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IRAQ

Vocational Training & Employment Services Project

Final Project Report

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PROJECT ACCOMPLISHMENTS

- **Vocational training project has trained 12,017 in Baghdad alone.** In August 2005, the project team was able to raise numbers up to almost 6,000 trainees from no training at all at the beginning of 2005.
- **The only vocational training project in Iraq which directly addressed the needs of unemployed Iraqi citizens,** the project provided essential skills to low-income, neglected, and marginalized Iraqi citizens. It provided one of the few avenues of hope and opportunities to climb out of poverty and build constructive, peaceful livelihoods that would contribute to stability.
- **Thirty-four percent (34%) of trainees were women,** exceeding the project's ambitious target of 30%, a remarkable achievement considering the Middle East's culture and the instability in Iraq.
- **Training centers in volatile areas like Sadr City and Abu Ghraib became over-subscribed,** a hopeful change from project's beginning. Sadr City Center had waiting lists through the end of 2005. Abu Ghraib was adding trainees strictly by word-of-mouth advertising and in spite of the area's instability.
- **Vocational Training Centers were refurbished to repair years of neglect and looting after the war.** The refurbishment provided an opportunity for On-the-Job-Training programs which utilized unemployed personnel. The unemployed were recruited and trained by master craftsmen; consequently, construction costs were cut in half.
- **Project revitalized the Ministry of Labor and Social Affairs** by providing training for its personnel and equipment for its centers. 'Train the Trainer' programs invigorated Iraqi trainers. Trades critical to the rebuilding of Iraq were reintroduced into training centers.
- **Project stimulated private sector training in Iraq to provide the modern skills Iraq needs to integrate into the global economy.** Computer skills and English language training were provided to the many motivated Iraqis who were helping the country overcome its years of isolation.
- **Project operated effectively and efficiently under budget.** After the initial start-up expenditures, financial efficiency of the project continued to improve.
- **Critical mass of the project was established.** Operating in the Red Zone, the project had an experienced team of technical consultants, many of whom spoke Arabic. In addition, it created a committed Iraqi staff of almost 250 who ignored death threats to work for the project.
- **Project had untapped potential.** At project's end, progress had been in Baghdad. Unlimited potential if program had been allowed to expand to northern and southern Iraq as originally designed.

I. PROJECT OVERVIEW

A. Mission and Introduction

To implement a broad-scale vocational and technical training initiative in Iraq in response to the challenges of unemployment, an under-skilled workforce, the needs of an emerging private sector, and capacity gaps at the Ministry of Labor and Social Affairs (MOLSA).

Rationale:

Due to years of neglect during the Ba'athist regime, MOLSA's employment and vocational training services were:

- Neglected or deserted
- Poorly located
- Understaffed
- Operating without electricity
- Inadequately equipped
- Heavily looted during and after the war
- Offering few courses

Knowing that a well-trained workforce would help to stabilize Iraq, USAID tasked the project team with revitalizing the vocational training and employment services capacity of MOLSA to enable Iraqis to enter the global marketplace.

Vocational Training and Employment Centers Clientele:

- Unemployed youth (17 and older)
- Demobilized soldiers
- Demilitarized militia
- Displaced persons
- Women
- Agricultural workers
- Other persons without marketable skills

Vocational Courses Offered by Project Team

- Welding
- Tailoring
- Machine Tooling
- Computer Repair
- Carpentry
- Plumbing
- Electrical functions
- HVAC
- Auto mechanics
- Masonry

English, computer training, and basic Arabic literacy were also offered as support courses. Career Counseling and Outreach Specialist courses were offered to MOLSA staff.

Employment Services

- Outreach counselors matched jobs with job seekers
- Project team's counselors trained MOLSA's outreach counselors
- Team refined MOLSA's database of the unemployed
- On-the-Job-Training program resurrected

Tasks of Project Team

- Laid the foundation for a strong vocational training and employment services program.
- Began refurbishment of neglected buildings
- Secured curriculum, translated it into Arabic, and adapted culturally.
- Procured required equipment for vocational courses
- Updated MOLSA's employment database
- Trained MOLSA Outreach Counselors
- Resurrected MOLSA's On-the-Job-Training program
- Team's Iraqi staff monitored training
- Offered stipends as incentives for trainees to attend classes

Other Training Efforts

- Iraqi-American Chamber of Commerce contracted to provide English and computer training.
- Veterans group were to receive training at a private institution (after project ended)
- Other private institutions offered vocational training.
- Ministry of Education allowed MOLSA to use its technical high schools to provide training during the summer months.

Project Staff

- Project operated with a limited number of expatriate staff.
- Rather than monitor the project from a secure compound, the project team daily visited the accessible centers and ministry.
- Team trained Iraqis to go into centers each day, at risk to their own personal safety, to monitor the training.
- Procured equipment for centers in record time.
- Expert trainers in specific vocational fields trained the MOLSA trainers and managers.
- In a relatively brief period of time, project team accomplished and/or initiated most of the contractual deliverables and tasks.

End-Of-Project Status

In a relatively short amount of time, the team revitalized the training efforts at MOLSA. This revitalization was due primarily to:

1. training of the MOLSA trainers
2. provision of equipment for vocational courses
3. refurbishment of buildings and classrooms
4. curriculum written in Arabic and culturally-adapted for Iraqis
5. stipends (\$40/month/trainee) offered as an incentive for trainees to attend classes.

Evidence of the project's success includes:

- In areas of high insurgency such as Abu Ghraib, demand was so high that waiting lists had to be closed.
- In Sadr City, classes were taught in three shifts daily in each classroom to accommodate the demand.
- No advertising was necessary as word-of-mouth news about courses at centers spread through the areas of high population, high unemployment, and low income.
- Letter from Minister Hadi praised project's efforts and asked for project to continue.

Impact of Project Closing

- Lease ready to sign to expand capacity of Sadr City and Ur, but with project closing, lease cannot be finalized.
- Larger centers will be ready, but smaller centers in poorest areas will not be finished.
- MOLSA directorate has not had sufficient training to sustain revitalized centers.
- Training will drop to pre-project levels once team departs
- No other project addresses the concerns of the lowest economic strata of Iraqi society.
- Unskilled, unemployed Iraqis will lose the opportunity to build a new future for themselves and their families.

INTRODUCTION

Under the direction of USAID/Iraq, The Louis Berger Group/MTC-Iraq, LLC Joint Venture was selected to implement broad-scale workforce development through revitalization of vocational and technical training and employment services in Iraq. The initiative was in response to the challenges in Iraq related to: a) wide unemployment, b) an under-skilled workforce, c) the needs of an emerging private sector, and d) capacity building at the Ministry of Labor and Social Affairs (MOLSA). The Joint Venture group of highly qualified organizations was initially tasked to provide experienced personnel, equipment, and technical expertise to develop and implement various training programs that would assist the Ministry of Labor and Social Affairs (MOLSA) in establishing a network of six (6) Vocational and Technical Training Centers and eighteen (18) Employment Services Centers throughout Iraq. The joint venture partners included The Louis Berger Group (LBG), which was the Managing Partner, and Management & Training Corporation (MTC). The implementation team also included subcontractors ResCare, Citizens International (CI), American Manufactures Export Group (AMEG), and Sallyport.

As part of the scope of the project, the Joint Venture team assumed a key role in assisting MOLSA to open, equip, staff, operate, train and develop capacity of MOLSA staff in the centers. One of the underlying goals was to strengthen the overall capacity of MOLSA staff, specifically by training and providing equipment to

fully and independently manage and sustain the centers. A substantial degree of training for trainers was required, managed and supplied by expert expatriate trainers.

The Joint Venture Team was to play a key role in identifying and filling gaps in the implementation of MOLSA's National Employment Services Strategy by establishing, equipping, operating, funding, monitoring, staffing, and training the staff of 18 Employment Services Centers which are located throughout Iraq. The Centers could potentially supply 1.1 million Iraqi job seekers with services needed to secure long-term employment through the provision of employment services, counseling, and other services.

USAID also tasked the team to establish 6 Vocational and Technical Training Centers (VTTCs) throughout the country. The training centers would monitor the needs of a fluid and dynamic private sector and provide training or re-training opportunities to an estimated 70,500 unemployed Iraqis, drawing candidates from the Employment Services Centers' referral and information system, among other sources.

In addition to its work with MOLSA, the project team was to encourage an entrepreneurial spirit among Iraqis by supporting the development of private training centers.

MOBILIZATION

USAID awarded the contract to Louis Berger Group/MTC Joint Venture, Sept, 2004. Shortly after the award, one of the original bidders filed a protest against the contract award. Because of the protest, USAID issued a stop work order 13 October, 2004. (Appendix A) However, on October 28, 2004, AID permitted the project to move forward, but the deployment momentum had been lost. (Appendix B) LBG sent its COP Tracy Wright and Security Director Seth Libby to determine where the project team would be located in Baghdad.

After a thorough security analysis, Security Director Libby determined that the original site chosen for compound occupancy was too vulnerable to insurgent attacks. Another location in Mansour, an upscale neighborhood in Baghdad, near the International Zone, was selected. In coordination with the Security Director, Sallyport, the subcontractor responsible for security and compound living arrangements, began leasing properties and securing the area.

In December, the first personnel were deployed to begin the initial start up of the project. However, two unexpected events disrupted the progress of the project. The first was the strength of the insurgency, especially around the time of the elections in Baghdad, which forced the team to evacuate to Jordan for several weeks. The second one was the Ministry of Labor's refusal to cooperate with the project team.

RELATIONSHIP WITH MOLSA

In late December and early January, the Berger/MTC JV team attempted to meet with the Iraqi Minister of Labor and Social Affairs (MOLSA) to brief the Minister on the scope and objectives of the project and to gain approval for visits by the Gap Analysis teams to MOLSA employment and vocational training sites. The Minister did not make herself available to meet the team, and through her Deputy, informed the team that:

- MOLSA had no knowledge of the project (in spite of meetings between the project's Chief of Party (COP) and the Minister in December, 2004);
- The Minister would only deal with the U.S. government regarding the project, and would not discuss project initiatives with private companies, e.g., LBG, MTC, ResCare, or other intermediaries;
- The project team would not be authorized at this time to make official visits to employment and vocational training centers;
- All discussions regarding new projects, i.e., vocational training, had to be coordinated with and through the Ministry of Planning.

MOLSA's opposition to the project directly and adversely impacted accomplishment of specific deliverables such as the planned gap analyses to be conducted at MOLSA service centers, and more broadly, the team's ability to move forward with the project as originally conceived. The Berger/MTC JV COP immediately reported the issue to USAID-Baghdad, which pursued resolution through the appropriate inter-governmental channels.

ALTERNATIVE WORK PLAN

On January 18, 2005, the Berger/MTC JV implementation project team temporarily relocated to Amman, Jordan to:

- Develop alternative work plans that would permit the project to move forward in spite of delays imposed by the Labor Minister's decision not to participate in project employment services and vocational training activities.
- Take the opportunity to meet with Jordanian public and private sector providers of employment and vocational training services to share information and to identify models that might be emulated in Iraq.
- Confer with joint venture managers on project management issues.
- Alleviate security concerns related to violence in Baghdad as national elections approached at the end of January.

Accordingly, several work plans were prepared to address optional courses of action:

- Plan One assumed that MOLSA would rejoin the project which would move forward with certain modifications.
- Plan Two took a different direction, and focused on working with the Ministry of Education (MOE) in employment services and vocational training. Prior to leaving Iraq, the team had determined that MOE operated 275 vocational training schools in Iraq that serve over 66,000 male and female students.
- Plan Three looked at opportunities in Iraq's private sector to initiate employment services and vocational training programs that met the project's primary objective of reducing unemployment in Iraq.

The Berger/MTC JV team also met with public and private sector providers of employment and vocational training services for the purposes of sharing information, determining opportunities for program alliances, and identifying training resources for future reference.

During this flux period, the team worked on an implementation plan for VTTCs and ESCs. (Archived with USAID) The resulting booklets mapped the strategy involved in opening and maintaining centers for either MOLSA centers or private training institutions.

LABOR MARKET SURVEY, GENDER STRATEGY, INITIAL GAPS ANALYSIS

The *Citizens International* team leader arrived in Baghdad in January to begin work on the National Labor Market Survey (NLMS). The team leader identified, contracted, and trained one NLMS Iraqi team leader who began assembling and training survey teams. Subsequently, the team leads selected and mobilized two survey teams, despite pre-election security concerns and travel constraints. Responses were poor to the initial labor market survey efforts, due to security concerns. Potential respondents declined to participate in the survey for fear of revealing too much information about their businesses to the survey teams. (Report is archived at USAID.)

The project's Gender Advisor, Dr. Judy Benjamin, joined the Berger/MTC JV project team in Amman to work with the team to develop a comprehensive gender strategy that would inform all subsequent project activities. The gender strategy mapped out the Iraq Employment and Vocational Training Services project approach to meeting its stated goals of including a significant number of women in both vocational training and job placement activities. The gender strategy was based on the overarching assumption that security will be adequate to permit program activities.

Unable to travel to Baghdad, Dr. Benjamin and the team visited Jordanian government vocational training centers that served male and female students in culturally appropriate settings. The Jordanian experience was viewed as a possible model to be emulated, at least in part, in providing open opportunities for students in Iraq, regardless of gender.

The final gender strategy report was submitted with the February monthly report. (Appendix C)

The Gaps Analysis was one of the cornerstones in the foundation for this entire project. The Gaps Analysis provided a comprehensive understanding and baseline for the operational side of the employment centers and vocational technical centers. Coupled with the labor market survey, these two surveys were instrumental in prescribing the needs of the MOLSA centers and anticipating future direction/demands of the labor market. The gaps analysis took a systematic approach -- as originally conceived -- with three (3) teams of five (5) Iraqis trained and guided by the Iraq team to perform a survey of all the eighteen (18) employment centers and six (6) vocational technical centers throughout Iraq. The tool had been based on Iraqi input from contacts in MOLSA who were familiar with all the centers and their operational procedures.

In January, the project team initiated a rapid gap analysis study in the absence of formal approval by MOLSA to visit its employment and vocational training centers. Teams of local, Iraqi employees were deployed to governorates across Iraq to gather data by indirect means, i.e., physical observation, discussion with service clients, etc. In February, the project team began the process of collating the data collected by the data gathering/analytical teams. Gap analysis information was received from teams who visited locations such as Kirkuk, Irbil, and Sulaminiyah in the north, and Kut, Najaf and Basra in the south. The "rapid" analysis effort culminated with delivery of the final report to USAID on 28 February 2005. (Gap Analysis I archived with USAID.)

RESOLUTION OF CONFLICT WITH MOLSA

On 25 February a highly successful meeting took place among Department of State, USAID, the JV team, and the Minister. At this meeting the Minister explained there had been initial confusion over the project but that it now had her full approval. This resulted in immediate authority for the project team to begin working in close cooperation with MOLSA staff. The initial work meeting with MOLSA staff, took place on 27 February and was highly productive and encouraging.

On 28 February, 2005, Mark Visocky, the USAID CTO at the time, recommended adjusting the deadlines of contract deliverables 60 days to reflect the unexpected and uncontrollable delays the project had experienced.

SECURITY

The Iraqi insurgency and all of the associated violence, negatively impacted movement by project staff everywhere in Iraq. In particular, the security situation impacted the project's Iraqi employees, who were frequently unable to travel to their assignments. Security concerns also discouraged applicants from accepting employment positions offered to them. Because of the instability of the security situation, project travel and other activities were highly restricted.

Initially, recruitment of Iraqis for the project was problematic. Many Iraqis came to the interview, accepted the position, and then did not return to work due to security concerns. Their concerns were not with the safety of the compound but rather with what would happen to them if certain people found out that they

were working for Americans. The employees were reluctant to provide personal information for fear that it would be obtained by the insurgents. During the course of the project, several employees received death threats, but no project employees died, or suffered injury, as a result of their association with the project team.

As months passed, the Iraqi staff became more comfortable with working on the compound. The project team hired an excellent Iraqi staff. Absenteeism was relatively low.

COOPERATION WITH MOLSA

The project team's efforts in March yielded a dramatic rise in productivity. With the advent of the cooperation with MOLSA at the end of February, the project gained momentum as the team quickly mobilized to implement its strategic plan. Their efforts culminated in the completion of the draft work plan which outlined the steps both the JV team and MOLSA would take to ensure that the maximum number of Iraqis received vocational training in MOLSA centers throughout the country and subsequently employment in related fields. Along with the cooperation with MOLSA came the opportunity for the implementation team to visit MOLSA centers in Najaf, Karbala, Hilla, Dahuk, Sulaminiyah, Kirkuk, and Irbil. The visits provided the team's first on-site observation of the condition and function of the centers. MOLSA also provided the implementation team with office space in the ministry which provided more direct access to the Director of Vocational Training. Jill Elkins, workforce specialist and trainer, rejoined the team in early March to begin training MOLSA Outreach Counselors in preparation to work in the MOLSA centers. Overall, the increased cooperation with MOLSA put the project back on its original course.

In addition to working with MOLSA, the project team also strengthened its connections with private sector institutions who offered training opportunities. The Liaison Team sponsored the "Unemployment Reduction Conference" where stakeholders in the employment process met to discuss ways to pool resources to work cooperatively. The team also made contacts with NGOs, women's groups, and military units which presented the potential for the partnering of multiple resources.

At the end of March, seven members of the Baghdad project team went to Jordan to meet with the principals and representatives from each of the companies involved in the project, as well as representatives of MOLSA to present a work plan. The forty-four tasks of the work plan, based on the tasks in the project's contract, detailed the cooperation among the JV team, USAID, and MOLSA to achieve the goal of training and subsequently employing Iraqis. A timeline for implementation of the work plan accompanied it. (Work Plan with timeline archived at USAID) On the final day of the meeting, Dr. Riyadh Hassan, Director General of Vocational Training and Employment Services, along with three other MOLSA officials, met with the team to discuss the work plan. All agreed that the plan provided a clear blueprint for cooperation and action. In early April, the project's COP presented the work plan to USAID, but USAID never formally accepted the plan.

March was defined by increased productivity; April was defined by a change of direction. In mid-April, the new USAID CTO in Iraq, Doug Balko directed the staff to focus on revitalizing vocational training centers in Baghdad rather than in the North and South (Appendix D). The emphasis shifted from the employment services centers to the vocational training centers belonging to MOLSA. The redirection of the focus of the project seriously affected the scope of the project. The project team spent time restructuring its activities to concentrate on Baghdad. In another shift, by the end of April, Nancy Parks had been named as the new Chief of Party.

The Iraq Vocational Training and Employment Services Project revitalized the Ministry of Labor and Social Affairs (MOLSA) training efforts in May. Training began at seven centers in Baghdad where many courses had waiting lists of trainees eager to enroll. The project team facilitated MOLSA's capacity building by assisting with leases for additional training space in Shua'la and Ur. Additionally, the second level Gap Analysis was initiated which was completed in June. (Archived at USAID) Outside of MOLSA, the team concentrated on developing private sector contacts which could also provide training.

In addition to monitoring enrollment in the centers, the project team also concentrated on ordering equipment and securing curriculum, translated to Arabic to facilitate training in the centers. Many of the centers, looted during the war, were in need of refurbishment and updated equipment, in order to offer quality programs.

In May, the project team signed a contract with the Iraqi American Chamber of Commerce and Industry (IACCI) to offer English and computer training in six locations throughout Iraq. (Archived with USAID) Within the next four months, over two thousand students were trained by IACCI.

At the end of May, USAID notified the COP that the contract was going to be re-bid as a resolution to the protest that had been filed in October. A letter was sent on 2 May, 2005 informing the project that the current scope of work would be terminated. (Appendix E) However, the re-bidding would be only among the three original bidders and the project team would be allowed to work through the re-bid.

Determined to demonstrate success in MOLSA centers throughout Baghdad, where other projects had failed, the team forged ahead with an aggressive training and procurement schedule. By mid-June, four expatriate trainers were hired to begin training the trainers at the vocational centers. However, at the end of June, USAID verbally delivered the news that the project would be terminated for convenience on 30 September, 2005. The CTO said that the new RFP differed to the point that the new bid would be full and open competition. This news came as a devastating blow to the team that had diligently worked to establish a viable training system in some of Baghdad's most impoverished areas.

USAID also requested the team to present a revised work plan for the final three months of the project. The team presented its final work plan to Sean Jones, USAID Office Director, at the end of June. The plan and revised budget were approved by USAID. (Appendix F)

Throughout the summer months, the team continued to work at breakneck speed to secure sustainability at MOLSA centers. New trainers were deployed, procurement sped to an incredible pace, and curriculum was quickly assembled and translated. Throughout all the efforts, the team held to the belief that its efforts could possibly convince USAID to prolong the project. Minister of Labor and Social Affairs commended the team on its efforts in an appeal to American Ambassador Khalilzad to keep the project operational. (Appendix G) But on 24 August 2005, the team received the final word from USAID that the project would be terminated for convenience on 30 September. (Appendix H) From that point, the team switched from an operational approach to a demobilization mode. (Archived with USAID.)

B. TECHNICAL ACTIVITIES - TRAINING

INTRODUCTION

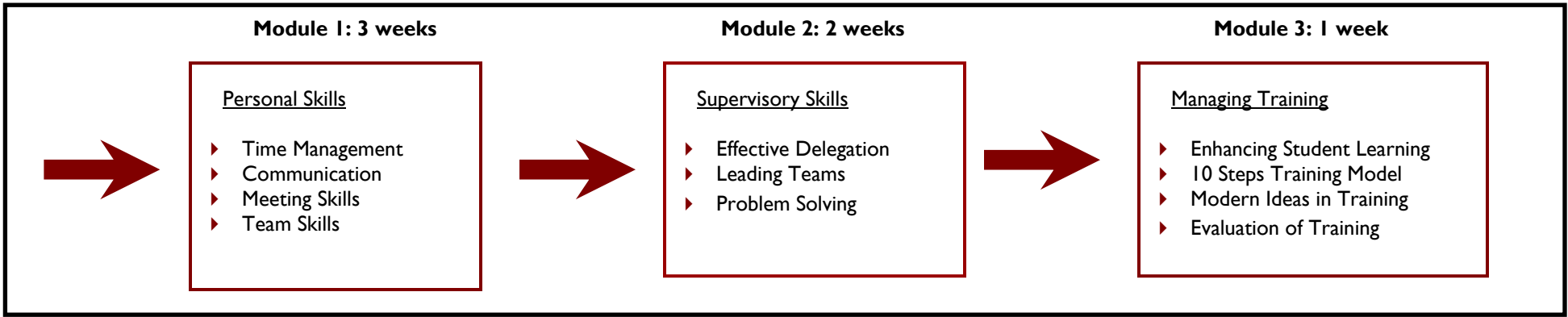
A key sustainability factor for the success of the Employment Services and Vocational Training Project was the capacity development of MOLSA. The challenge was to develop both the capacity of MOLSA managers to oversee vocational training centers and their trainers to deliver the new curricula, to utilize the new equipment and to upgrade their training methodology and to introduce modern training techniques to Iraq. In addition, the employment center staff required training to meet the demanding challenges of their jobs.

The project addressed the requirements through a range of training courses and workshops. These were specifically designed by project team members to address the operational realities and job challenges of the key MOLSA staff. The content, methodology and logistics were discussed with MOLSA managers during the design process and approved before training commenced. Training took place in Baghdad either at the MOLSA main office in Al Wazeriya or in one of their Baghdad training centers. Training for employment outreach counselors also took place at the LBG compound in Mansour. Training began in March 2005 and continued until the cessation of technical activities on 15 September 2005. During this period more than 12,000 man-days of training were delivered to MOLSA managers, trainers and employment services staff. The training was very well received and the enthusiasm and commitment shown by the Iraqi participants augers well for the future of vocational training in Iraq.

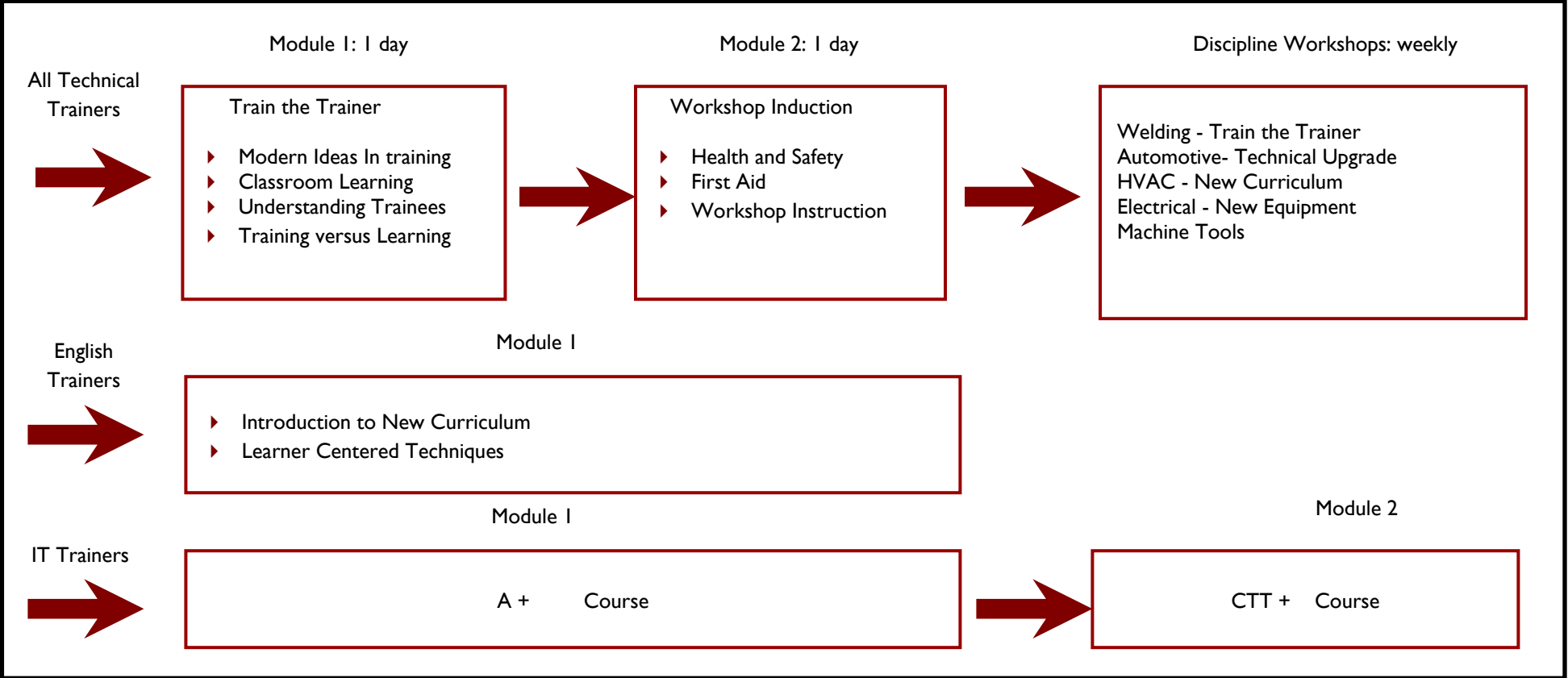
An initial Training Needs Analysis for MOLSA identified the following areas as immediate priorities for MOLSA capacity building:

- The Training Managers at MOLSA Vocational Technical Training Centers (VTTCs) required a range of managerial, administrative and modern approaches to training workshops
- The trainers in the VTTCs needed updated methodology and in some cases technical skills, and would need support to implement the new curricula and properly utilize the new workshop and classroom equipment.
- Career counselors at the Employment Centers had received no training at all and were desperately in need of vocational guidance and skill development.

On the basis of this initial analysis, a simple training plan was developed to address the needs of these three distinct groups. The flow charts below give an outline of this training plan.



TRAINERS



EMPLOYMENT

SERVICES

STAFF

Outreach Specialist
Specialists

Module I - 1 Week

Outreach Systems
Policies + Procedures
Customer Service



Career
Counselors

Module I - 1 Week

Career Counseling Systems
Policies + Procedures
Customer Service



Project
Staff

Module I - 1 Week

Training and Presentation
Outreach + Career Counseling



C. Career Counseling and Outreach Training

INTRODUCTION

An integral component of the Iraq Vocational Training and Employment Services project was the introduction of new methodologies for the upgrade of the MOLSA systems for employment services. Early in the project, the focus was to integrate the services of both the Vocational Technical Training Centers (VTTCs) and the Employment Services Centers (ESCs). In late April, 2005 the scope of the project changed to focus only on the refurbishment and upgrade of the VTTCs, not ESCs. However, in April and May the ESCs were still included in the training schedule.

NEEDS ASSESSMENT

Through several meetings with MOLSA Ministry Managers, it was determined that the Employment Services Center staff providing outreach and career counseling were the staff most in need of professional development and training. At this point in the project the team was still planning to provide training in all regions of Iraq, therefore an attempt was made to begin training with MOLSA staff from the North, South and Baghdad area. However, because of security reasons, the training was held in Baghdad and MOLSA staff traveled to Baghdad for the classes.

TRAINING DESIGN

A manual was created with English and Arabic versions of the materials. (Submitted to MOLSA for approval prior to the training. Also submitted to USAID for archiving). MTC/ResCare Iraqi staff used materials from the U.S., Iraq, England and Jordan to develop a curriculum for Outreach and Career Counseling. The staff developed 33 Module Outcome Guides (MOGs) and training activities with curriculum materials. Twenty eight (28) Iraqi MTC/ResCare staff spent a week training (Train-the-Trainer) on the materials and how to deliver the curriculum. Curriculum was modified to meet cultural and national needs and standards. All modules were translated into Arabic by the Iraqi staff

TRAINING DELIVERY

The first week course was held at MOLSA, Wazeriya Center in Baghdad for 30 Outreach Specialists from all 18 governorates from April 3 to April 7, 2005. The courses were taught in English by a U.S. project Technical Trainer with three Iraqi translators. The training covered thirty three topics. The second course was held at the Wazeriya Center for 30 MOLSA Career Counselors from April 10 to April 14, 2005, and was taught also in English with the three Arabic speaking translators.

EVALUATION OF TRAINING

Students were given assessments and evaluations after each unit of training. In addition, the Director of MOLSA and the Training Managers held debriefing sessions with the Trainer and staff. A report with suggestions for next level training and improvements for the system and centers was submitted to the MOLSA Director for review and future recommendations.

FUTURE REQUIREMENTS

At the request of the MOLSA Director, managers and staff, a second level Outreach and Career Counseling course was designed, but never delivered, because the scope of the project changed and the project ended.

CONCLUSION

The Outreach and Career Counseling courses were very successful and the majority of students requested more training. Some of the elements of employment services introduced during the training were later implemented into the MOLSA outreach and employment services system. Should another funding source become available, the recommendation is for continued training with staff from all 18 governorates. The trainees in second level training should, for the most part, be the staff who completed the first level training in April/May of 2005.

(* The Manual used for the Outreach and Career Counseling training is archived at USAID with the project materials.)

D. Training Managers' Workshops

The Training Managers' Workshops (TMW) were requested directly by the MOLSA Director of Training in June. He identified Instructional Techniques as the main requirement in order to update the managers on the business for which they were responsible. The training team suggested a formal Training Needs Analysis be carried out to establish the dimensions of the needs and to define the learning objectives more carefully before any training began. This was accepted by MOLSA.

NEEDS ANALYSIS

After discussing the training needs with MOLSA, a Training Needs Analysis questionnaire was produced in English (Appendix I) and translated into Arabic. A short workshop was then held with the Training Managers on 30 July to explain the process of needs-based course design, using their own situation as a practical example. A Ten-Step model for the training process was presented and discussed and then applied to their needs as managers.

This resulted in a much clearer definition of need and the writing of workshop objectives. The objectives were presented to MOLSA management (Appendix J) and were agreed to as the basis for a series of weekly workshops for Managers over the following seven weeks.

TRAINING DESIGN

After consultation, it was agreed that a one-day-a-week workshop would best allow the time and continuity needed to cover the wide range of objectives.

Training materials and activities were designed for the group or adapted from other company vocational training materials as necessary. Key materials or handouts were translated into Arabic.

Extensive use of Power Point was made in order to model the effectiveness of well-designed visual materials to accompany and guide learning activities.

A guideline was demonstrated to support not presenting more than 50 minutes of theoretical material at a time, in order to demonstrate sound classroom practice. Trainer-led sessions were balanced with discussions, group work, group activities and trainee presentations.

TRAINING DELIVERY

Thursday was selected as the best day for the managers to meet at the MOLSA main office. The Managers committed themselves to attending each workshop and in addition, MOLSA asked for five MOLSA senior staff to attend to assist in their own development and to monitor the content and progress of the course.

The methodology chosen was experiential and participative, both for its effectiveness in adult learning and to be able to model pedagogical techniques that would be discussed later in the TMWs when the focus turned to modern approaches to training.

All the training was delivered by the Training Project Team staff members. Training was presented in English with Arabic translation where necessary. In many cases the participants were able to follow in English. All student activities and input was provided in Arabic with translation into English for the trainer.

EVALUATION OF TRAINING

Each session of the workshops was evaluated formally using a simple participant feedback form (Appendix K) The forms were administered anonymously and then the results were compiled and translated into English in a summary form. The participants rated the workshops very highly with no single rating below 4 (very Good) on a 5 point scale (Outstanding to Poor). The thirst for new ideas was evident to the trainer throughout the workshops and the participants showed themselves to be interested and capable of adopting modern techniques and ideas.

There was no testing or evaluation of participant performance. However, it was noted during the problem solving sessions that the participants found brainstorming and creative problem solving extremely difficult. In groups they had a tendency to opt for the first idea suggested without genuine evaluation or comparison with alternative ideas. An additional workshop on brainstorming and problem solving in teams was designed and run in response to this shortfall.

FUTURE REQUIREMENTS

The workshops introduced the training managers to modern ideas in personal and supervisory management, team work and modern approaches to training and the management of learning. All of these skills need to be practiced on the job for them to become embedded. The training managers form a natural peer group and they should continue to receive training together and to be encouraged to discuss and share their collective problems. A culture of open and frank discussion of problems has not been pervasive at MOLSA to date and in order to allow progress to occur in the management of training centers it is essential. An open weekly meeting for the managers with senior MOLSA Directors has been advocated to MOLSA and may be implemented in the near future.

With regard to further training, the requirements are of two types. Firstly there is a need for continuing refresher training in order to maintain and fully embed the current improvements in the manager's supervisory and management practice. This is best done in country, using visiting consultants or trainers from other USAID projects. Secondly, the managers require development in specific management techniques. The following requirements were identified during the training workshops:

- Managing Training Quality
- Assessing Trainee Performance
- Trainer Evaluation and Coaching
- Budgeting for Training Activities

In addition to the above, the level of information technology (IT) literacy of the Managers was seen to be minimal in many cases. With the delivery of modern IT training equipment, both for training and the office, managers may be able to increase their technological proficiency. This lack of IT skills will become a more pressing problem if not addressed directly through training.

CONCLUSION

The training manager's workshops were successful in terms of participant evaluation, level of participation and through the development of skills and knowledge during the course. (Appendix K) The managers were very cooperative and enthusiastic. They were, in general, open to new ideas and looking for practical ideas they could apply to their work situations. For sustainable improvement in the administration and management of training through MOLSA centers further follow up training is required, as outlined above.

E. Train the Trainers' Workshops

The Train the Trainers' Workshops (TTTW) were suggested to MOLSA as part of the project training plan. This was accepted by the MOLSA Director of Training in June.

NEEDS ANALYSIS

Two initial workshops were identified as necessary; firstly a generic 'Modern Approaches to Training' day focusing on new ideas and techniques in training. Secondly a workshop based, induction course, focusing on supervising safety in the workshop and including some basic first aid.

TRAINING DESIGN

The Modern Approaches to Training workshop was based on a series of activities to encourage the trainers to think more about learning, and less about lecturing. Trainers were encouraged to consider their training delivery and activities from a learner-centered perspective.

Training materials and activities were designed for the group or adapted from other company developed materials as necessary. Key materials or handouts were translated into Arabic.

Extensive use of Power Point was made in order to model the effectiveness of well-designed visual materials, to accompany and guide learning activities.

A guideline was suggested not to present more than 50 minutes of theoretical material at a time, in order to demonstrate sound classroom practice. Trainer led sessions were balanced out with discussions, group work, group activities and trainee presentations.

TRAINING DELIVERY

Training took place on Wednesdays, with up to 30 participants from all Baghdad centers.

The methodology chosen was experiential and participative, both for its effectiveness in adult learning and to be able to model pedagogical techniques that would be discussed later in the workshop.

All the training was delivered by the Training Project Team staff members. Training was done in English with Arabic translation where necessary. All Power Point presentations were in Arabic and English. All student activities and input was presented in Arabic with translation into English for the trainer.

EVALUATION OF TRAINING

Each session of the workshop was evaluated formally using a simple participant feedback form. The forms were administered anonymously and then the results were compiled and translated into English in a summary form. The participants rated the workshops very highly with no single rating below 4 (very Good) on a 5-point scale (Poor to Outstanding). The thirst for new ideas was very evident to the trainer throughout the workshops and the participants showed themselves to be interested in, and capable of adopting modern techniques and ideas.

FUTURE REQUIREMENTS

The Trainers' main further development needs were in the area of IT. To support the new curriculum developed and fully utilize the classroom computers and LCD projectors that have been provided, the trainers will need MS Power Point and Windows training at a minimum.

CONCLUSION

The train the trainers' workshops were successful in terms of participant evaluation, level of participation and through the development of skills and knowledge during the course. The trainers were very cooperative and enthusiastic. They were, in general, open to new ideas and looking for practical ideas they could apply to their work situations.

F. Train the Trainers – Occupational Health and Safety

The Occupational Health and Safety (OH&S) Train the Trainer course was developed and delivered by the training team in conjunction with two Iraqi doctors contracted from the National Centre of Health and Safety, Baghdad. The workshop was presented at MOLSA's Al-Wazeriya vocational center to classes of up to thirty MOLSA trainers. Each workshop was conducted over a four-hour session, in a classroom environment, using data presentations, practical demonstrations and role play activities. The course was designed to be Module 2 of a two Module general introduction to Modern Training approaches.

NEEDS ANALYSIS

The lack of OH&S, first aid policies and training was noted by the training team during the initial discussions relating to the Training Achievement Records (TARs) and their contents. It was established that there was a requirement for a generic workshop to be delivered to all MOLSA employees discussing modern teaching, as well as legislated responsibilities of employee and employer alike. Upon consultation with local legal counsel, as well as extensive informal interviews with MOLSA trainers, it was discovered that there is an underpinning approach of compensation for Health and Safety incidents, rather than an idea of reform when pertaining to vocational workshop accidents.

TRAINING DESIGN

A training package was completed by the training team, designed and translated into a power point presentation. The package included legal responsibilities, risk identification and analysis, personal protection equipment, as well as first aid practices. Workshops were initially conducted twice weekly at Al-Wazeriya in July, 2005, until the end of the contract. Workshops were given in English and translated as required.

The training team members delivered the first two workshops before utilizing the contracted doctors who conducted the remainder of the workshops. The involvement of the doctors was designed to create an ongoing partnership between their businesses and MOLSA for future training after the contract ended.

The workshops were designed to be interactive, with trainers required to complete a workshop safety audit and participate in role plays in providing first aid to unconscious patients.

TRAINING DELIVERY

As previously stated, the workshops were conducted twice weekly, initially to the trade trainers; however, all MOLSA employees were required to complete the workshop. The training team delivered the first two workshops with the doctors observing and then the doctors assisted in the second. The doctor's teaching style, their knowledge of current workshop OH&S issues, and first aid practices were assessed against the training package requirements before allowing the doctors to take ownership of the remaining workshops.

The doctors were responsible for coordinating with MOLSA for appropriate training days when the facilities and MOLSA trainers were available.

EVALUATION OF TRAINING

There was no formalized evaluation process for assessing the workshop sessions; however, the use of the workshop audit exercise did serve as an informal evaluation of the trainee's comprehension of workplace hazards. The feedback provided by the doctors was positive and their high level of enthusiasm to continue with the established partnership with their business and MOLSA, reflects the success of the workshop.

FUTURE REQUIREMENTS

The workshop was designed to provide the trainers with a basic level of OH&S awareness and first aid knowledge. As the issues affect all workplace activities it is imperative that MOLSA continues the training. There is also a requirement for each vocational center to nominate OH&S and first aid representatives who could provide safety information to others, or conduct localized training.

The doctors from the Center of Health and Safety were willing to assist MOLSA in developing the future projects. It is also recommended that the possibility of out-of-country training be investigated by MOLSA for its trainers.

CONCLUSION

The OH&S, train the trainer course, was successful in that it did provide the trainers with information on legal and moral responsibilities for creating a safe working environment for all. It also created an opportunity for an ongoing partnership between MOLSA and the Center of Health and Safety, which had not previously existed. The enthusiasm displayed by the trainers and the doctors highlighted the willingness of all to improve Iraq's poor workplace safety record.

G. Train the Trainers –Welding and Machine Tools

Meetings were held in July with the trainers at MOLSA. The project team ascertained that the Iraqi Trainers had an acceptable basic level of competence for welding and machine tools. Three of the welding trainers had visited Germany for a three-month welding course on Key Hole welding, a specialist type of welding that is only used in a few industries

NEEDS ASSESSMENT

The trainers needed most training on their pedagogical skills and the use of new equipment, such as visual aids, power point and welding training equipment.

They also needed to understand, and be able to implement, the Training Achievement Records (TARs). The scope of the welding course developed was limited, as currently, the training being done at MOLSA centers consists of “stick” or what is called SMAW Welding only.

TRAINING DESIGN

A training program was developed in consultation with MOLSA trainers that contained 3 separate areas. The first section of training was to see if the TAR evaluation system met MOLSA training standards. Safety was the only area of concern.

The second section contained technical data that covered over code details with welding, safety, geometry and the reading of welding drawings.

The third section contained power point presentations which showed all areas of welding in detail. The power point presentations have question and answers, detailed drawings, NDT training modules, welding application pictures, programs and training.

TRAINING AND DELIVERY

Over a period of 6 weeks a Canadian project trainer, currently living in Indonesia, met with the MOLSA trainers twice each week. On a few occasions, sessions were held at Zafraniyah, which allowed the trainer to inspect the welding work that trainee welders were doing.

All presentations and training was captured in written materials in binders delivered to the trainers and a computer was used to demonstrate the role of the power point presentation slides. The trainers were instructed in how to change the presentations on the presentation disks for class room training and question and answer periods.

EVALUATION OF TRAINING

There was no formal evaluation of the training workshops. However the enthusiasm and commitment shown by the MOLSA trainers was high and they clearly enjoyed and benefited from the sessions.

FUTURE REQUIREMENTS

The trainers are now ready to deliver the new curriculum using the newly purchased training equipment. If MOLSA wishes to teach more advanced students how to cut, fabricate and weld specialty items for industry, further training of the group of trainers will be required.

CONCLUSION

The MOLSA Welding and Machine Tools trainers are a technically competent and enthusiastic group who have benefited from an intensive period of workshop based training. They will need further support as the new equipment arrives and as they start to use the new curriculum.

H. Train the Trainers- Electrical

The Electrical Train the Trainer course was part of a suite of workshops designed and delivered by the project team. The course was delivered to over 20 MOLSA Electrical Trainers from four MOLSA vocational centers. There were two training sessions per week conducted at the Al-Wazeriya training center, Baghdad, lasting for up to 4 hours for each workshop.

The training workshops were conducted in a classroom environment using a variety of teaching techniques, including the use of data show presentations, formal oral and whiteboard presentations and open discussion forums. The workshops were conducted by an Electrical Specialist from Australia.

NEEDS ANALYSIS

Prior to the initial training sessions, it was established that the electrical course would be based upon an American curriculum and the Training Achievement Records (TARs) developed for the course and approved by MOLSA previously. An informal needs analysis was conducted between the project team and the electrical trainers to discuss the TARs and their relevance to the Iraqi needs. It was established that the trainers were impressed by the TARs and only a few modifications to the documents were required.

This analysis also recognized the shortfalls of the Iraqi trainer's knowledge in modern electrical control devices and wiring practices. It was also established that there were no legislated wiring rules or codes of practice such as electrical safety and installation requirements. The shortfalls were discussed in the workshops, as well as other subjects that were recognized as a result from the progressive evaluation of their needs.

TRAINING DESIGN

After consultation it was agreed that workshops would be conducted twice weekly at Al-Wazeriya on the TAR requirements and on the recognized additional shortfalls.

Initial training was centered around educating the trainers on the TAR requirements. The TARs were translated into Arabic and were discussed in an open and interactive forum. The trainers were allowed to study the TARs for a week, followed by further discussions so that the document could be finalized.

Upon finalization of the TAR for electrical occupations, the formal trade training commenced. Due to the amount of information that the trainers required, the training packages were constructed and delivered in English with a translator. The training sessions were designed to be very interactive and treated more as an information sharing activity instead of a formal presentation. The use of power point presentations with extensive use of pictures and data sheet information gathered from the internet was well received by the trainers.

TRAINING DELIVERY

Training was delivered on Sundays and Tuesdays as the preferred days. However, due to security issues the days were constantly changed and it was MOLSA's responsibility to contact trainers to alert them of schedule changes. The sessions were attended by trainers from four centers, with numbers varying from eight to twenty-two in attendance. The numbers also varied due to security and safety issues.

The workshops were delivered using several mediums; however, due to the unreliable power supply issues, many sessions were conducted as a "chalk and talk" exercise with extensive trainer interaction. As the training sessions were delivered by the Trainer, the training relied upon the ability and competence of the translators employed by the project. There were a couple of Iraqi trainers who did speak English and were able to assist when technical terminology was required.

Although the workshops concentrated around trade related issues, the training team did focus upon the trainers methods of teaching. A number of lessons were delivered by the Iraqi trainers and discussions on their teaching techniques provided the trainers with modern trade training techniques. The class also discussed the differing pedagogy learning styles of their trainees.

EVALUATION OF TRAINING

There was no formalized evaluation process for assessing the workshop sessions, nor was there any testing of the trainers' competency or comprehension of the workshops. Due to the training team's approach of group participation, there was an ongoing informal evaluation process which gauged the relevance of the subject matter and its delivery. Adjustments were made as necessary.

FUTURE REQUIREMENTS

As the workshops were designed to train the trainers in modern equipment, techniques and methodologies, the classes spotlighted the lack of practical experience of the Iraqi electricians in the subjects. They possessed a high level of competence and experience in their own workshop practices; however, they tended to struggle with understanding of basic electrical technology and electronic theories. That is, they understood how to apply electrical techniques and processes, but not why. The lack of theoretical understanding was evident when the trainer observed several teaching sessions conducted by trainers.

With the evident lack of current electrical practices knowledge, it is recommended that the Iraqi trainers attend further training in both trade and teaching-related courses. It is believed that many electrical companies would be interested in possibly sponsoring such training activities as it would also benefit their industry. Due to the completion of the USAID contract, the training team suggests that MOLSA investigate the avenue of training which would support the training that has been delivered by the training team up to this point.

