misunderstandings between the local representatives and the Mercy Hands team resulted in a loss of some inputs and insights which could have enriched the study. It also resulted in the delays in the production of the draft report. The security situation caused limited access to some areas and, therefore, to fewer interviews, focus groups, and questionnaires completed than planned. Finally, the submission of the Mercy Hands data to the Lead Evaluator required significant time to organise, compile, and analyse; adding to the time delay in completing the draft Final Report.

These challenges were discussed and resolved as best possible on an ongoing basis with UNESCO-Iraq and through ongoing communications between the Lead Evaluator and the Mercy Hands Director. UNESCO-Iraq as the contracting agency for Mercy Hands cooperated closely with the Lead Evaluator to ensure that his requests and guidance were followed up.

1.4.4 Evaluation Communications Structure

The chart below illustrates the lines of communication for all the principle stakeholders in the evaluation process. Though the local evaluation team with Mercy Hands was guided by the Lead Evaluator, their contractual obligations were directly with UNESCO-Iraq.



CHAPTER TWO: KEY FINDINGS

This section addresses the findings related to the seven key principles of the evaluation and the core evaluation questions as outlined in the *Terms of Reference* and the Evaluation Framework. These findings are supported further in the section on the detailed Survey Questionnaires Analysis.

2.1 Effectiveness

1. Has the project made sufficient progress towards its planned outputs and activities?

According to the UN representatives of UNESCO-Iraq, UN-Habitat and ILO, the IQRTVET has accomplished all of its planned outputs and activities as of July 2011. This information was corroborated in semi-structured interviews with UN representatives of UNESCO, ILO, and UN-Habitat, who have been closely involved in the implementation and oversight of IQRTVET. However, the quarterly reporting and the draft Completion Report received in July 2011 do not clearly illustrate that all activities and outputs have been completed. The latest Quarterly Report shared with the consultant, Q3 2010 clearly indicates the level of completion of the project objectives and their related outputs in the final quarter but does not give results for the overall completion of results since the project inception.

Based on a cross-checking of the Log Frame activities and outputs with the reporting to date, the Consultant can confirm that all activities were undertaken and that the outputs have been achieved to varying degrees of success and quality.

The level of completion is also reflected in the budget disbursements for each of the three agencies as of the end of the 3rd Quarter 2010. Though UNESCO and UN-HABITAT had almost completed their disbursements by the time of this evaluation, ILO was still finalizing a number of activities until July 2011. No updated financial report was available for the Consultant's review.

Funds Committed	UNESCO	US\$ 5,061,346	95%
	UN-Habitat	US\$ 1,761,667	88%
	ILO	US\$ 1,122,704	72%
Funds Disbursed	UNESCO	US\$ 4,676,957	88%
	UN-Habitat	US\$ 1,761,667	88%
	ILO	US\$ 1,034,120	67%

2. What are the reasons for the achievement or non-achievement?

The achievement of the outputs and activities can be attributed to the efficient management of the IQRTVET by the three implementing UN Agencies. In spite of numerous challenges and obstacles, the three agencies were able to accomplish almost 100% of the planned activities and outputs as per the Project Document and the Log Frame. Nevertheless, as illustrated in additional findings below, a number of issues and concerns were raised by all categories of

stakeholders and beneficiaries which question the actual accomplishment of all the outputs to the level anticipated or expected.

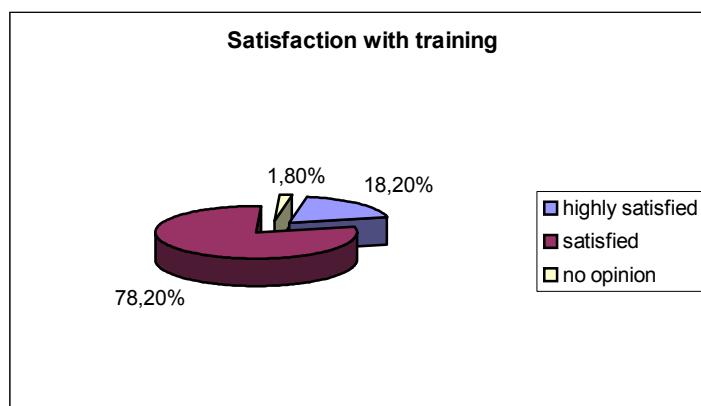
Specific reasons given for the achievement or non-achievement of results were expressed by a number of respondents. One UN agency representative noted the following reasons for shortcomings and difficulties in implementing the IQR:

1. Lack of a clear framework in the project document
2. Project Governance structure without a clear policy framework
3. Project framework not based on situational analysis

3. To what extent have beneficiaries been satisfied with the results?

As illustrated in the tables and charts in the survey results section of this report, the beneficiaries have expressed overall satisfaction with the results of IQRTVET. The questionnaire respondents and interviewees from all categories expressed in a large majority to being satisfied or highly satisfied with the results. These categories include the TVET institution trainees and graduates, the training centers' management representatives, key informants from the UN Agencies, and the Iraqi partner ministries and participants in the capacity development workshops. However, as other additional findings below reveal, a number of issues were raised which need to be addressed in any follow up to IQRTVET and to future projects.

For TVET trainees and graduates from Missan and Basra, the questionnaire results showed overall satisfaction with their training. This is illustrated in the following chart:



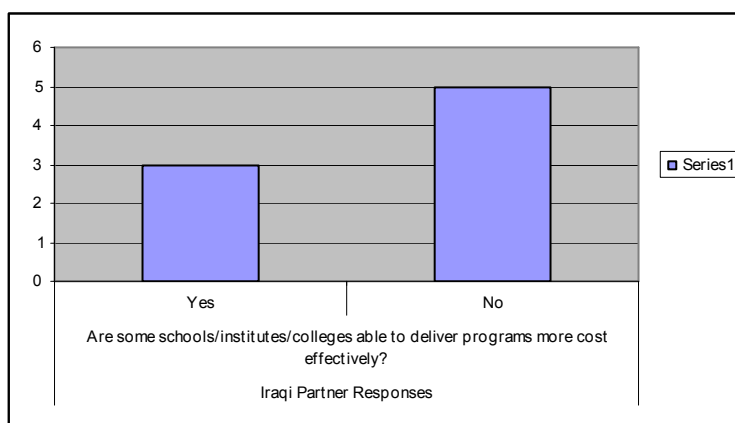
Even if the majority of the respondents had not found a job at the time this data was collected, 78% of participants expressed their satisfaction with the program and 18% of them were highly satisfied. This confirms the value and necessity to continue implementing such projects in the country.

4. Is the program cost-effective, i.e. could the outcomes and expected results have been achieved at a lower cost through adopting a different approach and/or using alternative delivery mechanisms?

The Stakeholders generally agreed that the program was cost-effective. However, little apparent reflection was given on ways to decrease the relatively high costs associated with capacity building and equipment procurement. Both these components of the program consumed the majority share of the budget. Increased costs over the course of the program necessitated adjustments to its other components. Alternative ways of delivering capacity building to decrease the costs included more focus on training of trainers, as in the case of the ILO, which sought to decrease costs for out-of-country training and for external consultants.

The issue of high procurement costs was an ongoing concern during the project implementation, especially in the case of UNESCO. The complexity of UNESCO's procurement rules were often cited as one of the main reasons for the increase in procurement costs as the long competitive bidding process made delivery of goods more costly in the volatile Iraqi environment. UN-HABITAT on the other hand, did not experience the same level of delays and associated cost overruns as UNESCO.

In addition, in spite of the program, a majority of Iraqi partners interviewed during the evaluation felt that the TVET institutional program delivery was not improved with regards to cost-effectiveness. This is shown in the chart below. The result of 5 out of 8 key Iraqi partner respondents agreeing to this may indicate a need for future initiatives to focus more on TVET institutional management.



5. Does the program have effective monitoring mechanisms in place?

Though the UN agencies and Iraqi partner representatives generally agreed that the program has effective monitoring mechanisms in place, some concerns were raised by several key informants regarding the effectiveness of the actual monitoring or the lack of adherence to the monitoring mechanisms. Some of the issues raised include:

- a. Slow response from Ministries in Iraq on implementation requirements.
- b. Frequent references on the weak follow-up to activities and training and lack of evaluation of activities.
- c. Weak coordination mechanisms between the UN Agencies and the Iraqi partners.
- d. The need to contact UNESCO too often for information, directives, and clarifications.
- e. Insufficient reporting from UNESCO.

- f. Lack of regular supervision. Better supervision could have helped to overcome delays in implementation and procurement.

6. Were the training modules offered responsive to labour market demand? Were the beneficiaries satisfied with the quality of the trainings they were placed in? How many of the trainees were then successfully placed in employment? Which modular should be strengthened?

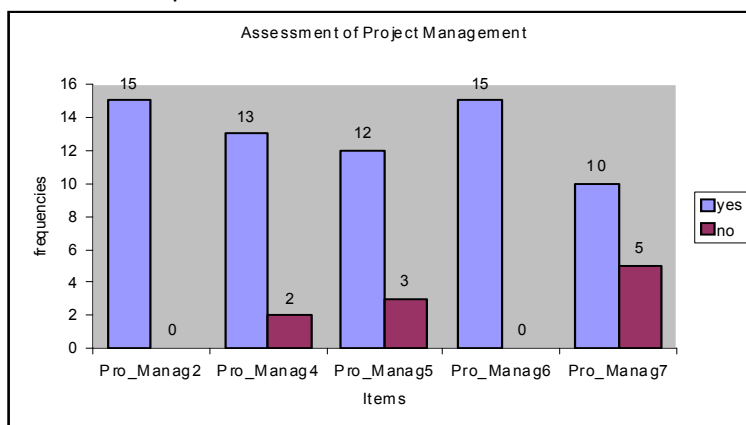
Findings on these questions were mixed and at times contradictory. Given the small overall sample of stakeholders (which included the training beneficiaries); it was not possible to have a definitive answer to each of these questions. However, the results of the interviews and survey questionnaires do show some interesting findings and they are given in greater detail in the survey analysis section of the report. Overall, the participants in training were satisfied with their training programs though some did express that the programs did not always respond effectively to employer driven needs. In addition, the majority of TVET trainee questionnaire respondents did not have jobs six months after completing their training course as illustrated in the following chart:

Occupation Before Training		Occupation 6 Months After Training	
No job	28	29	No job
Construction worker	9	3	Construction worker
House wife	4	0	House wife
Student	5	0	Student
Welding	1	2	Welding
Supermarket worker	1	0	Supermarket worker
Teacher	1	0	Teacher
Driver	1	1	Driver
		3	Self employed
		1	Tailor
		1	Sanitation chief worker

It is difficult at this stage to confirm if the training has made significant changes, particularly when this group is compared to those of the *Managers and Administrators* or those from *Capacity Development Trainees*. It is a general consensus that training alone does not provide employment. Many other factors play a role such as the labour market that employs TVET graduates, the economy, and socio-political stability. In spite of this, a small qualitative change happened: Three trainees are now self-employed. Of the three, two of them were unemployed before the training started and the third was a supermarket worker. This indicates that even in a period with low employment; people with education and skills training have more opportunities. 27% of the respondents have not provided information on their occupation 6 months after the training.

7. Were management capacities adequate? Did the project governance structure facilitate good results and efficient delivery? Was there a clear understanding of roles and responsibilities between the different partners?

Interviewees and questionnaire respondents generally agreed that the management capacities were adequate and that the project governance structure enabled the attainment and delivery of good results. In addition, most partners and UN representatives felt that there was a clear understanding of roles and responsibilities.



Items with (yes/no) answer

	Item_code	yes	no
Effectiveness of structures in promoting creativity and innovation	Pro_Manag2	15	0
Clarity on decision making process among stakeholders	Pro_Manag4	13	2
Effectiveness and efficiency in decision making	Pro_Manag5	12	3
Adequate accountability at all levels of project	Pro_Manag6	15	0
Appropriateness of administrative procedures in reporting and disbursements	Pro_Manag7	10	5
	Total	65	10

The table above shows a very positive view of the project management. The *appropriateness of administrative procedures in reporting and disbursements* was ranked the lowest in comparison to the other items, which may mean that administrative and organizational work need to be improved.

2.2 Efficiency

2. Have the outputs been delivered in a timely manner?

It is widely acknowledged by the project stakeholders that the original project timelines were unrealistic. The eighteen month original project cycle was dictated by the ITF funding guidelines. The required project extensions enabled the project to be implemented over a four year period thereby enabling a more realistic timeline for the delivery of outputs. Nevertheless, as with any large development project, some delays were experienced especially in the procurement and delivery of equipment and materials.

As stated in several project reports:

“The main delay in implementation took place at the beginning of the project due to security situation and to lack of communication between the implementing partners and the stakeholders. This was overcome after establishing strong relationships with contact points, the recruitment of the National project Coordinator (NPC), and reaching an understanding on mechanisms of implementation and expectations of each party.”

As the project wraps up, the delivery of the outputs has been mostly accomplished according to the anticipated timelines. However, a few key elements of the project will require additional time and resources to ensure that they are fully integrated into the TVET sector in Iraq including but not limited to:

- The TVET Policy Framework
- The further development and testing of the CBT
- Restructuring of the VTCs

Each of the above project activities have been left in a state that requires further external support and funding or they risk the loss of any progress made to date particularly in light of findings and observations on the weak capacities of the Iraq stakeholders to undertake and complete such activities.

3. Has the implementation of activities been cost effective or could the activities and outputs have been delivered with fewer resources without reducing their quality and quantity?

Though most respondents and interviewees felt that the program was cost-effective within the difficult Iraqi security context, the issue of equipment procurement and the cost implications was raised frequently. A high occurrence of delays and cancellations in equipment orders and long timelines in the competitive bidding process in adherence to UN regulations led to cost overruns and to lost opportunities. These lost opportunities in themselves represented inefficiency due to time and resources dedicated to the process. In addition, cost overruns occurred when bidders were unable to deliver their goods at the original quoted prices due to these time delays and the internal security situation in Iraq.

The cost effectiveness issue was also raised in relationship to training and capacity building programs. As the UNDGITF Annual Report 2009 states:

“Although many training workshops and meetings were successfully conducted inside Iraq, capacity-building activities are becoming increasingly expensive, consuming time and human resources for facilitators from Baghdad, UN staff and government officials. Thus, the limited presence of UN staff on the ground has negatively affected the direct dialogue and transfer of knowledge elements of trainings.”

As acknowledged by several key Iraqi and UN agency respondents and interviewees, capacity building costs increase due to the time and resources allocated for facilitators from outside the training location, displacing of dozens or hundreds of Iraqis to other locations either inside or outside of Iraq. They also have significant cost implications not only related to the travel and accommodation costs, but to the additional time required for travel and, therefore, time away from the participants' workplace.

4. Have the Agencies' organizational structure, managerial support, and coordination mechanisms effectively supported their delivery?

Stakeholders generally agreed that the organisational and governance structure for IQRTVET was efficient and enabled the efficient delivery of results. The high level of completion of activities and outputs is cited as evidence for this positive outlook.

The initial UNDG ITF reports for IQRTVET state clearly that:

“The TVET project is jointly implemented by ILO, UNESCO, and UN-Habitat. Regular, quarterly meetings are held between the partners to ensure appropriate supervision of project implementation. Close consultation, collaboration, and information sharing is taking place to ensure prompt and successful implementation of the activities of the project. The Ministry of Labor and Social Affairs has assigned the Vocational Training Office Director as the coordinator responsible for the daily contact with the project's CTA. The Ministry will accommodate the national staff of the project, once those are on board. Furthermore, the Director General of the labour office in the Kurdistan Regional Government (KRG) will coordinate with the project's Chief Technical Advisor.

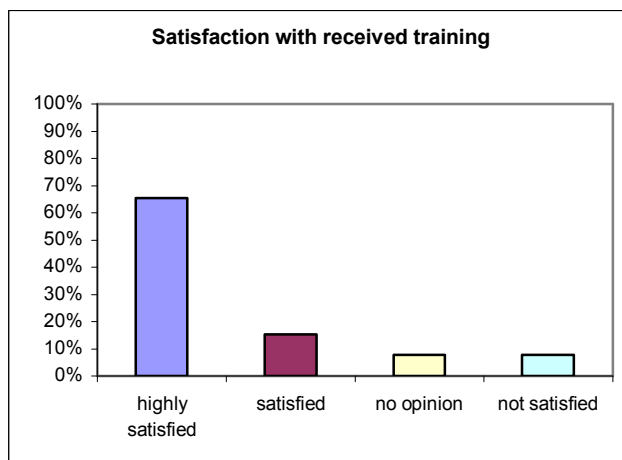
Nevertheless, as noted in other findings, inadequate monitoring of implementation by UNESCO and insufficient follow up and evaluation of activities overall led to inefficiencies, delays, or poor coordination of initiatives. The turnover in project managers and others at UNESCO responsible for ensuring the implementation of IQRTVET was cited as one of the reasons for poor coordination. However, the security situation in Iraq was also a key factor in limiting access of the UN representatives to project sites to conduct monitoring visits and to ensure overall effective management of resources and people.

2.3 Relevance

1. Are the program objectives addressing identified needs of the target group(s)?

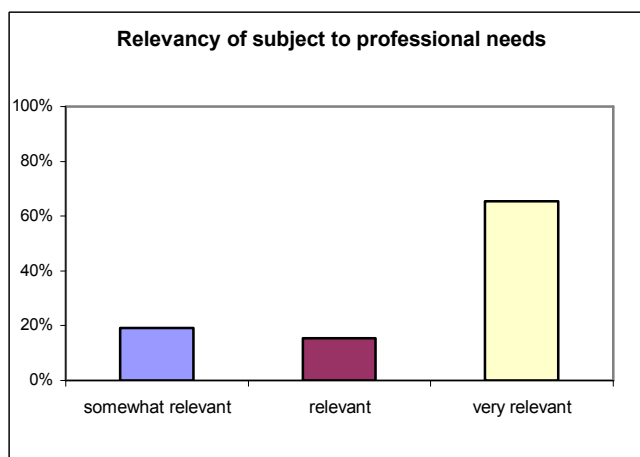
Overall, stakeholders feel that the project is addressing the needs of some of the target groups, i.e. the direct beneficiaries including senior staff at MOE, FTE/MOHESR, MoLSA and TVET planners, administrators, project managers, practitioners, trainers and facilitators at all levels, and more importantly, the learners (students, between 4000 and 5000 in number). Key policy decision-makers, trainers, employers, and Industry leaders who are actively involved in the design, implementation, monitoring, and evaluation of TVET programmes geared to the needs of TVET system also benefited from the program. The indirect beneficiaries have been the unemployed and vulnerable, especially unemployed youth, and the unskilled and females.

As per the chart below; interviews, focus groups and questionnaire results showed that the capacity development trainees from the Ministries and TVET institutions were largely satisfied with the training programs, claiming they responded to their professional needs.



The majority of the trainees were highly satisfied with the training they received. 65% of the interviewees were highly satisfied and 15% were satisfied. Therefore, there was a total of 80% satisfaction among participants. For the 8% who were not satisfied; unemployment, limited scope of the course, and poor quality of instruction were the reasons for their dissatisfaction. Although the percentage of unsatisfied participants is marginal, their concerns should be taken into account for future projects.

This level of satisfaction may be attributed to the perceived relevance of the training that is matched to their professional needs. This is illustrated in the following chart:



Apparently, the professional needs of the participants have been significantly addressed throughout the training program. All the respondents agree that the subject matter was directly relevant to their profession since 65% found the subject very relevant. For the remaining 35%, the subject was relevant or somewhat relevant.

These results and those of the TVET Trainees and Graduates and the TVET Management are further detailed in the Questionnaire Analysis section of this report.

Not all target groups' needs, however, were equally addressed or satisfied during the implementation of IQRTVET. This is apparent particularly for employers and industry leaders and civil society groups. Indeed, no questionnaire or interviews were conducted with these target groups at the request of the UN Agencies due to the poor probability of identifying participants who have been active in the IQRTVET process and actions.

2. Do the activities address the problems identified?

The Project Document identifies a number of issues and problems to be addressed by IQRTVET including:

Key TVET Issues:

1. Quality is regarded to be considerably low in the general public training system offered by GDVE schools; particularly in the following areas:
 - a. Insufficiently skilled teachers and instructors
 - b. Shortage of teaching aids
 - c. Partly dilapidated workshops for practical training
 - d. Outdated curricula
 - e. Few linkages with industry to strengthen the quality of student practice
2. A major problem of the current Technical and Vocational Education environment is its fragmentation and uncoordinated manner in which each sub-system is managed and administrated. There is a lack of an institutional framework to organize, articulate, integrate, regulate, and ensure the quality of training interventions and programs. This often leads to unnecessary duplication of efforts and ineffective use of scarce training resources.
3. The centralized decision-making structure in the Vocational Education System coupled with generally weak management capacity at school level; contribute to the inefficient use of resources.

Key problems to be addressed:

1. The need for improved TVET access and quality
2. The need for TVET instructors training
3. The need for renewal of TVET curriculum and textbooks
4. The need for improved supplies of teaching and learning materials
5. The need for rehabilitation of TVET infrastructure (buildings, workshops, equipment and furniture)

It is clear that IQRTVET attempted to address most of these issues and key problems. However, as noted in question 5 below, the dispersion of resources across this broad range of needs and issues meant that too few resources were allocated to addressing some of them. The result of this may be that insufficient focus has been put onto TVET institutional capacity building, teacher training, curricula development, and development of linkages with the employer and industry sector. Instead, most resources went into capacity development of the partner ministries and equipment and material procurement.

3. Has the program/ project responded to the underlying development issues that provided its rationale? How?

As stated in the IQRTVET Project Document:

“The main challenges facing general and higher education in Iraq, and in particular for TVET, are in the key areas of relevance, quality and Internationalization. Responses to these challenges necessarily imply shaping of national and institutional policies concerning the missions and functions of TVET education in promoting sustainable human and economic development as well as the principles of civil society and reducing poverty and enhancing employment.”

In this context, IQRTVET has responded to the underlying development issues by helping shape and remodel the TVET sector policy and strategic planning environment, in building the capacities of the key Ministries to deliver TVET programs and priorities, providing critical support for the reform; and upgrading TVET institutions, programs, teaching methodologies, and equipment in order to better respond to labor-market needs. One of the recurring comments in questionnaires, interviews, and focus group reports was the impact of the program on the internationalization of the TVET sector and the move towards the establishment of international standards. As one respondent stated,

“The training is giving us experience and building linkages to international standards of the technical sector around the world.”

4. How did the program/ project contribute to local/ national needs and priorities?

The program contributed to local and national needs and priorities as identified in previous needs assessments conducted under the auspices of UNESCO and the World Bank and in Government of Iraq stated priorities in education and economic development. In effect, the program laid much of the groundwork for the TVET sector policy framework and strategic planning. It set the tone for effective partnership and planning among the principle Iraqi Ministries involved in the delivery of TVET and has begun the process of linking the TVET sector development to the National Development Strategy and job creation. These are ongoing processes which will, if supported in future initiatives, enable Iraq to sustain the efforts to address its local and national needs and priorities.

5. Should the direction of future program/ projects be changed to better reflect those needs and priorities?

IQRTVET covered a broad range of TVET needs and priorities ranging from National Policy and Strategic Planning, to local involvement strengthening TVET institutions and provision of access to vulnerable groups and job creation. Though all of these require immediate attention, a more focused approach on one or two key components of IQRTVET with adequate resources may be a better way to ensure long term sustainability. The distribution of the limited resources across the broad spectrum of project activities possibly meant that too few resources were channelled to some components of the program; while, as one Iraqi partner noted, the human resources managing, monitoring and evaluating the outputs were too few in number to efficiently carry out the job.

The ultimate project focus on procurement and capacity building may have helped to mitigate some of the dispersion of resources, but has also induced other adverse affects in that too much of the program resources were diverted to procurement of equipment. As one Iraqi

partner commented this occurred without sufficiently taking into account the capacity to absorb, maintain, and use the equipment effectively within the context of new curriculum and new methodologies. It also may have meant that insufficient preparation was done in other key project sectors such as curriculum and materials development, training of trainers, capacity building of the partner ministries and TVET institutional management and development of apprenticeship programs.

