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

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USAID COMMUNITY STABILIZATION PROGRAM (CSP) COUNTER INSURGENCY (COIN): REPORT ON EMPLOYMENT GENERATION AND YOUTH PROJECTS IN KIRKUK



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Table of Contents

EXECUTIVE SUMMARY	1
INTRODUCTION	3
BACKGROUND.....	3
METHODOLOGY.....	4
EMPLOYMENT GENERATION/VOCATIONAL TRAINING.....	4
PROJECT IDENTIFICATION	4
SURVEY SUMMARY.....	5
Project Accomplishments and Challenges	5
Participant Interviews.....	6
RECOMMENDATIONS.....	8
YOUTH PROJECTS	9
PROJECT IDENTIFICATION	9
SURVEY SUMMARY.....	9
Project Accomplishments and Challenges	9
Participant Interviews.....	10
RECOMMENDATIONS.....	11
CONCLUSION.....	11
ANNEX A: USAID RESPONSE TO RECOMMENDATIONS IN THE <u>CSP EGY KIRKUK</u> REPORT OF 31 OCTOBER 2007	12
ANNEX B: MEPP II BACKGROUND	15
ANNEX C: EGY SURVEY QUESTIONNAIRES.....	17

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. IBTCI utilizes the [REDACTED] to supply full-time field monitors and regional field monitor team leaders.

Monitoring of EGY projects in Kirkuk began in June of 2007. This was the first round of monitoring activities to be conducted by IBTCI of EGY activities. Projects were selected to ensure a 10% sample of each project category of the eleven projects that were ongoing or completed at the time of monitoring selection. 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 B) 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:

- One vocational training project and two youth activity projects were monitored.
- More than 350 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 [REDACTED], 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 1,920 youth were reached by the two projects, with a great majority participating in the football tournament activity.
- The entire youth project participants interviewed rated both the project in general and their participation in the project as "good".

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

1. Consider extending the length of vocational training programs to ensure the training is of sufficient length to build marketable knowledge and skills in program participants.
2. Consider extending the age range of eligible training participants to include younger youth who are vulnerable to the same challenges in Iraq today as older men and women.

3. 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 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.
4. Follow-up with the KK-EGY-009 project to ensure that toolkits are readily available and distributed to program participants in a timely fashion.
5. Follow up to ensure that if inputs are required from sources other than EGY for the sustainability of the project, they have been provided, and if not, work with the grantee to find solutions.
6. Consider providing additional inputs to the infrastructure, if needed, to increase the success of the project; for example, providing air conditioning in the theater to increase participation and attendance.
7. Modify the monitoring instrument to improve the clarity of responses to the questions about current and future employment.
8. Modify the monitoring form to ensure that participants provide explanations for all of their responses, whether positive or negative.

MONITORING EMPLOYMENT GENERATION AND YOUTH ACTIVITIES FROM THE COMMUNITY STABILIZATION PROGRAM IN KIRKUK¹

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 ██████████ 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 EGY projects in Kirkuk are the subject of this report. The design utilized for this round of monitoring is intended to verify that projects had taken place and to document basic information on activity outputs, barriers to implementation and anecdotal views and experiences of participants.

For this round of monitoring the IBTCI monitors met with IRD mobilizers on June 14 in Kirkuk. 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 Kirkuk began on June 21, 2007. This was the first round of monitoring activities to be conducted by IBTCI of EGY activities. Projects were selected to ensure at least a 10% sample of each project category of the eleven projects that were ongoing or completed at the time of monitoring selection. A total of three projects were selected, including one vocational training project, one youth project in the theatrical arts and

¹ Names of some organizations and people have been removed for security reasons.

one youth project sponsoring a soccer championship. Due to the small number of projects, the selection was not random and was accomplished through discussions between the monitoring team and [REDACTED]. 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 [REDACTED] field monitors remained in contact with the IRD staff as well as with IBTCI.

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. (Annex B) 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
[REDACTED]	KK-EGY-009	Vocational training	Kirkuk

The vocational training for unemployed youth project in Kirkuk was ongoing at the time of the monitoring. Beneficiaries and managers of the projects were interviewed at the project site; at the [REDACTED] Kirkuk.

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 B.

Survey Summary

Project Accomplishments and Challenges

According to project records provided by the project coordinator and verified by the monitors, a total of 358 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.

A summary of trainees by subject and training time can be found in Table 2 below.

Table 2. Vocational Trainees by Vocation and Time of Training

Vocation	Morning	Evening	Other	Total
Electrical	23	22	0	45
Welding	20	19	0	39
Computer	25	23	0	48
Carpentry	13	17	0	30
Lathe	16	18	0	34
Cars	25	21	0	46
Plumbing	14	16	0	30
HVAC	18	18	0	36
Sewing	20	14	16	50
Total	174	184	16	358

It was reported that the curriculum for the vocational training project was originally provided by MOLSA and was modified by the trainers in order to “fit with the training period”. The ██████ reported that he participated in the development of the curriculum.