It was also emphasized to the Iraqi trainers that they use the workbooks that were developed by the training team as a template to improve and develop future courses that were not included within the USAID project's agenda. The training team also suggested to the trainers that they create a development cell of people that were bilingual that could support MOLSA in its development of the electrical courses. The development cell would also be responsible for evaluation and validation of future courses conducted by MOLSA.

CONCLUSION

The electrical train the trainer course was successful in that it did provide the trainers with insight into modern equipment and workshop practices. Although there was a lack of equipment and hence practical training, the trainers were able to comprehend the basic idea or concepts. The trainers were always polite, cooperative and very enthusiastic. They had a thirst for knowledge which the training team could only satisfy for the brief period of time. It is believed that the trainers will utilize the information presented and given to them effectively, which will ultimately improve their knowledge, and therefore teaching ability.

I. Train the Trainers –Automotive and HVAC

Meetings were held in July with the Automotive trainers at MOLSA. The project trainer ascertained that the Iraqis were in need of updated curriculum in order to teach automotive repair and maintenance.

NEEDS ASSESSMENT

The trainees needed most attention in the use of new equipment. However, the lack of curriculum seriously impeded the instruction process. Trainees also needed to understand and be able to implement the Automotive Training Achievement Records (TARs). None of the centers were equipped to offer a viable auto mechanics course.

TRAINING DESIGN

A training program was developed in consultation with MOLSA trainers that contained 3 separate areas. The first section of training was to determine if the TAR system met MOLSA training standards. Safety was the only area of concern.

The second section contained technical data that went over code details with auto mechanics, safety, and maintenance.

The third section contained presentations that showed all areas of auto mechanics in detail.

TRAINING AND DELIVERY

Over a period of 6 weeks a project trainer met with the MOLSA trainers once each week. A Trainer from the U.S. led the automotive training courses.

All presentations and training was recorded in binders delivered to the trainers and a computer was used to demonstrate the role of the power point presentation slides. After the advanced curriculum arrived from the U.S., the project trainer installed it on laptop computers which were given to each center that would be offering automotive repair. The trainers were instructed in how to change the presentations on the presentation disks for class room training and question and answer periods.

Material included:

- CDX Automotive Resource Kit
- CDX General Service 3.0
- CDX Light Vehicle theory Kit

The package also included textbooks.

EVALUATION OF TRAINING

There was no formal evaluation of the training workshops. However the enthusiasm and commitment shown by the MOLSA trainers was high and they clearly enjoyed and benefited from the sessions.

FUTURE REQUIREMENTS

The trainers are now ready to deliver the new curriculum using the newly purchased training equipment. The equipment had not arrived before the project ended which seriously impeded the training process.

TRAIN THE TRAINER - HVAC

The course was delivered by the training team to 20 MOLSA HVAC Trainers from three MOLSA vocational centers. There were two training sessions per week conducted at the Al-Wazeriya and Al-Zafraniyah training centers, Baghdad, lasting for up to four hours for each workshop.

The training workshops were conducted in a classroom environment using a variety of teaching techniques including the use of data show presentations, formal oral and whiteboard presentations and open discussion forums.

NEEDS ANALYSIS

Prior to the initial training sessions, it was established that the HVAC course would be based upon an American curriculum and the Training Achievement Records (TARs) developed for the course. An informal needs analysis was conducted between the project's expatriate trainer and the HVAC trainers to discuss the TARs and their relevance to the Iraqi needs. It was established that the trainers were impressed by the TARs and only a few modifications to the document were required.

The analysis also recognized the shortfalls of the Iraqi trainer's knowledge in modern HVAC control devices and environmental issues. It was also established that there are no legislated HVAC rules or codes of practice. The shortfalls, as well as other subjects resulting from a progressive evaluation of their needs, were discussed in the workshops.

TRAINING DESIGN

After consultation, it was agreed that workshops would be conducted twice weekly at Al-Wazeriya or at Al-Zafraniyah on the TAR requirements and on the recognized additional shortfalls.

Initial training was centered around educating the trainers on the TAR requirements. The TARs were translated into Arabic and were discussed in an open and interactive forum. The trainers were allowed to study the TARs for a week, followed by further discussions so that the document could be finalized.

Upon finalization of the TAR the formal trade training commenced. Due to the amount of information that the trainers required, the training packages were constructed and delivered in English with a translator. The training sessions were designed to be very interactive and treated more as an information sharing activity instead of a formal presentation. The use of power point presentation with extensive use of pictures and data sheet information gathered from the internet, was well received by the trainers.

TRAINING DELIVERY

Training was delivered twice weekly with Monday and Wednesday as the preferred days. However, due to security issues, these days were changed often. The sessions were attended by trainers from three Baghdad centers, with numbers varying from four to eighteen in attendance. The numbers also varied due to security and safety issues.

The workshops were delivered using several mediums; however, due to the unreliable power supply issues, many sessions were conducted as a "chalk talk" exercise with extensive trainer interaction. As the training sessions were delivered by the Trainer, the training relied upon the competence of the project's translators. There were a couple of trainers that did speak English and were able to assist when technical terminology was required.

Although the workshops concentrated around trade related issues, the training team did focus upon the trainers methods of teaching. A number of lessons were delivered by the Iraqi trainers and discussions on their teaching techniques provided the trainers with modern trade training techniques. The differing pedagogy learning styles of their trainees were also discussed.

EVALUATION OF TRAINING

There was no formalized evaluation process for assessing the workshop sessions, nor was there any testing of the trainers' competency or comprehension of the workshops. Due to the training team's approach of group participation, there was an ongoing informal evaluation process which gauged the relevance of the subject matter and its delivery.

FUTURE REQUIREMENTS

As the workshops were designed to train the trainers in modern equipment, techniques and methodologies, the training spotlighted the lack of knowledge and practical experience of the Iraqi HVAC trainers on the subjects. They have a very high level of competence and experience in their own workshop practices; however, they tend to struggle with understanding of base level HVAC technology and thermal dynamic theories. That is, they understand how to apply HVAC techniques, but not why. The lack of theoretical understanding was evident when the training team attended and observed several teaching sessions conducted by various trainers.

With this evident lack of current HVAC practices knowledge, the training team recommends that the Iraqi trainers attend further training in both trade and teaching related courses. It is believed that many HVAC companies would be interested in possibly sponsoring such training activities, as it would also benefit their industry. Due to the completion of the USAID contract, the training team suggests that MOLSA investigate the avenue of training which would support the training that has been delivered by the training team.

It was also emphasized to the Iraqi trainers that they use the workbooks that were developed by the training team as a template to improve and develop future courses that were not including within the project's agenda. The training team also suggested to the trainers that they create a development cell of people that were bilingual who could support MOLSA in its' development of the course. The development cell would also be responsible for evaluation and validation of future courses conducted by MOLSA.

CONCLUSION

The HVAC, train the trainer course was successful in that it did provide the trainers with insight into modern equipment and workshop practices. Although there was a lack of equipment and hence practical training, the trainers were able to comprehend the basic idea or concepts. The trainers were always polite, cooperative and very enthusiastic. They had a thirst for knowledge which the training team could only satisfy for the brief period of time. It is believed that the trainers will utilize the information presented and given to them effectively, which will ultimately improve their knowledge and therefore teaching ability.

J. Train the Trainers – Information Technology (IT)

NEEDS ANALYSIS

After meeting with MOLSA managers and a group of IT trainers, a strategy was developed to guide the training and development of MOLSA IT trainers. The trainers had a reasonable level of application knowledge and so the project team decided to concentrate on their technical knowledge of computing hardware and operating systems and also to develop their training techniques. The two industry standard courses for the IT area are the A+ technician's entry level program and the CTT+ trainer development program.

TRAINING DESIGN

After consultation it was agreed that rather than design curriculum, commercially available materials were identified and ordered, and formed the basis of the two modules of IT development. A trainer from Amman, Jordan, now living in Lebanon was employed to deliver the training.

While the full A+ and CTT+ curriculum was used, it was not possible at that stage to put the trainers forward for full accreditation in the courses-this could only be done outside Iraq currently. However, relevant standards were used and the trainers received a thorough grounding in the two courses and will be ready for accreditation at a later date.

TRAINING DELIVERY

Training was delivered twice weekly with Monday and Thursday as the preferred days. However, due to security issues the days were often changed. The sessions were attended by trainers from all 7 Baghdad centers with numbers up to eighteen in attendance. The numbers also varied due to security and safety issues.

The workshops were delivered in a classroom and workshop setting. For the A+ course, a full CPU was dismantled and reconstructed in order to give the trainers the necessary "hands on" experience.

EVALUATION OF TRAINING

There was no formalized evaluation process for assessing the workshop sessions, nor was there any testing of the trainers' competency or comprehension of the workshops. Due to the training team's approach of group participation, there was an ongoing informal evaluation process which gauged the relevance of the subject matter and its delivery.

FUTURE REQUIREMENTS

The trainers have reached an adequate level of competence and are able to fulfill their roles as IT trainers. However, to fully develop them as IT professionals, and to keep them current for certification, the following courses are recommended.

MCSE 2003 (Microsoft Certified Systems Engineer): is the premier credential for technical professionals who analyze the business requirements and design and implement the infrastructure for business solutions based on the Microsoft Windows® 2003 platform and Microsoft server software. Implementation responsibilities include installing, configuring, and troubleshooting network systems.

CCNA (Cisco Certified Network Professional): indicates advanced or journeyman knowledge of networks. With a CCNP, a network professional can install, configure, and troubleshoot local and wide area networks for enterprise organizations with networks from 100 to more than 500 nodes.

Oracle Database Administrator: indicates to the marketplace that the Trainee knows how to configure an Oracle database for multilingual applications, use various methods of recovering and tuning the database, and use database technologies such as Resource Manager, Scheduler, and Automatic Storage Management (ASM).

CONCLUSION

The two IT trainer development modules were successful in that they did provide the trainers with insight into modern computer hardware and operating systems and the competencies required by an IT trainer. The trainers were well motivated, participated eagerly and greatly benefited from the training. The courses improved their knowledge and therefore their teaching ability.

K. TRAINING

INTRODUCTION

Several of the key project deliverables centered on revitalizing vocational training in Iraq. This was to be achieved both through the Ministry of Labor's Vocational and Technical Training centers in Baghdad and through the stimulation and encouragement of the private sector. Both of the sources of training in Iraq were struggling when the USAID project began..

The MOLSA training centers were in a very poor state at the beginning of the project due to poor maintenance and funding, leading up to the war and looting and damage in the immediate period following the war. The project team faced a daunting prospect with little training going on in the Baghdad centers. The only training was predominately in English language learning. After consideration of several staffing models for the centers, the response of the project team was to recruit a five-person training support team for each of the 9 centers identified in the project plan. The administrators, finance clerks and trainers were charged with galvanizing the centers, helping them to rebuild their administrative systems and to begin to advertise, recruit for and then run training programs.

With the support of project management and MOLSA officials the centers were brought back to life and began to offer classes. New buildings were rented and furnished, as in the case of the Sadr City and Ur centers, allowing them to train for the first time. Stipend schemes were put into place to encourage trainees to join the courses. Materials for the courses were supplied and gradually the training facilities were upgraded and modern training equipment supplied.

During the former regime, the Iraqi entrepreneurial spirit had not been encouraged. The project team's strategy to revitalize the private sector was threefold: First, a contract was awarded for English as a second language and computer training to the Iraq American Chamber of Commerce and Industry (IACCI). Second, two Iraqi employees were recruited to plan and organize a wide range of technical training using University and public facilities and hiring trainers directly. Third, working with both MOLSA and the Ministry of Education, a series of 'Summer Schools' were organized using Ministry of Education facilities and trainers during the summer holidays. Each of the initiatives produced tremendous numbers of trainees.

RESULTS

The combined effect of all of the initiatives was to produce a marked increase in training activities in Baghdad. The impact of the measures is shown in the context of all of the training that was recorded in the year preceding the mobilization of the project team in Chart 1 on the following page. Data for the period from March 2004 to December 2004 was taken from the Legend Land final project report. Legend Land, through a contract from ILO, worked with MOLSA to establish the employment and training baseline before the Iraq Vocational Training Project began.

TRAINEES UNDER TRAINING BY MONTH TO 15 SEPTEMBER 2006 (INCORPORATING LEGEND LAND DATA FROM MAR-OCT 2004)

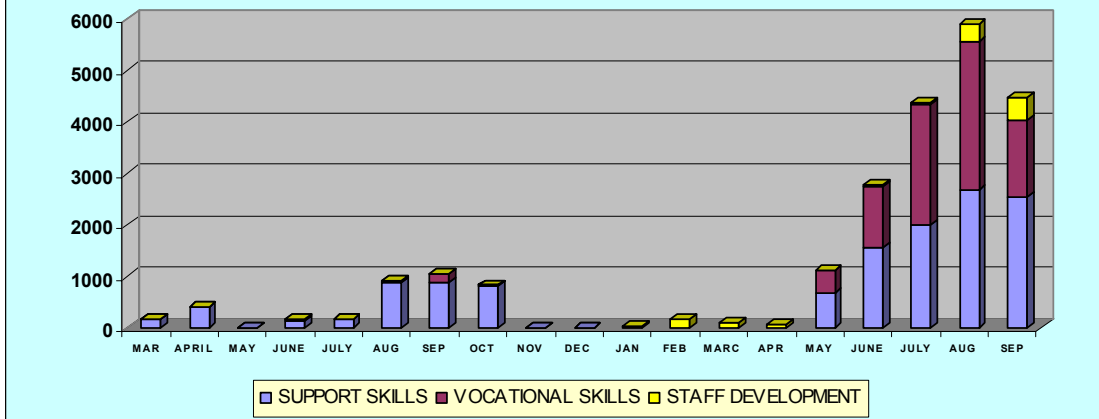


Chart 1 shows the very significant impact on the number of Iraqi job seeker's trained over the period of the contract. The data has been segregated by training type; 'support skills' refers to language and computer skills training, 'vocational skills' refers to technical or trade training, including sewing, and 'support skills' refers to the training of project staff or MOLSA managers and trainers. From no training at all at the beginning of 2005 the project team was able to raise numbers up to almost 6000 trainees for the month of August. The ground work for this huge expansion was laid during the first quarter of the year, when the focus was on training Iraqi project team members and building their capacity to act as a catalyst for the defunct centers.

WEEKLY TRAINEES UNDER TRAINING BY CENTER (19th March to 15th September 2005)

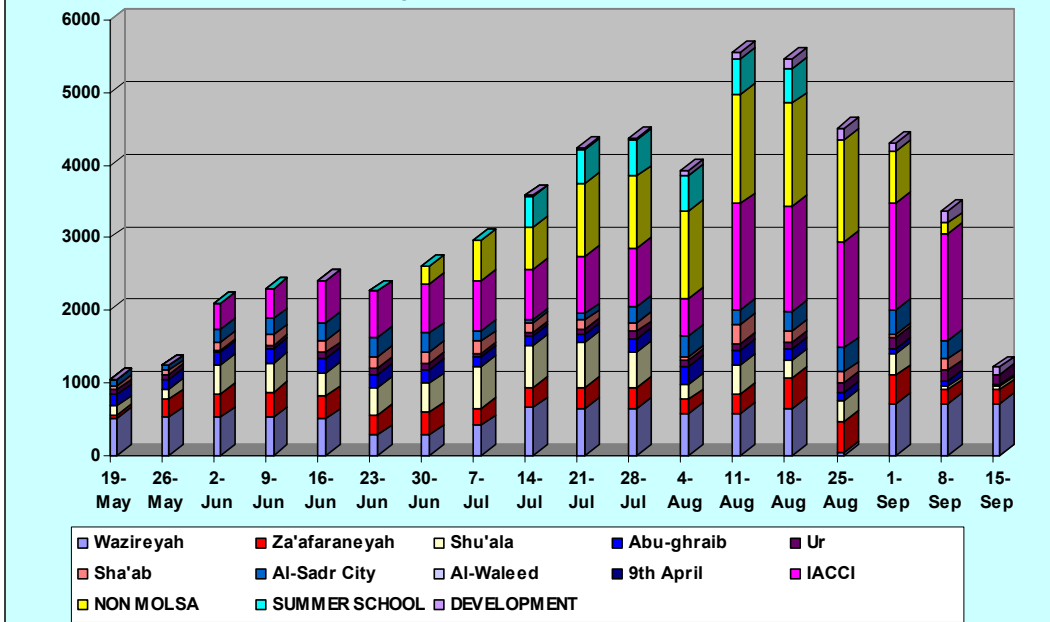


Chart 2 shows the total weekly training underway in terms of trainees registered up until the end of technical activities on 15 September. This includes Non-MOLSA training. Large contributions were made to these numbers from the bigger MOLSA centers, namely Zafraniyah, Wazeriya and Shua'la. Al Waleed and 9th April were under renovation through the period. The growth in training in Baghdad is demonstrated through the peak in mid August when training was at 5558 trainees.

WEEKLY TRAINING VOLUME BY TRAINING TYPE

(19th March to 15th September 2005)

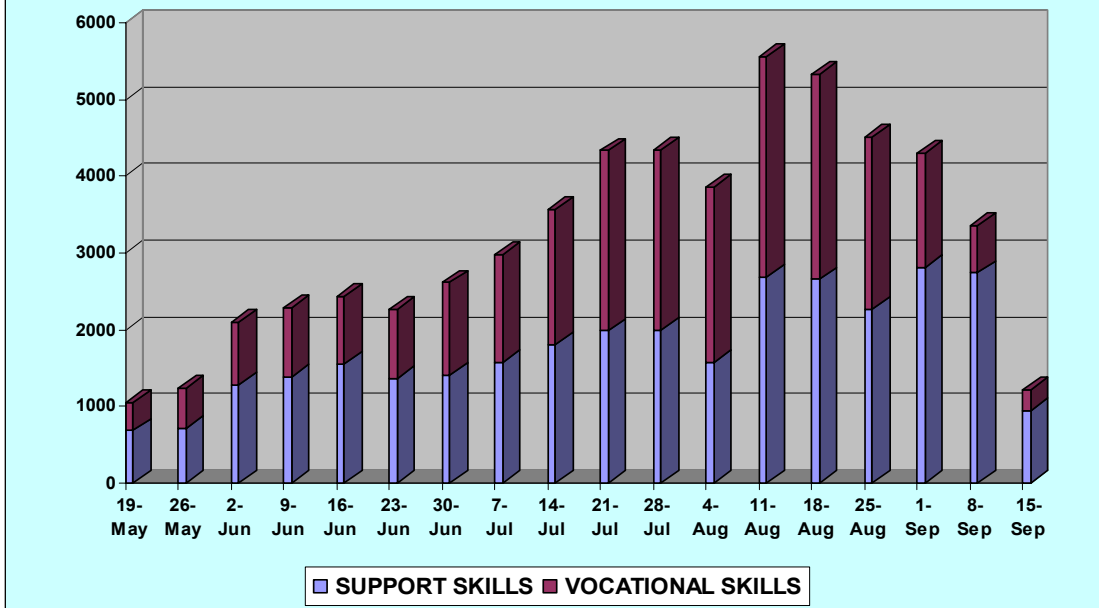


Chart 3 shows much of the volume generated in the above chart was in the 'softer' areas of language and computer training. These courses are generally more attractive to job seekers and in the case of language much easier to facilitate. One of the major achievements of the project was the significant increase in vocational skills training that was accomplished. Chart 3 shows the weekly training volumes broken down into 'Support' and 'Vocational Skills' on a weekly basis. The chart shows how not only was the total volume of training significantly increased over the period but that the proportion of vocational training to support skills training was increased from about 30% in early June to over 60% by the end of July and through the first half of August.

CUMULATIVE TRAINEES GRADUATED TO END SEPTEMBER 2005

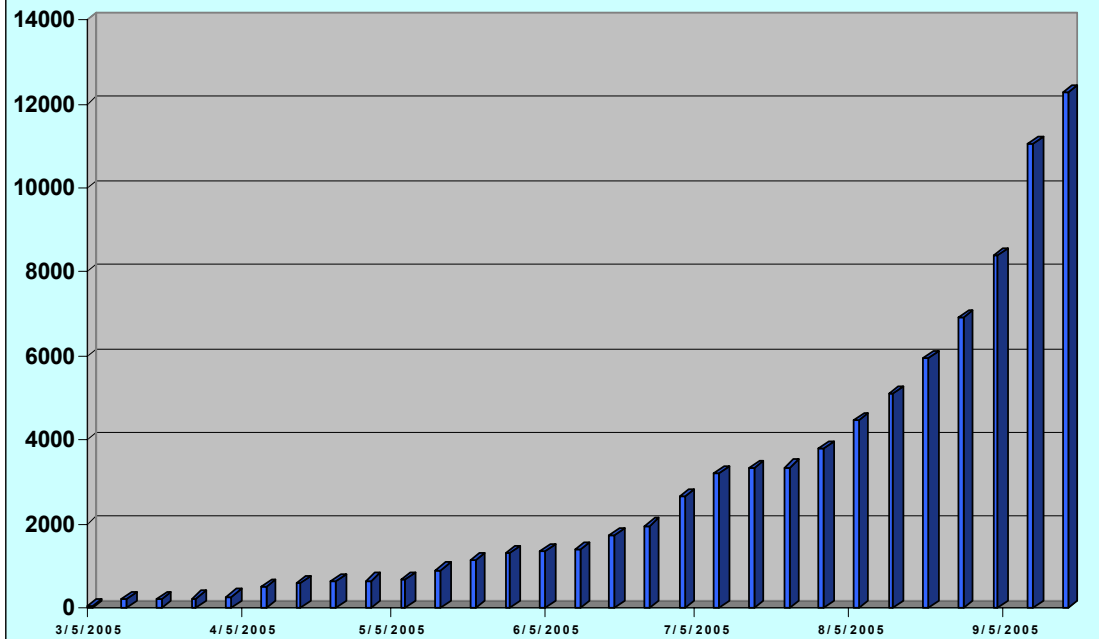


Chart 4 shows the cumulative number of graduates who have completed a training program successfully during 2005. The sharp increase in the cumulative number of graduates from the beginning of August reflects the high numbers of trainees completing courses in that month. In total some 12,017 trainees completed a course, a quite extraordinary number given the context in which this training was taking place and the short timeline in which this effort took place. The fastest growing suppliers of training were from the two private sector suppliers. This graphically demonstrates the ability of the entrepreneurial spirit to mobilize resources and to provide training.

L. SUMMER SCHOOL

The idea to fund a series of summer school courses was proposed in May by the project team to the Director of Vocational Training at the Ministry of Labor and Social affairs (MOLSA). The idea was to use the facilities and trainers of the Ministry of Education's technical High Schools during their summer holiday in July and August. The proposal was considered by the MOLSA Director and received approval by the Ministry of Education in early June when a committee was formed with representatives from both Ministries and the project team. The committee visited potential schools in Baghdad, interviewed trainers and decided on which training programs to offer. A key guideline was to choose schools in deprived areas which were not already serviced by a local MOLSA Vocational Training Center. It was also agreed to have an equal share of courses offered between both sides of Baghdad - Rassafa and Karkh. A final list was presented to the project team for funding approval in mid June and it was agreed to run courses at the schools, as per the table below.

KARKH SCHOOLS

SCHOOL	COURSE TITLE	No. OF STUDENTS
AL HUSSAIN SCHOOL	COMPUTING	15
AL HUSSAIN SCHOOL	ELECTRICAL TECHNICIAN	20
AL RASALA SCHOOL	MECHANICAL TECHNICIAN	11
AL RASALA SCHOOL	WELDING BASICS	34
AL RASALA SCHOOL	MECHANICAL TECHNICIAN	11
AL BAIAN SCHOOL	COMPUTING	35
AL BAIAN SCHOOL	SEWING	36
AL HURIA SCHOOL	MECHANICAL TECHNICIAN	11
AL HURIA SCHOOL	ELECTRICAL TECHNICIAN	8
AL HURIA SCHOOL	ELECTRICAL INSTALLATION	4
AL HURIA SCHOOL	WELDING BASICS	9
AL HURIA SCHOOL	COMPUTING	22
AL TAHRIR SCHOOL	HVAC BASICS	8

RISAFSA SCHOOLS

SCHOOL	COURSE TITLE	No. OF STUDENTS
AI AHRAR SCHOOL	BOOK BINDING	11
	OFFSET RPINTING	17
	LETTER PRESS PRINTNG	12
	MONTAGE	11
AL RASAFSA SCHOOL	ELECTRICAL INSTALLATION	62
AL BAITHA SCHOOL	CARPENTRY	23
AL QAHRIHA SCHOOL	CAR ELECTRICAL	42
	CAR MECHANICS	42
SAAD SCHOOL	MOTOR WINDING	14
	ELECTRICAL INSTALLATION	17
	WELDING BASICS	14
	ELECTRICAL TECHNICIAN	8

The courses were advertised by posters located in the relevant schools and a great amount of interest was expressed. Eventually over 480 trainees enrolled in programs. All of the trainees were unemployed job seekers attracted by the possibility of undergoing job related training in their own local area and with the added bonus of a \$40 stipend for completing the course.

The courses ran from Sunday, 10 July until Sunday, 21 August, 2005 and were seen to be successful by the participants and by the two Ministries involved. The example of inter-Ministry cooperation is not common in Baghdad currently, and was a positive outcome for the project.

M. PRIVATE TRAINING

In the search for qualified, non-MOLSA partners, the project team met with representatives from numerous NGOs, private Iraqi companies, private US companies, and officials (including US and Iraqi.) Some examples included:

- Discussions with a major IT company focused on prospects for cooperation. The company is currently negotiating with Cisco and Microsoft over the prospects of providing Microsoft and Cisco certification in Iraq.
- Introductory meetings and initial negotiations with a training company centered around an ambitious training program focused on the construction trades and professional services. The goal was to prepare a program that would train 1500 individuals which would start in June in construction trades like electricity, power supply management, welding, metal work, etc.
- Conversations were initiated with the US military on how to help train women in an Oriental rug weaving venture in Khaniqin with the Khaniqin Women's Union. USAID instructions to the project to focus on Baghdad eventually precluded the project from working with this venture.
- Negotiations with the Iraqi official in charge of veteran's affairs and the IRMO advisor, investigated training targeted at former military personnel, including officers and enlisted men. The group involved over 300,000 individuals who are drawing stipends and include many unemployed individuals. The project even funded advertisements, which, focused on training opportunities for the veterans group, but the advertisements proved ineffective.
- Discussions were initiated with the IRMO representative to the Ministry of Construction and Housing about training Iraqi engineers and workmen.
- Preliminary conversations were conducted with the IRMO representative to the Ministry of Power about training Iraqi engineers and workmen.
- Discussions were also held with a Korean delegation representing KOICA for a joint employment project in Iraq, partnering with Korea.

The project eventually adopted two approaches to non-MOLSA training through a subcontract with the Iraqi American Chamber of Commerce and directly through its own implementation.

IRAQI AMERICAN CHAMBER OF COMMERCE AND INDUSTRY

After appropriate advertising through local newspapers, the issuance of an RFP, evaluation of proposals, and USAID approval, the project subcontracted with the Iraqi American Chamber of Commerce and Industry (IACCI) to provide English and computer training in the different Iraqi cities. The Firm Fixed Price Contract for \$358,100 was signed on April 25, 2005.

IACCI was to provide training in Baghdad (IACCI, Huriya, Wazeriya, Philistine St.), Irbil (IACCI Branch, Sardam Inst., University of Salahadin), Hilla (IACCI Branch), and Basra (IACCI Branch, Al-Faraheedi). Under the terms of the contract, IACCI contracted to:

- Train and graduate 2,180 students in proficient use of the English Language; and
- Train and graduate 696 students in computer skills

During the course of training, the contract was modified to cancel training in Mosul and Basra due to security considerations. Instead, additional training locations were provided in Baghdad and Irbil. IACCI recruited students using a variety of methods including newspaper advertisements, posters, banners, newsletters, etc. Classrooms and training centers were prepared and equipped for training. Graduation ceremonies were held to recognize the accomplishments, and award certificates to the graduates. By the conclusion of the contract period, IACCI trained:

- Total number of students trained 2,912
- Total number of students trained in English 2,121
- Total number of students trained in computers 791

NON-MOLSA PROJECT TRAINING

The Vocational Education project directly implemented two sessions of non-MOLSA training. Utilizing project personnel, existing facilities and selected trainers, the project trained 2, 998 students in 95 different classes. Many classes faced the same problem: **demand often exceeded number of spaces available in the class**. Classes in Sadr City had to be cancelled after the first session due to security problems with local militias. Additional classrooms were located in other areas of Baghdad and substituted in place of Sadr City. Utilizing this approach, the project trained 2,998 students in 95 classes focused on priority training categories. See tables below for detailed listings of the training provided.

VOCATIONAL EDUCATION PROJECT TRAINING SESSIONS

JULY 2005 TO AUGUST 2005

Start Date	Center	Course	No. of Courses	Male Students	Female Students	Total Students
July 1	Masbah Center, Sadr City	Welding, Metal Work	2	60		60
July 1	Masbah Center, Sadr City	Electrical Wiring	2	60		60
July 1	Al Sebah	Welding, Metal Work	2	60		60
July 1	Mansour	Autocad (Computer-aided Design)	2	60		60
July 9	Al Rubiea, Sadr City	Computer Maintenance	4	120		120
July 9	Al Rubiea, Sadr City	Appliance Repair (TV, CD, Camera)	2	60		60
July 9	Joint Society, Sadr City	Electrical Wiring	4	120		120
July 9	Joint Society, Sadr City	Computer	1		30	30
July 9	Joint Society, Sadr City	Sewing	1		30	30
July 9	Sebah	Welding, Metal Work	1	30		30
July 16	Mansour	Mobile Phone Repair, Maintenance	4	120		120
July 16	Palestine St.	Sewing	1		30	30

Start Date	Center	Course	No. of Courses	Male Students	Female Students	Total Students
July 15	Al Mustansriah Center	Welding, Metal Work	2	70		70
July 15	Al Mustansriah Center	Machining (Lathes)	1	31		31
July 15	Al Mustansriah Center	Machining (Grinding)	1	32		32
July 15	Al Mustansriah Center	Automotive	5	150		150
July 15	Al Mustansriah Center	Autocad (Computer-aided Design)	4	120		120
July 15	Al Mustansriah Center	AC, Refrigeration	3	115		115
July 15	Al Mustansriah Center	Electrical Wiring	2	85		85
July 24	Al Mustansriah Center	Control Panel (Electrical)	3	115		115
July 24	Al Mustansriah Center	Machining (Grinding)	1	33		33
		TOTALS	48	1441	90	1531

VOCATIONAL EDUCATION PROJECT TRAINING SESSIONS

AUGUST 2005 TO SEPTEMBER 2005

Start Date	Center	Course	No. of Courses	Male Students	Female Students	Total Students
August 9	Al Andulaos	Autocad (Computer Aided Design)	3	90		90
August 9	Al Andulaos	Computer Maintenance	6	172		172
August 14	Al Husayeen	Electrical Control Panel	1	30		30
August 14	Al Husayeen	Electrical Wiring	2	60		60
August 14	Al Husayeen	Appliance Repair (TV, CD, Camera)	1	30		30

Start Date	Center	Course	No. of Courses	Male Students	Female Students	Total Students
August 14	Al Husayeen	Motor Rewiring	1	30		30
August 9	Al Kudes	Electrical Wiring	2	60		60
August 9	Al Kudes	Appliance Repair (TV, CD, Camera)	2	60		60
August 9	Al Musthensria	Autocad	9	307		307
August 9	Al Musthensria	Computer Maintenance	6	204		204
August 9	Al Nahadah	Electrical Wiring	2	60		60
August 9	Dar Al Hyatt	Computer Maintenance	6	184		184
August 9	Palestine	Computer Maintenance	2		60	60
August 9	Palestine	Sewing	4		120	120
		TOTALS	47	1,287	180	1,467

N. Monitoring and Evaluation

Monitoring and evaluation activities were integrated into the project from its inception and were conducted on a daily basis. Project personnel assigned to all the MOLSA Vocational Training Centers worked in the centers on a regular basis. Part of their regular responsibilities included reporting on the number of trainees, disaggregated by gender, on a daily basis to project headquarters where the figures were compiled on a daily basis and used for reporting and programming purposes. This integrated approach ensured reliable, accurate figures which provided timely, relevant information to project management.

Qualitative measurements were more subjective and were designed to measure the impact upon the operations of the Vocational Training Centers brought about by training for MOLSA employees, operational support, and provision of equipment. The VTTCs did exhibit an increase in the number of trainees and operational improvements. The equipment being provided to the centers was being distributed in September 2005. The long term impact and improvements should be visible in the near to medium term. The termination of the project precluded it from assessing these improvements adequately.

The formal Monitoring and Evaluation Plan was prepared in May of 2005 and was designed to monitor results within the project's manageable interests. See Appendix L for the end of project status of different results.

O. CURRICULUM

The project's original task did not include the supplying of curriculum for each trade since it was predicated upon the assumption that MOLSA already had viable curricula in Arabic. However, the project team discovered that MOLSA did not have adequate curricula; therefore, the team felt compelled to supply MOLSA with materials that could be used in each course.

In November, 2004, a thorough review was made to identify an industry-specific curriculum assessment and a participatory training model for training in Iraq. Several systems were reviewed including the British NVQ; assessments used in Amman, Jordan and other Arabic speaking countries and employment and training assessments used in the U.S. With a 40 year history of success and refinement, and because of the flexibility of the system, the U.S. Job Corps Training Achievement Records (TARs) and Curriculum were selected as baseline tools.

Initially, there was some concern that the Job Corps TARs and curriculum were developed for a U.S. training program and they might not be culturally acceptable in Iraq. (TARs in Arabic and English archived with USAID.) In March/April of 2005, a team of 60 Iraqi Career Counselors and Outreach Specialists from the Ministry of Labor and Social Affairs (MOLSA) and 30 Iraqi staff, hired by contract partners, was formed to modify, adapt and translate the TARs for use in Iraq. Working with Management & Training Corporation and ResCare, both operators of Job Corps programs in the U.S., the Iraqi team was able to modify and translate into Arabic, the TARs for 10 vocations of high priority in post-conflict Iraq. The ten vocations included:

- Electrical Repair
- Masonry
- Welding
- Machine Tools
- Plumbing
- Carpentry
- Automotive Repair
- Computer Repair and Operation
- Heating, Ventilation and Air Conditioning (HVAC)
- Sewing/Tailoring

Late in April, two, U.S. Job Corps national experts visited Baghdad and met with the Director of Vocational and Employment Services of MOLSA, and several MOLSA Training Managers, to review the needs for the new vocational training centers. (Report archived with USAID.) The TARs were used to validate the skill sets for students and to identify curriculum that would be needed for the centers.

In May-September of 2005, five international specialists from the U.S., Indonesia, Australia, and Jordan were hired to develop curriculum and training modules to train the MOLSA trainers in the 10 vocations. Curriculum was reviewed from all over the world to select appropriate and adaptive materials to be used in MOLSA's training centers. In addition to the Instructor Handbooks that were created by the team, curriculum from The National Center for Construction Education & Research (NCCER) developed by Contren™ Learning System was ordered for all the construction trades from Level One to Level Four. The material consisted of a Trainee Guide, Instructors Guide, a CD ROM, and PowerPoint presentation materials. NCCER started developing and publishing curricula in 1995. NCCER have curriculum for 40 construction craft areas that are built upon industry-wide skill standards. The materials were not written by one author but by a team of subject matter experts in the field. The curriculum was modular in format and

was competency-based with measurable objectives that matched very well with the Job Corps Training Achievement Records. The materials were flexible and allow instructors to teach a single unit or a full level. The team also ordered the Nelson Thornes NVQ Construction Series of books for many of the trades. The curriculum material from Britain utilized the European standards of measure used in Iraq. The team's subject matter experts developed both written materials and PowerPoint presentations and trained the MOLSA instructors in how to present the materials. Material was developed for Occupational Health and Safety and was presented to all MOLSA instructors. The instructors were provided books and PowerPoint materials for them to use in their own classrooms. Many other books and educational materials were provided. These included:

- Sewing and Tailoring
- Cosmetology (Basic and Advanced Hairdressing books)
- A+ Certification for Computers
- Computer software books (Step-by-Step series):
- Microsoft Windows XP
- Microsoft Office Word 2003
- Microsoft Office Excel 2003
- Microsoft Office Outlook 2003
- Microsoft Office PowerPoint 2003
- Home Networking with Microsoft Windows XP
- Computer software from CDX Global was purchased for the Automotive Trades. This included:
- CDX Automotive Resource Kit
- CDX General Service 3.0
- CDX Light Vehicle theory Kit
- The package also included textbooks.

In addition, the international specialists developed and designed training materials with the MOLSA instructors that were culturally and locally appropriate. Curriculum handbooks for each trade were created and translated into Arabic. The curriculum was finalized, translated, produced and presented in training sessions to the Iraqi training managers.

CONCLUSION

Handbooks, manuals, websites and email contacts have all been provide to MOLSA management staff, trainers, center managers and staff for continued (post-employment) skills reinforcement, updating and entrepreneurial development.

The TARs provide for continuous assessment and upgrade of skills of workers. During the original, planned contract phase of two years, a plan was developed for multi-level skill enhancement and job-matching profile development with local employers and Career Counselors. Work with NGOs and local employers was started to ensure entrepreneurial opportunities; however, the contract was curtailed after the first year.

In September, 2005, all materials, curriculum and assessments were provided to MOLSA.

The next step for MOLSA will be to develop levels of achievement and skill development for each vocation, allowing for the education and training of entry, middle and journeyman level workers. It was suggested that MOLSA hire translators to interpret the various English curriculum.

P. REFURBISHMENT

The project assisted MOLSA in expansion and refurbishment of Vocational Training Centers. In consultation with MOLSA, the Project identified buildings in the neighborhoods of Sadr City and Ur which were leased to expand MOLSA's training capacity in those areas. The project carried out minor renovations, procured furnishings and equipment, and prepared the buildings for renovations. MOLSA, with the support of the project, immediately provided training, utilizing the buildings as satellite centers to the MOLSA training centers. The buildings were almost immediately utilized to capacity. Upon the conclusion of the project, MOLSA intends to continue utilizing the satellite centers.

The project refurbished two Vocational training centers which could not operate due to the poor conditions of facilities. As an example, the Al Waleed facility consisted only of the building shell, since almost all other components had been stripped and looted from the building. Major refurbishment focused on Al Waleed and 9th of April (branch of the Shua'la Center). Minor refurbishment took place at Zafraniyah and the project was unable to assist in the refurbishment of the Wazeriya complex due to a contractual dispute between MOLSA and its contractor.

The refurbishment was conducted directly by the project staff. Utilizing On-the-Job Trainees contacted from MOLSA databases of unemployed personnel, project staff paired the trainees with master craftsmen in the different construction trades. This approach not only saved money, but it also provided practical skill training experiences to unskilled laborers.

Prior to refurbishment, the work crews removed debris and cleaned the grounds. Ministry regulations regarding the disposal of inventory precluded the removal of some equipment and consequently the equipment was removed from the facilities and stored on site. The refurbishments of the centers involved extensive renovations and repairs, including:

- All doors and windows replaced or repaired, including both wood and metal doors and windows;
- All flooring, ceilings, and walls replaced or repaired and plastered;
- All electrical wiring and control panels were replaced or rewired;
- External and internal plumbing and restroom facilities were repaired or replaced. Additional restrooms were constructed where necessary; Replacement or repair of electrical distribution and control panels;
- Ventilation fans installed in workshops;
- Facilities were painted both internally and externally;
- Equipment provided to operate the centers including generators, air conditioning, curtains, etc

COMPREHENSIVE LISTING OF REFURBISHMENTS AND RENOVATIONS AT THE VOCATIONAL TRAINING CENTERS

Vocational Training Center	Renovations Provided by Project
Al Wazeriya	Installation of Air Conditioners (A.C.s), Curtains,
Al Shua'la	Installation of A.C.s
9th of April (Al Shua'la)	Complete Renovation of Entire Center: Flooring, Walls & Ceilings, Windows, Doors, Electrical Rewiring and Lighting, A,C.s, Generator, Plumbing, Ventilation, Debris Removal, Grounds Cleaning
Al Zafraniyah	Electrical Work, Glass Replacement, Grounds Cleaning
Al Waleed	Complete Renovation of Entire Center: Flooring, Walls & Ceilings, Windows, Doors, Electrical Rewiring and Lighting, A,C.s ,Generator, Plumbing, Ventilation, Debris Removal, Grounds Cleaning
Abu Ghraib	Installation of A.C.s
Ur	Rented Satellite Center, Renovated, A.C.s, Curtains, Generator
Sadr City	Rented Satellite Center, Renovated, A.C.s, Curtains, Generator
Shaab	Installation of A.C.s

Q. PROCUREMENT

INTRODUCTION

The Procurement Team was tasked with doing both major equipment procurement, as well as office supplies for the Vocational Training Program. The AMEG Acquisition Officer (AO) arrived in country on March 14th and the LBG Contract and Procurement Manager (CPM) on April 1st. They worked with an Iraqi team consisting of a procurement manager, three procurement assistants and three drivers for most of the program, and had an additional eight assistants and three drivers available to the team during the final two months of procurement. The team completed procurements on September 6th.

METHODOLOGY

The Procurement Team adhered closely to the FAR mandated by USAID. Initially, it appeared that both expatriate and Iraqi staff had been operating in an unorganized manner with regard to purchasing procedures. Lack of organization may be typical of start up operations, but this was further complicated by the context of procuring locally in Baghdad. Thus, the AO and the CPM obtained quotes for items under the threshold of \$2500 for all non-expendable items. This was to ensure that a paper trail for procurement was established and a record of items on hand in the compound was available and could be provided to the government and was maintained for purposes of property control. For all Purchase Orders (POs), a Material Requisition was issued and signed by the COP, and three bids were obtained. Offer tabs were analyzed, a signed PO issued and signed by the COP, and a justification made for the file. Hence, competitiveness could be demonstrated for all procurements. Further, any item provided to the government was noted on a Goods Received Note and signed by an authority at the Ministry of Labor and Social Affairs (MOLSA). Thus, there is written proof that items LBG claimed to have provided to the government, have, in fact, been duly delivered and received.

PROCUREMENT FIGURES

As of 25 September, the total of procurements via PO's totaled \$2,959,143.73 of which \$2,750,643.73 was purchased from July 1st through the end of the program. This figure does not include some smaller procurement which was made without issuing POs. Outstanding deliveries remaining are:

- Heavy equipment deliveries from Dubai: 1st shipment delivered on September 22nd and the second will arrive about October 5th consisting of 34 pieces
- Five skill training handbooks were sent to the APO on July 25th and have not yet arrived; they were already paid for in full

The figures for the above outstanding procurements have been included in the amount cited above.

CHALLENGES

A major problem in doing local procurement was that the AO and CPM had little control over the staff in terms of checking on the accuracy of the quotations that were being provided. In mid-April, we discovered that at least two members of the Procurement Team were involved in fiscal impropriety. The DCOP met with the AO, the Financial Advisor and the HR Manager to discuss the situation and all agreed that the entire team of five individuals would all be released. The first two new members of the team were engaged on April 16th. As the team reached its full complement of seven members, they were all warned that the former team had all been dismissed and further impropriety would not be tolerated. Despite this, we discovered in early July that one of the Procurement Assistants was embezzling funds and falsifying receipts. He fled and has not been seen since; his personal information has been provided to the Iraqi police by the LBG Security Manager.

Security has been a major issue in procurement. It is a cash economy and the vendors do not wish to be paid through bank transfers. Moreover, they found it dangerous to come to the LBG compound to receive payment. In soliciting for bids for generators, suppliers chose to fall out of consideration for local

procurement worth nearly \$200,000, rather than come to the compound to discuss their bids. The staff was continually entrusted to carry large sums of money to pay vendors. The staff sometimes made several payments over a period of a few days to avoid having too large a sum of money in their possession. On one occasion, two staff members were purchasing IT supplies and equipment in the area featuring many computer shops, Al-Sina'a Street. Upon returning to their vehicle, they discovered it had been stolen. They reported the incident to the police who informed them that theirs was the fifth car stolen in the vicinity in the previous five days. Such was the situation confronting the staff on a daily basis.

Much of the equipment provided to the government was delivered to the MOLSA compound. From the very start there were difficulties involving a perceived lack of cooperation on the part of MOLSA staff by the Procurement Team. They were regularly detained at the gates of the compound, and made suppliers return to their shops without making deliveries because the MOLSA staff refused to accept equipment after 2 pm. Due to logistical problems of loading the material, passing through check points, detours due to security issues and the generally heavy traffic in Baghdad, it was impossible to ensure that these deliveries would always arrive before 2 pm despite efforts of the staff to go directly from their homes to the suppliers an hour earlier than their scheduled working hours. Retrospectively, it would appear that there should have been some sort of "kick off" session involving figures from the level of the Minister of Labor down to employees responsible for receiving equipment. There appears to have been a gap in what the higher level officials told LBG and what the situation on the ground was among the less senior staff.

One general challenge was the lack of equipment lists. Because of changes within the program, the original procurement lists, included with the contract, were no longer viable. Many of the items were made according to US specifications, rendering them useless in an Arabic / metric system. Lists were then supplied by ResCare, but without the specifications required for procurement. Finally, the lists were culturally adapted and improved for procurement. The delay in the process seriously impacted procurement.

The procurement team procured over \$864,000 during twelve working days at the end of August despite the difficulties of the enormous task of analyzing ten equipment lists containing over 1,000 different items. This, in itself, was a monumental achievement. (Complete Procurement report in Appendix M)

R. MOLSA CAPACITY BUILDING

Ninety percent of the MOLSA Liaison Team's activity was defined by the seven tasks of the MOLSA work plan. The history of the work plan was fraught with delays and diversion of effort because of no direct participation with an appropriate counterpart or committee at MOLSA. The committee was not established until March, 05 when the MOLSA management proposed its own organization for managing the 44 tasks of the vocational training effort. Within this context, a Coordinating and Management Skills Development Committee (CSMDC) was established to work with the project Liaison Team.

After several months and rapid progress toward task accomplishment, the Committee was told to stop working with the Liaison Team, purportedly because there was no Memorandum of Understanding (MOU) between the Vocational Technical and Employment Services Project and MOLSA.. After the Committee was disbanded, the Liaison Team was still able to collect enough data to make some reasonable recommendations, in this report, to improve MOLSA administrative procedures.

MOLSA Alternative Activities: Until the CSMDC was established, the Liaison Team focused its activity on the NGO community and the private sector community, seeking any linkage with the civilian and military presence that might be relevant to any of the seven tasks. This involved one major conference (Appendix N) and attendance at many meetings in quest of creating relationships that would complement, support and/or fund the VTES or that could be funded by the VTES project. One such potential project was to provide work experiences at Camp Taji, but after an initial visit, the military presence just seemed to evaporate. There were also scheduled trips to Falujah and Kirkuk for other economic development conferences and these were cancelled due to USAID's directive to remain in Baghdad.

