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USAID COMMUNITY STABILIZATION PROGRAM (CSP) COUNTERINSURGENCY (COIN): REPORT ON EMPLOYMENT GENERATION AND YOUTH PROJECTS IN NINEWA

March 22, 2008

This publication was produced for review by the United States Agency for International Development. It was prepared by Rich Mason.

USAID COMMUNITY STABILIZATION PROGRAM (CSP) COUNTRINSURGENCEY (COIN): REPORT ON EMPLOYMENT GENERATION AND YOUTH PROJECTS IN NINEWA



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Contracted under 267-C-00-05-00508-00

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List of Acronyms

AC	Advisory Committee
AoR	Area of Responsibility (of IPs)
CA	Cooperative Agreement
CIES	Community Infrastructure and Essential Services
CSP	Community Stabilization Program
EGY	Employment Generation and Youth
IBTCI	International Business & Technical Consultants, Inc.
IP	Implementing Partner
IR	Intermediate Result
IRD	International Relief and Development
M&E	Monitoring and Evaluation
MEPP II	Monitoring and Evaluation Performance Program, Phase II
MOLSA	Ministry of Labor and Social Affairs
N/D	No Data
PMP	Performance Management Plan
PC	Provincial Council
PRT	Provincial Reconstruction Team
RFA	Request for Application
SO	Strategic Objective
SOW	Scope of Work
TA	Technical Assistance
US	United States
USAID	United States Agency for International Development
USG	United States Government

EXECUTIVE SUMMARY

The International Relief and Development (IRD) Employment Generation and Youth (EGY) component of the Community Stabilization Program (CSP) implements projects to improve job skills, create employment and provide other opportunities for youth to participate in non-formal educational activities. International Business & Technical Consultants, Inc. (IBTCI) implements the USAID-funded Monitoring and Evaluation Performance Program, Phase II (MEPP II), which has been tasked to monitor USAID projects.

Monitoring of EGY projects in Ninewa began on June 16 of 2007. This was the first round of monitoring activities to be conducted by IBTCI of EGY activities. For this initial monitoring of the EGY activities all three of the identified projects were monitored. The instrument used by the field monitors, initially developed by IRD for internal monitoring of EGY projects, was augmented by IBTCI to include several questions related to project impact. The monitoring instruments (Annex C) were utilized to solicit information on project accomplishments, obstacles to implementation and program participant perceptions of the projects' utility and potential areas for improvement.

Findings of the monitoring visits include:

- Two youth activity projects and one vocational training project were monitored.
- More than 520 participants have benefited from vocational training as a result of the project and sufficient training records were kept to track training figures and participants with accuracy.
- The Vocational Training Center (VTC) Course Supervisor, as well as multiple training participants, identified the short duration of vocational training courses as a limiting factor to the overall success of the program.
- All of the vocational training participants felt that the training had made a difference in their lives and would recommend it to others.
- A total of 8,125 youth were reportedly reached by the two projects, 7,000 for a soccer tournament in Mosul and 1,125 for a similar project in Tala'far.
- A total of 282 youth were employed as part of the youth projects.
- Eight of the 12 youth interviewed about the youth activities rated the activities as "good" and four rated them as "fair". Five of the youth project participants interviewed rated their participation in the projects as "good", six as "fair" and one as "poor".
- Youth participants highlighted the projects' success in improving relations among athletes and the level of sport in the province. In Tala'far, security emerged as a significant concern for program participants.

The analysis of this survey has led the MEPP II team to make several recommendations for EGY activities:

1. IRD should consider reviewing the curriculum to ensure that it is adequate to achieve the desired skill level.
2. Reassess the sufficiency of the VTC's physical location for housing a valuable and growing project. This may entail renting additional space in the area, liaising with a

local university or partnering with the Community Infrastructure and Essential Services (CIES) component of the Community Stabilization Program (CSP) to provide funding for the renovation or construction of an additional facility.

3. IRD should coordinate with the military liaison at the PRT to keep them informed about their activities and explore options for limiting US military operations in the area.
4. Explore possible security improvements with local police and Iraqi Army units if appropriate.
5. Consider providing additional resources or leveraging local funds to support infrastructure improvement or purchase of equipment that may improve project performance. This might include renovation of soccer fields or provision of other equipment or supplies.
6. Modify the monitoring instrument to improve the clarity of responses to the questions about current and future employment.

