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

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International Business & Technical Consultants, Inc.
Monitoring and Evaluation Performance Program, Phase II (MEPP II)
8614 Westwood Center Drive
Suite 400
Vienna, VA 22182

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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
MOI	Ministry of the Interior
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 ▮▮▮▮▮▮▮ to supply full-time field monitors and regional field monitor team leaders.

Monitoring of EGY projects in Baghdad began on June 3, 2007. This was the first round of monitoring activities to be conducted by IBTCI of EGY activities. A total of 29 projects were successfully monitored over a two-week data collection period – 17 Vocational Training and Toolkits projects, four Youth projects and eight Construction and Rehabilitation projects. 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:

> More than 900 participants were reported to 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.

> All of the vocational training participants that were interviewed reported that the training had made a difference in their lives and that they would recommend the training to others. Seventy-seven of the 80 respondents reported that the vocational training was adequate.

> Vocational training project managers, trainers and participants indicated that the duration of the training courses was insufficient and suggested additions to the type, content and quality of training courses.

> Seventy-seven of the 80 respondents interviewed about toolkits agreed that the toolkits either were adequate for their work needs or enable them implement what they learned during vocational training.

> More than 3,870 youth reportedly participated in youth activities and all of the 13 youth interviewed during monitoring visits rated the activities as "good" overall.

> A total of 370 vocational training graduates were reported to have benefited from on – the – job training as part of the Construction and Rehabilitation projects.

> All of the construction instructors supervising on the job training for vocational training graduates rated their work as being "standard".

> ➤ Delays in the provision of raw materials were the main obstacles listed for both classroom and on the job training.

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

1. IRD might consider reviewing the curriculum for existing courses to ensure that it is adequate to achieve the desired skill level.

2. IRD might evaluate the desirability of adding more advanced courses to build higher-level skills among previous graduates or other eligible participants.

3. Follow-up with staff from project CSP-BG-00190/149 to address the concerns raised about the challenges presented by the close proximity of Minister of Interior (MOI) commandos to the training center.

4. Follow-up with staff from project CSP-BG-00334 to address the concerns raised about disruptions from students who are members of the Mahdi Army.

5. Conduct an assessment of the purchasing and procurement procedures for raw materials, supplies and other project cost to identify the root causes of the numerous delays and potential solutions.

6. Follow-up with projects with reported deficiencies in equipment and tools to see if additional equipment should be provided.

7. Consider adding an introduction to loan and grant opportunities, including CSP's BDP initiatives, to the vocational training to encourage self-employment and new business development. This would be especially beneficial to female sewing trainees who may face significant barriers to pursuing employment outside of the home.

8. CSP might consider long-term monitoring of graduates to evaluate the utility and effectiveness of the training program and other support in helping students to secure gainful employment.

9. Explore the issue of conflicting completed and on-going project status to ensure that the project database is up to date and accurate.

10. Follow-up with project CSP-BG-00400 to see if additional equipment should be provided for student's use.

11. IRD should modify their instruments to include questions related to project impact and address progress towards meeting indicators related to the EGY projects.

MONITORING SELECTED EMPLOYMENT GENERATION AND YOUTH ACTIVITIES FROM THE COMMUNITY STABILIZATION PROGRAM IN BAGHDAD[1]

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) including classroom and on the job training, 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 the ███████ to supply full-time field monitors and regional field monitor team leaders. This agreement was approved in March 2006.

In April 2007, 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 Baghdad are the subject of this report.

For this round of monitoring, IBTCI project staff met with IRD mobilizers on May 29, 2007 at the IRD compound in Baghdad. 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 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 standardized procedures for each visit. This procedure established an initial IRD point of contact (POC), as well as a POC from IBTCI.

Monitoring of EGY projects in Baghdad began on June 3, 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 seventy-four projects that were ongoing or completed at the time of monitoring selection. A total of 29 projects were successfully monitored over the two-week data collection period – 17 Vocational Training and Toolkits projects, four Youth projects and eight Construction and Rehabilitation projects. Keeping to the schedule meant that field coordination with project managers and other

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

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 ██████████ 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, where appropriate, a related interview with project beneficiaries.

Project managers were asked to provide monitors with project records detailing attendance and employment figures and to give their perceptions on aspects of the project including the curriculum development process, quality of trainee workmanship, 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 Employment Generation and Vocational Training Projects

IRD #	Project Title	District	Status
CSP-BG-00028	████████████	Rusafa/Dora Kadhemiya/ Adahamiya	Complete
CSP-BG-00029	████████████	Doura/Rusafa Kadhemiya	Complete
CSP-BG-00030	████████████	Doura/Rusafa Kadhemiya	Complete
CSP-BG-00190	████████████	AL-Rasheed Al-Mansour/Doura	Ongoing
CSP-BG-00249	████████████	Russafa	Complete
CSP-BG-00332	████████████	Russafa	Ongoing
CSP-BG-00333	████████████	Karada	Ongoing

IRD #	Project Title	District	Status
CSP-BG-00334	████	Kadhemiya	Ongoing
CSP-BG-00487	████	Wazeriya	Ongoing
CSP-BG-00488	████	Karrada	Ongoing
CSP-BG-00489	████	Khadumiya-Mansour	Ongoing
CSP-BG-00490	████	Wazeriya	Ongoing
CSP-BG-00491	████	Karrada	Ongoing
CSP-BG-00492	████	Khadumiya-Mansour	Ongoing
CSP-BG-00793	████	Rusafa/Dora Kadhemiya/ Adahamiya/ Rasheed/Mansor	Identified
CSP-BG-00794	████	Karada	Identified
CSP-BG-00795	████	Khadumiya-mansour	Identified

Beneficiaries and managers of the projects were interviewed at project sites.

