



EMERGENCY LIVELIHOODS  
CLUSTER - **IRAQ**

**vocational  
training**



BENEFICIARIES RECEIVE VOCATIONAL TRAINING  
IN ELECTRONICS IN DOHUK GOVERNORATE  
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# STANDARD OPERATING PROCEDURES

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# list of abbreviations

**HC:** Host Community

**IDPs:** Internally Displaced People

**KRI:** Kurdistan Region of Iraq

**KRG:** Kurdistan Regional Government

**MOLSA:** Ministry of Labour and Social Affairs

**NLAs:** Newly Liberated Areas

**SOPs:** Standard Operating Procedures

**TVET:** Technical and Vocational Education Training

**VT:** Vocational Training

**VTC:** Vocational Training Center

# FOREWORD

The humanitarian crisis in Iraq is one of the largest experienced worldwide, and has seen the fastest rate of displacement since it began in 2014. Vulnerable populations in Iraq include both the newly and long-term displaced, those who remained in conflict areas, those who returned to newly liberated areas (NLAs), as well as communities hosting displaced people. For those affected by the conflict, all aspects of life have been disrupted including access to health care, education, income opportunities, safety and security. The 2018 Humanitarian Response Plan anticipates that during 2018 as many as 8.7 million people will require some form of humanitarian assistance including 1.5 million internally displaced persons (IDPs), 3.8 million residents in host communities, and 2.1 million people returning to NLAs and 0.6 Million people who were not displaced and still need assistance. The Emergency Livelihoods Cluster strategy is to help conflict-affected people cope with the impact of the crisis, while at the same time improve social cohesion and reduce tensions that can lead to violence, secondary displacement and involuntary returns.

The private sector has also taken a hit due to insecurity, reduced government budgets and spending, as well as disruption to value chains and normal business operations. Competition for available private sector jobs increased in the Kurdistan Region (KRI) as people left government jobs, and displaced IDPs and Syrian refugees sought employment. At the same time, labour market assessments revealed that available jobs went unfilled as private sector actors faced challenges in identifying qualified employees. As some areas in Iraq were quicker to pass the emergency stage, partners started to transition to early recovery which included capacity building and private sector development.

One of the key programmes livelihoods partners are implementing is vocational training (VT) to help build capacities and support individuals to become more resilient and access local employment. Livelihoods partners and communities have found utility in these programmes as they increase opportunities for beneficiaries to meet their basic needs, at the same time as helping to decrease social tensions.

With the high level of need, partners often provide vocational training opportunities in the same VT centres and in the same subject areas. It was observed that partners were offering VT at varying quality standards and price ranges, for example, which necessitated the production of Standard Operating Procedures (SOPs). Some challenges include varying of wages offered by different organizations to trainers, provision of stipends to trainees, selecting beneficiaries where there are limited financial resources that cannot reach all that are in need, gender barriers and cultural limitations on certain types of work, and others addressed in this document. As such, partners collaborated to produce guidelines for use by the many organizations providing VT across Iraq. After the cluster's endorsement of this SOP, partners are encouraged to implement VT projects based on guidelines from these document.

# acknowledgements

The Vocational Training SOPs is a product of Iraq's Emergency Livelihoods Cluster in 2018. Discussions among partners raised the necessity of producing a set of SOP, and led to agreements of key procedures including determining stipends, beneficiary selection criteria, dealing with Vocational Training centres and project design and implementation. A task-force comprising of GOAL Global, ZOA, IMPACT-Iraq, Relief International, Canadian Aid Organization for International Society Rehab, Mercy Corps and the United Nations Development Programme (UNDP) led the drafting of the SOP. Appreciation is also extended to the Ministry of Labour and Social Affairs (MOLSA) in Iraq for their cooperation and support to vulnerable people in developing their vocational skills and equipping them for the labour market.

The Emergency Livelihoods Cluster in Iraq is supported by the United Nations Development Programme.

# INTRODUCTION

Vocational training is a short-term, skills development opportunity to prepare young people and adults for low-skilled labor in a specific career or trade. It typically comes in the form of a hands-on learning process that helps to connect graduates, or those who did not complete school, to the local market through redirection of skills that are needed to join labor markets. Vocational training can provide the opportunity for a career shift in case of acquiring new skills, or an additional set of skills that can help entrepreneurs and job seekers secure alternative livelihood. It focuses on practical application of learned skills rather than traditional academic education and skills, and therefore provides a link with private sector employers and creation of self-employment opportunities. Vocational training can help bridge the skills gap between formal education and the changing requirements of the local labor market.

Vocational training can take the shape of formal training in a classroom setting that is close to the industry standard, an apprenticeship/on-the-job training for a specified, short duration, or an opportunity to acquire the basic knowledge, then working under the supervision of relevant skilled labor. The advantage of practical, non-classroom based training is that private sector actors are involved in the capacity building of the workforce, which will ultimately serve the interests of both prospective employers and employees.