MONITORING EMPLOYMENT GENERATION AND YOUTH ACTIVITIES FROM THE COMMUNITY STABILIZATION PROGRAM IN NINEWA¹

Introduction

The International Relief and Development (IRD) Employment Generation and Youth (EGY) component of the Community Stabilization Program (CSP) funds projects designed to: improve the job skills of participants through vocational training, increase the availability of employment, and provide non formal educational opportunities for youth through a comprehensive array of interventions. These include the support of vocational training projects in government Vocational Training Centers (VTC), the sponsorship of Youth Forums to increase youth activism, the promotion of theatrical productions and other artistic endeavors by and for youth and the support of sporting events. All of these activities are intended to provide opportunities to youth as an alternative to being caught up in the cycle of conflict and sectarianism that currently challenges Iraq.

Background

International Business & Technical Consultants, Inc. (IBTCI) implements the USAID funded Monitoring and Evaluation Performance Program, Phase II (MEPP II). Under MEPP II, IBTCI has been tasked to provide field monitors to assist USAID to monitor projects it cannot otherwise reach. IBTCI entered into a subcontract agreement with an independent entity to supply full-time field monitors and regional field monitor team leaders. This agreement was approved in March 2006.

In November 2006, the Strategic Objective (SO) 7 team requested that IBTCI begin on-going monitoring of the CSP. The history of previous monitoring as well as IRD's program may be found in Annex A. Monitoring results from the EGY in Mosul are the subject of this report.

For this round of monitoring the IBTCI monitors met with IRD mobilizers on June 14 in Erbil. The purpose of the meeting was to: confirm a specific list of projects that were to be monitored; confirm what was to be determined about the projects; and to establish the lines of communication that will allow the field monitors to safely access the projects. IBTCI and IRD agreed that the monitors would follow the same procedures used for the initial monitoring in Baghdad. This procedure established an initial IRD point of contact (POC), as well as a POC from IBTCI.

Monitoring of EGY projects in Ninewa began on June 16, 2007. This was the first round of monitoring activities to be conducted by IBTCI of EGY activities. All three identified EGY projects were selected including one vocational training project and two soccer tournament projects. Keeping to the schedule meant that field coordination with project managers and other stakeholders in the project development process needed to be flawless and that the visited areas were permissive at the time of the proposed visits. To achieve this, the sub-contracted field monitors remained in contact with the IRD staff as well as with IBTCI.

¹ Names of places and some locations have been taken out for security reasons.

Methodology

The data collection instruments used by the field monitors were initially developed by IRD for their internal monitoring of EGY projects. IBTCI augmented these instruments to include questions related to project impact. The instruments were divided into two main parts consisting of an interview instrument with project implementers or managers and a related interview with project beneficiaries.

Project managers were asked to provide monitors with project records detailing attendance figures and to give their perceptions on aspects of the project including the curriculum development process, the adequacy of the project, and perceived obstacles to project implementation.

Project participants were asked similar questions for the vocational training projects. Youth program participants were asked to provide their general impressions about the project and their participation. IRD was tasked with working with project managers to ensure that a group of six participants were available on the day of the interview at the project office site. As a result of the non-random nature of the participant selection process and the relatively small number of interviewees, respondent data should be considered as anecdotal.

Employment Generation/Vocational Training

Project Identification

Table 1: Monitored Projects

Project Title	IRD #	Project Type	Province	Community/Neighborhood
[REDACTED]	MO-EGY-0012	Vocational	Ninewa	[REDACTED]

The vocational training for unemployed youth project in Mosul was on-going but temporarily suspended at the time of the monitoring. Beneficiaries and managers of the projects were interviewed at the project site, which was at the [REDACTED].

Findings from the monitors' site visit and interviews are summarized in the tables below. The tables are summaries of the questions asked in the field visit instruments shown in Annex C.

Survey Summary

Project Accomplishments and Challenges

According to project records provided by the project coordinator and verified by the monitors, a total of 524 trainees had entered the project at the time of monitoring.

Monitors verified that the Ministry of Labor and Social Affairs (MOLSA) kept training records of project participants, including the names and addresses of students in the program.

It was reported that the curriculum for the vocational training project was originally provided by MOLSA without the participation of the Course Supervisor who was interviewed.