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

Information on the number of trainees is presented below in two different ways due to differences in data sources (Table 2). When the ████ of the training center was interviewed, the total number of trainees for all EGY VT projects in that center was reported. When individual trainers or program managers were interviewed, totals for specific vocations, such as refrigeration repair or computer skills, were reported.

Table 2. Number of Trainees Reported at Monitored Projects

ID	Training Center	Vocation	# Trainees
CSP-BG-00399a	████	All projects	550
CSP-BG-00028	████	Construction	42
CSP-BG-00332	████	Refrigeration	42
CSP-BG-00399b	████	Maintenance	230

ID	Training Center	Vocation	# Trainees
CSP-BG-00029	███	Sewing	127
CSP-BG-00333	███	Maintenance	32
CSP-BG-00190	███	All projects	550
CSP-BG-00030	██	Automotive	26
CSP-BG-00334	██	Sewing	111
CSP-BG-00489	██	Welding	61

Monitors verified that all of the projects kept records of training participants. These records included, at a minimum, the names and addresses of participants as well as often including attendance records, photos and other official and project documents related to the students.

Project management staff was asked about the origin of the training curriculum and about their participation in its development (Table 3). Most reported that professors from MOLSA developed the curriculum. Five of the ten respondents indicated that they had participated in this development process.

Table 3. Comments of Project Manager on the Training Program

Project	Respondent	Q14a. Who developed the curriculum for this vocational training?	Q14b. Did you participate in the curriculum development?
CSP-BG-00028		Professors from the Ministry	No
CSP-BG-00029	███	Professors from the Ministry	Yes
CSP-BG-00030		Professors from the Ministry	No
CSP-BG-00190		Professors from the Ministry	No
CSP-BG-00332		A group of professors	Yes
CSP-BG-00333	███	A group of professors and instructors	Yes
CSP-BG-00334	███	A number of professors in the Ministry and vocational centers	No
CSP-BG-00399a	███	Professors from the Ministry and trainers	Yes
CSP-BG-00399b	██	Professors and trainers	Yes
CSP-BG-00489	███	A number of professors in the center and the Ministry	No

When asked if the vocational training program was adequate, half of the respondents indicated it was adequate and half said that it was not (Table 4). Among the comments given for this topic, seven of the ten respondents indicated that they considered the duration and/or content of the training to be deficient.

Table 4. Managers' Perceptions on the Adequacy of the Training Program

Project	Q14c. Do you think the vocational training program is adequate?	Comments on adequacy of training
CSP-BG-00028	Yes	None

CSP-BG-00029	Yes	Include embroidery and netting and also add hair dressing to the training courses available.
CSP-BG-00030	Yes	None
CSP-BG-00190	No	Extend the duration of the session and offer advanced courses for graduates.
CSP-BG-00332	No	Duration of training period (44 days) is not enough
CSP-BG-00333	Yes	Provide more appliances and extend the duration of the training.
CSP-BG-00334	No	Extend the period planned for the course and make the curriculum much more detailed.
CSP-BG-00399a	No	There are deficiencies in the curriculum and in a few trainings and the sessions are too short in duration.
CSP-BG-00399b	No	Duration is inadequate and limited in the number of machines. The practicum site does not include any refrigeration and there are delays in the processing of raw materials.
CSP-BG-00489	Yes	Extending the period assigned for the course and making the curriculum more detailed because it is very brief.

Project managers and trainers were asked to detail any obstacles facing the project. While one trainer reported that there were no obstacles to the success of the vocational training project he participated in, other respondents to the survey listed the security situation, shortages of raw materials and the short duration of training as the main obstacles facing the projects (Table 5). In addition, several respondents highlighted the low level of trainee education at the beginning of training as an impediment to project success. Other responses to this question included a need for more advanced courses, difficulties in sharing resources with a local contingent of MOI "commandos" who were located in the same compound and the membership of some students in the Mahdi Army.

Table 5. Managers' Comments on Obstacles Facing the Project

Project	Respondent	Obstacles Facing the Project
CSP-BG-00028	███████	No obstacles in work except the security situation.
CSP-BG-00029	███████	1. No maintenance competence available for the small number of machines available 2. Number of trainers is too few.
CSP-BG-00030	███████	1. Lack of raw material 2. Short duration of the training.
CSP-BG-00190	███████	The main problem is sharing of Al-Waleed site with commandos of the MOI, which leads to many abuses by guerillas on the Institute's management and students.
CSP-BG-00332	███████	1. Lack in materials processing. 2. The duration of the training is inadequate. 3. The security situation. 4. Lack of refrigeration appliances. 5. Department needs to develop advanced courses.
CSP-BG-00333	███████	1. Some trainees' educational level is not sufficient for the level of the training. 2. There are insufficient tools and raw materials.
CSP-BG-00334	███████	Some workers who are members in the Mahdi Army interfere in the job of the trainers.
CSP-BG-00399a	███████	The delay in processing raw materials.
CSP-BG-00399b	███████	1. Students are not literate.

