

**Aqaba (female) VTI report following the assessment visit in June 2015**

**as part of the**

**USAID Workforce Development Project**

Report compiled by

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Contents

[1. Background 2](#_Toc423434391)

[2. Activities of the assignment 2](#_Toc423434392)

[3. General Information about the VTI 3](#_Toc423434393)

[4. Summary of the VTI Assessment visit: 3](#_Toc423434394)

[5. Recommendations: 5](#_Toc423434395)

[6. Annexes 8](#_Toc423434396)

[6.1. Data Sheets from VTI 8](#_Toc423434397)

[6.2. Main notes from Assessment visit: 9](#_Toc423434398)

[6.3 Documents witnessed during the assessment visit 14](#_Toc423434399)

1. **Background**

USAID’s Workforce Development (WFD) program is a five-year agreement which aims to create a competitive, demand-driven workforce development system that leads to increased private sector employment, especially for women, youth and those living at or below the poverty line. This goal will be achieved through four components focusing on:

1. Improved quality of, and enrolment in, vocational and workforce readiness training target areas/sectors.
2. Improved effectiveness of labor market information, career counselling, mentoring, outreach, and job placement in target areas/sectors.
3. Improved workforce development for women, youth and vulnerable groups in target areas.
4. Improved enabling environment.

# Activities of the assignment

An Assessment Tool that has been developed and previously used by the Vocational Training Corporation (VTC) has been used as a basis for assessing the 12 nominated Vocational Training Institutes (VTIs) as their preferred model. The assessment tool was used to provide a structure for the one day on-site visits and was not intended to be a full assessment. During the visits, meetings were held with a range of stakeholders including; the Director, staff, instructors, trainees, graduates, and employers to help inform the assessment process.

The assessment visits of the 12 VTIs took place in May and June 2015 with a small team from the USAID WFD project in order to determine the potential support and the required actions to improve the vocational training and education providers in Jordan.

Therefore the outcome of this initial assessment process will inform the recommendations for the future intervention of the WFD project. Refer to section 5.

The outcomes of the assessment visits have been collated into four main categories;

1. Philosophy, Objectives and Finance
2. Organisation, Administration and Staffing
3. Infrastructure, Workshops and Learning Resources
4. Training Programs and Student (Trainee) Services

In the tables below are:

* General information about the VTI
* A summary the VTI Assessment visit within the four categories above
* The recommendations for the institute

The annexes include:

1. Two data sheets provided by the VTI
2. The main notes from each visit recorded under each of the nine sections of the Assessment Tool
3. Documents witnessed during the assessment visit

# General Information about the VTI

Aqaba (female) VTI is in the Aqaba Governorate; it has only female trainees and has 12 staff.

The VTI has 4 Workshops, 0 classrooms, 1 Computer Lab.

The Operational Capacity is 130; Absorptive Capacity is 60 and it currently has 60 trainees.

The VTI has programs in the following majors: Hairdresser, Hairdresser assistant, Data Entry, Computer design supporter, Women dress Tailor, Swing Machine operator, and Handy craft.