When asked if the vocational training program is adequate, the Course Supervisor responded “yes”. He noted that he would like for the program to expand with more workshops, staff and students. His comments are listed below in Table 2.

Table 2. Comments of Project Manager on the Training Program

Project	Respondent	Adequacy of Training Program
MO-EGY-012	[REDACTED]	Program is adequate but it would be better if we could further increasing the number of workshops, staff and students.

The VTC Course Supervisor was asked to detail any obstacles facing the project. His comments are listed in Table 3 below.

Table 3. Comments of VTC Course Supervisor on Obstacles Facing the Project

Project	Respondent	Obstacles Facing the Project
MO-EGY-012	[REDACTED]	<ol style="list-style-type: none"> 1. The security situation deterioration since the area where the institute is located is an unstable one. 2. The Institute is the only one in Mosul currently and this makes it really crowded.

The monitor’s comments corroborated the security concerns of the Course Supervisor and are detailed in Table 4 below.

Table 4. Comments of Monitor on the Project

Project	Respondent	Comments
MO-EGY-012	Monitor	The interview took place under siege by Americans who practiced violent attacks against the staff of the institute and they arrested some teachers and students, in addition to several armed clashes in that area.

Participant Interviews

A total of six current program participants were interviewed about their perceptions with the project. This included perceived and actual benefits, as well as project limitations and recommendations for improvement.

Participants were first asked how they had learned about the vocational training. All six respondents reported that they had learned about the courses from the Provincial Employment Center. This indicates a good level of coordination between government offices about the program.

Table 5. Participant Perceptions of the Training Received

Response	Has the vocational training made a difference in your life?	Was the training adequate?	Would you advise others to join such training?
Yes	6	2	6
No	0	4	0
Total	6	6	6

All of the respondents reported that the training had made a difference in their lives with the majority commenting on the useful information they had learned. Trainee comments on why the training had made a difference in their lives is found in Table 6 below.

Table 6. Comments of Participants on Why the Training Had Made a Difference in Their Lives

Project	Respondent	Comments
MO-EGY-012	Participant 1	Enabled me to learn a profession through which I can make a living.
MO-EGY-012	Participant 2	Now I am qualified to work at any office.
MO-EGY-012	Participant 3	Now we have hope that we shall get jobs.
MO-EGY-012	Participant 4	Gained additional experience to practice in my work.
MO-EGY-012	Participant 5	I gained experience for work.
MO-EGY-012	Participant 6	I learned a profession so I can make use of spare time.

Four of the six interviewees found their courses to be inadequate due to the short duration of the training (Table 7).

Table 7. Comments of Participants on the Adequacy of the Training

Project	Respondent	Comments
MO-EGY-012	Participant 1	The period planned for the course is not enough.
MO-EGY-012	Participant 2	The period planned for the course is not enough.
MO-EGY-012	Participant 3	None.
MO-EGY-012	Participant 4	The period planned for the course is not enough.
MO-EGY-012	Participant 5	The period planned for the course is not enough.
MO-EGY-012	Participant 6	None.

The respondents for the vocational training interviews were in the midst of their training courses when the surveys were completed. As a result, all of the respondents indicated they were either “students” or “trainees”. Participants were asked what they thought their employment would be after the training. It is not clear if their responses were based on fact, such as job placement with the apprenticeship program or another project, or if this is the respondents’ goal. Responses are included in Table 8.

Table 8. Participant Employment Status

Project	Respondent	What is your employment status now?	What is your employment status after the vocational training?
MO-EGY-012	Participant 1	Student	Will have experience and be qualified to work in a temporary contract in government offices.
MO-EGY-012	Participant 2	Student	Will have a profession and be qualified to work.
MO-EGY-012	Participant 3	Student	Will have experience and be qualified to work in a temporary contract in government offices.
MO-EGY-012	Participant 4	Student	Will be prepared to work in a temporary contract.
MO-EGY-012	Participant 5	Trainee	A craftsman having a profession.
MO-EGY-012	Participant 6	Student	A craftsman qualified to work.

All six interviewees had received their toolkits at the time of the monitoring (Table 9). Of the six respondents, five reported that the toolkits covered their needs for work in their trained vocation. The same five reported that they had used the toolkits to generate income. This is an impressive result demonstrating the value and appropriateness of the toolkits in helping the participants utilize their new knowledge and skills.