2.4 Partnerships

1. What factors hindered or fostered effective partnership development?

Partnerships were potentially developed between and among several groups of stakeholders including the UN Agencies, the Iraqi partner ministries, the Iraqi TVET institutions, employers, civil society and communities, and external TVET institutions. All of these were at play in the context of the IQRTVET program. Clearly, the development of effective partnerships among the Iraq Ministries and between the Ministries and the UN Agencies are the most relevant partnerships to ensure the ongoing success of the IQRTVET program and its outcomes.

As the Annual ITF Report states, “The project is coordinating with three ministries (MOLSA, MOE & MOHE/FTE) in addition to the sector partners. Through many activities [are executed] inside and outside Iraq, the coordination among these ministries has considerably strengthened the three TVET stakeholders working together in developing new TVET Governance Model, the Apprenticeship Programme and the Contract Training Centers. The involvement of the employers and workers will ensure the linkage between the TVET sector and the labour market.” In addition, as the report notes:

“Being a capacity building and programme development initiative, UN-HABITAT mobilized international technical assistance to bring in international knowledge and the state of the art development thinking to Iraq. International and local consultants are twinned to assist FTE in curriculum development and capacity improvement in the construction sector. Coordination in the delivery of the training courses with other UN agencies will be pursued when necessary. This is in line with the policy of the Education Sector Outcome Team coordination that allows partner UN Agencies to leverage services delivered in other or same Sector Outcome Teams projects.”

A number of factors, however, were cited by the stakeholders as affecting partnership development. Several Iraqi partners expressed their perception that they were poorly oriented on the mechanisms and activities of the program. This situation could understandably affect their partnership arrangements with the UN agencies. This will need to be addressed.

Other factors cited as impediments to effective partnerships include:

1. UN Agencies working too independently of each other
2. Competition for funds hindering a cooperative approach among the agencies
3. One IQR coordinator representing all stakeholders would have been ideal

4. Excellent partnership between ILO and MOLSA, but need to strengthen the cooperation between ILO and the MOE

Nevertheless, IQRTVET brought together the three key ministries involved in TVET delivery and three UN agencies in a process of elaboration and implementation of a complex set of activities and initiatives in the TVET sector. The Agreement between MOE, FTE and MOLSA and UNESCO, ILO and UN-HABITAT to address and support the existing structure in the vocational education system is an example of a working agreement which was necessary to ensure the achievement of the IQRTVET outputs and outcomes. Overall, the collaboration among these stakeholders showed exemplary results in a very difficult political and security environment.

For example UNESCO developed the terms of reference for the TVET Policy Framework Document which was endorsed by Iraqi stakeholders and a steering committee headed by the deputy to the Minister of MOLSA was established to participate in setting the project's strategy and to facilitate the implementation of the project's activities.

Likewise, other activities such as the development of the KAB and the CBT required extensive collaboration and participation of decisions-makers from the three ministries (MOLSA, MOE and FTE) including Kurdistan. Numerous other activities within the framework of IQRTVET also required and fostered strong collaboration among all these stakeholders.

The extent of the collaboration between the UN Agencies and the Iraqi partners and among the Iraqi partner ministries was significant during the IQRTVET. Sustaining this level of collaboration in future initiatives and strengthening it even further would benefit greatly the development of the TVET sector in Iraq.

2. To what extent has the program/ project contributed to capacity development of the involved partners?

This question is difficult to assess given the small sample of respondents for the capacity development questionnaires. To fully assess the impact on the partner ministries, a large sample would need to be assessed of the approximate 500 participants (based on a review of numbers in the Quarterly Reports) in capacity development workshops and trainings over the life of the project. However, those who were reached in this evaluation, along with comments from Iraqi partners, generally agreed that the training has benefited the Ministries.

2.5 Sustainability

1. How effective and realistic is the project's exit strategy? Are the project results, achievements, and benefits likely to be durable? Has the capacity of the national stakeholders been sufficiently developed to enable them to sustain the initiative?

No clear exit strategy was identified in the process of this evaluation. However, the UN Agencies and the Iraqi partners are all acutely aware of, and beginning to formulate strategies on, the need to consolidate the gains made by IQRTVET.

A number of UNDG ITF reports stated, “To ensure sustainability of the project outputs, a VT core team has been created in Iraq. The team works with the project’s staff to develop their capacities in designing national policies. A pool of trainers has been nominated by MOLSA. Their capacities will be further developed by the project, through a TOT approach to enable them carry out training course inside Iraq.”

This was a key approach by ILO which may ensure sustainability of some aspects of the IQRTVET program. However, this is based on the assumption that the trainers are effectively delivering training and will continue to do so upon cessation of the project.

2. Are the activities stated in the program sustainable after the cessation of Agency support? How will they be sustained?

Due to the scope and diversity of activities which fall under the IQRTVET program, no blanket statement can be made regarding the sustainability of all activities. It is clear, however, that a number of activities may suffer on the cessation of support from the UN Agencies. These include, but are not limited to:

- Capacity Building for key management and staff of Ministries and TVET providers
- Vocational Training Center restructuring
- Implementation of the CBT
- Implementation of the Framework for Program Review and Renewal and a Manual for Policies and Procedures
- Adherence to the Action Plan developed by ILO to ensure that TVET policy remains in line with the NDP (2010-2014)
- Full application of the Apprenticeship Guide for MOE and use of the textbooks and workbooks for three disciplines
- Final revisions to, and full application of, the KAB in TVET institutions throughout Iraq
- Follow up with TOT programme and introduction of training in TVET institutions on:
 - 1) Quality control and building material
 - 2) Construction management and marketing.
 - 3) Rehabilitation and asset management

3. Do the beneficiaries continue to benefit from the program?

Not all beneficiaries will continue to benefit from the program once the funding support ends. This is particularly true for TVET trainees who relied on financial support to attend training programs and capacity development trainees and trainers who may not receive important follow up training and support. Nevertheless, many beneficiaries including the Ministries, the TVET providers and training centers, and TVET students in general will continue to benefit from the numerous inputs and outputs of IQRTVET. These inputs and outputs include the procurement of badly needed equipment, the modernisation of curriculum and teaching materials, the implementation of Apprenticeship Programs, the upgraded skills of managers and

staff, the development of policy and strategic frameworks, the establishment of Contract Training Centers, and the restructuring even partially of the Vocational Training Centers. What is not clear is how long the beneficiaries will continue to benefit from these results. As noted elsewhere in this report, many of the outputs will require additional support to ensure that they become sustainable in the longterm.

4. What is the likelihood that the benefits from the program will be maintained for a reasonably long period of time if it were to cease?

Many of the benefits as mentioned above will remain for a considerable period of time if the program were to cease. Indeed, one can well imagine that many of these benefits have been sufficiently integrated into the TVET sector and institutions to ensure that they have become sustainable development results impacting on work behaviour, attitudes regarding TVET and skills training, and efforts to build an employer driven skills development sector.

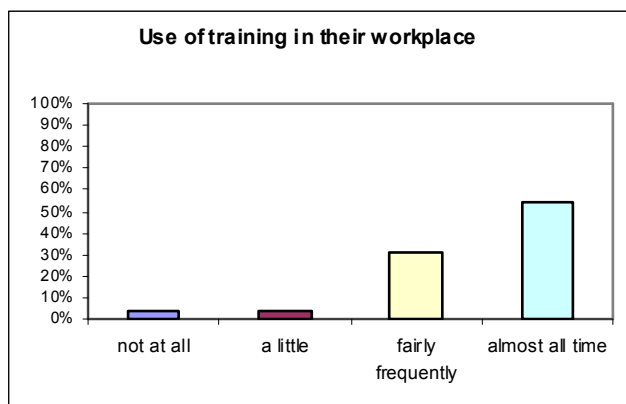
5. Is the program supported by local institutions and integrated with local, social, and cultural conditions?

It is difficult to assess this closely as no civil society or local institutions were included in the interviews, questionnaires, or focus groups. However, some respondents to the questionnaires for TVET providers and Iraqi partners and focus group participants did express that local institutions were not sufficiently involved in the IQRTVET process or activities. Many of the focus groups commented that the government and religious leaders should be the key stakeholders at the local level. These comments may be due to a lack of understanding about the potential role of local institutions other than governments and religious leaders in the overall development of their communities via the education sector (including TVET). The lack of real employer and trade associations' involvement in the TVET sector is one illustration of this gap between reality and the ideal situation.

6. Has the program/ project resulted in knowledge transfer from those who were trained and capacitated in different competencies and how?

Transfer of knowledge has occurred as evidenced in the responses to the capacity development questionnaires though the actual extent of the transfer cannot be measured based on the sample. In addition, the UNDG ITF reports have stated in reference to objective 1 of the program that "the groundwork for setting new policies for TVET sector in Iraq has been established through seminars exposing Iraqi officials to international and regional policies and enabling them to identify areas of weaknesses and suggest alternatives that are suitable to the situation in Iraq."

The following table illustrates the transfer of knowledge learned through the training delivered in capacity development seminars and workshops. The table expresses the training's applicability in the workplace.



The majority of respondents (54%) said they use their training acquired from the program at their workplace almost all the time, and 31% used it fairly frequently. Altogether there are 85% of the participants who are using their training frequently or almost all the time at their workplace. This is not surprising if one considers the participants' high levels of satisfaction in regards to subject relevancy and needs, the teaching approach, the adequacy of training facilities, and the quality of training materials as presented in this report's section on the Questionnaire Analysis.

7. How has the program/ project addressed the issues of security during the implementation phase? What risk mitigation measures were undertaken and how successful were they?

The program first and foremost always put the security of staff, partners, and all activity participants before all other considerations. For proper implementation of the program, the UN agencies' international staff were required to work from Amman and conduct brief and very limited visits to Iraq; essentially in Baghdad and Northern Iraq. In addition, much of the capacity building requiring external expertise was delivered in neighbouring countries including Jordan, Lebanon, and Egypt. For capacity building delivered in Iraq; external expertise conducted training from Erbil while training of trainers helped form a cadre of Iraqi trainers to conduct training in different regions of the country.

In the initial stages of implementation, the project authorities expressed, "It is hoped that the security situation will ease at least in parts of the country to allow national staff to play a greater role in program implementation and coordination with Iraqi stakeholders. These activities continue without any international program management staff in Iraq; and thus require intensive backstopping by international colleagues working in Amman. In the longer term, it is hoped that short missions into Iraq may be possible."

Though some short missions have been conducted by international staff, they are limited in their scope due to the ongoing volatile situation and security restrictions.

2.6 Impact

1. In what ways (socially, economically, politically, environmentally, and attitudinally) has the project impacted the intended beneficiaries and other stakeholders?

Impact at the ultimate outcome level as suggested above is difficult to assess immediately upon completion of the IQRTVET. In general, the social, economic, political, environmental, and attitudinal changes attributed to a project or program are measured 1-3 years after the cessation of activities. Nevertheless, it is anticipated that the project will contribute to a number of outcome level impacts including:

- TVET stakeholders that are able to deliver flexible and demand-driven training programs that meet the needs of industry and the labour market.
- Increased access to employment through enhanced vocational and technical capacities of Iraqis.
- Positive attitudes among Iraqis with regards to the value of technical and vocational education.
- Positive attitudes among Iraqis on the subject of the participation of women in the workforce and in non-traditional trades.

In addition to the anticipated ultimate outcome level impacts; the IQRTVET has had impacts on the following:

- Increased access to, and participation in, the Technical Vocational Education schools, institutions, and centres.
- Enhanced teaching / learning environment and quality of education at Technical Vocational education institutions and schools.
- Improved and strengthened capacity of TVET system stakeholders in governance, programming, planning, and policy development.
- Quality assurance and a labour market information system in the TVET sector that supports the decision-making-processes.

2. To what extent can the changes initiated by the program that have occurred as a result of the programme be identified and measured?

The expected impact of the TVET programme was expressed as follows in the Project Document:

1. Access and participation in Technical Vocational Education schools, institutions and centres is increased;
2. Teaching / learning environment and quality of education at Technical Vocational education institutions and schools is enhanced;
3. Capacity of TVET system stakeholders in governance, programming, planning and policy development improved / strengthened;
4. TVET System has a quality assurance and a labour market information system that supports the decision making processes;
5. Teaching and Instructors learning materials developed;
6. Teachers, Instructors and supervisors trained;
7. Essential technical and vocational workshop equipment, furniture & supplies provided to MOE / FTE/MOHESR and MoLSA.
8. Infrastructure of selected TVET Colleges, institutions is rehabilitated

This list of impacts is, however, a mix of outcome level results and outputs. The first four on the list can be defined as outcome level results or impacts while the rest are outputs for which the impact needs to be assessed. The monitoring and regular narrative and project completion reports, however, did not assess the impacts of these outputs or comment on the extent or scope of the impacts as expressed in 1-4 above.

Though the project reports claim that IQRTVET has achieved the above results, the real impacts of 1-4 have not been measured. The outputs as expressed in 5-8 have been accomplished though these should be accompanied by the exact numbers, volume or extent of materials developed, people trained, equipment provided and colleges and institutions rehabilitated. The impact of these outputs on access and participation, quality of education, increased capacities of stakeholders and decision-making processes will require clear, measurable and realistic indicators to assess the results.

It is still too early to measure the majority of changes that are occurring at the ultimate outcome level as a result of the program. However, anticipated results can be identified as mentioned above in 2.6 (1). Measuring the extent of the changes will require a more thorough assessment of each change identified in a year or two following the end of the project.

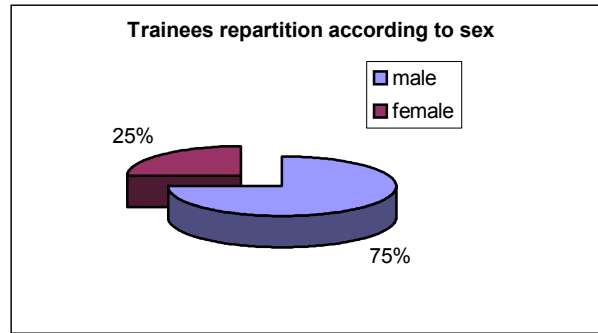
2.7 Development Results

1. What have been the specific benefits of the project to different beneficiary groups including men, women, children, youth, and marginalized population groups?

The Project Reports state that 11,000 men and 3,000 women would benefit directly from the project in addition to 40,000 beneficiaries from employment generation. As of the 2010 3rd Quarter report, the project reached 85%, 50%, and 75% respectively of each of these groups. From the reports it is not clear, however, how these figures were calculated and who constituted the various subgroups. The beneficiaries of employment generation in particular need to be identified along with any specific benefits they may have gained.

The specific benefits to men and women in capacity building such as management training, professional development, curriculum development, strategic planning, and numerous other skills and knowledge-based subjects was a key component of the project. Managers and staff from the Iraqi partner ministries and from TVET schools, institutions, and training centers across Iraq benefited from this program.

In addition, women have benefited somewhat from the capacity building and the TVET training programs though they still constituted a minority of the participants. In the case of the TVET trainee respondents from Missan and Basra, only 25% were female as illustrated in the chart below.



Although there have been attempts to involve more women in the training programs, low involvement continues to persist since only 14 of 55 respondents (25%) were female. Nevertheless, the actual participation of women in TVET training programs is a positive sign in Iraq. Of some concern is that 71% of female respondents are in the field of sewing; a very traditional occupation for women. Only 29% of the women attended training in the *Know About Business* program. This rate may in fact be higher if the breakdown by gender of all participants across Iraq is taken into account. This level of participation by women represents real progress. Bricks construction, welding, computers, and sanitation remain professions reserved for men. Therefore, though women are not only under-represented in vocational training; they are likely restricted to specific training and employment sectors. Therefore, they still have fewer chances than the men when it comes to employment opportunities.

2. How has the project contributed to national priorities as identified in the Iraq National Development Strategy (NDS), the International Compact with Iraq (ICI), and the Millennium Development Goals (MDGs)?

IQRTVET has contributed to national priorities by addressing the issues of poverty alleviation, employment creation, gender equality, and private sector development. These key issues are core themes in the NDS, the ICI, and the MDGs. The strengthening of the TVET sector by building the capacities of the stakeholders, developing policy and strategic plans, restructuring the TVET institutions, modernising the facilities and systems, and seeking greater employer involvement all contribute to the economic development of Iraq while alleviating poverty. In addition, the program focused training on vulnerable groups including youth, women, and the unemployed.

3. Has the project created full time/ temporary employment opportunities? Provide sex-disaggregated numbers of any jobs created as a result of the project

The latest UNESCO B1-28 3rd Quarterly Report 2010 states that the project has reached 75% of its employment generation objective with 40,000 jobs as a result of the project. However, the consultant found no evidence to support this claim. It is possible that full time and temporary employment was created on rehabilitation projects though no figures exist to show the extent of jobs created.

4. Are there any unintended positive or negative results of the program/project and how are they are perceived by the stakeholders?

A number of unintended results that have been identified include:

- The high level of cooperation and partnership developed among MOLSA, the MOE, and MOHESR
- Women in Iraq have expressed a strong interest in the KAB
- The number of TVET trainees actually pursuing self-employment initiatives
- The reliance of many Iraqis on financial support to attend training at TVET institutes and training centers

2.8 Additional Findings

2.8.1 Project Design Process

Some concern was raised by key stakeholders that the original project design did not adequately include the participation of the Iraqi stakeholders. The level of responses in questionnaires and interviews in which Iraqi partner representatives and TVET institutional managers and staff did not know about the program parameters and the request to exclude employers or civil society organisations from the evaluation are indicative of weak ownership on the part of these stakeholders.

2.8.2 Project Management

Several reports have noted that the Ministries in Iraq are slow in responding to implementation requirements. UNESCO-Iraq in particular has commented in reports and in informal interviews that this situation caused numerous delays in the implementation of activities. This has affected the overall efficiency of the program and caused much frustration on the part of many stakeholders at the national, local and international levels.

The UNDGITF Annual Report 2009 states:

“The central function and decision-making role of Ministry of Education (MOE) delayed the smooth implementation at community and Directorate of Education (DOE) levels, where all requests and approvals have to pass through centralized channels. Alterations in priorities of the MOE and Ministry of Higher Education and Scientific Research (MOHESR) necessitated the revision of implementation targets and modifications to the number of planned project sites and scope of work. Moreover, weak coordination and communication among ministries and limited information-sharing among directorates due to lack of professional staff at governorate levels are still major constraints for efficient implementation of education programs.”

This situation is not unique to Iraq in the Arab world but it does illustrate the need to address the issue of decentralization of decision-making processes.

2.8.3 TVET Policy and Strategic Planning

Stakeholders generally agreed that the TVET policy and strategic planning results of IQRTVET represent significant accomplishments for Iraq given the ongoing turmoil in the country. Not only have senior and middle level officials received critical policy and strategic planning training; but the key ministries involved in TVET delivery in Iraq have begun to effectively cooperate and coordinate efforts and have made important steps in the development of key TVET policy documents, frameworks, and governance structures including:

- The establishment of a permanent higher committee issued by the General Secretariat of the Council of Ministers chaired by the Vice President of the advisers in the Office of the Prime Minister;
- The development of a framework for Program Review and Renewal and a manual for Policies and Procedures for the TVET System in Iraq;
- An Action Plan developed by ILO and endorsed by the TVET team to develop a national TVET policy to be aligned with the NDP (2010-2014);
- Drafting of a National Skills Development Report.

The 2009 Annual UNDG ITF Report states:

“The National Skills Development (NSD) [is] completed by the three ministries (MOLSA, MOE & MOHE). This report is the first NSD report in Iraq and it will be the basis for the TVET national policy & to be linked to the national employment policy and the National Development Plan for the years (2010-2014)”.

These are significant accomplishments which will require further nurturing for the next several years in order to consolidate and sustain the progress being made in the TVET sector.

2.8.4 Capacity Building

Overall the capacity building training was very much appreciated by the beneficiaries as illustrated in Chapter Three on the Survey Questionnaire Analysis. For a large majority of the respondents, they felt that the quality of instructors was mostly fair to good and the quality of the courses was mostly good. Most also agreed that the training benefited them professionally and contributed to the performance of their ministries or institutions. However, a few shortcomings were expressed by respondents to questionnaires, by the focus group participants, and by interviewees, which included:

- a) *Trainee selection*: A recurring complaint about participant selection was made. Some participants and other stakeholders felt that the selection process often led to favouritism and the selection of people was not relevant to the training topic or purpose. Others noted that some trainees were almost at the retirement stage and therefore, should not have been selected.
- b) *Trainee follow up and recurring attendance*: Some stakeholders noted that the ministries would not always permit the same participants to attend follow-up courses in

spite of the need for continuity and upgrading for the same participants in certain training programs.

- c) *Training outside of Iraq:* Participation may have been limited to women who were more reluctant to leave their families among other constraints.
- d) *Financial support:* Financial support for trainees was not adequate according to some respondents. It is not clear if this is in reference to per diems, lost wages, extra travel costs, or other costs.
- e) *Evaluation and follow up:* External Consultants have noted that little or no evaluations were done on the training they provided and that no follow-up was undertaken with the participants or their ministries and institutions to assess impact, seek lessons learned, or to ensure effective transfer of the knowledge and skills learned. Though workshop evaluations were often conducted by the UN implementing agencies, the external consultants felt that follow up with them and with the participants and their ministries and institutions was lacking.

2.8.5 Education and Training

Overall, the beneficiaries have been satisfied with the training and skills development, but have not benefited from job opportunities. Trainees in TVET institutions often require additional support to enable them to continue their training programs. A general recurring complaint was that there was weak follow-up with trainees and little or no support in employment search. This situation is linked to the fact that training and skills development programs in Iraq are still not sufficiently employer driven and that TVET institutions, schools, and training centers do not conduct graduate or employer satisfaction surveys in order to improve their programs. Nevertheless, several initiatives have been considered as important accomplishments for the TVET providers. These include:

1. *Short term training at MOLSA centers:* They are more geared to addressing the needs of the underserved and vulnerable groups and are more responsive to the labour market than the educational institutions.
2. *CBT:* CBT is considered a key accomplishment of IQRTVET since it will enhance the relevancy of the skills development in Iraq.
3. *KAB:* KAB is considered a key accomplishment of IQRTVET which is gaining in popularity and attracting a growing number of trainees. The impact on the SME and self-employment sectors is potentially significant.
4. *Short term modules:* These modules have been successful in sewing, welding, and construction trades training and have been responsive to the market.
5. *Improved curriculum and materials:* They have strengthened the TVET institutions and the relevancy of programs.

2.8.6 Employment Generation

Unemployment figures for Iraq vary according to the source but generally the situation is still quite critical. The World Bank, [for example](#), reported that in 2006 Iraq's unemployment was about 18 percent and it had no data after 2006; the UN estimated in April 2011 that unemployment had dropped during the same period from 28 percent to 15 percent; and Amnesty International estimated in its 2011 report that unemployment remained above 50 percent. And just last month, the UN Population Fund noted that extremely high unemployment in Iraq's youth was [driving record emigration](#). These figures don't account for the severe underemployment or the low participation rate in the workforce.

In this context, the IQRTVET aimed to strengthen the TVET sector and, by doing so, to contribute indirectly to employment generation. The project reports claim that up to 40,000 individuals would benefit from employment generation as a result of the project though there is no evidence to back up this claim. An assumption here is that better quality skill training contributes directly to job creation. The reality is that job creation is more a function of other economic development factors and that the TVET sector aims to provide the skills required by the labour market. If this match is achieved efficiently and effectively, productivity increases, innovation improves and external or migrant workers are in less demand due to the availability of skilled local workers.

The IQRTVET has made important inroads in the strengthening of the TVET sector and in training and provision of skilled workers for immediate reconstruction and rehabilitation needs and for business entrepreneurial initiatives. The Project document states that the project will:

1. Lead to the acquisition of broad knowledge and generate skills applicable to a number of occupations within a given field so that the students are not limited in their choice of occupations and are able to transfer from one field to another during their working life;
2. Offer both a thorough and specialized preparation for initial employment, including self-employment, and also training within employment;
3. Provide the background in terms of knowledge, skills and attitudes for continuing education at any point in the child's working life.
4. Encourage employment of trained workers in construction sector in general and rehabilitation work undertaken by the project in particular.
5. Establish networks and direct links between private businesses, skills requirements and training.