When asked if the vocational training program is adequate, the ██████ responded “no”. His comments are listed below in Table 3.

Table 3. Comments of Project Manager on the Training Program

Project	Respondent	Adequacy of Training Program
KK-EGY-009	██████	Training period is two months and this is not enough time to teach trainees. We therefore propose to lengthen the duration of training to at least three months. This is still insufficient but will serve as a quick fix to help address unemployment.

The ██████ was asked to detail any obstacles facing the project. His comments are listed in Table 4 below.

Table 4. Comments of Project Manager on Obstacles Facing the Project

Project	Respondent	Obstacles Facing the Project
KK-EGY-009	██████	<ol style="list-style-type: none"> 1. The per diems are not sufficient to meet expenses for transportation, forcing trainees to leave the course. 2. Delays in the processing of training materials. 3. Delays in the payment of allowances to trainees and trainers of teachers. 4. The training center needs to be expanded because it is

		the only center in the province, the program is growing quickly and we cannot absorb all of the unemployed.
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Monitors reported positively on the project and noted several of the same limitations identified by the [REDACTED]. Additional comments from the monitors are detailed in Table 5 below.

Table 5. Comments by Monitor on the Project

Project	Respondent	Comments
KK-EGY-009	Monitor	<ul style="list-style-type: none"> • Applicants are limited to those born between 1977-1990. This deprives a considerable amount of unemployed people access to training and developing their abilities. • There is no training available for some professions because of the lack of buildings. The center needs to be expanded. • Delays in distribution of tool kits to graduates.

The monitor identified an important challenge to one of the overall objectives of the project: creating employment for youth. By limiting admission to only those born before 1990, an important segment of the youth population, namely those under 17 years of age, will not have access to training. This may be because it is assumed youth of that age group should be in school.

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. IBTCI will request a larger sample size in future monitoring to the extent possible, without causing disruption to the students.

Participants were first asked how they had learned about the vocational training. Four of the six respondents reported that they learned from friends. One indicated a professor was the source and the other reported that he learned about the project through ads.

Table 6. 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 during the training. Trainee comments on why the training had made a difference in their lives is found in Table 7 below.

Table 7. Comments of Participants on Why the Training Had Made a Difference in Their Lives

Project	Respondent	Comments
KK-EGY-009	Participant 1	I gained new information.
KK-EGY-009	Participant 2	Obtained new information that I did not know in the field of

		establishing plastic pipes.
KK-EGY-009	Participant 3	I learned information I did not have before based on science.
KK-EGY-009	Participant 4	I learned a useful profession and can now use my free time more productively.
KK-EGY-009	Participant 5	They gave me new information because I want to open a computer cafe.
KK-EGY-009	Participant 6	I developed expertise in the field of maintenance.

Four of the six interviewees found their courses to be inadequate due to the short duration of the training. Even among those who found the training adequate, the issue of duration was raised as a concern (Table 8).

Table 8. Comments of Participants on the Adequacy of the Training

Project	Respondent	Comments
KK-EGY-009	Participant 1	If the duration of the course were extended, it would benefit more.
KK-EGY-009	Participant 2	I considered it sufficient because I already had experience working with my father but for the rest not considered sufficient.
KK-EGY-009	Participant 3	Because of the short duration of the training, I could not learn all aspects of the profession despite the usefulness of the training.
KK-EGY-009	Participant 4	Increase the duration of the session to six months in order to learn a profession fully and perfect trainee skills.
KK-EGY-009	Participant 5	Increase the duration of the training in order to obtain the largest possible amount of information.
KK-EGY-009	Participant 6	Training on the one hand information is very good but the short-term forces professors to share less information.

The respondents for the vocational training interviews were in the midst of their training courses when the surveys were completed. Two of the respondents reported that they were employed at the time of the interview while the other three were unemployed. There was an additional question about employment status after the training and the same two respondents that reported they were currently employed indicated that they would be “workers in sanitary equipments” after the training. It is not clear if their responses were based in fact, such as job placement with the apprenticeship program or another project, or if this is the respondents’ goal. The unemployed interviewees indicated “unemployed” for employment status after the training. Responses were not provided for one respondent so the totals do not add up to six.

Table 9. Participant Employment Status

Response	What is your employment status currently?	What will your employment status be after the vocational training?
Employed	2	2
Unemployed	3	3
N/D	1	1
Total	5	5

None of the six interviewees had received their toolkits at the time of the monitoring (Table 10). Monitors were not tasked with exploring the reasons for the lack of toolkits among respondents. The lack of toolkits may be due to delays in assembling the tool kits mentioned by the monitor above or due to a project policy of distributing tool kits after completion of the training. As a result, the interviews provide no information of the utility of the toolkits to graduates of the courses.