Table 9. Participants Experience with Toolkits

Response	Have you received the toolkit?	Does this toolkit cover your work needs?	Have you ever used this toolkit to source income for your living?
Yes	6	5	5
No	0	1	1
Total	6	6	6

Recommendations

The analysis of this survey has led the MEPP II team to make several recommendations for the Vocational Training component of EGY activities:

1. IRD should consider reviewing the curriculum to ensure that it is adequate to achieve the desired skill level.
2. Reassess the sufficiency of the VTC's physical location for housing a valuable and growing project. This may entail renting additional space in the area, liaising with a local university or partnering with the Community Infrastructure and Essential Services (CIES) component of the Community Stabilization Program (CSP) to provide funding for the renovation or construction of an additional facility.
3. IRD should coordinate with the military liaison at the PRT to keep them informed about their activities and explore options for limiting US military operations in the area.
4. Explore possible security improvements with local police and Iraqi Army units if appropriate.
5. Modify the monitoring instrument to improve the clarity of responses to the questions about current and future employment.

Youth Projects

Project Identification

Table 10. Monitored Projects

Project Title	IRD #	Project Type	Province	Community/ Neighborhood
██████ local football championship	MO-EGY-003a	Youth	Ninewa	Province-wide
Training and championship program of ██████ local football teams	MO-EGY-009	Youth	Ninewa	Province-wide

Both of the youth programs monitored were reportedly on-going. However, the project in ██████ was temporarily suspended at the time of the visit.

Findings from the monitors' site visits and interviews are summarized in the tables below. The tables are summaries of the questions asked in the field visit instruments shown in Annex C.

Survey Summary

Project Accomplishments and Challenges

A total of 8,125 youth reportedly participated in the activity in both projects with a total of 282 youths receiving employment. The project breakdown is detailed in Table 11 below.

Table 11. Participation and Employment Statistics

Project	Number of Youth Participants	Number of Youth Gaining Employment
██████ Football Championship	1,125	82
██████ Football Cup Championship	7,000	200
Total	8,125	282

Monitors found that both projects keep records of participants. The numbers provided for MO-EGY-009 were an estimate provided by the President of the Supervising Committee and could not be verified completely at the time of the site visit by the monitors. According to the respondent, all records will be provided to IRD on CDs at the end of the project.

Project managers identified several obstacles for their projects. In ██████, sectarian conflicts prevented the free travel of teams to participate in the activity. Respondents' full comments are detailed below in Table 12.

Table 12. Comments of Project Managers on Obstacles Facing the Project

Project	Respondent	Obstacles Facing the Project
MO-EGY-003a	Project Supervisor	<ol style="list-style-type: none"> 1. Insecurity 2. Sectarian conflict 3. Teams in the center of the governorate can not have matches with other teams in other districts due to sectarian conflicts.
MO-EGY-009	President of the Supervising Committee	There are no obstacles.

The monitors' comments are presented in Table 13 below. Monitors highlighted the actual or potential barrier of checkpoints impeding the free circulation of teams.

Table 13. Comments of Monitors on the Project

Project	Respondent	Obstacles Facing the Project
MO-EGY-003a	Monitor	<ol style="list-style-type: none"> 1. The idea of the project is good but sectarian conflicts in Tala'far district prevent teams in the district center from playing matches against other teams in the district. 2. There are many checkpoints on the way towards the district, impeding team travel.
MO-EGY-009	Monitor	The activities of all participating teams should be within the neighborhood of each team or in a nearby yard inside the neighborhood so as not to hinder participation in the championship if roads are blocked.

Based on these comments and the actual suspension of the project at the time of the monitoring visit, it appears security concerns and sectarian conflicts have hampered project implementation in ██████. The ██████ Football Cup project has been more successful.

Participant Interviews

Program participants were interviewed about their experience with the project, including perceived and actual benefits, as well as project limitations and recommendations for improvement.

For both MO-EGY-003a and MO-EGY-009, four of the six participants interviewed by the monitors rated the activities as "good" and two as "fair" (Table 14).