During the impasse with MOLSA in Baghdad, the Liaison Team arranged for a trip to the MOLSA in Kurdistan and while there the Liaison Team also visited USAID, the Ministry of Industry and met with a project that might have offered vocational training in the Kurdistan prison system. All of this came to an abrupt halt when the project team was told to work exclusively in Baghdad.

When the relationship with MOLSA was re-established, the Liaison Team began to meet with its MOLSA counterparts to work on the tasks assigned in the work plan that was finalized at the Amman Conference. The Liaison Team in conjunction with the MOLSA committee worked on the following tasks:

TASK #	Brief Description	Accomplishment
Task 19 (6)	Develop a needs assessment of management practices, policies and procedures in the employment and vocational training centers, identify gaps, and prepare a plan to assist MOLSA to strengthen local management skills.	Follow-up: Reviewed all Legend Land and IOM material to make programs sustainable. Focused on the Ministry level. MTC gap analysis will suffice for the VT level.
Task 31(21)	Develop a framework for collaboration between MOLSA and companies in the private sector	Created the framework document. Provided for collaboration with DFID and ILO for training.
Task 34 (25)	Provide assistance to MOLSA in leveraging resources; grants, public relations, donor solicitations	Talked to Steve Browne, spokesman handling media relations, Dr. Ismael In the Min. of Planning. Assist MOLSA in leveraging resources; including assistance in drafting grant proposals, public relations pieces, preparing presentations to – and held meetings with – other donor organizations and countries, and coordinated efforts with national and international non-governmental organizations.

TASK #	Brief Description	Accomplishment
Task 35 (26)	Assist MOLSA in creating a framework for a national advisory group comprised of representatives from business, public and private sector entities, special constituencies, i.e. women, youth, veterans, NGO and others	There is one group from Awad, one group from Fatin, 3 partners, that is ILO related. ILO would be a member. Developed a framework to assist MOLSA in establishing an advisory group comprised of representatives from businesses, Chambers of Commerce, employers, public sector entities, USG, youth groups (Ages 18 and above), NGOs and the educational community to inform program policies at the national level with similar local/regional transparent entities that provide forums for dialogue at the community level
Task 37 (28).	Develop public/private partnerships to deliver skills training, capacity building, and job creation services. Within the first 18 months of the program attempt to create six such partnerships.	Identified other organizations and agencies – including USG agencies – and private sector institutions, such as Chambers of Commerce, that may engage in skills training, capacity building and job creation; explore opportunities for collaboration.
Task 39 (32)	Provide assistance to MOLSA at all management levels in skills development, including labor policy formation related to employment and training, forecasting industry needs, and other labor issues.	
Task 40 (33)	Provide direct training for all MOLSA managerial, administrative, technical, and vocational staff in a wide variety of specializations and skill areas related to employment and technical services, strategic planning, program development, monitoring and evaluation.	Training provided.

The methodology used to explore the above tasks was essentially a questionnaire (Appendix O) with one-on-one interviewing, a focus group, access to various documents and working with the Organizational Skills Development and Coordinating Committee. This Committee was part of a structure set up by MOLSA to manage the 44 tasks of the project.

CHANGING CORPORATE CULTURE

Working with the Management Skills Development Committee was the only real capacity building training the Liaison Team was able to accomplish with MOLSA by pointing out various approaches to management, leadership and teamwork. Below is a table that was going to be used, once the training became more formal.

Some of the issues are: transparency, accountability, delegation, virtual teamwork, getting feedback on leadership styles, the good aspects of bureaucracy (formal rules, procedures, protection of employee rights, etc.), and performance.

CONCEPT	BEHAVIOR
Delegate	Appoint a #2 to attend meetings and in the absence of supervisor, has the authority to make decisions that are binding on the supervisor.
Procedures	At the beginning of each meeting, reading the minutes of the previous meeting for agreement and correcting any errors. Getting feedback about the meeting and LT behavior at the end of each meeting.
Experiment with alternatives leadership and management styles	
Nonverbal communication	Using various gestures like using fingers to make “quotation marks” with certain terms like “American”, etc.
Candor about being ignorant or failing on a task.	Using expressions like; I don’t know, I don’t understand, What do you mean, My fault, I don’t care
Role clarity and accountability	Concluding almost every discussion with: “who does what by when” and creating a table that we all can follow. Liaison takes care of meeting room, tea, drinks, photocopying, etc.
Documentation	Insist on getting the documents that support the knowledge that Committee people have.
Virtual Teamwork	Having people call and email deliverables when they can’t be physically present. Not being at a meeting is not a reason to not get work done on time.
Continuity	Member absence from a meeting is no reason to not know what happened previously.
Mix of high and low technology	The few staff without internet skills or access will get hard copy versions within 24 hours of receiving the email.
Bluffing	(Pretending to know or understand. Using the same words in the text to explain the text, even when asked to use other words.

RECOMMENDATIONS

The Liaison Team discovered that the capacity of MOLSA was not sufficient to focus on management training. MOLSA leadership was simply not ready for the project’s efforts. Much more work needed to be done with the management team before expecting them to manage the revitalized centers. More concentration on developing the managers’ skills needs to happen before real change can be affected in the MOLSA centers.

S. ADMINISTRATIVE ACTIVITIES

HUMAN RESOURCES

OVERVIEW

The Human Resources Department hired 512 Iraqi staff for the entire project and 21 expatriate field staff. After the establishment of the Human Resources Department in March of 2005 and with the arrival the Human Resources Manager, many standardized processes were established and implemented. This was the first activity and a priority to the entire project with four implementing partner companies. The Human Resources Manager also organized weekly conference calls with all of the Human Resources Departments in the home offices in order to facilitate and ensure coordination. The Human Resources Department also engaged in a number of administrative duties in order to support the successful execution of the project. The entire department functioned efficiently with three Iraqi staff members and one expatriate staff member.

POLICIES

The Human Resources Department synchronized the established policies of four implementing partner companies. For example, the policies included, but were not limited to, the employment contract of Iraqi employees, all forms used by the department, leave time for expatriate staff and one Iraqi employee handbook with consistent benefits for Iraqis. The process thoroughly involved the corporate human resources and financial departments of each company. Along with the finance department in the Baghdad office, the forms and procedures were standardized and utilized by the project. The Iraqi staff received all of the information in a personal intake process as well as they received everything in writing in either Arabic or English, based on need, during the hiring process. (The handbook used to orientate Iraqi staff is archived with USAID documents.)

STAFFING NUMBERS

<i>Company</i>	<i>TOTAL</i>	<i>LBG</i>	<i>MTC</i>	<i>RC</i>	<i>CI</i>
Total number of Expatriate field staff	21	9	9	2	1
Total number of Iraqi staff including trainers and non renewed contracts	512	49	286	143	34
Total number of Iraqi staff not including trainers and non renewed contracts	155	22	72	61	7
Total number of Iraqi staff non renewed contracts	63	10	14	12	27

TRAINERS

IRAQI TRAINERS	TOTAL	LBG	MTC	RC
Total # of Iraqi Trainers	287	17	200	70

MOLSA VTC	52	17	18	17
University	139	N/A	120	19
Summer School	96	N/A	62	34

EXPATRIATE STAFF

The project employed talented trainers, management and administrative staff. Despite delayed hiring and deployment, the project saw great success in meeting deliverables in this area. Below is a table of the deployment dates of the expatriate staff, which illustrates the arrival of expatriate staff in the field which corresponds to the attainment of swift implementation once a greater coordination of technical and administrative staff was achieved.

The department had excellent collaboration with the home offices of the four implementing companies in order to facilitate the recruitment of the expatriate staff. This was facilitated by weekly conference calls which included representatives from all four companies, as well as updated spreadsheets as to the status of the long recruitment process from initial contact to safe arrival on the team in the compound in Baghdad.

The Human Resources Department utilized and managed three online employment websites in order to recruit trainers in 10 various trade areas along with 3 coordinator positions. Job advertisements and descriptions were prepared and advertised for approximately two months. During the two months over 250 resumes were reviewed in the Baghdad Human Resources Department and short listed to the home offices for further processing. The three websites utilized were www.bayt.com, www.careermideast.com, and www.developmentex.com.

EXPATRIATE DEPLOYMENT DATES

Expatriate field staff upon project completion, September 2005

Name	Company	Title	Arrival dates
*Nancy Parks	LBG	Chief of Party	March 2005
**Mike Buhagiar	MTC	Finance Team Leader	March 2005
Carla Rosa Borges	LBG	Human Resources Manager	March 2005
Chris Torres	LBG	IT Manager	December 2004
Mel Schnapper	LBG	Ministry Capacity	December 2004
Randall Parks	CI	Monitoring Team Leader	April 2005
Tom Petocz	AMEG	Procurement	March 2005
***Tim Mizen	MTC	Deputy Chief of Party	June 2005
Mark Wease	LBG	Procurement and Contract Mgmt	April 2005
****Michael Roberts	MTC	Team Leader	May 2005
Robert Caldwell	MTC	Vocational Trainer	July 2005
Jill Elkins	MTC	Long Term Advisor	Jan, Mar, Jul 2005
Daniel Costelloe	MTC	Vocational Trainer	July 2005
Osama Issa	MTC	Vocational Trainer	July 2005
Leslie Lawrence	MTC	Vocational Trainer	July 2005

Departed expatriate field staff throughout the project

Paul Tracy Wright	LBG	Chief of Party	April 2005
Vincent Dinan	MTC	Policy and Plans	January 2005
Timothy Wilson	MTC	Regional Team Leader	January 2005
Nagib Armijo-Hussein	RC	Senior Director	January 2005
Mike Kauffman	LBG	Ministry Liaison Officer	January 2005
Daniel del Castillo	LBG	PR/Communications Manager	June 2005
John Bowlin	LBG	Finance Manager	December 2004
Jabir Al-Garawi	RC	Voc &Tech Trg Team Coor	May 2005

* Ms. Nancy Parks replaced Tracy Wright as Chief of Party in May 2005.

** Mr. Mike Buhagiar replaced John Bowlin in March 2005.

*** Tim Mizen, hired as Team Leader was quickly promoted into the Deputy Chief of Party position replacing Nancy Parks.

**** Michael Roberts was promoted to Team Leader filling the vacancy created by Tim Wilson's departure and Tim Mizen's promotion.

IRAQI STAFF

The hiring process for Iraqi staff benefited greatly from the streamlined approach developed by the department. A total of 512 Iraqis were hired by this process which was approved by all four implementing companies. The department also managed the monthly records for all Iraqi employees especially regarding leave requests. Also included in monthly management was the attendance of Iraqi staff, oversight of timesheet accuracy in conjunction with the finance department and processing non-renewed contracts. On occasion, the Human Resources Department was required to process disciplinary actions for staff that were delinquent in following the policies and procedures of the project.

ADMINISTRATIVE ACTIVITIES

The Human Resources Department engaged in various administrative duties which were vital to the implementation of the project and day to day activities. One vital component was to obtain the necessary badges for the Iraqi and expatriate staff. This was a time-consuming, yet necessary security activity to every staff member. Without the necessary badges, staff was often restricted in their movement which would impede their progress. Therefore, the Human Resources Department ensured that the system of obtaining badges was flawless and timely. The management of the mail system for the project was also another vital component. The department worked to ensure systems were in place for all avenues of correspondence such as Federal Express, DHL, and APO. The Human Resources Manager was also certified as a mail clerk in order to facilitate this service. Lastly, the department also served as a conduit to the other compound offices in order to facilitate implementation. These activities included attending compound facilities meetings, visitor requests, travel requests, preparation for both Iraqi and Expatriate new arrivals and terminated employees.

CHALLENGES

Initially there was no consistency amongst the four implementing companies and their policies for staffing. This caused confusion and competition primarily among the Iraqi staff, which later was remedied with the

standardization of the personnel policies and procedures of the project. Also, at times there were miscommunications or lack of information provided to the Human Resources Department from the project staff for their hiring needs. This led to a delay in contract preparation and even payments of mainly the trainers. However, in the end this was remedied with the collaboration of all departments involved. Another challenging experience was in the area of hiring staff for actual position titles, versus what was available in the original contract. Approval for the LOE system will be forthcoming at project's closure.

SUCCESSSES

The Human Resources department is able to cite the following successes:

- The hiring of 512 Iraqi staff and 21 Expatriate field staff throughout the life of the project.
- The synchronization of the Human Resources policies and procedures of the four implementing partners to ease implementation.
- The successful advertising for trainers on three online employment websites.
- The hiring of four specialized trainers to implement train the trainer classes in various trades.

T. FINANCE

The Project was funded directly by three companies whose financial transactions were managed from within the Finance Section of the Project in Baghdad. Those companies are the principal contractors, Louis Berger Group (LBG) and Management & Training Corporation (MTC) as well as ResCare, a sub-contractor.

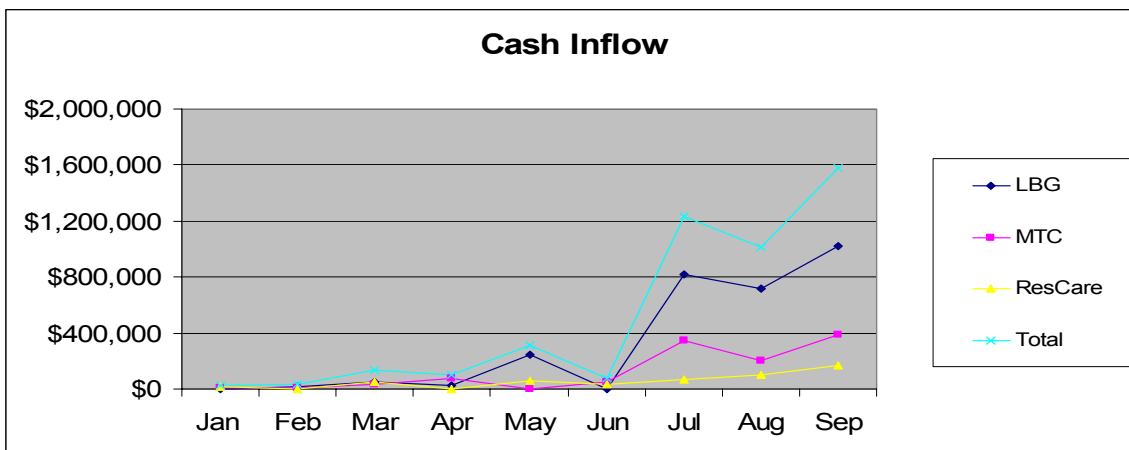
ResCare had two local staff managing its cash account from January 2005. LBG had an expatriate operating from December 2004 and was replaced by MTC Personnel in March 2005. A local staff member was employed to assist in the managing of LBG's account in June 2005.

CURRENCY

LBG and ResCare had registered as foreign companies operating within Iraq and had opened bank accounts in which they could channel cash. The Iraqi economic infrastructure is unstable and the most accepted mode of payment within Iraq is cash. It may have been possible to try and establish a payment by check with long term high cash value suppliers, however this was not pursued. Cash was provided to the compound by way of the bank courier for LBG and ResCare and by the private courier company for MTC. The cash currency reported and traded is in \$USD. However in some cases the currency is required to be traded to the local currency, Iraqi Dinar (ID) where the \$USD is not accepted.

CASH INFLOWS

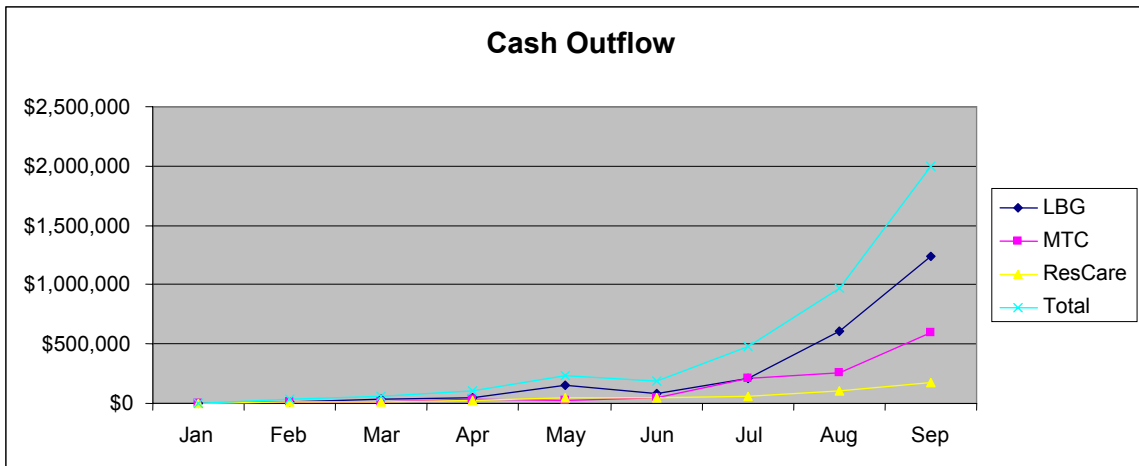
The timeframe in which cash was supplied varied from each company. MTC could provide cash to the compound within three days from request. LBG and ResCare took at least one week. The method of acquiring was to forward a request in the form of a cash projection, to the Home Office. Following is a graph which depicts the cash inflow for each company.



The graph shows a steady increase in the requirement of cash as the project progressed. The dramatic increase in July for LBG and MTC was due to the anticipated expenditure of funds on capital equipment and center refurbishment. ResCare's reduced requirement for cash was due to their choosing not to participate in the funding of center refurbishment.

CASH OUTFLOWS

As expected the cash outflow correlates to the cash inflow. The increased LBG expenditure in May was due to the purchase of IT equipment to the value of \$67k as well as sewing machines to the value of \$20k. A further \$30k was advanced to CI. It was in about June / July that the project was advised that it may be placed on hold at some point in the near future. This created an urgency to meet key performance criteria in refurbishing of education centers and the provision of the necessary equipment.



PAYROLL

Salaries were paid once a month for local staff. LBG and MTC processed and paid their staff within the first week of the month for the previous month’s services, while ResCare processed and paid their staff in the last week of the month for services rendered to the twenty fourth of the month.

When a staff member started employment within the project, the employment terms and conditions were detailed in the individual’s employment contract. At the end of each month the Finance Section would receive a timesheet from each employee. The timesheets were signed by the employee and supported by an expatriate supervisor. The timesheet stated the number of days worked, which formed the basis of the salary payment.

In June there was a salary review of all local staff which resulted in a general increase in salary rates. The review was required to align salaries paid to USAID FSN Scales as well as standardize salary rates with roles and responsibilities of staff across all companies.

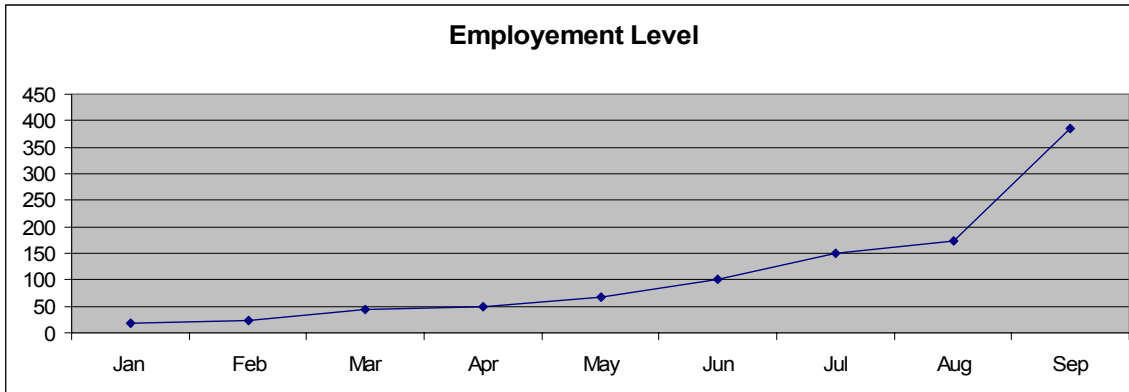
Following is an example of a pay slip which was required to be signed by each employee upon receipt of their salary.

LOUIS BERGER GROUP											
Louis Berger Group/MTC Joint Venture											
Baghdad, Iraq											
June 2005 Payroll Disbursement											
Iraq Employee Name	Badge ID Number	Payment Date	Daily Rate	No. of Days	Gross Salary	Social Security Tax	Gross less Social Security Tax	Tax Category	Tax Deducted	Medical Allowance	Net Salary
Adel Rashad Sharif	3264	3-Jul-05	\$34	26	\$884	\$44	\$840	\$3	\$77	\$50	\$813
Employee Signature:	_____										
Disbursing Agent:	_____										

The gross monthly payroll payment was entered into the cashbook with the monthly summary sheets and pay slips were used as supporting documentation.

STAFF EMPLOYMENT

Staff employment levels demonstrated in the graph below gradually increased as the project evolved. With notice of possible project closure there was a sense of urgency to employ more staff to carry out the necessary tasks to meet project objectives.



INCOME AND SOCIAL SECURITY TAXES

The issue of deducting and forwarding income and social security taxes caused concern through the duration of the project. While there was documentation stating that the project had a statutory obligation to deduct and forward the taxes to the relevant Ministries, there was no safe method of doing so. Indirect enquiries with the Ministries suggested that the project needed to provide payment with the details of each employee's full name, address and identification. This was not an option as it would jeopardize the security and safety of the project staff. The team referred the matter to the USAID office for advice; however USAID stated that it was not its position to advise on such matters.

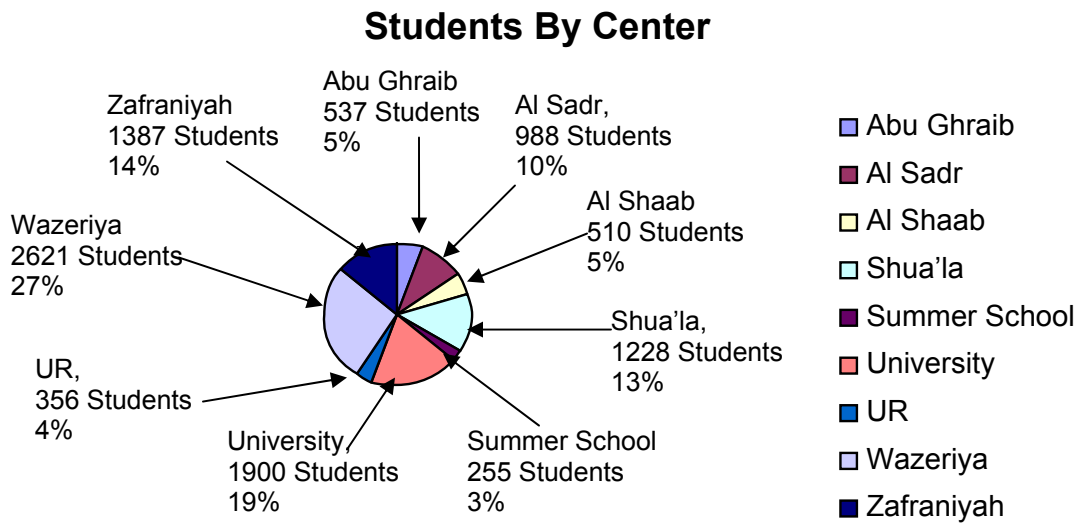
Research to review what other USAID projects were doing on the tax matter suggested that only one other USAID project was deducting taxes, but had not forwarded such taxes to the Ministries. The matter was forwarded to an attorney, Mr. Mohammed El Roubi from I&D Iraq Law Alliance to see if he could mediate the transition of funds to the Ministries without the notification of staff personal details. Unfortunately the mediation failed in its attempt, as the Ministries insisted on all staff details being provided with any taxes paid. As this was not an option, there was no alternative but to refund the deducted taxes back to each staff member.

STIPENDS

A stipend is the term used as an amount in which students are paid after the successful completion of a vocational course that is supported and approved by project team. The amount of the stipend is usually \$20 and is payable to the student at the successful completion of each course. The course usually takes one month to complete. Where courses take two months to complete, or where it was difficult to attract students for a particular course, a \$40 stipend was paid.

A student was required to enroll prior to a course commencing. The details of enrollees were forwarded to the project office prior to course commencement. This enabled the project office to prepare stipend payments in a timely manner. A course attendance register, as well as student identification details, were maintained by the administrator where the course was being held. Upon successful completion of the course the students were granted a certificate as well as the stipend payment. The students were required to again provide identification and sign a receipt upon receiving the stipend. In most cases stipends were paid in Iraqi Dinar.

The following graph details the centers in which courses were conducted and the total students that were enrolled;



The payment of stipends commenced on 19 May 2005. Since then there have been over 9,700 students enrolled and completed in courses. Total stipend payments are valued at over two hundred and twenty one thousand dollars. The following courses were provided at the centers:

- | | |
|----------------------|------------------------------------|
| Air Conditioning | Arabic Language |
| Carpentry | Computer Technical |
| Construction | Controls and Systems (Electronics) |
| Cosmetology | Electrical Engineering |
| Elevator Engineering | English Language |
| Hairdressing | Air Conditioner Engineering |
| Automotive | Plumbing |
| Sewing | Tailoring |
| Welding | |

CENTER REFURBISHMENT

The refurbishment of the education centers formed an integral part of the training program. The centers were found to be in poor condition and required intensive repairs and maintenance. There were four centers that required refurbishment. The largest center and the center requiring the most repairs was the Al Waleed Center. At its peak it employed two hundred and eighty laborers. The laborers were mainly unskilled and were taught on the job skills (OJT) by experienced local tradesmen. The unskilled laborers were paid approximately six dollars per day while the skilled tradesmen were paid approximately twenty seven dollars per day. The following table details the funds spent on refurbishing the training Centers.

Center	OJT Labor	Refurbishment	Other	Total
Al Waleed	\$100,089	\$168,405	\$9,467	\$278,860
Shua'la	\$22,267	\$26,477	\$641	\$49,385
Wazeriya	\$0	\$438	\$0	\$438
Zafraniyah	\$23,247	\$2,806	\$0	\$26,053
Total	\$146,503	\$198,126	\$10,107	\$354,736

PROJECT RISKS

The risk of fraudulent activity was high. This is due to the cash economy within Iraq and the issuing of manual receipts and invoices. Such receipts and invoices are only given on request. Little credibility is placed on the validation of such receipts or invoices and they can be produced for any value on demand. On the two occasions where the project staff was dismissed on grounds of suspicion of fraud it was found that invoices were inflated by as much as 30%. The only way the project could have reduced this risk was to employ auditors to continually test the market or to employ enough people to have complete separation of duties whereby the project employed staff that separately procured, received and paid for goods and services. The logistics of such an arrangement would have presented many challenges.

RECOMMENDATIONS

Each company operated with a different chart of accounts. This made the reporting of expenditures difficult to track. With the use of a standard software accounting system and chart of accounts, it would have been possible to report end of month expenditure against budget in a timely manner while maintaining the individual reporting status of each company.

An induction program should be provided to all employees. The induction should include information on the payroll process and the employee's responsibility on how, and when to complete a timesheet.

Any person involved in procurement that is not employed directly within the procurement team should be provided with an induction on the responsibilities and requirements when committing and paying project funds.

U. Information Technology (IT)

HISTORY

Within 30 days of arriving in Iraq and reaching the compound, a temporary internet system was established. Before the installation of, and during the use of the temporary system, an initial assessment was made based on the size and needs of the project. Considerations included the layout of the compound, the weather conditions and possible security risks. A temporary system was then designed to serve as many as 50 continuous users at any given time. The IT team also was able to run 5 VoIP phones over the network with acceptable quality. This system was utilized from late December until the end of April 2004.

By the end of April, sufficient necessary equipment reached the compound to begin the installation of a permanent networking system. The complete installation of the permanent system took three months. The system continued being monitored and modified to meet the needs of the project.

Over the course of the installation, local staff was trained to help with, and eventually take over certain responsibilities of the project. In total there was a staff of three local Iraqis who were able to maintain an efficient system of IT services and support.

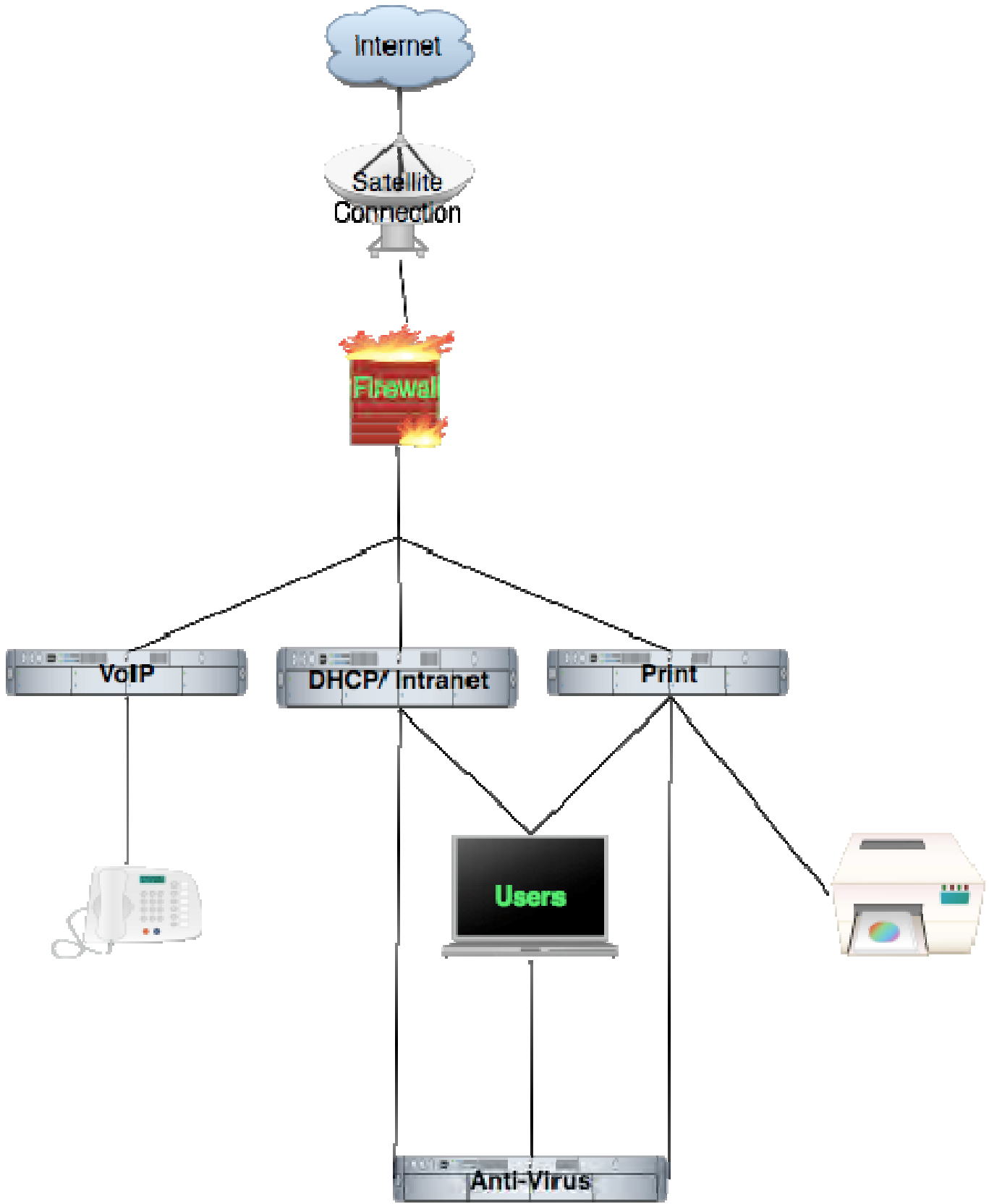
ACHIEVEMENTS

By the end of the completion of the permanent system the following services were implemented:

- File Services
- DHCP
- Internal VoIP communication
- External VoIP communication
- Network Monitoring
- Internal website to address any “internal only” needs
- External website for communicating data with USAID
- Email
- Internet connectivity in the private quarters, as well as in the business center
- Help Desk
- Database Development
- Web Development

STRUCTURE

Below is a basic diagram of the network infrastructure. The idea behind the structure is its simplicity. The IT Department used a 24-bit subnet mask for the internal IP addressing scheme. This gave the IT Department sufficient IP addresses which negated having to do any routing. With such a simple structure scaling up or down, it became easier and less time consuming. Also, this setup is easy for any network specialist to manage.



SPECIFICATIONS

The Specifications for the permanent network system were as follows:

- 2.8m satellite dish w/ 10w buck
- 512Kbps (DVB) up/ 512Kbps (SCPC) down
- Sonicwall Firewall w/ Gateway anti-virus, Content Filter and network monitoring tools
- File service over 2 Dell Power Edge Servers at RAID 5
- Help Desk and Network Anti-Virus services on 1 Dell Power Edge server
- DHCP & web services on 1 Dell Power Edge server
- VoIP Service on an Altigen Server
- Print Service on 1 Dell Power Edge server
- All services run in Microsoft Environment

SUMMARY

The IT team implemented a temporary internet solution within 30 days of deployment. Within 90 days of mobilization, the permanent networking system was completed. Network and user services were consistently provided and modified based on the needs of the project. The ability to operate a consistent IT system in Iraq with all of the power outages and electrical problems was miraculous.

V. Conclusion

In the closing days of the project, the staff reflected on the lessons learned from the experience. First, the project team members are to be commended for the way they operated during a pending legal protest. To put such a monumental effort in establishing the project only to have it end abruptly was demoralizing to both the expatriate team and Iraqi counterparts. With that stated, the project team is still grateful to the American people and to USAID for the opportunity to have worked, even under the shadow of project uncertainty, with the Iraqi people.

If there had been no protest, if this project had proceeded normally, there were still lessons to be learned. Among those are:

- Administrative staff should arrive first to establish the systems necessary to support technical activities. The project would have operated more efficiently from the beginning had this approach been implemented.
- At the beginning of the project, due to security concerns of the elections and difficulties working with MOLSA, the project team slowed down their work, but could have expeditiously used the time better to prepare for project implementation. Even when things seemed to be at a standstill, curriculum could have been translated, equipment lists organized. Looking back, early months could have been spent in preparing materials better to use either with MOLSA or private institutions.
- More coordination is needed among all of the USAID projects operating in Iraq, in order not to replicate efforts.
- The positive stories emerging from the project should be publicized more widely.
- More time should be spent working with MOLSA in advance to prepare the ministry for a project. Future USAID involvement should be focused in this area.
- The selection of key staff, early on, needs more care and attention.
- Multiple partners need greater coordination and organization from the onset.

In spite of these observations, the team leaves the project with a great sense of accomplishment.

The Iraq Vocational Training and Employment Services Project succeeded in establishing a solid foundation on which the Ministry of Labor and Social Affairs can base its training. The project provided curriculum, equipped the centers, trained the trainers, and refurbished classrooms. In a relatively brief time span, the project accomplished the majority of deliverables which USAID had tasked the team to complete. All of this was done in a tense, often volatile, security environment. Another tremendous success of the project was revitalizing the private sector. The project's staff who established training in private centers commented repeatedly that such entrepreneurial spirit had never been fostered in Iraq. It is the project team's hope that these private institutions will maintain their training efforts.

The tragedy is that the project ended prematurely. While the foundation was laid, the project could have utilized additional time to fully develop MOLSA's capacity for sustainability of the centers. Additional time would have been helpful in familiarizing trainers with new equipment and newly-translated curriculum. The project staff made provisions in its training to compensate for the delay in materials' arrival, but such efforts could have been strengthened by training with the real tools and books. Another factor in MOLSA's sustainability of the centers is financial. MOLSA is unsure if it will have the means to continue to support the centers adequately since MOLSA's capacity for training has increased. Without financial support for trainers and stipends, MOLSA may have difficulty in supporting the current level of training.

The other face of the tragedy of project closure is the human one. The project worked with those most affected by the war – the poor, the undereducated, and the marginalized. Throughout classrooms, project

staff heard their stories of defeat and despair replaced with hope and anticipation as the trainees looked more confidently to the future. Neglected by the former regime, lost in the New Iraq, the citizens looked to the project as a means to find a place for themselves in their emerging country. The project closure will not affect the massive rebuilding of infrastructure or the revitalization of the private sector; it will, however, affect the unemployed who have families to support and who now looks to other sources for hope and assistance. It will affect the single woman has become the only breadwinner in her family. It is this personal face which the project staff finds most difficult to leave.

The project staff appeals to USAID to find the means to assist MOLSA in maintaining the vocational training centers. The centers, especially the ones in low income neighborhoods, are essential in bringing security to unsettled areas. Without the financial assistance and international training support, the centers may not be able to operate to their full potential. The United States government has incredible resources for training. The resources need to be tapped to offer training and support to ministerial staff. Such an initiative could be undertaken at a relatively low cost. Most importantly, the thousands of unemployed or underemployed Iraqis are still in need of training. The project staff asks that support continue to be given to training efforts in Iraq to equip the people with the skills their new country requires.

II. TASKS – CONTRACT SECTION C

TASK I

Within the first 90 days initiate a rapid market study performance gap analysis of the Employment Services and Vocational Technical Training Centers to be administered first in six key locations, including Baghdad and then quickly extending nationwide. This analysis will compare skills needed by the local private sector with the skills and abilities of the local workforce. The analysis should disaggregate by the targeted groups, to ensure that any differences in the skills and labor participation of each group are addressed. In conducting the analysis the contractor will consult with relevant stakeholders in such illustrative sectors as agriculture, construction, energy and power, education, etc. As a supplement to the analysis, the Contractor will identify and customize a culturally appropriate system to assess pre-training competency levels.

Phase One of the National Labor Market Survey (rapid labor market survey) was completed 28 February, 2005 by survey teams that canvassed over 600 companies throughout Iraq.

The purpose of the National Labor Survey was to help the project team understand the composition of the existing Iraqi work force and to determine the most immediate and obvious labor needs and range of skills required in Iraq. Based on the information, and in cooperation with MOLSA, the project focused its initial training programs and offerings on the most immediate employment needs and opportunities.

HISTORICAL PERSPECTIVE

The *Citizens International* team leader arrived in Baghdad in January to begin work on the National Labor Market Survey (NLMS). The team leader identified, contracted, and trained one NLMS Iraqi team leader who began assembling and training survey teams. Subsequently, the team leaders selected and mobilized two survey teams, despite pre-election security concerns and travel constraints. Both teams began surveying commercial organizations and other employers shortly after the Iraqi elections.

In February, the National Labor Market Survey (NLMS) Iraqi team leader continued to assemble and train survey teams. Teams canvassed employers in the Baghdad area, many of whom were reluctant to provide information because of security concerns and tax liabilities. The teams, however, devised ways to alleviate these concerns, resulting in the eventual cooperation of the majority of the companies. Another complication was MOLSA's refusal to provide permission for access into government-owned companies. As a result, the largest companies in Iraq did not respond to the survey. Without approval from the ministry, the survey teams were not allowed access into the government companies.

Regardless of the setbacks due to security and approvals, the survey expanded beyond metropolitan Baghdad to other regions of the country to cover companies in Mosul, Karbala, Najaf, and Dewalah. By the end of February, more than 600 companies had been surveyed with approximately 60 firms refusing to provide information, 535 firms with information summarized in English, and another 80 responses being translated from Arabic into English by the surveyors.

While the completed study is available for further study in the USAID archived documents, the following table lists the seven types of training most frequently required by the companies surveyed:

Type of Training Required	Grand Total
Light Manufacturing	1839
Carpentry, Architectural Finish	1089
Metal Fabrication	1005
Food Services/ Preparation	766
Retail Services	531
Professional Services	351
Retail Manufacturing	277

An additional observation from the market survey is that female employees in the government sector, far outnumber their counterparts in the private sector.

TASK 2

Build on the rapid labor market study to create a mechanism to monitor the needs nationwide of a fluid and dynamic private sector, and swiftly adapt and adjust vocational and technical training to meet these needs in order to qualify graduates of MOLSA's Vocational and Technical Training Centers to enter the job market, including jobs to stimulate growth of the rural economy. On-going substantive and transparent dialogue with industry and continuous industry surveys will be required to maintain the proper balance between skills supply and shifting employment demands. Wherever possible, direct agreements between education providers and private sector representatives will serve to sharpen the relevance and timeliness of the skills training provided.

After the initial, rapid labor market survey, the survey teams adopted a systematic approach to survey neighborhoods in Baghdad. After USAID instructed the project to focus on Baghdad, the survey teams focused on different neighborhoods in their subsequent follow-up surveys. Input was gathered from MOLSA and project team members, to confirm survey results.

In conjunction with the project trainers, the project introduced TARs to MOLSA trainers to ensure that course graduates were prepared to enter the job force and that measurements included industry standards and validation of skills in vocations that would be needed in Iraq in the next few years.

TASK 3

Adapt and incorporate selected elements of industry productivity assessments and participatory training models that proved highly successful during the Marshall Plan and/or other post crisis environments.

In November, 2004, the project team home's office made a thorough review to identify an industry-specific assessment and a participatory training model for training in Iraq. Several systems were reviewed including the British NVQ; assessments used in Amman, Jordan and other Arabic speaking countries and employment and training assessments used in the U.S. With a forty- year history of success and refinement and because of the flexibility of the system, the U.S. Job Corps Training Achievement Records (TARs) and Curriculum were selected as baseline tools.

Initially, there was some concern that the Job Corps TARs were developed for a U.S. training program and might not be culturally acceptable in Iraq. In March/April of 2005, a team of sixty Iraqi Career Counselors and Outreach Specialists from the Ministry of Labor and Social Affairs (MOLSA) and 30 Iraqi staff, hired by

contract partners, was formed to modify, adapt and translate the TARs for use in Iraq. Working with Management & Training Corporation and ResCare, both operators of Job Corps programs in the U.S., the Iraqi team was able to modify and translate into Arabic the TARs for ten vocations of high priority, as identified in the Labor Market Survey, in post-conflict Iraq. The ten vocations included:

- Electrical Repair
- Masonry
- Welding
- Machine Tools
- Plumbing
- Carpentry
- Automotive Repair
- Computer Repair and Operation
- Heating, Ventilation and Air Conditioning (HVAC)
- Sewing/Tailoring

Late in April, two U.S. Job Corps national experts visited Baghdad and met with the Director of Vocational and Employment Services of MOLSA and several MOLSA Training Managers to review the equipment needs and center design for the new and refurbished vocational centers run by the ministry. The TARs were used to validate skillsets and curriculum that would be needed for the centers.

In May-September of 2005, five international specialists from the U.S., Indonesia, Australia, and Jordan were hired to develop curriculum and training modules to train the MOLSA trainers in the ten vocations. Curriculum was reviewed from all over the world to select appropriate and adaptive materials to be used in MOLSA's training centers.

In addition, the international specialists developed and designed training materials with the MOLSA instructors that were culturally and locally appropriate. The curriculum was finalized, translated into Arabic, produced and presented in training sessions to the Iraq training managers.

The MOLSA managers and the experts coordinated the curriculum with the Job Corps Training Achievement Records, utilizing the TARs as a pre- and post-assessment of student's mastery of the skillsets, necessary for employment in each vocation. In September, 2005, all materials, curriculum and assessments were provided for each MOLSA center in English and Arabic.

The next step for MOLSA will be to develop levels of achievement and skill development for each vocation, allowing for the education and training of entry, middle and journeyman level workers.

TASK 4

Identify qualified local and/or regional private sector institutions to launch and implement independent training programs based on the skills identified in the rapid labor market survey. The training programs are to include efforts to build an entrepreneurial spirit in trainees.

In the search of qualified, non-MOLSA partners, the project team met with the Iraqi American Business Center, representatives from numerous NGOs, private Iraqi companies, private US companies, and officials (including US and Iraqi.) Some examples included:

- Discussions with a major IT company focused on prospects for cooperation. The company negotiated with Cisco and Microsoft over the prospects of providing Microsoft and Cisco certification in Iraq.
- Introductory meetings and initial negotiations with a training company centered around an ambitious training program focused on the construction trades and professional services. The goal was to prepare a program that trains 1500 individuals which will start in June in construction trades like electricity, power supply management, welding, metal work, etc
- Considerations initiated with the US military on how to help train women in an oriental rug weaving venture in Khaniqin with the Khaniqin Women's Union. USAID instructions to the project to focus on Baghdad eventually precluded the project from working with this venture.
- Negotiations with the Iraqi official in charge of veteran's affairs and the IRMO advisor discussed training targeted at former military personnel, including officers and enlisted men. The group involves over 300,000 individuals who are drawing stipends and include many unemployed individuals. The project even funded advertisements focused on training opportunities for the veterans group which proved very ineffective.
- Discussions were initiated with the IRMO representative to the Ministry of Construction and Housing about training Iraqi engineers and workmen.
- Preliminary conversations were conducted with the IRMO representative to the Ministry of Power about training Iraqi engineers and workmen.

The project eventually adopted two approaches to non-MOLSA training through a subcontract with the Iraqi American Chamber of Commerce and directly through its own implementation.

IRAQI AMERICAN CHAMBER OF COMMERCE AND INDUSTRY

After appropriate advertising through local newspapers, the issuance of an RFP, evaluation of proposals, and USAID approval, the project subcontracted with the Iraqi American Chamber of Commerce and Industry (IACCI) to provide English and computer training in the different Iraqi cities. The Firm Fixed Price Contract for \$358, 100 was signed on April 25, 2005.

IACCI was to provide training in Baghdad (IACCI, Huriya, Wazeriya, Philistine St.), Irbil (IACCI Branch, Sardam Inst., University of Salahadin), Hilla (IACCI Branch), and Basra (IACCI Branch, Al-Faraheedi). Under the terms of the contract, IACCI contracted to:

- Train and graduate 2,180 students in proficiency use of the English Language; and
- Train and graduate 696 students in computer skills

During the course of training, the contract was modified to cancel training in Mosul and Basra due to security considerations. Instead, additional training locations were provided in Baghdad and Irbil. IACCI recruited students using a variety of methods including newspaper advertisements, posters, banners, newsletters, etc. Classrooms and training centers were prepared and equipped for training. Graduation ceremonies were held to recognize the accomplishments and award certificates to the graduates. By the conclusion of the contract period, IACCI trained:

- Total number of students trained 2,912
- Total number of students trained in English 2,121
- Total number of students trained in computers 791

NON MOLSA PROJECT TRAINING

The Vocational Education project directly implemented two sessions of non-MOLSA training. Utilizing project personnel, existing facilities and selected trainers, the project trained 2,998 students in 95 different classes. Many classes faced the same problem: **demand often exceeded number of spaces available in the class**. Classes in Sadr City had to be cancelled after the first session due to security problems with local militias. Additional classrooms were located in other areas of Baghdad and substituted in place of Sadr City. Utilizing this approach, the project trained 2,998 students in 95 classes focused on priority training categories.