Project	Respondent	Obstacles Facing the Project
		2. Bad security situation. 3. Extend the duration of the session.
CSP-BG-00489	███████	There are no obstacles.

The monitor's comments corroborated those of the project managers and are detailed in Table 6 below. Concerns included delays in the supply of needed raw materials for instruction, the duration of training courses, the need for additional training courses in the curriculum and deficits in equipment maintenance and supply.

Table 6. Comments of Monitor on the Project

Project	Monitor's comments
CSP-BG-00028	1. Delay in supplying raw materials. 2. Work is on-going despite the fact the project was supposed to be finished for this round of training courses.
CSP-BG-00029	1. There is not a technician for machine maintenance, which has led to some machines being out of order. 2. Not enough trainers for the larger number of trainees. 3. Center should open new departments such as embroidery and hairdressing.
CSP-BG-00030	1. Lack of raw material. 2. Short duration of training (actual period is 44 days without holidays). Students and professors request advanced courses for graduates of previous courses.
CSP-BG-00190	1. Bad security situation. 2. Guerillas sharing the center generator and water reserves, which sometimes leads to blackouts and outages of water.
CSP-BG-00332	1. Include other refrigeration appliances. 2. Start a training program for cellular phones.
CSP-BG-00333	1. Almost all sections complain about the low educational level where there are students who cannot read or write but who must be able to read gauges and standards of measurement. 2. Students are concerned about the delay in the disbursement of gift certificates.
CSP-BG-00334	The department is complete and nothing is missing there. Trainees of this department are grateful to the organization of IRD as they say "without the assistance of the organization we would not have reached this stage in project accomplishment". The organization provided first class supplies, gifts and motivating rewards for students in all departments. We have noticed that the institute had computer students take a test before being accepted in the course. This institute is the only one to have implemented this.
CSP-BG-00399a	1. The delay in processing raw materials. 2. Delays in approvals from the Ministry.
CSP-BG-00399b	1. The duration of the training is too short. 2. Professors requested the addition of advanced courses.
CSP-BG-00489	We have noticed that the follow up committees in charge of monitoring the work are preparing toolkits for course graduates. This is a plus for the project team. The toolkit contents are very good and of a good quality in our view.

Participant Interviews

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

improvement. The monitoring visits utilized two slightly different instruments. The first instrument was developed by IRD for vocational training project monitoring with minimal change by IBTCI. This instrument was utilized for general vocational training monitoring. The second instrument included most of the original IRD items with the addition of a question about specific uses of toolkits and about trainee knowledge of loans. This instrument was utilized for projects designated specifically as toolkit distribution projects according to IRD's implementation plan. Where appropriate, responses for similar or identical questions are combined in the results below. Due to the nature of the projects and sampling strategy, comparisons between the different groups are not appropriate.

All of the respondents reported learning about the vocational training center through the employment center in the province.

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 (Table 7). The overwhelming majority of respondents agreed that the training was adequate and all of them would advise others to take advantage of the training program if possible. Student comments about the adequacy of the training were similar to those raised by management staff including concerns about the duration and content of the training as well as requests for more advanced training courses and courses in other subjects such as cellular phones and hairdressing.

Table 7. Participant Perceptions of the Vocational 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	80	77	80
No	0	3	0
Total	80	80	80

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" when asked about current employment. Participants were asked what they thought their employment would be after the training. The majority responded "unemployed" while a few indicated "earner" or "worker" or listed the name of a profession, presumably the one they were trained in. A total of 16 respondents, presumably married women, indicated "housewife" for employment after the training. The majority of these were enrolled in sewing courses. 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. CSP should consider long-term monitoring of graduates to evaluate the effectiveness of the training program and other support in helping students to secure gainful employment.

Trainees were asked a series of questions about the toolkits that are distributed as part of the vocational training program. For interviews with the original IRD instrument, all of the respondents reported receiving their toolkits for their respective vocations (Table 8). The great majority felt that the toolkit was comprehensive enough to meet their anticipated needs in the vocation they were trained in. About half of respondents reported using the toolkit to gain

income for their families. While there are no specific examples of how the toolkits were used, this appears to be a solid verification for the utility of the kits.

Table 8. Participants' Experience with Toolkits – IRD instrument

Response	Did the trainee receive a toolkit?	Does this toolkit cover your work needs?	Have you ever used this toolkit to source income for your living?
Yes	53	50	28
No	0	3	25
Total	53	53	53

The intent of, and results for, the first and second questions of the modified instrument are very similar to the results for the previous version (Table 9). All respondents received the kits and all respondents stated that the toolkit would help them to implement their new skills from the vocational training. The third toolkit question removed some of the ambiguity contained in the previous version of this question. Respondents were asked if they plan to use or had used the toolkit to earn an income. All respondents replied in the affirmative, indicating that perhaps the previous version's different results were a result of respondents not having yet had an opportunity to utilize the toolkit.

Table 9. Participants' Experience with Toolkits – MEPP II instrument

Response	Did the trainee receive a toolkit?	Does this toolkit provide equipment that will help you implement what you learned?	Do you plan to use, or are you using, the toolkit to help you earn an income?
Yes	27	27	27
No	0	0	0
Total	27	27	27

In the modified instrument, respondents were asked to provide examples of how they would use the toolkit. The majority of respondents to this question did not provide specific examples but rather indicated that they would use the toolkit when the opportunity arose. Some respondents reported that they used the toolkit to help family and friends – a useful result if there is concern that the training and toolkits would go to waste if trainees were unable to find a formal job.