Table 14. Participants' General Evaluation of the Activity

Project	What is the youth's general evaluation about the activity?			
	Good	Fair	Poor	Total
MO-EGY-003a	4	2	0	6
MO-EGY-009	4	2	0	6
Total	8	4	0	12

Participants' comments about their evaluation of this activity indicated that several of them appreciated the project goal of encouraging interaction among athletes from around the district (Table 15). For project MO-EGY-009, respondents also identified reasons for dissatisfaction including substandard equipment and fields for play.

Table 15. Participant Comments Regarding the General Evaluation of the Activity

Project	Respondent	Comments about respondents' general evaluation of the activity? (rating)
MO-EGY-003a	Participant 1	Project is improving relations among athletes in both the center of the governorate and the district. (Good)
MO-EGY-003a	Participant 2	The project is a good idea for improving the level of competition in the governorate. (Fair)
MO-EGY-003a	Participant 3	The project is improving competition. (Good)
MO-EGY-003a	Participant 4	The project is creating high spirits for athletes. (Fair)
MO-EGY-003a	Participant 5	n/d (Good)
MO-EGY-003a	Participant 6	n/d (Good)
MO-EGY-009	Participant 1	The project is activating and developing athletes' abilities. (Good)
MO-EGY-009	Participant 2	The project is developing sports activities. (Good)
MO-EGY-009	Participant 3	The project suffers from the unavailability of full equipment and good fields. (Fair)
MO-EGY-009	Participant 4	The Stadiums are not good. (Fair)
MO-EGY-009	Participant 5	The project is developing the abilities of players and teams. (Good)
MO-EGY-009	Participant 6	The project is good because we are more in touch with other teams. (Good)

For MO-EGY-003a, the ██████ Football Championship, four respondents rated their participation as "fair" while one rated it as "good" and one as "poor" (Table 16) For MO-EGY-009, four respondents rated their participation/input into the project as "good" and two as "fair".

Table 16. Participants' General Evaluation of Their Participation/Input in the Activity

Project	What is your general evaluation about your participation/input in this activity?			
	Good	Fair	Poor	Total
MO-EGY-003a	1	4	1	6
MO-EGY-009	4	2	0	6
Total	5	6	1	12

For the MO-EGY-003a project, four of the respondents who rated their participation as "fair" or "poor" singled out sectarian conflict and poor security in their comments (Table 17). In the comments for MO-EGY-009 to this question, most responses were positive with only one respondent who rated his participation as "fair" highlighting a lack of "material support" for the players.

Table 17. Participant Comments Regarding Their Participation/Input in the Activity

Project	Respondent	Comments about respondents' general evaluation of the activity (rating)
MO-EGY-003a	Participant 1	Project has been impacted by the cut of communication among the teams in the governorate due to sectarian conflicts. (Fair)
MO-EGY-003a	Participant 2	Sectarian conflict has had a negative effect upon sports in the area and the project. (Poor)
MO-EGY-003a	Participant 3	Bad security situation between the center of the governorate and the district has limited the project. (Fair)
MO-EGY-003a	Participant 4	Inability to get in to all areas within the district safely has limited the project. (Fair)
MO-EGY-003a	Participant 5	The project has improved relations among the athletes and raised the level of sport in the governorate. (Good)
MO-EGY-003a	Participant 6	I have benefited from the interrelation among athletes. (Fair)
MO-EGY-009	Participant 1	Project has gathered all youth groups within a unified championship. (Good)
MO-EGY-009	Participant 2	Project has encouraged new talents. (Good)
MO-EGY-009	Participant 3	The project helps the player to reach their best level. (Fair)
MO-EGY-009	Participant 4	There is no emotional or financial support of the players. (Fair)
MO-EGY-009	Participant 5	Project is creating a good athletic generation. (Good)
MO-EGY-009	Participant 6	Project is preparing the youth for more championships. (Good)

Recommendations

The analysis of this survey has led the MEPP II team to make two recommendations for the Youth activities of the EGY program:

1. Consider providing additional resources or leveraging local funds to support infrastructure improvement or purchase of equipment that may improve project performance. This might include renovation of soccer fields or provision of other equipment or supplies.

Conclusion

While this program is just starting in Ninewa, it is clear that for these projects, the EGY has delivered promised activities designed to meet project objectives. The MEPP II project will redesign and augment these and other monitoring instruments for CSP monitoring assessments in order to document additional progress against the specific goals of individual projects as well as the overall goals of IRD/CSP as detailed in the Intermediate Results and Strategic Objectives of the project's PMP.