TASK 5

Provide a more in-depth labor market study, built on the rapid study, to determine competency based skills requirements for critical labor categories, and more specifically, skills required to perform discreet segments of a particular job.

During the second stage of the Labor Market Survey, surveyors interviewed 400 additional companies and conducted follow-up surveys of 300 companies which had previously identified over 4000 vacancies and potential positions. This in-depth information was used to identify candidate companies for the project's On-the-Job Training Program and more specific labor market information. CI was preparing a scope-of-work for a labor market economist to help structure the subsequent phases of the survey when USAID instructed all activities on this task cease by July 1, 2005.

TASK 6

Conduct a performance needs gap analysis of the employment services and vocational training centers

To verify the condition of the MOLSA Employment and Training Centers; their operational capacity and efficiency, reliability of the data collected; staffing roles and activity, and make suggestions for further development or upgrade, a Gap Analysis of the centers was the first step for the Berger/MTC team.

During the time period of December 27, 2004 to January 16, 2005, the team designed the Gap Analysis tool and the process, with input from local Iraqi staff of the project. The expatriate Project Leads were trained, and helped develop the tool further to have it translated into Arabic. An Iraqi team of nine men and two women assisted with the refinement of the tool. On 12 and 13 January, Gap Analysis training for the eleven Iraqis involved in the surveying of the centers was provided. Topics for training included: communication with MOLSA and Iraqi Center Managers and jobseekers; inter-rater reliability; safety issues, data collection and sensitivity to special populations such as females, veterans, and youth.

On 11 January, prior to training the Iraqi Gap Team, project representatives visited the Deputy Minister of Labor and Social Affairs. The Ministry official informed the team at that meeting that the Minister had not heard of the project, and without consultation with a representative of the U.S. Department of State, the project could not progress. The team realized that there had been some misunderstanding and that it would take some time to correct the issues, which may have arisen from concerns over the imminent election. Therefore, the teams made the decision to have Iraqi employees learn as much as they could about the labor market and condition of the centers in each of the governorates on a private basis and without infringing on MOLSA sensitivities. While not being able to collect all of the specific data in the survey tool, the team was able to collect initial impressions.

The Project Team made an attempt to synthesize the limited data and make very early assumptions and recommendations based on the observations and input in the two months the project had been "on-the-ground" in Iraq. Certainly, the approval of the Minister of Labor and Social Affairs for the Gap Analysis and augmentation of the existing centers was critical to the project's success. It was apparent that even in the best case scenario, the joint venture might not receive approval quickly. Even if a new minister were appointed, there may be an additional time lag for him/her to become established and form a new process

for approving the work of the project. To keep on-target with the deliverables of the current USAID contract, the project team submitted the report as an initial, limited review of the centers.

The Gap Analysis was implemented under a very short timeline during one of the most volatile times in Iraq. Increased insurgency and security issues leading up to the Iraqi elections, the curfews, border closures and reluctance of Iraqis to work with American operations, for safety reasons, made it difficult to implement the plan.

All team members visited the centers unofficially and were only able to record observations. At a few centers, the team members were able to speak directly with the center managers, but mostly, contact with centers' officials was limited. On 28 February, 2005, a report on the Gap Analysis was submitted to USAID for approval. (Archived with USAID.)

In March, after the elections, the number of insurgent attacks decreased and teams were able to move around more freely. Work on the evaluation of all of the centers in Iraq continued. In May, an Iraqi Educational Surveying and Monitoring specialist was hired to oversee and conduct a second level Gap Analysis. The original tool was modified. The tool included questions for data collection of program elements, structural conditions of the centers and focus group questions. Again, the tool was translated into Arabic.

A training session was held for the six men from MOLSA, and six from Management & Training Corporation, who would form the second level Gap Analysis team. The twelve surveyors were divided into six teams of two each.

Data was entered by the team members into the statistical package for social sciences (SPSS), version 11. Then data was analyzed and the outcome indicators were measured. Graphs were created by the use of Microsoft Excel 2003.

The total number of the centers surveyed was 35. Surveyed were 18 (51.4%) employment services centers (ESCs) and 17 (48.6%) vocational technical training centers (VTTCs). All of the centers were located in urban areas.

Results of both levels of the Gap Analysis were used to design the refurbishment and reconstruction of MOLSA programs and centers. Several MOLSA Managers commented on how valuable the survey information was to the validation of the needs of each center in Iraq. (Both Gap Analyses are archived with USAID.)

TASK 7

Assess and prioritize job needs and the skills required for targeted labor categories in terms of the expected skill levels required.

Based on the large number of vacancies and prospective positions, the Vocational Training and Employment Services project focused on the following training categories as immediate priorities:

- Carpentry, Architectural Finish
- Light Manufacturing
- Professional Services
- Metal Fabrication
- Food Processing and Manufacturing Plants

There was a substantial difference in number between the first tier of required vocational training and the second tier; therefore, it became important to factor in project goals and targets in establishing the second tier. Gender considerations were important priorities which emerged in the analysis and were

implemented in the project. The selection of second tier training categories was based on a combination of the resulting statistical information factored with the project goals and targets. Second tier training included:

- Retail Services
- Mechanical Systems
- Retail Manufacturing
- Electrical Systems
- Information Technology
- English As a Second Language

Training in English and computers (Information Technology Training) were perceived as being critical for successful employment in the “New Iraq.” This common perception emerged not only from the survey responses, but also from daily conversations with MOLSA officials, job applicants, and local citizens. Whether this perception is completely warranted, remains an open question. It does have some basis in fact as many of the individuals who have easily found employment are those with English language skills and computer training. The American and foreign companies have been quick to hire such individuals. It remains to be determined as how valid this perception is in the medium, to long term future of the Iraqi economy.

Both English-as-a-Second Language (ESL) and IT, emerged as sectors which were important from the perspective of encouraging female employment. When the vacant and prospective positions were analyzed by gender, several categories of training emerged as having either a large number or a high percentage of employment opportunities for women. Since female employment was an important project goal and the Iraqi society provides limited opportunities for various reasons, the additional categories emerge as critical priorities.

The survey determined that there was an immediate need in the private sector for a significant number of workers to fill skilled and semi-skilled positions. At the same time, it was also noteworthy that the Iraqi private sector has been slow to respond to the large number of business opportunities available as the economy moved away from almost complete reliance on the government to a more open market economy. As a result, large numbers of Iraqis have had difficulty making the adjustment from relying on government employment to employment in the private sector.

In contrast to government employment, the Iraqi private sector employed relatively few women. As a result, the training programs planned under this project made a special effort to identify positions which women could fill, and for which they should receive training.

TASK 8

Assess immediate and likely future job opportunities and develop a mechanism for matching job seekers with vacancies and for training or re-training job seekers for anticipated future vacancies identified in the assessment.

The project team developed an outreach program to match job opportunities with the labor market survey openings and job seekers, and then trained outreach and career counselors. Results from the recent LMS and Gap Analysis were presented to the Outreach personnel.

In December, 2004, Implementation Manuals for development and program guidelines for the MOLSA Employment Services and Vocational Training Centers were developed and submitted to USAID for approval. Approval from USAID was given in March. Shortly after approval, USAID adjusted the Scope of Work for the project and the Implementation Plan for the Employment Services Centers became void. The

manual for the Vocational Centers however, was used to guide the design and needs for staffing and services from the centers.

In January, 2005 a Work Plan was developed for Employment Services. The plan had a goal to hire 80 job development specialists for community mobilization. Forty were to be Career Counselors and forty were to be Outreach Specialists. Twelve of these were to be hired as Senior Counselors at a supervisory level and capable of performing both roles. In March/April the MOLSA Outreach Specialists and Career Counselors were given an intensive one-week course of instruction in outreach and counseling techniques that included the vocational system for enrollment and tracking. A 200-page manual was developed as a resource for the specialists and counselors to use when conducting outreach and career counseling with jobseekers.

The MOLSA data base for jobseekers was used as a starting point for the Outreach Specialists and Career Counselors. The MOLSA Outreach Specialist and Career Counselors identified and designed suggested changes for the centers. The project team submitted a report to the Manager of Employment Services and Vocational Training for MOLSA. Several parts of the MOLSA policies and procedures were modified at that time. During the first week of March, 2005, the project team met with MOLSA senior staff to produce a joint work plan to be endorsed by the Minister of Labor and Social Affairs. During this meeting, one goal was to improve the career counseling and outreach capabilities with the employment centers. Another goal was to help expand and improve the employment services data base, and then network it across the nation. During this meeting Dr. Riyadh assigned the project team office space at the ministry so that the team could work more closely with the MOLSA staff. Concurrently, administrative staff was also trained in outreach and counseling techniques, as well as English and computer skills.

In late March, after a meeting in Amman, Jordan with MOLSA and the project partners, several Task Forces were established with MOLSA and contract staff to review and revise MOLSA operational procedures and program guidelines. A draft work plan was adopted by the Joint Venture partners and MOLSA. The work of these task forces continued right up to the termination of the project on September 30, 2005.

In late April/early May of 2005, a decision was made by USAID to not serve the employment services centers in Iraq and to not tie the employment centers enrollment of jobseekers to the vocational center enrollment for classes. The budget for the project was diminished and limited to vocational training in the Baghdad area. At that time, the efforts to develop the Employment Services Centers were curtailed.

By June the situation in the Employment Service Centers was somewhat bleak – vacant, neglected buildings, and poorly-equipped offices. MOLSA had Outreach Counselors use its database to help jobseekers find employment, but the counselors did not have telephones or taxi fare to pursue job opportunities. With the arrival of the Outreach Counselors trained by project staff in early June, the once-stagnant centers were revitalized. The project's counselors, fully equipped and trained, mentored the MOLSA Outreach Counselors to facilitate employment. The project team provided telephones, transportation, business cards and training. The team also sponsored two individuals in the project team at the Iraqi American Chamber of Commerce to help with coordination between MOLSA and the business community. The team assigned a supervisor who had worked with the initial Legend Land/IOM project and eight Outreach Specialists to work with MOLSA. During the period June 26, 2005 through September 3, 2005, the project staff:

- Visited 2,126 companies.
- Obtained 2,368 open vacancies.
- Referred 693 applicants from MOLSA.
- Filled 242 vacancies.

These numbers were based on two months of working with the MOLSA Outreach Counselors and the next step for MOLSA would be to continue to fund this department and provide them the resources to

continue placing job seekers. MOLSA would need to ensure better coordination between the different sections of the department. The Department is divided in four main sections: Outreach; Matching; Notification; and Interview. Project teams reported losing more than 75% of the real vacancies because of the matching process and the notification of jobseekers. Many of the employer demands were not reasonable: they wanted excellent experience but wanted this experience at a very low wage. The team was also working on improving the coordination between the outreach section and the IT department to improve the matching process. The project team was also working on improving the coordination between the vocational training facilities and the trainees in the Vocational Technical Training Centers. At present, the students are not registered in the Baghdad Employment Center database. The Vocational Technical Training Centers are not connected to the Employment Service Centers database.

TASK 9

Hire and train Iraqi staff over the life of the contract to mentor MOLSA staff in the employment service centers and the vocational and technical training centers according to USAID specifications.

During the year of the contract, 320 Iraqi staff were hired to train and mentor MOLSA staff in the employment services centers and the vocational training centers. All training and consulting provided by the Iraqi staff working on the project was reviewed by MOLSA managers and met USAID standards and approval.

Iraqi staff was hired to work on the project in four categories:

1. Administrative support within the USAID compound, at MOLSA and in the field.
2. Mentors and consultants to the Managers of each ESC or VTTC.
3. Instructors and staff located in 7 centers in the Baghdad area.
4. Coordinators for activities i.e. OJT, veteran's activities, summer school programs.

Training for Iraqi staff began in January, 2005 with the Gap Analysis Team and Labor Market Surveyors and continued in March/April with training of MOLSA Outreach Specialists and Career Counselors. Project staff also received training in Microsoft Office. Concurrently, administrative staff was trained in outreach and counseling techniques, as well as English and computer skills. MOLSA English teachers were given special teaching techniques training in June. MOLSA Managers were also trained in management, teambuilding and training skills in June. MOLSA Center Vocational Managers were given train-the-trainer classes on the 10 vocations in August and September. Job hunting skills training was available for all Iraqi staff in August and September. Assessment and review for sustainability of project components and skills was provided to the administrative staff in August.

Concurrently with all scheduled training at MOLSA, or within the Centers, or the compound, staff was consistently involved in workplace skills development and specific vocational skill enhancement. Each new staff member was trained on security, administrative procedures, work ethics used in a global market, safety on the job, project goals and report writing and presentation.

Contracts were written for 508 Iraqis who were involved in on-the-job-training (OJT) to refurbish and upgrade the appearance of the seven (7), already existing MOLSA centers in Baghdad, as well as the construction and refurbishing of two (2) additional centers, which had been closed prior to the project.

As experts in the U.S. training arena, Management & Training Corporation led the oversight of training and assessment of employee training and mentoring.

TASK 10

Submit a "Translation of Work to Iraq" plan for the utilization of Iraqi workers, and the transfer of knowledge, skills, and abilities to Iraqi entities. This plan for hiring and training

Iraqi workers will constitute a considerable weight in judging technical merit for awarding the contract.

(This task was placed on hold by recommendation of the CTO Mark Visocky.)

TASK II

Provide, disburse, and manage operating costs and cost to rehabilitate buildings up to the budget allotment in proposal budget dated 9 August in accordance with the FAR Part 36. These costs may include utilities, advertising, fuel, transportation, photocopies, signage, and other operating costs as may be required and within budget allowance.

The project assisted MOLSA in expansion and refurbishment of Vocational Training Centers. In consultation with MOLSA, the Project identified buildings in the neighborhoods of Sadr City and Ur which were leased to expand MOLSA's training capacity in those areas. The project carried out minor renovations, procured furnishings and equipment, and prepared the buildings for renovations. MOLSA and the project team immediately provided training, utilizing the buildings as satellite centers to the MOLSA training centers. The buildings were almost immediately utilized to capacity. Upon the conclusion of the project, MOLSA intends to continue utilizing the satellite centers.

The project refurbished two Vocational training centers which could not operate due to the poor conditions of facilities. As an example, the Al Waleed facility consisted of the building shell, since almost all other components had been stripped from the building. Major refurbishment focused on Al Waleed and 9th of April (branch of the Shua'la Center). Minor refurbishment took place at Zafraniyah and the project was unable to assist in the refurbishment of the Wazeriya complex due to a contractual dispute between MOLSA and its contractor.

The refurbishment was conducted directly by the project staff. Utilizing On-the-Job Trainees contacted from MOLSA databases of unemployed personnel, project staff paired the trainees with master craftsmen in the different construction trades. This approach not only saved money, but it also provided practical skilled training experiences to unskilled laborers.

Prior to refurbishment, the work crews removed debris and cleaned the grounds. Ministry regulations regarding the disposal of inventory precluded the removal of some equipment and consequently this equipment was removed from the facilities and stored on site. The refurbishments of the centers involved extensive renovations and repairs, including:

- All doors and windows replaced or repaired, including both wood and metal doors and windows;
- All flooring, ceilings, and walls replaced or repaired and plastered;
- All electrical wiring and control panels were replaced or rewired;
- External and internal plumbing and restroom facilities were repaired or replaced. Additional restrooms were constructed where necessary; Replacement or repair of electrical distribution and control panels;
- Ventilation fans installed in workshops;
- Facilities were painted both internally and externally;
- Equipment provided to operate the centers including generators, air conditioning, curtains, etc

COMPREHENSIVE LISTING OF REFURBISHMENTS AND RENOVATIONS AT THE VOCATIONAL TRAINING CENTERS

Vocational Training Center	Renovations Provided by Project
Al Wazeriya	Installation of Air Conditioners (A.C.s), Curtains,
Al Shua'la	Installation of A.C.s
9th of April (Al Shua'la)	Complete Renovation of Entire Center: Flooring, Walls & Ceilings, Windows, Doors, Electrical Rewiring and Lighting, A.C.s, Generator, Plumbing, Ventilation, Debris Removal, Grounds Cleaning
Al Zafraniyah	Electrical Work, Glass Replacement, Grounds Cleaning
Al Waleed	Complete Renovation of Entire Center: Flooring, Walls & Ceilings, Windows, Doors, Electrical Rewiring and Lighting, A.C.s, Generator, Plumbing, Ventilation, Debris Removal, Grounds Cleaning
Abu Ghraib	Installation of A.C.s
Ur	Rented Satellite Center, Renovated, A.C.s, Curtains, Generator
Sadr City	Rented Satellite Center, Renovated, A.C.s, Curtains, Generator
Shaab	Installation of A.C.s

TASK 12

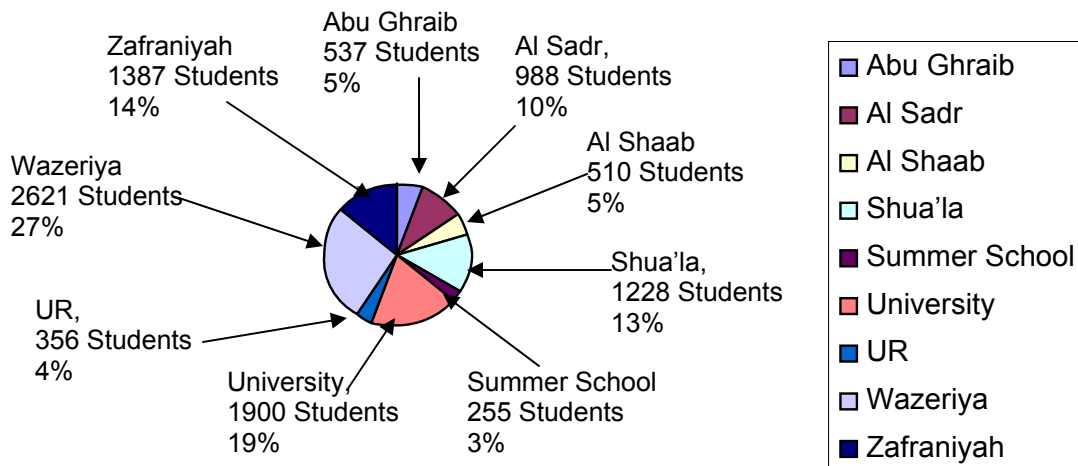
Disburse stipends of approximately \$20/month up to 183,000 stipends/month (excluding on-the-job training.)

A stipend is the term used for a payment in which students are paid after the successful completion of a course that is supported and approved by the project team. The amount of the stipend was usually \$20 and was payable to the student at the successful completion of each course. The course usually took one month to complete. Where courses took two months to complete, or where it was difficult to attract students for a particular course, a \$40 stipend was paid.

A student was required to enroll prior to a course commencing. The registration information concerning enrollees was forwarded to the project office prior to the course commencement. This enabled the project office to prepare stipend payments in a timely manner. A course attendance register, as well as student identification details, were maintained by the administrator in the center where the course was being held. Upon successful completion of the course, the student's were given a certificate, as well as the stipend payment. The students were required to again provide identification and sign a receipt upon receiving the stipend. In most cases stipends were paid in Iraqi Dinar.

The following graph details the centers in which courses were conducted and the total students that were enrolled:

Students By Center



The payment of stipends commenced on 19 May 2005. Since then, over 9,700 students enrolled and completed courses in which stipends were paid. Total stipend payments are valued at over two hundred and twenty one thousand dollars (\$221,000). The following courses were provided at the centers:

- | | |
|----------------------|------------------------------------|
| Air Conditioning | Arabic Language |
| Carpentry | Computer Technical |
| Construction | Controls and Systems (Electronics) |
| Cosmetology | Electrical Engineering |
| Elevator Engineering | English Language |
| Hairdressing | Air Conditioner Engineering |
| Automotive | Plumbing |
| Sewing | Tailoring |
| Welding | |

TASK 13

Develop and/or customize and maintain a computerized accounting system for the centers.

(This task was placed on hold by recommendation of the CTO Mark Visocky.)

TASK 14

Subcontract with expanding businesses and master craftsmen for on-the-job training for approximately 33,000 Iraqis with matching funds averaging up to \$250 per trainee who meets a prescribed level of competency. The contractor can suggest different numbers and/or amounts for the trainees and matching funds amounts.

MOLSA has an OJT program which the project team attempted to expand and improve. Implementation depended on sufficient expatriate staff to oversee this program and a commitment by MOLSA to properly supervise the program.

While MOLSA's OJT program had once been active, it had become dormant under the administration of the former Minister. The Iraq, on-the-job training program, was officially restarted on April 1, 2004 by opening an OJT office in the Baghdad Employment Center. The program needed much work because the previous Minister had refused to pay employers for outstanding OJT contracts that had been signed by the Ministry of Labor and Social Affairs. In May, 2005, a series of meetings were held between the project team and the MOLSA staff where committees were set up for all of the project tasks. The Outreach and On-the-job training committee consisted of: Michael W. Roberts (Senior Trainer), Saad Baker (Team Leader), Amer Shiref (OJT Coordinator) from the project staff, Abd il Wahab Fathil (OJT Department Manager) and Omar Hafuth (Legislation Department Head) from MOLSA. The committee went over the materials developed by the Department of Labor and Legend Land. (Mr. Amer Shiref from the USAID project had previously worked with the IOM in developing the MOLSA materials.) The committee reviewed and modified the MOLSA Standard Operating Procedures (SOPs), department descriptions, and position descriptions. The committee decided that some of the materials needed to be changed and updated with current needs. The committee also modified the MOLSA program with materials from the U.S. Job Corps program model. This included some changes in the text on the agreement and a shortening of the time period that an individual would be on an OJT contract.

The project team's objective was to develop a rapid implementation work plan to identify immediate OJT opportunities in metropolitan Baghdad and other locations in Iraq. The team recruited, trained, equipped, and deployed outreach staff to initiate program activities. Twelve project team employees were hired to work with MOLSA as Outreach Specialists who also had the task of identifying employers interested in the OJT program. The Outreach Specialists were provided with an intensive one-week training program before assigned to assist the MOLSA Specialists. The training material for the training was obtained from MTC who had developed excellent training materials for outreach staff and career counselors. The Outreach Specialists were also tasked with developing OJT contracts. The employees worked directly with the MOLSA outreach teams and the team provided them with communication, transportation and other needed supplies. The outreach workers were to pre-qualify employers for the program and then to identify, screen, select and place OJT candidates in appropriate training situations. The OJT committee also wrote a "Purpose" and "Requirements" section to the MOLSA OJT SOP's.

The initial concept of MOLSA's OJT program was to pay subsidies to an employer for training an applicant in a vocational trade. The program was to be conducted in two phases. Phase 1 was the training phase and MOLSA would pay 50 percent of the applicant's salary as a subsidy. Phase 1 was six months in length. Phase 2 was the employment phase and MOLSA would pay 15% of the applicant's salary as a bonus, after the applicant completed an additional six months of employment. The project team thought that the one year time period was too long. The committee modified this to 3 months for the training phase and 3 months for the employment phase.

In June, the project team realized that with the impending closure of the project, it could not commit funds for the OJT program. The team deployed its outreach and career counselors to facilitate job matching between job opportunities and jobseekers registered with MOLSA. The team made its focus "rapid implementation" and assigned the teams to specified sectors of the city. The teams were to work with prospective employers to validate job opportunities and requirements and match these with candidates selected from the nearest MOLSA registry.

In June, another one week training session was held for newly hired outreach counselors. The training was conducted by Reem Khalid, Senior Trainer at the project's main office. The outreach counselors joined the MOLSA outreach staff on June 26, 2005.

The work plan submitted in June focused on five tasks:

- Equipping and rehabilitating the Vocational Technical Training Centers.
- Enrolling 3,500 people in priority training skills.

- Securing employment for 3,300 people/month that were not enrolled in training programs.
- Training 10,500 in the first six months of the contract.
- Securing employment for 75% of the trainees, developing the On-the-Job training program by placing 5,300 in OJT programs during the life of the contract.

The OJT committee combined the fifth deliverable and task. The deliverable – to find employment for 75% of trainees was determined to be unobtainable with such a brief time remaining in the contract. In June, the project team felt that the OJT program could be reactivated since the committee had developed a foundation. The team felt that the project team could employ 500 laborers. The biggest obstacle was time; the team quickly found out that MOLSA would not commit any of its funds to the program. MOLSA said it did not have the funds to commit. The team could not commit USAID funds past the end of September, 2005.

The project team also had a huge task of refurbishing and equipping the four largest centers which offer the greatest capacity for training. The team developed a plan with MOLSA and various contractors/subcontractors to hire MOLSA jobseekers on On-The-Job Training contracts with the subcontractors to refurbish the centers. OJT candidates would be identified by the MOLSA database, aggressively pre-screened for “best match” in hard and soft skills, interviewed and placed with the employer. Members of the project team would work with the various subcontractors to validate job opportunities and requirements. Candidates would be selected from the MOLSA registry, screened, and those qualified presented for interview and selection. A key element in this approach was to overcome barriers to employment and to expedite the process of hiring whenever possible. MOLSA, with the help of the project team, identified critical skilled, semi-skilled, and unskilled job seekers to fill vacancies. Training and assistance was also provided to the employers where it was deemed necessary and desirable to upgrade the OJT instruction. The project team wrote 438 OJT contracts during the final months of the project. In addition, MOLSA had on-going contracts for 250 trainees. The total number of contracts was 685. With proper funding and support, the OJT program could be a great benefit to Iraq. The next step for MOLSA would be to properly support and fund the program to allow for the education and training of entry, middle, and journeyman level workers.

TASK 15

Provide and help to oversee maintenance of equipment, including computers, generators, tools, machinery, furnishings and other equipment to ensure that each Employment Services Center and Vocational and Technical Training Center is established, furnished and operated according to MOLSA Employment and Training (E&T) specifications. In many cases, some of the equipment and furnishings have already been provided; however, updated models may be necessary.

The refurbishment of the VTTCs formed an integral part of the training program. The centers were found to be in poor condition and required intensive repairs and maintenance. There were four centers that required refurbishment. The largest center, and the center requiring the most repairs was the Al Waleed Center. At the peak of the project, two hundred and eighty laborers were employed for refurbishment. The laborers were mainly unskilled and were taught on the job skills (OJT) by experienced local tradesmen. The unskilled laborers were paid approximately six dollars per day, while the skilled tradesmen were paid approximately twenty seven dollars per day. The following table details the funds spent on refurbishing the training Centers.

After refurbishment was completed, centers were equipped to their individual capacity.

Center	OJT Labor	Refurbishment	Other	Total
Al Waleed	\$100,089	\$168,405	\$9,467	\$278,860
Shua'la	\$22,267	\$26,477	\$641	\$49,385
Wazeriya	\$0	\$438	\$0	\$438
Zafraniyah	\$23,247	\$2,806	\$0	\$26,053
Total	\$146,503	\$198,126	\$10,107	\$354,736

TASK 16

Equip and maintain a minimum of three laboratory facilities for English language and computer skills training within the first 180 days, assuming security situation allows. Each should have a minimum of 18 workstations. An appropriate course of study in English Language Training and in Computer Skills will need to be provided and only if the Contractor believes that the overall environment in the area of performance is secure for the protection of its employees or personnel.

In May, 2005, the project team signed a contract with the Iraqi American Chamber of Commerce and Industry (IACCI) to offer English and computer training to over 2,200 students until 30 September in three centers located throughout Iraq. Originally centers were to be located in Basra and Mosul, but security concerns prevented opening centers in those locations. Instead, IACCI offered courses at two locations in Baghdad and one in Irbil.

Trainning and **D**evelopment **R**esources Institute for **B**usiness (*Tadrib*, the Arabic word for “Training”) achieved, in a short time, remarkable progress in its works and activities and was able to attract large numbers of businesspersons, in addition to government employees in key agencies and ministries.

IACCI Tadrib teachers went to the respective ministry and company locations spread throughout Baghdad to offer the courses there. This task was to overcome barriers that would prevent students from coming to the IACCI location due to security concerns.

IACCI Tadrib used the *Oxford New Headway* series, a set curriculum based on international standards of English Language education.

The English training courses focused on developing basic skills, vocabulary and grammar that would enable students to communicate freely in the modern business world.

IACCI Tadrib also offered courses for the development of essential computer skills. The courses were not only offered to ministries and members of the Chamber, but also to Chamber employees.

The chart below reflects the total number of students trained at IACCI in three locations.

Total Current English	1057	
Total Current Computer	403	
Total first month English	505	
Total first month Computer	185	
Total second month English	559	
Total second month Computer	203	
TOTAL Number	2912	2876 GOAL
TOTAL English	2121	2180 GOAL
TOTAL Computer	791	696 GOAL

TASK 17

Within the first 90 days, identify a culturally appropriate instrument to measure interests, aptitude, and ability to help inform training and job placement decisions, with particular attention to equalizing gender differences. This will be a key part of the Employment Services Centers' program.

Within the first 90 days of the contract and after a review of several workplace assessments, a culturally appropriate instrument was identified to measure interests, aptitude, and abilities. The tool would help inform training and job placement decisions, with particular attention to equalizing gender differences. An internationally recognized tool, "The Profile XT", by Profiles International, was chosen as a tool that included international industry approval; was available in multiple languages; had passed numerous validity studies; was unbiased towards cultural or gender issues and was matched to skill sets identified for the ten vocations chosen for training. The Profile XT was able to be used with the British NVQ and the international skills assessment which evolved from the NVQ, thus ensuring vocation-specific skill validation for Iraqi citizens, regardless of where they found employment.

The Profile XT was internet based, but also available using hand written materials. Once the tool was selected, several Iraqis were tested, using the English version. (An Arabic version was not available at the time). The Iraqis were very impressed with the tool, which measures a worker's aptitude for 6 learning skills, interest in 6 vocational clusters and 12 behavioral traits that match industry profiles for the positions within the 10 vocations. The profiles could be modified to match any positions available with any employer in Iraq. Work was begun to translate the tool into Arabic and discussions were held with Profiles International to pursue copyright issues and cost for the purchase of the Arabic version and quantity of assessments. The plan was to have MOLSA assume the ownership of the Iraqi version of Profiles and be able to generate revenue for the Ministry in the future by the sales of Profile assessments to employers, other ministries and entities who work with employment related activities in Iraq. Revenue generation would assist in the sustainability of the MOLSA employment program and validated assessments for Iraq's workers in the future.

In an effort to test all participants who were registered with the MOLSA Employment Services Centers, meetings were held with MOLSA administration to discuss numbers to serve and usage of the tool. MOLSA's Career Counselors and Outreach Specialists received training on the Profiles tool in March/April of 2005.

In late April, 2005, a decision was made by USAID to not serve the employment services centers in Iraq and to not tie the employment centers enrollment of jobseekers to the vocational center enrollment for classes. The budget for the project was diminished and limited to vocational training in the Baghdad area. At that time, the efforts to develop the Profiles tool for usage by MOLSA were curtailed.

TASK 18

Establish a system to evaluate mastery of skills and concepts throughout the training period, including but not limited to continuous self-assessment, as well as post-employment evaluation.

The U.S. Job Corps Training Achievement Records (TARs) were modified to meet Iraq's specific cultural and workplace needs. In addition, the Iraqi Project staff translated the TARs into Arabic; MOLSA instructors then verified the translation. Trainers used the Iraqi TARs to evaluate mastery of skills and concepts throughout the training period, including, but not limited to, continuous self-assessment, as well as post-employment evaluation.

The TARs were used for all vocational training in the MOLSA centers; career development training of MOLSA and project staff; and management and supervisory training for MOLSA staff.

Each TAR lists the skills in each vocational duty for all workers in the Iraqi vocations or MOLSA administrative positions. When a student performs a task listed on the TAR, an instructor or employer (in the case of an OJT), can rate the student's/worker's performance by circling a b or c.

- A = Proficient and able to teach others: The student/worker consistently performs the task accurately without supervision. The student/worker possesses sufficient skill to teach the task to others.
- B = Proficient: The student performs the task to industry standards with little or no supervision. This is the minimum performance rating for TAR skill completion.
- C = Exposed/not proficient: The student has been introduced to the task, but cannot perform the task to industry standards.

The instructor, employer and student/worker (self) all evaluate the student/worker on all skills before the training is provided in the classroom or on the job. As each skill is mastered, the Instructor, Employer and/or student evaluate again. The system allows for post-training evaluation also.

A performance level B is satisfactory (passing). When the student performs the task to the instructor's satisfaction (Level A or B), the instructor/employer circles the appropriate performance rating, enters the date of completion and the instructor/employer and student all initial the duty area when all the tasks in that duty are completed.

The U.S. National Job Corps website provides the TARs for multiple vocations. MOLSA staff may use the website to modify and translate additional TARs in the future.

TASK 19

In view of the high level of illiteracy in Iraq and the importance of literacy for certain occupations, the contractor will layout an approach to literacy and numeric training in VTTCs and ESCs.

Classes in Arabic literacy were offered in all the MOLSA vocational training centers. MOLSA already had a curriculum in place for the literacy program which the project determined to be effective.

The challenge encountered was that, few people wanted to enroll in the literacy classes. In areas of greatest poverty and illiteracy, few people enrolled. To increase attendance, the project offered stipends of \$40 / month to each trainee. As a result, the numbers increased dramatically.

Some of the most poignant personal stories from the project came from the attendees of the literacy classes. Most students were thankful to learn their own written language in a non-threatening environment which supported their efforts.

MOLSA had no system in place to teach numeric as it was not considered to be a sizable problem. If the project had continued, the team would have focused on this issue.

TASK 20

Within the first 150 days, determine certification and licensing requirements for the top ten occupational areas; devise methods to measure required levels of skills proficiency and verify that requirements have been met.

The Iraqi project lawyer investigated the certification and licensing requirements for the top ten occupational skills. He discovered in the aftermath of the war, the labor guilds were in chaos. Prior to the war, labor guilds or societies played an active role in occupational trades. However, most had been disbanded following the war. In fact, he reported that he could not find one active guild. Professional guilds such as the doctors' guild, lawyers' guild, were active, but the typical vocational trades were not.

Since no guidelines were available, the project team saw this as an opportunity to introduce US standard codes. The Training Achievement Records (TARs) indicate the level of proficiency attained by each trainee. That level then corresponds to the licensing requirement in the US. The team felt that if it trained to this level, then the trainee could be assured a future Iraqi license once the trade guilds became active again.

TASK 21

Develop a framework for public-private sector collaboration.

The proposed framework combined the contributions from public and private sectors in a manner which created synergies. The project focused on cultivating cooperation in three areas:

- **International donor coordination**-- Working with the IOM and KOICA (the Korean aid agency), the project cultivated improved coordination between the specific donors and MOLSA;
- **Government of Iraq internal coordination**—A major success of the project was the introduction of summer school sessions which utilized Ministry of Education facilities (industrial training schools) and MOLSA trainers. This rare example of cooperation between ministries needs to be encouraged further. Similar attempts to create collaboration between MOLSA and the Iraqi Veterans Agency were not as successful;
- **Public and Private sector coordination**- Another major success was the implementation of Non-MOLSA training conducted by the project. The training was provided at some government and quasi-government facilities and included 95 courses of training to 2,998 trainees.

The framework can be graphically shown in the table format where a specific MOLSA function is identified in the MOLSA column and how a public or private sector entity could collaborate within this function. The framework can then be implemented with the specific procedures and within the specific legal framework and policy guidelines as might apply to both parties for that specific collaborative effort.

As an example, the Liaison has plugged in Funding as an example of a collaborative area and the framework allows for any function to be filled in where the collaborating parties would list all of the variables that would make this kind of effort successful, and, likewise for any other collaborative area. The Liaison has listed a few more as examples.

Framework for Public-Private Sector Collaboration (21)

<i>MOLSA Area for Collaboration</i>	<i>Public Sector</i>	<i>Private Sector</i>
Funding	Specific kind of funding (loan, gift, scholarships, stipends, bonus to trainers, etc.)	Specific kind of funding (loan, gift, scholarships, stipends, bonus to trainers, etc.)
Student Recruitment		
Use of facilities		
Sharing of faculty		
Support for Administrative Functions		

TASK 22

Develop and publish transparent operational procedures and program guidelines.

In December, 2004, Implementation Manuals for development and program guidelines for the MOLSA Employment Services and Vocational Training Centers were developed and submitted to USAID for approval. Approval from USAID was given in March. Shortly after approval, USAID adjusted the Scope of Work for the project to concentrate on vocational training only; therefore, the Implementation Plan for the Employment Services Centers was not used. The manual for the Vocational Centers, however, was used to guide the design and needs for staffing and services for the centers.

In March and April of 2005, the MOLSA Outreach Specialist and Career Counselors identified and designed suggested changes for the centers. A report was submitted to the Manager of Employment Services and Vocational Training for MOLSA. Several parts of the MOLSA policies and procedures were modified at that time. For example, the On-the-Job (OJT) program for MOLSA was modified and re-instituted for the project rehabilitation of the centers.

In late March, after a meeting in Amman, Jordan with MOLSA and the project partners, several Task Forces were formed with MOLSA and contract staff to review and revise MOLSA operational procedures and program guidelines. A work plan was adopted by the Joint Venture partners and MOLSA. Work on those tasks continued until the termination of the project on September 30, 2005.

In addition, the project team provided vocational training guidelines, assessments and directions to MOLSA for the ten top vocations. MOLSA was beginning to adapt and implement many productive changes to their procedures and policies when the project ended.

TASK 23

Make provisions for continuous [post-employment] skills re-enforcement, updating and entrepreneurial development.

Handbooks, manuals, websites and email contacts have all been provide to MOLSA management staff, trainers, center managers and staff for continued (post-employment) skills reinforcement, updating and entrepreneurial development. Iraqi Career Counselors and Outreach Specialists for MOLSA and the Iraqi project staff, were all trained in follow-up services and entrepreneurial development for all job seekers.

The TARs provide for continuous assessment and upgrade of skills of workers. During the original, planned contract phase of two years, a plan was developed for multi-level skill enhancement and job-matching profile development with local employers and Career Counselors. Work with NGOs and local employers was started to ensure entrepreneurial opportunities, however, the contract was curtailed after the first year.

TASK 24

In consultation with the cognizant technical officer (CTO) and MOLSA, develop a plan for the intermediate and longer-term evolution of Vocational and Technical Training Centers to mixed supported and eventually self-sustained entities. Sustainability is an important issue. In the short term, MOLSA will sponsor the VTTCS. In the long term, however, we envision the possibility of the Centers becoming self sustaining.

A plan is in place for the intermediate evolution of the VTTCS as self-managed and sustainable centers. The 9 Baghdad VTTCS are now operational and fully equipped. They have trained managers, trainers and staff as well as new curriculum and office and training equipment. They should prove able to function at the current level of operation without the continuing support of the project team.

The termination of the project has meant, however, that long term sustainability could not be addressed by the project team. In particular no plans for the long term move to self-sustainability in financial terms have been made. The priority has been to get MOLSA's training capacity back up and running, and to update its human and technical resources in line with modern approaches to training. The project team accomplished

this goal. But sustainability is questionable since the termination of the project did not allow for the team to completely ensure MOLSA's capability to offer training independent of outside resources.

TASK 25

Assist the MOLSA in leveraging resources; including assistance in drafting grant proposals, public relations pieces, preparing presentations to - and hold meetings with - other donor organizations and countries, and coordinating efforts with national and international non-governmental organizations.

The task to assist the MOLSA in leveraging resources; including assistance in drafting grant proposals, public relations pieces, preparing presentations to - and holding meetings with - other donor organizations and countries, and coordinating efforts with national and international non-governmental organizations was beset by numerous setbacks and was essentially unproductive.

After a lengthy period of waiting for a valid counterpart within the MOLSA apparatus, the Committee was formed and after a month of fruitful meetings, the Committee was told not to continue meeting with the Liaison, because a memo was issued identifying that MOLSA did not have an MOU from USAID regarding the project. MOLSA was told that there would be no MOU this late in the project when the project was almost certainly going to be shut down.

In any event the Liaison and the Committee did not draft any grant proposals, the public relations person on the project was told by USAID to stop doing any work that would publicize the project, the presentations that were made are described elsewhere in this report under the sections that describe the various liaison meetings with NGOs, US Military, etc.

Attempts to meet with IRMO as a collective group were never successful and every individual IRMO representative the project team met with, failed to follow-up with meetings that were promised, except for a meeting with the Ministry of Industry, which had already transferred all of its vocational training centers to MOLSA and wanted our assistance which we were not allowed to provide. Attempts to access the Program and Contract Office (PCO) to get to the Iraqi contractors that might have provided resources for OJT, instructors, etc. were not successful.

As has been described elsewhere, the Liaison did meet with the Korean International Cooperation Agency, who on their own will build a training center on the MOLSA campus.

Though the Liaison had several one-on-one meetings with the ILO representative at MOLSA and assured him that the project could provide funding for some of their programs, apart from sharing some documents and the ILO strategic plan for Iraq, there was no response to repeated attempts at collaboration.

TASK 26

Develop a framework to assist the MOLSA in establishing an advisory group comprised of representatives from businesses, Chambers of Commerce, employers, public sector entities, USG, youth groups (ages 17 and above), NGOs and the educational community to inform program policies at the national level with similar local/regional transparent entities that provide forums for dialogue at the community level.

Though this task was put "on hold", the Liaison Team (LT) did create a conceptual framework anyway and hoped that other tasks would overlap with this one to accomplish it.

The framework is represented in a table format to show that the categories of potential membership identified in the prescribed task are listed under the column "Community" and the specific "Candidates" are listed in the adjacent column.

The major issue that might have been encountered is the lack of a MOLSA entity that would work with the LT to approve both the framework and the individual members. And, basically, had the team been able to make progress with other aligned tasks, this would have been accomplished also.

<i>Community</i>	<i>Candidates</i>	<i>Comment</i>
Businesses	Buyani Group	
Chambers of Commerce	Iraqi American Chamber of Commerce – Raad Ommar, President	
Employers	Major Iraqi companies	
Public Sector Entities	(Other ministries? Min of Minerals and Industry? Ministry of Education?)	
USG (USAID?)	CTO	
Youth Groups (age 17+)	Min. of Youth	
NGO's	NGO Assistance Office, Iraqi Assistance Center	
Educational Community	Technical Institute	
Provincial Counterpart Advisory Council		

TASK 27

Develop and disseminate program reports of successes, challenges and lessons learned in a format that can be easily disseminated to a wide and diverse audience, and are relevant to other ministries, particularly the Ministry of Education and Ministry of Higher Education's curriculum reviews and revisions.

The project regularly supplied MOLSA with translated updates of the project's activities. MOLSA, in turn, presented these reports to other relevant ministries.

One positive outcome of the coordination between ministries was the summer school program. As the vocational training programs outgrew the capacity of the MOLSA centers, the need for more space rapidly increased. Dr. Riyadh, Director of the Employment Service Centers of MOLSA approached the Minister of Education (MOE) with a proposal to use the MOE's industrial high schools, vacated for the summer months, to offer vocational training. In return, the project would supply the schools with the equipment necessary to offer the courses. Teachers from the MOE who were on holiday for the summer were used to teach the courses.

The cooperation was an instant success. The program was offered at schools where MOLSA vocational training centers were not located and graduated over 400 students. A complete report of the program was submitted to both the MOLSA and MOE.

Weekly and Monthly project reports were submitted to USAID and available for public dissemination.

TASK 28

Identify other organizations and agencies - including USG Agencies - and private sector institutions, such as Chambers of Commerce, that may engage in skills training, capacity building and job creation; explore opportunities for collaboration.

The Liaison Team expended great effort in working with NGOs that could offer training. Unfortunately, few of the registered NGOs were equipped to meet the training specifications of the project. For example, most NGOs wanted to offer English and computer training only – no vocational training courses. Others simply could not provide the numbers to justify the cost of setting up a center.

In August, the Iraqi Veterans Agency approached the project about offering training to veterans. The training was to be offered at the Iraqi American Chamber of Commerce and Industry (IACCI) with whom the project already had contracted to offer English and computer training. Advertisements were run in local newspapers to attract veterans to the program. Unfortunately, only three veterans responded to the ads; therefore, the program was not offered. However, by project's end, over twenty people had contacted IVA to enroll, but it was too late to begin the program at that point in the project.

The most successful private cooperation was with the project's private courses offered in independent centers.

TASK 29

Within the first 18 months establish at least 6 partnerships between the MOLSA and local private institutions to enable expansion of training outreach and strengthen sustainability of the training programs.

After appropriate advertising through local newspapers, the issuance of an RFP, evaluation of proposals, and USAID approval, the project subcontracted with the Iraqi American Chamber of Commerce and Industry (IACCI) to provide English and computer training in the different Iraqi cities. The Firm Fixed Price Contract for \$358, 100 was signed on April 25, 2005.

IACCI was to provide training in Baghdad (IACCI, Huriya, Wazeriya, Philistine St.), Irbil (IACCI Branch, Sardam Inst., University of Salahadin), Hilla (IACCI Branch), and Basra (IACCI Branch, Al-Faraheedi). Under the terms of the contract, IACCI contracted to:

- Train and graduate 2,180 students in proficiency use of the English Language; and
- Train and graduate 696 students in computer skills

During the course of training, the contract was modified to cancel training in Mosul and Basra due to security considerations. Instead, additional training locations were provided in Baghdad and Irbil. IACCI recruited students using a variety of methods including newspaper advertisements, posters, banners, newsletters, etc. Classrooms and training centers were prepared and equipped for training. Graduation ceremonies were held to recognize the accomplishments and award certificates to the graduates. By the conclusion of the contract period, IACCI trained:

- Total number of students trained 2,912
- Total number of students trained in English 2,121
- Total number of students trained in computers 791

The project also worked with Baghdad University in cooperation on the Gaps Analysis.

TASK 30

Within the first six months, establish criteria for evaluating technical training center operations and program implementation. Document and remedy gaps between planned and actual operational performance.

A full Project Performance Monitoring Plan was submitted to the CTO in the May 2005 Monthly report. The report specified six key performance indicators for the project of which five defined criteria for the measurement of technical training operations and program implementation (indicators 1, 2, 2A, 2B). The other indicators related to capacity building and liaison are dealt with elsewhere in this report under the relevant tasks.

Two directives from USAID impacted the performance indicators as initially defined. First, the project was instructed by the CO to focus its efforts on Baghdad alone and not the whole of Iraq as contracted. Second, the project was directed to focus on training rather than employment services.

Bearing these two provisos in mind the project has completed task 30. A detailed write up of the project's results by performance indicator and against the submitted project Monitoring Plan is given below.

In addition to the formal system for reporting on training performance, a cascade of management meetings and weekly reports was established to identify gaps in performance and remedy them through listed action items. A description of the management system is given below as well.

I. PROJECT PERFORMANCE MONITORING PLAN (PMP)

The PMP was submitted to AID in May and formed the major tool used by project management to monitor training performance. The first 4 performance indicators are dealt with in order;

NUMBER OF IRAQIS TRAINED IN VOCATIONAL TRAINING INCREASED.