# Summary of the VTI Assessment visit:

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| **Philosophy, Objectives and Finance**  **(Sections 1 & 6)** | The VTI is going to move to a new location once the VTC confirm arrangements. Currently the VTI is not in a safe or convenient situation for trainees.  The VTI mission, which is not written down, is based on the VTC version, but the main objective is outreach into the community and rural areas to support females in vocational skills. The VTI runs short courses in the rural areas with the input of the local community, and promotes their other courses.  The Director stated that the ISEZA labor market concentrates on employment for males, however the staff know the community well and they can identify labor market needs without formal information.  The Director stated that the JICA process focuses on programs for males so they are of little use in this VTI.  The VTI does promote its programs and short courses in local schools. Some of the trainees go into the schools and demonstrate to the pupils the programs like hairdressing. Trainees mainly heard about the VTI from friends and family.  The Director considered that the resources are adequate but there are many challenges and obstacles.  The accountant would like a computerised system for accounting, and a decentralised financial system. |
| **Organisation, Administration and Staffing (Sections 2 & 4)** | The VTI has 5 administration staff including the Director, Counsellor, Trainees Affairs, Accountant and Storekeeper. 5 Instructors and one receptionist.  The Director would like training in Strategic Planning, Management, Technical aspects and Quality Assurance.  Only one or two hairdressing trainees each year progress from semi-skilled to skilled levels.  The staff are not satisfied with the VTI, they considered it poorly equipped and there is no motivation to improve things. Although the trainees interviewed consider the VTI to be well run and they praised the instructors.  The VTI has contracts in place for the OJT placements, the employers also support the Director in implementing the occupational tests, and employers also visit the VTI and lecturer about their occupation, or invite the trainees to visit their working sites. Some employers come to the VTI to interview and select trainees for employment.  The Director, supported by the chief clerk, complete an annual assessment of the staff and staff have attended VTC training courses from the VTC list, but the instructors do not go into the labor market to upskilled themselves.  One hairdressing instructor running the short courses is a computer specialist and will be transferring to another VTI shortly. |
| **Learning Resources Infrastructure and workshops**  **(Sections 5, 7 & 8)** | The location of the VTI is not good, (It is due to be relocated soon) the surrounding area is not safe and it is a very troubled area.  The teaching and training resources are very poor at this VTI and there is no library. There is damage and disrepair in every part of the campus which creates a very poor impression for vocational training.  The air conditioning was not adequate in some areas. There are 4 toilets for the females and an outside toilet for the men.  The two hairdressing workshops are poorly and sparsely equipped. There are not adequate resources to run the training programs in a professional manner.  The computers are old and only 8 computers work, some do not have keyboards. The software programs are slow and ineffective. The instructor has to use the data-show to demonstrate where the VTI has no resources.  The tailoring workshop was equipped with 5 working machines (out of the 8) in the workshop; therefore trainees have to share machines.  A room for the new craft program in Accessories and Soap Production is under development but currently there are no resources. |
| **Training Programs and Student Services**  **(Sections 3 & 9)** | The mainstream programs have the OJT element at the end of the program, except for the tailoring trainees as there are no employers, and so no OJT is provided.  The hairdressing instructor and some trainees believe there is good potential for work. However some graduates interviewed have not been able to get jobs. One trainee did get work but then left due to the poor salary.  Although there are no tailoring employers the VTI will also run tailoring programs, in the remote areas in the community. Some of the tailoring trainees were very positive about potential working at home or starting their own small business.  The target trainee to staff ratio is 15 to 20:1 but the site visit only witnessed 11 trainees maximum in a class. The dropout rates are approximately 10 to 15 % usually due to marriage or going somewhere else to study.  The hairdressing employer stated that the VTI definitely matches the needs of the labor market. The employer interviewed has never been asked to make suggestions for improvement, even though she has ideas, and the VTI needs better resources and equipment.  Trainees also said that the tailoring program was too basic, and they spend too long repeating the same thing, and they were frustrated only to be doing low level work.  The trainees complete a satisfaction survey at the end of their short course, although there was no evidence of changes as a result of their feedback.  Instructors offer advice about employment but most trainees are not looking for work, they are using their spare time to gain new skills for the home and social environments.  There is no cafeteria and the trainees were not happy about the situation.  Approximately 90% of trainees attend the training programs upon their desires. And approximately 50% of Data Entry graduates get jobs. This could not be verified due to lack of destination data.  There are no leisure and recreational facilities available for trainees. |

# Recommendations:

The recommendations below are identified as either Short, Medium or Long (SML) term goals. It is suggested that Short term goals are to be achieved and completed within the first year, Medium is within 2 to 3 years, and Long term is within 4 to 5 years. However, working towards the different goals must start early within the project.