Annex A: USAID Response to Recommendations in the CSP EGY Mosul Report of 2 October 2007

Note: IRD sent its responses (incorporated below) in an email sent 27 February 2008

	Recommendations:	IRD Response:	USAID Response and Action	Timeline:	Follow-Up:
1	IRD should consider reviewing the curriculum to ensure that it is adequate to achieve the desired skill level.	This is a noble recommendation as we wish to graduate students with the best possible training. However the content of the curriculum and length of training is mandated by MoLSA in Baghdad. To this end CSP can only implement the curriculum which it is provided. It should be noted that recently, MoLSA has re-evaluated the length of the curriculum and has extended the course program by two months. We believe this is a positive step.	Many votech courses are now being extended from two to four months. No further action needed.	None	No follow-up needed.
2	Reassess the sufficiency of the VTC's physical location for housing a valuable and growing project. This may entail renting additional space in the area, liaising with a local university or partnering with the Community Infrastructure and Essential Services (CIES) component of the Community Stabilization Program (CSP) to provide funding for the renovation or construction of an additional facility.	CSP Mosul is devoted to the Al Resaila neighborhood. We made a commitment to the community that we would be there for the long-term to help better the area. Since the site visit of IBTCI we have made additions to the facility to include improving the infrastructure.	No action needed.	None	No follow-up needed.

	Recommendations:	IRD Response:	USAID Response and Action	Timeline:	Follow-Up:
3	IRD should coordinate with the military liaison at the PRT to keep them informed about their activities and explore options for limiting US military operations in the area.	It is unfortunate to note that the site visit coincided with an US military movement which caused many problems at the VTC. CSP concerns for the safety and wellbeing of students and staff was raised immediately to the US military and the PRT TL. Since that incident, coordination has improved a hundred fold.	No action needed.	None	No follow-up needed
4	Explore possible security improvements with local police and Iraqi Army units if appropriate.	On the surface this looks like an option to improve security. However the reality of the situation is quite different. The local police and Iraqi Army are not welcomed in the Al Resaila neighborhood. Whenever a uniformed presence is in the area, trouble happens. The security of the students and staff is maintained by the local militia. Whenever it appears that trouble is due to happen, the director of the VTC will be notified and told to keep the school closed for a period of time. Talks with the militia has revealed that the VTC is a welcomed addition to the neighborhood and it's gained an acceptance.	No action needed.	None	No follow-up needed.

	Recommendations:	IRD Response:	USAID Response and Action	Timeline:	Follow-Up:
5	Consider providing additional resources or leveraging local funds to support infrastructure improvement or purchase of equipment that may improve project performance. This might include renovation of soccer fields or provision of other equipment or supplies.	This is exactly what CSP Mosul intends to do. To date we have 57 recreational facility projects either funded or completed. The staff of IBTCI should be commended for recognizing the importance of this aspect of returning a sense of stability to Iraq. The CSP Mosul EGY staff is constantly upgrading the level of project performance.	No action needed.	None	No follow-up needed.
6	Modify the monitoring instrument to improve the clarity of responses to the questions about current and future employment.	Monitoring and Evaluation unit has taken note of the recommendation and will explore modifying the form accordingly.	During the M & E revision process, USAID will consider conducting an in-depth analysis through a special research activity to better track the efficacy of the votech activities, including the apprenticeship program and job placement.	USAID and IRD agreed during the M & E revision process in March '08 to conduct a special research activity to take a closer look at the apprenticeship program.	USAID will draft a statement of work to capture this research activity and propose it to IBTCI for implementation. The SOW is expected to be drafted some time in April '08.

Annex B: MEPP II Background

Background of the CSP and the MEPP II monitoring effort:

The United States is committed to the future success of Iraq. Within USAID/Iraq's Transition Strategic Plan 2006-2008, the first of four strategies delineated is "Focused Stabilization: Reduce the incentives for participation in violent conflict." This is the primary objective of the renamed Community Stabilization Program (CSP). To help plan and manage the process of assessing and reporting progress towards achieving its strategic objectives (SO), USAID/Iraq (hereinafter the "Mission") made final its Performance Management Plan (PMP) in August 2006. In the PMP document, consistent with earlier Mission objectives, the strategy to reduce the incentives for participation in violent conflict is identified as Strategic Objective 7 (SO 7).