This was closely monitored on a weekly basis using two specific indicators, namely number of Iraqi trainees currently under training and the cumulative number of graduates to date. The data was reported weekly by each of the 7 active MOLSA centers and by the private sector and other non MOLSA training providers. The reports were consolidated into weekly graphical and monthly written reports for the COP and the project CTO.

The original target for the two year project across all Iraq was 70,500 trainees. After project de-scoping this number was reset in two ways;

- Enroll 3,300 trainees in the priority skills (listed above) areas by Sept. 30, including trainees at MOLSA and private centers.
- Train 6,000 people in all skill areas by Sept. 30. The numbers still include trainees at MOLSA, IACCI and other private training institutions.

As of 15 September, 5,631 trainees had completed courses in the 'primary' skills and over 11,000 had been trained in total. This greatly exceeds the target number.

Capacity had been built up throughout April and June through better administrative structures in the centers and closer liaison with MOLSA recruitment, greatly enhancing the project's ability to attract trainees. In addition rapid growth in non MOLSA training activities was achieved through the use of the private sector and existing facilities across Baghdad. The number under training peaked at almost 5,500 in August and would have continued to grow had the project not ended. Spare capacity was available both in MOLSA centers and outside. In addition the refurbishment of 2 centers and the full equipping of existing MOLSA centers will contribute to a massive capacity increase.

2. MOLSA CAPACITY TO PROVIDE EMPLOYMENT SERVICES ASSISTANCE INCREASED

This objective was to be measured through a number of performance indicators.

- The number of Vocational Technical Training Centers and Employment Services Centers demonstrating strengthened service provision.

After project de-scoping, the emphasis of project efforts was on training and training capacity build up. However, despite the redirection the project was able to meet the objective.

Training of outreach workers began in March 2005 when 60 workers were trained in employment services provision. This included project Iraqi staff and MOLSA employment services staff. A project outreach team worked in tandem with existing MOLSA ESCs and the outreach team, and was able to meet the targets for the number of

- The number of operational VTTCs and ESCs.

The looting that occurred after the invasion affected all of the MOLSA facilities to greater or lesser degrees. Centers such as Al Waleed were effectively destroyed as functioning centers while others, such as Abu Ghraib or Zafraniyah were able to continue to offer severely limited training services. By September 15th 2005 all 9 of the centers under the scope of this project were functioning with adequate physical facilities and office and training equipment. The work undertaken varied from the complete refurbishment of AL Waleed and 9th of April, including plumbing, plastering, painting, relaying concrete floors, rewiring and then installing ACs, generators, lights, fans and water coolers and toilets. It also included minor repairing and installation works at Zafraniyah. All centers were provided with independent electrical supplies, air conditioning, fans and drinking water as a minimum. All centers also received new training equipment to allow them to offer training courses as per the following chart.

	WELDING	MACHINE TOOLS	AUTOMOTIVE	CARPENTRY	PLUMBING	HVAC	ELECTRICAL	SMALL ENGINE	BRICKLAYIN G/MASONARY	COMPUTER TECHNICIAN	COSMOTOLOGY	SEWING
AL WAZEERIYAH												
AL SHUA'ALA												
AL ZAAFRANIYAH												
AL WALEED												
ABU GHARAIB												
9TH APRIL												
UR												
SADR												
SHAB												

- Number of MOLSA staff trained.

Task 33 below. explains in detail the staff development training carried out over the project for MOLSA staff

- Strengthened information gathering and survey capabilities.

Training for the career counselors included surveying techniques and report writing. In addition to training staff, two gap analysis surveys were carried out using Iraqi staff to visit the centers.

TASK 31

Establish a monitoring mechanism by the end of the first year for approval of USAID.

Monitoring and evaluation activities were integrated into the project from its inception and were conducted on a daily basis. Project personnel assigned to all the MOLSA Vocational Training Centers worked in the centers on a regular basis. Part of their regular responsibilities included reporting on the number of trainees, disaggregated by gender, on a daily basis to project headquarters where the figures were compiled on a daily basis and used for reporting and programming purposes. The integrated approach ensured reliable, accurate figures which provided timely, relevant information to project management.

Qualitative measurements were more subjective and were designed to measure the impact upon the operations of the Vocational Training Centers brought about by training for MOLSA employees, operational support, and provision of equipment. The VTTCs did exhibit an increase in the number of trainees and operational improvements. The equipment being provided to the centers was being distributed in September 2005. The long term impact and improvements should be visible in the near to medium term. The termination of the project precluded the team from assessing the improvements adequately.

The formal Monitoring and Evaluation Plan was prepared in May of 2005 and was designed to monitor results within the project's manageable interests. See Appendix L for the end of project status of different results.

TASK 32

Develop and strengthen capacity at all levels of the Ministry, including advising top MOLSA officials on matters of labor policy related to employment and training, forecasting industry needs and other labor issues.

This task was being addressed by the ILO presence that has world-wide experience in all issues of labor policy related to employment and training and a history of advising top MOLSA officials in many other countries as well as 30+ years presence in Iraq. The section in this report regarding the Labor Market Survey will address the "forecasting" issue, even though the ILO will be training Iraqis how to conduct a country-wide labor market and forecasting survey.

The project survey was restricted in being Baghdad-centric and, though was a good start with potential, a really valid survey should encompass far more territory, far more personnel and far more expertise than this project had to offer.

The project's Ministry Liaison personnel worked closely with ILO, which has an office at MOLSA, in order not to duplicate efforts between the two projects.

TASK 33

Provide direct training for all MOLSA management, administrative, technical, and vocational staff in a wide variety of specializations and skill areas related to employment, vocational and technical services, as well as strategic planning, program development, project management, monitoring and evaluation. The majority of the training can take place in Iraq; however, arrangements may be made for key personnel to be trained abroad, preferably, within the region.

While it has not been possible to deliver training to all MOLSA staff, a very significant training plan has been developed and implemented for key staff in the key areas. All of the training was designed and delivered by the project specialists and the process was managed in close cooperation with MOLSA managers.

Training began in March for employment services staff focusing on career counselors and has continued through the shortened life of the project up to 15th September when the last set of 'train the trainer' and 'training manager workshops' were offered. In total, almost 300 MOLSA staff received training during 2005. All of the training was specifically designed with local Iraqi realities in mind and focusing on the real needs of

MOLSA staff and trainers. None of the training was ‘off the shelf’, but rather incorporated best practices and then was adapted to the MOLSA staff needs.. The technical trainers designed technical upgrade training based on knowledge and skills gaps they identified with the trainers within their vocational discipline. The career counseling training targeted the actual challenges of working in an employment center in Iraq and working with Iraqi job seekers and Iraqi employers. The courses were all eagerly attended by staff and trainers who were acutely aware that their isolation over the last 20 years had cut them off from modern developments in their fields, both technically and in terms of pedagogy.

The training Manager’s workshops addressed the issues of training management and administration, strategic and project management, program development and training evaluation.

All of the above activities need to be repeated in regular refresher training and workshops for the changes initiated to be fully imbedded in the MOLSA programs. Unfortunately this will not be possible with the curtailment of the project.

By the 15th of September the following MOLSA staff had received training by the project team:

TRAINING COURSE	TRAINEES	DURATION	NUMBER
CAREER COUNSELING SKILLS	MOLSA ESC COUNSELORS	ONE WEEK	70
ENGLISH LANGUAGE TEACHING	MOLSA ENGLISH TRAINERS	ONE DAY	35
TRAINING MANAGERS WORKSHOP	MOLSA VTTC MANAGERS	SIX DAYS	20
MODERN APPROACHES TO TRAINING	MOLSA TECHNICAL TRAINERS	ONE DAY	90
WORKSHOP INDUCTION AND SAFETY	MOLSA TECHNICAL TRAINERS	ONE DAY	120
TRAIN THE TRAINER BY TECHNICAL DISCIPLINE			
WELDING	MOLSA WELDING TRAINERS	7 DAYS	12
AUTOMOTIVE	MOLSA AUTOMOTIVE TRAINERS	7 DAYS	10
ELECTRICAL	MOLSA ELECTRICAL TRAINERS	7 DAYS	12
HVAC	MOLSA HVAC TRAINERS	7 DAYS	8
CTT COURSE (Computers)	IT TRAINERS	5 DAYS	9
A++ COURSE (Computers)	IT TRAINERS	5 DAYS	14

TASK 34

Provide technical assistance and training, as needed, to assess the feasibility, appropriateness and value of all employment and training activities.

Throughout the first year of the contract, technical assistance and training were provided at all levels of the MOLSA employment and training system. Appropriateness and value were reviewed continuously for all employment and training activities.

Technical assistance, curriculum development, training, mentoring and value of activities evaluation were provided to:

- MOLSA Management staff.
- Gap Analysis and Labor Market Study teams
- MOLSA Outreach and Career Counselors

- Iraqi contract staff providing mentoring and training to MOLSA Centers.
- Ministry Leaders
- Ministry Task Forces
- Baghdad Training Center managers and vocational trainers.
- Iraqi veterans.
- NGOs
- Iraqi jobseekers and OJT workers.
- Workforce Specialists from the U.S. wishing to provide services in the mid-east.

Technical assistance and training was provided in many forums such as:

- Curriculum Manuals (development and training)
- Policies and Procedures for systems
- Vocational training
- Workplace and Work skills training
- Focus Groups
- On-the-Job training
- Mentoring
- Counseling
- Worksite visits
- Paid and unpaid vocational opportunities
- Summer school classes
- Task force meetings
- Key staff meetings.
- Continuous review and evaluation
- Assessments of programs and elements of training activities
- Cultural and language reviews of materials

TASK 35

The post gaps analysis work plan must be approved by USAID

The second level of the Employment Services and Vocational Training Centers Gap Analysis was completed in June of 2005. (See Task # 6). A revision and comparison of the needs identified for MOLSA's centers in both versions of the Analysis, (January 2005) and (June 2005), were completed. Notations were made for progress and completion of tasks identified in the Analysis up to the date of the termination of the contract. The final Gap Analysis report was submitted with the termination report and deliverable products for inclusion in the USAID task report review and approval. Elements of the post Gap Analysis report were included in the work plan, accepted and approved by MOLSA, but not approved by USAID because of the impending termination of the project.

The chart below summarizes each task and final outcome.

Task	Description	Status	Target Completion (Original)	Target Completion (Revised)	Progress and Comments
C3					
1	Initiate a rapid labor market survey study in six key locations, including Baghdad and then quickly extend nationwide.	Completed	Dec., 29, 2004	Feb. 28, 2005	Approximately 600 companies were surveyed, yielding the top vocations most needed by private businesses.
2	Build on the rapid labor market study to create a mechanism to monitor the needs nationwide of a fluid and dynamic private sector and swiftly adapt and adjust vocational and technical training to meet these needs in order to qualify graduates of MOLSA's Vocational and Technical Training Centers to enter the job market.	Completed	Updated monthly	Updated monthly – cited in monthly report	Coordinated with trainers and representatives from MOLSA to determine specialized training needs as based on most recent LMS.
3	Adapt and incorporate selected elements of industry productivity assessments and participatory training models that have proved highly successful in other post-crises environments	Completed		May 30, 2005	Using the Training Achievement Records (TARS) from the US Job Corp training model, staff worked with MOLSA and Iraqi staff to adapt, translate, and coordinate skill level curriculum development.
4	Identify qualified local and/or regional private sector institutions to launch and implement independent training programs based on the skills identified in the rapid labor market survey. These training programs are to include efforts to build an entrepreneurial spirit in trainees.	Completed	No specific completion date	No specific completion date	IACCI offered training in computers and English; over 2,900 were trained. Other private organizations trained up to 1,500.
5	Provide a more in-depth labor market study, built on the rapid study, to determine competency based skills requirements for critical labor categories, and more specifically, skills required to perform discreet segments of a particular job.	Completed	Updated Monthly	Updated monthly – cited in monthly report	Phase 2 of the National Labor Market Survey completed. Over 400 additional companies were surveyed. Over 300 companies re-evaluated to verify initial results.
6	Conduct a performance needs gap analysis of the employment services and vocational training centers.	Completed	Dec. 29, 2004	Feb. 28, 2005	Initial survey identified needs of centers. A detailed study was completed in June.
7	Assess and prioritize job needs and the skills required for targeted labor categories in terms of the expected skill levels required.	Completed	No specific completion date	No specific completion date	Ten categories for training were identified in the labor market study
8	Assess immediate and likely future job opportunities and develop a mechanism for matching job seekers with vacancies and for training or re-training job seekers for anticipated future vacancies identified in the assessment.	Completed	No specific completion date	No specific completion date	Developed an outreach program to match job opportunities with the labor market survey openings and job seekers and trained outreach and career counselors. Results from the LMS were passed to the Outreach personnel.

9	Hire and train Iraqi staff over the life of the contract to mentor MOLSA staff in the employment service centers and the vocational and technical training centers according to USAID specifications.	Completed	No specific completion date	No specific completion date	Trained MOLSA English teachers, MOLSA managers, and MOLSA trainers throughout the life of the project.
10	Submit a "Translation of Work to Iraq" plan for the utilization of Iraqi workers, and the transfer of knowledge, skills, and abilities to Iraqi entities. This plan for hiring and training Iraqi workers will constitute a considerable weight in judging technical merit for awarding the contract.	On Hold			The USAID CTO Mark Visocky recommended that this deliverable be omitted.
11	Provide, disburse, and manage operating costs and cost to rehabilitate buildings up to the budget allotment in proposal budget dated 9 August in accordance with the FAR Part 36. These costs may include utilities, advertising, fuel, transportation, photocopies, signage, and other operating costs as may be required and within budget allowance.	Completed			Four centers which could offer the greatest capacity for training were selected for rehabilitation.
12	Disburse stipends of approximately \$20/month up to 183,000 stipends/month (excluding on-the-job training.)	Completed			Each trainee in construction trades received \$40 / month stipend; in the "soft skills" classes, trainees received \$20 / month.
13	Develop and/or customize and maintain a computerized accounting system for the centers.	On Hold			The USAID CTO Mark Visocky recommended that this deliverable be omitted.
14	Subcontract with expanding businesses and master craftsmen for on-the-job training for approximately 5,300 Iraqis with matching funds to the employer averaging up to \$250 per trainee who meets a prescribed level of competency.	Ongoing	Life of the contract	Life of the contract	MOLSA has an OJT program which the project team reactivated. 508 OJT contracts were signed.
15	Provide and help to oversee maintenance of equipment, including computers, generators, tools, machinery, furnishings, and other equipment to ensure that each Employment Services Center and Vocational and Technical Training Center is established, furnished, and operated according to MOLSA Employment and Training specifications. In many cases, some of the equipment and furnishings have already been provided; however, updated models may be necessary.	Ongoing		Equipment to be provided 30 days before assistance will be provided.	With the arrival of the AMEG procurement officer, the equipment, local sources, and prices were identified. Equipment and supplies were ordered and delivered for each center.
16	Equip and maintain a minimum of three laboratory facilities for English language and computer skills training within the first 180 days, assuming security situation allows. Each should have a minimum of 18 workstations. An appropriate course of study in English language training and in Computer Skills will need to be provided.	Completed	March 29, 2005	May 29, 2005	Contract was offered to IACCI for computer/English training. Training took place in two locations in Baghdad and Irbil.

17.	Within the first 90 days, identify a culturally appropriate instrument to measure interests, aptitude, and ability to help inform training and job placement decisions, with particular attention to equalizing gender differences.	Completed	Dec. 29, 2005	Feb. 28, 2005	One section of the TARS was selected to assess job aptitude. The Profile XT was introduced to MOLSA.
18	Establish a system to evaluate mastery of skills and concepts throughout the training period, including but not limited to continuous self-assessment, as well as post-employment evaluation.	Completed		March 31, 2005	(Training Achievement Records (TARS) were selected. Translation into Arabic has begun.
19	Layout an approach to literacy and numeric training in VTTCs and ESCs.	Completed	Life of project	Life of project	Literacy classes were taught in the MOLSA centers.
20	Determine certification and licensing requirements for the top ten occupational areas; devise methods to measure required levels of skills proficiency and verify that requirements have been met.	Completed		April 15, 2005	Iraqi project lawyer investigated licensing requirements of various labor skills.
21	Develop a framework for public-private sector collaboration.	Completed		March 31, 2005	.A framework detailing the cooperation between MOLSA and private business was written by the Liaison Team.
22	Develop and publish transparent operational procedures and program guidelines.	Completed	Life of the project	Life of the project	JV and MOLSA task force reviewed upgrading and expanding MOLSA standard operating procedures on a continuing basis. Milestones were scheduled in the work plan.
23	Make provisions for continuous (post-employment) skills reinforcement, updating and entrepreneurial development.	Completed	Life of the project	Life of the project	One section of the TARS provided post-employment evaluation.
24	Develop a plan for the intermediate and long-term evolution of Vocational and Technical Training Centers to mixed supported and eventually self-sustained entities. Sustainability is an important issue. In the short term, MOLSA will sponsor the VTTCs. In the long term, however, we envision the possibility of these Centers becoming self-sustaining.	Initiated		Sept. 29, 2006	With the abrupt end of the project, it was too premature to work on a plan for sustainability.

25	Assist MOLSA in leveraging resources; including assistance in drafting grant proposals, public relations pieces, preparing presentations to – and hold meetings with – other donor organizations and countries, and coordinating efforts with national and international non-governmental organizations.	Initiated	Life of the project	Life of the Project	Two articles submitted to AID for publication. Worked with reporter from The Washington Post on a story about the vocational training centers. Contact made with local television stations. Management training provided for all MOLSA center managers and directors.
26	Develop a framework to assist MOLSA in establishing an advisory group comprised of representatives from businesses, Chambers of Commerce, employers, public sector entities, USG, youth groups (Ages 18 and above), NGOs and the educational community to inform program policies t the national level with similar local/regional transparent entities that provide forums for dialogue at the community level.	On Hold			CTO has asked for this deliverable to be reviewed. Alternative was to develop an advisory committee of vocational professionals to work with MOLSA.
27	Develop and disseminate program reports of successes, challenges and lessons learned in a format that can be easily disseminated to a wide and diverse audience, and are relevant to other ministries, particularly the Ministry of Education and Ministry of Higher Education's curriculum reviews and revisions.	Initiated	Life of Project	Life of project	Worked with MOLSA's capability to publicize its successes and challenges. MOLSA began to utilize the media to publicize its successes
28	Identify other organizations and agencies – including USG agencies – and private sector institutions, such as Chambers of Commerce, that may engage in skills training, capacity building and job creation; explore opportunities for collaboration.	Completed	Life of project	Life of Project	Identified organizations such as USAID, DFID, World Bank, ILO, Bearing Point Project, Korean Embassy
29	Establish at least 6 partnerships between MOLSA and local private institutions to enable expansion of training outreach and strengthen sustainability of the training programs.	Ongoing	April, 2006	April, 2006	Only one partnership was established. IACCI (Iraqi American Chamber of Commerce and Industry contracted to offer computer and English language training. Project attempted to establish a relationship between the Iraqi Veterans Agency and MOLSA, but had very little response from veterans.
30	Establish criteria for evaluating technical training center operations and program implementation. Document and remedy gaps between planned and actual operational performance.	Completed			The Monitoring and Evaluation team submitted a plan in May's monthly report.
31	Establish a monitoring mechanism by the end of the first year for approval of USAID.	Completed	Sept. 29, 2005	Sept. 29, 2005	The Monitoring and Evaluation team published the plan in the May monthly report.
32	Develop and strengthen capacity at all levels of the Ministry, including advising top MOLSA officials on matters of labor policy related to employment and training, forecasting industry needs and other labor issues.	Completed	Life of the project	Life of the project	Ministry Liaison team member offered workshops to MOLSA management in program development and project management.
33	Provide direct training for all MOLSA management, administrative, technical, and vocational staff in a wide variety of specializations and skill areas related to employment, vocational and technical	Completed	Life of the project	Life of the project	Training of outreach counselors; work plan development; assistance in data-base system analysis, and training in labor market survey

	services, as well as strategic planning, program development, project management, monitoring and evaluation.				completed. English teachers trained in June. Trainers trained throughout summer months. MOLSA mgt. team also trained.
34	Provide technical assistance and training, as needed, to assess the feasibility, appropriateness and value of all employment and training activities.	Completed	Life of the project	Life of the project	This was begun in January, 2005 when the gaps analysis was initiated.
35	Submit a post gaps analysis work plan for approval by USAID.	Completed		June 30, 2005	Detailed gaps analysis was completed in June and team revised the work plan based on the results.
36	Develop options for a USAID exit strategy, including a proposed plan for privatizing the training centers, after the end of the two-year base period of this contract.	Pending	Sept., 2006	Sept., 2006	Strategy would have been submitted last quarter of the project. Since the project was canceled, the project requests that the CTO omit this task.

III. DELIVERABLES – CONTRACT SECTION F

Section F of the contract outlines the deliverables the project team was expected to accomplish. A chart summarizing each deliverable and final outcome begins the section, followed by a detailed explanation of the project team's efforts to accomplish each deliverable. The deliverables have been categorized by type.

Deliverables	Description	Status	Target Completion (Original)	Target Completion (Revised)	Progress and Comments
F.2.a	Hire Key personnel	Completed	Oct. 29, 2004	Dec. 29, 2004	Completed by 2/28/05
F.2.b	Hire all international personnel, and begin mobilization	Completed	Oct. 29, 2004	Dec. 29, 2004	Completed by April, 2005
F.2.c	Initiate rapid skills analysis in Baghdad comprising an assessment of all existing MOLSA Employment Services Centers and Vocational and Technical Training Centers to determine gaps in staffing, equipment, premises and other components needed to establish, support, and operate these centers	Completed	Oct. 29, 2004	Dec. 30, 2004	Completed, Feb. 28, 2005
F.2.d	Initiate the rapid labor market study	Completed	Oct. 29, 2004	Feb. 28, 2005	Completed and submitted, Feb. 28, 2005
F.2.e	Develop the Work Plan for the first year in coordination with USAID, MOLSA, and various partners. The work plan will reflect the results of the various studies, assessments, analysis, etc.	Completed	Oct. 29, 2004	Dec. 29, 2004	Completed, March 30, 2005. This work plan represents the cooperation with MOLSA. An earlier plan was devised in February when cooperation with MOLSA was not forth coming. The current plan had been enthusiastically endorsed by MOLSA.
F.2.f	Complete the performance gaps analysis for all governorates and submit for approval to USAID a post gap analysis work plan to include a list of all equipment, staff, training and other needs for the centers. This report will outline the plan for the phasing in of the employment Service Centers and VTTCs over the life of the contract.	Completed	Nov., 2004	June 30, 2005	A preliminary rapid gaps analysis was submitted in February. A more thorough analysis (post gap analysis work plan) began May 2. and was complete and submitted June 30, 2005.
F.2.g	Develop a Monitoring and Evaluation Plan using the logical framework project design format.	Completed	Nov. 29, 2004	Jan. 29, 2005	Plan was submitted with the April monthly report.
F.2.h	Hire and train Iraqi and TCN staff for assisting the ESCs and VTTCs as needed to support the work plan developed under the gap analysis.	Completed	Dec. 29, 2004	May 30, 2005	To date, over 250 Iraqis trainers participated in training.

Deliverables	Description	Status	Target Completion (Original)	Target Completion (Revised)	Progress and Comments
F.2.i	Identify trainees and launch training to start meeting skills gap needs identified in the rapid skills-gap analysis for the ministry centers.	Completed	Dec. 29, 2004	Feb. 29, 2005	Training of trainers and managers was completed in the top ten trades. Training of students initiated in centers throughout Baghdad.
	Equipping the Centers				
f.2.j	Based on the Phase-In schedule of the ESC and VTTC outlined in the work plan, centers will be equipped within 30 days of their scheduled launch.	Ongoing		Sept. 30, 2005	General equipment for centers in Baghdad delivered to the Baghdad centers. Curriculum was provided, translated and culturally adapted when feasible.
F.3	Benchmarks				
F.3.a	Gaps analysis initiated.	Completed		Nov. 30, 2004	Submitted in February.
F.3.b	Labor Market Study initiated	Completed	Nov. 30, 2004	1/29/05	Rapid survey results submitted Feb. 28. Teams continued to survey companies. A final study report was submitted June 30.
F.3.c	Enroll an estimated 3,500 trainees in priority skills areas training, including 30% youth (ages 17-25) and as many women as feasible.	Completed	12/29/04	5/29/05	To date 4,700 trainees have been enrolled in priority skills areas.
F.3.d	MOLSA Employment Centers demonstrate success in decreasing unemployment figures by matching job seekers with employment opportunities. 3,300 registered job seekers / month find employment in the private sector without the benefit of vocational training in the first six months of operation with MOLSA. To the greatest extent possible, effort should be made to ensure 30% of these jobs go to women.	Initiated			Over 7,000 workers were placed. USAID asked that project restrict its activities to Baghdad and that it emphasize work in the vocational training centers rather than the employment centers. Laborers continued to be placed who were registered in the MOLSA database.
F.3.e	MOLSA Vocational Training Centers demonstrate success in meeting the private sector's skills gap needs. Level of trainees reaches 10,500 within the first six months of the program.	Completed (tbd)		5/29/05	12,017 students participated in MOLSA and private training courses.

Deliverables	Description	Status	Target Completion (Original)	Target Completion (Revised)	Progress and Comments
F.3.f	MOLSA Employment Services Centers secure employment for 75% of their vocational training center graduates.	On Hold		5/29/05	In accordance with USAID's directive to shift focus from employment centers to vocational training centers, this deliverable was not accomplished.
F.3.g	Develop a Monitoring and Evaluation Plan, developed in the logical framework project design format.	Completed		5/29/05	M & E team submitted plan in the April monthly report.
	FINANCIAL REPORTING				
F.4.a	The Contractor shall submit monthly financial summaries for their contract and each subcontract showing disbursements and accruals to date, budget estimates, subcontract obligation, change of orders, anticipated change orders and estimated cost to complete. In addition, the contractor will report on resources spent in Iraq for equipment, services, labor, or subcontracting. The monthly financial summaries will be submitted to the CTO and Contracting Officer no later than the fifteenth working day following the end of the month.	Completed	Monthly	Ongoing	Reports submitted by the 15 th of each month. This deliverable will be completed with the end-of-project report.
	Program planning, Performance Reporting and Information Dissemination Requirements.				
	Initial Team-Building Workshop and Work Plan				
F.4.b	Within 30 days of mobilization, the contractor shall implement a team-building workshop that will include the project staff, principal partners and stakeholders, and USAID staff.	Completed	Oct. 30, 2004	Dec. 30, 2004	The first meeting was held in January when cooperation with MOLSA did not materialize. In March, a meeting was held in Amman where the work plan was formalized.
F.4.c	In addition, the contractor shall submit a detailed written work plan to USAID/Iraq for the first year. The work plan shall establish baseline information for all results to be reported on during the life of the program.	Completed	Oct. 30, 2004	March 30, 2005	In cooperation with MOLSA, a work plan was agreed upon at the March conference in Amman. Plan was submitted to AID in April. MOLSA delegates met with Project members to implement plan.

Deliverables	Description	Status	Target Completion (Original)	Target Completion (Revised)	Progress and Comments
F.4.d	Another component of the work plan will include the approach that will be followed to analyze demographic data on unemployed Iraqis; assess and prioritize labor needs and skills gap needs and address other tasks included in the statement of work.	Completed			Plan submitted in June monthly report.
F.4.e	The contractor shall include target dates and milestones for activities discussed in the work plan.	Completed		April 7, 2005	Completed at the conference in Amman, March, 2005.
	Annual Team-Building Workshops and Work Plans				
F.4.f	Subsequent annual team-building workshops and work plans shall be implemented for the life of the program. Work plans shall be submitted for approval by USAID/Iraq within 30 days of starting the new annual contract period.	Completed			First JV/MOLSA work plan submitted in April. A final work plan for the remaining three months of the contract submitted to AID.
	Monthly Reports				
F.4.g	Monthly Reports shall be submitted to the USAID/Iraq. Reports shall include, at a minimum, highlights and measurable results for the period of performance, completion of progress against planned deliverables, problems encountered, planned activities, and open issues. In addition, monthly reports shall include financial reports detailing all project expenditures, including projections for the balance of the contract	Completed	Monthly	Monthly	Reports were submitted monthly in a timely manner. Last monthly report was August, 2005.
F.4.h	Reports should be prepared in both written and CD-ROM formats.	Completed	Monthly	Monthly	CD-Rom submitted with end-of-project reports.
	Publications and Information Dissemination				

Deliverables	Description	Status	Target Completion (Original)	Target Completion (Revised)	Progress and Comments
F.4.i	The contractor should have the capability to arrange for the preparation of high-quality program informational products such as brochures, booklets, reports, multi-media presentations and videos. All such products would need to comply with relevant USAID regulations. In addition, the contractor should have the capacity to plan and manage high profile public affairs events, some of which may involve CPA, senior U.S. Government and GOI officials, and other donors.	Initiated	Monthly	Monthly	Submitted one article to MOLSA for publication in March. Due to the protest filed against the project, AID discouraged the public events, such as the signing of the MOU.
	Web-Enabled Reporting Systems				
F.4.j	The contractor will be expected to maximize the use of web-enabled systems for program reporting. In this regard, the contractor shall maintain an up-to-date web site that allows users to access information on the Program including program deliverables and results, key program components, and functional links to all program partners. In addition, the contractor shall ensure that all counterpart organizations' and implementing partners' web sites are linked to the Program web site	Completed		April 11, 2005	www.iraqtraining.com Portal is now in use. It will be closed shortly after project closure.
F.4.k	The contractor shall provide GPS coordinates for all VTTCs and ESCs	Completed		Ongoing as centers open.	Data collected on the centers.

MOBILIZATION

F.2.A HIRE KEY PERSONAL

F.2.B HIRE ALL INTERNATIONAL PERSONNEL AND BEGIN MOBILIZATION.

The following chart indicates the total number of staff that worked on the Vocational Training project:

Company	TOTAL	LBG	MTC	RC	CI
Total number of Expatriate field staff	21	9	9	2	1

The project employed trainers, management and administrative staff. Despite delayed hiring and deployment, the project saw great success in meeting deliverables in this area. Below is a table of the deployment dates of the expatriate staff which illustrates the arrival of expatriate staff in the field and corresponds to the attainment of swift implementation once a greater number of technical and administrative staff was achieved.

The project staff had excellent collaboration with the home offices of the four implementing companies in order to facilitate the recruitment of the expatriate staff. This was facilitated by weekly conference calls which included representatives from all four companies, as well as updated spreadsheets as to the status of the long recruitment process from initial contact to safe arrival on the team in the compound in Baghdad.

The Human Resources Department utilized and managed three online employment websites in order to recruit trainers in 10 various trade areas along with 3 coordinator positions. Job advertisements and descriptions were prepared and advertised for approximately two months. During the two months, over 250 resumes were reviewed in the Baghdad Human Resources Department and short listed to the home offices for further processing. The three websites utilized were www.bayt.com, www.careermideast.com, and www.developmentex.com.

Expatriate Deployment Dates

Expatriate field staff upon project completion, September 2005

Name	Company	Title	Arrival dates
*Nancy Parks	LBG	Chief of Party	March 2005
**Mike Buhagiar	MTC	Finance Team Leader	March 2005
Carla Rosa Borges	LBG	Human Resources Manager	March 2005
Chris Torres	LBG	IT Manager	December 2004
Mel Schnapper	LBG	Ministry Capacity	December 2004
Randall Parks	CI	Monitoring Team Leader	January 2005
Tom Petocz	AMEG	Procurement	March 2005

Name	Company	Title	Arrival dates
***Tim Mizen	MTC	Deputy Chief of Party	June 2005
Mark Wease	LBG	Contracts Mgr.	April 2005
****Michael Roberts	MTC	Team Leader	May 2005
Robert Caldwell	MTC	Trainer	July 2005
Jill Elkins	MTC	Long Term Trainer	Jan, Mar, Jul 2005
Daniel Costelloe	MTC	Trainer	July 2005
Osama Issa	MTC	Trainer	July 2005
Leslie Lawrence	MTC	Trainer	July 2005

Departed expatriate field staff throughout the project

Paul Tracy Wright	LBG	Chief of Party	November 2004
Vincent Dinan	MTC	Policy and Plans	January 2005
Timothy Wilson	MTC	Regional Team Leader	January 2005
Nagib Armijo-Hussein	RC	Senior Director	January 2005
Michael Kauffman	LBG	Ministry Liaison Officer	January 2005
Daniel del Castillo	LBG	PR/Communications Manager	June 2005
John Bowlin	LBG	Finance Manager	December 2004
Jabir Al-Garawi	RC	Voc &Tech Training Team Coor	May 2005

* Ms. Nancy Parks replaced Tracy Wright as Chief of Party in May 2005.

** Mr. Mike Buhagiar replaced John Bowlin in March 2005.

*** Tim Mizen, hired as Team Leader was promoted to the Deputy Chief of Party after Nancy Parks became COP.

**** Michael Roberts was promoted to Team Leader filling the vacancy created by Tim Wilson's departure and Tim Mizen's promotion.

GAPS ANALYSIS

F.2.C INITIATE RAPID SKILLS ANALYSIS IN BAGHDAD COMPROMISING AN ASSESSMENT OF ALL EXISTING MOLSA EMPLOYMENT SERVICES CENTERS AND VOCATIONAL AND TECHNICAL TRAINING CENTERS TO DETERMINE GAPS IN STAFFING, EQUIPMENT, PREMISES AND OTHER COMPONENTS NEEDED TO ESTABLISH, SUPPORT, AND OPERATE THESE CENTERS.

F.2.F COMPLETE THE PERFORMANCE GAPS ANALYSIS FOR ALL GOVERNORATES AND SUBMIT FOR APPROVAL TO USAID A POST GAP ANALYSIS WORK PLAN TO INCLUDE A LIST OF ALL EQUIPMENT, STAFF, TRAINING, AND OTHER NEEDS FOR HE CENTERS. THIS REPORT WILL OUTLINE THE PLAN FOR THE PHASING IN OF THE ESCS AND VTTCs OVER THE LIFE OF THE CONTRACT.

F.3.A GAPS ANALYSIS INITIATED.

During the Iraq Vocational Training and Employment Services contract a Gap Analysis of the MOLSA Centers' conditions and capacities was conducted. The Gap Analysis was implemented in two phases. The first phase occurred before the Iraqi elections in January 2005. The second phase was implemented in June, 2005. Data results from both Gap Surveys were used to design and provide training and refurbishment for 7 of MOLSA's Baghdad Centers. Data collected on center needs in other governorates were presented to MOLSA.

Needs Assessment: A Gap Analysis of the centers was the first step for the Berger/MTC team to verify the condition of the MOLSA Employment and Training Centers; their operational capacity and efficiency; reliability of the data collected; staffing roles and activity; and suggestions for further development or upgrade.

Design: During the time period of December 27, 2004 to January 16, 2005, the Gap Analysis tool and process were designed with input from local Iraqi staff of the project. The expatriate Project Leads were trained and helped develop the tool further and the Iraqi staff translated the tool into Arabic. An Iraqi team of 9 men and 2 women assisted with the refinement of the tool. Several staff reviewed the tool for cultural adaptation and accuracy. The tool was used to conduct survey style questions with staff and management of the MOLSA centers. Data and graphs were created by the use of Microsoft Excel 2003

In May, an Iraqi Educational Surveying and Monitoring Specialist was hired to oversee and conduct a second level Gap Analysis. The original tool was modified. The tool included questions for data collection of program elements, structural conditions of the centers and focus group questions. Again, the tool was translated into Arabic.

Phase 2 data was entered by the team members into the statistical package for social sciences (SPSS), version 11. Data was analyzed and the outcome indicators were measured. Graphs were created by the use of Microsoft Excel 2003.

Delivery: On 12, 13 January, Gap Analysis training for the 11 Iraqis involved in the surveying of the centers was provided. Topics for training included communication with MOLSA and Iraqi Center Managers and jobseekers; inter-rater reliability; safety issues, data collection and sensitivity to special populations such as females, veterans and youth.

On 11 January, prior to the training the Iraqi Gap Team, a visit was made to the Deputy Minister of Labor and Social Affairs. The project team was informed at that meeting that the Minister had not heard of the project, and without consultation with a representative of the U.D. Department of State, the project could not progress. It was realized that there had been some misunderstanding and that it would take some time to correct the issues, which may have arisen from concerns over the imminent election. Therefore the teams made the decision to have Iraqi employees learn as much as they could about the labor market and condition of the centers in each of the governorates, on a private basis and without infringing on MOLSA

sensitivities. While not being able to collect all of the specific data in the survey tool, the team was able to collect initial impressions.

The Project Team made an attempt to synthesize the limited data and make very early assumptions and recommendations based on the observations and input in the two (2) months the project had been “on-the-ground” in Iraq. Certainly, the approval of the Minister of Labor and Social Affairs for the Gap analysis and augmentation of the existing centers was critical to the project’s success. It was apparent that even in the best case scenario, the joint venture might not receive approval quickly. If a new minister was appointed, there may be an additional time lag for a new minister to become established and form a new process for approving the work of the project. To keep on-target with the deliverables of the current USAIS contract, the project team submitted the report as an initial, limited review of the centers.

The Gap Analysis was implemented under a very short timeline and during one of the most volatile times in Iraq. Increased insurgency and security issues leading up to the Iraqi elections, the curfews, border closures and reluctance of Iraqis to work with American operations for safety reasons, made it difficult to implement the plan. The team was able to survey staff at 18 centers throughout Iraq.

All team members visited the centers unofficially and were only able to record observations. At a few centers, the team members were able to speak directly with the center managers, but mostly, the visits were limited. On February 28, 2005, a report on the Phase I- was submitted to USAID for approval. Approval was granted

In March, after the elections, the number of insurgent attacks decreased and teams were able to move around more freely. Work on the evaluation of all of the centers in Iraq continued. In May, the Phase 2-Gap Analysis was designed. The tool was modified and a training session was held for the six Iraqi men from MOLSA, and six Iraqi men from Management & Training Corporation, who would form the second phase team. Some of the Iraqis who were on the first phase team were also on the second phase team to ensure continuity. The twelve surveyors were divided into six teams of two each. MOLSA provided a letter of introduction for the surveyors to present when they visited the centers to assure the center staff that the surveying was approved by MOLSA.

The total number of centers surveyed in Phase 2 was 35 centers. Some of the centers surveyed on the Phase I Gap were revisited for more thorough review. In the second survey 18 (51.4%) employment services centers (ESCs) and 17 (48.6%) vocational technical training centers (VTTCs) were visited. All of the centers were located in the urban areas of the governorates.

EVALUATION OF GAPS ANALYSIS PROCESS:

The original design included only one phase of the Gap Analysis. Because of the unsafe conditions within Iraq and the inability to travel to the North and South of Baghdad early in the project, the need to conduct a second phase was necessary.

Early on, center management and staff did not trust the surveyors and asked for a letter from MOLSA authorizing them to release information. MOLSA did agree to provide a letter of introduction.

In April the scope of work changed for the project and reconstruction only occurred in 7 Baghdad centers. Program design changes have not occurred as a directive from the MOLSA administration, however, training of center staff and vocational trainers included curriculum that was developed considering the results of the Gap Analysis and Labor Market Study.

During Phase 2 of the Gap Analysis, teams were able to physically visit each center and were able to collect more accurate data. Phase I involved limited travel.

FUTURE REQUIREMENTS:

As the project is ending, the results of the Gap Analysis will remain with the Director and Managers of MOLSA. Hopefully the MOLSA leaders will utilize the information for future renovation of the centers or upgrade of the employment and training system.

Should USAID provide additional assistance to MOLSA in the future, the data can serve as a base of information from 2005 post-war conditions.

CONCLUSION:

Results of both levels of the Gap analysis were used to design the refurbishment and reconstruction of MOLSA programs and centers. Several MOLSA Managers commented on how valuable the survey information was to the validation of the needs of each center in Iraq. The process was necessary to identify the action plan steps for the project tasks associated with the centers.

Both Gap Analyses are archived with USAID.

LABOR MARKET SURVEY

F.2.D INITIATE THE RAPID LABOR MARKET SURVEY.

F.3.B LABOR MARKET SURVEY INITIATED.

INTRODUCTION

The national labor survey was designed to provide the project team with preliminary information to determine the immediate labor needs and range of skills required in Iraqi labor market. Based on the survey results, and in cooperation with MOLSA, the project focused its initial training programs to prepare prospective employees for the most immediate employment needs and opportunities.

SURVEY METHODOLOGY

The National Labor Survey was designed to be conducted in two phases. The first phase of the study rapidly assessed business training and personnel needs in order to guide and inform the project management in the initial project implementation. The second phase, which was to utilize and expand on the data of the initial effort, was to analyze more complete information gathered by MOLSA and other cooperating entities. The second stage included interviews with additional companies and was conducted with in-depth surveys of three hundred companies which had previously identified over 4000 vacancies and potential positions. The in-depth information was used to identify candidate companies for the project's On-the-Job Training Program and more specific labor market information. CI was preparing a scope-of-work for a labor market economist to help structure the subsequent phases of the survey when USAID instructed all activities on this task cease by July 1, 2005.

Surveys in the Middle East are notoriously unreliable for a variety of reasons. Authoritarian regimes in the region view information, even innocuous information, as valued secrets to be protected. Combine this attitude with political and military conflicts that have raged throughout the Middle East, and surveys and statistical information are often perceived as sensitive topics with potential military and political implications.

Adding to these difficulties is the problem of obtaining accurate information from interviewees in Iraq. Often suspicious of requests for information, interviewees were concerned that interviews were being conducted for hidden reasons, such as tax audits, or even for more sinister reasons, such as being part of the kidnap/ransom industry in Iraq (even asking for telephone numbers is viewed suspiciously as the

telephone numbers themselves are a critical ingredient to the kidnapping industry in Iraq.) By the time one factors in normal difficulties in interpreting human tendencies to flatter or exaggerate, one learns to interpret answers very judiciously and with inherent skepticism.

Citizens International initiated Phase One of the National Labor Survey in December 2004 and began field surveys in February through June 2005. CI engaged three teams to conduct interviews during the month of February 2005 since was difficult to begin in January due to security issues related to the Iraqi national elections. Many of the surveyors took personal risks in conducting the interviews. Some quit during the process and all are to be commended for their efforts. The interviewers were chosen not only for their technical skills, but also for their personal integrity to ensure the reliability and authenticity of the data.

One CI survey team was an expatriate team that focused strictly on American and international companies working with the Project and Contracting Office and the official U.S. community (Team 1). While their efforts have been systematic and focused, they have been largely unsuccessful. Emails, telephone calls, and personal efforts to obtain information have been ignored or stymied based on “security concerns.” Official intervention from the appropriate authorities was required to mandate companies to provide the project with useful information. This issue was conveyed to appropriate authorities through USAID so that the data would have been available for subsequent phases the Labor Market Survey

The second CI team was led by an academician who specializes in testing. He selected the interviewers (15 males), trained them, and managed the entire process of translating and summarizing the resulting information. His team operated independently, and has expanded the range of the survey outside of Baghdad to include Mosul, Irbil, Najaf, Karbala, Baqubah, Basra and several other smaller cities (Team 2).

The third CI survey team was managed by the Iraqi American Chamber of Commerce (IACC) and supervised by its Vice President for Business Development. It consists of 9 men and 3 women. The team surveyed members of the IACC and was asked to focus on larger companies drawn from the different sectors (Team 3).

The labor survey was designed to compare skills needed by the local private sector with the existing skills and abilities of the local workforce. The information was disaggregated by gender and industry. The relevant stakeholders in such different sectors were consulted. The choices were directed both towards specific businesses and organizations (Team One, Team Three) and towards specific locations (Team Two). Not all companies interviewed were willing to provide information. Many public sector companies refused to answer questions because the interviewers did not have official authorization and approval; some private sector companies were suspicious of the survey’s stated purposes and refused to answer questions because of security or tax audit concerns.

The teams began interviewing companies in Baghdad and then in Irbil, Mosul, Najaf, Karbala, Baqubah, Nasereyah, Emarah, and Basra. With several minor exceptions, the selected cities are the major urban commercial and population centers of Iraq. While the bulk of the survey work was in Baghdad, other cities were surveyed to determine what significant geographical and commercial differences existed among the different urban areas. The local teams conducted the surveys in Arabic and then translated the answers into English. They surveyed a total one thousand and eight (1008) companies. The companies were chosen at random by the surveyors based on location and willingness to participate in the survey, and their responses were summarized for inclusion in this report. The National Labor Market Survey surveyed a total of 1008 companies by the end of its second round, including:

City Surveyed	No. of Companies
Al Basra	67
Al Karbala	26
Al Najaf	28
Baghdad	708
Dhi Qar	3

City Surveyed	No. of Companies
Diyala	23
Irbil	100
Mosul	53
Total	1008

The Labor Market Survey had its limitations and weaknesses; but it basically provided the project the information needed to focus the training programs. Information from the “Autonomous Areas” in the North was generally limited to Irbil and Mosul. The survey results to date represented a concentration of information from Baghdad companies for the following reasons:

- Security concerns initially limited team travel;
- Baghdad represented the largest location of readily-available companies; and
- USAID directed the project to focus on Baghdad (to the exclusion of other areas).

FIRMS & COMPANIES SURVEYED

As of May 2005, over 1008 firms were surveyed with an additional 100 firms refusing to provide information. The firms’ average was almost 28 employees total and less than four female employees.

COMPANIES SURVEYED LISTED BY SECTOR AND BY NUMBER OF EMPLOYEES

Sector	Number of Companies	Total Number of Employees	Number of Male Employees	Number of Female Employees
Automotive	19	153	153	0
Construction, Contracting	268	13,901	11,299	2,602
Education	3	23	23	0
Financial	5	246	171	75
Food Processing and Manufacturing Plants, Agricultural	52	1,410	1,124	286
Garment	9	223	190	33
Health, Medical	13	424	243	181
Information Technology	22	206	180	26
Manufacturing	177	2,450	2,373	77
Petroleum/Energy	18	662	607	55
Retail	54	821	768	53
Telecommunications, Media	39	719	647	72

Sector	Number of Companies	Total Number of Employees	Number of Male Employees	Number of Female Employees
Tourism	4	22	18	4
Trade (Export, Import)	194	3,806	3,486	320
Transportation	7	48	40	8
Travel	3	14	13	1
Wholesale	121	1606	1497	109
Total	1008	26,734	22,832	3,902

LARGE NUMBER OF “POTENTIAL HIRES”

An unexpected response that emerged from the survey was the large number of potential hires whom employers hoped to engage in the near future (within the next year). Many managers and owners responded with a common perspective: “expansion would be carried out when circumstances improve”. In a variation of the question asked about the problems in hiring new employees, the responses were consistent. Out of 585 companies which responded, almost half (262 companies) replied that the security situation, and some of its accompanying difficulties like absenteeism and transportation, kept them from hiring more people. Thirty seven percent of the companies (217) responded that a shortage of available, skilled labor stopped them from hiring additional staff.