Toolkit Distribution Projects

As part of monitoring of CSP projects with toolkit distribution components, interviews were conducted with VTC Directors and other senior VTC staff concerning the number and utility of the toolkits provided to trainees in their projects (Table 10).

Table 10. Number of Toolkits Distributed by Monitored Projects

ID	Training Center	# Toolkits Distributed
CSP-BG-00249	████████████	29

CSP-BG-00487		19
CSP-BG-00488		21
CSP-BG-00490		34
CSP-BG-00491		19
CSP-BG-00492		39
CSP-BG-00793		30
CSP-BG-00794		25
CSP-BG-00795		29
Total		**245**

All of the respondents replied "yes" to the question: "In your view, do the toolkits provide an adequate supplement to the vocational training, enough to ensure that trainees can use the toolkit to earn income in their chosen field?" This result, combined with the positive findings outlined in the participant interviews above, clearly indicates that the toolkits are a useful and practical supplement to the vocational training.

MOLSA Loan and Grant Program Awareness

Two instruments provided information on program dissemination of MOLSA loan and grant opportunities for graduates of the VT projects: the interview with VTC Directors and other senior VTC staff and interviews with trainees and graduates. In the former, respondents were asked if trainees in their centers or programs were briefed about these types of MOLSA programs. All of the respondents indicated that they were not. Of the 27 trainees who participated in vocational training at the centers corresponding to the previous interviews and were asked if they knew of such programs, seven responded that they were aware of loan or grant funding that might be available to help them start their own businesses. While it is not possible to attribute respondents' knowledge of these programs to the EGY projects monitored here, that there is some awareness of these programs is a positive finding. IRD may want to consider introducing an orientation to loan and grant programs, including information on CSP's Business Development Program (BDP), for vocational training graduates in certain fields in order to promote self-employment or the creation of new businesses. This could be especially beneficial to female sewing trainees who may face significant barriers to pursuing employment outside of the home.

Recommendations

1. IRD should consider reviewing the curriculum for existing courses to ensure that it is adequate to achieve the desired skill level.

2. IRD should evaluate the desirability of adding more advanced courses to build higher-level skills among previous graduates or other eligible participants.

3. Follow-up with staff from project CSP-BG-00190 to address the concerns raised about the challenges presented by the close proximity of MOI commandos to the training center.

4. Follow-up with staff from project CSP-BG-00334 to address the concerns raised about disruptions from students who are members of the Mahdi Army.

5. Conduct an assessment of the purchasing and procurement procedures for raw materials, supplies and other project costs to identify the root causes of the numerous delays and potential solutions.

6. Follow-up with projects with reported deficiencies in equipment and tools to see if additional equipment should be provided.

7. Consider adding an introduction to loan and grant opportunities, including CSP's BDP initiatives, to the vocational training to encourage self-employment and new business development. This could be especially beneficial to female sewing trainees who may face significant barriers to pursuing employment outside of the home.

8. CSP might consider long-term monitoring of graduates to evaluate the utility and effectiveness of the training program and other support in helping students to secure gainful employment.

9. IRD should modify their instruments to include questions related to project impact and address progress towards meeting indicators related to the EGY projects.

Employment Generation/Construction and Rehabilitation

Project Identification

Table 11. Monitored Construction and Rehabilitation Projects

IRD #	Project Title	District	Status
CSP-BG-00020	█████████████	Rusafa/Dora Kadhemiya	Complete
CSP-BG-00048	█████████████	Doura/Rusafa Kadhemiya	Complete
CSP-BG-00149	█████████████	Doura/Mansour Rasheed	Ongoing
CSP-BG-00281	█████████████	Khadmiya	Ongoing
CSP-BG-00310	█████████████	Khadmiya	Ongoing
CSP-BG-00399	█████████████	Russafa	Ongoing
CSP-BG-00400	█████████████	Karada	Ongoing
CSP-BG-00401	█████████████	Kadhemiya	Ongoing

Monitoring visits were conducted for all of the above listed projects.

Findings from the monitor's 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

Of the eight projects monitored during this round, five had active work on-site at the time of the visit and three did not. For the projects that did not have active work, it was explained that the "work is finished". Of these three, none were listed as completed projects and the two projects that were listed as completed in IRD documents had active work on-site. This discrepancy may or may not be an issue depending on the underlying cause(s).

All of the projects were being used for their intended purpose. All of the respondents reported that they believed the graduates' workmanship was up to standard and that the overall work was being performed according to the proposal standard.

The project breakdown is detailed in Table 12 below.