The CSP is seen as a key element to transition Iraq to a stable, democratic and prosperous country. Towards this end, Request for Application (RFA) number 267-06-001 was issued on 2 January 2006 seeking applicants to implement the "Focused Stabilization in Strategic Cities Initiative" (FSSCI). International Relief and Development (IRD) was awarded the Cooperative Agreement (267-A-00-06-00503-00) on 29 May 2006. As defined in the Cooperative Agreement "Program Description", the purpose of FSSCI (now the CSP) is to "complement military security efforts, and civilian local government development, with economic and social stabilization efforts. The objectives of CSP are to: 1) create jobs and develop employable skills with a focus on unemployed youth; 2) revitalize community infrastructure and essential services; 3) support established businesses and develop new sustainable businesses; and 4) help mitigate conflict in selected communities." These four objectives were later modified (see Modification 03 below) to: 1) Public works programs and employment generation; 2) vocational training and apprenticeship programs; 3) Micro, Small-Medium Enterprise (MSME) Development program; and 4) Youth Programs (conflict mitigation).

By carrying out these activities, the CSP implementing partner should achieve measurable progress towards the Mission's SO 7. The Mission PMP and the CSP PMP identify the measurable indicators that will evidence the achievement of the SO. The Intermediate Result (IR) in the Mission PMP is to show the "number of insurgent incidents decreased."

While the CSP program was started in Baghdad with primarily Community Infrastructure and Essential Services (CIES) projects, it has now expanded both geographically as well as sectorally to address the four key objectives stated in the Scope of Work. IRD is focusing on neighborhoods and districts in cities and peri-urban areas identified by the USG and GOI as areas with the greatest need.

On 19 November 2006, IBTCI was notified by the CTO about "ideas for field surveys." Among these ideas was the use of IBTCI monitors to confirm and validate projects that had been initiated through IRD by the CSP program. That initial monitoring proved successful, and has led to this follow-on effort that continues to monitor the rapidly expanding number of CSP projects. The specific assignment was to use the field monitors to examine CIES projects to:

- a) Confirm location and status of on-going projects and activities, and provide the required evidence of their existence;
- b) Assess that progress is in fact being accomplished in a satisfactory manner in terms of the implementation of projects and/or activities;
- c) Identify any problems or obstacles encountered during implementation, and provide recommendations for improvement;

- d) Assess the quality of projects, activities or services to be provided in relation to required specifications and standards;
- e) Assess community participation and/or level of customer satisfaction of projects and activities, as well as services provided (i.e. training);
- f) Assess if projects are being used for their intended purpose when completed, and of their continuation after the conclusion of program support; and
- g) Assess participation and coordination of CSP with local governments, communities, and with other U.S. government agencies.

The first report submitted by IBTCI in December 2006 covered only the CIES projects being implemented in Baghdad. Since that time, other sectors as well as geographical locations have been added and as a result, IBTCI has undertaken to enlarge the scope of the monitoring to include Business Development and Economic Growth for Youth Projects. Monitoring is on-going in Baghdad, Kirkuk, Mosul and is set to begin in Anbar.

Youth interviews

19- Number of youth interviewed;.....

Title & name of 1st interviewed;.....

➤ What is your ' General evaluation about: the activity?
Good....., Fair....., Poor(if poor describe why)

➤ What is your 'General evaluation about your participation/input in this activity?
Good, Fair....., Poor.....(if poor, describe why)

Title & name of 2nd interviewed;.....

➤ What is your ' General evaluation about: the activity?
Good....., Fair....., Poor(if poor describe why)

➤ What is your 'General evaluation about your participation/input in this activity?
Good, Fair....., Poor.....(if poor, describe why)

Title & name of 3rd interviewed;.....

➤ What is your ' General evaluation about: the activity?
Good....., Fair....., Poor(if poor describe why)

➤ What is your 'General evaluation about your participation/input in this activity?
Good, Fair....., Poor.....(if poor, describe why)

Title & name of 4th interviewed;.....

➤ What is your ' General evaluation about: the activity?
Good....., Fair....., Poor(if poor describe why)

➤ What is your 'General evaluation about your participation/input in this activity?
Good, Fair....., Poor.....(if poor, describe why)

Title & name of 5th interviewed;.....