When one compares the potential hires to the current number of employees, it appears that as many as 11,474 positions could theoretically be filled by companies which currently are employing 26,734 individuals, or 42% of current employment. This pent-up demand for employees depends not only upon solving the issues of security but also the provision of appropriately skilled labor.

TOTAL NUMBER OF PROSPECTIVE AND VACANT POSITIONS BY COMPANIES

Business Classification	Total No. of Vacancies and Potential Positions	Total Vacancies	No. of Vacant Jobs, Male	No. of Vacant Jobs, Female	Total Prospective Hires	No. of Prospective Hires, Male	No. of Prospective Hires, Female
Construction/ Contracting Total	6,906	989	849	140	5,917	5,461	456
Manufacturing Total	2,214	894	885	9	1,320	1,218	102
Trade (Export/Import) Total	1,899	715	670	45	1,184	1,004	180
Wholesale Total	1,402	595	585	10	807	754	53
Garment Total	594	433	327	106	161	143	18
Food Processing & Manufacturing Plants/ Agricultural Total	814	291	253	38	523	414	109
Petroleum/ Energy Total	431	211	211	-	220	210	10
Retail Total	620	176	176	-	444	438	6
Telecommunications, Media Total	686	132	124	8	554	375	179
Automotive Sector Total	111	36	36	-	75	65	10
Financial Total	79	20	20	-	59	39	20
Educational Total	43	18	18	-	25	23	2
Health & Medical Total	94	18	18	-	76	60	16
Information Technology Total	79	18	15	3	61	45	16
Transportation Total	39	2	2	-	37	30	7
Travel Total	4	2	2	-	2	2	0
Tourism Total	10	1	-	1	9	4	5
Grand Total	16,025	4,551	4,191	360	11,474	10,285	1,189

MAJOR OBSTACLES TO HIRING

The two major obstacles to filling these vacant positions are security and lack of skilled labor. It is commonly accepted that the current security situation in Iraq seriously impacts business. It is surprising that many companies cite “lack of skilled labor” as the second major obstacle to filling their vacancies. When probed about the reasons for the vacant positions, over eighty percent of the companies which responded provided one of two basic reasons: 1) Security circumstances (49%); and 2) Lack of Skilled Labor (38%).

REASONS PROVIDED BY COMPANIES FOR HAVING VACANT POSITIONS

Reasons Provided	No. of Companies
Security, Salaries	92
Security	138
Salaries, Other Reasons	7
Salaries	45
Marketing	8
Lack of Skilled Labor, Security	16
Lack of Skilled Labor, Salaries	18
Lack of Skilled Labor, Power	1
Lack of Skilled Labor	151
Lack of Commitment	1
Financing	2
Absenteeism	8
Total Companies Responding	487

TRAINING PRIORITIES FOR VOCATIONAL TRAINING AND EMPLOYMENT SERVICES PROJECT

The individual companies were surveyed as to what their priority training needs were. The results provided in the following table correlate strongly with the list of total vacancies provided in the previous table, but provide more definition regarding the training required for the prospective positions. The following table provides a listing by types of training and skills requested by the different companies. The training required is based on the combination of total number of vacancies with the total number of prospective hires. The following table, based on the combined total, lists the specific training required by the different companies:

VOCATIONAL TRAINING REQUIRED BY IRAQI COMPANIES WITH VACANT OR PROSPECTIVE POSITIONS

Type of Training Required	Total of Vacancies & Prospective Hires	Total Vacancies	No. of Vacant Jobs, Male	No. of Vacant Jobs, Female	Total Prospective Hires	No. of Prospective Hires, Male	No. of Prospective Hires, Female
Carpentry, Architectural Finish	2,202	672	591	81	1,530	1,277	253
Light Manufacturing	2,034	792	777	15	1,242	1,164	78
Professional Services (Accounting, Engineering etc.)	807	175	140	35	632	509	123
Metal Fabrication	805	278	278	0	527	506	21
Food Processing and Manufacturing Plants	766	337	298	39	429	344	85
Retail Services	546	126	123	3	420	383	37
Mechanical System	412	37	35	2	375	262	113
Retail Manufacturing	277	52	40	12	225	176	49
Electrical Systems	202	71	64	7	131	131	0
Information Technology	174	43	33	10	131	96	35
Automotive Mechanics	101	31	31	0	70	61	9
English as a Second Language	32	3	0	3	29	10	19
TOTAL	8,358	2,617	2,410	207	5,741	4,919	822

CRITICAL PRIORITY TRAINING CATEGORIES

Based on the large number of vacancies and prospective positions, the Vocational Training and Employment Services project focused on the following training categories as immediate priorities:

- Carpentry, Architectural Finish
- Light Manufacturing
- Professional Services
- Metal Fabrication
- Food Processing and Manufacturing Plants

There was a substantial difference in number between the first tier and the second tier; therefore, it became important to factor in project goals and targets in establishing the second tier. Gender

considerations were important priorities which emerged in the analysis and were implemented in the project. The selection of second tier training categories was based on a combination of the resulting statistical information factored with the project goals and targets:

- Retail Services
- Mechanical Systems
- Retail Manufacturing
- Electrical Systems
- Information Technology
- English As a Second Language

Training in English and computers (Information Technology Training) were perceived as being critical for successful employment in the “New Iraq.” This common perception emerged not only from the survey responses, but also from daily conversations with MOLSA officials, job applicants, and ordinary citizens. Whether this perception is completely warranted remains an open question. It does have some basis in fact as many of the individuals who have easily found employment are those with English language skills and computer training; the American and foreign companies have been quick to hire such individuals. It remains to be determined as how valid this perception is in the medium to long term future of the Iraqi economy.

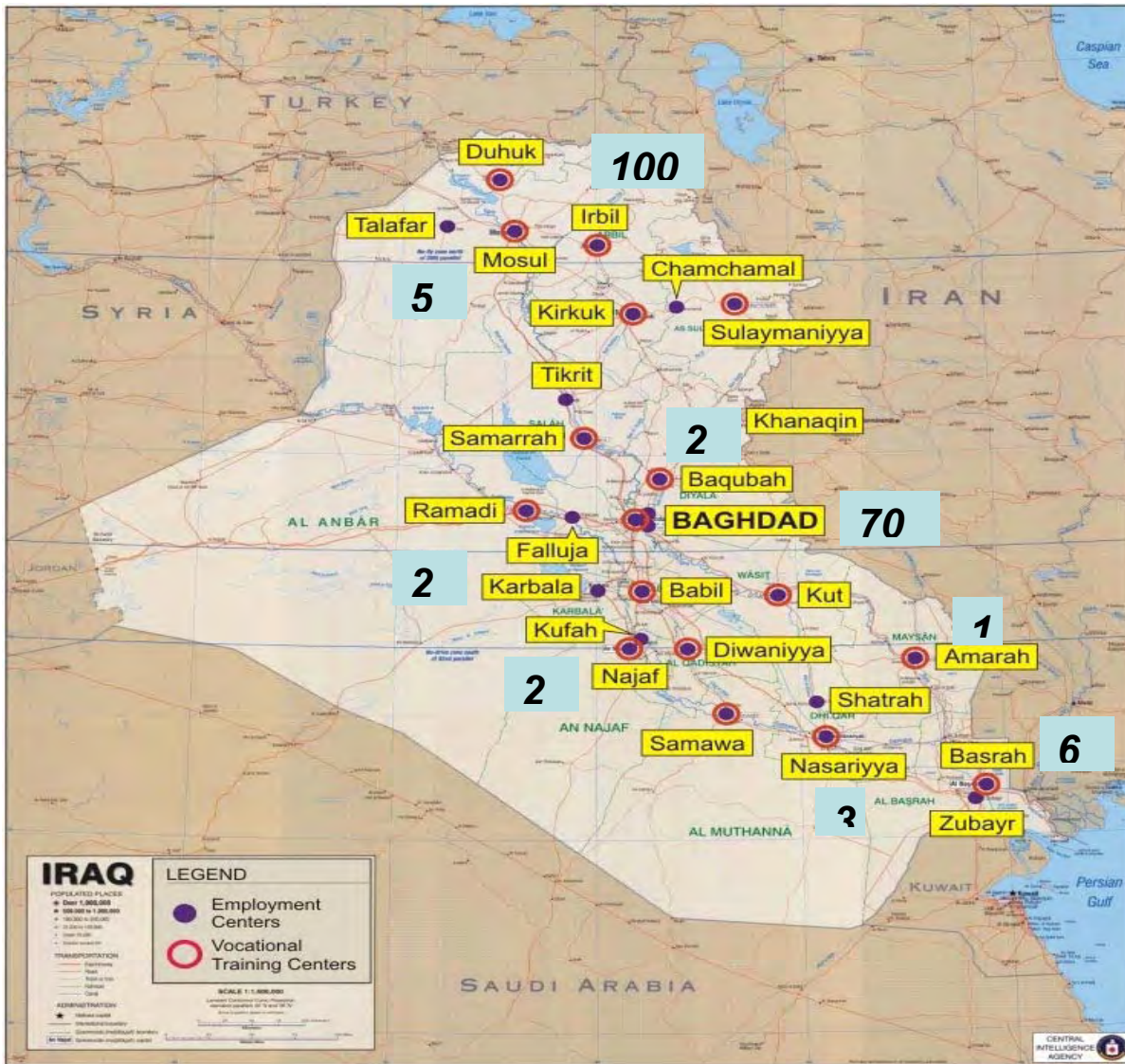
Both English-as-a-Second Language (ESL) and IT emerged sectors which were important from the perspective of encouraging female employment. When the vacant and prospective positions were analyzed by gender, several categories of training emerged as having either a large number or a high percentage of employment opportunities for women. Since female employment was an important project goal and the Iraqi society provides limited opportunities for various reasons, these additional categories emerge as critical priorities

The survey determined that there was an immediate need in the private sector for a significant number of workers to fill skilled and semi-skilled positions. At the same time, it was also noteworthy that the Iraqi private sector has been slow to respond to the large number of business opportunities available as the economy moved away from almost complete reliance on the government to a more open market economy. As a result, large numbers of Iraqis have had difficulty making the adjustment from relying on government employment to employment in the private sector.

In contrast to government employment, the Iraqi private sector employed relatively few women. As a result, the training programs planned under this project made a special effort to identify positions which women could fill and for which they should receive training.

Labor Market Survey is archived with USAID reports.

LOCATION OF FIRMS & COMPANIES VISITED FOR THE LABOR MARKET SURVEY



WORK PLAN WITH MOLSA

F.2.E DEVELOP THE WORK PLAN FOR THE FIRST YEAR IN COORDINATION WITH USAID, MOLSA, AND VARIOUS PARTNERS. THE WORK PLAN WILL REFLECT THE RESULTS OF THE VARIOUS STUDIES, ASSESSMENTS, ANALYSIS, ETC.

In January, 2005, the project team evacuated to Amman, Jordan during the time of Iraqi elections. During that period, the team developed alternative work plans that would permit the project to move forward in spite of delays imposed by the Labor Minister's decision not to participate in project employment services and vocational training activities.

Accordingly, several work plans were prepared to address optional courses of action:

- Plan One assumed that MOLSA would rejoin the project which would move forward with certain modifications.

- Plan Two took a different direction, and focused on working with the Ministry of Education (MOE) in employment services and vocational training. Prior to leaving Iraq, the team had determined that MOE operated 275 vocational training schools in Iraq that serve over 66,000 male and female students.
- Plan Three looked at opportunities in Iraq's private sector to initiate employment services and vocational training programs that met the project's primary objective of reducing unemployment in Iraq.

All three plans were discussed in early February with the USAID CTR.

In February, when MOLSA rejoined the project's efforts, a new work plan was developed which incorporated the input from MOLSA. (Archived at USAID.) The forty-four tasks of the work plan, based on the tasks in the project's contract, detail the cooperation among the JV team, USAID, and MOLSA to achieve the goal of training and subsequently employing Iraqis. Dr. Riyadh Hassan, Director General of Vocational Training and Employment Services, along with three other MOLSA officials, met with the team in Amman, Jordan to discuss the work plan. All agreed that the plan provided a clear blueprint for cooperation and action. In early April, the project's CoP presented the work plan to USAID, but USAID never formally accepted the plan.

MONITORING AND EVALUATION

F.2.g Develop a Monitoring and Evaluation Plan using the logical framework project design format.

F.3.g Develop a Monitoring and Evaluation Plan, developed in the logical framework project design format.

Monitoring and evaluation activities were integrated into the project from its inception and were conducted on a daily basis. Project personnel assigned to all the MOLSA Vocational Training Centers worked in the centers on a regular basis. Part of their regular responsibilities included reporting on the number of trainees, disaggregated by gender, on a daily basis to project headquarters where the figures were compiled on a daily basis and used for reporting and programming purposes. This integrated approach ensured reliable, accurate figures which provided timely, relevant information to project management.

Qualitative measurements were more subjective and were designed to measure the impact upon the operations of the Vocational Training Centers brought about by training for MOLSA employees, operational support, and provision of equipment. The VTTCs did exhibit an increase in the number of trainees and operational improvements. The equipment being provided to the centers was being distributed in September 2005. The long term impact and improvements should be visible in the near to medium term. The termination of the project precluded it from assessing these improvements adequately.

The formal Monitoring and Evaluation Plan was prepared in May of 2005 and was designed to monitor results within the project's manageable interests. See Appendix L for the end of project status of different results.

HIRING IRAQ STAFF

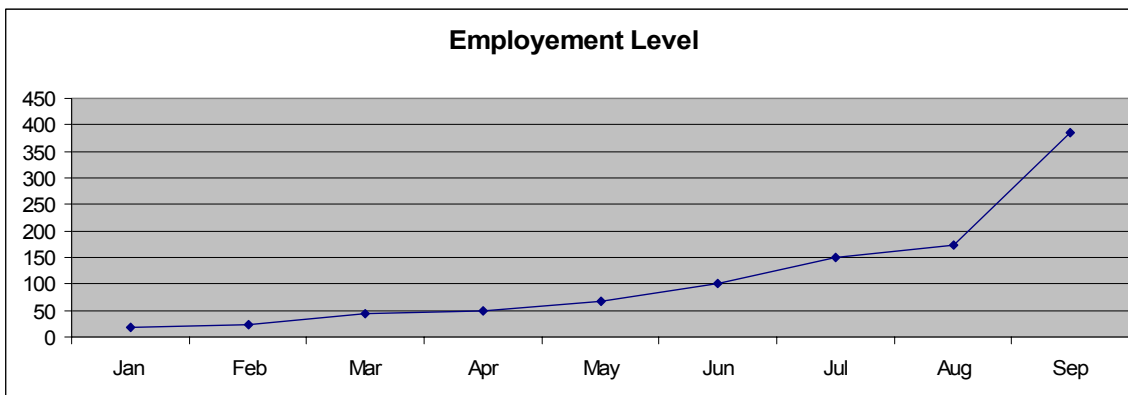
F.2.h Hire and train Iraqi and TCN staff for assisting the ESCs and VTTCs as needed to support the work plan developed under the gap analysis.

TRAINERS

IRAQI TRAINERS	TOTAL	LBG	MTC	RC
Total # of Iraqi Trainers	287	17	200	70
MOLSA VTC	52	17	18	17
University	139	N/A	120	19
Summer School	96	N/A	62	34

The hiring process for Iraqi staff benefited greatly from a streamlined approach developed by the department. A total of **512 Iraqis** were hired by this process which was approved by all four implementing companies.

Staff employment levels demonstrated in the graph below gradually increased as the project evolved. With notice of possible project closure there was a sense of urgency to employ more staff to carry out the necessary tasks to meet project objectives.



The HR department managed the monthly records for all Iraqi employees especially regarding leave requests. Also included in monthly management was the attendance of Iraqi staff, oversight of timesheet accuracy in conjunction with the finance department and processing non-renewed contracts.

A large percentage of the staff underwent Outreach and Career Counseling which enabled them to train new staffers as they were hired. Project staff also received training in Microsoft Office and resume writing.

TRAINING

F.2.I IDENTIFY TRAINEES AND LAUNCH TRAINING TO START MEETING SKILLS GAP NEEDS IDENTIFIED IN THE RAPID SKILLS GAP ANALYSIS FOR THE MINISTRY CENTERS.

F.3.C ENROLL AN ESTIMATED 3,500 TRAINEES IN PRIORITY SKILL AREAS TRAINING, INCLUDING 30% YOUTH (AGES 17-25) AND AS MANY WOMEN AS FEASIBLE.

F.3.E MOLSA VOCATIONAL TRAINING CENTERS DEMONSTRATE SUCCESS IN MEETING THE PRIVATE SECTOR'S SKILLS GAP NEEDS. LEVEL OF TRAINEES REACHES 10,500 WITHIN THE FIRST SIX MONTHS OF THE PROGRAM.

The project team divided its tasks into three major areas: training, procurement/refurbishment, and capacity building. Each of the components has its own section in this report. The deliverables above all deal with the training component.

In brief summary, the project enrolled 11,600 students in vocational courses throughout the first year of the contract. Of that total, 4,515 were enrolled in the priority skills areas of the top ten vocational trades. Most of this training was done at MOLSA, but some training took place at IACCI and other private centers set up by the project team in low income areas. Other training took place in the summer school program in cooperation with the Ministry of Education.

Most of the trainees were young men. However, 34% of trainees were women, particularly in the English, computer and sewing classes. Few women joined the traditionally male-dominated trades such as welding, plumbing, HVAC, electrical, etc., but a few braved social criticism to enroll in the classes.

The following chart indicates the courses offered at each center:

	Wazireya	Shua'ala	Zafraneya	Waleed	9 April	Abu Gharraib	Ur	Sadr City	Sha'ab
Welding	•	•	•	•					
Machine Tools	•	•	•	•					
Automotive	•	•	•	•					
Carpentry	•		•	•					
Plumbing	•	•	•		•				
HVAC	•	•	•						
Electrical	•	•	•	•					
Small engine	•	•	•	•					
Masonry	•	•	•	•					
Computer Tech.	•	•	•		•				
Cosmetology			•				•		
Sewing	•	•	•	•	•	•	•	•	•
English	•	•	•	•	•	•	•	•	•
Computer	•	•	•	•	•	•	•	•	•
Arabic Literacy	•	•	•	•	•	•	•	•	•

A detailed report of the training accomplished by the project can be found in Section I, "Training" of this report.

PROCUREMENT

F.2.J BASED ON THE PHASE-IN SCHEDULE OF ESC AND VTTC OUTLINED IN THE WORK PLAN, CENTERS WILL BE EQUIPPED WITHIN 30 DAYS OF THEIR SCHEDULED LAUNCH.

As of 25 September, the total of procurements via PO's totaled \$2,959,143.73 of which \$2,750,643.73 was purchased from July 1st through the ending of the program. This figure does not include some smaller purchases which were made without issuing POs. Outstanding deliveries remaining are:

- Heavy equipment deliveries from Dubai: 1st shipment delivered on September 22nd and the second will arrive about October 5th consisting of 34 pieces
- Five skill training books were sent to the APO on July 25th and have not yet arrived; they were already paid for in full

The figures for the above outstanding procurements have been included in the amount cited above. (A complete procurement report is in Appendix M).

EMPLOYMENT SERVICES CENTERS

F.3.D MOLSA EMPLOYMENT CENTERS DEMONSTRATE SUCCESS IN DECREASING UNEMPLOYMENT FIGURES BY MATCHING JOB SEEKERS WITH EMPLOYMENT OPPORTUNITIES. 3,300 REGISTERED JOB SEEKERS/MONTH FIND EMPLOYMENT IN THE PRIVATE SECTOR WITHOUT THE BENEFIT OF VOCATIONAL TRAINING IN THE FIRST SIX MONTHS OF OPERATION WITH MOLSA. TO THE GREATEST EXTENT POSSIBLE, EFFORT SHOULD BE MADE TO ENSURE 30% OF THESE JOBS GO TO WOMEN.

F.3.F MOLSA EMPLOYMENT SERVICES CENTERS SECURE EMPLOYMENT FOR 75% OF THEIR VOCATIONAL TRAINING CENTER GRADUATES.

At the directive of USAID CTO Doug Balko in late April (Appendix D), the project team focused its efforts on the vocational training centers. Therefore, the deliverables dealing with employment were not obtainable.

However, the team's Iraqi Outreach Counselors continued to place people in jobs whenever possible. Using the MOLSA database, which the team had helped to update, prospective employees were matched with employers. Before the USAID directive, the Outreach teams had placed people in jobs in the North and South. The following chart indicates the breakdown by city/region of the employment numbers:

Governorate	# of Jobseekers Placed
Baghdad	375
Tikrit	0
Ba'aquba	210
Karbala	317
Najaf	0
Diwaneyah	224
Kut	84
Semawah	15
Emarah	0
Nasereyah	2363
Basra	1387
Falujah	1576
Ramadi	30
Babylon	5
Nenawa	343
Irbil	34
Sulaminiyah	122

Governorate	# of Jobseekers Placed
Kirkuk	125
Dahuk	40
TOTAL	7250

Percentage of Employment by Region:

Baghdad 5% (375)
North 34% (2480)
South 61% (4,395)

Total Number of Iraqis hired by project staff: 340

Total Number of Iraqis Employed: 7,590

As part of USAID’s directive for the last three months of the project (Appendix F), the team was to offer On-the-Job-Training (OJT) contracts to at least 500 people. Again, using the MOLSA database, the team secured OJT contract for over 250 employees. The rest of the employees were assigned on-the-job training with the refurbishment crews that were working in the centers.

A total of 508 OJT contracts were offered by project’s end. A complete report of the On-the-Job-Training program is archived with USAID’s documents.

REPORTING

F.4.A THE CONTRACTOR WILL SUBMIT MONTHLY FINANCIAL SUMMARIES FOR THEIR CONTRACT AND EACH SUBCONTRACT SHOWING DISBURSEMENTS AND ACCRUALS TO DATE, BUDGET ESTIMATES, SUBCONTRACT OBLIGATION, CHANGE OF ORDERS, ANTICIPATED CHANGE ORDERS AND ESTIMATED COST TO COMPLETE. IN ADDITION, THE CONTRACTOR WILL REPORT ON RESOURCES SPENT IN IRAQ FOR EQUIPMENT, SERVICES, LABOR, OR SUB-CONTRACTING. THE MONTHLY FINANCIAL SUMMARIES WILL BE SUBMITTED TO THE CTO AND CONTRACTING OFFICER NO LATER THAN THE FIFTEENTH WORKING DAY FOLLOWING THE END OF THE MONTH.

F.4.G MONTHLY REPORTS SHALL BE SUBMITTED TO USAID/IRAQ. REPORTS SHALL INCLUDE, AT A MINIMUM, HIGHLIGHTS AND MEASURABLE RESULTS FOR THE PERIOD OF PERFORMANCE, COMPLETION OF PROGRESS AGAINST PLANNED DELIVERABLES, PROBLEMS ENCOUNTERED, PLANNED ACTIVITIES, AND OPEN ISSUES. IN ADDITION, MONTHLY REPORTS SHALL INCLUDE FINANCIAL REPORTS DETAILING ALL PROJECT EXPENDITURES, INCLUDING PROJECTIONS FOR THE BALANCE OF THE CONTRACT.

F.4.H REPORTS SHOULD BE PREPARED IN BOTH WRITTEN AND CD-ROM FORMAT.

F.4.J THE CONTRACTOR WILL BE EXPECTED TO MAXIMIZE THE USE OF WEB-ENABLED SYSTEMS FOR PROGRAM REPORTING. IN THIS REGARD, THE CONTRACTOR WILL MAINTAIN AN UP-TO-DATE WEB SITE THAT ALLOWS USERS TO ACCESS INFORMATION ON THE PROGRAM, INCLUDING PROGRAM DELIVERABLES AND RESULTS, KEY PROGRAM COMPONENTS, AND FUNCTIONAL LINKS TO ALL PROGRAM PARTNERS. IN ADDITION, THE CONTRACTOR SHALL ENSURE THAT ALL COUNTERPART ORGANIZATION' AND IMPLEMENTING PARTNERS; WEB SITES ARE LINKED TO THE PROGRAM WEBSITE.

Monthly financial summaries were submitted by the fifteenth of each month to the USAID CTO.

The data for the reports was compiled by home office support.

Also, each month a report highlighting the progress of the project was sent to USAID. The reports were posted on the Iraq Training portal, www.iraqtraining.com. All reports have been archived and sent to USAID in hard copy and CD-Rom format.

TEAM-BUILDING WORKSHOP

F.4.B WITHIN 30 DAYS OF MOBILIZATION, THE CONTRACTOR SHALL IMPLEMENT A TEAM-BUILDING WORKSHOP THAT WILL INCLUDE THE PROJECT STAFF, PRINCIPAL PARTNERS AND STAKEHOLDERS, AND USAID STAFF.

The team building workshop was delayed until the end of March due to problems with security, the stop work order, and mobilization of staff. However, by the end of March, a meeting was held in Amman, Jordan to discuss the newly-written MOLSA work plan and team building within the project itself.

Seven members of the Baghdad project team traveled to Amman, Jordan to present the work plan at a meeting with the principals and representatives from each of the companies involved in the project, as well as representatives of MOLSA. The forty-four tasks of the work plan detail the cooperation among the JV team, USAID, and MOLSA to achieve the goal of training and subsequently employing Iraqis.

On the first day of the conference, companies met individually and in small groups to discuss the work plan and issues related to the project. For many of the Baghdad team, it was the first time to meet their backstops from the States. In the small meetings, each company examined its role in the overall scheme of the project.

The next day in a joint meeting of all attendees, the team discussed various project issues in addition to the work plan. In small groups the team worked out a timeline for achieving each work plan task. A responsible staff member, milestones, and dates were assigned to each task. By the end of the conference, the team had projected dates and figures for executing the work plan. The DCOP compiled the information and sent it out by April 7.

The highlight of the meeting was with the representatives from the Ministry of Labor and Social Affairs (MOLSA). Dr. Riyadh Hassan, Director General of Vocational Training and Employment Services, led the delegation of four officials. Having already worked on the work plan, they were ready to enthusiastically endorse it. Dr. Riyadh suggested the participants divide the tasks into six categories which would facilitate understanding. Dr. Walid, the project team's liaison to the Ministry, suggested a seventh category. The group wholeheartedly accepted the changes. All agreed that the plan provided a clear blueprint for cooperation and action.

PROJECT WORK PLANS

F.4.C IN ADDITION, THE CONTRACTOR WILL SUBMIT A DETAILED WRITTEN WORK PLAN TO USAID/IRAQ FOR THE FIRST YEAR. THE WORK PLAN WILL ESTABLISH BASELINE INFORMATION FOR ALL RESULTS TO BE REPORTED ON DURING THE LIFE OF THE PROGRAM.

F.4.D ANOTHER COMPONENT OF THE WORK PLAN WILL INCLUDE THE APPROACH THAT WILL BE FOLLOWED TO ANALYZE DEMOGRAPHIC DATA ON UNEMPLOYED IRAQIS; ASSESS AND PRIORITIZE LABOR NEEDS AND SKILLS GAP NEEDS AND ADDRESS OTHER TASKS INCLUDED IN THE STATEMENT OF WORK.

F.4.E THE CONTRACTOR SHALL INCLUDE TARGET DATES AND MILESTONES FOR ACTIVITIES DISCUSSED IN THE WORK PLAN.

F.4.F SUBSEQUENT ANNUAL TEAM-BUILDING WORKSHOPS AND WORK PLANS WILL BE IMPLEMENTED FOR THE LIFE OF THE PROGRAM. WORK PLANS WILL BE SUBMITTED FOR APPROVAL BY USAID/IRAQ WITHIN 30 DAYS OF STARTING THE NEW ANNUAL CONTRACT PERIOD.

Throughout the first year of the project, five work plans were developed. The first three were in response to MOLSA's decision not to cooperate with the project team. The three plans outlined alternative strategies to working on training and unemployment in Iraq without the cooperation of MOLSA.

- Plan One assumed that MOLSA rejoined the project which would move forward with certain modifications.
- Plan Two took a different direction, and focused on working with the Ministry of Education (MOE) in employment services and vocational training. Prior to leaving Iraq, the team had determined that MOE operated 275 vocational training schools in Iraq that served over 66,000 male and female students.
- Plan Three looked at opportunities in Iraq's private sector to initiate employment services and vocational training programs that would meet the project's primary objective of reducing unemployment in Iraq.

Before any of the plans were initiated, MOLSA reopened discussions with the project team. On 25 February, the minister of MOLSA committed to working fully with the project. As a result, a new work plan was written in cooperation with MOLSA officials. The work plan, with a timeline for implementation, was submitted in the April monthly report. (Archived at USAID.)

In June, Sean Jones, USAID, directed the team to present a work plan detailing the projects activities from 1 July to 30 September. (Appendix F) In a relatively short period of time, the project team was able to accomplish all of the tasks on the latest work plan. As the project ended 30 September, 2005, the fifth work plan was the final one submitted to USAID.

PUBLICATIONS

F.4.I THE CONTRACTOR SHOULD HAVE THE CAPABILITY TO ARRANGE FOR THE PREPARATION OF HIGH QUALITY PROGRAM INFORMATIONAL PRODUCTS SUCH AS BROCHURES, BOOKLETS, REPORTS, MULTI-MEDIA PRESENTATIONS AND VIDEOS. ALL SUCH PRODUCTS WOULD NEED TO COMPLY WITH RELEVANT USAID REGULATIONS. IN ADDITION, THE CONTRACTOR SHOULD HAVE THE CAPACITY TO PLAN AND MANAGE HIGH PROFILE PUBLIC AFFAIRS EVENTS, SOME OF WHICH MAY INVOLVE CPA, SENIOR US GOVERNMENT AND GOI OFFICIALS, AND OTHER DONORS.

In April, the project recruited a media/PR person who would be responsible for all publications. Daniel Del Castillo joined the project in June and immediately began writing articles for USAID publications, as well as designing posters for MOLSA advertisements. However, within a month of his arrival, USAID asked that Daniel not submit any more reports since the project was scheduled to end in September.

The project had planned one high profile event with MOLSA, USAID, and the JV project team to sign the Memo of Understanding with MOLSA. About the time the event was scheduled, USAID started redirecting the project and the MOU was not signed.

GPS COORDINATES

F.4.K THE CONTRACTOR SHALL PROVIDE GPS COORDINATES FOR ALL VTTCs AND ESCs.

Sallyport, the project's subcontractor that provided security, sent reconnaissance teams to collect the GPS coordinates of the vocational training centers. The reconnaissance team also assessed the security situation at each location.

GPS coordinates for MOLSA's Vocational Training Centers:

Baghdad Main:	38S MB 44032 92743	Abu Ghraib:	38S MB 25060 86629
Al Waleed:	38S MB 41053 77673	Sadr City:	38S MB 46350 94446
Zafraniyah:	38S MB 52933 79068	Kirkuk:	38S ME 42245 21642
9 April:	38S MB 52933 79068	Irbil:	38S MF 11780 00501
Al Suhlah:	38S MB 34239 92710	Basra:	38R QU 72047 78592

IV. APPENDICES

APPENDIX A

STOP WORK ORDER



U.S. AGENCY FOR
INTERNATIONAL
Development

October 13, 2004

Mr. Michael Jichlinski
Managing Partner
The Louis Berger Group, Inc.
2300 N Street, N.W.
8th Floor
Washington, D.C. 20037

Subject: Issuance of Stop Work Order
267-C-00-04-00417-00

Dear Mr. Jichlinski:

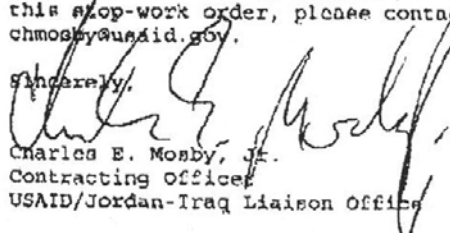
Effective immediately, The Louis Berger Group, Inc. is hereby ordered to stop work in all locations U.S. and abroad under the above-captioned contract number, pending further written notice by the undersigned Contracting Officer. Award of the contract has been protested and in accordance with FAR 33.104(c)(1), performance of the contract must cease effective immediately. This order requires the contractor to do the following:

- (1) Contractor and subcontractor personnel already mobilized are to remain in their current locations pending written notification to LBG from the Contracting Officer that provides further instructions.
- (2) Stop all subcontractor work related to this order.

Upon receipt of this order, you shall immediately comply with its terms and take all reasonable steps to minimize the incurrence of personnel movements covered by the order during the period of work stoppage. This order is in effect from the date of this letter until further written notice from the Contracting Officer. Written notice from the Contracting Officer will either (1) Cancel this stop-work order; or (2) define the stop work period covered by this order

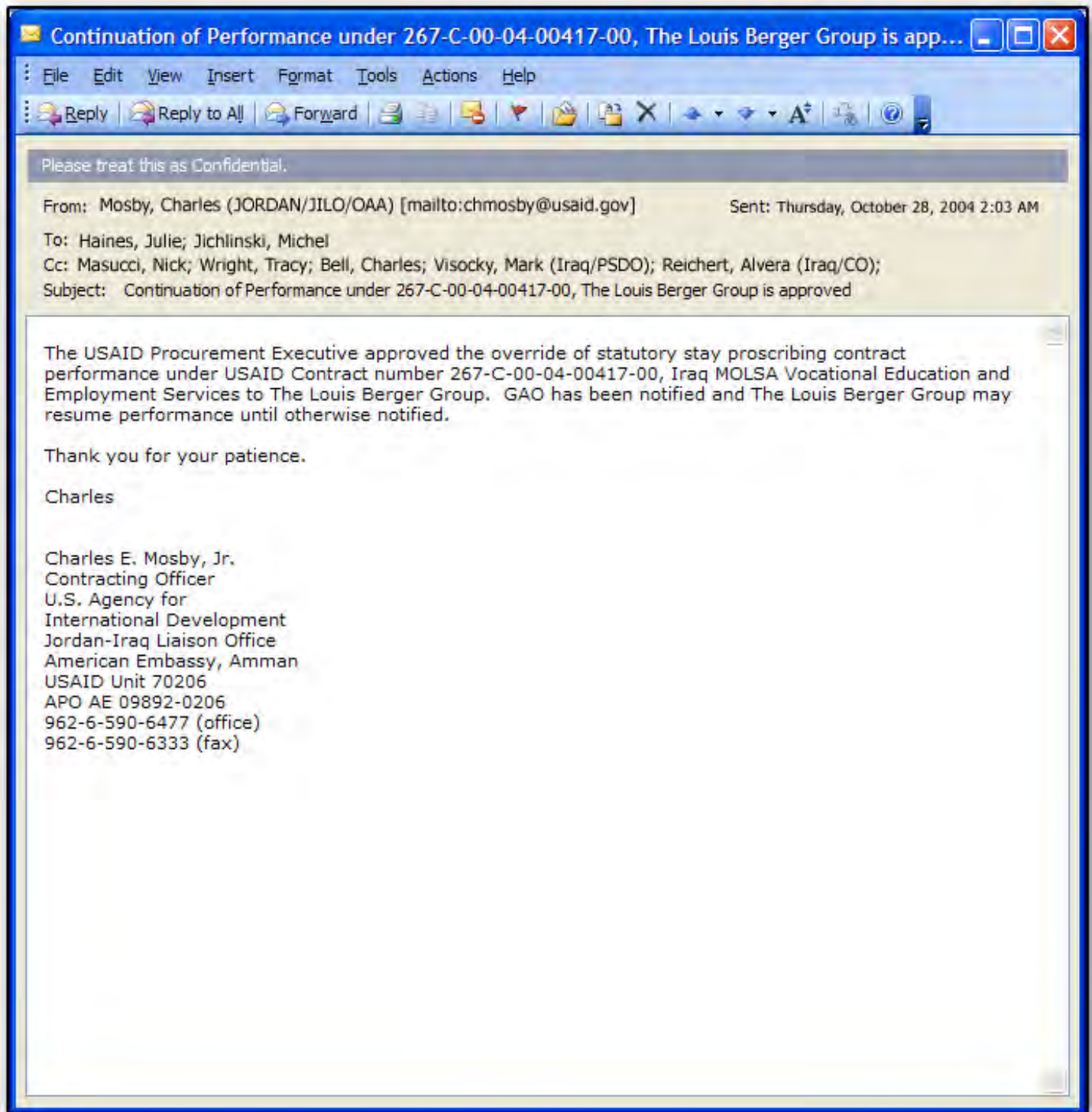
USAID is actively pursuing its options and is interested in ensuring that performance resume as soon as possible. If there are any questions regarding this stop-work order, please contact me on 962-6-590-6338 or by email at: chmosby@usaid.gov.

Sincerely,


Charles E. Mosby, Jr.
Contracting Officer
USAID/Jordan-Iraq Liaison Office

APPENDIX B

RESUMPTION OF WORK ORDER



APPENDIX C

GENDER STRATEGY AND PLANNED ACTIONS

This program addresses one of the key components of the reconstruction and rehabilitation of Iraq—women's economic empowerment, particularly for poor women, rural women and female heads of households. The VT/ES project will help increase Iraqi women's competitiveness in the labor market and recognizes and utilizes women's capacities and skills so that they can benefit equally from jobs and opportunities.

BACKGROUND FOR THE GENDER STRATEGY

During the years of imposed sanctions the previous advancements realized by Iraqi women were largely eroded. Years under sanction restrictions and a brutal regime brought economic setbacks for everyone but especially for women. Despite Iraqi women's relative good exposure to education and professional training, the few industry jobs available were largely reserved for men. Throughout this period, enterprising Iraqi women kept households afloat through their coping measures, in many instances taking up non-formal income generation to supplement the household economy. When all resources in Iraq became scarce, including job training, Iraqi households prioritized male employment. Even in the agricultural sector, one of Iraq's most productive areas (after the oil industry), the participation of women in farm extension training was significantly limited. Skills stagnated, advanced education plans were abandoned—and the health statuses of women and children declined appreciably.

Further gender divisions occurred because of difference in wealth (which also affected exposure to education), ethnicity¹, and age. These factors have an important bearing on vocation training and employment potentials. Many younger Iraqi women are less educated, and trained, than their mothers. Illiterate women from the poorer families are often without marketable skills. Of late under worsening security, families have restricted younger women to their homes and are not permitting them to attend school or hold jobs. The rise in kidnappings, murder and rape has significantly restricted women's freedom to seek employment, training and education.

According to the United Nations/World Bank Joint Iraq Needs Assessment conducted over the summer of 2003, "women represent around 52 percent of Iraq's population, but constitute only 23 percent of the formal work force, mostly as middle level professionals in the public and service sectors and in rural areas as seasonal agricultural workers." The Minister of Labor and Social Affairs of Iraq estimates that 70 percent of the workforce pool is presently unemployed. Approximately 60 percent of employed Iraqis work in the informal sector for minimal pay.

GENDER STRATEGY

The Iraq Vocational Training and Employment Services Project gender strategy reflects the objective of including women's participation in project activities and services in both vocational training and employment services at a significant level—the aim is to achieve 30 percent participation of Iraqi women in job placements and training enrollment. The project Gender Strategy provides guidance to field staff implementation activities and states the basic principles of gender equity on which the project is structured. The gender strategy is in line with USAID's global gender policies². At present, the principle constraint to

¹ Kurdish women are known to be particularly active politically and economically. Certain conservative groups tend to restrict the outside involvement of women.

² At this writing the USAID Gender Strategy for Iraq had not been disseminated. Once that strategy is made available to the Vocational Training/Employment Services Joint Venture any and all modifications appropriate will be made to the project's gender strategy to ensure compatibility with the USAID gender strategy.

women's participation in any activities outside of the home is the widespread insecurity in Iraq. Insecurity is expected to limit the number of women participants willing to visit the training and employment centers to seek either training or employment services.

Additional constraints to women's full participation in the project relate to increased religious conservatism leaning towards stricter interpretations of Islamic *Shari'a* law among some groups, as well as, political influences that reflect regional and ethnic differences in attitudes about women's public activities. The project approach, however, includes measures to mitigate some of the limitations of access and mobility for women—in particular; the components of community outreach and networking with women's organizations address these barriers. Assuming that insecurity will continue for the immediate future, the project will adopt a flexible approach and respond to windows of opportunity to increase participation as they arise.

The project's approach to achieving 30 percent job placement of Iraqi women has five key components that will enable the project not only to maintain the overarching principle of gender equity in all aspects of program implementation, but will afford the program team expanded access to Iraqi women seeking training and employment in culturally appropriate ways, and therefore enhance opportunities to achieve project objectives.

GENDER STRATEGY OVERARCHING PRINCIPLES:

- All data collected and analyzed will be disaggregated by gender and age
- All trainees, male or female, will be permitted to enroll in any course offered in job training under the control of this Project.
- The Employment Services Centers (under the mandate of this project) will not restrict candidates from applying for jobs based on their gender or ethnicity.

The approach has five key components:

6. Networking – to establish strong linkages with key women's organizations
7. Outreach Component – to increase connections with potential employees and employers
8. Program Operations – to incorporate gender aspects throughout the project
9. Monitoring & Evaluation – to ensure project is on track with respect to women objectives and to allow timely modifications as necessary
10. Overcoming Barriers – to facilitate both the participation of women in training programs and the hiring of women

COMPONENTS AND ACTIVITIES

I. NETWORKING WITH WOMEN'S ORGANIZATIONS AND GROUPS

Networking with women's organizations is a key element of the gender strategy and will involve working closely with women's organizations and NGOs throughout Iraq. Through both formal and informal networking, increased numbers of female candidates will be identified for both training and for employment. A target has been set to work with at least 100 women's organizations throughout Iraq for the duration of the project.

The number of women's organizations is growing rapidly as women find empowerment by uniting with other women with similar interests and goals. The project has already compiled a comprehensive list of women's organizations, as well as lists of NGOs, local and international, that focus on women's issues. We have met with a number of women's groups, including the Iraqi Business Women's Association, Business Women Without Borders, and American Iraqi Friendship Federation, among others who express enthusiasm and interest in associating their membership with the VT/ES program.

A critical step in successfully networking with women's groups is the hiring of an experienced Iraqi Gender Networking Representative (GNR). The activities of that position will feed directly into the work conducted by the project's Policy and Program Team and will inform the program on how best to direct resources and efforts to encourage women's participation. One of the responsibilities of this position is to supplement the Program's existing roster of women's organizations by cataloguing all relevant groups throughout the country. The organizations will be mapped in terms of geographic location, and categorized in terms of membership size and objectives.

The gender networking representative will meet with leaders of the groups and will make presentations to their members about MOLSA's services. The networking representative will conduct focus group discussions with members of the organizations to learn of their interests, availability, and concerns. The grassroots information-gathering will add high value to the project's data base and will open doors to provide access to Iraqi women. The exchange of information with women's groups informs the program of the real interests of Iraqi women from their perspectives.

The membership of the women's organizations also provide the program with a large number of women from which we can solicit mentors, as well as rotating members of the program's advisory council. Program staff is aware that women in the poorest economic groups may not be members of organizations but through a mentoring process they can be reached on a community-outreach basis. Additionally, in some more conservative communities women are more likely to meet and congregate in religious facilities such as mosques and religious schools. Where possible, the gender representative will visit these locations to meet with the women representatives.

The gender representative will convene workshops and conferences as appropriate in collaboration with various government ministries and with women's organizations. The workshops and conferences will focus on women's participation in the labor market, in skills building and job seeking skills development. This will be linked into MOLSA's structure to increase capacity and awareness of gender issues.

To the extent possible, the Program will use the media—radio and television—to disseminate information about the Program. The program will make public service announcements and propose programming ideas that highlight women in the job force. There is at least one women-focused radio station and other media outlets that broadcast women's programming. These will provide opportunities to disseminate information about the program and attract more women applicants.

2. OUTREACH

The Outreach component focuses on identifying job opportunities for women and coordinating with training activities to ensure that training is appropriate for these opportunities. To reach the goal of employing 30 percent women, there must be at least 30 percent of the available employment positions available to women to fill. The outreach process will recruit women for open positions and identify employment opportunities with commercial companies, international and local NGOs, and other agencies as appropriate. In order to increase the number of job openings for women, the outreach staff will solicit such openings and will encourage potential employers to hire women. The Team will work with companies to identify both positions that are typically filled by women as well as identify positions that are not typically reserved for women. For these non-typical positions, the program will work with potential employers to identify barriers for hiring women and utilize such tools as On-the-Job-Training (OJT) resources that serve as employer incentives to facilitate women working in companies for a nominal cost to the employers themselves. These enticements will appeal to those potential employers who may not be interested in hiring women due to perceived financial costs. The Outreach personnel will work with potential employers to identify needed incentives. If the monthly monitoring plan shows that the outreach and employment placements are lacking, more outreach teams armed with a variety of employer incentives will be deployed. In the case that there is a willingness on the employer side to hire women, but suitable women have not been identified, then the Outreach teams will increase their focus on providing additional employment counseling to women in the community.

The Outreach teams will be composed of a man and woman in each team. This provides not only the requisite security for the women in Iraq but will show a united recruitment front for MOLSA. The Outreach component takes the Program to the communities and offers employment counseling and On-the-Job training opportunities in various areas of the country.

The Gender Networking Representative will coordinate with the Outreach Staff regarding interacting with women's organizations in the areas they are working. As needed, the Gender Networking Representative will make presentations to employers to describe the training process of women and to discuss the benefits they bring to employers.

3. PROGRAM OPERATIONS

In the interest of gender balance in the Program activities and in increasing the number of women trained and employed, gender equity aspects will be incorporated into all program operations to the extent possible. Data collected for the Program will be disaggregated by gender, and where possible by location to show regional variations of women's participation.

Additionally, various tools of the project, such as the Labor Market Study and Gap Analysis questionnaires, were formulated to include a gender perspective. Training centers will also be using an instrument, "PROFILE", which measures and evaluates training and job placement applicants and assesses ability, skills, aptitudes and interests. This tool will supplement the current intake form developed by MOLSA and illustrate how effective the program has been. While PROFILE is useful as an intake aid, it will be especially helpful to assess the current and potential skills of participating women and to offer training and employment recommendations to women based on their aptitudes and interests rather than their gender.

4. MONITORING AND EVALUATION

The project's Performance Monitoring Plan will be designed to ensure that the collected gender data is systematically assessed, with results measured against the project gender objectives. Flexibility has also been incorporated into the project structure to allow the Team to modify its approach to gender should the M&E results so warrant.

Data gathered at training centers, employment centers, on-the-job training sites and in other outreach locations will be recorded and included in the projects overall database. These data will be useful in terms of documenting the impact of the VT/ES program on the status of Iraqi women. Data disaggregated by gender as well as by region will inform the M&E process and facilitate a mechanism by which the on-going process can be monitored for gender balanced participation. Additionally, systematic and regular monitoring and evaluation will enable timely "lessons learned" to be shared to interested parties and facilitate the modification in approach or shifting of training emphasis as needed. The Gender Networking Representative and the Outreach teams will provide regular input into the M&E process which will help to ensure that the gender specific data collected from networking activities, as well as from community outreach efforts, reflect a program-wide focus on gender balance and women's participation.