MOBILE REPAIR VOCATIONAL TRAINING WILL ALLOW BENEFICIARIES THE OPPORTUNITY TO BEGIN GENERATING A LIVING WITH THEIR NEWLY ACQUIRED SKILLS. © UNDP IRAQ/2017

# beneficiary selection

Vocational training is an economic empowerment and resilience building intervention. Therefore, beneficiary selection should be based on a combination of criteria that ensure the most vulnerable and marginalized are targeted. For example, special opportunities should be provided for those with gender vulnerability, poverty, displacement, unemployment, physically challenged family members.. etc.

However, vulnerability should not be the only determining factor in beneficiary selection criteria for vocational training, while remains the primary selection criteria. Secondary selection criteria includes interest and willingness to learn a certain vocation or skill, opportunities to utilize such a skill in the market, together with the relevant basic skills should be considered in setting beneficiary selection criteria. This will ensure a higher possibility of acquired skills leading to productive application in stable employment or entrepreneurship.

Beneficiary selection should also include the diversity of the community, for example balancing IDPs, refugees, returnees and host community members; considering the ratio of population in the target area extracted through the assessment, while also appropriate to context, for example balancing gender, ethnicities and religion affiliation, or different diversity elements in the community. This would help partner NGOs to ensure they do-no-harm.

Years of conflict have caused several children (under 18 years) to get involved in the labour market. While minimum age of employment in Iraq is 16, humanitarian and development partners need to take protection measures regarding inclusion of these younger age groups in livelihoods programming, while not involving them in the worst forms of child labour. Coordination with the child protection sub-cluster has resulted in the decision to include children of legal age to work in Iraq as a protection mechanism for those youths so that they can support their households. With the aim of protecting children ages 15-17 from exploitative or unsafe working arrangements, the Emergency Livelihoods Cluster is working with partners to implement this strategy. Hence, partners are advised to consult the EL & SC and/or the child protection sub-cluster for guidance when targeting children between 15 and 17 in their VT activities, e.g. to include them in vocational training programs, to equip them to join labour market as skilled labour, when they reach legal age.

In general, beneficiary selection for specific training subjects should consider the community's cultural aspects, priorities and concerns in addition to the market's demands and opportunities for work. This includes offering separate courses for men and women, if necessary, or scheduling the courses at a time and in a location that will be safely accessible for all participants. To ensure the community's concerns and priorities are voiced and programming risks are reduced, consultation with the community should take place before the activities start to set and explain beneficiary selection criteria.



# how do we choose vocational training topics?

To determine the sectors or value chains along which we will equip labour through vocational training programming in a certain community, partners should conduct combined value chain analysis and labour market assessment, covering different value chains, e.g. construction, food processing, garments, car maintenance ...etc. and identify the availability of skilled labour and capacity in the community. Partners should aim to identify growing or promising sectors or value chains, the skills those sectors require, the current availability of skills in the community to fulfil the growing demand as well as potential private sector partners. Partner NGOs may also consult directly with private sector actors as potential employers to identify their requirements of skills to anticipate labour market needs and incorporate those items in the trainings, or even to facilitate direct employment after the training.



AFTER PARTICIPATING IN THE GENERAL ELECTRIC VOCATIONAL TRAINING CONDUCTED BY PRIVATE SECTOR PARTNER, SOFY GROUP, SEVERAL YOUNG WOMEN WERE HIRED BY THE COMPANY TO DO ELECTRICAL INSTALLATION AT A FACILITY THEY ARE EXPANDING. © UNDP IRAQ/JULY 2017

For example, in returnee communities, where construction value chain, different set of skills will be required (building, plumbing installations, electrical installations, carpentry, painting, roofing, etc.), such vocations will have a high labour market demand. Therefore, provision of vocational training opportunities to promote acquiring such skills will increase the possibility of attaining work in those communities, and facilitate private sector activities.



Partners should be mindful of the market demand for certain jobs to avoid oversaturating the labour market with graduates and job seekers in the same sector. For example, if we train fifty barbers in a small community, we are unlikely to find enough work opportunities for each of them, same if we train 100 ladies on sewing and tailoring, in an open market that finds good fashionable ready-made garments for relatively cheap prices.

Based on decisions made following the initial assessment, partner NGOs may need to identify the vocational training service providers or trainers to be able to tailor vocational training content, to identify the needed knowledge, basic skills and professional attributes for a vocation, and build up the training content based on these factors.

From the Emergency Livelihoods Cluster Partners' experience, cooperation with existing vocational training centres, such as those managed by the Iraqi and Kurdistan Regional Government (KRG) Ministry of Labour and Social Affairs (MOLSA), provided relevant trainings that match the participants' needs to build their skills, with access to curricula, facilities to enable implementation of VT activities, and certification that increase their qualifications and prepare them to join the labour market.