➤ What is your ' General evaluation about: the activity?
Good....., Fair....., Poor(if poor describe why)

➤ What is your 'General evaluation about your participation/input in this activity?
Good, Fair....., Poor.....(if poor, describe why)

Title & name of 6th interviewed;.....

➤ What is your ' General evaluation about: the activity?
Good....., Fair....., Poor(if poor describe why)

➤ What is your 'General evaluation about your participation/input in this activity?
Good, Fair....., Poor.....(if poor, describe why)

Trainees Interviews

18- Number of Trainees interviewed;

Title & name of 1st interviewed;.....

- How did you know about this v/training?.....
- Why you have joined V/training?.....
- Has the v/training made a difference in your life?...Yes.....(explain), No.....(explain)

- Was the training you received adequate?.....yes....., no.....(what additional can help)?

- Would you advise others to join such v/training?.....Yes....., No.....(explain)

- What is your employment status;
 Now;....., After the V/training;.....

Did the trainees receive toolkits?...Yes....., No.....

- Does this toolkit covers your work need? ...Yes....., No.....
- Did you ever used this toolkit to source income for your living? ...Yes....., No.....

Title & name of 2nd interviewed;.....

- How did you know about this v/training?.....
- Why you have joined V/training?.....
- Has the v/training made a difference in your life?...Yes.....(explain), No.....(explain)

- Was the training you received adequate?.....yes....., no.....(what additional can help)?

- Would you advise others to join such v/training?.....Yes....., No.....(explain)

- What is your employment status;
 Now;....., After the V/training;.....

Did the trainees receive toolkits? ...Yes....., No.....

- Does this toolkit covers your work need? ...Yes....., No.....
- Did you ever used this toolkit to source income for your living? ...Yes....., No.....

Title & name of 3rd interviewed;.....

- How did you know about this v/training?.....
- Why you have joined V/training?.....
- Has the v/training made a difference in your life?...Yes.....(explain), No.....(explain)

- Was the training you received adequate?.....yes....., no.....(what additional can help)?

- Would you advise others to join such v/training?.....Yes....., No.....(explain)

- What is your employment status;
 Now;....., After the V/training;.....

Did the trainees receive toolkits? ...Yes....., No.....

- Does this toolkit covers your work need? ...Yes....., No.....
- Did you ever used this toolkit to source income for your living? ...Yes....., No.....

Title & name of 4 th interviewed;.....
➤ How did you know about this v/training?.....
➤ Why you have joined V/training?.....
➤ Has the v/training made a difference in your life?...Yes.....(explain), No.....(explain)
➤ Was the training you received adequate?.....yes....., no.....(what additional can help)?
➤ Would you advise others to join such v/training?.....Yes....., No.....(explain)
➤ What is your employment status; Now;....., After the V/training;.....
Did the trainees receive toolkits? ...Yes....., No.....
➤ Does this toolkit covers your work need? ...Yes....., No.....
➤ Did you ever used this toolkit to source income for your living? ...Yes....., No.....

Title & name of 5 th interviewed;.....
➤ How did you know about this v/training?.....
➤ Why you have joined V/training?.....
➤ Has the v/training made a difference in your life?...Yes.....(explain), No.....(explain)
➤ Was the training you received adequate?.....yes....., no.....(what additional can help)?
➤ Would you advise others to join such v/training?.....Yes....., No.....(explain)
➤ What is your employment status; Now;....., After the V/training;.....
Did the trainees receive toolkits? ...Yes....., No.....
➤ Does this toolkit covers your work need? ...Yes....., No.....
➤ Did you ever used this toolkit to source income for your living? ...Yes....., No.....

Title & name of 6 th interviewed;.....
➤ How did you know about this v/training?.....
➤ Why you have joined V/training?.....
➤ Has the v/training made a difference in your life?...Yes.....(explain), No.....(explain)
➤ Was the training you received adequate?.....yes....., no.....(what additional can help)?
➤ Would you advise others to join such v/training?.....Yes....., No.....(explain)
➤ What is your employment status; Now;....., After the V/training;.....
Did the trainees receive toolkits? ...Yes....., No.....
➤ Does this toolkit covers your work need? ...Yes....., No.....
➤ Did you ever used this toolkit to source income for your living? ...Yes....., No.....