5. OVERCOMING BARRIERS

The barriers to fully engaging women are many; however, the major ones can be classified in the following three broad categories: security, education, and social support networks.

SECURITY:

In Iraq, security is one of the most pressing issues facing women. In addition, there are serious concerns to children's safety, which prevent many women from venturing out into the workplace. The Project will address, through its outreach efforts, potential arrangements with employers and explore innovative employment ideas for women that address these concerns.

There are security concerns related to cultural issues. Various reports have cited an increase in violence against women in the work place, particularly in reference to "violations of women's honor". The Project will address ways to promote women's participation in the work force and guarantee their security. An outreach team consisting of one male and one female outreach counselor per vocational training and

employment center will be tasked with identification of women candidates for training and with working with potential employers to address safety concerns.

Another way to promote a more secure environment is to look at opportunities for women to work at home or in their immediate vicinity. This could be done through providing business skills training and linking women up to local micro credit opportunities. Again, looking at more alternatives, both creative and non-conventional, to enable women to join the workforce is another key to successful assimilation of women into programs.

EDUCATION:

Another major barrier to women's employment is education. According to UNESCO, in Iraq's Shiite south, 25 percent of women and 55 percent of men are literate. The literacy level for women, both in overall levels and especially in comparison to men, are very low. The Project will address this barrier by providing a plan to USAID for the inclusion of literacy and numeracy classes through the network of local NGOs. Through the support of this network, individuals who are not ready for formal employment are given the chance to improve skills and increase their ability to become wage earners. These programs will also be supplemental in the vocational centers as well.

SOCIAL SUPPORT NETWORKS:

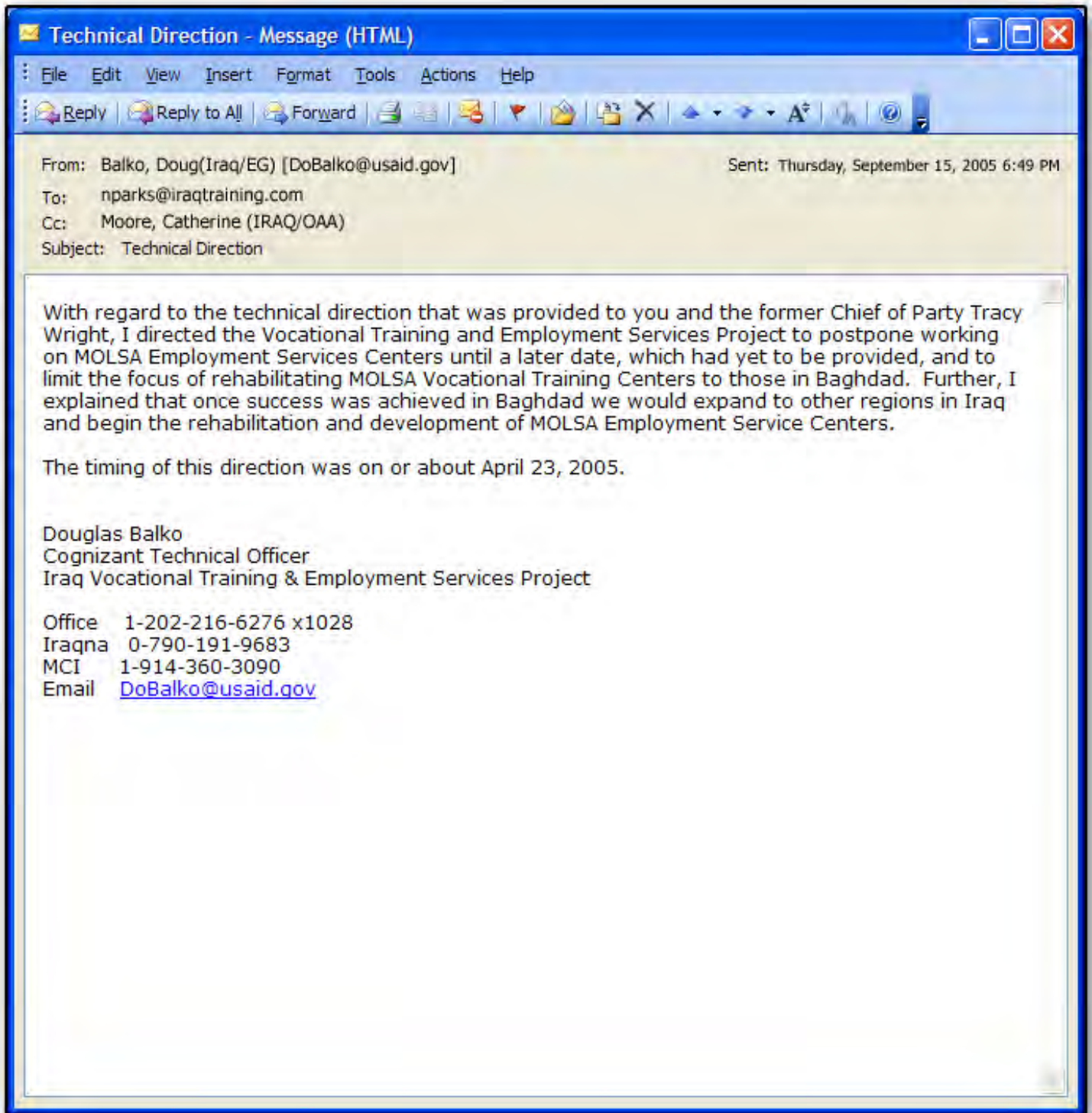
The lack of support networks presents an important barrier to employment in Iraq. A key consideration is the need for safe, reliable and easily accessible care for children. Another concern is care for the elderly who frequently live at home. The issue of transportation is related to the accessibility of such services. Many jobs are located in areas distant from homes, making the commute more dangerous and difficult. The Project will be looking at these various barriers through two lenses. One is to begin to find ways to overcome or address these barriers through employers and/or the community and enable women to take available jobs; the other is to work with various partners to help create work opportunities that address women's needs and conditions more fully. Through employment, there can be the opportunity to train home aides to care for the elderly or provide child care promoting an entrepreneurial business opportunity in neighborhoods and the other alternative is to look to the employers to allow the entrepreneurs where there are larger concentrations of women to provide on-site programs at the employers themselves.

GENDER BALANCE:

The Project endeavors to include both men and women in all aspects of this program. The VT/ESC Project will collect, analyze and submit to USAID gender-disaggregated data and propose actions that will address any identified gender-related issues.

APPENDIX D

REDIRECTION OF TECHNICAL ACTIVITIES



APPENDIX E

REVISION OF SCOPE OF WORK



USAID
FROM THE AMERICAN PEOPLE

May 2, 2005

Mr. Michael Jichinski
Managing Partner
The Louis Berger Group, Inc.
2300 N Street, N.W.
8th Floor
Washington, D.C. 20037

Tel: 202 912 0200

Fax: 202 331 7731

E-mail: jgarvajal@louisberger.com

jhaines@louisberger.com

twright@louisberger.com

SUBJECT: Notification Regarding Request for Proposal (RFP) # 267-R-00-04-00137-00 -- Iraq
Vocational Training and Employment Services

Dear Mr. Jichinski:

United States Agency for International Development would like to inform you that changes regarding the subject solicitation are planned. Due to shifting program needs for the Government of Iraq, the Scope of Work for the subject solicitation is being revised to incorporate the new requirements.

The purpose of this letter is to inform you that your organization will be requested to respond to the revised scope as part of the corrective action under the subject procurement. The Scope of Work is currently under review and will be released when all internal approvals have been obtained. We estimate that the requests will be sent to you on/about May 23, 2005.

Thank you for participating in "Iraq Vocational Training and Employment Services." Should you require additional information or clarification contact Beatrice Diah of my office on e-mail: bdiah@usaid.gov or contact me directly on 962-6-590-6654 or on e-mail provided below.

Sincerely,

Charles E. Mosby, Jr.
Contracting Officer
U.S. Agency for International Development
Jordan-Iraq Liaison Office
American Embassy, Amman
USAID Unit 70206
APO AE 09892-0206
chmosby@usaid.gov

U.S. Agency for International Development
Office of Acquisition and Assistance - Amman
Iraq Mission, APO AE 09892
Fax +1(962-6)590-6333

APPENDIX F

REVISED WORK PLAN

TECHNICAL DIRECTION FOR THE PERIOD JULY 1, 2005 – SEPTEMBER 30, 2005

Please focus on the following deliverables to make the Wazeriya, Zafraneya, Al Waleed, and Shu'ala MOLSA centers fully operational:

1. Equipping and rehabilitating centers (Deliverable F.2.j)
2. Enrolling 3,500 people in priority training skills. (F.3.c)
3. Securing employment for 3,300 people/month that were not enrolled in training programs. (F.3.d)
4. Training 10,500 in the first six months of the contract (F.3.e)
5. Securing employment for 75% of the trainees. Developing the On-the-Job training program by placing 5,300 in OJT programs during the life of the contract. (F.3.j)

Focusing on three main areas:

1. Refurbishment of centers (refurbishing and equipping)
2. Curriculum development
3. Training of trainers

TASK 1

Refurbish and equip the following four centers: Wazeriya, Zafraneya, Al Waleed, and Shu'ala. In the two largest capacity centers, at least eight of the priority vocational courses will be offered. The other two will be equipped to their capacity.

Additionally, curriculum for the top ten vocational courses will be secured, translated, and culturally adapted when feasible. The top ten trades are:

- Welding
- Auto mechanics
- Electrical
- HVAC
- Carpentry
- Lathe work/Machine tooling
- Plumbing
- Tailoring/Sewing
- Small Engine, Generator repair
- Cosmetology

TASK 2

Enroll 3,300 trainees in the priority skills (listed above) areas by Sept. 30, including trainees at MOLSA and private centers. The priority skills are the vocational trades, excluding English, computer, and literacy courses.

TASK 3:

Utilize outreach counselors at the MOLSA Employment Centers to place 5,000 people not enrolled in vocational training in jobs by Sept. 30.

TASK 4:

Train 6,000 people by Sept. 30. This number will include trainees at MOLSA, IACCI, and other private training institutions. Training will include people enrolled in the vocational trades as well as the “soft skills” – computer, English, and literacy. This number will also include the number of MOLSA trainers trained by project staff.

TASK 5:

Secure employment for 75% of the trainees. Develop the OJT program to place 500 laborers in jobs by Sept. 30.

APPENDIX G

LETTER FROM MINISTER OF LABOR AND SOCIAL AFFAIRS TO AMERICAN AMBASSADOR

Republic of Iraq
Ministry of Labour and Social Affairs
Minister Office



جمهورية العراق
وزارة العمل والشؤون الاجتماعية
مكتب الوزير

No.

العدد :

Date:

التاريخ :

His Excellency Ambassador Zalmay Khalilzad
The Embassy of United States of America
Baghdad-Iraq

Dear Mr. Ambassador,

It is my pleasure to congratulate you on your appointment as US Ambassador to Iraq and to welcome you to our country. I also want to personally thank you for your continuous efforts and support to the case of freedom in Iraq. I wish you success in your new mission and stand ready to assist you in any way I can.

On behalf of the Ministry of Labor and Social Affairs, I would like to thank your government for its continuous assistance to our Ministry. In today's difficult situation our Ministry's mission is to provide social support and to facilitate employment for the Iraqi people which is crucial to the political future of our country.

In this respect I would like to draw your attention to the Vocational Training and Employment Services Project funded by USAID supporting my Ministry.

This program has been immensely successful in addressing the needs of unemployed Iraqi citizens, in the places of the greatest need. It has helped our Ministry by assisting in the refurbishment of Vocational training centers after years of neglect and looting. And last but not least it has been of great value to the development of my Ministry through the training programs, workshops and curriculum development. All these activities took place in Baghdad at very reasonable costs, in spite of the difficult security situation.

Unfortunately it has come to my attention that the activities of this program are to be prematurely curtailed. The discontinuing of these activities will have a severe negative impact as my Ministry doesn't yet have the means to continue these successful activities on its own. I would therefore respectfully request if your Government would consider all possible means to continue its valuable work in supporting my Ministry.

Once again, please accept my heartfelt gratitude for all your efforts on behalf of the Iraqi people.

With kind regards,

Idris Hadi Salih,
Minister of Labor and Social Affairs

17/08/2005

APPENDIX H

TERMINATION FOR CONVENIENCE



August 24, 2005

CO-LBG (M)-05-270

The Louis Berger Group/MTC-Iraq, LLC Joint Venture
2300 N St., NW,
8th Floor
Washington, D.C. 20037

Attn: Michael Jichlinski, COO – via facsimile and electronic mail
Attn: Nancy Parks, COP – via electronic mail and hand delivery

SUBJECT: NOTICE OF TERMINATION
Contract No. 267-C-00-04-00417-00
Iraq Vocational Training and Employment Services

Dear Mr. Jichlinski and Ms. Parks:

This letter serves to advise the Louis Berger Group/MTC-Iraq, LLC Joint Venture (hereinafter "the Contractor") of the complete termination of Contract No. 267-C-00-04-00417-00 (hereinafter "the Contract").

Please be assured that this Notice of Termination is not intended to be a reflection of the Government's dissatisfaction with the Contractor's performance under the Contract. Rather, it is based on substantial changes in the Government's needs.

Please note that, pursuant to the clause of the subject contract entitled "Limitation of Funds" (FAR 52.232-22), you are not authorized to exceed the amount of funds currently obligated under the Contract, including costs associated with the termination of the Contract pursuant to this Notice of Termination.

I. Effective Date and Extent of Termination.

A. You are hereby notified that the Contract is terminated ***in its entirety*** for the convenience of the Government under the Contract clause entitled FAR 52.249-6 Termination (Cost-Reimbursement) (May 2004) and in accordance with FAR Part 49.

B. This Notice of Termination is effective as of **September 30, 2005**, and applies to all works under the Contract.

U.S. Agency for International Development
Iraq Mission, APO AE 09316
Fax +1(202)216-6276

II. Duties of Contractor After Receipt of Notice of Termination

The Contractor shall immediately proceed with the obligations stipulated under the Contract clause entitled FAR 52.249-6 Termination (Cost Reimbursement). The following represents some of the key obligations set forth in this clause:

1. Stop all work under the Contract by the effective date of this Notice of Termination;
2. Place no further subcontractor or orders under the Contract;
3. Terminate all subcontracts related to the terminated Contract;
4. Settle all outstanding liabilities and termination settlement proposals arising from the termination of subcontracts; and
5. Take any action that may be necessary, or that the Contracting Officer (CO) may direct, for the protection and preservation of the property related to this Contract that is in the possession of the Contractor and in which the Government has or may acquire an interest.

See also FAR 49.104.

III. Contractor's Responsibility for Settlements of its Subcontracts

The Contractor is liable to its subcontractors for any and all payments legally due to them as a result of the termination of the Contract, and is fully responsible for the settlement of all subcontracts under the Contract. The Contractor is requested to settle its subcontracts as promptly as possible.

IV. Termination Inventory

As required under the Contract clause FAR 52.249-6(d), the Contractor shall submit complete termination inventory schedules to the CO no later than 120 days from the effective date of this Notice of Termination, unless extended in writing by the CO upon request by the Contractor within this 120-day period. See also FAR 49.303-2.

V. Contractor's Submission of Final Termination Settlement Proposal

In accordance the Contract clause FAR 52.249-6(f), the Contractor shall submit a final termination settlement proposal to the CO in the form (Standard Form 1437) and with the certification prescribed by the CO, no later than 1 year from the effective date of this Notice of Termination, unless extended in writing by the CO upon written request of the Contractor within this 1-year period. If the Contractor fails to submit the proposal within the time allowed, the CO may determine, on the basis of information available, the amount, if any, due the Contractor because of the termination and shall pay the amount determined. See also FAR Subparts 49.1 and 49.3.

VI. Termination Settlement Cost Principles and Payment Amount

The amount to be paid to the Contractor as a result of the termination of the Contract shall be determined in accordance with Contract clause FAR 52.249-6.

In addition to the general cost principles and procedures set forth at FAR Part 31, those contained at FAR Subpart 49.1, and the additional principles contained under FAR Subpart

49.3, for cost-reimbursement contracts terminated for convenience, shall also apply in determining allowable costs and the final termination settlement payment amount.

VII. Work Plan

Within ten (10) business days of receipt of this Notice of Termination, the Contractor shall submit a Work Plan to the CO outlining its plan for the orderly conclusion of all contract works by September 30, 2005 and for the close-out of the Contract. At a minimum, the Work Plan must address the following:

1. The Contractor's plan to complete performance of all Contract works by September 30, 2005;
2. The Contractor's plan to assign title to and deliver to the Government property included in the Termination Inventory (although the Contractor may submit this information within 120 days from the effective date of the notice, we encourage the Contractor to provide the inventory sooner);
3. The Contractor's projected cost to complete all work; and
4. The Contractor's closeout plan for the Contract.

VIII. Administrative Issues

A. The Termination CO is the undersigned, Doanh Q. Van. In the Notice of Termination, the term "CO" is meant to refer to the Termination CO.

B. Included as an attachment to this Notice of Termination is a list of the Contract termination forms.

C. The Contractor shall bring to the attention of the CO contract termination matters not covered by this Notice of Termination.

D. As necessary, the CO may amend this Notice of Termination in accordance with FAR 49.102(c).

Sincerely,



Doanh Q. Van
Contracting Officer

APPENDIX I

TRAINING NEEDS ANALYSIS WORKSHEET

NEEDS ANALYSIS SURVEY QUESTIONNAIRE FOR MOLSA TRAINING CENTER MANAGERS (30 JUNE 2005)

1. Introduction: All responses are confidential and will only be shared in summary form, looking at trends at not at individual responses.
2. Tell me briefly about your background – education, qualifications and employment history
3. What are your major daily tasks
4. What are your major monthly tasks
5. What do you enjoy doing most in your job
6. What do you enjoy doing least in your job ?
7. Which of the following task do you personally do in your current job

Write reports	
Chair staff meetings	
Give presentations	
Submit budgets	
Design courses	
Evaluate courses	
Train Trainers	
Procure materials/equipment	
Lead teams	
Discipline staff	
Delegate work	
Counsel trainees	
Plan training schedules	
Any Other task (please write below)	

8. What training have you received to help you in your job ?
9. What extra training do you think would help you to do your job better?
10. Number the following training topics in terms of how important you think they would be in helping you to do your job better

	<i>Not at all</i>	<i>Little</i>	<i>A lot</i>
TIME MANAGEMENT			
COMMUNICAION SKILLS			
WORKING IN TEAMS			
PRESENTATION SKILLS			
MEETING SKILLS			
LEADING TEAMS			
MANAGING CHANGE			
MANAGING CONFLICT			
PROJECT MANAGEMENT			
MODERN APPROACHES TO TRAINING			
BUDGETING FOR TRAINING			

11. How are you trying to improve your center now?
12. What plans do you have for improvement in these areas?
13. Do you have job descriptions?
14. Do you have an organizational chart?
15. Are there any areas I have not included which you would like to add?

THANK YOU FOR YOUR TIME.

APPENDIX J

MODULES FOR TRAINING MANAGERS COURSE

TRAINING CENTRE MANAGER COURSE

TRAINING OBJECTIVE:

To upgrade the centre management skills of participants with modern approaches of the management of the training function in order to maximize the quality and quantity of training being provided through MOLSA's centers.

The course will be interactive and run one day a week at MOLSA's training facility at Al Wazeeriya. The trainers will be provided by the Vocational Training team. The course will continue over about 6 weeks, depending on the final content agreed and the availability of the managers.

COURSE DESIGN PROCESS

The first meeting took place on Thursday 30th June. A questionnaire was handed out and filled in by all participants. This has been analyzed to look for areas of common concern and need. Much of the proposed content has been verified as being of direct relevance by this process but some areas have been shown to be unnecessary. The following highlighted areas are suggested for inclusion on the courses..

MODULE 1 : MANAGING SELF

- Time Management ***
- Communication skills ***
- Working in teams ***
- Presentation skills (not required)

MODULE 2 : MANAGING OTHERS

- Running meetings **
- Leading teams **
- Managing change **
- Managing conflict ***
- Training Project Management

MODULE 3 : MANAGING THE TRAINING FUNCTION

- Administering the Training function **
- New Trends in Vocational training ***
- Competence versus knowledge (modern approach requested)
- What is a competent trainer? (not requested directly but I feel important)
- Designing the effective learning environment
- Course design
- Course evaluation and quality control ***

- Budgeting for training activities
- Project management for Training projects
- Measuring centre performance

APPENDIX K

EVALUATIONS FROM TRAINING MANAGERS COURSE

Answers of “Feedback Form – Training Manager’s Workshop I”

1. Overall reaction to the workshop (Circle one of the choices).

<i>Excellent</i>	<i>Very Good</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
3	9	2	0

Why? (One sentence)

<i>Because it has effortful and developed information, which could be applied on the ground.</i>	1
Because it show us how to use time.	2
Because of the way of lecture presentation.	1
Because it is professional.	2
Because it gives new skills and important information to improve center’s performance.	2
Because teaching and learning operations provide the trainees with learning experiences in order to reach certain aims.	1
Because it is sequent, and striped.	1
Add a new thing to me.	1
Because we already have such experiences in our lives and careers.	2
Because it adds new concepts and change the old ones.	1

2. Most useful aspect of the Workshop.

<i>Know about the aim you want to reach and how to do it.</i>	1
To get use to organize time, (planning weekly and monthly reports).	5
Group work.	1
The way of presenting the lecture.	1
Suspense in presenting the lecture.	1
Organizing the priorities through the work.	1
Feasible practicing(applying through forms)	2

Planning for any activity in an organized way that shows good results.	1
The way of participating in discussions and performance verity, and utilizing time in the best way.	1

3. Least useful aspect of the Workshop.

<i>It didn't take applicable experiments or examples.</i>	1
Personal arranging.	1
It doesn't apply some of the items.	2
Illustration devices were not enough.	1
Filling too many forms.	2
There wasn't enough participating and discussion.	1

4. How to improve it.

<i>Continues practicing.</i>	4
Minimizing the number of forms as possible.	1
Through discussion.	3
Inspecting results.	1
Show points of view.	1
Through group participating, and exchanging points of view and technical and practical experiences.	1

5. Comments about any aspect of the Workshop.

<i>It is good and there are no comments, thank you.</i>	1
Lectures and appliances are going a head in a sequent and understandable way.	1
The workshop is very good, and useful, there is no other comments.	1
It is the first step of the organized work.	2
We need to put a break in the middle of the lecture.	2
It is useful and developmental to the training centers managers.	1

Feedback Form – Training Manager’s Workshop 2

I. Overall reaction to the workshop (Circle one of the choices).

<i>Excellent</i>	<i>Very Good</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
9	6	0	0

Why? (One sentence)

<i>Because there was a lot of discussion and practical applying</i>	2
Because it was very useful	1
Because we learned new and useful things	1
The lecturer had broad abilities.	1
No answer	2
Because it was specialist	1
Because the presentation and the participation were good	1
Because every body participated	2
The trainees were participating in performing the exercise	1
Because it had enough basic information to start solving any work problem	1
The procedures have been assimilated while discussing some problem	1
Because there was new and good ideas	1

2. Most useful aspect of the Workshop.

<i>Work as a team</i>	2
The management, team work, and distribute jobs to the team	1
New information in the lecture.	1
Group participation	2
Give opportunity to create different thoughts	1
The discussion, the participation, and the exercises	1
The practical applying.	3
It focused on the problem before start solving it	1
The workshop itself	1
Work team specifications	1

The cooperation within individual team	1
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3. Least useful aspect of the Workshop.

<i>Nil</i>	12
Discover the mistake while performing	2
It took too much time	1

4. How to improve it.

<i>No answer</i>	11
By continuing	1
It was already excellent	1
By increasing the time	2

5. Comments about any aspect of the Workshop.

<i>It was good</i>	1
It was good especially the age experiment	1
Training is an excellent way to understand the subject	1
No answer	4
There are no comments.	6
The presentation and the exercises were good	1
The exercise was good and it gave us good ideas	1

Feedback Form – Training Manager’s Workshop 3

I. Overall reaction to the workshop (Circle one of the choices).

<i>Excellent</i>	<i>Very Good</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
4	9	0	0

Why? (One sentence)

<i>Because it was accurate scientific information in building team members and it also dealt with the required specification to create a model team.</i>	1
The presentation was good.	2
We made use of the subject but the amount of the information given in this lecture was little in comparison with time.	1
The lecturer had broad abilities.	2
No answer	1
Team members participated in the workshop.	2
The performance was very good.	1
Because there was a practical applying.	1
The trainees were participating in the discussion.	1
Because of the team work.	1

2. Most useful aspect of the Workshop.

<i>The discussion.</i>	1
The information was worth.	1
New information in the lecture.	1
Group participation	3
Dividing in to two teams and participating in the practices.	2
The specification of the bad manager and the good manager.	1
The practical applying.	2
Practicing how to work as a team and diagnosing mistakes.	2

3. Least useful aspect of the Workshop.

<i>Nil</i>	8
Spent too much time practicing.	1
Specify the duty of each member of the team.	2
Time was limited.	1
Some of the managers were uncooperative.	1

4. How to improve it.

<i>Continue the practical applying.</i>	1
By continuity and experiences.	3
By giving more time for training and explain the information more	1
By specifying the duties.	1
No answer.	5
Put less time for exercising.	1
By doing a lot of exercises.	1

5. Comments about any aspect of the Workshop.

<i>The exercise was very beautiful and it could be more quick exercises.</i>	1
The course was good and the presentation and participation were good.	1
No answer.	3
Reach the goal by using simple applicable way.	1
There are no comments.	5
We suggest increasing the time of the course.	1
Break time was too short.	1

Feedback Form – Training Manager’s Workshop 4

I. Overall reaction to the workshop (Circle one of the choices).

<i>Excellent</i>	<i>Very Good</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
10	6	0	0

Why? (One sentence)

<i>Because it is good exercises</i>	1
Because the subjects are from the ground of reality and it is modern scientific way which we need in our practical life.	3
New and useful information in work	2
Specialized in the career	1
The lecture was more active	1
Because of the way of the lecturer and his very good information	1
Because of the use of exercises and pictures as well as giving the idea and the aim in an excellent way	2
Because of the excellent exercises	1
Communication difficulty	1

2. Most useful aspect of the Workshop.

<i>The discussion, the presentation, and the use of the explanation tools</i>	4
The discussion and the practical applying	4
The practical training	2
Group participation	2
The way of the lecturer	2
About the communications (the point “call”) between the manager and the employees	2

3. Least useful aspect of the Workshop.

<i>Nil</i>	<i>10</i>
The relation between the individual and group decisions	1
The general speak	1
Too much talking (by students? by trainer?)	1
The long explanation	1
The things which were not part of the lecture	1

4. How to improve it.

<i>By increasing practicing</i>	<i>2</i>
By keep discussing and giving examples	1
By group participation	5
No answer	7
Workshop is work	1

5. Comments about any aspect of the Workshop.

<i>There is no comments</i>	<i>11</i>
The workshop was excellent in all steps	1
Listening and concentrating on the pictures was very good	2
Some of the manager were late	1
It was good and the presentation was good too	1

APPENDIX L

MONITORING AND EVALUATION

PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/APPROACH OF DATA COLLECTION OR CALCULATION	DATA ACQUISITION		ANALYSIS, USE & REPORTING	
				SCHEDULE/FREQUENCY	RESPONSIBLE PERSON(S)& TEAM	SCHEDULE BY MANAGEMENT EVENT	RESPONSIBLE PERSON(S)& TEAM

I. Intermediate Objective: NUMBER OF IRAQIS TRAINED IN VOCATIONAL TRAINING INCREASED

Indicator: 70,500 NUMBER OF IRAQIS TRAINED BY THE PROJECT

1. Number of people trained as a direct result of project and related training programs.	Definition: Includes short and long-term training provided directly by project which enables job-seekers to find employment in both the public and private sectors. Information disaggregated by technical areas of training, location, and gender.	1. Attached Project Questionnaires; 2. MOLSA databases; 3. Independent Sources of Information	1. Project Training reports; 2. MOLSA VTTC, ESC reports training data. 3. Course Training Reports, Trainee Records, TARs, etc.	Monthly compilation of weekly reports.	MOLSA and Project Monitoring Team.	Technical reports submitted monthly	COP or his/her designated person.
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COMMENTS/NOTES:

12,017 Individuals trained

This was closely monitored on a weekly basis using two specific indicators, namely number of Iraqi trainees currently under training and the cumulative number of graduates to date. This data was reported weekly by each of the 7 active MOLSA centers and by the private sector and other non MOLSA training providers. These reports were consolidated into weekly graphical and monthly written reports for the COP and the project CTO.

The original target for the two year project across all Iraq was 70,500 trainees. After project focus and curtailment, this number was adjusted in two ways;

1. Enroll 3,300 trainees in the priority skills (listed above) areas by Sept. 30, including trainees at MOLSA and private centers.
2. Train 6,000 people in all skill areas by Sept. 30. This number will include trainees at MOLSA, IACCI, and other private training institutions.

As of September 15th 2005 5,631 trainees have completed courses in the 'primary' skills.

PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/APPROACH OF DATA COLLECTION OR CALCULATION	DATA ACQUISITION		ANLAYSIS, USE & REPORTING	
				SCHEDULE/FREQUENCY	RESPONSIBLE PERSON(S)& TEAM	SCHEDULE BY MANAGEMENT EVENT	RESPONSIBLE PERSON(S)& TEAM

II. Intermediate Objective: MOLSA CAPACITY TO PROVIDE EMPLOYMENT ASSISTANCE SERVICES INCREASED

Indicator 2. Number of Operational VTTC and ESC Centers that demonstrates strengthened service provision.	Definition: A Center demonstrates greater provision in delivering core job-matching services. Core services for a job matching system are job seeker registration, identification of job vacancies, and appropriate referrals. Greater capacity is demonstrated when a Center improves performance as measured by criteria noted on the Summary Services Reports and Operational Assessments.	Determined by: 1. Summary Services Report; and 2) Operational assessments.	1. Summary Services Report summarize the number of job-seekers and trainees; 2. Operational Assessments assessed by joint Project/MOLSA team using a modified criterion-referenced form developed by Project Technical Team and MOLSA. Results corroborated by Project Monitoring Team.	Monthly compilation of weekly reports.	MOLSA and Project Technical and Monitoring Teams.	Technical reports submitted monthly	COP or his/her designated person.
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COMMENTS/NOTES:

Seven of the VTC centers exhibited strengthened service provision, including Al Wuzeriya, Al Shuala, Al Zafraneya, Abu Gharab, Sadr City, Ur, and Shaab. Two Centers exhibited the potential for improved service provision having rehabilitated physical facilities, and new equipment (training and administrative) but not actually operating as of the end of the project.

PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/APPROACH OF DATA COLLECTION OR CALCULATION	DATA ACQUISITION		ANLAYSIS, USE & REPORTING	
				SCHEDULE/FREQUENCY	RESPONSIBLE PERSON(S)& TEAM	SCHEDULE BY MANAGEMENT EVENT	RESPONSIBLE PERSON(S)& TEAM
Indicator 2A. Number of Operational VTTC and ESC Centers function effectively	Definition: A center has adequate physical facilities (existing, repaired, or new), office equipment to allow staff to run the center and adequate training equipment to provide effective training. Construction and equipment provided and procured by MOLSA, the Project or other sources.	1. GAP Analysis; 2. GAP Follow-up; 3. MOLSA contracting and procurement; 4. Project contracting and procurement	Field Visits, monitoring of construction contracts and material procurement reports	Monthly compilation of weekly reports.	MOLSA and Project Technical and Monitoring Teams.	Technical reports submitted monthly	COP or his/her designated person.

COMMENTS/NOTES

The looting that occurred after the invasion affected all of the MOLSA facilities to greater or lesser degrees. Centers such as Al Waleed were effectively destroyed as functioning centers while others, such as Abu Gharaib or Zafraniyah were able to continue to offer severely limited training services. By September 15th 2005 all 9 of the centers under the scope of this project were functioning with adequate physical facilities, office and training equipment. The work undertaken varied from the complete refurbishment of AL Waleed and 9th of April, including plumbing, plastering, painting, relaying concrete floors, rewiring and then installing ACs, generators, lights, fans and water coolers and toilets. It also included minor repairing and installation works at Zafraniyah. All centers were provided with independent electrical supplies, air conditioning, fans and drinking water as a minimum. All centers also received new training equipment to allow them to offer training courses as per the following chart.

Equipment procured to provide the following training in the different centers.

	WELDING	MACHINE TOOLS	AUTOMOTIVE	CARPENTRY	PLUMBING	HVAC	ELECTRICAL	SMALL ENGINE	BRICKLAYING/MASONARY	COMPUTER TECHNICIAN	COSMOTOLOGY	SEWING
AL WAZEERIYAH												
AL SHUA'ALA												
AL ZAAFRANIYAH												
AL WALEED												
ABU GHARAIB												
9TH APRIL												
UR												
SADR												
SHAB												

PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/APPROACH OF DATA COLLECTION OR CALCULATION	DATA ACQUISITION		ANLAYSIS, USE & REPORTING	
				SCHEDULE/FREQUENCY	RESPONSIBLE PERSON(S)& TEAM	SCHEDULE BY MANAGEMENT EVENT	RESPONSIBLE PERSON(S)& TEAM
Indicator 2B. MOLSA Staff Trained: Number of individuals that have completed training courses.	Definition: "Training" = Training will be delivered in-country by project TA or 3rd party consultants both in country and out-of country. Areas of training include employment assistance services, policy development, information gathering and survey methodology, public relations, etc.	Record of training courses	Record of trainings issued by Project and cooperating parties.	Monthly compilation of weekly reports.	MOLSA and Project Technical and Monitoring Teams.	Technical reports submitted monthly	COP or his/her designated person.

COMMENTS/NOTES

In total, 400 MOLSA staff received training during 2005.
 By the 15th of September the following MOLSA staff had received training by the project team:

TRAINING COURSE	TRAINEES	DURATION	NUMBER
CAREER COUNSELING SKILLS	MOLSA ESC COUNSELORS	ONE WEEK	70
ENGLISH LANGUAGE TEACHING	MOLSA ENGLISH TRAINERS	ONE DAY	35
TRAINING MANAGERS WORKSHOP	MOLSA VTTC MANAGERS	SIX DAYS	20
MODERN APPROACHES TO TRAINING	MOLSA TECHNICAL TRAINERS	ONE DAY	90
WORKSHOP INDUCTION AND SAFETY	MOLSA TECHNICAL TRAINERS	ONE DAY	120
		Total	335
TRAIN THE TRAINER BY TECHNICAL DISCIPLINE			
WELDING	MOLSA WELDING TRAINERS	7 DAYS	12
AUTOMOTIVE	MOLSA AUTOMOTIVE TRAINERS	7 DAYS	10
ELECTRICAL	MOLSA ELECTRICAL TRAINERS	7 DAYS	12
HVAC	MOLSA HVAC TRAINERS	7 DAYS	8
CTT COURSE (Computers)	IT TRAINERS	5 DAYS	9
A++ COURSE (Computers)	IT TRAINERS	5 DAYS	14
		Total	65

PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/APPROACH OF DATA COLLECTION OR CALCULATION	DATA ACQUISITION		ANALYSIS, USE & REPORTING	
				SCHEDULE/FREQUENCY	RESPONSIBLE PERSON(S)& TEAM	SCHEDULE BY MANAGEMENT EVENT	RESPONSIBLE PERSON(S)& TEAM
Indicator 2C. Strengthened information-gathering and survey capability	Definition: MOLSA's capability to gather information and conduct surveys will be strengthened through training, technical transfer, and carrying out actual surveys	Survey Reports	MOLSA and Project records of actual survey design and implementation, survey results, statistical analysis, etc.	Monthly compilation of weekly reports.	MOLSA and Project Monitoring Teams.	Technical reports submitted monthly	COP or his/her designated person.

COMMENTS/NOTES

Monitoring Team and Liaison Team worked with the different elements of MOLSA information gathering units. Under the IOM project the MOLSA unit had developed a template which the ministry still adheres to. The project had limited success in its efforts to strengthen MOLSA's information gathering and survey capacity. This limitation was due to the internal politics of MOLSA, the lack of an official Memorandum of Understanding between USAID and MOLSA, and the curtailment of the project's scope and timeframe.

Indicator 2D. Donor and Project Coordination enhanced	Formal and informal coordination efforts by MOLSA and supported by the project to coordinate technical, geographical and programmatic areas with different international donor organizations.	Meeting minutes and Conference records	Recording of Minutes and proceedings by MOLSA and Project	Monthly compilation of weekly reports.	MOLSA and Project Technical and Monitoring Teams.	Technical reports submitted monthly	COP or his/her designated person; USAID Mission
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COMMENTS/NOTES:

Liaison team contacted all the donors in Iraq to determine potential coordination. As a result of its survey, the project focused on improving coordination between MOLSA and the IOM and the Korean aid agency, KOICA. IOM is providing training to MOLSA in labor surveys and capacity building; KOICA plans to build a large training center at the primary MOLSA complex at Al Wuzeriya. Please see Liaison Team section for further information on this topic.

APPENDIX M

PROCUREMENT

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
1	HP Laptop - NX7010	1	LBG - T13-GG-473 - 010	Tom	Finished	NA	March 19th	March 19th	\$1,800.00
2	4-Drawer File Cabinets	7	LBG - T13-GG-473 - 011	Nancy	Finished	NA	March 19th	March 19th	\$920.00
3	HP Pavillion z3000	1	LBG - T13-GG-473 - 012	Nagib	Finished	NA	March 20th	March 21st	\$1,300.00
4	2-Drawer File Cabinets	15	LBG - T13-GG-473 - 013	Nancy	Finished	NA	March 20th	March 22nd	\$1,275.00
5	HP Ink Jet 3520 Printer	1	LBG - T13-GG-473 - 014	Tom	Finished	NA	March 27th	March 28th	\$66.00
6	4-Drawer File Cabinets	3	LBG - T13-GG-473 - 014	Procurement and extra	Finished	NA	March 27th	March 27th	\$420.00
7	True Lite 500 UPS	3	LBG - T13-GG-473 - 014	Procurement	Finished	NA	March 27th	March 28th	\$195.00
8	White Board (90 x 120 cms)	1	LBG - T13-GG-473 - 014	Procurement	Finished	NA	March 27th	March 27th	\$75.00
9	Calculators	7	LBG - T13-GG-473 - 014	Procurement	Finished	NA	March 27th	March 27th	\$70.00
10	Wall Clock	1	LBG - T13-GG-473 - 014	Procurement	Finished	NA	March 27th	March 27th	\$20.00
11	Sunwood SD 9511 Shredder	1	LBG - T13-GG-473 - 014	Procurement	Finished	NA	March 27th	March 28th	\$210.00
12	Ricoh FT4615 Copier	1	LBG - T13-GG-473 - 014	Procurement	Finished	NA	March 27th	March 30th	\$1,250.00
13	Canon 5080 Scanner	1	LBG - T13-GG-473 - 015	Procurement	Finished	NA	April 2nd	April 4th	\$2,690.00
14	HP 6110 Laptop & Licensed MS Office	2	LBG - T13-GG-473 - 015	Procurement and HR	Finished	NA	April 2nd	April 28th	\$2,290.00
15	Canon NP6045 Copiers	2	LBG - T13-GG-473 - 015	Nancy	Finished	NA	April 2nd	April 5th	\$11,800.00
16	Ricoh FT4615 Copier	1	LBG - T13-GG-473 - 015	Nagib	Finished	NA	April 2nd	April 5th	\$1,250.00
17	HP Pavillion ze4947ea Laptops	5	LBG - T13-GG-473 - 015	ResCare Field Admin	Finished	NA	April 2nd	April 20th	\$7,500.00
18	Licensed MS Office	5	LBG - T13-GG-473 - 015	ResCare Field Admin	Finished	NA	April 2nd	April 26th	\$1,800.00
19	Plotter printer	1	LBG - T13-GG-473 - 016	Vince	Cancelled	NA	April 4th		Cancelled

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
20	Desktop Computer	150	LBG - T13-GG-473 017	Nagib	Cancelled	NA	April 4th		Cancelled
21	UPS	150	LBG - T13-GG-473 017	Nagib	Cancelled	NA	April 4th		Cancelled
22	A4 Paper	105	LBG - T13-GG-473 017	Nagib	Cancelled	NA	April 16th		Cancelled
23	Printers	9	LBG - T13-GG-473 017	Nagib	Cancelled	NA	April 16th		Cancelled
24	Printer Cartridges	90	LBG - T13-GG-473 017	Nagib	Cancelled	NA	April 16th		Cancelled
25	Desk Chairs for MOLSA	10	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$460.00
26	Desks for MOLSA	10	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 27th	Delivered from LBG Office - not procured
27	HP 6110 Laptop & Licensed MS Office	10	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 28th	\$14,650.00
28	APC 650 UPS	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$74.00
29	HP 3745 Printer	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$53.00
30	HP 1010 Laser Jet Printer	2	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$248.00
31	Canon CanoScan LiDE 30 Scanner	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$75.00
32	Minolta 1054 Photocopier	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$1,270.00
33	Standing Metal Cabinet	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$95.00
34	Four-drawer File cabinet	4	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$410.00
35	Bar Code Scanner	2	LBG - T13-GG-473 019	Chris	Finished	NA	April 7th		No PO - LBG HQ
36	D-Link Access Point DWL-2000AP+	10	LBG - T13-GG-473 019	Chris	Finished	NA	April 7th	April 7th	\$850.00
37	HP Laser Jet 1010	5	LBG - T13-GG-473 019	Chris	Finished	NA	April 7th	April 26th	\$625.00
38	Labeler	2	LBG - T13-GG-473 019	Chris	Finished	NA	April 7th	April 25th	\$75.00
39	Rolls for labeller	5	LBG - T13-GG-473 019	Chris	Finished	NA	April 7th	April 25th	\$75.00
40	Local Phones	3	LBG - T13-GG-473 019	Chris	Cancelled	NA	April 7th		Cancelled
41	Stationery for MOLSA	1 set	LBG - T13-GG-473 020	Vince	Finished	NA	April 9th	April 18th	\$393.55
42	Soft drinks for MOLSA		LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 18th	Delivered
43	Samsung 19 cu ft Refrigerator	1	LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 25th	\$450.00
44	Canon LV-S3 Multi-Media Projector	1	LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 25th	\$1,450.00
45	Portable Screen	1	LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 25th	Delivered - included with projector

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
46	Armored Vehicle	12	LBG - T13-GG-473 022	Mark	Cancelled	NA	April 15th		Cancelled
47	HP 6110 Laptop & Licensed MS Office and Bags	8	LBG - T13-GG-473 023	Carla	Finished	NA	April 16th	May 25th	\$11,896.00
48	APC 1000 UPS	4	LBG - T13-GG-473 024	IT	Finished	NA	April 16th	April 26th	\$904.00
49	APC 650 UPS	22	LBG - T13-GG-473 024	IT & Tom	Finished	NA	April 16th	April 28th	\$1,628.00
50	Sony P73 Digital Camera	1	LBG - T13-GG-473 025	Tom	Finished	NA	April 16th	April 28th	\$270.00
51	Phone for field team	1	LBG - T13-GG-473 026	Jabir	Cancelled	NA	April 23rd		Cancelled
52	HP 6110 Laptop & Licensed MS Office and Bags	10	LBG - T13-GG-473 027	Jabir	Finished	NA	April 30th	May 25th	\$14,870.00
53	Sewing machines	500	LBG - T13-GG-473 028	Nagib	Cancelled	NA	April 30th		Will procure as needed in future MR's as nowhere to store extra items
54	Brother DB2-B101 Lock Stitchers	20	LBG - T13-GG-473 029	Nagib	Finished	NA	May 4th	May 9th	\$7,000.00
55	Butterfly Sewing Machines	16	LBG - T13-GG-473 029	Nagib	Finished	NA	May 4th	May 9th	\$912.00
56	APC 650 UPS	42	LBG - T13-GG-473 030	Nagib	Finished	NA	May 10th	May 15th	\$3,123.00
57	Butterfly Sewing Machines	20	LBG - T13-GG-473 030	Nagib	Finished	NA	May 10th	May 15th	\$1,030.00
58	Canon LV-S3 Multi-Media Projector / Screen	1	LBG - T13-GG-473 030	Nagib	Finished	NA	May 10th	May 15th	\$1,425.00
59	Canon LV-S3 Multi-Media Projector / Screen	3	LBG - T13-GG-473 031	Nagib	Finished	NA	May 10th	May 15th	\$4,275.00
60	Butterfly Sewing Machines	50	LBG - T13-GG-473 032	Nagib	Finished	NA	May 15th	May 22nd	\$2,575.00
61	Welding Supplies	Lump	LBG - T13-GG-473 033	Nagib	Finished	NA	May 15th	June 1st & 2nd	\$14,602.10
62	Butterfly Sewing Machines	30	LBG - T13-GG-473 034	Nagib	Finished	NA	May 18th	May 22nd	\$1,545.00
63	Brother DB2-B101 Lock Stitchers	20	LBG - T13-GG-473 034	Nagib	Finished	NA	May 18th	May 22nd	\$6,800.00
64	Telephone, Sim and \$20 phone cards	12	LBG - T13-GG-473 035	Nagib	Finished	NA	May 19th		\$1,740.00
65	Cartridges for Canon 5550 dn Copier (2 sets) and 4250tn Copier (4 pcs)	Lump	LBG - T13-GG-473 036	Tom	Finished	NA	May 25th	May 25th	\$2,420.00
66	Renovation - Training Center	Lump	LBG - T13-GG-473 037	Nagib	Finished	NA	May 26th	June 22nd	\$1,700.00
67	Two Ton Air Conditioner - Window Type	63	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 30th	\$19,530.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
68	Ceiling Fan	109	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$2,091.00
69	Nobel Water Cooler	28	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 13th	\$2,326.00
70	Water Tank -- 1 cubic m	11	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$880.00
71	Water Pump - 1 hp	5	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$275.00
72	Exhaust Fan - 29"	7	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$665.00
73	Sony S40 4 MP Digital Camera	7	LBG - T13-GG-473 039	Nagib	Finished	NA	May 29th	June 4th	\$1,470.00
74	Sony TRV 285E Handy Cam Video Camera	1	LBG - T13-GG-473 039	Nagib	Finished	NA	May 29th	June 2nd	\$320.00
75	Various items for repairing Training Centers	Lump	LBG - T13-GG-473 040	Nagib	Finished	NA	May 29th	June 6th	\$1,638.90
76	Butterfly Sewing Machines	60	LBG - T13-GG-473 041	Nagib	Finished	NA	June 5th	June 6th	\$3,090.00
77	Metal Frame Folding Chairs	190	LBG - T13-GG-473 042	Nagib	Finished	NA	June 5th	June 7th	\$615.00
78	Various Construction Items	Lump	LBG - T13-GG-473 043	Randall	Finished	NA	June 11th	June 23rd	\$6,417.00
79	Sewing Equipment	Lump	LBG - T13-GG-473 044	Mickey	Finished	NA	June 11th	June 13th	\$7,080.50
80	Sewing Benches	18	LBG - T13-GG-473 044 Part II	Mickey	Finished	NA	June 11th	June 19th	\$1,435.00
81	Armored Vehicle	12	LBG - T13-GG-473 045	Nancy	Cancelled	NA	May 23rd		Purchase as Econ II item
82	6 Unit Racks	2	LBG - T13-GG-473 046	Chris	Finished	NA	June 22nd	July 2nd	\$330.00
83	Perkins 27 KVA Generator	2	LBG - T13-GG-473 047	Mickey	Finished	Fed Ex	June 22nd	June 28th	\$13,000.00
84	Skill Training Books	5	LBG - T13-GG-473 048	Tim	Still not here	July 25th to APO	June 26th	June 28th	\$75.95
85	Skill Training Books	10	LBG - T13-GG-473 048	Tim	Finished	Fed Ex	June 26th	June 27th	\$482.00
86	Zoje 8700 Lock Stitches	41	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$8,200.00
87	Lubricating Oil for Machines	50 l.	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$77.50
88	Standing Metal Cabinet	5	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$460.00
89	Butterfly Sewing Machines	61	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$3,141.50
90	Butterfly Sewing Machines	181	LBG - T13-GG-473 050	Mickey	Finished	NA	June 27th	July 3rd	\$9,140.50
91	Sony P93 Digital Camera	1	LBG - T13-GG-473 051	Mickey	Finished	NA	June 28th	July 3rd	\$320.00
92	Day Planners	50	LBG - T13-GG-473	Tim	Finished	NA	June 29th	July 2nd	\$600