While standardized vocational training content is required to ensure that beneficiaries acquire the required sets of knowledge, experience and skills, the vocational training courses need to be customized to meet the local market's or private sector partner's demand and add value. For example, if a group of women are aware of how to produce yoghurt out of sheep milk, a vocational training course on dairy production should add value. While standardized vocational training content is required to ensure that beneficiaries acquire the required sets of knowledge, experience and skills, the vocational training courses need to be customized to meet the local market's or private sector partner's demand and add value.

For example, if a group of women are aware of how to produce yoghurt out of sheep milk, a vocational training course on dairy production should add value by teaching them to produce cheese, improve hygiene practices, proper packaging and storing, etc.

# vocational training requirements

Planning for vocational training requires attention to selection of trainees, trainers, training premises, duration and logistic arrangements. Some considerations to take during planning are detailed below:

## ■ TRAINER/FACILITATOR SELECTION

The facilitators or the trainers should be carefully chosen as committed, experienced professionals fully equipped with all the necessary knowledge and skills to motivate the trainees and facilitate the learning process. The trainer should focus on building upon the participants' previous experience to work on their own after the training is completed. Vocational training facilitators need to have practical experience in the specialization that they teach, for example being business owners in a relevant career, or skilled labour in their field, who can transfer the knowledge, attitude and skills.

The training should be delivered through a variety of methods by highly specialized accredited instructors or established professionals, most importantly including practical exercises when possible. Relevant education and previous experience in delivering training should be considered for service provider selection process. Models/samples of training methods also should be part of scoring for the service providers (Interactive, visuals, games, brain-storming, etc.). If the training is to be conducted by a MOLSA facility, trainers are already identified and provided.

## ■ DURATION

Durations of some vocational training courses were standardized by MOLSA, who works directly with the International Labour Organization (ILO). The duration depends on the type of training, whether it is basic or advanced, and the duration is typically between 2-3 months. However, agreement can be considered with MOLSA to make the duration of training courses for one month only, to suit availability of vulnerable young people and partners' budget limitations and the emergency. For example, partners who operated cash for work activities as part of their emergency livelihoods projects, considered the first three days of the one month of cash for work employment as vocational training to provide the basic knowledge and principles, while practicing for the rest of the month of the cash for work employment under the supervision of skilled labour to gain the required skills. Duration and working hours during the training day need to consider relevance for physically challenged, women heads of households, pregnant/lactating mothers etc.

## ■ VOCATIONAL TRAINING PREMISES

Many of the Emergency Livelihoods Cluster partners cooperated with MOLSA, and utilized some of their Vocational Training Centers (VTC), which are equipped and authorized by the Iraq and KRG governments to provide vocational training. They have facilities equipped for conducting vocational training in which their trainers deliver the training through a variety of methods by specialized and accredited instructors and professionals. However, vocational training can take place on a job site, where individual trainees can acquire the needed knowledge and skills, and work under supervision of skilled labour, to acquire various trade skills and soft skills from established professionals. It's worth mentioning here that vocational training premises should consider requirements for people with special needs at the design phase (e.g. using ground floors with accessibility means), because this should not be a barrier for them. Please refer to Annex 1 for vocational training premise inspection checklist.

## ■ TECHNICAL VS. NON-TECHNICAL TRAINING CONTENT

The key objective of vocational training is preparing labour for their potential jobs, so that trainees are not only prepared to do the job right, but gain professional skills as well. Therefore, technical and non-technical training aspects are mutually important to develop competence and capability. Technical skills or hard skills are often associated with the use of tools, relevant equipment to work properly and efficiently, as well as all technical matters. Technical skills are teachable and transferrable, and require a combination of knowledge and skills. They include manual jobs such as plumbing, carpentry, painting and food processing, as well as office jobs, such as accountancy, business management, packaging, or IT skills.



SOME OF THE BENEFICIARIES WHO FOUND PERMANENT EMPLOYMENT AT SOFY COMPANY GREENHOUSES AFTER RECEIVING VOCATIONAL TRAINING, KRI. © UNDP IRAQ/JULY 2017

## ■ VOCATIONAL TRAINING PREMISES

Non-technical courses such as life skills and soft skills, i.e. developing competencies, complement the technical skills and make them more effective and usable in interpersonal and professional settings, such as social sciences, languages, etc. While not exactly job oriented, these skills increase professional qualifications associated with job-oriented skills. They include the ability to follow instructions, communicate effectively, and cooperate with others in a team.

## ■ TRAINING CURRICULUM

As mentioned above, the labour market assessment informs what skills are missing in the market, so that the vocational training program could aim to fill them. Sometimes, the missing gaps in human capacity and labour skills are difficult to cover in case of limited local expertise, or lack of training curriculum. Development of vocational training curricula requires the involvement of employers and partners to identify sets of knowledge and skills that trainees need to acquire, to develop curriculum content and to decide on delivery methods and quality assurance measures.