Table 12. Characteristics of the Work Sites

Project	*Completed or on-going project?*	*Q13. Is there active work on the site*	*Q14. Is the site being used for its intended purpose*	*Q16. Is the vocational graduates' workmanship up to standards?*	*Q17. Is the overall work up to standard according to the proposal?*
CSP-BG-00020	*Completed*	*Yes*	*Yes*	*Yes*	*Yes*
CSP-BG-00048	*Completed*	*Yes*	*Yes*	*Yes*	*Yes*
CSP-BG-00149	*Ongoing*	*No*	*Yes*	*Yes*	*Yes*
CSP-BG-00281	*Ongoing*	*No*	*Yes*	*Yes*	*Yes*
CSP-BG-00310	*Ongoing*	*No*	*Yes*	*Yes*	*Yes*
CSP-BG-00399	*Ongoing*	*Yes*	*Yes*	*Yes*	*Yes*
CSP-BG-00400	*Ongoing*	*Yes*	*Yes*	*Yes*	*Yes*
CSP-BG-00401	*Ongoing*	*Yes*	*Yes*	*Yes*	*Yes*

Managers and trainers were asked about obstacles that have faced the projects. Security, including a complaint about Ministry of the Interior commandos that have disrupted work, and delays in procuring raw materials necessary for construction projects were the main barriers identified. The full list of obstacles is provided below in Table 13.

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

Project	Respondent	Obstacles Facing the Project
CSP-BG-00020	Chief Builder	1. Delays in the processing of raw materials. 2. Delays caused by students having difficulty getting to the site due to security restrictions and traffic.
CSP-BG-00048	Plumbing Trainer	1. The security situation. 2. Management disruptions. 3. Student disruptions.
CSP-BG-00149	Associate Center Director	Intervention forces commandos of the MOI who share the Institute's site and panic and scare students.
CSP-BG-00281	Program Coordinator	Slight obstacles such as the refusal of some graduates to work in areas other than where they live.
CSP-BG-00310	Program Coordinator	No obstacles.
CSP-BG-00399	Chief of the Department	1. Delays in the processing of raw materials. 2. Delays in approvals from the Ministry.
CSP-BG-00400	Head of Sanitary Foundations Dept.	Delays in the processing of basic work materials.
CSP-BG-00401	Painting Trainer	1. Lack of processing raw materials. 2. Delay in payments.

For two of the projects, a group of students were assembled and asked about the project, including obstacles to implementation. Their responses, which confirmed several of the

comments of the project implementing staff concerning delays in materials and insufficient equipment, are provided below in Table 14.

Table 14. Comments of Project Participants on Obstacles Facing the Project

Project	Respondent	Obstacles Facing the Project
CSP-BG-00020	Students	1. Delays in the processing of raw materials. 2. Delays in the disbursement of salaries and certificates and gifts to students
CSP-BG-00400	Students	Available necessary equipment is inadequate.

Monitors reported satisfactory implementation for most projects. However, they confirmed the lack of raw materials and the issue of the MOI forces disrupting work for CSP-BG-00149. Full monitor comments are presented in Table 15 below.

Table 15. Comments of Monitors on the Project

Project	Respondent	Comments
CSP-BG-00020	Monitor	Students reported that conflicts between the center staff and the supervising organization have led to delays in processing approvals for expenses and purchases.
CSP-BG-00048	Monitor	Sanitary section is very good in terms of equipment, training, curriculum and practical exercises.
CSP-BG-00149	Monitor	The MOI's commandos present the main barrier to the Center's work despite repeated complaints.
CSP-BG-00281	Monitor	The course is useful and employing graduates is important for training so that the trainee can gain real work experience.
CSP-BG-00310	Monitor	On-the-job training is useful for trainees to gain experience and the tools received by trainees enable them to find work.
CSP-BG-00399	Monitor	The work is clear from the construction – carpentry, steel work, painting and materials disposal. However, there is a paucity of materials processed and a delay in the disbursements of gifts and certificates.
CSP-BG-00400	Monitor	1. Need to provide basic materials to improve the work – everyone on-site complained of the delays in their orders for materials. 2. Available equipment is insufficient for the number of students.
CSP-BG-00401	Monitor	The work is progressing at the site and the trainer is dedicated to his duty, which has resulted in committed students.

Monitors asked project staff for project records detailing the number of employees on site who were graduates of the vocational training programs and the total number of laborers utilized on the project. A total of 370 graduates were reportedly utilized out of 413 total employees on the eight projects – nearly 90% of the total labor employed for these activities. The figures are presented in Table 16 below.

Table 16. Number of Trainees Reported at Monitored Projects

Project	Amount of labor used from vocational training graduates	Amount of total labor used on project	% vocational graduates
CSP-BG-00020	37	129	28.7
CSP-BG-00048	6	32	18.9
CSP-BG-00149	70	75	93.3
CSP-BG-00281	8	8	100.0
CSP-BG-00310	8	8	100.0
CSP-BG-00399	212	n/d	n/d
CSP-BG-00400	26	132	19.7
CSP-BG-00401	3	29	10.3
Total	370	161	89.6

Recommendations

1. Explore the issue of conflicting completed and on-going project status to ensure that the project database is up to date and accurate.

2. Follow-up with staff from project CSP-BG-00149 to see if additional work can be done to alleviate the pressure from the MOI commandos.

3. Conduct an assessment of the purchasing and procurement procedures for raw materials, supplies and other project costs to identify the root causes of the numerous delays and potential solutions.