The document affirms "Thus, after the completion of TVET education, there will be thousands of students who will be capable of finding employment in a variety of technical and vocational trades." This affirmation is true if those jobs exist. In the current Iraqi context many trainees and graduates will continue to struggle in their search for jobs. Many of the respondents to the evaluation questionnaires commented on their satisfaction with the training but expressed their disappointment with the lack of jobs or the absence of support from the training institutions in their job searches.

Nevertheless, the project in general, and the ILO in particular, has delivered a number of activities which aimed to attain the above results. As mentioned elsewhere in this report, the

CBT and KAB are two initiatives which drew high levels of satisfaction from the various stakeholders. The long term impact of these initiatives on the provision of high demand skills in the Iraqi economy and their attribution to job generation still need to be assessed.

2.8.7 The IQRTVET Log Frame

According to UNDG, the IQRTVET Log Frame was selected because it:

- has been used in the UN strategic planning process for Iraq;
- brings together in one place a clear, concise and accessible statement of all of the key components of programme/project submitted;
- indicates the logic of how the programme/project is expected to work, separating out the various levels in the hierarchy of objectives, and helping to ensure that inputs, activities, outputs and objectives are not confused with each other;
- provides a basis for monitoring and evaluation by identifying indicators of success and a means of quantitative or qualitative assessment, which will be essential for reporting on implementation to donors

Indeed, the project Log Frame does provide a good overall framework that served as a guide to the UN implementing agencies and the Iraqi partners. The Log Frame clearly identifies the project Development Objective, the Immediate Objectives, Outputs and Activities in an interrelated results chain and provides indicators to measure achievement of results. The Log Frame is complemented by a clear project justification, management arrangements and organisational chart and summary of the specific inputs of each of the UN implementing agencies. Throughout the course of the project implementation this Log Frame and the Project Document ensured a focus for all the stakeholders and enabled them to accomplish all key outputs and activities with some minor adjustments in the actual end results.

A few weaknesses in the Log Frame and Project Document were identified. First, though the activities were clearly assigned to the three implementing agencies, a more detailed Work Breakdown Structure would have been useful in the planning process. A WBS can provide a realistic and clear breakdown of the principle tasks required for each of the main activities by output. It helps to further identify human and financial resources required to effectively deliver the outputs.

Secondly, a more detailed project timelines organized along the line of the WBS would clearly have shown the initial unrealistic 18 month project cycle and would have enabled the implementing agencies to better plan the use of their resources. The more detailed timelines in a GANTT chart would also enable the project partners to identify the linkages among the project activities and to allocate resources more effectively.

Finally, an IQRTVET outputs-based budget would have been useful to assess the effectiveness of the implementation and delivery of the outputs. An outputs-based budget allows the stakeholders to understand and assess the real cost of delivering each component of the project. In the case of the IQRTVET no detailed budget was presented to the Consultant for his review.

CHAPTER THREE: OVERALL CONCLUSIONS

The IQRTVET program has attempted to make significant changes to the TVET sector in Iraq with a modest budget over the course of four years in a country still struggling to overcome sectarian conflict, political upheaval, and serious economic problems. The program design included interventions in a broad range of TVET areas with numerous stakeholders involved. However, the scope of the overall program was beyond the ability of the limited budget to effectively ensure sustainable results. Nevertheless, the programme has succeeded in laying the groundwork for real progress in the TVET sector which will require continued and sustained support for several more years.

The programme with its limited resources has had a number of successes including but not limited to:

1. Development of a TVET Policy Framework including Governance model and A Framework for Program Review and Renewal, and a Manual for Policies and Procedures.
2. Delivery of numerous capacity building workshops and training sessions including exposure to external systems (training and study tours); which has strengthened the capacities of MOLSA, MOE, MOHESR, and many other TVET institutions.
3. Creation of an Action Plan developed by ILO and endorsed by the TVET team to develop national TVET policy to be in line with the NDP (2010-2014).
4. Launch of the VTC restructuring process.
5. Design, development, and implementation of Know About Business (KAB); which is delivered by trained instructors in TVET institutions across Iraq.
6. Establishment of three pilot Contract Training Centers (CTCs); which will serve as models for replication across Iraq.
7. Procurement of modern and appropriate equipment and technologies for the TVET sector.
8. Development of occupational profiles for 33 trades. This includes 15 new trades, of which several of importance to women.

Many of these successes require continued nurturing. Some could easily be developed into large, multi-year projects on their own in order to ensure sustained success. The dispersion of the IQRTVET resources across so many subsectors and components may have been necessary in the past few years due to the urgent and immediate needs throughout the sector. However, TVET sector priorities need to be set and adequate resources should be allocated to areas of focus in order to ensure the sustainability of reforms. Donor coordination with the Government of Iraq should help identify where each donor can concentrate its funding. In the case of the UN implementing agencies, any future initiatives in the sector should seek to focus on a priority area of the sector rather than trying to cover too many needs ranging from policy and strategic planning, to facilities upgrade, or teacher training, curriculum development, institutional management, and systems improvement and more.

As evident in this evaluation, there have been many small-scale successes within numerous areas of the TVET sector. Beneficiaries have expressed overall satisfaction with the training

received, equipment procured, programs and curriculum developed, policies strengthened, and the facilities upgraded. Iraqi Ministries and UN agencies have nurtured strong partnerships, and women and youth have better access to training programmes. International standards are also being introduced into programs and employer driven skills development notions are being pursued. However, it may be time to concentrate resources into fewer components of the TVET sector; where the most difference can be made. This may take an additional sector-wide analysis and a lessons learned forum of all the key stakeholders in Iraq to determine the setting of priorities.

CHAPTER FOUR: RECOMMENDATIONS

4.1 Project Design and Management

- 4.1.1 That project reporting focus more on progress made toward development results as expressed in outcomes or project objectives. The reporting should be more specific on the contributions to the attainment of outputs and outcomes based on pre-selected indicators monitored throughout the project cycle rather than on the completion of activities;
- 4.1.2 That the UN implementing agencies explore the possibility of establishing project financial reporting using outputs based budgets rather than inputs based budgets and that clear financial reports be produced on at least a bi-annual basis or in conjunction with narrative reports;
- 4.1.3 That project narrative reports show the cumulative accomplishments of the project rather than only the accomplishments of the period being reported. This cumulative reporting will enable easier monitoring and tracking of the overall results over time and will enhance the ability to make decisions affecting the project following each report;

4.2 Follow up to IQRTVET

4.2.1 The UN implementing agencies should support and facilitate the conduct of a Lessons Learned forum on IQRTVET for Iraqi stakeholders. These stakeholders include the partner ministries, TVET institutions, capacity development trainees, TVET institution trainees and graduates, and employers and local authorities. The UN Implementing agencies should move forward with a Phase II of IQRTVET based on a clear Log Frame and Performance Measurement Framework including baseline data.

4.2.2 Future joint initiatives of the UN agencies should pool all financial resources into one Program fund managed by a lead agency while having a Program team dedicated to the project rather than to individual UN agencies.

4.2.3 The UN agencies should ensure the active involvement of key stakeholders in the design process of a Phase II IQRTVET. Iraqi Government partners, TVET institutions, schools and training centers, employers, labour groups, and community-based organisations should be involved

4.2.4 Future joint projects should ensure that the program **fund can be reviewed, commented on and revisions proposed by** the Program Steering Committee consisting of representatives from each of the key stakeholder groups including the UN agencies, the Iraqi Government, the TVET providers, employer associations, labour groups, and women's organisations.

4.2.5 A Phase II IQRTVET project should focus on fewer components and activities and set clear strategic priorities from the outset in order to channel sufficient resources in the key strategic components required to build a sustainable TVET system in Iraq.

4.2.6 The appropriate Iraqi ministries and agencies should develop, in collaboration with the UN agencies, a clear strategy for increased involvement of women in the TVET sector in Iraq. This strategy should feed into the IQRTVET Phase II program and into other TVET sector initiatives being pursued.

4.2.7 The UN agencies should coordinate and share more closely with other donors supporting TVET initiatives in Iraq; such as the British Council which has developed a multi-year education sector program with its implementation commencing in the near future.

4.2.8 The Iraqi partner ministries should undertake internal evaluations of the results of the capacity development workshops on the overall performance and capacity of the respective ministries. These evaluations should assess the impact of the training on the transfer of knowledge and skills, the application of the knowledge and skills in the workplace and the overall performance of the Ministry in those sectors in which capacity development was delivered.

4.3 TVET Sector Development

- 4.3.1 That the UN Agencies continue to pursue a holistic approach to the development of the TVET sector in collaboration with the key Ministries in Iraq and the Governorates. A holistic approach should take into account any national TVET policies and strategies and the need to strengthen them as well as the need to decentralize the decision-making process to the Governorates and the institutions, to upgrade facilities across the country, to establish clear skills training standards and to improve programmes, materials and instructional methodologies;
- 4.3.2 That the UN Agencies and the Iraqi partners explore the introduction of TVET models from other countries such as Canada, Germany, Australia and others which have proven track records in the development of Employer Driven Skills Development TVET sectors. An employer driven skills development TVET sector will aim to foster employment generation by strengthening Iraq's ability to respond to employer needs, to plan for development of new sectors of the economy and to improve productivity and innovation.

CHAPTER FIVE: LESSONS LEARNED AND BEST PRACTICES

5.1 Project Design

Stakeholder involvement in all stages of the project design is important for efficient implementation and creating a sense of ownership. The design of IQRTVET lacked sufficient stakeholder involvement from Iraqi Ministries, TVET institutions, employers, labour groups, and the local communities. This may have resulted in the weak involvement of employers, workers, and communities in the implementation of relevant components of the IQRTVET.

5.2 Project Implementation

IQR functioned in some ways as 3 separate projects creating a certain amount of rivalry among the 3 implementing UN agencies. This situation led to poor coordination at times with the implementation of different components and their associated activities. In addition, the on-site roles of the three agencies led at times to confusion on the part of the Iraqi stakeholders about the roles and responsibilities of the UN agencies. A less complex management structure with one project authority would minimize immensely problems of coordination and communications among the different stakeholders and would potentially lead to better project monitoring and reporting.

5.3 Policy and Strategic Planning

The development of coherent policy and strategic plans should precede the major reforms and restructuring of the TVET sector. In the case of IQRTVET, the policy and strategic planning has been occurring parallel to the reform and restructuring, thereby leading to potential incoherencies and inconsistencies in the system. Therefore, it is critical that additional resources for the sector focus much more on ensuring the strengthening of the policy and strategic planning functions in the Government of Iraq and that the major reforms currently underway or projected are somehow made coherent with a sector-wide approach.

5.4 Capacity Building

The capacity building initiatives supported by IQRTVET were not planned according to a sector-wide approach to the TVET sector or in response to clearly set strategic directions. This signifies that the majority of capacity building resources and energy went into useful, though not necessarily coherent, long-term training programs aimed at obtaining clear results further down the road. A coherent, long-term capacity development plan should be an element of further development of the TVET sector in Iraq.

5.5 Community Involvement

The lack of community involvement in the development of training and education in their communities is a serious issue which needs to be addressed in future initiatives. The relevance and the impact of training and education are strengthened when the communities are intimately involved with the local training institutions. This factor can be a component of public education and capacity building with TVET institutions.

5.6 Accountability

No consolidated financial report was presented to the Consultant. For purposes of accountability and transparency, a detailed budget should be made available to the stakeholders. It is essential in any development project to ensure that regular financial reports are included with the narrative reports at least on a semi-annual basis.

5.7 Equipment Procurement and Maintenance

Procurement of equipment and materials is a very sensitive and often controversial process involving large expenditures, competitive bidding processes, and intense rivalry among TVET institutions for the allocation of their share of the procurement budgets. After years of neglect in Iraq, there is considerable need for new and modern equipment in most educational institutions, schools, and training centers. These factors, in addition to the security situation in Iraq, led to delays, cancellations of procurement contracts; and to much pressure on the implementing agencies to allocate more resources to this component of the project. Indeed, it seems that the lion's share of the overall budget went into procurement. It may be that better procurement planning is essential and that the UN agencies may need to develop fast track mechanisms to ensure timely approval of contracts. In addition, the planning must take into account the local capacities to maintain the equipment once it is installed. This seems to have been overlooked in a number of cases.

5.8 Gender Equity

It is clear that there is much potential for greater involvement of women in the TVET sector in Iraq. The interest and participation of females in both the capacity development workshops, and training courses and in the TVET training at VTCs and other institutions bodes well for future growth in the participation rate of women. As studies have shown worldwide, the participation of women in education and training significantly enhances their economic well-being and that of their families and communities. However, such growth occurs when clear strategies and objectives are set. In the case of Iraq, this should become a priority in future initiatives.

5.9 International Standards

Like many countries in the process of modernizing their education systems, Iraq has recognized that technical and vocational education can provide a solid economic building block if the level of skills development aims to reach international standards. IQRTVET has set this as an objective and made a small change towards setting some international standards. However, a great deal needs to be done with the development of program curriculum and materials, licensing and accreditation, and quality assurance processes. Many of the stakeholders in Iraq have noted that international standards will be required for them to build a TVET sector which contributes significantly to economic development and employment opportunities.

5.10 Employer driven skills development

Though this should be one of the key objectives of the reform of the TVET sector in Iraq, it received inadequate attention under IQRTVET. This may be due to the overwhelming needs in other areas such as facilities and equipment modernisation. However, the lack of employer involvement in setting programs and curriculum, in determining skills requirements for the coming years, and in contributing to development of apprenticeship programs for example, needs to be addressed. Nevertheless, the IQRTVET did make some inroads with the ILO-led KAB and CBT initiatives. It will be important to continue to build on these in any future initiatives.

5.11 Continuity of stakeholder representatives

Some concern was raised about the lack of continuity of key stakeholder representatives in the partner Ministries and the UN agencies. A large turnover can be disruptive to the successful implementation of projects. Though not always easy to predict or control especially when key project decision-makers include Ministers or Deputy Ministers; such projects should include on their Steering Committees Senior Officials who are expected to be available for the duration of the project.

5.12 Support for TVET graduates

Little support is provided to trainees and graduates of TVET institutions, schools, and training centers to find employment. The lack of effective career counselling centers, apprenticeship programs, and placement agencies combined with weak employer involvement in program planning, and little or no Employer Satisfaction Surveys or Graduate Tracer Studies by TVET providers needs to be addressed urgently.

Annex A: Document List

1. B1-28 IQRTVET, Programme Document, undg ITF, 2007, 46 pages
2. 2009 Annual (Tenth) Progress Report on Activities Implemented Under the United Nations Development Group Iraq Trust Fund (undg ITF) of the International Reconstruction Fund Facility for Iraq (IRFFI)
3. UNESCO B1-28, 2009 Education Sector. undg ITF Annual Progress Narrative Report, 1 January to 31 December 2009
4. Standard Format Project, Project B1-28, Part One – Summary, no date on report
5. B1-28 UNESCO, 7th Sixth Month Report TVET Training (2007), 1 June 2007- 31 December 2007, Report 1
6. B1-28 UNESCO, 8th Sixth Month Report Relevance and Quality of TVET (2008), 1 Jan 2008- 30 June 2008, Report 2
7. B1-28 UNESCO, 9th Sixth Month Report Relevance and Quality of TVET (2008), 1 July – 30 December 2008, Report 3
8. Evaluation of Improving Quality and Relevance of TVET, Terms of Reference, December 2010
9. Quarterly reports for IQRTVET
 - a. IQRTVET 1st Quarter 2008
 - b. IQRTVET 2nd Quarter 2008
 - c. IQRTVET 3rd Quarter 2008
 - d. IQRTVET 4th Quarter 2008
 - e. IQRTVET 1st Quarter 2009
 - f. IQRTVET 2nd Quarter 2009
 - g. IQRTVET 3rd Quarter 2009
 - h. IQRTVET 4th Quarter 2009
 - i. IQRTVET 1st Quarter 2010
 - j. IQRTVET 2nd Quarter 2010
 - k. IQRTVET 3rd Quarter 2010
10. Draft Completion Report, Project B1-28, July 2011
11. Preliminary Assessment of IQRTVET Evaluation, Mercy Hands Iraq, June 2011
12. RFP, UNESCO-Iraq, Ref: IRQ/RFP/11/001 “Workshop and way forward concept note: Improving the quality and relevance of Technical and Vocational Education and Training (TVET) project in Iraq”, January 2011

Annex B: Interviewees and Focus Groups

Key Informants Interviewed (Conducted in Amman by D. Comerford)

Name	Position	Agency	Date
Ahmed H. Al-Zo'abi	Vocational Curriculum and Training Consultant	ILO	March 23
Ghassan Al-Saffar	Chief Technical Advisor	ILO	March 17 and March 22
Nihal F. Kana'an	Monitoring and Evaluation, Donor Relations Specialists	UN-Habitat	March 17
Michael Croft	Executive Officer	UNESCO	March 23
Wael Al'Ashhab	Project Manager – Infrastructure	UN-Habitat	March 17 and March 22
Nahida El'Saies	TVET Project Manager	UNESCO	March 17 and March 23
Raed Jabbar Nahedh	Coordination section manager of MOLSA	MOLSA	March 22 by telephone

Consultants Interviewed

Name	Position	Agency	Date
Hussein Amery	Managing Director	IDEA	March 30
Khaled Dajani	Director	Dajani Consulting	March 23
Mazen Chouaib	Managing Director	CLIC Consultants	April 20

Key Informants: Interviews and Completed Questionnaires in Iraq by Mercy Hands

Name	Position	Ministry/Organization
Dr. Mahmood Shaker	Director of FTA	MOHESR/FTA
Aziz Ibraheem Khaleel	Manager of vocational training	MOLSA
Dr. Fareed Majeed	Manager of scientific affairs	MOHESR/FTA
Hamid Yaseen Jabur	Manager of training center	MOLSA
Raed Jabbar Nahedh	Coordination section manager of MOLSA	MOLSA
Saad Ibraheem Abd Alraheem	Director of the vocational education	MOE
Sadiq Kha'azal	Curriculum Manager	MOLSA
Subhi Abdulsattar Hassan	Manager of Iraqi-Korean Training Center	MOLSA
Zahid W.Hassan	ILO Coordinator in MOLSA office	ILO
Ahmed H. Al-Zo'abi	Vocational Curriculum and Training Consultant	ILO

Focus Groups Held

Focus Group	Facilitator	Participants
Capacity Development Trainees	Azhar Nusayef	No list provided
Capacity Development Trainees	Thahi Kareem	Participants of the Babylon Technological Institute No names provided
FG 1: TVET Trainees and Graduates	Azhar Nusayef	No list provided
FG 2: TVET Trainees and Graduates	Azhar Nusayef	No list provided
FG 3: TVET Trainees and Graduates	Azhar Nusayef	No list provided
FG 4: TVET Trainees and Graduates	Ahmed Alyasiry	No list provided
FG 5: TVET Trainees and Graduates	Azhar Nusayef	No list provided

Annex C: SURVEY QUESTIONNAIRES ANALYSIS

I. TVET Institutions' Management and Administration Questionnaire

I. Basic Organizational Data

a. Data on Interviewed persons:

Person

		Frequency	Percentage
Valid	Male	14	93,3
	Female	1	6,7
Total		15	100,0

Training Institutions

Training Institutions		Frequency	Percentage
Valid	Karbala Institute	2	13,3
	Al Zohoor School for Girls	3	20,0
	Institute of Babylon	1	6,7
	Kharkh Commercial School	3	20,0
	Technical Institute Amara	1	6,7
	Vocational training center MOLSA	5	33,3
Total		15	100,0

b. Data on Interviewed persons' position:

Position

Position Interviewed		Frequency	Percentage
Valid	Teacher	7	46,7
	Headmaster Assistant	2	13,3
	Manager	3	20,0
	Headmaster	2	13,3
	Other	1	6,7
Total		15	100,0

Duration with Project

Length with Project		Frequency	Percentage
Valid	2 years	9	60,0
	3 months	4	26,7
	Other ³	2	13,3
Total		15	100,0

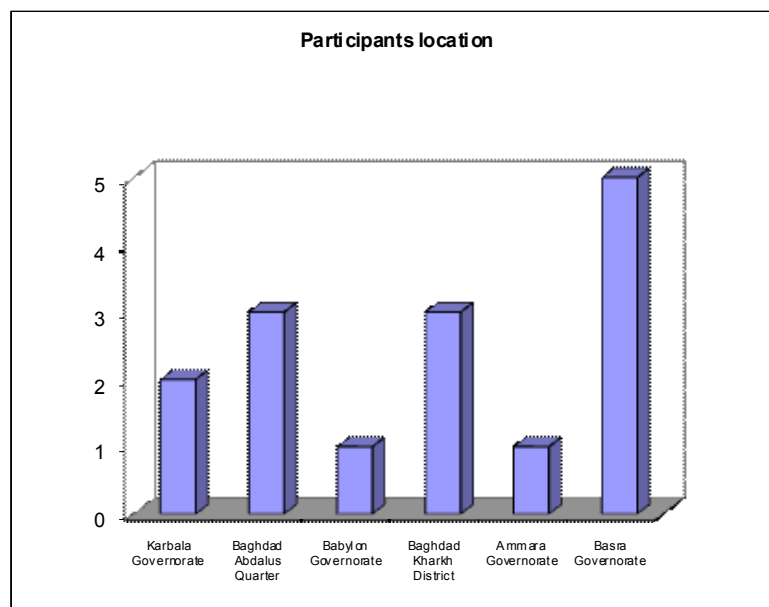
³ Less than 3 months

c. Data on location:

Location

Location		Frequency	Percentage
Valid	Karbala Governorate	2	13,3
	Baghdad Andulus Quarter	3	20,0
	Babylon Governorate	1	6,7
	Baghdad Kharkh District	3	20,0
	Ammara Governorate	1	6,7
	Basra Governorate	5	33,3
Total		15	100,0

d. Project mostly implemented in the big cities:



I. Program/Project Management

The following Items have been submitted to TVET teachers and managers:.

1. Role or involvement in TVET
2. Effectiveness of structures in promoting creativity and innovation
3. Most important and difficult management issues
4. Clarity on decision making process among stakeholders
5. Effectiveness and efficiency in decision making
6. Adequate accountability at all levels of project

a. Appropriateness of administrative procedures in reporting and disbursements:

Effectiveness of structures in promoting creativity and innovation

		Frequency	Percentage
Valid	yes	15	100,0

Clarity on decision-making process among stakeholders

		Frequency	Percentage
Valid	yes	13	86,7
	no	2	13,3
Total		15	100,0

Effectiveness and efficiency in decision making

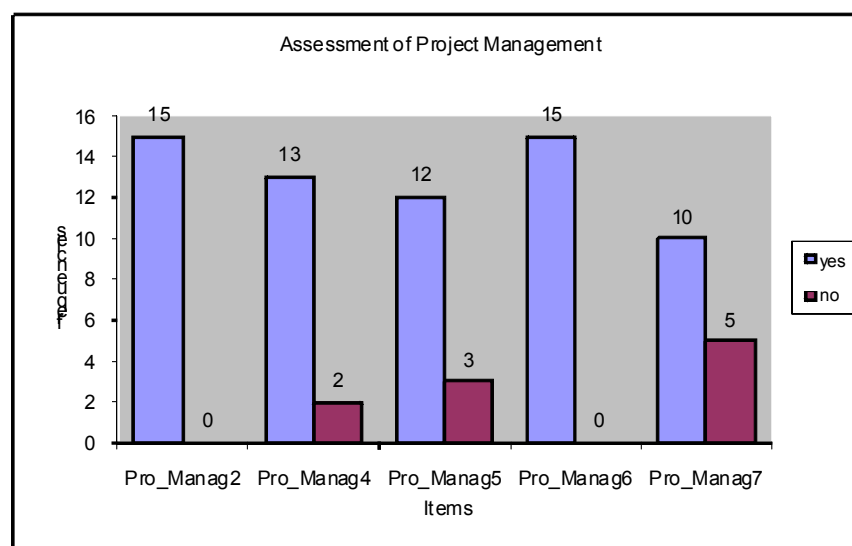
		Frequency	Percentage
Valid	yes	12	80,0
	no	3	20,0
Total		15	100,0

Adequate accountability at all levels of project

		Frequency	Percentage
Valid	yes	15	100,0

Appropriateness of administrative procedures in reporting and disbursements

		Frequency	Percentage
Valid	yes	10	66,7
	no	5	33,3
Total		15	100,0



Items with (yes/no) answer

	Item_code	yes	no
Effectiveness of structures in promoting creativity and innovation	Pro_Manag2	15	0
Clarity on decision making process among stakeholders	Pro_Manag4	13	2
Effectiveness and efficiency in decision making	Pro_Manag5	12	3
Adequate accountability at all levels of project	Pro_Manag6	15	0
Appropriateness of administrative procedures in reporting and disbursements	Pro_Manag7	10	5
	Total	65	10

This table shows a positive view of project management. The *Appropriateness of administrative procedures in reporting and disbursements* was ranked the lowest in comparison to the other items which may mean that administrative and organizational work need to be improved.