## ■ TRAINING ALLOWANCE AND STIPEND (TRANSPORTATION, MEAL, COSTS)

A training stipend is often given to facilitate the participation of the most vulnerable that would otherwise not be able to forego a full working day to attend vocational training courses. Ideally, a training allowance should not exceed the daily wage of the unskilled labour, which is identified in Iraq as 20 US dollars per day. However, Emergency Livelihoods Cluster partners have implemented a variety of arrangements based on some factors used to determine vocational training costs coverage such as:

- Training schedule: Daily training hours vary as per curriculum, fund and project life-cycle.
- Location of the vocational training premises and/or beneficiaries' location: Any transport stipend should cover the full cost to reach the training venues which should be located in an accessible part of town.
- Equal transport allowance to all beneficiaries at the same costs' level, or depending on distance calculations for those not having the same costs level (from villages, camps, remote areas, etc.). Some partners have promoted shared vehicle use and providing a means of transport can also be considered - for example, hiring a bus.
- Meals and breaks: Breaks must be provided to allow for effective learning, and for full day trainings, lunch should be provided. At least one refreshment break (tea, juice, sandwich, biscuits, etc.) should be considered for a half day training or less.
- Season and timing of the training: In Iraq, the hot summer season will require more refreshment breaks less in the winter. During Ramadan (the Muslim holy month of fasting), there will be no food or drink consumption by the majority of participants, thus the stipend should be higher and training hours reduced. If possible, conducting training during Ramadan should be avoided.
- Type of beneficiaries: Lactating mothers and mothers with young children might be provided with mother care and a nursery to eliminate barriers to their participation in the training.



## ■ CERTIFICATION AND ACCREDITATION

Before beneficiary selection, partners should decide the requirements of admission in terms of knowledge and skills such as demonstrating previously acquired occupational skills, passing grades in school courses, and evidence of a satisfactory completion of a workplace application period. Based on that the partner would decide on the type of certification that can be provided to the beneficiaries.

Many of the Emergency Livelihoods Cluster partners partnered with MOLSA and its offices in different governorates to provide their standard certified vocational training courses to the partner's beneficiaries. Some others partnered with MOLSA to certify the VT courses that were tailored or customised and were not offered on the MOLSA VT premises. In this case, close coordination to attain prior approval and agreement with MOLSA is required, and MOLSA officials are required to supervise the training and approve the curricula. In any option, coordination with MOLSA and their department of vocational training (DVT) is essential to ensure NGO-provided VTs are certified by MOLSA in the end.



TOYOTA GRADUATION IN JUNE 2017, WHERE IDPS COMPLETED THEIR TRAINING AND RECEIVED THEIR CERTIFICATION. © UNDP IRAQ/JULY 2017

## ■ MANAGING POTENTIAL RISK AND TENSIONS

Before implementing any activity, including VT, partners should analyse the potential for risks and set up a risk mitigation plan. For VT programmes, the possible risks that might be faced include:

1) Dropouts from the course, or high absenteeism: This might be attributed to the long duration of the vocational training course, lack of desire to continue, lack of transportation costs coverage, accepting a new job opportunity, or the need to work, etc. Non-completion or high absenteeism would affect the level of acquired vocational skills and practical experience that would qualify trainees to receive certification, join the labour market or start their own businesses. This

requires attention from the partners during the selection process, to sign a pledge of commitment from trainees to commit themselves until graduation. Some partners combined cash for work assignments with vocational training, so that as they get trained they get some income for the application period of their training, working under supervision of skilled labour. This can be a measure to reduce the risk of drop-outs.

2) Managing trainees' expectations: Expectations of trainees that they are guaranteed jobs based on the training might cause resentment, absenteeism and dropouts in the middle of the training. This should be clarified from the beginning. Post-training temporary job placements can be a good motivation for trainees to continue their training and acquire the necessary knowledge and skills. Involvement of private-sector employers or trade unions in the governance, content, or management of VT programs can also be an option to increase trainees' interest and level of consistency and commitment.

3) Legal documentation: IDPs are often without legal documentation/identification usually required for livelihoods participation, and which might hinder their mobility as well. This would require understanding, flexibility and additional support from cluster partners in setting beneficiary criteria and the location of training to ensure accessibility for the target population.

4) Do-no-harm: Mixing population groups in trainings promotes social interaction which can have the added value of improved cohesion and reduced tensions in a community. However, competition can emerge among trainees and therefore potential conflict among the training participants. Facilitators and the partner NGOs need to consider the do-no-harm principle in the formation of the groups, by ensuring diversity and equal opportunity for all community groups and in the meantime, developing a collaborative attitude by facilitating work in mixed groups during discussion time and during the application and selection process. Another mitigation measure is to ensure community members have the opportunity to understand the beneficiary selection criteria before this stage begins.