4. Follow-up with project CSP-BG-00400 to see if additional equipment can be provided for student's use.

Youth

Project Identification

Table 17. Monitored Youth Projects

IRD #	Project Title	District	Status
CSP-BG-00110	██████████	Adamiya	Ongoing
CSP-BG-0222	██████████	Rusafa/Dora Kadhemiya/ Adahamiya/ Rasheed/Mansor	Ongoing
CSP-BG-00403	██████████		Complete
CSP-BG-00485	██████████	Karrada	Ongoing
CSP-BG-00606	██████████	Adhamiya	Approved
CSP-BG-00607	██████████	Doura	Approved
CSP-BG-00608	██████████	Jihad	Approved
CSP-BG-00609	██████████	Mansour	Approved
CSP-BG-00610	██████████	Khadmiya	Approved

Monitoring visits were conducted for the first four projects. At the time of the monitoring visits, the five Civic Awareness training projects were not yet underway and, as a result, were not visited.

Findings from the monitor's 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

A total of 3,878 youth reportedly participated in the monitored activities with a total of 53 youths receiving employment. The project breakdown is detailed in Table 18 below.

Table 18. Participation and Employment Statistics for Youth Projects

Project	Number of Youth Participants	Number of Youth Gaining Employment
███	3,600	none
███	88	1
███	50	2
███	140	50
Total	**3,878**	**53**

Monitors found that all projects keep records of participants.

The project managers or other representative interviewed about the youth activities identified several obstacles that their projects faced (Table 19). For project BG-EGY-00110, funding reportedly limited the scope of potential impact by excluding teams from the competition. There was no indication, however, that the project fell short of its objectives. Security concerns were mentioned in three of the projects. One respondent reported that there were no obstacles to implementation for his project.

Table 19. Comments of Project Managers on Obstacles Facing the Project

Project	Respondent	Obstacles Facing the Project
BG-EGY-00110	███	1. Poor security situation. 2. The limited reach of the project due to funding and security constraints, which prevented the project from involving many other teams in the competitions. 3. Lack of supplies for all eligible teams, which lead to not involving them in the championship.
BG-EGY-00222	███	1. Poor security situation. 2. Road blockage.
BG-EGY-00403	███	The project required caution in gathering the youth (females and males) from various areas of Baghdad and taking them to the airport.
BG-EGY-00485	███	No obstacles.

The monitors' comments were generally positive reflecting their impressions that the projects were successfully implemented and useful (Table 20).

Table 20. Comments of Monitors on the Project

Project	Respondent	Comments
BG-EGY-00110	Monitor	1. The championships are very useful to spend youth leisure time in sports. 2. The courses and lectures on avoid sectarian discrimination that IRD arranged for referees and officials of the soccer club was a good approach. 3. Overdue final round of the championship because of school examinations. 4. Groups compete for each District separately then the district champions meet in a neutral zone where all teams are safe.
BG-EGY-00222	Monitor	1. A good project and a catalyst for youth. 2. Only one participant was interviewed because of the long duration since the course was closed.
BG-EGY-00403	Monitor	1. The camp was a wonderful idea and very useful for the youth by gathering different communities in the camp. 2. This experience has many benefits for youth such as the acquiring self-reliance, tourism, the dissemination of friendship and the spirit of citizenship, increased awareness of democracy and the rights of women and others through lectures at the camp.
BG-EGY-00485	Monitor	Good project and adds significantly to the aesthetics of the street, which impacts positively on the people of the area and passers-by on the street.

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. When asked for their overall general evaluation of the activity they participated in, all of the participants rated the activity as "good". No comments were provided by respondents to support or explain their responses (Table 21).

Table 21. Participants' General Evaluation of the Youth Activity

Project	What is the youth's general evaluation about the activity?			
	Good	Fair	Poor	Total
████████████	3	0	0	3
████████████	1	0	0	1
████████████	5	0	0	5
████████████	4	0	0	4
Total	13	0	0	13

When asked to evaluate their personal participation and input into the project they participated in, all but one of the participants rated their participation/input as "good" and one respondent provided a rating of "fair". No comments were provided by respondents to support or explain their responses (Table 22).

Table 22. Participants' General Evaluation of their Participation/Input in the Youth Activity

Project	What is the your general evaluation about your participation/input in this activity?			
	Good	Fair	Poor	Total
■■■■■	3	0	0	3
■■■■■	0	1	0	1
■■■■■	5	0	0	5
■■■■■	4	0	0	4
Total	12	1	0	13

Recommendations

1. IRD should modify their instruments to include questions related to project impact and address progress towards meeting indicators related to the EGY projects.

Conclusion

While this program is just starting in Baghdad, it is clear that for these projects, EGY initiatives have produced concrete results and progress towards a better life for program participants in Iraq. Positive results were reported across the range of projects monitored by MEPP II including classroom-based vocational training courses, on the job training activities combined with rehabilitation construction projects and youth activities such as sporting events and mural painting projects. Another important finding of the monitoring visits is the documentation of female participation in vocational training programs. MEPP II looks forward to visiting CSP civic awareness projects in up-coming monitoring activities, which will allow for verification and exploration of the effects of such initiatives.