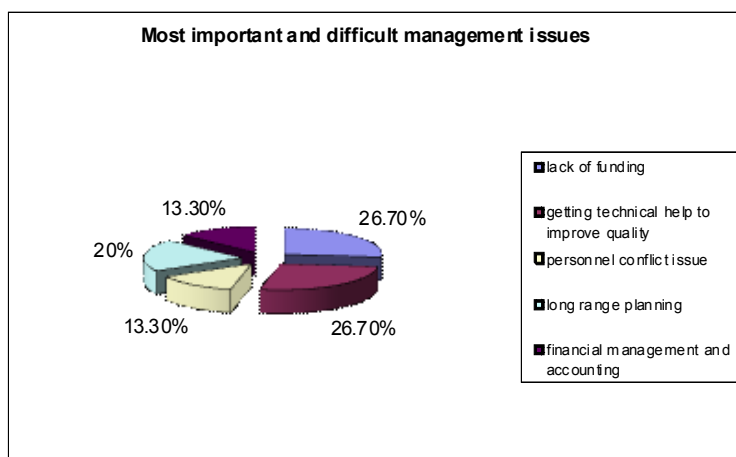
Role or Involvement in TVET

		Frequency	Percentage
Valid	Follow up project activities	7	46,7
	Follow up and steering project activities	1	6,7
	Trainer/teaching	6	40,0
	Not specified	1	6,7
Total		15	100,0

47% of the interviewed persons were involved in follow up project activities, 7% were involved in follow up and steering activities and 40% were involved in TVET as trainers/teachers. These groups and those involved as trainers in particular, are deeply involved in TVET and will therefore have considerable appreciation of the projects implemented in Iraq.

Most important and difficult management issues

		Frequency	Percentage
Valid	Lack of funding	4	26,7
	Getting technical help to improve quality	4	26,7
	Personnel conflict issue	2	13,3
	Long range planning	3	20,0
	Financial management and accounting	2	13,3
Total		15	100,0



The most important and difficult management issues in the project regions was the lack of funding and difficulty in getting technical help to improve training quality. This situation is particularly common in developing countries as far as TVET is concerned. Long range planning was cited by TVET trainers and managers as critical in their work. This is evident as planning is very important; however, it can become difficult in areas where technical know-how and financial means are missing. TVET projects such as in the case of Iraq should address issues related to funding and quality improvement equally.

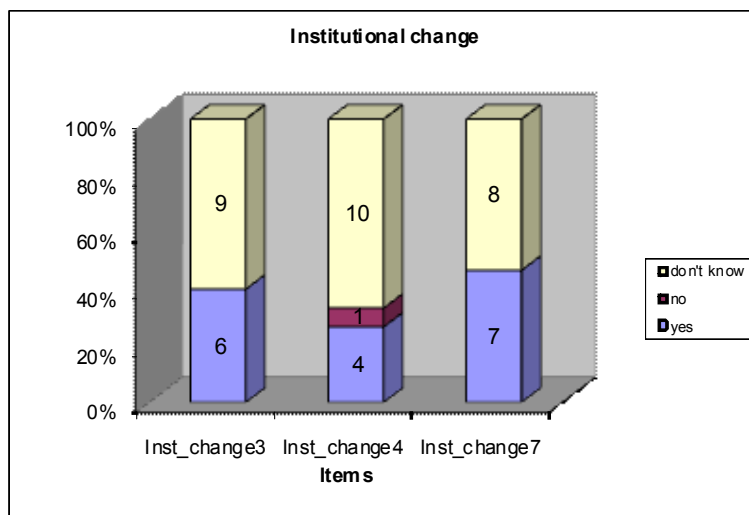
III Institutional Change

The following items have been defined by the author of the study to measure the construct of institutional change:

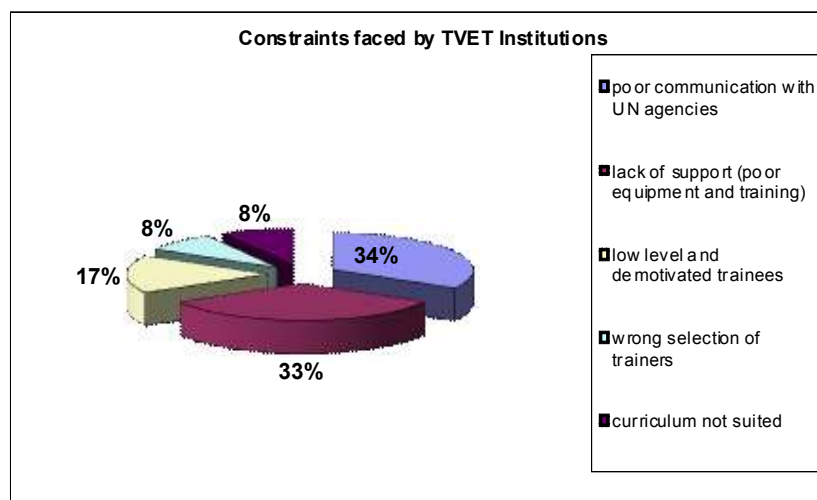
1. *Provided training reflects UN and Iraq Gov agreed conditions and contributions*
2. *Management and acquisition of resources reflects UN and Iraq Gov conditions*
3. *Constraints faced by your school/institute/college*
4. *Continuity of results/benefits after sponsor's involvement ends*
5. *Has beneficiary taken ownership of project concept/approach and outcomes?*

From these items, 3 were formulated with (No, Yes, and Don't Know) answers:

Items with (yes/no) answer	Item_code	yes	no	Don't know
1. Provided training reflects UN and Iraq Gov agreed conditions and contributions	Inst_change3	6	0	9
2. Management and acquisition of resources reflects UN and Iraq Gov conditions	Inst_change4	4	1	10
3. Has beneficiary taken ownership of project concept/approach and outcomes?	Inst_change7	7	0	8
	Total	17	1	27



The responses to these 3 items clearly showed that most TVET teachers and managers could not provide a clear answer as to whether the IQRTVET project reflected the agreed upon conditions by the UN and Iraq regarding the training provided. They were also unsure in their responses about the agreed upon conditions regarding resource mobilization and the management of TVET projects. This is an unfortunate situation but also reflects that the institutions were not directly involved in the IQRTVET design and implementation. TVET trainers and managers are important actors and they should be involved in all levels of TVET policy development and initiatives. To the question if a continuity of results/benefits after the sponsor's involvement ends is possible; 8 out of 15 people did not have an answer, and 4 out of 15 people thought that the implemented projects needed further support. The answers to the question, “*Constraints faced by your school/institute/college*” confirm the necessity of a massive support to TVET Institutions in Iraq (cf. Table below: Constraints faced by TVET Institutions). Having many constraints is not a favorable context for institutional change.



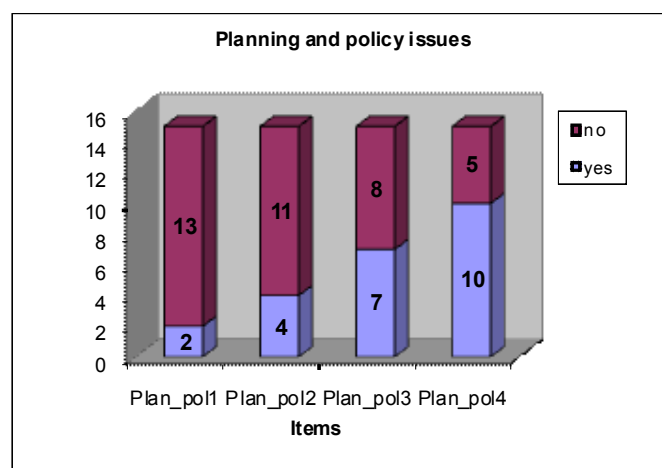
IV Planning and Policy Issues

The following items have been used to address the planning and policy issues in the realization of TVET projects in Iraq:

1. Involvement in the planning and policy process for the TVET sector
2. Involvement of local stakeholders and beneficiaries in the process
3. Is your institution adequately linked to industry/economic sectors?
4. Project built/strengthened enabling environment

Items	Item_code	yes	no
1. Involvement in the planning and policy process for TVET sector	Plan_pol1	2	13
2. Involvement of local stakeholders and beneficiaries in the process	Plan_pol2	4	11
3. Is your institution adequately linked to industry/economic sectors?	Plan_pol3	7	8
4. Project built/strengthened enabling environment	Plan_pol4	10	5
Total		23	37

The data shows a very low involvement of TVET actors, local stakeholders, and beneficiaries. As already explained, this is not a suitable way to strengthen TVET. For 8 out of 15 respondents, TVET institutions in Iraq were not adequately linked to the economic sectors. An effective TVET system should be strongly linked to all the economic sectors. Even if TVET actors are not sufficiently involved in the planning and policy process, most agreed that projects implemented by UN agencies and the Iraq government have strengthened their work environment (cf. table below for illustration).



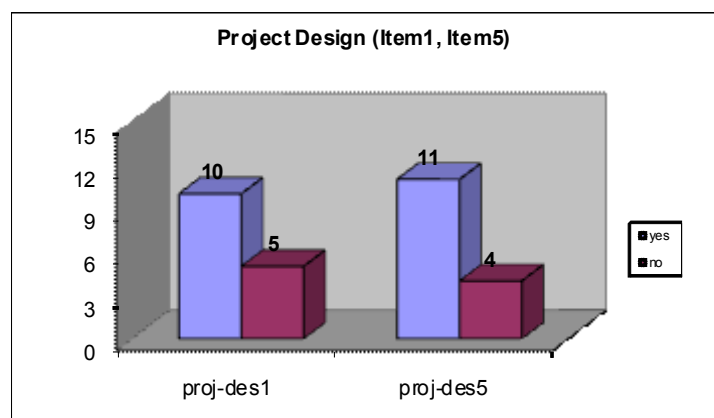
V Project design and delivery

The following items have been used to assess the project design and delivery:

1. Project adequately addressed TVET problems/challenges
2. Project led to better access/utilization of TVET facilities
3. Project activities and outputs efficiently delivered/cost efficiently
4. Beneficiaries clearly identified and targeted for benefits
5. Enrollment at full capacity in TVET institutions programs
6. Reasons for poor enrolment in TVET

Two of these items were to be answered by yes or no.

10 out of 15 people agree that the project adequately addresses TVET problems and challenges and 11 out of 15 think that programs in TVET institutions are at full capacity enrolment. The following table shows these results:



Items	Item_code	yes	no
1. Project adequately addressed TVET problems/challenges	proj-des1	10	5
2. Enrolment at full capacity in TVET institutions programs	proj-des5	11	4
	Total	21	9

Project led to better access/utilization of TVET facilities

		Frequency	Percentage
Valid	Agree	11	73,3
	Disagree	4	26,7
Total		15	100,0

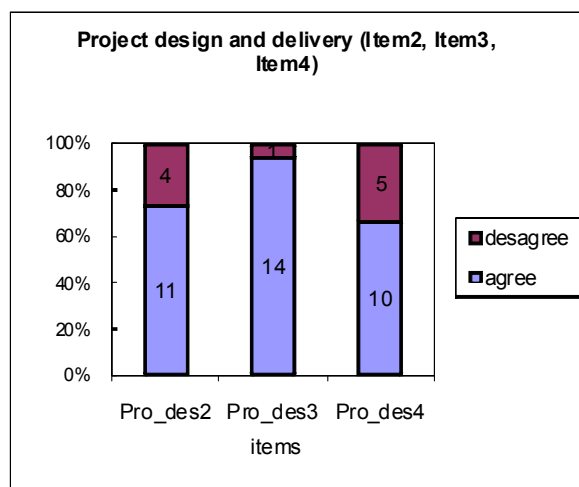
Project activities and outputs efficiently delivered/cost and managed efficiently

		Frequency	Percentage
Valid	Agree	14	93,3
	Disagree	1	6,7
Total		15	100,0

Beneficiaries clearly identified and targeted for benefits

		Frequency	Percentage
Valid	Agree	10	66,7
	Disagree	5	33,3
Total		15	100,0

Project activities, project delivery and cost management, and outputs have been highly appreciated by TVET actors and managers, who also believe that the project led to better access to TVET facilities. When asked if the project beneficiaries were clearly identified and targeted, 1 out of 3 interviewees disagreed. This response can be attributed to the very low involvement of TVET actors, local stakeholders, and beneficiaries as previously mentioned. A good participation of local actors can be helpful in identifying specific target groups, however; the project design and delivery has been good as judged by TVET teachers and managers in Iraq.

**VI Development Results – Equity**

Equity within TVET projects has been assessed through the following items:

1. Women adequately represented at a management/training/beneficiary level
2. IQRTVET supported policies and incentives helped improve access for underserved groups
3. To what extent did cultural, religious, and gender roles prevent access to TVET?
4. Impact of gender/family situations on student's participation/class attendance

Women adequately represented at management/training/beneficiary level

		Frequency	Percentage
Valid	yes	8	53,3
	no	2	13,3
	don't know	5	33,3
Total		15	100,0

IQRTVET supported policies and incentives helped improve access for underserved groups

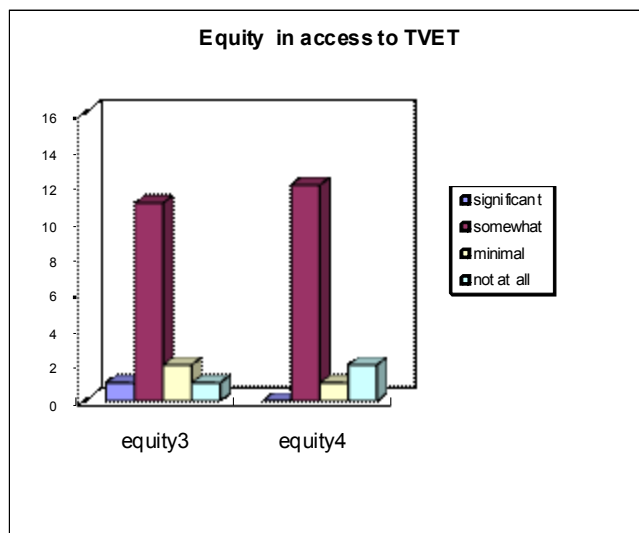
		Frequency	Percentage
Valid	Agree	15	100,0

To what extent did cultural, religious, and gender roles prevent access to TVET?

		Frequency	Percentage
Valid	Significant	1	6,7
	Somewhat	11	73,3
	Minimal	2	13,3
	Not at all	1	6,7
Total		15	100,0

Impact of gender/family situations on student's participation/class attendance

		Frequency	Percentage
Valid	Somewhat	12	80,0
	Minimal	1	6,7
	Not at all	2	13,3
Total		15	100,0



Items	Item_code	Significant	Somewhat	Mini mal	not at all
To what extent cultural, religious and gender roles prevent access to TVET?	equity3	1	11	2	1
Impact of gender/family situations on student's class attendance	equity4	0	12	1	2

When asked if women are adequately represented at management, training, and beneficiary levels in TVET projects, 8 out of 15 interviewees gave a positive answer. All the interviewees agreed that TVET projects have improved TVET access for marginalized groups. Access to TVET is the first step to reduce social disparity. Through education and training, TVET provides young people and workers with the knowledge and skills for their occupations. This is a critical factor for economic and social development.

Between 73% and 80% of the respondents believe that family situations, gender, culture, and religion are factors that hamper students' active participation in the education programs and limit their access to the IQRTVET process. The following table illustrates this information (cf. table below).

VII Employability

The following items were applied to illustrate employability results of IQRTVET:

1. Institute tracks employment success rates of graduates/trainees
2. Trainees experience problem findings jobs
3. Examples of initiatives to support finding jobs
4. Institute conducts surveys to track employers' satisfaction with trainees
5. Tools used to improve employability affect decision on funding TVET

Institute tracks employment success rates of graduates/trainees

		Frequency	Percentage
Valid	yes	6	40,0
	no	9	60,0
Total		15	100,0

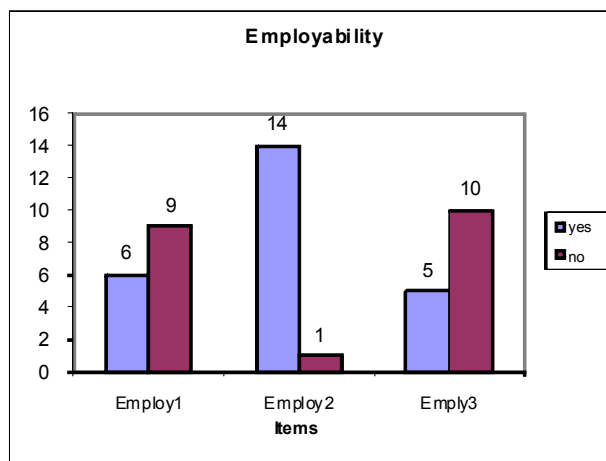
Trainees experience problem findings jobs

		Frequency	Percentage
Valid	yes	14	93,3
	no	1	6,7
Total		15	100,0

Institute conducts surveys to track employers' satisfaction with trainees

		Frequency	Percentage
Valid	yes	5	33,3
	no	10	66,7
Total		15	100,0

Although 14 out of 15 respondents agree that TVET trainees face problems finding a job, no initiatives have been taken to understand the root of this issue. 70% of TVET teachers, managers or their institutions do not conduct surveys to track employers' satisfaction and 60% of them do not track employment success rates of their school graduates. When asked if initiatives to support finding jobs exist, only 2 out of 15 respondents said that some initiatives to better link training to labour market needs existed. For 13 out of 15 persons, there were either no such initiatives, or they were not informed about them. Without studies and projects aiming to understand why TVET trainees are facing employment problems or employers' expectations, the quality of TVET cannot be improved. The survey confirms that the lack of employment is a major concern in Iraq (cf. data and table below).



Items

Institute tracks employment success rates of graduates/trainees
 Trainees experience problem findings jobs
 Institute conducts surveys to track employers Satisfaction with trainees

Item_code	yes	no
Employ1	6	9
Employ2	14	1
Employ3	5	10

VIII Partnership and Coherence

Communication of project stakeholders is clear and effective

		Frequency	Percentage
Valid	Agree	14	93,3
	Disagree	1	6,7
Total		15	100,0

Partnership and linkages which have been facilitated:

14 out of 15 people recognize that a partnership with UN agencies has been developed.

IQRTVET contribution in organizational and institutional strengthening of TVET:

6 out of 15 respondents believe that IQRTVET has supported the TVET sector by enhancing new policies in training; and for 4 out of 6 people, the support provided has had a great impact. 9 out of 15 respondents think the support had a small effect in improving TVET activities. 93% of the interviewees agree that the means of communication among the project stakeholders were clear, effective, and efficient. In conclusion partnership and coherence was positively assessed.

IX Training results

The following items have been used to assess the training results:

1. The project provided your institution with important training in skills and learning
2. Have you observed improvement in the performance of the project's trainees?
3. List greatest accomplishment resulting from participation in the project
4. Causes and effects of dropouts
5. Major strengths of training that could be replicated in other projects
6. Major weaknesses of the training program
7. Measures that would contribute the most to project improvement
8. Should there be another phase to consolidate achievements?
9. Most likely funding sources to ensure sustainability and growth

3 of these items had to be answered by yes or no:

Project provided your institution with important training in skills and learning

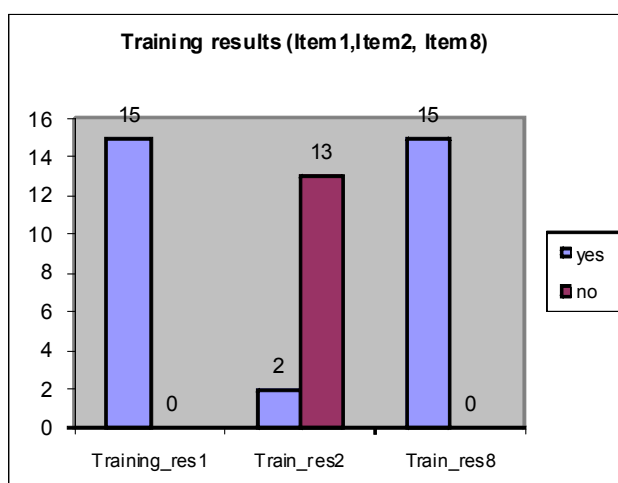
		Frequency	Percentage
Valid	yes	15	100,0

Have you observed improvement in the performance of the project's trainees?

		Frequency	Percentage
Valid	yes	2	13,3
	no	13	86,7
Total		15	100,0

Should there be another phase to consolidate achievements?

		Frequency	Percentage
Valid	yes	15	100,0

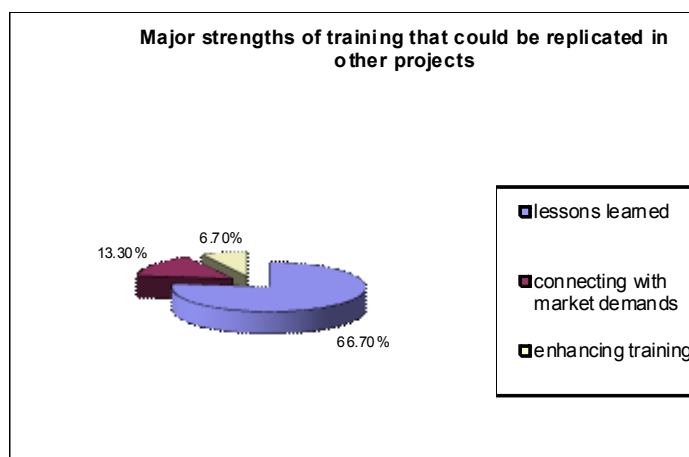


Items	Item_code	yes	no
Project provided your institution with important training in skills and learning	Training_res1	15	0
Have you observed improvement in the performance of the project's trainees?	Train_res2	2	13
Should there be another phase to consolidate achievements?	Train_res8	15	0

All the interviewees agree that the project has provided their institutions with important training in skills and learning. The fact that 100% of TVET teachers and managers would like there to be another phase to consolidate and expand the achievements from the first phase is an indication that the project has acquired solid acceptance. The following data shows in detail the strengths and weaknesses of the trainings' results:

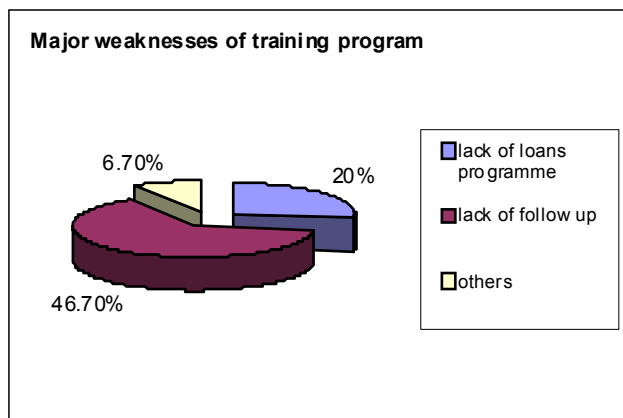
Major strengths of training that could be replicated in other projects

		Frequency	Percentage
Valid	Enhancing training	1	6,7
	Connection with market demand	2	13,3
	Lessons learned	10	66,7
	Total	13	86,7
Missing	System	2	13,3
Total		15	100,0



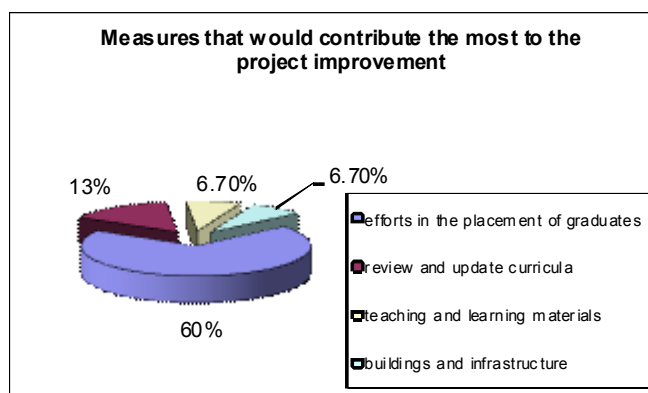
Major weaknesses of the training program

		Frequency	Percentage
Valid	Lack of loans program	3	20,0
	Lack of follow up	7	46,7
	Other	1	6,7
	Total	11	73,3
Missing	System	4	26,7
Total		15	100,0



Measures that would contribute the most to project improvement

		Frequency	Percentage
Valid	Teaching and learning materials	1	6,7
	Efforts in the placement of graduates	9	60,0
	Review and update curricula	2	13,3
	Buildings and infrastructure	1	6,7
	Total	13	86,7
Missing	System	2	13,3
Total		15	100,0



The most important elements that would contribute to the improvement of TVET projects are:

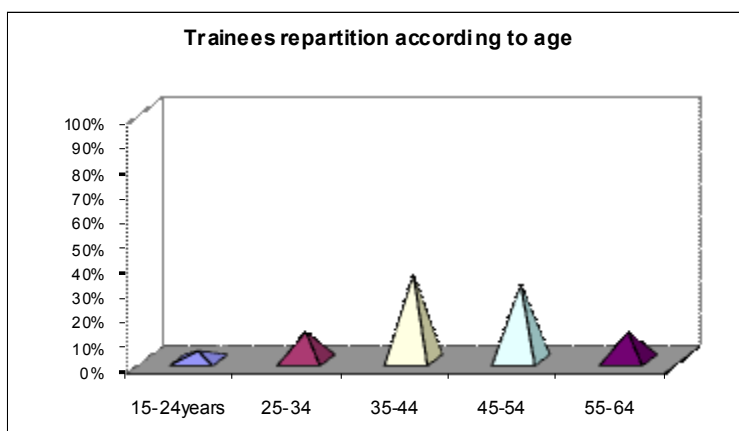
1. More efforts towards the placement of graduates. This means more cooperation with the labor market and more help from potential employers to identify those labor needs.
2. Curriculum review would help in addressing unemployment since it consists of the involvement of all TVET actors, particularly industry (and potential employers). As this requires strong cooperation among the stakeholders; training institutions should be supported by TVET authorities and UN agencies working in the education sector. Strong cooperation among TVET actors will reduce the weaknesses mentioned above (lack of follow up, lack of loans programs, etc).