5) Safety and security: Trainees and trainers' safety and security can be among the risks and challenges that the Emergency Livelihoods Cluster partners need to consider planning for and mitigating any associated risks. This can be considered from selection of the premises - which should involve specific feedback and input of women, security awareness at the beginning of the training, and provision of safety equipment - including gloves and robust shoes - and training on proper use of equipment/tools before the course begins. If the vocational training is connected to a cash for work activity in a post-conflict context, this is especially necessary as there is a high risk of presence of unexploded ordnances (UXOs) or injury such as broken glass or metal fragments. In areas with possibility of violent confrontations, trainees and trainers need to be made aware of security arrangements and evacuation procedures.



# monitoring and evaluation, information and management reporting

The Emergency Livelihoods Cluster Partners have identified the minimum requirements for monitoring and evaluation. Additional measures beyond these are always recommended.

## ■ ATTENDANCE SHEET

A daily attendance sheet should be used in vocational trainings to track attendance (arrival and departure) every day and identify trends of tardiness, early leaving and absenteeism. Partners should follow-up to identify the causes of lateness, early departure or frequent absenteeism; this may provide valuable lessons learnt that can facilitate better future planning related to the timing, content of the training, methodology, or group dynamics, or other interests and commitments. Addressing these problems immediately can help partners save the training program, replace a dropout with someone on the waiting list to provide opportunities and increase the number of beneficiaries. In addition, attendance sheets signed or fingerprinted by the beneficiary is an important tool to verify beneficiaries to donors and in the case of programme audits.

## ■ ACTIVITY MONITORING SHEET

Partners are encouraged to differentiate roles of monitoring from the implementing team. A monitoring sheet can be a simple sheet that is filled after every field visit from the monitors.

The sheet can include:

- 1) Basic information; The project name; purpose of the visit; date and time of the visit; participants in the visit; and monitor's name.
- 2) Progress of the visit; what were the activities that took place during the monitoring visit; level of attendance; provided material, performance of the trainer, level of participation from trainees, general atmosphere and appropriateness of the training premises, and visibility.
- 3) Actions needed and future plan; this should be developed in agreement between the monitor and the project team on what needs to be done and by when as follow up actions on the visit and dialogue.

Partners also are encouraged to maintain a box for complaints and suggestions that is opened regularly to learn about and respond to the beneficiaries' needs and wants, and to provide clarifications as convenient.

## ■ POST-TRAINING SURVEY

This is equivalent in case of vocational training to post distribution monitoring in case of emergency response, measuring satisfaction of beneficiaries at the short term, upon receiving the training, and identifying gaps and lessons learned, to utilize them to take immediate corrective actions as needed. Such survey includes:

- Trainers' evaluation, which needs to include questions like (does your trainer come prepared to each class, does your trainer communicate the subject in an engaging way, does your trainer answer questions, is your trainer good at explaining things, does your trainer have a good knowledge in the field ...). Partners are encouraged to put this feedback in a constructive way, then share it with trainers and work together on improving results.

- Trainees' feedback on the curriculum and the whole process in general. This could be done using surveys or 1:1 feedback session with each trainee and collate responses about the curriculum on what is working well and what could be improved.

## ■ DOCUMENTATION

Documentation helps reflection on the process regularly, including implementation of different training components, hours, participants feelings and energy in the room. Documentation of events and weekly reports on the general situation and a highlight report for special case scenarios, for example if one of the trainees dropped out.

It also includes success stories, human interest stories, or stories of overcoming personal or societal obstacles because of the training, for example young women who could overcome their families' opposition to join the vocational training and with dialogue and support from the implementing NGO partner they accepted and she could join the training and be successful.

## ■ INFORMATION MANAGEMENT AND SHARING

Partners are encouraged to maintain a database of beneficiaries starting from registration, including their basic information of name, age and family size, together with a scanned copy of their IDs. Such database should be maintained regularly for those who join the vocational training, to include their basic vocational training needs, levels of knowledge and skills, their consistency in participation and attitude towards colleagues, as well their progress until graduation. MOLSA also maintains a database of trainees who received training in the VTCs. Such databases (own database/ MOLSA's) can help the partner NGOs to identify future participants in advanced courses, relevant nomination for training of trainers' opportunities, or recruitment of future trainers or peer-trainers.

The importance for information sharing starts with donors who are concerned about how their contribution was spent, and the results i.e. the number of beneficiaries or assets that were supplied and to allow for more efficient planning. Other agencies might benefit from any of the assessments conducted in the field, or from the database of beneficiaries so that agencies can avoid duplication of work or target areas that have been neglected.