Depending on when this VTI moves location some of the recommendations below will be affected as presumably some of the issues currently causing problems will be changed through the changes. However all recommendations must be actioned to enable an effective VTI to be developed.

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| --- | --- | --- | --- |
| **Category** | Ref | S/M/L | Recommendations |
| **Philosophy, Objectives and Finance**  **(Sections 1 & 6)** | AQAf1 | S | The VTI must develop a formal mission which focuses on the environment that it serves. Staff, the community and employers must be fully aware of the mission. Each year staff should be set personal objectives which support the delivery of the VTI mission. |
| AQAf2 | L | Develop a marketing campaign which identifies positive aspects of the VTI and the successes of past graduates. The campaign should include case studies and high profile examples of successful employers that are ambassadors of vocational training. |
| AQAf3 | S | It is imperative that the VTI works collaboratively with the other 12 pilot VTIs to share examples of good practice that can help develop the service to future trainees. A formal process should be developed where staff that do similar roles can meet to discuss positive aspect of development. |
| AQAf4 | L | The VTI must develop a formal process of managing the relationship with employers. The systematic management of employers should be an integral part of VTI management and help to influence planning and program development. |
| **Organisation, Administration and Staffing (Sections 2 & 4)** | AQAf5 | S | The VTI must review the admissions process to ensure that applicants are appropriately placed onto programs at the correct level to enable success. Also programs must be structured to enable trainees to progress from one level to a higher level in a progressive manner or to build vocational skills in a logical process which will help career and life opportunities. |
| AQAf6 | L | Work with the VTC to implement sections of the CAQA Quality Assurance (QA) manual. Staff training must be provided to ensure developments are fully understood prior to piloting small sections of the QA manual, in a manner which enables genuine review, evaluation and corrective action to take place. Building a culture of positive ongoing improvement. |
| AQAf7 | M | Leadership and management training is required for the Director and nominated deputy to encourage a much more progressive and dynamic process to support the development of vocational training and ongoing succession planning. |
| AQAf8 | S+M | Work with the VTC, Training Coordinators, and staff to develop a reliable system, for identifying the training needs of staff, to match the delivery of programs that are appropriate for the labor market. All instructors must spend at least 2 to 4 weeks working in the industry each year. Specific objectives must be agreed with the member of staff and the employers to ensure the acquisition of new skills and knowledge. |
| **Learning Resources Infrastructure and workshops (Sections 5, 7 & 8)** | AQAf9 | S | The VTI should develop a list of tools and equipment that are prioritised to have the greatest educational benefit, for the maximum number of trainees. The list should be developed against specific criteria and submitted to the VTC for support. |
| AQAf10 | M | Staff and trainees should work collaboratively to complete a health and safety audit and then develop a campaign to raise the profile of health and safety practices. The campaign should include demonstrations and video clips to be effective. |
| AQAf11 | M | Appropriate learning resources including; books, manuals, guide books, magazine and interactive multimedia resources, should be available for every program, in a location which is easily accessible for trainees. The resources must be suitable and appropriate for the level of trainees and support their educational development. |
| AQAf12 | M | The ICT resources must be fully updated with computers, software and additional peripherals which are appropriate for the programs and level of trainees. The ICT teaching must be totally integral to the main program of study and enhance the trainees’ education. |
| **Training Programs and Student Services**  **(Sections 3 & 9)** | AQAf13 | L | The VTI must review the curricula to ensure it is up to date with marketplace and then work with other pilot VTIs to develop new modules which will enhance the overall learning program. These modules can then be approved by the VTC and utilised across appropriate VTIs. |
| AQAf14 | S | The counsellor to work with other pilot VTIs and develop a structured careers advice and life guidance program that can be offered to all trainees alongside their training program. The program should be designed to raise the aspirations of trainees and encourage a positive career and life attitude. |
| AQAf15 | S | The VTI should collaborate with the VTC and other VTIs to establish what graduate destination data exists, and then develop a reliable systematic process that will collect and analyse the destinations of graduates. This will help inform future developments of the VTI and programs on offer. |
| AQAf16 | M | Working with other pilot VTIs develop a new business start-up program/module that will enable trainees to set up a real business while studying at the VTI. This experience will enable trainees to be better equipped to create an effective business following graduation. |
| AQAf17 | S | The VTI must establish a working group staff and trainees to develop a sport and recreation plan. The group will identify potential activities, source sponsorship for resources, and create a volunteer group to manage the sport and recreation program for the VTI. This will include competitions with other VTIs. |