II. Capacity Development Trainees Questionnaire

I. Basic Data

Age

		Frequency	Percentage
Valid	15 - 24 years	1	3,8
	25 - 34 years	3	11,5
	35 - 44 years	9	34,6
	45 - 54 years	8	30,8
	55 - 64 years	3	11,5
	Total	24	92,3
Missing	System	2	7,7
Total		26	100,0



34% of the trainees are between 35 to 44 years old. This is the most important group, followed by those aged 45-54 years old; with a total of 65% of the trainees' population falling within the 35 to 54 years age category. The majority of trainees within this age group generally enter the labor market before getting involved in a training program. The age group of 15-24 years is represented by only one person and thus, is the least significant.

Institution

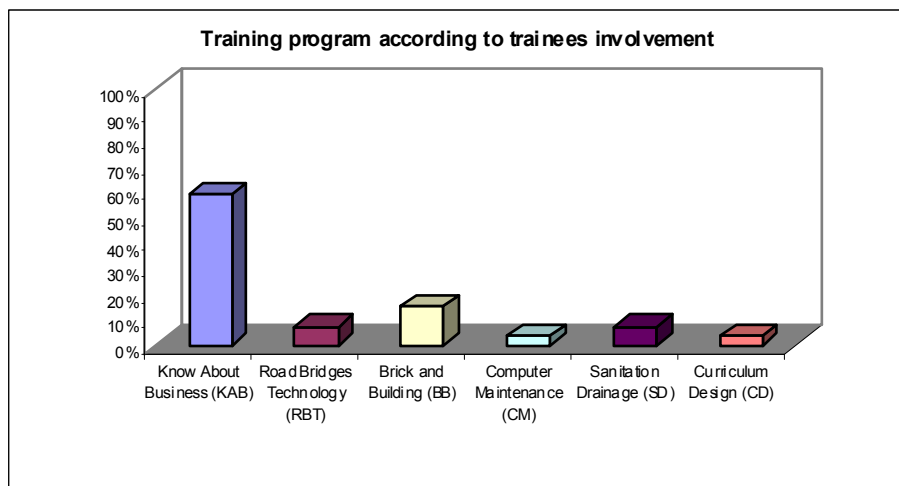
		Frequency	Percentage
Valid	VTC Abu Alkhaseeb	4	15,4
	Technical Institute Karbala	3	11,5
	Institute of Administration Rasafa	3	11,5
	VTC MOLSA	2	7,7
	Total	12	46,2
Missing	System	14	53,8
Total		26	100,0

Most of the participants come from the Abu Alkhaseeb Vocational Training Center, the Karbala Technical Institute, and the Rasafa Institute of Administration.

Training programme

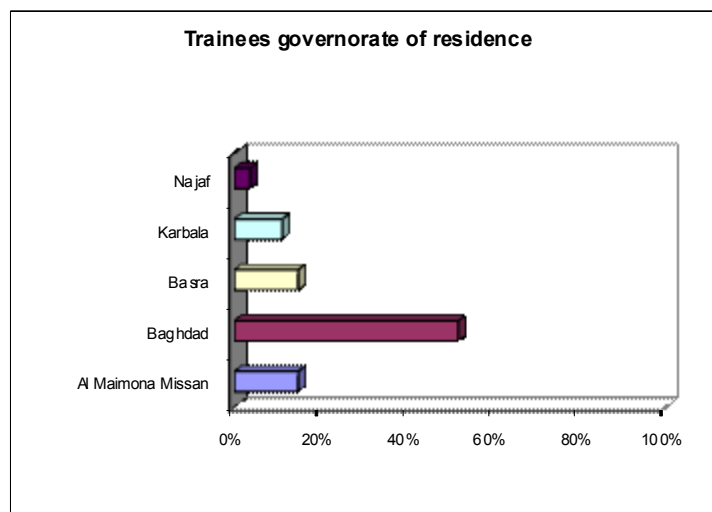
		Frequency	Percentage
Valid	Know About Business (KAB)	16	61,5
	Road Bridges Technology (RBT)	2	7,7
	Brick and Building (BB)	4	15,4
	Computer Maintenance (CM)	1	3,8
	Sanitation Drainage (SD)	2	7,7
	Curriculum Design (CD)	1	3,8
Total		26	100,0

From all the training programs offered, the Know About Business (KAB) has been the most attractive, displaying the highest rate of participation. The significant difference that can be observed between the number of trainees engaged in the KAB and those in the other programs could be explained by the social representation of the word *Business* and the positive notions associated with it. In modern society, a businessman is perceived as a successful person. It is assumed that the majority of trainees hope to achieve social success when involving themselves in these training programs. In order to improve TVET, training programs, and training providers; this must be taken into account. The following table shows the trainees involvement in the offered training programs:



Governorate

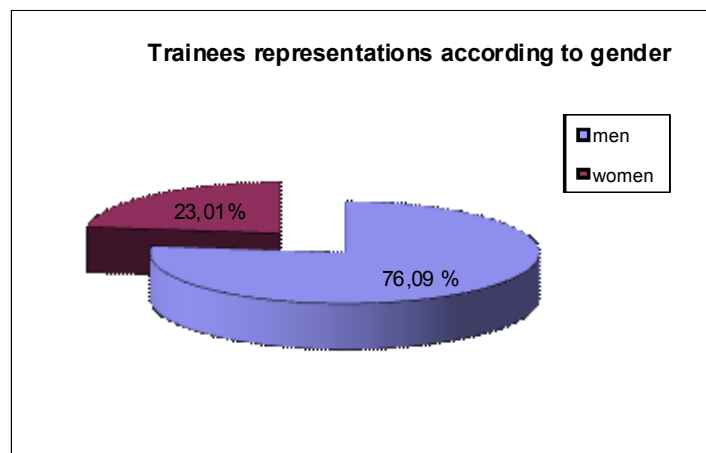
		Frequency	Percentage
Valid	Al Maimona Missan	4	15,4
	Basra	4	15,4
	Baghdad	14	53,8
	Karbala	3	11,5
	Najaf	1	3,8
Total		26	100,0



The people involved in the training programs are mostly residents of the governorate of Baghdad. About 77% of the trainees are men, whereas the women are under-represented. This scenario is not surprising because in many countries, even in developed ones, TVET programs are generally geared towards men.

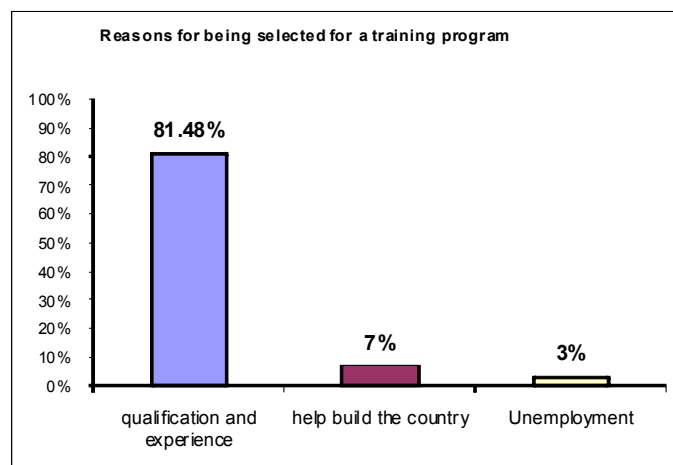
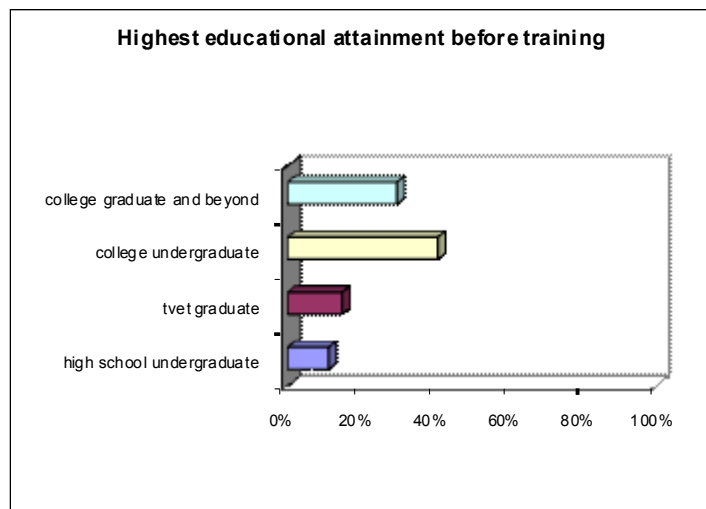
Gender

		Frequency	Percentage
Valid	Male	20	76,9
	Female	6	23,1
Total		26	100,0

**Highest educational attainment before attending training**

		Frequency	Percentage
Valid	High school undergraduate	3	11,5
	TVET graduate	4	15,4
	College undergraduate	11	42,3
	College graduate and higher	8	30,8
Total		26	100,0

The College Undergraduate level has the highest participation rates (42%), followed by College Graduate level and higher (31%). The TVET Graduate has the lowest rates of participation with only 15%. When asked why they participated in a training program, 48% responded that it was to receive qualification and work experience, obtain diplomas and skills, and obtain nomination. 7% of the interviewees said they participated in order to help build the country, and 3% said unemployment was the reason for their participation in a training program.



Occupation prior to enrolling in the training program:

Occupation prior to enrolling in the training program can be presented as follows: 50% percent of the trainees were trainers and teachers and 23% were institute managers and/or directors prior to entering the training programs. During the training program, teachers and trainers are provided with teaching methods (curriculum, content, and assessment of their students), and as a result, a group of qualified individuals who appreciate the success of the training in which they were involved is formed.

The composition of the trainees group before the training program:

Trainers/Teachers	50%
Manager/Director	23,07%
Electrical Engineer	4%
Carpenter	4%
Free Worker	4%
Unemployed	4%
Missing	12%
Total	100%

The occupation of the trainees group before their training and 6 months after the completion of their training

Occupation Before Training	Occupation 6 Months After Training
Free Worker	Worker
Unemployed	Unemployed
Teacher	Teacher
Educational Specialist Supervisor	Senior Specialist Supervisor
Trainer in Cooling Systems	Trainer in KAB Program
University Instructor	Trainer for KAB
Manager Planning Section	Manager and KAB Trainer
English Teacher	KAB Trainer
Database Manager	Manager and KAB Trainer
Director Health Unit	Director in KAB Unit
Mechanic Instructor	Mechanic Instructor
Vocational Training Manager	Vocational Training Manager
Electrical Engineer	Electrical Engineer
Cement Lab Instructor	In-Consultation Staff
senior technical instructor	Chief Technical Instructor
Trainer in Conditioner Workshop	Trainer in KAB Unit
Mechanical Trainer	Chief Technical Instructor
Technical Trainer	Trainer in KAB Unit
Deputy Director	Trainer in KAB Unit
Trainer	Trainer in KAB Unit
Trainer	Trainer in KAB Unit
Teacher	Trainer in KAB Unit
Carpenter	Carpenter

After the completion of their training program, 46% of these trainees became involved in activities related to Knowledge About Business. They occupy positions such as trainers, managers, or directors in a KAB unit. This success can be justified by the interests linked with the profession.

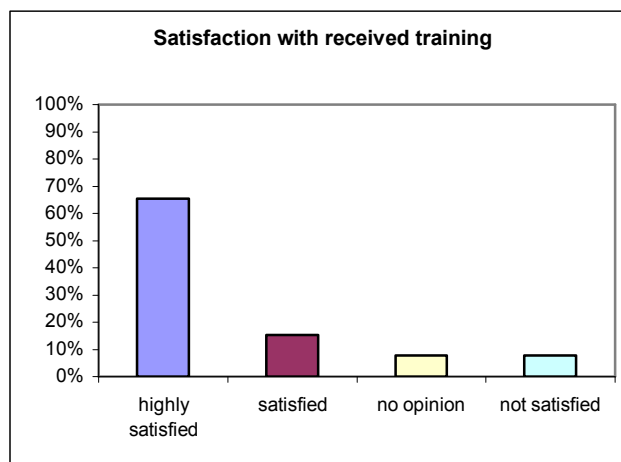
II Relevancy and Quality of Training

Under relevancy and quality of training, the interviewees had to give their opinion on the following aspects of the training in which they were involved:

Satisfaction based on received training

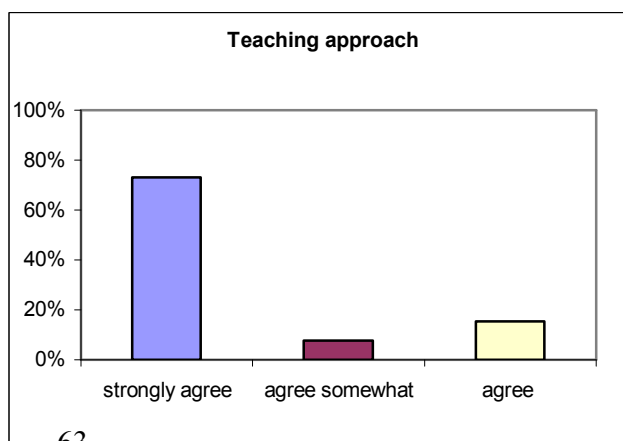
		Frequency	Percentage
Valid	Highly satisfied	17	65,4
	Satisfied	4	15,4
	No opinion	2	7,7
	Not satisfied	2	7,7
	Total	25	96,2
Missing	System	1	3,8
Total		26	100,0

The majority of the trainees were highly satisfied with the training they received. 65% of the interviewed persons were highly satisfied and 15% were satisfied; a total of 80% satisfaction among participants. For the few who were not satisfied (8%); unemployment, limited scope of the course, and poor quality of instruction were the reasons for their dissatisfaction. Although the percentage of unsatisfied participants is marginal, their concerns should be taken into account for future projects.

**Teaching approach dynamic and innovative**

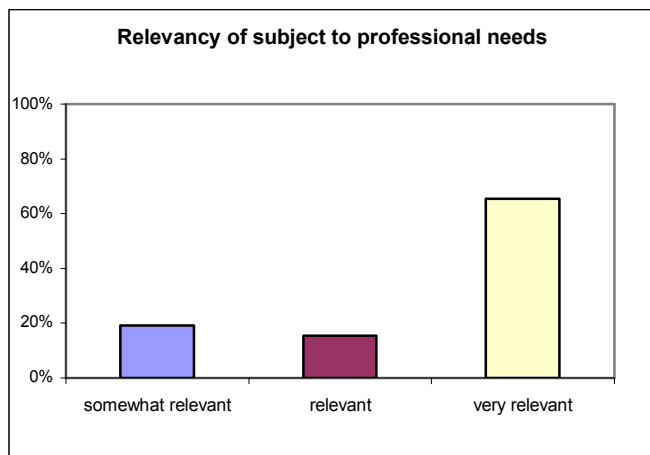
		Frequency	Percentage
Valid	Strongly agree	19	73,1
	Agree somewhat	2	7,7
	Agree	4	15,4
	Total	25	96,2
Missing	System	1	3,8
Total		26	100,0

There is a general consensus that the teaching approach was dynamic and innovative. 96% of the respondents (mostly trainers and teachers themselves) appreciated the teaching approach.



Relevancy of subject to professional needs

		Frequency	Percentage
Valid	Somewhat relevant	5	19,2
	Relevant	4	15,4
	Very relevant	17	65,4
Total		26	100,0



The professional needs of the participants have been significantly addressed throughout the training program. All the respondents agree that the subject matter was directly relevant to their profession and 65% found the subject very relevant. For the remaining 35%, the subject was part relevant, part somewhat relevant.

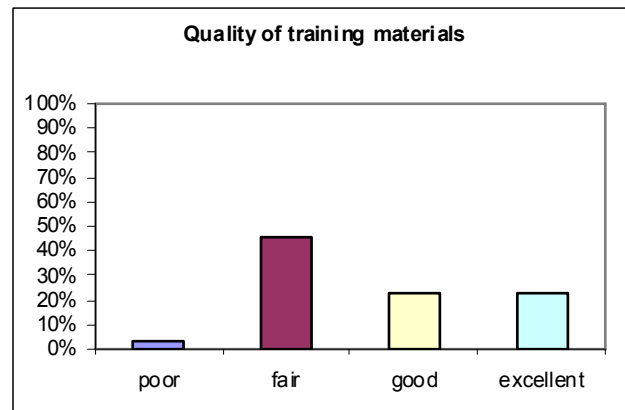
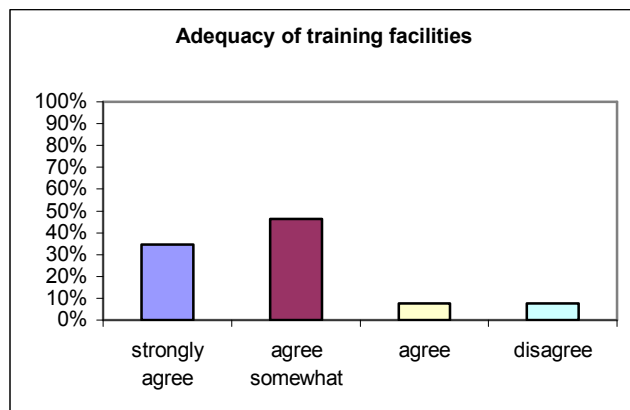
Facilities for the training were adequate

		Frequency	Percentage
Valid	Strongly agree	9	34,6
	Agree somewhat	12	46,2
	Agree	2	7,7
	Disagree	2	7,7
	Total	25	96,2
Missing	System	1	3,8
Total		26	100,0

Quality of training materials

		Frequency	Percentage
Valid	Poor	1	3,8
	Fair	12	46,2
	Good	6	23,1
	Excellent	6	23,1
	Total	25	96,2
Missing	System	1	3,8
Total		26	100,0

In addition, the quality of training materials and the adequacy of facilities to assure the success of the training have been met. 89% of the respondents found the facilities used for the training adequate and 92% have positively evaluated the quality of training materials. This information is provided in the following tables in more detail.



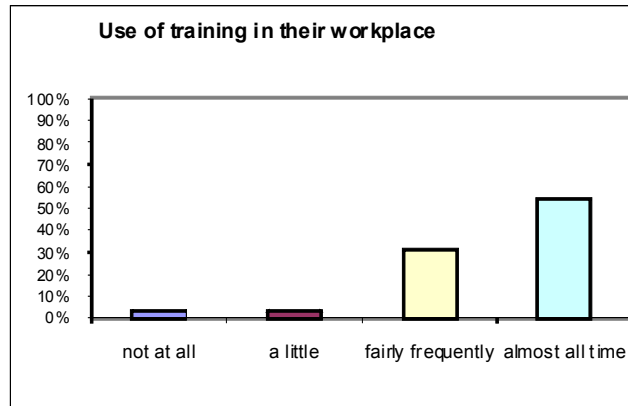
III Transfer of knowledge

The trainees were asked the following questions to determine if a transfer of knowledge was made: 1) If the training could adequately meet workplace and institutions expectations and; 2) If there was any further training needs related to the same topic.

The use of their training within their workplace

		Frequency	Percentage
Valid	Not at all	1	3,8
	A little	1	3,8
	Fairly frequently	8	30,8
	Almost all the time	14	53,8
	Total	24	92,3
Missing	System	2	7,7
Total		26	100,0

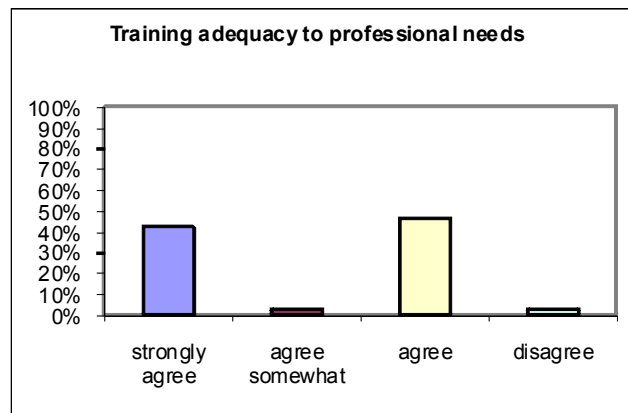
The majority of respondents (54%) said they use their training acquired from the program at their workplace almost all the time and 31% used it fairly frequently. In total, there are 85% of the participants who are using their training frequently or almost all the time at their workplace. This is not surprising if one considers the participants' high levels of satisfaction in regards to subject relevancy and needs, the teaching approach, the adequacy of training facilities, and the quality of training materials.



Training program prepared participants adequately to meet their professional needs

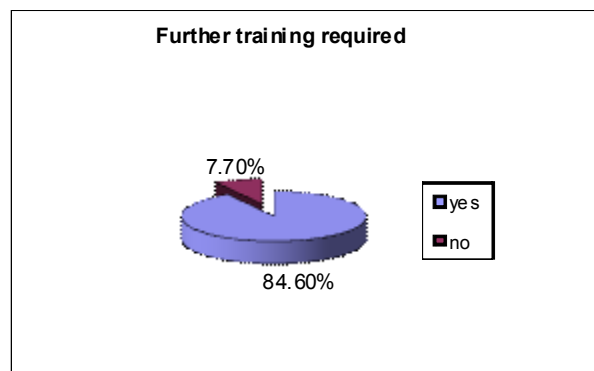
		Frequency	Percentage
Valid	Strongly agree	11	42,3
	Agree somewhat	1	3,8
	Agree	12	46,2
	Disagree	1	3,8
	Total	25	96,2
Missing	System	1	3,8
Total		26	100,0

According to findings, the training program has adequately prepared the participants for meeting their professional needs and 92% of the respondents agreed with this statement. This is not surprising seeing as 85% of the participants use their training acquired frequently or almost all the time at their workplace. One can deduce that according to the participants there was a transfer of knowledge.



Further training required

		Frequency	Percentage
Valid	yes	22	84,6
	no	2	7,7
	Total	24	92,3
Missing	System	2	7,7
Total		26	100,0



The need for further training has been expressed by 84% of the participants. This can be interpreted as a result of a first positive experience within a context where training opportunities may be unusual.