## ■ REPORTING

As partners have experienced, donor reporting format differ, so the partner's report should follow the given format for narrative, statistics and financial reports. Alternatively, partners may need to consider following the project design in their narrative report, by stating the planned results and activities, and explain what activities were implemented and what actual results were

achieved at the individual level and at the community level. Case studies and other documentation. A combination of statistics, graphs, narrative, and story-telling, together with supporting pictures. The bare minimum should include the following:

- Planned project objectives and results
- Planned Activities and Indicators
- Implemented activities
- Achieved results
- The impact the project has made
- Beneficiaries, including numbers, disaggregated by gender, status of displacement and other diversifications.

- Financial reporting according to donor format, including planned budget, budget versus actual, and spent versus received amounts.

## ■ EVALUATION

### 1) Baseline/End-line surveys:

To be done at the beginning to study the status of the trainees before receiving any training. It should include questions about the knowledge they should gain by the end of their training and also their expectation, example answers (I want to start my own business, I want to find a job, or I want to know more about the subject ...).

The same tool of the survey should be done at the end to find out how useful the training was, the acquired knowledge, acquired skills, opportunities of practice ...etc.). Also, partners need to identify expectation differences, and whether beneficiaries' expectations were met, or have become more realistic at the end of training, as well as their level of motivation.

### 2) Vocational training program review:

This review can be periodic or at the end of the vocational training program, where stakeholders of the training meet and review achievements, post training results, baseline/end-line results. Identify changes in implementation compared to plans and their causes, identify successes, obstacles, and lessons learned. A report is developed based on this review session and is shared with the donor.

### 3) External Evaluation

Third party evaluation is useful, and is the way the partner can conduct the mid-term or final evaluation, and would require budget to cover the costs of the third party, be it a consultant or a peer organization. Such evaluation can improve the quality of services intended to be given, however, this might be time-consuming and costly.

The partner needs to identify the terms of reference for the evaluation, whether this will be a process evaluation or impact evaluation, and identify methodology of required evaluation, whether quantitative, qualitative or case study based, or a combination of two or three of them. Evaluation can start with reviewing the project documents and database, then meet with benefi-

ciaries' sample, and with the project team. Evaluation can provide findings and recommendation on the following main items:

- Relevance: the design and implementation of the vocational training program meet tangible needs for the trainees; relevance of timing, premise, duration, and used technology.

- Sustainability: The project results are likely to be sustainable in terms of institutional sustainability at the level of partner's capacity; financial sustainability in terms of replicability; and impact sustainability in lives and skills of trainees.

- Progress: how did the project implementation progress across the planned timeline and executive plan? Were there obstacles and bottle necks? How did the implementing partner overcome them.

- Efficiency: Were the training resources fully utilized? Were the outputs in term of number of trainees and quality of training achieved?

- Effectiveness: Did the achieved outputs meet the training targets? Were there lessons learned to further improve effectiveness?

- Participation: Participation of women and men; participation of diversified groups of participants; participation of government and private sector can all be tracked under this section.

- Impact: the actual difference that the vocational training program has made in the lives and careers of the beneficiaries after the program was completed. Impact at the individual level, at the organizational level and at the community level need to be measured. For example at the individual level, beneficiaries could find employment opportunities, diversify their employability skills, increase their self-efficacy; At the institutional level, the partner could gain trained cadre of trainers, expanded network of organizational relationship with government, increased trust from the community; and at the community level, increased diversity of skills, services provided, and improved employment rates.

Evaluation team needs to provide clear findings and recommendations based on the type of evaluation. A debriefing session needs to be facilitated between the partner and the evaluation team to ensure the learning process.

An evaluation report will then be mutually signed off by the partner and the evaluation team, to be submitted to donors together with the final project report after the project.

# post-training plan

There's a wide variety of post vocational training follow up interventions that would help partners ensure sustainability. Such post training interventions need to be considered at the design phase, and discussed with the beneficiaries at the application phase. These interventions may include:

1) Trainee Action Plan: Every trainee can receive support from partners to develop their plan of action during and after receiving the training, including number of job applications, meetings with private sector, identifying entrepreneurship alternatives and possibilities ... etc. This would help vocational trainees to keep hope and stay tuned for relevant opportunities that might come. Trainee action plan development should be based on career advice and career pathing, so that trainees would understand their options from getting this training.

2) Coaching and Mentoring: Some partners would avail a career pathing advisor to help mentoring and coaching graduates of vocational training programs in their job search, help them with relevant market linkages to their skills, and mentor them in their job search journey until they land a suitable work opportunity. This also applies for self-employed skilled labour who need skills, coaching and mentoring support to learn how and where to promote their skills and catch good work opportunities, assignments and projects.

3) Advanced Training vPlan: Partners can identify advanced training opportunities for clever trainees who show dedication and promising skills, to ensure that they take the developed skills to the next level, which might lead to opportunities as co-trainers or as staff, in addition to other job-placement or entrepreneurial support.

4) Job Fairs: A small job fair can be held at the Vocational Training Centres for VT graduates and areas with high density of displaced and impacted communities to link available vacancies with the target beneficiaries.