Table 10. 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	0	0	0
No	6	0	0
N/A	0	6	6
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. Consider extending the length of vocational training programs to ensure that the training is of sufficient length to build truly marketable knowledge and skills in program participants.
2. Consider extending the age range of eligible training participants to include younger youth who are vulnerable to the same challenges in Iraq today as older men and women.
3. Reassess the sufficiency of the VTC's physical location for housing a valuable and growing project. This may entail considering renting additional space in the area or redirecting CIES funding to renovation or construction for this purpose.
4. Follow-up with the KK-EGY-009 project to ensure that toolkits are readily available and distributed to program participants as per program guidelines.
5. Modify the monitoring instrument to improve the clarity of responses to the questions about current and future employment.

Youth Projects

Project Identification

Table 11. Monitored Projects

Project Title	IRD #	Project Type	Province
[REDACTED]	KK-EGY-008	Youth	Kirkuk
[REDACTED]	KK-EGY-109	Youth	Kirkuk

KK-EGY-008 had been completed at the time of monitoring while KK-EGY-109 was still in the implementation stage.

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 B.

Survey Summary

Project Accomplishments and Challenges

A total of 1920 youth participated in the activities in both projects with a total of seven youths receiving employment. The project breakdown is detailed in Table 12 below.

Table 12. Participation and Employment Statistics

Project	Number of Youth Participants	Number of Youth Gaining Employment
[REDACTED] <i>Championship</i>	1,854	0
[REDACTED] <i>Festival</i>	66	7
Total	1,920	7

Monitors found that both projects keep records of participants.

Project managers identified several obstacles for their projects detailed below in Table 13. IBTCI followed up with IRD program staff to understand the issues raised by the Manager Assistant for the soccer activity concerning ownership of the fields used for soccer matches

in the area. IRD clarified that this was not an actual obstacle to the project, as this tournament did not use any fields that were privately held. In addition, IRD pointed out that even private facilities, which are often artificial turf, are available for rent at nominal fees.

Table 13. Comments of Project Manager on Obstacles Facing the Project

Project	Respondent	Obstacles Facing the Project
KK-EGY-008	██████████	The playing fields and youth centers in the provinces controlled by political parties and other organizations. Not one Youth Center was controlled by the Directorate of Youth and these other organizations considered the squares belonging to them and not to the Directorate.
KK-EGY-109	██████████	Theater halls are not supplied with air conditioners or the air conditionings are not so good, this will effect the successful of theatrical work because the number of audience members will be low.

The monitors' comments are presented in Table 14 below.

Table 14. Comments on the Success of f Monitor on the Project

Project	Respondent	Obstacles Facing the Project
KK-EGY-008	██████████	The championship held for the teams was popular and these activities gave a sense of motivation and interest among youth by the Directorates of Youth. In addition, this activity was a unified and positive effort as the Directorate was able to put their name on an activity across many different facilities and locations.
KK-EGY-109	██████████	The work is good. The persons doing theatrical work are mainly students and this activity will enhance them and put them on the right way. The arts institute supervised the work and the academic work needs support. IRD supported them through supplying them with materials required for theatrical display.

These comments indicate that the projects are being implemented successfully and according to the goals of the program.

Participant Interviews

Prior to the monitoring visits, IBTCI requested that past program participants be made available to be interviewed. The head of the program was able to find seven participants, whose comments are noted below. It should be noted that these participants were not randomly selected, as IBTCI does not have access to participant information. In the future, we will request a larger sample be produced, if possible. Program participants were interviewed about their experience with the project, including perceived and actual benefits, as well as project limitations and recommendations for improvement.

Table 15. Participants' General Evaluation of the Activity

Project	What is the youth's general evaluation about the activity?			
	Good	Fair	Poor	Total
<i>Kirkuk Football Championship</i>	3	0	0	3
<i>Kirkuk Theater Festival</i>	4	0	0	4
Total	7	0	0	7

All participants interviewed by the monitors rated their participation or input into activities as "good." No detail was provided by the respondents supporting their responses. The monitoring form should be modified to indicate that respondents should provide comments to support their ratings

Table 16. Participant's General Evaluation of Their Participation in the Activity

Project	What is the your general evaluation about your participation/input in this activity?			
	Good	Fair	Poor	Total
<i>Kirkuk Football Championship</i>	3	0	0	3
<i>Kirkuk Theater Festival</i>	4	0	0	4
Total	7	0	0	7

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. Ensure that the supplies necessary to successfully sustain these types of programs are provided – either with EGY program funds or from other sources (Sports Directorate, local council, private donations etc).
2. Consider the availability of facilitating infrastructure, such as the air conditioners in the theater or available pitches for football, and consider supporting infrastructure improvements with additional project funds if this is not already project practice.
3. Modify the monitoring form to ensure that participants provide explanations for all of their responses, whether positive or negative.