IV Training results and recommendations

Participants of the training programs have provided their opinions on the following four opened answer questions:

A) How has the training benefited the participants personally and professionally?

The training increased knowledge and experience; provided more information and new prospects for the future; improved skills and experience; provided new information and more motivation and creativity; improved skills and know how on project making; familiarized participants with modern training materials and international standard; and led to behavioural change at workplace. Such statements demonstrate the positive effects of the training programs.

B) How has your training benefited your institution?

The training has led to the spreading of program ideas, courses, and support brought to the training staff and students. It has also issued guidance for the unemployed youth and helped with the implementation of private business; enhancing the private sector with better performance in the workplace (i.e. in the cement lab).

C) **How has the training contributed to the long-term sustainability of your ministry or institutional programs supported under IQRTVET?**

The following arguments have been provided to show how the sustainability of the programs will be assured:

The training has led to a group of fully trained staff. It has also raised the efficiency of trainees and trainers, job creation opportunities for training staff, the dissemination of a new culture that encourages trainees in creating small and medium projects, and getting information and connexion. The program for unemployed persons, the small management projects, and communication with other institutions have been improved as well.

D) **Have you suggestions for future capacity development or training of trainers' programs?**

Many suggestions to improve the training program have been provided by the participants. These can be summarised as follows:

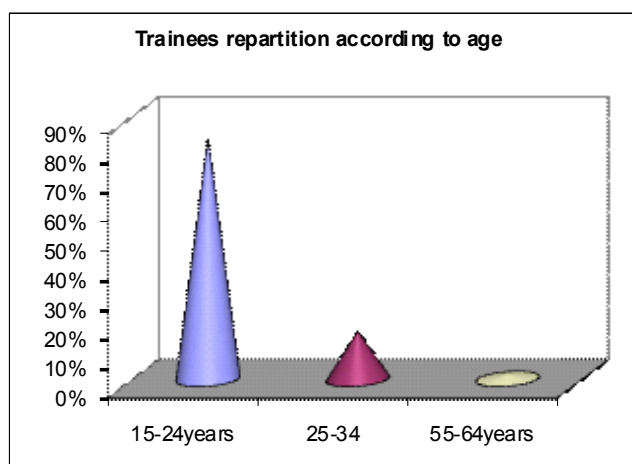
There is a need for more sessions with a focus on project implementation, more support to trainees, increasing training for capacity development trainees, advance training in experienced countries, and an increased number of trainees and workshops. Training courses should also be longer, along with location site visits to locations. There is also a need for more training courses for unemployed in the labour market, the improvement of TOT selection; and travel for trainees should be avoided. More training courses for KAB trainers, government support with loans, and Human Resources management courses are also required. The opinions and suggestions of the most concerned participants are very important and should be carefully analysed and considered for future projects.

III. TVET Trainees and Graduates (Basra and Missan)

I Basic Data

Age

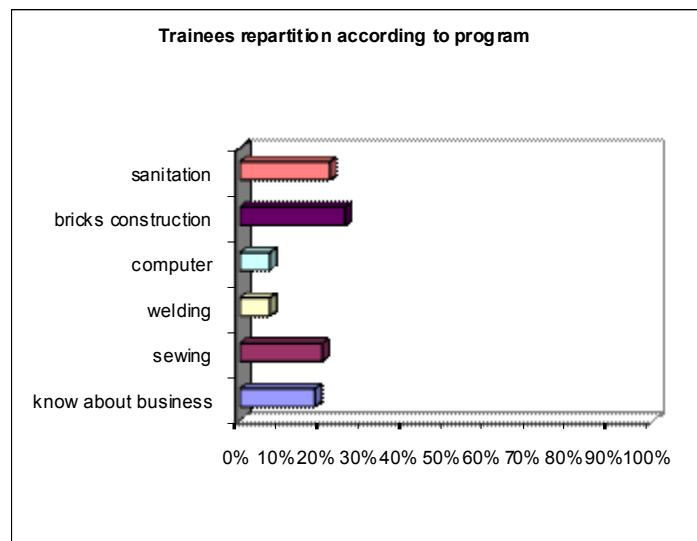
		Frequency	Percentage
Valid	15 - 24 years	45	81,8
	25 - 34 years	9	16,4
	55 - 64 years	1	1,8
Total		55	100,0



The majority of trainees (98%) are below the age of 35. 82% of the trainees are between 15 and 24 years old and 16% are between 25 and 34. These are the youngest groups of the total number of participants involved in the training projects. The majority of them are preparing to enter the labor market but do not have previous work experience.

Training programs

		Frequency	Percentage
Valid	Know About Business	10	18,2
	Sewing	11	20,0
	Welding	4	7,3
	Computers	4	7,3
	Bricks construction	14	25,5
	Sanitation	12	21,8
Total		55	100,0



Brick construction (26%) and sanitation (22%) training programs were the largest group of respondents followed by sewing (20%) and Know about Business (19%). Welding and Computers had the fewest respondents. Since the country is in a state of reconstruction, there is more employment in brick construction and sanitation. The demand for skilled workers in these areas justifies supporting facilities for construction and sanitation training. It also determines why participants have chosen to take part in these training programs over others.

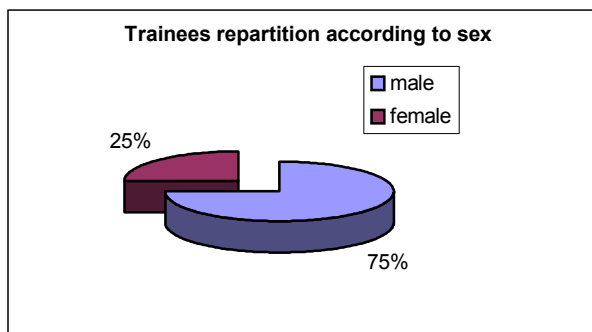
Governorate

		Frequency	Percentage
Valid	Basra Abul Alkhaseeb	24	43,6
	Basra al misrak	1	1,8
	Missan	30	54,5
Total		55	100,0

Trainees are mainly from Missan (54%) and Basra (45%).

Gender

		Frequency	Percentage
Valid	Male	41	74,5
	Female	14	25,5
Total		55	100,0



Although there have been attempts to involve more women in the training programs; low involvement continues to persist since only 14 of 55 respondents (25%) were female. Nevertheless, the actual participation of women in TVET training programs represents a positive sign for Iraq. Of some concern is that 71% of female respondents are in the field of sewing; a very traditional occupation for women. Only 29% of the women attended training in the program, Know About Business. This rate may actually be higher if the breakdown by gender of all participants across Iraq is taken into account. This level of participation by women represents progress. Bricks construction, welding, computers, and sanitation remain professions reserved for men. Though women are not only under represented in vocational training, they are likely restricted to specific training and to specific employment sectors. Therefore, they still have fewer chances than the men when it comes to employment opportunities.

Marital status

		Frequency	Percentage
Valid	Single	38	69,1
	Married	16	29,1
	Divorced	1	1,8
Total		55	100,0

Children at home

		Frequency	Percentage
Valid	yes	13	23,6
	no	42	76,4
Total		55	100,0

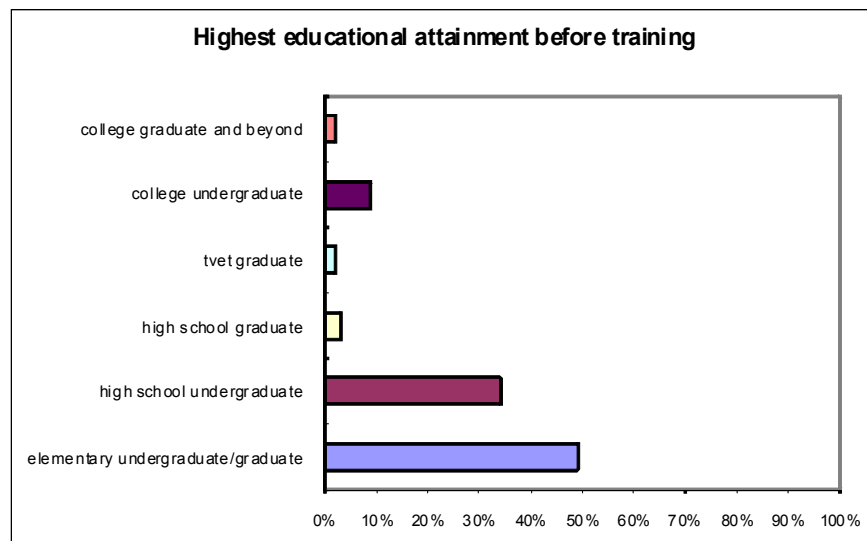
69% of the participants are single. This is not surprising if one considers that 82% of them are between 15 and 24 years old.

From the 29% of married participants, 24% have children at home.

Highest educational attainment before attending training

		Frequency	Percentage
Valid	Elementary undergraduate/graduate	27	49,1
	High school undergraduate	19	34,5
	High school graduate	2	3,6
	TVET graduate	1	1,8
	College undergraduate	5	9,1
	College graduate and higher	1	1,8
Total		55	100,0

The majority of respondents only have a primary school level education; representing 49% of the trainees, followed by high school undergraduates (35%). Only 2 out of 55 trainees are TVET graduates, college graduates, and higher. This may explain why the majority are mostly involved in Trades Skills training programs such as Brick Construction (25%), Sanitation (22%), and Sewing (20%) which are not associated with educational theory.



How did you learn about the program?

		Frequency	Percentage
Valid	In a presentation	5	9,1
	From former trainee	23	41,8
	Other	1	1,8
	From friend	17	30,9
	From publication	4	7,3
	Media	2	3,6
	Trainer	3	5,5
Total		55	100,0

In 73% of cases, trainees learned about their program through informal networking; meaning they learned about it through a former trainee (42%) or from a friend (31%). Modern communication tools such as publications and media are less effective with populations that have low education levels.

Vocational training centre prepared trainees adequately to meet labour market needs

		Frequency	Percentage
Valid	Strongly agree	8	14,5
	Somewhat agree	22	40,0
	Agree	24	43,6
	Disagree	1	1,8
Total		55	100,0

For the question stating if the training had adequately prepared trainees to meet labour market needs; 14% of respondents claimed they strongly agreed, 40% somewhat agreed, and 43% agreed. Overall, 97% of the feedback was positive.

Occupation prior to enrolling in a training program and occupation 6 months after completion.

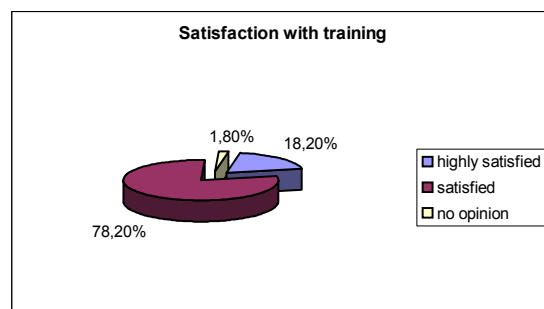
Occupation Before Training		Occupation 6 Months After Training	
No job	28	29	No job
Construction worker	9	3	Construction worker
House wife	4	0	House wife
Students	5	0	Students
Welding	1	2	Welding
Supermarket worker	1	0	Supermarket worker
Teacher	1	0	Teacher
Driver	1	1	Driver
		3	Self employed
		1	Tailor
		1	Sanitation chief worker

It is difficult at this stage to confirm if the training has made significant changes, particularly when this group is compared to those of the Managers and Administrators or those from Capacity Development Trainees. It is a general consensus that training alone does not provide employment. Many other factors play a role such as the labour market that employs TVET graduates, the economy, and socio-political stability. In spite of this, a small qualitative change occurred: Three trainees are now self-employed. Of those three, two of them were unemployed before the training started and the third was a supermarket worker. This shows that even in a period with low employment; people with education and skills training are exposed with more opportunities. 27% of the respondents have not provided information on their occupation 6 months after the training.

II Relevancy and Quality of Training

Satisfaction with received training

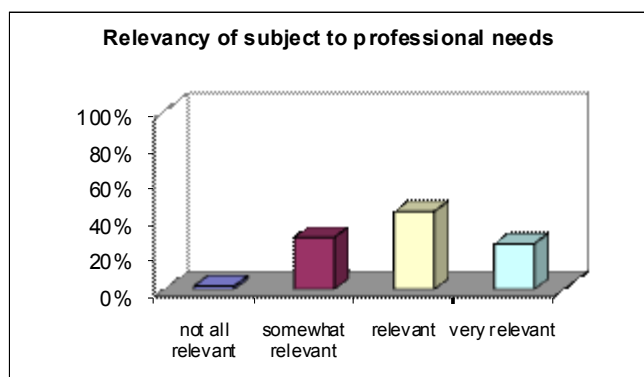
		Frequency	Percentage
Valid	Highly satisfied	10	18,2
	Satisfied	43	78,2
	No opinion	1	1,8
	Total	54	98,2
Missing	System	1	1,8
Total		55	100,0



Even if the majority of the respondents had not found a job at the time this data was collected, 98% of participants expressed their satisfaction with the program and 18% of them were highly satisfied. This depicts the value and necessity to continue implementing such projects in the country.

Relevancy of the subject to professional needs

		Frequency	Percentage
Valid	Not at all relevant	1	1,8
	Somewhat relevant	16	29,1
	Relevant	24	43,6
	Very relevant	14	25,5
Total		55	100,0



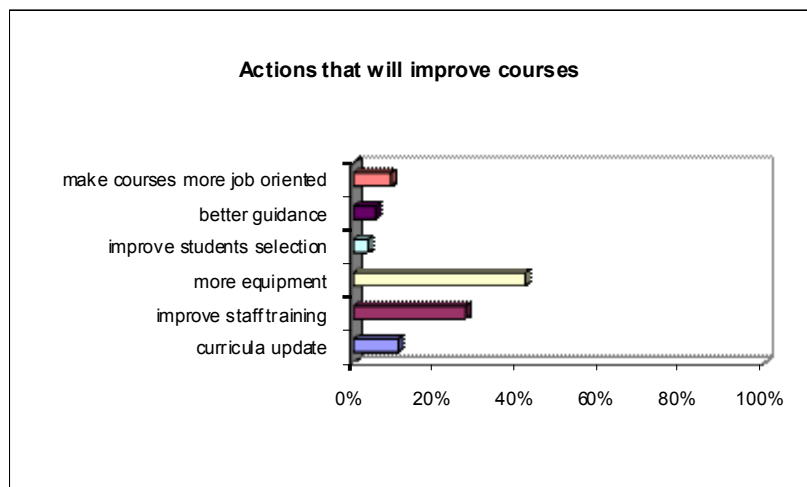
The majority of trainees agreed that the subject of the training was relevant to their professional needs. When asked about the relevancy of the training, 69% of the trainees answered that it was relevant to very relevant to professional needs. It is advised that this response be treated with precaution; considering that 49% of the trainees have only a primary school level education and 34% are high school undergraduates. The second reason is that the majority of these trainees had never worked before being enrolled in a training program. This makes it difficult to know what they are basing their evaluations on regarding the subject relevancy to professional needs.

Actions that will improve courses

		Frequency	Percentage
Valid	Curricula update	6	10,9
	Improve staff training	15	27,3
	More equipment/better maintenance on existing equipment	23	41,8
	Improve students selection	2	3,6
	Better guidance for trainees	3	5,5
	Make course more job oriented	5	9,1
	Total	54	98,2
Missing	System	1	1,8
Total		55	100,0

Actions that will improve courses included more equipment and better maintenance of existing material (42%), improving the staff training (27%) and updating the curricula (11%). According to the

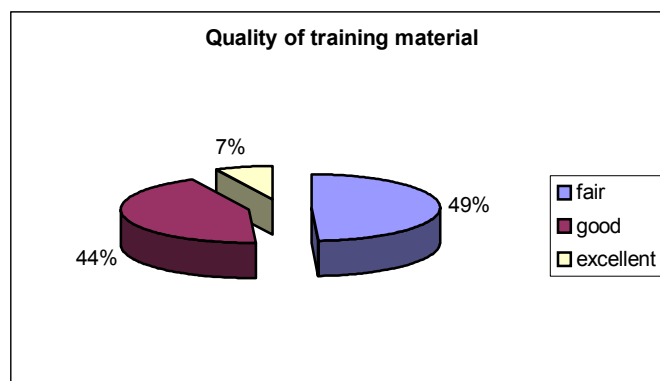
respondents, improving students' selection, better guidance for trainees, and making the courses more job-oriented were not decisive elements to improving the courses.



Quality of training materials

		Frequency	Percentage
Valid	Fair	27	49,1
	Good	24	43,6
	Excellent	4	7,3
Total		55	100,0

Although 51% of the trainees found the training materials good or excellent, 49% of the respondents rated it only as fair. High-quality teaching and learning materials for TVET teachers and trainees are necessary for achieving effective training.

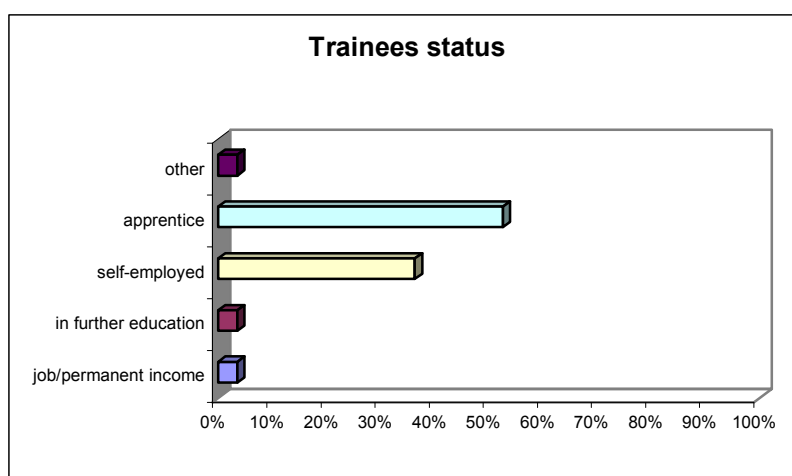


III Transfer of Knowledge

Which situation describes the present status?

		Frequency	Percentage
Valid	Permanent job with monthly income	2	3,6
	Further education and training	2	3,6
	Self-employed	20	36,4
	Apprentice	29	52,7
	Other	2	3,6
	Total	55	100,0

53% of the respondents are apprentices, 36% are self-employed, and only 4% have a permanent job with monthly income. As mentioned above, the majority of trainees did not have previous work experience in the large part due to their ages. For most of them it was their first type of any training. The figures show that 36% of the trainees are self-employed; however, when trainees were previously asked about their Occupation 6 months after training, only 3 trainees said they were self-employed. This should be clarified by the project authorities.



Reasons why you are not looking for a job

		Frequency	Percentage
Valid	No work available	30	54,5
	Waiting rehire/job recall	3	5,5
	Household/family duties	1	1,8
	Total	34	61,8
Missing	System	21	38,2
Total		55	100,0

No work available was the reason given by 54% of the trainees to justify why they were not looking for a job and 38% of the interviewees did not provide an answer to the question.

Were you employed in your field of study?

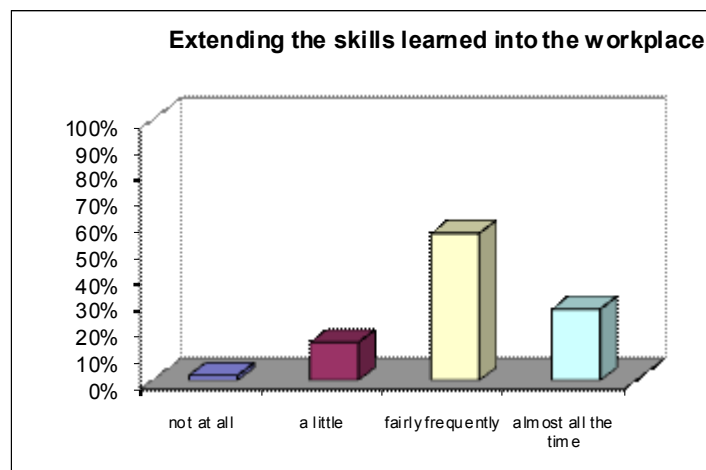
		Frequency	Percentage
Valid	yes	8	14,5
	no	47	85,5
Total		55	100,0

85% of the trainees were not employed in their field of study. This is evident since most of them have not studied extensively.

Extending the skills learned into the workplace

		Frequency	Percentage
Valid	Not at all	1	1,8
	A little	8	14,5
	Fairly frequently	31	56,4
	Almost all the time	15	27,3
Total		55	100,0

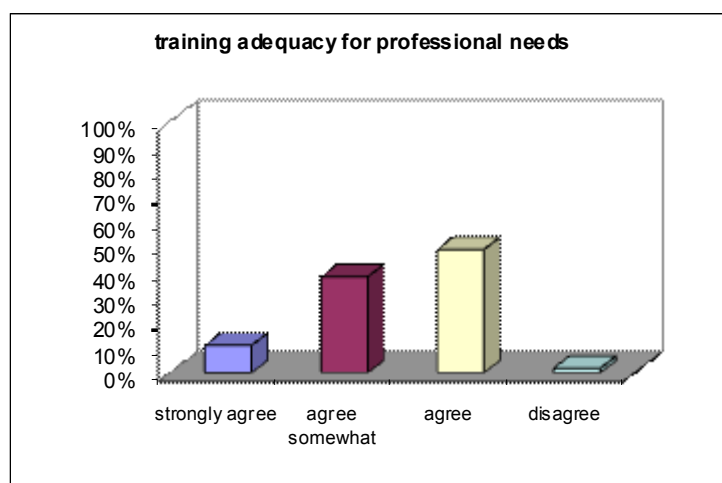
56% of the trainees said they fairly frequently use their skills learned from the training program at their workplace and 27% made use of their training almost all the time; therefore, giving a positive response of 83%. This figure should be used with precaution because of what was previously mentioned (cf. relevancy of training subject to professional needs).



Training program prepared trainee adequately to meet professional needs

		Frequency	Percentage
Valid	Strongly agree	6	10,9
	Agree somewhat	21	38,2
	Agree	27	49,1
	Disagree	1	1,8
Total		55	100,0

As displayed in this table, 98% of the respondents considered that the training program has adequately prepared them to meet their professional needs. One can therefore assume that the trainees have been trained and are ready to undertake a job in the field of their training.



None of the trainees mentioned having an additional source of income and 85% of the participants' said further training is required for the position in which they were hired.

Additional Source of Income Revenue

	Frequency	Percentage
Valid no	55	100,0

Further Training Requirement

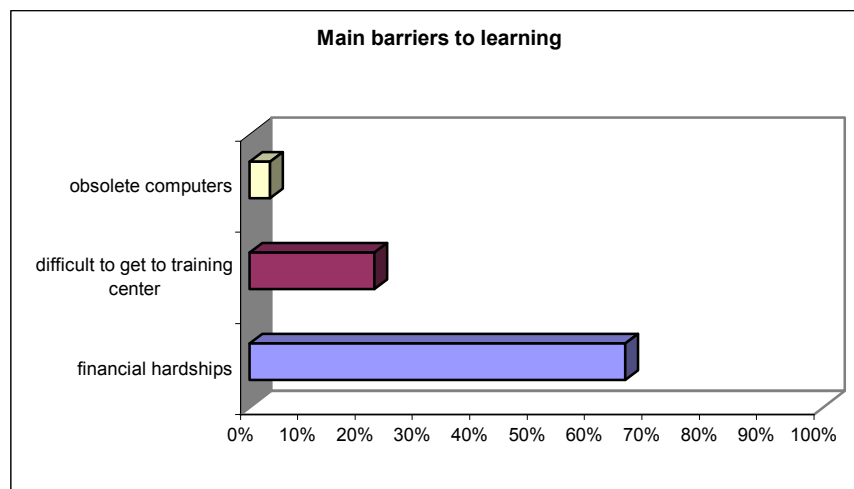
	Frequency	Percentage
Valid yes	47	85,5
no	7	12,7
other	1	1,8
Total	55	100,0

IV Barriers to Learning

Check the following learning barriers if they apply to you

		Frequency	Percentage
Valid	Financial hardships	36	65,5
	Difficult to get to training center	12	21,8
	Expectations around training availability	1	1,8
	Lack of electricity	1	1,8
	Missing computers and equipment	1	1,8
	Computers are obsolete	2	3,6
	Maintenance of equipment takes too long time	1	1,8
	Lack of enough trained teachers	1	1,8
Total		55	100,0

From the above list of barriers, three have been identified as major hindrances to learning: i1) financial hardships (65%); 2) difficulties getting to the training center (22%) and; 3) obsolete computers (3%). The difficulties getting to the training center can be explained by the post conflict situation. Some cities in Iraq are still unstable and do not offer ideal training conditions. For this reason, some training sessions had to be held in Jordan. This may result in higher costs, longer travel distances, and can be discouraging for some trainees.