Annex A: USAID Response to Recommendations in the <u>CSP EGY Baghdad</u> Report of 15 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 might consider reviewing the curriculum for existing courses to ensure that it is adequate to achieve the desired skill level.	This exercise was done with the conclusion to extend some of the courses from two months to four months.	No action needed.	None	No follow-up needed.
2	IRD might evaluate the desirability of adding more advanced courses to build higher-level skills among previous graduates or other eligible participants.	Due to the nature of CSP, in which only each youth can attend a course only once, it will not be possible to add advanced courses in which students would be able to enroll for a second time. The apprenticeship program provides the opportunity to advance their newly acquired skill.	No action needed.	None	No follow-up needed.
3	Follow-up with staff from project CSP-BG-00190/149 to address the concerns raised about the challenges presented by the close proximity of Minister of Interior (MOI) commandos to the training center.	The ISF control a portion of the Waleed VTC, therefore, CSP/Baghdad has limited influence in reconciling the issues with the ISF. However, the ISF are slated to vacate the premises and it will be returned to the Waleed VTC in early March 2007. This information became known in December 2006. The ISF will still be relatively close to the ▮▮▮▮▮▮▮▮, as they are only vacating a portion of it, but the US Military also has a physical presence within close proximity to the Waleed VTC.	No action needed.	None	No follow-up needed.

	Recommendations:	IRD Response:	USAID Response and Action	Timeline:	Follow-Up:
4	Follow-up with staff from project CSP-BG-00334 to address the concerns raised about disruptions from students who are members of the Mahdi Army.	This is issue has been recently addressed over the past couple of months by opening the ▇▇▇▇▇▇▇▇▇▇▇▇▇▇▇▇ in an effort to diversify the composition of the trainees and limit the number of trainees from the Mahdi Militia.	No action needed.	None	No follow-up needed.
5	Conduct an assessment of the purchasing and procurement procedures for raw materials, supplies and other project cost to identify the root causes of the numerous delays and potential solutions.	[IRD is] Working with MOLSA to assist in vetting the BOQs for materials received from the vocational training centers for the provision of essential materials only. We are also aware of the delays and working to correct it. However, the centers are not without materials to support courses. Enough materials are provided to cover courses during the next cycle in anticipation of potential delays.	No action needed.	None	No follow-up needed.
6	Follow-up with projects with reported deficiencies in equipment and tools to see if additional equipment should be provided.	See response 5, above.	No action needed.	None	No follow-up needed.
7	Consider adding an introduction to loan and grant opportunities, including CSP's BDP initiatives, to the vocational training to encourage self-employment and new business development.	Have begun discussions with BDP on coordinating with their program officers to provide an overview of the grants program.	USAID will be working with IRD during the revision of the program description and modification process and will consider improving employment opportunities.	The next modification with revised program description is expected to culminate in or around June of '08.	Include this recommendation in the USAID CoAg modification letter to IRD.

	Recommendations:	IRD Response:	USAID Response and Action	Timeline:	Follow-Up:
8	CSP might consider long-term monitoring of graduates to evaluate the utility and effectiveness of the training program and other support in helping students to secure gainful employment.	Some monitoring is already implemented through our employment generation initiatives. Trainees that have submitted a job assessment form at the conclusion of the training courses, which assist the program staff in identifying those that are interested in obtaining long-term employment, are contacted with potential opportunities as well as to discuss the level of utility of their toolkit in generating income.	USAID will consider monitoring votech graduates during the M & E revision process.	In the M & E revision process conducted in March '08, USAID and IRD agreed to add a research activity that will focus on votech students, graduates, and apprentices to determine the efficacy of these three phases and how to improve the employment opportunity and placement of votech graduates in the future.	In April '08, USAID will draft a statement of work to present to IBTCI in the hopes that this USAID partner will take on this additional CSP research activity.
9	Explore the issue of conflicting completed and on-going project status to ensure that the project database is up to date and accurate.	Some of the information regarding start and end dates in the report conflict with the actual dates listed in the program's project tracking sheet. We will continue to ensure the accuracy of our start and end dates.	No action needed.	None	No follow-up needed.
10	Follow-up with project CSP-BG-00400 to see if additional equipment should be provided for student's use.	[IRD] will ensure that the equipment matches the number of total trainees per course, however, MOLSA will enroll more students than can be accommodated. CSP will work more closely with MOLSA to prevent future problems.	No action needed.	None.	No follow-up needed.

	Recommendations:	IRD Response:	USAID Response and Action	Timeline:	Follow-Up:
11	IRD should modify their instruments to include questions related to project impact and address progress towards meeting indicators related to the EGY projects.	No comment.	USAID will consider this recommendation during the review of the M & E plan.	USAID and IRD reviewed the indicators during the M & E revision process in March '08 and agreed to keep the youth-related indicators as is. However, youth focus groups will be added as a special research activity to better capture the impact that youth activities are having on Iraq's youth.	IRD will draft a statement of work for the youth focus groups and will plan to conduct these groups in-house. They are planning to hire a specialist who will come to Iraq to train facilitators so focus groups can be conducted in all CSP cities. The SOW should be prepared some time in April/May of '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).

Table 1 - Modifications to the CSP Cooperative Agreement

Modification Number	Date	Purpose of Modification
01	Sep, 30, 2006	Increase budget for Baghdad Scenario, revise program description, and incorporate reporting matrix.
02	Oct, 9, 2006	Change to reflect fiscal data; no change in agreement.
03	Oct, 26, 2006	Change city scenarios; restructure CSP's four objectives.
04	Jan, 31, 2007	MNFI Badging.
05	May 1, 2007	Revise language of City Working Budget.
06	May 14, 2007	Incremental funding.
07	July 9, 2007	Revise language in Section 10 of the Cooperative Agreement; Revise language in Modification 3 Section C; Revise language in Modification 4; Revise language in Modification 5 Section A 4.
08	July 31,2007	Provide incremental funding of $110,000,000
09	Aug 16, 2007	Extend Cooperative Agreement through 9/30/2009; Budget revision to increase budget to $544,000,000 and, provide incremental funding of $40,000,000.