Conclusion

While this program is just starting in Kirkuk, 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 existing monitoring instruments for CSP monitoring assessments. These changes will improve the utility of the monitoring results and help 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 projects PMP.

Annex A: USAID Response to Recommendations in the CSP EGY Kirkuk Report of 31 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	Consider extending the length of vocational training programs to ensure the training is of sufficient length to build marketable knowledge and skills in program participants.	A longer curriculum will be implemented so that many classes will be four months long instead of two.	No action needed.	None	No follow-up needed.
2	Consider extending the age range of eligible training participants to include younger youth who are vulnerable to the same challenges in Iraq today as older men and women.	The current targeted age range is 17 to 30 years; the age range is in keeping with the target group of CSP (i.e. 17 – 25 year old Males). According to normal practice (and presumably USAID regulations) youths under 17 are classed as minors and can not be placed into employment post-graduation.	USAID will be working with IRD during the revision of the program description and CoAg modification process and will be considering targeting some CSP activities to youth below 17-years-old. Ensuring that women (not just men) are beneficiaries CSP activities will also be stressed during the revision process.	The next CoAg modification with revised program description is expected to culminate in or around June '08.	USAID's letter to IRD suggesting certain minor program changes includes looking at the CSP beneficiary to consider youth below age 17 and to ensure that women are part of CSP activities.
3	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 or partnering with the Community Infrastructure and Essential Services (CIES) component of the Community Stabilization Program (CSP) to provide funding for the	IRD CSP Kirkuk has already expanded vocational training to 3 additional centers in phase 3. To increase capacity 14 centers have been identified for vocational training in phase 4, more than covering the needs geographically.	No action needed.	None	No follow-up needed.

	Recommendations:	IRD Response:	USAID Response and Action	Timeline:	Follow-Up:
	renovation or construction of an additional facility.				
4	Follow-up with the KK-EGY-009 project to ensure that toolkits are readily available and distributed to program participants in a timely fashion.	Subsequent toolkit distributions (along with endorsed certificate) have been conducted at well organized graduation ceremonies shortly after the conclusion of the VOC ED course.	No action needed.	None	No follow-up needed.
5	Follow up to ensure that if inputs are required from sources other than EGY for the sustainability of the project, they have been provided, and if not, work with the grantee to find solutions.	I am unclear as to why the term 'grantee' is used, as this is a term we use for MSME grant applicants.	USAID understands this recommendation to mean that if an EGY project needs additional assistance, to repair a soccer field, for example, then CSP should find a solution to create a sustainable activity.	USAID does not believe follow-up is needed here since CSP has been doing a very good job and linking resources from other CSP activities or USAID projects.	No follow-up needed.
6	Consider providing additional inputs to the infrastructure, if needed, to increase the success of the project; for example, providing air conditioning in the theater to increase participation and attendance.	IRD CSP Kirkuk has provided all essential infrastructure to the MoLSA vocational training center and MoE vocational schools, in order for the courses to be run in satisfactory conditions for the students. It is not a practical suggestion to mount air conditioning units in the spacious vocational training classrooms.	No action needed.	None	No follow-up needed.

	Recommendations:	IRD Response:	USAID Response and Action	Timeline:	Follow-Up:
7	Modify the monitoring instrument to improve the clarity of responses to the questions about current and future employment.	Suggest that in future surveys IBTCI interview more than 1.7% of the VOC ED graduates as this may give a better indication of current and future employment aspirations of the group.	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.
8	Modify the monitoring form to ensure that participants provide explanations for all of their responses, whether positive or negative.	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.	As part of the special research activity looking at the apprenticeship program, the monitoring forms will be considered and amended if needed.	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, Mosel 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)

**Vocational Training Projects
Monitoring Instrument**

1- Project Code:	
2- Project Title:	
3- Governorate:	
4- District; :	
5- Sub-district and/or Neighborhood:	
6- Mahalla;	
7- Type of Project; Vocational training.	
8 -Name of Project implementer:	
9- Nature of vocational training;	
10- Project Start date;	
11- Project end date	
12- Name of visited training center.	
13- Monitoring Visit date;	
<u>Training Centre Respondent Questions</u>	
Title & name of respondent;.....	
14- Number of present trainees;	
a. Who developed the curriculum for this V/training?.....	
b. Did you participate in the curriculum developing?...Yes....., No.....	
c. Do you think this v/training program is adequate?...Yes....., No..... (if not what can help),	
15- Does MOLSA keep training records? Yes....., No.....	
Please specify kind of records (attach copies if possible)	
16- What kind of obstacles is facing the project?	
a.	
b.	
c.	
17- Monitor comments:	
Monitor name;	Mobilizer name;

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.....

Annex C: EGY Survey Questionnaires

(Redacted)