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
			052						
93	Butterfly Sewing Machines	60	LBG - T13-GG-473 053	Randall	Have Bids	NA	July 7th	July 9th	\$3,030.00
94	Trade Books for the Centers	Lump	LBG - T13-GG-473 054	Mickey	Cancelled		July 10th		Cancelled
95	Kudari textile	850 m	LBG - T13-GG-473 055	Mickey	Finished	NA	July 9th	July 11th	\$408.00
96	Small generators	3	LBG - T13-GG-473 056	Mickey	Finished	NA	July 9th	July 11th	\$366.00
97	27 KVA generator	1	LBG - T13-GG-473 056	Mickey	Cancelled	NA	July 9th		Cancelled
98	Butterfly Sewing Machines	92	LBG - T13-GG-473 057	Tim	Finished	NA	July 9th	July 18th	\$4,646.00
99	APC 650 UPS	41	LBG - T13-GG-473 058	Tim	Finished	NA	July 9th	July 20th	\$2,829.00
100	Overalls and safety shoes	500	LBG - T13-GG-473 059	Tim	Finished	NA	July 17th	July 20th	\$3,220.00
101	Small items for MOLSA	Lump	LBG - T13-GG-473 060	Tim	Finished	NA	July 17th	July 20th	\$631.00
102	Shredder	2	LBG - T13-GG-473 060	Tim	Finished	NA	July 17th	July 20th	\$350.00
103	Super General AC - 2 ton	15	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$4,500.00
104	Nobel Water Cooler	4	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$304.00
105	Ceiling Fan	10	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$140.00
106	Water Tank -- 1000 L	1	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$80.00
107	Water Pump - 0.5 hp	1	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$15.00
108	Craft split 2 ton AC	2	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$1,084.00
109	Various electrical items	Lump	LBG - T13-GG-473 062	Mickey	Finished	NA	July 16th	July 24th	\$861.65
110	Various electrical items	Lump	LBG - T13-GG-473 062	Mickey	Finished	NA	July 16th	July 24th	\$329.00
111	Curtains	Lump	LBG - T13-GG-473 063	Mickey	Finished	NA	July 23rd	July 23rd	\$880.00
112	Fellows PB2450 Plastic Comb machine	1	LBG - T13-GG-473 064	Mickey	Finished	NA	July 19th	July 23rd	\$450.00
113	Perkins 500 KVA Generator	3	LBG - T13-GG-473 065	Randall	Finished	NA	July 26th		\$188,000.00
114	1000 VA and 650 APC UPS	2 & 42	LBG - T13-GG-473 066	Mickey	Finished	NA	July 2nd	July 24th	\$3,238.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
115	Small IT items, 7 HP 6311 data show projectors, 3 HP 1010 printers, 2 Canon LiDE 20 scanners, 40 keyboards and 80 optical mice	Lump	LBG - T13-GG-473 066	Mickey	Finished	NA	July 2nd	July 24th	\$9,251.00
116	Student attached chairs	20	LBG - T13-GG-473 067	Mickey	Finished	NA	July 16th	July 24th	\$340.00
117	Standing Metal Cabinet	2	LBG - T13-GG-473 067	Mickey	Finished	NA	July 16th	July 24th	\$180.00
118	Folding Metal Chairs	50	LBG - T13-GG-473 067	Mickey	Finished	NA	July 16th	July 24th	\$400.00
119	Various electrical items	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 25th	\$3,790.12
120	Various electrical items	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$500.00
121	Tools and cables	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$818.75
122	Electrical meters	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$2,386.00
123	Electrical wire	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$450.00
124	Small engine accessories	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$504.00
125	Small engine accessories	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$1,836.00
120	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,759.40
121	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,635.60
122	Metal working tools	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$2875.90
123	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$543.80
124	Carpentry items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$421.20
125	Small engines	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$575.00
126	Steel pieces	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,845.20
127	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$836.21
128	Tools	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$896.10
129	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$704.45
130	Butterfly Sewing Machines	6	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$303.00
131	Heavy equipment		LBG - T13-GG-473 070	Mickey	Active	By sea	July 16th	August 11th	\$1,371,460.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
132	HP Pentium 4 Desk Top with 17" LCD monitor	10	LBG - T13-GG-473 071	Tim	Finished	NA	July 25th	July 31st	\$16,940.00
133	CCT	Lump	LBG - T13-GG-473 072	Osama	Finished	Fed Ex	July 25th	August 4th	\$3,000.00
134	Butterfly Sewing Machines	50	LBG - T13-GG-473 073	Mickey	Finished	NA	July 23rd	July 27th	\$2,525.00
135	Zoje 8700 Lock Stitchers	10	LBG - T13-GG-473 074	Mickey	Finished	NA	July 23rd	July 27th	\$2,000.00
136	Training Books	Lump	LBG - T13-GG-473 075	Mickey	Finished	Arrived UPS September 20th	July 27th	August 18th	\$31,145.00
137	Steel toed safety shoes	500	LBG - T13-GG-473 076	Tim	Finished	NA	July 17th	July 31st	\$8,520.00
138	TOA Model 1061 Amplifier	2	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$500.00
139	TOA Model T2-205 Speakers	8	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$720.00
140	SURE wireless neck microphone	2	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$850.00
141	SURE wireless microphone	2	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$850.00
142	Butterfly Sewing Machines	100	LBG - T13-GG-473 078	Mickey	Finished	NA	July 31st	August 1st	\$5,050.00
143	Computer and Training Books	Lump	LBG - T13-GG-473 079	Mickey	Finished	NA	August 2nd	August 6th	\$13,094.00
144	Computer and Training Books	Lump	LBG - T13-GG-473 079	Mickey	Finished	NA	August 2nd	August 6th	\$1,335.00
145	CDX CD's	4 sets	LBG - T13-GG-473 080	Bobby	Finished	Fed Ex	August 3rd	August 4th	\$25,432.00
146	Genisys PF-04 Asian Software Cable Kit w/ ABS 04 WYFI Ki	4 sets	LBG - T13-GG-473 081	Bobby	Cancelled	NA	August 3rd		Cancelled
147	Genisys Module Scope Kit	4 sets	LBG - T13-GG-473 081	Bobby	Cancelled	NA	August 3rd		Cancelled
148	HP Pentium 4 Desk Top with 17" LCD monitor	28	LBG - T13-GG-473 082	Mickey	Finished	NA	July 27th	August 6th	\$47,432.00
149	Butterfly Sewing Machines	67	LBG - T13-GG-473 083	Tim	Finished	NA	August 2nd	August 8th	\$3,383.50
150	Folding Metal Chairs	85	LBG - T13-GG-473 084	Tim	Finished	NA	August 2nd		\$680.00
151	Student attached chairs	150	LBG - T13-GG-473 085	Tim	Finished	NA	July 23rd		\$2,475.00
152	10 KVA Generator	2	LBG - T13-GG-473 086	Mickey	Finished	NA	August 3rd	August 10th	\$7,800.00
153	Butterfly Sewing Machines	303	LBG - T13-GG-473 087	Mickey	Finished	NA	August 8th	August 10th	\$15,301.50
154	Super General AC - 2 ton	7	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$2,170.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
155	HP 6311 Data Show Projector	3	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$3,075.00
156	Standing screen for the data show projector	3	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$495.00
157	Hyundai 4 ton standing AC	7	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$8,100.00
158	Super General AC - 2 ton	21	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 10th	\$6,510.00
159	HP 6311 Data Show Projector	4	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 10th	\$4,100.00
160	Standing screen for the data show projector	4	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$660.00
161	Water coolers (Three 2 tap and five 3 tap)	8	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 10th	\$1,275.00
162	Miscellaneous furniture	Lump	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$6,729.50
163	Computer desks	62	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$1,860.00
164	Zoje 8700 Lock Stitchers	20	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$4,000.00
165	Zoje Industrial Over-stitchers	2	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$800.00
166	Yamata Elk Sewing machine	2 sets	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$4,400.00
167	Four-drawer File cabinet	24	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$2,160.00
168	Computer tools kits	20	LBG - T13-GG-473 090	Mickey	Finished	NA	August 8th	August 14th	\$700.00
169	Gemmy domestic sewing machine	120	LBG - T13-GG-473 091	Mickey	Finished	NA	August 15th	August 16th	\$5,760.00
170	Plumbing equipment	Lump	LBG - T13-GG-473 092	Mickey	Finished	NA	August 15th	August 18th	\$70,618.72
171	Sewing Equipment	Lump	LBG - T13-GG-473 093	Mickey	Finished	NA	August 15th	August 20th	\$31,800.00
172	Small engine equipment	Lump	LBG - T13-GG-473 094	Mickey	Finished	NA	August 15th	August 20th	\$35,846.00
173	Masonry equipment	Lump	LBG - T13-GG-473 095	Mickey	Finished	NA	August 15th	August 20th	\$35,042.00
174	Electrical equipment	Lump	LBG - T13-GG-473 096	Mickey	Finished	NA	August 15th	August 20th	\$54,180.00
175	Transformer	1	LBG - T13-GG-473 097	Tim	Finished	NA	August 2nd	August 25th	\$8,000.00
176	Welding equipment	Lump	LBG - T13-GG-473 098	Mickey	Finished	NA	August 2nd	August 25th	\$112,190.00
177	HVAC Equipment	Lump	LBG - T13-GG-473 099	Mickey	Finished	NA	August 2nd	August 27th	\$40,983.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
178	PC Parts	Lump	LBG - T13-GG-473 100	Mickey	Finished	NA	August 2nd	August 23rd	\$2,200.00
179	Cosmetology Equipment	Lump	LBG - T13-GG-473 101	Mickey	Finished	NA	August 2nd	August 28th	\$5,795.50
180	Automotive Equipment	Lump	LBG - T13-GG-473 102	Mickey	Finished	NA	August 2nd	August 31st	\$165,500.00
181	Machine equipment	Lump	LBG - T13-GG-473 103	Mickey	Finished	NA	August 2nd	August 31st	\$132,553.08
178	Carpentry Equipment	Lump	LBG - T13-GG-473 104	Mickey	Finished	NA	August 2nd	August 30th	\$77,250.00
179	Sewing Machines	575	LBG - T13-GG-473 105	Tim	Finished	NA	August 2nd	August 30th	\$29,037.50
180	Sewing Equipment	Lump	LBG - T13-GG-473 106	Mickey	Finished	NA	August 2nd	August 29th	\$32,575.00
181	Maxtor One Touch II External Hard Drives	9	LBG - T13-GG-473 107	Leslie	Finished	NA	August 2nd	August 29th	\$2,475.00
182	Small electrical items	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 4th	\$2,824.30
183	AC's for MOLSA	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 5th	\$8,705.00
184	Miscellaneous small IT items for the Training Centers	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 6th	\$4,380.00
185	Miscellaneous furniture for the Training Centers	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 6th	\$6,942.00
186	HP Pentium 4 Desk Top with 17" LCD monitor	4	LBG - T13-GG-473 109	Tim	Finished	NA	August 31st	September 6th	\$6,776.00
187	AES Customs Clearance and Delivery	Lump	LBG - T13-GG-473 110	Tom	Active	NA	August 31st	September 10th	\$18,600.00
	TOTAL FROM JULY 1ST							From July 1st	\$2,750,643.73
	GRAND TOTAL							Total	\$2,959,143.73

WOMEN'S SUPPLIES

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
	ITEMS PROVIDED TO MOLSA AND PRIVATE LESSONS								
1	Desk Chairs for MOLSA	10	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$460.00
2	Desks for MOLSA	10	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 27th	\$0.00
3	HP 6110 Laptop & Licensed MS Office	10	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 28th	\$14,650.00
4	APC 650 UPS	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$74.00
5	HP 3745 Printer	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$53.00
6	HP 1010 Laser Jet Printer	2	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$248.00
7	Canon CanoScan LiDE 30 Scanner	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$75.00
8	Minolta 1054 Photocopier	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$1,270.00
9	Standing Metal Cabinet	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$95.00
10	Four-drawer File cabinet	4	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$410.00
11	Stationery for MOLSA	1 set	LBG - T13-GG-473 020	Vince	Finished	NA	April 9th	April 18th	\$393.55
12	Soft drinks for MOLSA		LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 18th	\$0.00
13	Samsung 19 cu ft Refrigerator	1	LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 25th	\$450.00
14	Canon LV-S3 Multi-Media Projector	1	LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 25th	\$1,450.00
15	Portable Screen	1	LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 25th	\$0.00
16	Canon LV-S3 Multi-Media Projector / Screen	1	LBG - T13-GG-473 030	Nagib	Finished	NA	May 10th	May 15th	\$1,425.00
17	Canon LV-S3 Multi-Media Projector / Screen	3	LBG - T13-GG-473 031	Nagib	Finished	NA	May 10th	May 15th	\$4,275.00
18	Renovation - Training Center	Lump	LBG - T13-GG-473 037	Nagib	Finished	NA	May 26th	June 22nd	\$1,700.00
19	Two Ton Air Conditioner - Window Type	63	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 30th	\$19,530.00
20	Ceiling Fan	109	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$2,091.00
21	Nobel Water Cooler	28	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 13th	\$2,326.00
22	Water Tank -- 1 cubic m	11	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$880.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
23	Water Pump - 1 hp	5	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$275.00
24	Exhaust Fan - 29"	7	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$665.00
25	Various items for repairing Training Centers	Lump	LBG - T13-GG-473 040	Nagib	Finished	NA	May 29th	June 6th	\$1,638.90
26	Various Construction Items	Lump	LBG - T13-GG-473 043	Randall	Finished	NA	June 11th	June 23rd	\$6,417.00
27	Skill Training Books	10	LBG - T13-GG-473 048	Tim	Sent to HQ June 26th	Thru AMEG HQ	June 26th		\$75.95
28	Skill Training Books	5	LBG - T13-GG-473 048	Tim	Sent to HQ June 26th	Thru AMEG HQ	June 26th		\$482.00
29	Small generators	3	LBG - T13-GG-473 056	Mickey	Finished	NA	July 9th	July 11th	\$366.00
28	APC 650 UPS	41	LBG - T13-GG-473 058	Tim	Finished	NA	July 9th	July 20th	\$2,829.00
30	Small items for MOLSA	Lump	LBG - T13-GG-473 060	Tim	Finished	NA	July 17th	July 20th	\$631.00
31	Shredder	2	LBG - T13-GG-473 060	Tim	Finished	NA	July 17th	July 20th	\$350.00
32	Super General AC - 2 ton	15	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$4,500.00
33	Nobel Water Cooler	4	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$304.00
34	Ceiling Fan	10	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$140.00
35	Water Tank -- 1000 L	1	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$80.00
36	Water Pump - 0.5 hp	1	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$15.00
37	Craft split 2 ton AC	2	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$1,084.00
38	Various electrical items	Lump	LBG - T13-GG-473 062	Mickey	Finished	NA	July 16th	July 24th	\$861.65
39	Various electrical items	Lump	LBG - T13-GG-473 062	Mickey	Finished	NA	July 16th	July 24th	\$329.00
40	Perkins 500 KVA Generator	3	LBG - T13-GG-473 065	Randall	Have Bids	NA	July 26th	September 18th	\$188,000.00
41	1000 VA and 650 APC UPS	2 & 42	LBG - T13-GG-473 066	Mickey	Have Bids	NA	July 2nd	July 24th	\$3,238.00
42	Small IT items, 7 HP 6311 data show projectors, 3 HP 1010 printers, 2 Canon LiDE 20 scanners, 40 keyboards and 80 optical mouses	Lump	LBG - T13-GG-473 066	Mickey	Have Bids	NA	July 2nd	July 24th	\$9,251.00
43	Student attached chairs	20	LBG - T13-GG-473 067	Mickey	Finished	NA	July 16th	July 24th	\$340.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
44	Standing Metal Cabinet	2	LBG - T13-GG-473 067	Mickey	Finished	NA	July 16th	July 24th	\$180.00
45	Folding Metal Chairs	50	LBG - T13-GG-473 067	Mickey	Finished	NA	July 16th	July 24th	\$400.00
46	Various electrical items	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 25th	\$3,790.12
47	Various electrical items	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$500.00
48	Tools and cables	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$818.75
49	Electrical meters	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$2,386.00
50	Electrical wire	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$450.00
51	Small engine accessories	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$504.00
52	Small engine accessories	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$1,836.00
53	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,759.40
54	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,635.60
55	Metal working tools	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$2875.90
56	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$543.80
57	Carpentry items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$421.20
58	Small engines	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$575.00
59	Steel pieces	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,845.20
60	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$836.21
61	Tools	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$896.10
62	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$704.45
63	HP Pentium 4 Desk Top with 17" LCD monitor	10	LBG - T13-GG-473 071	Tim	Finished	NA	July 25th	July 31st	\$16,940.00
64	CCT	Lump	LBG - T13-GG-473 072	Osama	Finished	Fed Ex	July 25th	August 4th	\$3,000.00
65	Training Books	Lump	LBG - T13-GG-473 075	Mickey	Finished	Arrived UPS September 20th	July 27th	August 18th	\$31,145.00
66	TOA Model 1061 Amplifier	2	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$500.00
67	TOA Model T2-205 Speakers	8	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$720.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
68	SURE wireless neck microphone	2	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$850.00
69	SURE wireless microphone	2	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$850.00
70	Computer and Training Books	Lump	LBG - T13-GG-473 079	Mickey	Finished	NA	August 2nd	August 6th	\$13,094.00
71	Computer and Training Books	Lump	LBG - T13-GG-473 079	Mickey	Finished	NA	August 2nd	August 6th	\$1,335.00
72	CDX CD's	4 sets	LBG - T13-GG-473 080	Bobby	Finished	Fed Ex	August 3rd	August 4th	\$25,432.00
73	HP Pentium 4 Desk Top with 17" LCD monitor	28	LBG - T13-GG-473 082	Mickey	Finished	NA	July 27th	August 6th	\$47,432.00
74	Folding Metal Chairs	85	LBG - T13-GG-473 084	Tim	Finished	NA	August 2nd		\$680.00
75	Student attached chairs	150	LBG - T13-GG-473 085	Tim	Finished	NA	July 23rd		\$2,475.00
76	10 KVA Generator	2	LBG - T13-GG-473 086	Mickey	Finished	NA	August 3rd	August 10th	\$7,800.00
77	Super General AC - 2 ton	7	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$2,170.00
78	HP 6311 Data Show Projector	3	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$3,075.00
79	Standing screen for the data show projector	3	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$495.00
80	Hyundai 4 ton standing AC	7	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$8,100.00
81	Super General AC - 2 ton	21	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 10th	\$6,510.00
82	HP 6311 Data Show Projector	4	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 10th	\$4,100.00
83	Standing screen for the data show projector	4	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$660.00
84	Water coolers (Three 2 tap and five 3 tap)	8	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 10th	\$1,275.00
85	Miscellaneous furniture	Lump	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$6,729.50
86	Computer desks	62	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$1,860.00
87	Four-drawer File cabinet	24	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$2,160.00
88	Transformer	1	LBG - T13-GG-473 097	Tim	Finished	NA	August 2nd	August 25th	\$8,000.00
89	PC Parts	Lump	LBG - T13-GG-473 100	Mickey	Finished	NA	August 2nd	August 23rd	\$2,200.00
90	Small electrical items	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 4th	\$2,824.30
91	AC's for MOLSA	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 5th	\$8,705.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
92	Miscellaneous small IT items for the Training Centers	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 6th	\$4,380.00
93	Miscellaneous furniture for the Training Centers	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 6th	\$6,942.00
94	HP Pentium 4 Desk Top with 17" LCD monitor	4	LBG - T13-GG-473 109	Tim	Finished	NA	August 31st	September 6th	\$6,776.00
	TOTAL								\$521,309.83
	TOTAL expended on women								\$173,769.94
	SEWING EQUIPMENT								
1	Brother DB2-B101 Lock Stitchers	20	LBG - T13-GG-473 029	Nagib	Finished	NA	May 4th	May 9th	\$7,000.00
2	Butterfly Sewing Machines	16	LBG - T13-GG-473 029	Nagib	Finished	NA	May 4th	May 9th	\$912.00
3	Butterfly Sewing Machines	20	LBG - T13-GG-473 030	Nagib	Finished	NA	May 10th	May 15th	\$1,030.00
4	Butterfly Sewing Machines	50	LBG - T13-GG-473 032	Nagib	Finished	NA	May 15th	May 22nd	\$2,575.00
5	Butterfly Sewing Machines	30	LBG - T13-GG-473 034	Nagib	Finished	NA	May 18th	May 22nd	\$1,545.00
6	Brother DB2-B101 Lock Stitchers	20	LBG - T13-GG-473 034	Nagib	Finished	NA	May 18th	May 22nd	\$6,800.00
7	Butterfly Sewing Machines	60	LBG - T13-GG-473 041	Nagib	Finished	NA	June 5th	June 6th	\$3,090.00
8	Metal Frame Folding Chairs	190	LBG - T13-GG-473 042	Nagib	Finished	NA	June 5th	June 7th	\$1,615.00
9	Sewing Equipment	Lump	LBG - T13-GG-473 044	Mickey	Finished	NA	June 11th	June 13th	\$7,080.50
10	Sewing Benches	18	LBG - T13-GG-473 044 Part II	Mickey	Finished	NA	June 11th	June 19th	\$1,435.00
11	Zoje 8700 Lock Stitchers	41	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$8,200.00
12	Lubricating Oil for Machines	50 l.	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$77.50
13	Standing Metal Cabinet	5	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$460.00
14	Butterfly Sewing Machines	61	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$3,141.50
15	Butterfly Sewing Machines	181	LBG - T13-GG-473 050	Mickey	Finished	NA	June 27th	July 3rd	\$9,140.50
16	Butterfly Sewing Machines	60	LBG - T13-GG-473 053	Randall	Have Bids	NA	July 7th	July 9th	\$3,030.00
17	Kudari textile	850 m	LBG - T13-GG-473 055	Mickey	Finished	NA	July 9th	July 11th	\$408.00
18	Butterfly Sewing Machines	92	LBG - T13-GG-473 057	Tim	Finished	NA	July 9th	July 18th	\$4,646.00
19	Butterfly Sewing Machines	6	LBG - T13-GG-473 069	Mickey	Finished	NA	July 23rd	July 27th	\$303.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
20	Butterfly Sewing Machines	50	LBG - T13-GG-473 073	Mickey	Finished	NA	July 23rd	July 27th	\$2,525.00
21	Zoje 8700 Lock Stitchers	10	LBG - T13-GG-473 074	Mickey	Finished	NA	July 23rd	July 27th	\$2,000.00
22	Butterfly Sewing Machines	100	LBG - T13-GG-473 078	Mickey	Finished	NA	July 31st	August 1st	\$5,050.00
23	Butterfly Sewing Machines	67	LBG - T13-GG-473 083	Tim	Finished	NA	August 2nd	August 8th	\$3,383.50
24	Butterfly Sewing Machines	303	LBG - T13-GG-473 087	Mickey	Finished	NA	August 8th	August 10th	\$15,301.50
25	Zoje 8700 Lock Stitchers	20	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$4,000.00
26	Zoje Industrial Over-stitchers	2	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$800.00
27	Yamata Elk Sewing machine	2 sets	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$4,400.00
28	Gemsy domestic sewing machine	120	LBG - T13-GG-473 091	Mickey	Finished	NA	August 15th	August 16th	\$5,760.00
29	Sewing Equipment	Lump	LBG - T13-GG-473 093	Mickey	Finished	NA	August 15th	August 20th	\$31,800.00
30	Cosmetology Equipment	Lump	LBG - T13-GG-473 101	Mickey	Finished	NA	August 2nd	August 28th	\$5,795.50
31	Sewing Machines	575	LBG - T13-GG-473 105	Tim	Finished	NA	August 2nd	August 30th	\$29,037.50
32	Sewing Equipment	Lump	LBG - T13-GG-473 106	Mickey	Finished	NA	August 2nd	August 29th	\$32,575.00
	TOTAL								\$204,917.00
	GRAND TOTAL EXPENDED ON WOMEN								\$378,686.94

PRIVATE TRAINING									
#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
1	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,759.40
2	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,635.60
3	Metal working tools	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$2875.90
4	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$543.80
5	Carpentry items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$421.20
6	Small engines	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$575.00
7	Steel pieces	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,845.20
8	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$836.21
9	Tools	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$896.10
10	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$704.45
11	Butterfly Sewing Machines	6	LBG - T13-GG-473 069	Mickey	Finished	NA	July 23rd	July 27th	\$303.00
12	HP Pentium 4 Desk Top with 17" LCD monitor	10	LBG - T13-GG-473 071	Tim	Finished	NA	July 25th	July 31st	\$16,940.00
13	Gemsy domestic sewing machine	120	LBG - T13-GG-473 091	Mickey	Finished	NA	August 15th	August 16th	\$5,760.00
14	PC Parts	Lump	LBG - T13-GG-473 100	Mickey	Finished	NA	August 2nd	August 23rd	\$2,200.00
	TOTAL								\$31,323.86

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
1	Desk Chairs for MOLSA	10	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$460.00
2	Desks for MOLSA	10	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 27th	\$0.00
3	HP 6110 Laptop & Licensed MS Office	10	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 28th	\$14,650.00
4	APC 650 UPS	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$74.00
5	HP 3745 Printer	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$53.00
6	HP 1010 Laser Jet Printer	2	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$248.00
7	Canon CanoScan LiDE 30 Scanner	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$75.00
8	Minolta 1054 Photocopier	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$1,270.00
9	Standing Metal Cabinet	1	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$95.00
10	Four-drawer File cabinet	4	LBG - T13-GG-473 018	Vince	Finished	NA	April 4th	April 25th	\$410.00
11	Stationery for MOLSA	1 set	LBG - T13-GG-473 020	Vince	Finished	NA	April 9th	April 18th	\$393.55
12	Soft drinks for MOLSA		LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 18th	\$0.00
13	Samsung 19 cu ft Refrigerator	1	LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 25th	\$450.00
14	Canon LV-S3 Multi-Media Projector	1	LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 25th	\$1,450.00
15	Portable Screen	1	LBG - T13-GG-473 021	Vince	Finished	NA	April 11th	April 25th	\$0.00
16	Brother DB2-B101 Lock Stitchers	20	LBG - T13-GG-473 029	Nagib	Finished	NA	May 4th	May 9th	\$7,000.00
17	Butterfly Sewing Machines	16	LBG - T13-GG-473 029	Nagib	Finished	NA	May 4th	May 9th	\$912.00
18	Butterfly Sewing Machines	20	LBG - T13-GG-473 030	Nagib	Finished	NA	May 10th	May 15th	\$1,030.00
19	Canon LV-S3 Multi-Media Projector / Screen	1	LBG - T13-GG-473 030	Nagib	Finished	NA	May 10th	May 15th	\$1,425.00
20	Canon LV-S3 Multi-Media Projector / Screen	3	LBG - T13-GG-473 031	Nagib	Finished	NA	May 10th	May 15th	\$4,275.00
21	Butterfly Sewing Machines	50	LBG - T13-GG-473 032	Nagib	Finished	NA	May 15th	May 22nd	\$2,575.00
22	Butterfly Sewing Machines	30	LBG - T13-GG-473 034	Nagib	Finished	NA	May 18th	May 22nd	\$1,545.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
23	Brother DB2-B101 Lock Stitchers	20	LBG - T13-GG-473 034	Nagib	Finished	NA	May 18th	May 22nd	\$6,800.00
24	Renovation - Training Center	Lump	LBG - T13-GG-473 037	Nagib	Finished	NA	May 26th	June 22nd	\$1,700.00
25	Two Ton Air Conditioner - Window Type	63	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 30th	\$19,530.00
26	Ceiling Fan	109	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$2,091.00
27	Nobel Water Cooler	28	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 13th	\$2,326.00
28	Water Tank -- 1 cubic m	11	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$880.00
29	Water Pump - 1 hp	5	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$275.00
30	Exhaust Fan - 29"	7	LBG - T13-GG-473 038	Nagib	Finished	NA	May 29th	June 18th	\$665.00
31	Various items for repairing Training Centers	Lump	LBG - T13-GG-473 040	Nagib	Finished	NA	May 29th	June 6th	\$1,638.90
32	Butterfly Sewing Machines	60	LBG - T13-GG-473 041	Nagib	Finished	NA	June 5th	June 6th	\$3,090.00
33	Metal Frame Folding Chairs	190	LBG - T13-GG-473 042	Nagib	Finished	NA	June 5th	June 7th	\$1,615.00
34	Various Construction Items	Lump	LBG - T13-GG-473 043	Randall	Finished	NA	June 11th	June 23rd	\$6,417.00
35	Sewing Equipment	Lump	LBG - T13-GG-473 044	Mickey	Finished	NA	June 11th	June 13th	\$7,080.50
36	Sewing Benches	18	LBG - T13-GG-473 044 Part II	Mickey	Finished	NA	June 11th	June 19th	\$1,435.00
37	Skill Training Books	10	LBG - T13-GG-473 048	Tim	Sent to HQ June 26th	Thru AMEG HQ	June 26th		\$75.95
38	Skill Training Books	5	LBG - T13-GG-473 048	Tim	Sent to HQ June 26th	Thru AMEG HQ	June 26th		\$482.00
39	Zoje 8700 Lock Stitchers	41	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$8,200.00
40	Lubricating Oil for Machines	50 l.	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$77.50
41	Standing Metal Cabinet	5	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$460.00
42	Butterfly Sewing Machines	61	LBG - T13-GG-473 049	Mickey	Finished	NA	June 27th	June 29th	\$3,141.50
43	Butterfly Sewing Machines	181	LBG - T13-GG-473 050	Mickey	Finished	NA	June 27th	July 3rd	\$9,140.50
44	Butterfly Sewing Machines	60	LBG - T13-GG-473 053	Randall	Have Bids	NA	July 7th	July 9th	\$3,030.00
45	Kudari textile	850 m	LBG - T13-GG-473 055	Mickey	Finished	NA	July 9th	July 11th	\$408.00
46	Small generators	3	LBG - T13-GG-473	Mickey	Finished	NA	July 9th	July 11th	\$366.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
			056						
47	Butterfly Sewing Machines	92	LBG - T13-GG-473 057	Tim	Finished	NA	July 9th	July 18th	\$4,646.00
48	APC 650 UPS	41	LBG - T13-GG-473 058	Tim	Finished	NA	July 9th	July 20th	\$2,829.00
49	Small items for MOLSA	Lump	LBG - T13-GG-473 060	Tim	Finished	NA	July 17th	July 20th	\$631.00
50	Shredder	2	LBG - T13-GG-473 060	Tim	Finished	NA	July 17th	July 20th	\$350.00
51	Super General AC - 2 ton	15	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$4,500.00
52	Nobel Water Cooler	4	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$304.00
53	Ceiling Fan	10	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$140.00
54	Water Tank -- 1000 L	1	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$80.00
55	Water Pump - 0.5 hp	1	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$15.00
56	Craft split 2 ton AC	2	LBG - T13-GG-473 061	Mickey	Finished	NA	July 16th	July 21st	\$1,084.00
57	Various electrical items	Lump	LBG - T13-GG-473 062	Mickey	Finished	NA	July 16th	July 24th	\$861.65
58	Various electrical items	Lump	LBG - T13-GG-473 062	Mickey	Finished	NA	July 16th	July 24th	\$329.00
59	Perkins 500 KVA Generator	3	LBG - T13-GG-473 065	Randall	Have Bids	NA	July 26th	September 18th	\$188,000.00
60	1000 VA and 650 APC UPS	2 & 42	LBG - T13-GG-473 066	Mickey	Have Bids	NA	July 2nd	July 24th	\$3,238.00
61	Small IT items, 7 HP 6311 data show projectors, 3 HP 1010 printers, 2 Canon LiDE 20 scanners, 40 keyboards and 80 optical mouses	Lump	LBG - T13-GG-473 066	Mickey	Have Bids	NA	July 2nd	July 24th	\$9,251.00
62	Student attached chairs	20	LBG - T13-GG-473 067	Mickey	Finished	NA	July 16th	July 24th	\$340.00
63	Standing Metal Cabinet	2	LBG - T13-GG-473 067	Mickey	Finished	NA	July 16th	July 24th	\$180.00
64	Folding Metal Chairs	50	LBG - T13-GG-473 067	Mickey	Finished	NA	July 16th	July 24th	\$400.00
65	Various electrical items	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 25th	\$3,790.12
66	Various electrical items	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$500.00
67	Tools and cables	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$818.75
68	Electrical meters	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$2,386.00
69	Electrical wire	Lump	LBG - T13-GG-473	Mickey	Finished	NA	July 16th	July 26th	\$450.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
			068						
70	Small engine accessories	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$504.00
71	Small engine accessories	Lump	LBG - T13-GG-473 068	Mickey	Finished	NA	July 16th	July 26th	\$1,836.00
72	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,759.40
73	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,635.60
74	Metal working tools	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$2875.90
75	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$543.80
76	Carpentry items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$421.20
77	Small engines	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$575.00
78	Steel pieces	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 27th	\$1,845.20
79	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$836.21
80	Tools	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$896.10
81	Various electrical items	Lump	LBG - T13-GG-473 069	Mickey	Finished	NA	July 16th	July 28th	\$704.45
82	Butterfly Sewing Machines	6	LBG - T13-GG-473 069	Mickey	Finished	NA	July 23rd	July 27th	\$303.00
83	Heavy equipment		LBG - T13-GG-473 070	Mickey	Active	By sea	July 16th	August 11th	\$1,371,460.00
84	HP Pentium 4 Desk Top with 17" LCD monitor	10	LBG - T13-GG-473 071	Tim	Finished	NA	July 25th	July 31st	\$16,940.00
85	CCT	Lump	LBG - T13-GG-473 072	Osama	Finished	Fed Ex	July 25th	August 4th	\$3,000.00
86	Butterfly Sewing Machines	50	LBG - T13-GG-473 073	Mickey	Finished	NA	July 23rd	July 27th	\$2,525.00
87	Zoje 8700 Lock Stitchers	10	LBG - T13-GG-473 074	Mickey	Finished	NA	July 23rd	July 27th	\$2,000.00
88	Training Books	Lump	LBG - T13-GG-473 075	Mickey	Finished	Arrived UPS September 20th	July 27th	August 18th	\$31,145.00
89	Steel toed safety shoes	500	LBG - T13-GG-473 076	Tim	Finished	NA	July 17th	July 31st	\$8,520.00
90	TOA Model 1061 Amplifier	2	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$500.00
91	TOA Model T2-205 Speakers	8	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$720.00
92	SURE wireless neck microphone	2	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$850.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
93	SURE wireless microphone	2	LBG - T13-GG-473 077	Mickey	Finished	NA	July 31st	August 1st	\$850.00
94	Butterfly Sewing Machines	100	LBG - T13-GG-473 078	Mickey	Finished	NA	July 31st	August 1st	\$5,050.00
95	Computer and Training Books	Lump	LBG - T13-GG-473 079	Mickey	Finished	NA	August 2nd	August 6th	\$13,094.00
96	Computer and Training Books	Lump	LBG - T13-GG-473 079	Mickey	Finished	NA	August 2nd	August 6th	\$1,335.00
97	CDX CD's	4 sets	LBG - T13-GG-473 080	Bobby	Finished	Fed Ex	August 3rd	August 4th	\$25,432.00
98	HP Pentium 4 Desk Top with 17" LCD monitor	28	LBG - T13-GG-473 082	Mickey	Finished	NA	July 27th	August 6th	\$47,432.00
99	Butterfly Sewing Machines	67	LBG - T13-GG-473 083	Tim	Finished	NA	August 2nd	August 8th	\$3,383.50
100	Folding Metal Chairs	85	LBG - T13-GG-473 084	Tim	Finished	NA	August 2nd		\$680.00
101	Student attached chairs	150	LBG - T13-GG-473 085	Tim	Finished	NA	July 23rd		\$2,475.00
102	10 KVA Generator	2	LBG - T13-GG-473 086	Mickey	Finished	NA	August 3rd	August 10th	\$7,800.00
103	Butterfly Sewing Machines	303	LBG - T13-GG-473 087	Mickey	Finished	NA	August 8th	August 10th	\$15,301.50
104	Super General AC - 2 ton	7	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$2,170.00
105	HP 6311 Data Show Projector	3	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$3,075.00
106	Standiing screen for the data show projector	3	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$495.00
107	Hyundai 4 ton standing AC	7	LBG - T13-GG-473 088	Mickey	Finished	NA	July 23rd	August 10th	\$8,100.00
108	Super General AC - 2 ton	21	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 10th	\$6,510.00
109	HP 6311 Data Show Projector	4	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 10th	\$4,100.00
110	Standing screen for the data show projector	4	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$660.00
111	Water coolers (Three 2 tap and five 3 tap)	8	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 10th	\$1,275.00
112	Miscellaneous furniture	Lump	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$6,729.50
113	Computer desks	62	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$1,860.00
114	Four-drawer File cabinet	24	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$2,160.00
115	Zoje 8700 Lock Stitchers	20	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$4,000.00
	PROCUREMENT								

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
	MOLSA								
116	Zoje Industrial Over-stitchers	2	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$800.00
117	Yamata Elk Sewing machine	2 sets	LBG - T13-GG-473 089	Mickey	Finished	NA	August 9th	August 11th	\$4,400.00
118	Computer tools kits	20	LBG - T13-GG-473 090	Mickey	Finished	NA	August 8th	August 14th	\$700.00
119	Gemsy domestic sewing machine	120	LBG - T13-GG-473 091	Mickey	Finished	NA	August 15th	August 16th	\$5,760.00
120	Plumbing equipment	Lump	LBG - T13-GG-473 092	Mickey	Finished	NA	August 15th	August 18th	\$70,618.72
121	Sewing Equipment	Lump	LBG - T13-GG-473 093	Mickey	Finished	NA	August 15th	August 20th	\$31,800.00
122	Small engine equipment	Lump	LBG - T13-GG-473 094	Mickey	Finished	NA	August 15th	August 20th	\$35,846.00
123	Masonry equipment	Lump	LBG - T13-GG-473 095	Mickey	Finished	NA	August 15th	August 20th	\$35,042.00
124	Electrical equipment	Lump	LBG - T13-GG-473 096	Mickey	Finished	NA	August 15th	August 20th	\$54,180.00
125	Transformer	1	LBG - T13-GG-473 097	Tim	Finished	NA	August 2nd	August 25th	\$8,000.00
126	Welding equipment	Lump	LBG - T13-GG-473 098	Mickey	Finished	NA	August 2nd	August 25th	\$112,190.00
127	HVAC Equipment	Lump	LBG - T13-GG-473 099	Mickey	Finished	NA	August 2nd	August 27th	\$40,983.00
128	PC Parts	Lump	LBG - T13-GG-473 100	Mickey	Finished	NA	August 2nd	August 23rd	\$2,200.00
129	Cosmetology Equipment	Lump	LBG - T13-GG-473 101	Mickey	Finished	NA	August 2nd	August 28th	\$5,795.50
130	Automotive Equipment	Lump	LBG - T13-GG-473 102	Mickey	Finished	NA	August 2nd	August 31st	\$165,500.00
131	Machine equipment	Lump	LBG - T13-GG-473 103	Mickey	Finished	NA	August 2nd	August 31st	\$132,553.08
132	Carpentry Equipment	Lump	LBG - T13-GG-473 104	Mickey	Finished	NA	August 2nd	August 30th	\$77,250.00
133	Sewing Machines	575	LBG - T13-GG-473 105	Tim	Finished	NA	August 2nd	August 30th	\$29,037.50
134	Sewing Equipment	Lump	LBG - T13-GG-473 106	Mickey	Finished	NA	August 2nd	August 29th	\$32,575.00
135	Small electrical items	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 4th	\$2,824.30
136	AC's for MOLSA	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 5th	\$8,705.00
137	Miscellaneous small IT items for the Training Centers	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 6th	\$4,380.00

#	ITEM	QTY	PO#	FOR	PROC STATUS	SHIPPING STATUS	DATE OF MR	DATE OF PURCHASE	COMMENT
138	Miscellaneous furniture for the Training Centers	Lump	LBG - T13-GG-473 108	Tim	Finished	NA	August 31st	September 6th	\$6,942.00
139	HP Pentium 4 Desk Top with 17" LCD monitor	4	LBG - T13-GG-473 109	Tim	Finished	NA	August 31st	September 6th	\$6,776.00
	TOTAL								\$2,831,069.63

APPENDIX N

ECONOMIC DEVELOPMENT CONFERENCE AGENDA

Economic Development Conference

Tuesday, March 29th 10AM-4PM

U.S. Embassy Annex – Palace

M100

TENTATIVE AGENDA

10:00

Introductions . . . **MAJ Keith Roper- Economic LOO**
CPT Chris Dahlberg – Team Chief, ICD GST Economics

10:10-10:50

BCT's **BCT Economic Leaders**
One particular business success story
One particular business challenge

10:50-12:00

The Louis Berger Group's Private Sector
Growth & Employment Generation Project **Robert Bulkley, Program Manager**
Questions & Answers

12:00-12:45

Lunch

12:45-2:00

VEGA **Gordon Studebaker, Chief of Party**
Questions & Answers **Michael Telford, Grants Manager**

2:00-2:15

Coffee Break

2:15-2:40

Private Sector Development **June Reed**
Questions & Answers

2:40-4:00

Open for Remarks from Special Invited Guests
and Open Forum for All Conference Participants.

4:00

Concluding Remarks . . . **CPT Chris Dahlberg**

Special Invited Guests: **TBD**

APPENDIX O

HUMAN RESOURCES MANAGEMENT QUESTIONNAIRE

Needs Analysis Survey Questionnaire for Human Resources Management and Development

Introduction: All responses are confidential and will only be shared at the level of generalizations.

1. What is your understanding of what the DATA project is all about and why I am here?
2. Tell me briefly about your background – education, employment, why this position, etc.
3. What are your major responsibilities?
4. What kind of Purpose and Objectives does your organization have?
5. What kind of data policies or procedures are now in place?
6. What do you do to support them?
7. What needs to be done to have a uniform or national data policy?
8. Tell me about:
 - a. recruitment process
 - b. performance management
 - c. reward system
 - d. salary compensation
 - e. career development
 - f. promotions
 - g. training opportunities
9. What is your role in a – g and how would you change it?
10. What institutional support do you get for 9 a – g?
11. What additional support would you like?
12. What are your immediate priorities in these areas?
13. What plans do you have for improvement in these areas?
14. Do you have job descriptions?
15. Do you have an organizational chart?
16. Describe your Human Resources Management Information System (HRMIS).
17. What is the nature of cooperation from other units on which you depend for your own effectiveness?
18. What are your priorities for your performance improvement?
19. What is the nature of your corporate (organizational) culture?

20. What is the nature of leadership at various levels?
21. What degree of clarity is there about roles, territory, and authority?
22. What do you and other managers do to improve unit and individual performance?
23. What should I pay most attention to make this project and my personal efforts successful?
24. Are there any areas I have neglected to pursue which you would like to ad?
25. Do you have any questions of me?
26. Who else should I talk to?

APPENDIX P

ARCHIVED RESOURCES AT USAID – IRAQ

DOCUMENTS REFERRED TO IN REPORT (BOX I)

Documents

1. Vocational Training Centers Implementation Plan
2. Employment Centers Implementation Plan
3. Labor Market Survey
4. Gap Analysis I
5. Gap Analysis 2
6. Iraqi American Chamber of Commerce and Industry contract
7. Human Resources Iraqi Staff Handbook
8. Training Achievement Records – English and Arabic
9. Report on Centers – ResCare
10. MOLSA Work Plan
11. Presentation Booklets
12. Demobilization Plan

CD-ROMS

Curriculum:

1. Welding
2. IT – Computer Repair
3. Electrical Learning
4. Electrical
5. Machine Tool
6. All Trainers' Handbooks
7. Modified TARs

Training

1. Management Training
2. Outreach and Career Counseling
3. Job Hunting

Reports

1. Gap Analysis
2. Labor Market Survey
3. Monthly / Weekly project reports
4. Human Resources

APPENDIX Q

ADDITIONAL ARCHIVED RESOURCES AT USAID – IRAQ

Box 2

Curricula

1. Welding Book 1
2. Welding Book 2
3. Computer Technician Instructor Handbook
4. Occupational Health and Safety – RL
5. Occupational Health and Safety – EL

Training Resource Manuals

1. Learning Guide for RL
2. Learning Guide for EL
3. Refrigeration Component
4. Refrigerants
5. Oxyacetylene Welding
6. Wiring Installation
7. Electrical Fundamentals
8. Electrical Materials

Box 3

Trainer Handbooks

1. Automotive Repair
2. Machine Tool Operation
3. Computer technology
4. Welding
5. Electrical
6. Masonry
7. HVAC
8. Sewing
9. Carpentry
10. Plumbing
11. Outreach Counseling / Career Counseling
12. Job Hunting Skills
13. Machine Tools – Book 1 and 2

Box 4

Trainer Handbooks – Arabic Translations

1. Automotive Repair
2. Machine Tool Operation
3. Computer technology
4. Welding
5. Electrical
6. Masonry
7. HVAC
8. Sewing
9. Carpentry

10. Plumbing
11. Outreach Counseling / Career Counseling
12. Job Hunting Skills
13. Machine Tools – Book 1 and 2