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 and Ninewah and is set to begin in Anbar.

Annex C: EGY Survey Questionnaires

Youth Activity Projects
Monitoring Form

1- Project Code:
2- Project Title:
3- Governorate:
4- District;
5- Sub-district (s) involved;
6- Mahalla (s) involved;
7- Title & name of respondent;
8- Name of Project implementer:
9- Nature of Youth Activity;
10-Project Start date;   /   /
11-Project Duration / days;
12-Monitoring Visit date;   /   /
13-Number of youth participating in Activity;
14-Number of youth gaining employment in the project;
15-Number of youth interviewed;
16- Does the project implementer keep any records? Yes……….., No…………   Please specify kind of records (attach copies if possible)

17- What kind of obstacles is facing the project?
    a.
    b.
    c.

18- monitor comments: Monitor name;   Mobilizer name;

Youth interviews

19- Number of <u>youth</u> interviewed;.......

<u>Title & name of **1st** interviewed</u>;…………………
> 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)

<u>Title & name of **2nd** interviewed</u>;…………………
> 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)

<u>Title & name of **3rd** interviewed</u>;…………………..
> 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)

<u>Title & name of **4th** interviewed</u>;………………….
> 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)

<u>Title & name of **5th** interviewed</u>;…………………
> 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)

<u>Title & name of **6th** interviewed</u>;……………….
> 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;

Training Centre Respondent Questions

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 4th 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 5th 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 6th 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.......

Toolkit Distribution Projects
Monitoring Form

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;

Training Centre Respondent Questions

Title & name of respondent;...

14- Number of trainees that received toolkits**; ....**
  a. In your view do the toolkits provide an adequate supplement to the vocational training, enough to ensure that trainees can use the toolkit to earn income in their chosen field?...........................Yes......, No..........
  b. If the toolkits are not adequate, what recommendation would you have on how to improve them?
    ....

15- Were the trainees briefed about MOLSA loan and grant programs?
        Yes……….., No…………

16- What kind of obstacles face MOLSA's technical training program?
    d.
    e.
    f.

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 trainee receive a toolkit?...Yes........, No.......(skip)
  - ➢ Does the toolkit provide equipment that will help you implement what you have learned during your V/Training ? ...Yes........, No....... (if not, please explain:)
   _____

  - ➢ Do you plan to use, or are you using, the toolkit to help you earn an income? ...Yes........, No.......
  - ➢ If no, please explain:

  - ➢ If yes, how will you use the toolkit to help you earn an income?

  - ➢ Are you aware of any loan or grant funding that might be available to help you start your own business? 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 trainee receive a toolkit?...Yes........, No.......(skip)
  - ➢ Does the toolkit provide equipment that will help you implement what you have learned during your V/Training ? ...Yes........, No....... (if not, please explain:)
   _____

  - ➢ Do you plan to use, or are you using, the toolkit to help you earn an income? ...Yes........, No.......
  - ➢ If no, please explain:

  - ➢ If yes, how will you use the toolkit to help you earn an income?

  - ➢ Are you aware of any loan or grant funding that might be available to help you start your own business? 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 trainee receive a toolkit?...Yes........, No.......(skip)
- ➢ Does the toolkit provide equipment that will help you implement what you have learned during your V/Training ? ...Yes........, No....... (if not, please explain:)
   _____

- ➢ Do you plan to use, or are you using, the toolkit to help you earn an income? ...Yes........, No.......
- ➢ If no, please explain:

- ➢ If yes, how will you use the toolkit to help you earn an income?

- ➢ Are you aware of any loan or grant funding that might be available to help you start your own business? Yes......., No........

Title & name of 4th 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 trainee receive a toolkit?...Yes........, No.......(skip)
- ➢ Does the toolkit provide equipment that will help you implement what you have learned during your V/Training ? ...Yes........, No....... (if not, please explain:)
   _____

- ➢ Do you plan to use, or are you using, the toolkit to help you earn an income? ...Yes........, No.......
- ➢ If no, please explain:

- ➢ If yes, how will you use the toolkit to help you earn an income?

- ➢ Are you aware of any loan or grant funding that might be available to help you start your own business? Yes......., No........

VT / Construction & Rehabilitation Projects
Monitoring Form

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 Nature of vocational training project;
9- Project Start date;   /   /
10-Project end date;   /   /
11a- Name of visited training center;..
11b- Respondent name/ position;...
12- Monitoring Visit date;   /   /
13- Is there active work on the visited site? Yes……..No……..(why not?)............................ ....
14- Is the site being used to it's intended purpose?...Yes,......No...... (what its current use?) ....
15- Amount of labor used from V/training graduates? ...... ,   Total labor?.......
16- Is the V/training graduates workmanship up to standards?...Yes......, No......(why not?) ....
17- Is the overall work up to standard according to the proposal? Yes…..,,No….. (why not?) ………………………………………………………………………………………………
18- Do you suggest an expert to visit the site? Yes……, No……

19- What kind of obstacles is facing the project?
    a.   ....
    b.   ....
    c.   ....
    d.   ....

20- Monitor comments:
Monitor name;   Mobilizer name;

Annex C: EGY Survey Questionnaires

(REDACTED)