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**IRAQ**

# Vocational Training & Employment Services Project

## Final Project Report

September 30, 2005

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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         | • Plumbing             |
| • Tailoring       | • Electrical functions |
| • Machine Tooling | • HVAC                 |
| • Computer Repair | • Auto mechanics       |
| • Carpentry       | • 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 (V TTCs) 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**

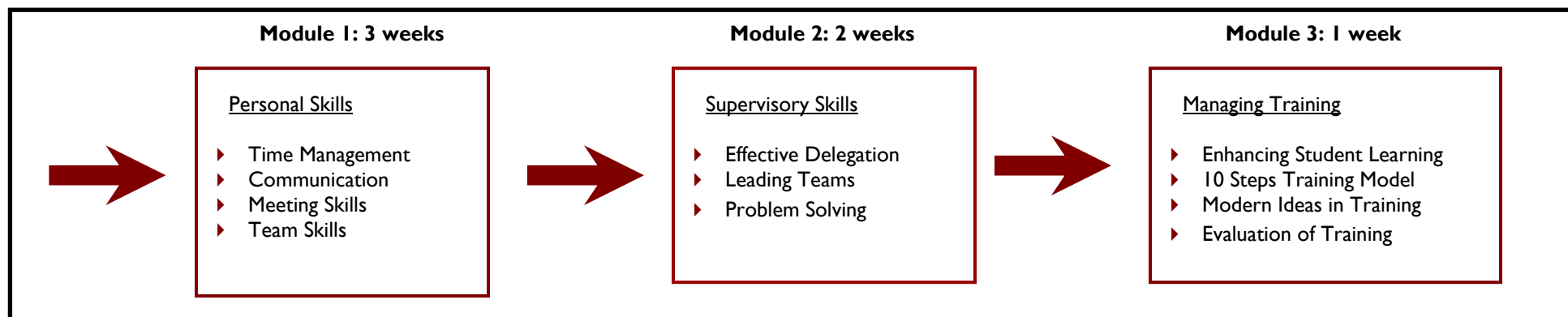
A key sustainability factor for the success of the Employment Services and Vocational Training Project was the capacity development of MOLSA. The challenge was to develop both the capacity of MOLSA managers to oversee vocational training centers and their trainers to deliver the new curricula, to utilize 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.

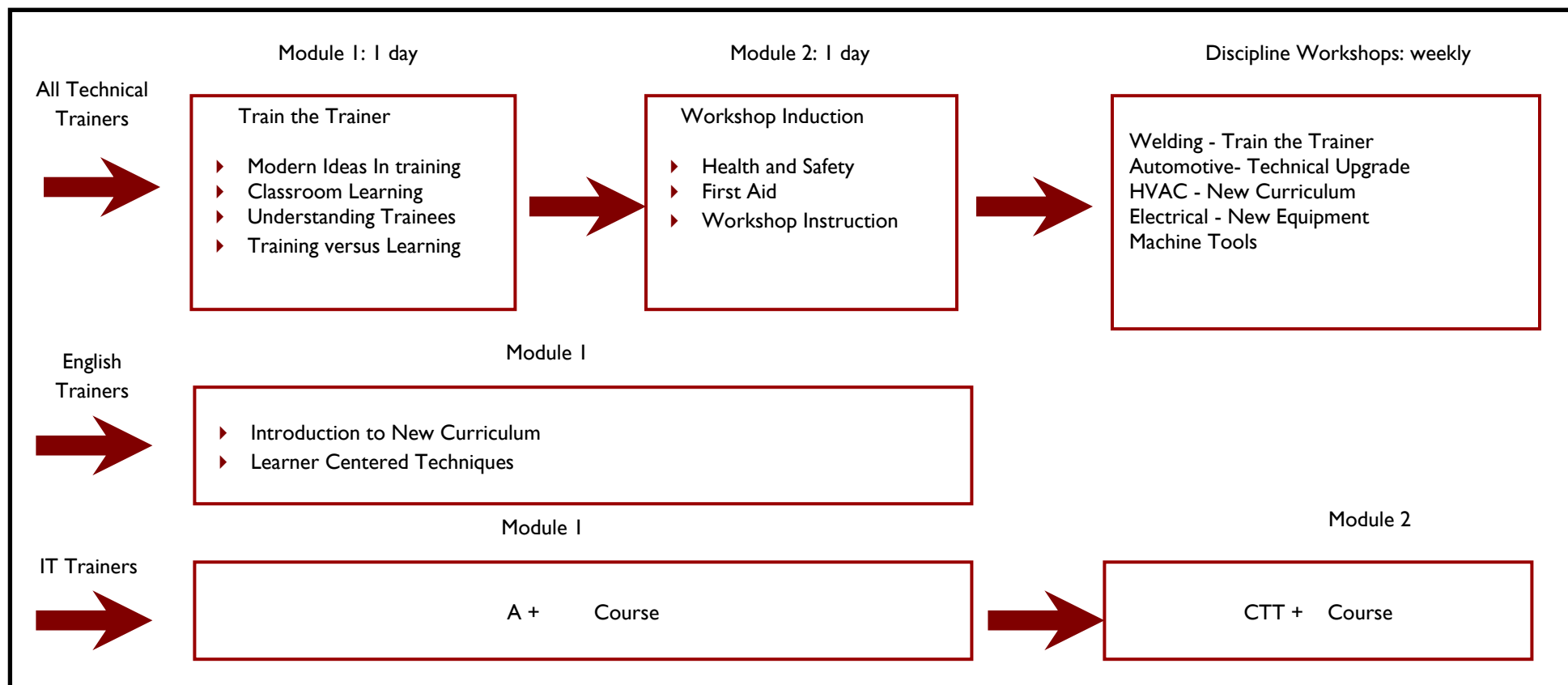
An initial Training Needs Analysis for MOLSA identified the following areas as immediate priorities for MOLSA capacity building:

- 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.