Difficulties for female trainees in finding suitable employment

		Frequency	Percentage
Valid	yes	10	18,2
	no	4	7,3
	Total	14	25,5
Missing	System	41	74,5
Total		55	100,0

This question related to female trainees' employment has been addressed only to female respondents. From a total of 14 women respondents, ten of them (71%) believe they face more difficulties than men in finding suitable employment. 29% of the women did not think that gender played a role in finding employment. This means that they believe that by having the same qualifications as men, gender will not play a factor in hindering their chances of employment.

More technology would result in greater female participation

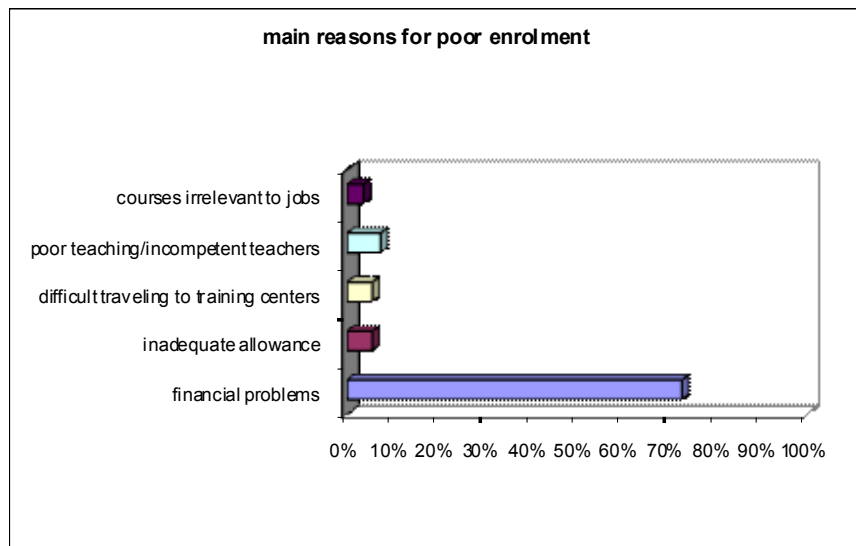
		Frequency	Percentage
Valid	Strongly agree	7	12,7
	Agree somewhat	7	12,7
	Agree	26	47,3
	Disagree	14	25,5
	Strongly disagree	1	1,8
Total		55	100,0

27% of the respondents do not believe that more technology would result in greater female participation. Reasons for non-participation of specific groups of individuals may be due to their culture, traditions, and beliefs. For 73% of the respondents, more technology would increase female participation in training programs. This indicates that more investment in training and teaching can break stereotypical traditions and result in societal changes. As training improves women's financial conditions (better employment, better spending capacity, purchasing power), the participation in training programs will also increase.

Reasons for poor enrolment or dropping out of training courses

		Frequency	Percentage
Valid	Course too difficult	1	1,8
	Financial problems	40	72,7
	Government or institute inadequate allowance	3	5,5
	Difficulty in travelling to training centers	3	5,5
	Health problems	1	1,8
	Poor teaching facilities or incompetent teachers	4	7,3
	Hard work	1	1,8
	Course not related to jobs	2	3,6
Total		55	100,0

Financial problems are the most important factor in hindering enrolment in training courses or in influencing participants to drop out of training courses according to 73% of the respondents. We should also be adding 5% to this group (those who think that the government or TVET institutions are not giving allowances to support trainees). Government or Institutes' allowances are part of the financial benefits offered to trainees. Two other hindering factors are poor teaching facilities/ incompetent teachers and the difficulty of travelling to the training centers. Literature on TVET challenges in developing countries is very rich with such examples.



V Training Results and Recommendations

- A) When asked how the training has benefited trainees personally and professionally; the following answers have been given:

The training has benefited through improving trainees skills (44 out of 55 respondents); getting a new job (7 out of 55 respondents); learning new skills and fostering self employment (1 out of 55); increasing self-confidence and developing new ideas (1 out of 55); and acquiring new knowledge (1 out of 55)

Recommendations

- B) The following recommendations have been provided by the trainees:

Sewing machines should be donated to the students (3 out of 55 respondents); computer courses need to be provided for the training programs(1 out of 55); assistance is required for obtaining a new job (1 out of 55); and more training for women is needed in hair dressing (1 out of 55).

Annex D: Questionnaires and Interview Guides

PROJECT EVALUATION

“Improving Quality and Relevance of Technical and Vocational Education and Training” in Iraq

Questionnaires and Interview Guides

- A. TVET Institutional Management and Administrators
- B. Key Informants Questions: UN Implementing Agencies
- C. Key Informants Questions: Iraqi Partners
- D. TVET Trainees and Graduates
- E. Capacity Development Trainees

TVET Institutions' Management and Administrators' Questionnaire

You are receiving this questionnaire survey in order to assist in assessing the performance of the “Improving the Quality and Relevance of TVET in Iraq Project” jointly implemented under the auspices of UNESCO, ILO and UN-Habitat. You are asked to please complete this questionnaire to the best of your abilities and to be as accurate as possible when inputting the information and data. The results will be used to prepare an evaluation report with recommendations.

Basic Organizational Data	
Name of Person Interviewed: _____ Name of Training Institution: _____ Position: _____ Length of time with the project: _____ Location: _____	
Section 1: Programme / Project Management	
1.1 What was your role or involvement in the IQRTVET programme?	
1.2 Were the management structures effective in responding to ongoing challenges and in promoting creativity and innovation?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
Additional Explanation	
1.3 From the list on the right, what were the most important and difficult management issues you have had to deal with over the last year? Which is the most important? What is the second most important?	<input type="checkbox"/> Lack of funding <input type="checkbox"/> Financial management and accounting <input type="checkbox"/> Long range planning <input type="checkbox"/> A personnel conflict issue <input type="checkbox"/> Compliance with laws and regulation of sponsors and government <input type="checkbox"/> Getting technical help to improve the quality of your program <input type="checkbox"/> Other (Please specify)
1.4 Were you clear on the decision making process among the stakeholders?	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Improving Quality and Relevance of Technical and Vocational Education Improving and Training in Iraq
TVET Institutions' Management and Administrators' Questionnaire**

1.5 Do you think the decision-making was effective and efficient? If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
1.6 How effectively were decisions communicated to stakeholders?	
1.7 Was there adequate accountability at all levels of the project? If no, please explain	<input type="checkbox"/> Yes <input type="checkbox"/> No
Explanation:	
1.8 Do you feel that the administrative procedures requirements dealing with such things as reporting and disbursements were appropriate and reasonable?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.9 If you do not feel they were appropriate and reasonable, please identify the major area of weakness from the following list.	<input type="checkbox"/> Excessive reporting <input type="checkbox"/> Unclear funding guidelines <input type="checkbox"/> Poor communications with the support sponsors or the government <input type="checkbox"/> Delays in disbursement of funds <input type="checkbox"/> Lack of understanding of real needs <input type="checkbox"/> Too much red-tape <input type="checkbox"/> Too much centralization of authority <input type="checkbox"/> Too much decentralization <input type="checkbox"/> Finding the right person in charge <input type="checkbox"/> Figuring out which sponsor funds each component
Section 2: Institutional Change	
2.1 If the project provided your school/institute/college with supplies such as textbooks, laboratory materials, or equipment related to various technical fields please comment on which items were most useful and how?	
Additional Explanation	

**Improving Quality and Relevance of Technical and Vocational Education Improving and Training in Iraq
TVET Institutions' Management and Administrators' Questionnaire**

<p>2.2 As a result of the project, which of the following does your workplace now provide to create an environment that encourages the use of new learning methods?</p>	<p><input type="checkbox"/> Physical surroundings or infrastructure conducive to better work</p> <p><input type="checkbox"/> Sufficient number, quality, and sophistication of equipment in good working order</p> <p><input type="checkbox"/> Supportive managers and supervisors, and collegial peer relations</p> <p><input type="checkbox"/> Better transport to work sites</p> <p><input type="checkbox"/> Other _____</p> <p>_____</p>
<p>2.3 Did the training and educational activities reflect the conditions agreed on for the UN agencies and Government of Iraq contributions?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Don't know</p>
<p>Additional Explanation</p>	
<p>2.4 Did the management and acquisition of resources reflect the conditions agreed on for the UN agencies and the Government of Iraq contributions?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Don't Know</p>
<p>Additional Explanation</p>	
<p>2.5 What are the other constraints faced by your school/institute/college? <i>Please list</i></p>	
<p>2.6 To what extent do you believe the results and benefits will continue after the sponsor's involvement ends?</p>	
<p>2.7 Since the project started has the organisation / beneficiary taken "ownership" of the Project concept, approach and outcomes?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Don't know</p>
<p>Additional Explanation</p>	

**Improving Quality and Relevance of Technical and Vocational Education Improving and Training in Iraq
TVET Institutions' Management and Administrators' Questionnaire**

Section 3: Planning and Policy Issues	
3.1 Were you involved in the planning and policy process for the TVET sector in Iraq?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Can you briefly describe the process?	
3.2 Were other local stakeholders and beneficiaries involved in the process? How?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
3.3 Do you think your institution is adequately linked to the industry/economic sectors that you are serving?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, in what way? If no, why not?	
Additional Explanation	
3.4 Has the Project successfully built or strengthened an enabling environment (laws, policies, people's attitude etc.)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
Section 4: Project Design and Delivery	
4.1 Has the project adequately addressed the problems and challenges of the TVET sector in Iraq?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Please explain:	

**Improving Quality and Relevance of Technical and Vocational Education Improving and Training in Iraq
TVET Institutions' Management and Administrators' Questionnaire**

4.2 The project has led to better access to and utilization of the TVET facilities and programmes.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
Additional comments:	
4.3 The project activities and outputs have been efficiently delivered, ie cost efficient and well-managed	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
Additional Comments:	
4.4 Beneficiaries were clearly identified and targeted for benefits throughout programme design and implementation	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
Additional Explanation	
4.5 In general are programmes in the TVET institutions at full capacity (high enrollment)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If not what are the reasons for poor enrollment?	<input type="checkbox"/> Courses not adequately advertised <input type="checkbox"/> Remote area no demand <input type="checkbox"/> Courses not appropriate for the area <input type="checkbox"/> Poor quality of training <input type="checkbox"/> Too costly for trainees <input type="checkbox"/> No counseling regarding courses and job opportunities <input type="checkbox"/> No residence facilities for trainees <input type="checkbox"/> No job opportunities for passed out trainees

**Improving Quality and Relevance of Technical and Vocational Education Improving and Training in Iraq
TVET Institutions' Management and Administrators' Questionnaire**

	<input type="checkbox"/> Other (specify)
4.6 How are the resources controlled and accounted for?	
Section 5 : Development Results - Equity	
5.1 Are women adequately represented at the management level, training level, beneficiary level and programme and content levels?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
Additional Explanation	
5.2 The IQRTVET supported new policies or incentives that achieve an improvement in access to underserved and marginalized groups? (E.g., the poor, underserved minorities, women and girls).	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
Additional Explanation	
5.3 To what extent did cultural, religious and gender roles, prevent access to the IQRTVET process?	<input type="checkbox"/> Minimal <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At all <input type="checkbox"/> Significant
Additional Explanation	
5.4 What is the impact of gender roles and family situations on the students' active participation in the education programmes in terms of class attendance, assignments, etc.?	<input type="checkbox"/> Minimal <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At all <input type="checkbox"/> Significant
Additional Explanation	
Section 6: Employability	

**Improving Quality and Relevance of Technical and Vocational Education Improving and Training in Iraq
TVET Institutions' Management and Administrators' Questionnaire**

6.1 Does your institute track the employment success rates of its graduates and trainees?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
6.2 Do trainees experience problems finding jobs?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
6.3 Are there examples of initiatives taken to support graduates with problems finding jobs? What do such initiatives achieve?	
6.5 Does your institute conduct employer surveys to track the satisfaction of employers with graduates and trainees and the relevance of their training?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
6.6 What tools does your institute use to improve and /or ensure employability and relevance to labour market demands?	
6.7 Do these tools affect the decisions on the approval of funding of TVET programmes?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
Section 7: Partnership and Coherence	
7.1 The means of communication among the project stakeholders was clear, effective and efficient?	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
Additional Explanation	
7.2 What partnerships and /or linkages were facilitated? Please list.	
7.3 To what extent have IQRTVET contributions supported the organizational and institutional strengthening of the TVET institutions and training centers and to an improved performance of the TVET activities executed by these organizations?	

**Improving Quality and Relevance of Technical and Vocational Education Improving and Training in Iraq
TVET Institutions' Management and Administrators' Questionnaire**

Section 8 : Training Results	
8.1 Did the project provide training in skills and learning important to your institution?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
Additional Explanation	
8.2 Have you observed improvement in the performance of the project's trainees in your institute, as a result of the project training they received?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
Additional Explanation	
8.3 In your opinion, what are the greatest accomplishments resulting from your institutions participation in this project?	
Additional Explanation	
8.4 What are the causes and effect of dropouts?	<input type="checkbox"/> Inadequate level of knowledge <input type="checkbox"/> Unable to afford the program <input type="checkbox"/> Distance or travel constraints <input type="checkbox"/> Gender roles and responsibilities <input type="checkbox"/> Lack of discipline <input type="checkbox"/> Health reasons <input type="checkbox"/> Lack of job opportunities <input type="checkbox"/> Other _____

**Improving Quality and Relevance of Technical and Vocational Education Improving and Training in Iraq
TVET Institutions' Management and Administrators' Questionnaire**

Additional Explanation	
8.5 What do you believe are the major strengths of the training program that could be replicated in other programmes or projects?	
8.6 What do you believe are the major weaknesses of the training program?	
8.7 In your opinion, what measures would contribute the most to the improvement of your <u>program</u> ?	<input type="checkbox"/> Improve buildings and infrastructure <input type="checkbox"/> Provide more equipment <input type="checkbox"/> Review and update the curricula <input type="checkbox"/> Provide for more out of country training opportunities <input type="checkbox"/> Improve teaching/learning materials <input type="checkbox"/> Upgrade the instructors <input type="checkbox"/> Raise the caliber of students <input type="checkbox"/> Improve the student selection process <input type="checkbox"/> Improve the program administration <input type="checkbox"/> Improve the counseling services to students <input type="checkbox"/> Improve efforts in the placement of TVET graduates <input type="checkbox"/> Coordinate courses and the program more closely with market and industry requirements <input type="checkbox"/> Increased pay/salary levels for staff <input type="checkbox"/> Better partnership communication <input type="checkbox"/> Other
8.8 Do you believe there should be another phase of the project to consolidate achievements?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
8.9 As you think about the future, what are the most likely sources of funding for your facility and program to ensure sustainability and growth?	

**Improving Quality and Relevance of Technical and Vocational Education Improving and Training in Iraq
TVET Institutions' Management and Administrators' Questionnaire**

8.10 Are there any questions or comments you would like to add that you feel we haven't asked here?

Thank you for taking the time to complete the survey.

Key Informants Questionnaire for UN Implementing Agencies

You are receiving this questionnaire survey in order to assist in assessing the performance of the “Improving the Quality and Relevance of TVET in Iraq Project” jointly implemented under the auspices of UNESCO, ILO and UN-HABITAT. You are asked to please complete this questionnaire to the best of your abilities and to be as accurate as possible when inputting the information and data. The results will be used to prepare an evaluation report with recommendations.

Basic Organizational Data	
Name: _____ Position: _____ Organization: _____ Length of time with the project _____ Location: _____	
Describe your role in the IQRTVET.	
Additional E\planation around employer descriptions (For example additional projects in the region).	
Section 1: Management	
1.1 Were management structures effective in responding to ongoing challenges and in promoting creativity and innovation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.2 Were the means of communication among the implementing agencies clear, effective and efficient? Are there communication guidelines in place? If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
1.3 Did the training and educational activities reflect the conditions agreed on for the UN agencies contributions?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
Additional Explanation	
1.4 Did the management and acquisition of resources reflect the conditions agreed on for the UN agencies contributions?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know

Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq
Key Informants Questions: UN Implementing Agencies

Additional Comments	
1.5 Are you clear on what the decision making process was?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
1.6 Do you think it was effective and efficient? If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
1.7 Was there adequate accountability at all levels of the project? If no, please explain	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
Section 2: Planning and Policy Issues	
2.1 Were you involved in the planning and policy process? What is the process?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
2.2 Were other stakeholders and beneficiaries involved in the process? How?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	

Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq
Key Informants Questions: UN Implementing Agencies

2.3 What were the criteria for the financial resource allocation among the different regions and institutions?	<input type="checkbox"/> Size of region <input type="checkbox"/> Number of students <input type="checkbox"/> Donor involvement in area <input type="checkbox"/> Number of individuals below the poverty line <input type="checkbox"/> Employment opportunities in region <input type="checkbox"/> Institutional capital needs <input type="checkbox"/> Institutional infrastructure needs <input type="checkbox"/> Other (please specify)
2.4 How were the resources controlled and accounted for?	
2.5 Are some schools/institutes/colleges able to deliver programs more cost effectively? Please be specific.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
Section 3: Project Design and Delivery	
3.1 Are there similarities and differences among the implementing partners that impacted the project outcomes? Please elaborate.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
Additional Explanation	
3.2 Were beneficiaries clearly identified and targeted for benefits throughout implementation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	

Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq
Key Informants Questions: UN Implementing Agencies

<p>3.3 Do you believe that some of the shortcomings of the program /project process or project activities were due to any of the following:</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">a) Poor communication</td> <td style="width: 50%; padding: 5px;">Yes No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">b) Delays in policy or infrastructure frameworks</td> <td style="padding: 5px;">Yes No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">c) Security</td> <td style="padding: 5px;">Yes No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">d) Improper personnel selection procedures</td> <td style="padding: 5px;">Yes No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">e) Improper trainee selection</td> <td style="padding: 5px;">Yes No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">f) Poor activity design</td> <td style="padding: 5px;">Yes No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">g) Equipment or material problems</td> <td style="padding: 5px;">Yes No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">h) Work methods</td> <td style="padding: 5px;">Yes No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">i) Inappropriate work standards</td> <td style="padding: 5px;">Yes No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">j) Inadequate training of trainees</td> <td style="padding: 5px;">Yes No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">k) Other</td> <td style="padding: 5px;"></td> </tr> </table>	a) Poor communication	Yes No	b) Delays in policy or infrastructure frameworks	Yes No	c) Security	Yes No	d) Improper personnel selection procedures	Yes No	e) Improper trainee selection	Yes No	f) Poor activity design	Yes No	g) Equipment or material problems	Yes No	h) Work methods	Yes No	i) Inappropriate work standards	Yes No	j) Inadequate training of trainees	Yes No	k) Other	
a) Poor communication	Yes No																						
b) Delays in policy or infrastructure frameworks	Yes No																						
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g) Equipment or material problems	Yes No																						
h) Work methods	Yes No																						
i) Inappropriate work standards	Yes No																						
j) Inadequate training of trainees	Yes No																						
k) Other																							
Additional Explanation																							
3.4 In your opinion, how has IQRTVET responded to and addressed national priorities of Iraq?																							
Section 4: Partnership and Coherence																							
4.1 What partnerships and /or linkages were facilitated?																							
4.2 To what extent did IQRTVET contributions support the organizational and institutional strengthening of the partner organizations and an improved performance of the TVET sector in Iraq?																							
<p>4.3 What linkages were enabled by the project? Check all that apply.</p>	<p><input type="checkbox"/> Partnerships with other institutions</p> <p><input type="checkbox"/> Linkages – Nationally</p> <p><input type="checkbox"/> Linkages – Regionally</p>																						

Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq
Key Informants Questions: UN Implementing Agencies

	<input type="checkbox"/> Linkages – Internationally <input type="checkbox"/> Research <input type="checkbox"/> Other _____
4.4 What were the primary sources of funding for programme support? How will this funding be replaced now that the project has ended?	
Section 5: Employability - Equity	
5.1 Women were adequately represented in which of the following categories.	<input type="checkbox"/> Project Management <input type="checkbox"/> Steering Committee <input type="checkbox"/> Trainors/instructors <input type="checkbox"/> Partner Trainees <input type="checkbox"/> TVET institution trainees and graduates <input type="checkbox"/> Other _____
Additional Explanation	
5.2 How equitable is participation in the TVET sector from underserved groups? Does the project support new policies or incentives that achieve an improvement in this regard? (E.g., the poor, underserved minorities, women and girls).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
Additional Explanation	
5.3 To what extent did gender, culture and religion prevent access to the IQRTVET process?	<input type="checkbox"/> Minimal <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At all <input type="checkbox"/> Significant
Additional Explanation	

Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq
Key Informants Questions: UN Implementing Agencies

5.4 What is the impact of female participation in the TVET sector on gender roles and on the family situation of the participants?	<input type="checkbox"/> Minimal <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At all <input type="checkbox"/> Significant
Section 6: Employability	
6.1 Has the project created full time/ part time/temporary jobs as expected?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>
6.2 Do trainees suffer problems finding jobs? How has this project worked to resolve this issue? Are there examples of initiatives taken to ease such problems? What do such initiatives achieve?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
6.3 What are the causes and effect of drop outs and is there a difference between men and women?	
Section 7: Summary Questions	
7.1 What part of the overall project do you think worked well?	
7.2 What did not work well?	
7.3 Overall, what do you consider the greatest accomplishments resulting from your agency's involvement and participation in this project? What stands to have the highest or longest-term effects, and why?	
7.4 Are there any questions or comments you would like to add that you feel we haven't asked here?	

Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq
Key Informants Questions: UN Implementing Agencies

Thank you for taking the time to complete the survey.

Key Informants Questionnaire for Iraqi Partners

You are receiving this questionnaire survey in order to assist in assessing the performance of the “Improving the Quality and Relevance of TVET in Iraq Project” jointly implemented under the auspices of UNESCO, ILO and UN-HABITAT. You are asked to please complete this questionnaire to the best of your abilities and to be as accurate as possible when inputting the information and data. The results will be used to prepare an evaluation report with recommendations.