5) Job Placement: To support Job Placement initiative, the Emergency Livelihoods' Cluster partners will need to establish partnerships with the private sector actors to identify employment opportunities for beneficiaries to enter the labour market. Partners are urged to consider age limits for after training involvements.

Job placements can be facilitated through establishing partnerships with the private sector, supporting trainees with developing their CVs and register on existing job portals. Partners will handle recruiting, including reference checks, skills evaluation, preliminary interviewing and screening of all qualified candidates for host employers;

The Monitoring and Evaluation team and legal advisers will regularly undertake field visits to monitor job placement with employers and ensure they are complying with the employment contract (3 to 6 months period of employment duration). In addition, partners will keep contact with beneficiaries and employers to identify complaints and overcome them.

# visibility

Proper project visibility is important for both implementing organizations, their donors, as well as accountability to beneficiaries. A project location - or beneficiaries' gear - should be marked with the logos of the organizations providing the support, as well as their donors logos, and sometimes the name of the programme under which the project is supported. This allows for easy identification of the project on-site and in photographs or videos produced for wider dissemination. Donor agencies promote these communication materials to show the progress and impact of their support and to raise additional funds. Donor governments and tax-payers in those countries rely on this visibility to see the real life impact of their contributions.

A main strategy for accomplishing this is through the collection of uplifting, success stories and dissemination through social media, print media and donor reports. Implementing organizations, and especially the field staff, should get to know the beneficiaries they are serving. During beneficiary selection, or when conducting baseline and impact assessments, field staff learn about the impact of the project support on individual participants. Field staff should gather information relating to the participants' challenges and recent life experiences, change in income or skill set or personal impact, along with photos of beneficiaries' work in progress, support received or participation in project activities.



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The type, placement, etc. of visibility materials should directly align with message content and express the goal or achievements of the programme. Some basic guidelines for implementing organizations and agencies to abide by are as follows:

- Include communication materials in donor budget proposals
- Plan to produce clear, yet subtle materials that do not appear flashy
- Check with the donor for specific instructions or guidelines including type of materials, placement, colours, positioning of logos and back donor requirements
- Give sufficient time for donors to approve any visibility materials, minimum of one week
- Consent forms produced by the organization or from its donor should be signed by beneficiaries whose photos, names or words appear
- Highlight the role of and support to women or other marginalized groups
- Focus on actions taken and concrete results

## **coordination and** **collaboration**

As mentioned above, it is very important for all partners to coordinate with MOLSA whenever possible, especially when training can be provided in their vocational training facilities and when beneficiaries' needs for vocational training match the available courses at MOLSA VTCs.

- The Emergency Livelihoods Cluster encourages its partners to consider more involvement of local CBOs and NGOs, and building their capacities. This can happen through:

- Involving local NGOs in market analysis and labor market analysis to identify the vocational training needs in the community

- Involving local NGOs in planning and implementation of vocational training programmes including beneficiary selection, facilitation and management of the vocational training activities, and evaluation of vocational training programs. Just as capacity building will take place for the trainees, so too will the organization's capacity be strengthened to implement training programmes.

- Sharing vocational training programme content and asking the local partner to identify a community needs training manual and forms in an understandable language, equipment and materials to train their beneficiaries.

- The Emergency Livelihoods Cluster encourages its partners to participate in mapping of existing vocational training providers and subjects to assess the existing vocational training services before conducting new trainings, to ensure utilization of existing services instead of duplication of efforts and a wasting resources. This might require some re-adjustment of plans, removal or addition of sessions in a way that tailors the existing content to suit the identified knowledge, skills and attitude gaps the programme intends to fill.

# **annex 1: vocational training premise inspection checklist**

- VTC available to deliver training in required timing
- VTC is officially registered with MOLSA
- Space and classrooms are enough and adequate
- Tables and chairs are enough
- Have enough trainer and lecturer
- Furniture in good condition
- Whiteboard available
- Stationery available
- Data show and screen available and functioning
- Smoking area
- Coffee break area
- First aid kits properly located and stocked
- Does have parking lot
- Fixed operations hours
- Generator present and operational
- WC clean and operational
- Janitor and service staff
- Ventilation and air conditioning present and functioning
- Soap and cleansing items
- Emergency exit
- Lighting is adequate for the type of work being done
- Protective equipment is available where required i.e., gloves, goggles, face shields, etc.
- Training tools available and functioning (computers, printers, machinery, moulds, etc.)
- Others

# annex 2: sample vocational training contract for trainee

## INITIAL TRAINING CONTRACT

The following initial training contract for vocational training on .....  
was concluded between .....  
(name and address of the organization conducting the training) and .....  
.....(name and address of the trainee)  
born on .....(date)  
legally represented by .....

### Section 1 – Duration of Training

1. Duration In accordance with the initial training regulations, training shall last .....  
years/months. a) A total of ..... months' credit for vocational training for the occupation .....  
..... or prior vocational training in ....., as the case may be, shall be granted  
toward the training period. b) The period of training shall be reduced by ..... months on the  
basis of ....., subject to the decision of the competent body. This initial training relationship  
shall commence on ..... and end on .....

#### 2. Probationary Period

The probationary period shall last ..... months . Should training during the probationary pe-  
riod be interrupted for more than one third of this time, the probationary period shall be extended  
by the period of the interruption.

3. Premature termination of the initial training relationship Should the trainee pass the final  
examination before the end of the training period agreed under No. 1, the initial training relation-  
ship shall end upon the announcement of the results by the board of examiners.

#### 4. Extension of the training contract

Should the trainee fail the final examination, the initial training relationship may be extended, at  
the trainee's request, until the next possible date for repeating the examination, up to a maximum  
of one year.

## Section 2 – Training Premises

The training shall be held, at ..... (training premises) and at the  
construction, assembly and other work sites generally connected with the principle place of opera-  
tions of the company providing the training. Section 3 – The training employer's obligations.

1. (Objective of the training) ensure that the trainee is taught the vocational competence necessary for achieving the training objective and to conduct the training according to the attached instructions regarding the syllabus and timetable in such a way that the objective of the training can be achieved within the foreseen training period.

2. (Trainee) provide the initial vocational training itself or to expressly entrust such training to an instructor who has the personal and technical qualifications for this and to inform the trainee of this in writing; 3. (Initial training regulations) provide the trainee the initial training regulations free of charge prior to the start of training;

3. (Training aids) furnish to the trainee free of charge the materials, in particular tools, supplies and technical literature, that are necessary for the initial training received at company training facilities or intercompany training centres and for sitting interim and final examinations, including those that are held within a short time after the end of the initial training relationship;

4. (Keeping written records of initial training) insofar as written records of the initial training are to be kept by the trainee, issue to the trainee at no charge the forms that are needed for keeping a record of his/her vocational training and initial them in regular intervals to ensure they are being properly kept;

### **Section 3 – The Trainee’s Obligations**

The trainee shall make every effort to acquire the vocational competence that is necessary to achieve the objective of his/her initial training. He/She shall in particular undertake to

1. (Obligation to learn) perform carefully the tasks entrusted to him/her as part of his/her training;

2. (Instruction at part-time vocational school, examinations and other activities) attend classes at part-time vocational school, take examinations and participate in training measures held outside the training premises,

3. (Duty to comply with instructions) follow instructions given him/her in the course of the his/her initial training by the training employer, instructors or other persons entitled to issue instructions insofar as their authority to issue instructions has been made known;

4. (Company rules) comply with the rules of conduct to be observed on the training premises;

5. (Duty of care) handle tools, machinery and other equipment with due care and use them only for the work he/she has been assigned;

6. (Trade secrets) not reveal any trade or business secrets;

7. (Keeping written records) keep properly written records of the initial training and submit them on a regular basis;

#### **Section 4 – Allowances and Other Benefits**

1. Amount and date of payment The training employer shall pay the trainee an appropriate allowance; this allowance is currently:

\$ ..... (gross) during the first year of training

\$ ..... (gross) during the second year of training

\$ ..... (gross) during the third year of training

\$ ..... (gross) during the fourth year of training.

Insofar as allowances have been arranged under collective agreements and are applicable or have been agreed under Section 11, the collectively agreed rates shall apply. Employment that exceeds the agreed number of normal daily hours of initial training shall be remunerated separately or compensated by a corresponding amount of time off. Allowances shall be paid on the last working day of the month at the latest. Payments for holiday leave (holiday pay) shall be disbursed before the start of the leave. The parties to this contract shall bear the contributions to social insurance in accordance with the legal provisions.

2. Benefits in kind Insofar as the company providing the training grants the trainee costs and/or provides housing, the arrangement outlined in the enclosure shall apply.

#### **Section 5 – Training Hours and Holiday Leave**

1. Number of daily training hours, Regular training shall last ..... hours a day

#### **Section 6 – Company Certificate**

At the end of the initial training relationship, the training employer shall issue the trainee a certificate. Issuing a certificate in electronic form is not permissible. If the training employer has not provided the initial training itself, the certificate shall be signed by the instructor as well. The certificate must contain particulars regarding the nature, duration and purpose of the initial training as well as the vocational skills, knowledge and qualifications acquired by the trainee. If the trainee so requests, it shall also include particulars of his/her conduct and performance.

#### **Section 7 – Other Provisions**

The above contract has been made out in ..... copies (..... copies in the case of wards) and personally signed by the contracting parties.

.....

(City)

.....

(Date)

Training employer:

Trainee:

The trainee's legal representatives: Parent: .....

or guardian: .....