Basic Organizational Data	
Name: _____ Position: _____ Ministry: _____ Length of time with the project _____ Location: _____	
Describe your role in the IQRTVET.	
Additional Explanation around employer descriptions (For example additional projects in the region).	
Section 1: Management	
1.1 Were management structures effective in responding to ongoing challenges and in promoting creativity and innovation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.2 Were the means of communication among the implementing agencies clear, effective and efficient? Are there communication guidelines in place? If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
1.3 Did the training and educational activities reflect the conditions agreed on for the UN agencies contributions?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
Additional Explanation	
1.4 Did the management and acquisition of resources reflect the conditions agreed on for the UN agencies contributions?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know

Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq
Key Informants Questions: Iraqi Partners

Additional Comments	
1.5 Are you clear on what the decision making process was?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
1.6 Do you think it was effective and efficient? If no, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
1.7 Was there adequate accountability at all levels of the project? If no, please explain	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
Section 2: Planning and Policy Issues	
2.1 Were you involved in the TVET sector planning and policy process? What is the process?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
2.2 Were other stakeholders and beneficiaries involved in the process? How?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	

Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq
Key Informants Questions: Iraqi Partners

2.3 What were the criteria for the financial resource allocation among the different regions and institutions?	<input type="checkbox"/> Size of region <input type="checkbox"/> Number of students <input type="checkbox"/> Donor involvement in area <input type="checkbox"/> Number of individuals below the poverty line <input type="checkbox"/> Employment opportunities in region <input type="checkbox"/> Institutional capital needs <input type="checkbox"/> Institutional infrastructure needs <input type="checkbox"/> Other (please specify)
2.4 How were the resources controlled and accounted for?	
2.5 Are some schools/institutes/colleges able to deliver programs more cost effectively? Please be specific.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
Section 3: Project Design and Delivery	
3.1 Are there similarities and differences among the implementing partners that impacted the project outcomes? Please elaborate.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
Additional Explanation	
3.2 Were beneficiaries clearly identified and targeted for benefits throughout project implementation?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq
Key Informants Questions: Iraqi Partners

Additional Explanation																																														
3.3 Do you believe that some of the shortcomings of the program /project process or project activities were due to any of the following:	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;">a)</td><td>Poor communication</td><td style="width: 10%;">Yes</td><td style="width: 10%;">No</td></tr> <tr><td>b)</td><td>Delays in policy or infrastructure frameworks</td><td>Yes</td><td>No</td></tr> <tr><td>c)</td><td>Security</td><td>Yes</td><td>No</td></tr> <tr><td>d)</td><td>Improper personnel selection procedures</td><td>Yes</td><td>No</td></tr> <tr><td>e)</td><td>Improper trainee selection</td><td>Yes</td><td>No</td></tr> <tr><td>f)</td><td>Poor activity design</td><td>Yes</td><td>No</td></tr> <tr><td>g)</td><td>Equipment or material problems</td><td>Yes</td><td>No</td></tr> <tr><td>h)</td><td>Work methods</td><td>Yes</td><td>No</td></tr> <tr><td>i)</td><td>Inappropriate work standards</td><td>Yes</td><td>No</td></tr> <tr><td>j)</td><td>Inadequate training of trainees</td><td>Yes</td><td>No</td></tr> <tr><td>k)</td><td>Other</td><td></td><td></td></tr> </table>	a)	Poor communication	Yes	No	b)	Delays in policy or infrastructure frameworks	Yes	No	c)	Security	Yes	No	d)	Improper personnel selection procedures	Yes	No	e)	Improper trainee selection	Yes	No	f)	Poor activity design	Yes	No	g)	Equipment or material problems	Yes	No	h)	Work methods	Yes	No	i)	Inappropriate work standards	Yes	No	j)	Inadequate training of trainees	Yes	No	k)	Other			
a)	Poor communication	Yes	No																																											
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d)	Improper personnel selection procedures	Yes	No																																											
e)	Improper trainee selection	Yes	No																																											
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j)	Inadequate training of trainees	Yes	No																																											
k)	Other																																													
Additional Explanation																																														
3.4 In your opinion, how has IQRTVET responded to and addressed national priorities of Iraq?																																														
Section 4: Partnership and Coherence																																														
4.1 What partnerships and /or linkages were facilitated?																																														
4.2 To what extent did IQRTVET contributions support the organizational and institutional strengthening of the partner organizations and an improved performance of the TVET sector?																																														

Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq
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<p>4.3 What linkages were enabled by the project? Check all that apply.</p>	<p> <input type="checkbox"/> Partnerships with other institutions <input type="checkbox"/> Linkages – Nationally <input type="checkbox"/> Linkages – Regionally <input type="checkbox"/> Linkages – Internationally <input type="checkbox"/> Research <input type="checkbox"/> Other _____ </p>
<p>4.4 What were the primary sources of funding for programme support? How will this funding be replaced now that the project has ended?</p>	
<p>Section 5: Employability - Equity</p>	
<p>5.1 Women were adequately represented in which of the following categories:</p>	<p> <input type="checkbox"/> Project Management <input type="checkbox"/> Steering Committee <input type="checkbox"/> Trainors/instructors <input type="checkbox"/> Partner Trainees <input type="checkbox"/> TVET institution trainees and graduates <input type="checkbox"/> Other _____ </p>
<p>Additional Explanation</p>	
<p>5.2 How equitable is recruitment to TVET from underserved groups?</p> <p>Does the project support new policies or incentives that achieve an improvement in this regard? (E.g., the poor, underserved minorities, women and girls).</p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure </p>
<p>Additional Explanation</p>	

Improving Quality and Relevance of Technical and Vocational Education and Training in Iraq
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5.3 To what extent did gender, cultural, religion, gender roles, prevent access to the IQRTVET design and implementation process?	<input type="checkbox"/> Minimal <input type="checkbox"/> Somewhat <input type="checkbox"/> Not At all <input type="checkbox"/> Significant
Additional Explanation	
Section 6: Employability	
6.1 Has the project created full time/ part time/temporary jobs as expected?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>
6.2 Do trainees suffer problems finding jobs? How has this project worked to resolve this issue? Are there examples of initiatives taken to ease such problems? What do such initiatives achieve?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Explanation	
6.3 What are the causes and effect of drop outs and is there a difference between men and women?	
Section 7: Summary Questions	
7.1 What part of the overall project do you think works well?	
7.2 What doesn't work well?	
7.3 Overall, what do you consider the greatest accomplishments resulting from your agencies involvement and participation in this project? What stands to have the highest or longest-term effects, and why?	

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7.4 Are there any questions or comments you would like to add that you feel we haven't added here?

Thank you for taking the time to complete the survey.

Date _____

“Improving the Quality and Relevance of TVET in Iraq Project”
TVET Trainees and Graduates

TVET Trainees and Graduates

You are receiving this questionnaire survey in order to assist in assessing the performance of the “Improving the Quality and Relevance of TVET in Iraq Project” jointly implement under the auspices of UNESCO, ILO and UN-HABITAT. 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. You are asked to please complete this questionnaire to the best of your abilities and to be as accurate as possible when inputting the information and data. The results will be used to prepare an Evaluation Report and Recommendations.

SECTION 1: BASIC DATA	
Name: _____	
Age: _____	
Name of Institution /Department: _____	
Training Program: _____	
Date of Training: _____	
Governorate of Residence: _____	
1.1 Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
1.2 Marital Status:	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed
1.3 Do you have children still living at home?	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.4 Highest educational attainment <i>before attending this training program/ qualification</i>	<input type="checkbox"/> Elementary undergraduate/graduate <input type="checkbox"/> High school under graduate <input type="checkbox"/> High school graduate <input type="checkbox"/> Technical-vocational graduate <input type="checkbox"/> College undergraduate <input type="checkbox"/> College graduate and beyond

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1.5 How did you learn about the program?	<input type="checkbox"/> In a presentation <input type="checkbox"/> From a former trainee <input type="checkbox"/> From a friend <input type="checkbox"/> In a publication <input type="checkbox"/> Through the media <input type="checkbox"/> From a trainer <input type="checkbox"/> From an NGO or one of the donor partner agencies <input type="checkbox"/> Other, please indicate _____ <input type="checkbox"/> _____
1.6 How much do you agree with the following statement regarding the quality of teaching? <i>“The training at the vocational training institution prepared me adequately for the labor market.”</i>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree somewhat <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
1.7 What was your occupation prior to enrolling in the training program?	
1.7 What was your main occupation 6 months after completing the program?	
Section 8: Relevancy and Quality of Training	
8.1 To what extent are you satisfied with the training you received?	<input type="checkbox"/> Highly satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> No opinion <input type="checkbox"/> Not satisfied <input type="checkbox"/> Highly Unsatisfied
8.2 If not satisfied or highly unsatisfied, what are the main reasons for it?	<input type="checkbox"/> Course not recognized by employer <input type="checkbox"/> Poor quality of training course <input type="checkbox"/> Poor job market or demand for the course <input type="checkbox"/> Limited scope of the course <input type="checkbox"/> Other (specify) _____
8.3 Was the subject matter directly relevant to your present or possibly future professional needs?	<input type="checkbox"/> Not at all relevant <input type="checkbox"/> Somewhat relevant <input type="checkbox"/> Relevant <input type="checkbox"/> Very relevant
8.4 In your opinion, what actions would most improve the courses conducted at this Institute?	<input type="checkbox"/> Review standards/recognition of course <input type="checkbox"/> Review and update curricula <input type="checkbox"/> Improve standard of training staff <input type="checkbox"/> Provide more equipment or better maintenance for existing equipment <input type="checkbox"/> Improve/expand buildings

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	<input type="checkbox"/> Improve student selection <input type="checkbox"/> Provide better guidance to trainees before the course <input type="checkbox"/> Make the courses more job oriented to meet the demand <input type="checkbox"/> Other (specify)
8.5 What was the quality of training materials such as manuals, articles, texts, library materials, videos, etc?	<input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Excellent
Section 9: Transfer of knowledge	
9.1 Which of the following situations will best describe your present status?	<input type="checkbox"/> Employed in permanent post with monthly income <input type="checkbox"/> Employed in temporary or short-term position/job <input type="checkbox"/> Engaged in further education or training <input type="checkbox"/> Self-employed <input type="checkbox"/> Unemployed <input type="checkbox"/> Apprentice <input type="checkbox"/> Other (specify)
9.2 If unemployed, did you look for work during the past month? ____ Yes ____ No If no, what is the major reason why you did not look for work?	<input type="checkbox"/> Security <input type="checkbox"/> Tired <input type="checkbox"/> No work available <input type="checkbox"/> Awaiting results of previous application <input type="checkbox"/> Temporary illness/disability <input type="checkbox"/> Waiting for rehire/job recall <input type="checkbox"/> Schooling <input type="checkbox"/> Household/family duties <input type="checkbox"/> Too young/old or retired/permanent disability <input type="checkbox"/> Others, specify _____
9.3 Are you employed in your field of study?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.4 To what extent are you using your learning in your workplace?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Fairly frequently <input type="checkbox"/> Almost all the time

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9.5 My training program prepared me adequately for <i>the needs of the industry sector in which I studied</i> :	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree somewhat <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
9.6 Other than your current occupation you have discussed, do you have additional/other job/ income generating activity? If yes, specify	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.7 Did you require further training for the position you were hired for or that you wanted?	<input type="checkbox"/> Yes <input type="checkbox"/> No
SECTION 10: Barriers to Learning	
10.1 Indicate whether any of the following are barriers to learning in your program. Check all that apply to you.	<input type="checkbox"/> Parents and/or other family members have a negative attitude to the training provided <input type="checkbox"/> Financial hardships <input type="checkbox"/> Security is a major problem in accessing training. <input type="checkbox"/> Difficult to get to Training Center <input type="checkbox"/> Expectations around training availability <input type="checkbox"/> Lack of electricity/ frequent power cuts <input type="checkbox"/> Not enough computers and /or other industry specific equipment <input type="checkbox"/> Training centers not adequately set up for training activities <input type="checkbox"/> The computers are obsolete <input type="checkbox"/> Equipment maintenance takes too long <input type="checkbox"/> Not enough trained teachers to teach <input type="checkbox"/> Large classes (more than 40 students at a time) <input type="checkbox"/> Not enough classes per week to provide guidance to students <input type="checkbox"/> Students' attitude <input type="checkbox"/> Students don't have no access to equipment for practical use <input type="checkbox"/> Little cooperation senior staff <input type="checkbox"/> Internet connection is too expensive for students to use for computer based learning training <input type="checkbox"/> Internet connection is too slow to be useful
10.2 If you are a female trainee, did you have or feel you would have difficulties in finding suitable employment, though you are as equally qualified as your male counterpart?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No opinion

“Improving the Quality and Relevance of TVET in Iraq Project”
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10.3 If more technology based job opportunities are made available to women, there will be greater participation of women in technical courses?	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree somewhat <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
Additional Explanation	
10.4 What do you believe are the reasons for poor enrollment or dropping out of training courses?	<input type="checkbox"/> Courses too difficult <input type="checkbox"/> Financial problems <input type="checkbox"/> Inadequate allowance given by Government or Institute <input type="checkbox"/> Family problems <input type="checkbox"/> Difficulty in travelling to the training centers <input type="checkbox"/> Trainees dropping out to take up employment <input type="checkbox"/> Health problems <input type="checkbox"/> Lack of student discipline <input type="checkbox"/> Courses and training not managed properly by institute <input type="checkbox"/> Poor teaching facilities or incompetent teachers <input type="checkbox"/> Hard work <input type="checkbox"/> Courses not related to jobs <input type="checkbox"/> Training course looked down upon by society <input type="checkbox"/> Other (specify)
Section 11: Training Results and Recommendations	
11.1 How has the training benefited you personally and professionally?	
11.2 What, if any, suggestions do you have for future training programmes?	

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Thank you for taking the time to complete the survey.

**“Improving the Quality and Relevance of TVET in Iraq Project”
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Capacity Development Trainees Questionnaire

You are receiving this questionnaire survey in order to assist in assessing the performance of the “Improving the Quality and Relevance of TVET in Iraq Project” jointly implement under the auspices of UNESCO, ILO and UN-HABITAT. 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. You are asked to please complete this questionnaire to the best of your abilities and to be as accurate as possible when inputting the information and data. The results will be used to prepare an Evaluation Report and Recommendations.

SECTION 1: BASIC DATA	
Name: _____ Age: _____ Name of Institution /Department: _____ Training Program: _____ Date of Training: _____ Governorate of Residence: _____	
1.1 Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
1.2 Highest educational attainment <i>before attending this training program/ qualification</i>	<input type="checkbox"/> Elementary undergraduate/graduate <input type="checkbox"/> High school under graduate <input type="checkbox"/> High school graduate <input type="checkbox"/> Technical-vocational graduate <input type="checkbox"/> College undergraduate <input type="checkbox"/> College graduate and beyond
1.3 Why were you selected for your training program?	
1.4 What was your occupation prior to enrolling in the training program?	
1.5 What was your main occupation 6 months after completing the program?	

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SECTION 2: Relevancy and Quality of Training	
2.1 To what extent are you satisfied with the training you received?	<input type="checkbox"/> Highly satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> No opinion <input type="checkbox"/> Not satisfied <input type="checkbox"/> Highly Unsatisfied
2.2 If not satisfied or highly unsatisfied, what are the main reasons for your dissatisfaction?	F. Course not recognized by employer G. Poor quality of materials H. Poor quality of instruction I. Limited scope of the course J. Other (specify)
2.3 The teaching approach was dynamic and innovative?	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree somewhat <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
2.4 Was the subject matter directly relevant to your present or possibly future professional needs?	<input type="checkbox"/> Not at all relevant <input type="checkbox"/> Somewhat relevant <input type="checkbox"/> Relevant <input type="checkbox"/> Very relevant
Additional Explanation:	
2.5 The location of the training hindered the overall training results.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree somewhat <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
Additional explanation:	
2.6 The facilities for the training were adequate.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree somewhat <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
2.7 What was the quality of training materials such as manuals, articles, texts, library materials, videos, etc?	<input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Excellent

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Section 3: Transfer of knowledge	
3.1 To what extent are you using your learning in your workplace?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Fairly frequently <input type="checkbox"/> Almost all the time
3.2 My training program prepared me adequately for the needs of the Ministry or institution where I am employed.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree somewhat <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
Additional Explanation:	
3.3 Do you require further training on the topic?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.4 If you are a female trainee, did you face any obstacles to your participation in the training programme? If yes, please elaborate.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No opinion
Additional Explanation:	
3.5 If more technology based job opportunities are made available to women, there will be greater participation of women in technical courses?	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree somewhat <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
Additional Explanation	
Section 4: Training Results and Recommendations	

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4.1 How has the training benefited you personally and professionally?
4.2 How has your training benefited your Ministry or institution?
4.3 How has the training contributed to the longterm sustainability of your Ministry or institutional programmes supported under IQRTVET?
4.4 What, if any, suggestions do you have for future capacity development or training of trainers' programmes?
<i>Thank you for taking the time to complete the survey.</i>

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Annex E: UN Agency Output Responsibilities

UN Agency Output Responsibilities

Outputs	UNESCO	ILO	UN-HABITAT
Output 1.1 A TVET Policy Framework established comprising key national stakeholders (MOE, MOHESR/FTE and MOLSA) for reform and streamlining of the TVET sector in light of labour market requirements	1. Development of a TVET Governance Model and establish legal, governance, administrative, appropriate representation of males and females, and financial conditions necessary for the development of the TVET schools, institutes, colleges and training centres system. 2. Support MOE and MOHE/FTE in the development of a TVET Governance Model and Organisational Framework in association with ILO and other TVET stakeholders 3. Creation of the infrastructure necessary within respective MOE and MOHE/FTE structures 4. Identification and establishment of a TVET accountability framework in collaboration with ILO.	1. Support the development of the Governance and Organizational frameworks and provide technical support and policy-level training to MOLSA and Social Partners stakeholders to become effective participants at the policy level on TVET system development and reform.	
Output 1.2 Organizational reform plans developed and adopted for individual TVET schools, institutes, colleges and training centers to facilitate the implementation of the changes in the system	1. Establishment of the TVET system organizational framework. In order to achieve a successful, sustainable, gender sensitive and market-driven, entrepreneurial, responsive and flexible TVET system. 2. Identification and establishment of a TVET accountability framework, through the creation and approval of an overall system Performance Measurement Framework	1. Support the development of the Governance and Organisational frameworks and provide technical support and policy-level training to MOLSA and Social Partners stakeholders to become effective participants at the policy level on TVET system development and reform	

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<p>Output 1.3</p> <p>A TVET Program Review and Renewal Plan developed</p>	<p>1. Approve and implement the new Program Framework and new Program Structure based on Learning Outcomes and Learning Steps and making up new courses and programs: The new program structure proposed for FTE and MOE.</p> <p>2. Implement new policy and process for the review of existing programs through a central Program Development Unit (PDU) in order to provide a nucleus of trained curriculum consultants who will assist FTE institutes and Colleges and MOE schools to review and revise programs as required.</p> <p>3. Developing TVET quality Assurance programs (QAP) relevant to industry, developing strong industry involvement in program development, developing models of delivery</p>	<p>1. Support the implementation of the new Program framework especially within MOLSA through program-level training to MOLSA and social partners.</p> <p>2. Program-level training is provided to MOLSA and social partner's representatives for their effective participation in the development of the QAP.</p>	
<p>Output 1.4</p> <p>The national labor market and training needs information system strengthened and industry with increased autonomy and accountability</p>	<p>1. Assist with ILO to Expand the scope of the labour market and training needs information system through the introduction of organizational and physical infrastructures and capacity building on MIS and labour statistics in MOE, MOHESR/FTE and MOLSA.</p>	<p>1. Expand the scope of the labour market and training needs information system to encompass MOE and FTE/MOHESR, by establishing and building capacities (in MIS and labour statistics) within dedicated LMIS units at MOE, FTE and MOLSA.</p> <p>2. Training and technical support provided for regular and updated analysis and projections of training needs and labour market trends at MOLSA central LMIS Unit.</p> <p>3. Policy recommendations for vocational training and employment promotion are designed in collaboration with MOLSA and NCE.</p>	
<p>Output 2.1</p> <p>A short-cycle modular</p>	<p>1. Assist with ILO to implement the short cycle training program.</p>	<p>1. Identify 10 vocational disciplines in high demand in the labour market, in association with MOLSA and social</p>	

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<p>training “Skills for Work” programme implemented, consisting of modular training in selected vocational skills that are in high demand in the labour market</p>		<p>partners, and building on the TN&LMIS and other existing sources of data.</p> <p>2. Develop and make available at least ten (10) comprehensive modular employment oriented curricula and training material for immediate delivery of short term (up to one year) training programmes, including supportive and work-related generic skills.</p> <p>3. Train at least 30 vocational training specialists to deliver the modular training</p> <p>4. Short-term skills development courses for at least 1000 trainees (unemployed and vulnerable groups) organized and conducted on a yearly basis at all training institutions for several jobs in priority sectors of the economy.</p> <p>5. Evaluate the modules and report.</p>	
<p>Output 2.2</p> <p>Entrepreneurship skills integrated and delivered in the TVET stakeholders programs.</p>	<p>1. Assist with ILO to introduce basic business skills into the curricula of MOE and FTE.</p>	<p>1. Support the General Directorate for Vocational Education (MOE), the FTE and the MOHE, and the Directorate for Vocational Training (MOLSA), to introduce basic business management and awareness within their respective curricula, building on the ILO/UNOPS Skills Development for Employment Project.</p> <p>2. Adapt and translate the ILO/KAB modular training package that provides knowledge and practice of the</p>	

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		<p>desirable attributes for and challenges in starting and operating a successful enterprise and that develops positive attitudes towards enterprises and self-employment for its immediate delivery within 6 pilot vocational schools in selected governorates, the 36 FTE institutes and colleges, and the 22 Vocational training centres.</p> <p>3. Conduct the related training of KAB teachers for 20 Vocational education specialists, 36 technical education specialists and 5 VT specialists, with a follow-up workshop.</p>	
<p>Output 2.3</p> <p>Three Contract Training Centres (CTC's) established as pilot Business Units within the FTE</p>	<p>1. Develop the Contract Training Centres' organizational structure, roles and responsibilities, and Operations Guide reflecting the characteristics of an autonomous college – flexibility, responsiveness, and quality process.</p>		<p>1. Ensure industry placement of graduates, by the coordination of delivery of training between MOLSA, MOE, MOHESR and industry.</p> <p>2. Support to maintenance and asset management contracts with private enterprises established by trained workers or employing them.</p> <p>3. Facilitate recruitment of a least 350 trained workers in school rehabilitation work or other local construction contracts.</p>
<p>Output 2.4</p> <p>An Apprenticeship Vocational System for 6</p>	<p>1. Develop and implement Apprenticeship Training Program in 6 vocational pilot schools at MOE</p>		

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selected disciplines at 6 pilot MOE schools introduced			
Outputs 2.5 Quality and relevance of vocational and technical programmes upgraded in pilot MOE schools, FTE/ MOHESR colleges and MoLSA centres.	<p>1. Upgrade quality and relevance of selected disciplines of 6 vocational MOE schools and 10 FTE/ MOHESR college programs and one for MOLSA as follows:</p> <p>As for FTE: 10 MOHESR college programs will be upgraded as follows:</p> <ul style="list-style-type: none"> a. Najjaf Technical College Communication and Electronics b. Electrical and electronic technical college – Power and Electrical Machines. c. Mossayab Technical College – Pumps and Agriculture Machines d. Basrah Technical College – Thermal and Mechanical Unit Operation e. Kut Tech Inst – Surveying Workshop f. Mossayab Tech Inst – biological ammunition g. Baghdad Technical Institute - Mechatronics and CNC machines h. Karbala Technical Institute - Mechatronics and CNC machines i. Karkuk Technical Institute - Mechatronics and CNC machines j. Technical College Baghdad – Mechatronics and CNC machines. <p>As for MOE: Supply of workshop equipment of the 6 vocational schools disciplines as follows:</p> <ul style="list-style-type: none"> k. Agricultural Machinery l. Mechanics m. Automotive n. Electricity o. Electronics p. Applied Arts (Sewing and Home economics-Food 		<p>1. Hold a consultative meeting between UNESCO/UN-HABITAT/MOE/MOLSA and other concerned Agencies to ensure that curriculum development and training needs assessment are within the overall TVET programme scope and framework and define the four most important areas for construction training, and prepare training manuals.</p> <p>2. In a Joint effort with the Basrah and Nassiriyah Colleges of Engineering, and Technical colleges undertake 20 national training workshops for workers.</p> <p>3. In a joint effort with UNESCO/ ILO hold eight train the trainers workshops outside Iraq</p> <p>4. Undertake an awareness campaign about TVET and importance of networking.</p>

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	<p>Service and Food Production).</p> <p>As for MOLSA: Vocational centre in Basra (Abu Al-Khaseeb) will be upgraded in terms of update of training programs and provision of modern training equipment and instructor's development.</p> <p>2. Develop training materials for practical training for 6 workshops at MOE and training materials for 12 programs at FTE (out of which 4 are for construction sector), including 2 new female college programs.</p>		
<p>Output 3.1</p> <p>TVET facilities improved through building and services rehabilitation and procurement of workshop equipment and computer labs.</p>	<p>1. Upgrade MOLSA Basrah Vocational Training centre (Abu Alkhaseeb) with training material and equipment.</p> <p>2. The purchase of 360 PCs to be provided to the 36 FTE Technical Institutions, given that PCs will be purchased from Local Market. And furniture will be contributed by FTE.</p> <p>3. Supply of workshop equipment of the 6 vocational schools disciplines, and for 10 college workshops and laboratories (including those rehabilitated).</p>		<p>1. Conduct an assessment to analyze the extent of which premises are encouraging males and females to attend and rehabilitate equipment of two technical colleges in Basrah and Nassiriyah.</p> <p>2. Undertake the equipment rehabilitation works.</p> <p>3. Undertake four study tours to regional/International best practice vocational schools and technical colleges in the construction sector.</p>