The Directors priorities are:

1. Upgrading of all staff (Director, administration and instructors) a continuous process.
2. Improve the equipment and tools. Especially the computers. Last new machines in 2006.
3. Equipped the Handcraft workshop to be able to run the short courses that requested by the local community such as (soap production, etc.)
4. Equip the life-skills hall.

Following this initial assessment process, the USAID WFD team strongly propose that the above recommendations must be developed into an agreed action plan, with VTC and VTI involvement to ensure ownership and commitment to achieve success. The agreed action plan should include the responsibilities of the VTC and VTI, and the USAID project support.

# Annexes

## Data Sheets from VTI

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. General VTI Information:** | | | | | |
| REGION: | GOVERNORATE: | | | | INSTITUTION NAME: |
| Ownership  × Owned by Government  Rented | | Type of VTI  Males Only × Females Only  Mixed | | | |
| **2. Staff** | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | POSITION | Total # | # of females | # with Bachelor’s degree | # with Diploma | # below Diploma | | Technical staff (trainers and officers) | **5** |  |  |  |  | | Teachers | **-** |  |  |  |  | | Trainee support staff (trainee services) | **1** |  |  |  |  | | Administrative staff | **5** |  |  |  |  | | Staff in support functions | **1** |  |  |  |  |   **3. Facilities** | | | | | |
| Number of training workshops\_\_**4**\_\_\_\_\_ | | | | Number of lecture halls\_\_**0**\_\_\_\_  Number of computer labs\_\_**1**\_ | |
| VTI’s annual absorptive capacity  (# of trainees)\_\_\_**60**\_\_\_\_\_\_ | | | | VTI’s operational capacity\_\_**130**\_\_\_ | |
| **4.Trainees** | | | | | |
| Total number of currently enrolled trainees  **60** | | | Number of female currently enrolled trainees **60** | | |

**VTI Workshop information:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Profession/**  **Workshop (attach additional sheet, if needed)** | # of instru-ctors | **# of training semesters** | **3 semester OR**  **4 semester** | | | **2013/2014cohort of trainees** | | **2014/2015 cohort of trainees** | | |
| Workshop capacity (# of trainees) | Duration of program (hours) | Duration of OJT  (hours) | 2013 # of enrolled trainees | 2014 # of graduates | # of appli-cants | # of enrolled trainees | # of fe-males |
| **Hairdresser** | *1* | *2* | *20* | *1400* | *250* |  |  |  |  |  |
| **Hairdresser** assistant | 1 | 1 | 15 | 250 | - |  |  |  |  |  |
| Data Entry | 1 | 2 | 12 | 925 | 150 |  |  |  |  |  |
| Computer design supporter | 1 | 2 | 12 | 1400 | 250 |  |  |  |  |  |
| Women dress Tailoring | 1 | 2 | 12 | 1400 | 250 |  |  |  |  |  |
| Hand craft | 1 | 1 | 10 | 25 | - |  |  |  |  |  |

## 6.2. Main notes from Assessment visit:

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| **Philosophy, Objectives and Finance**  **(Sections 1 & 6)** | **1 Philosophy and Objectives:**  The VTI was established in 1993. There is now a proposal to move the VTI to another location as it is not in a safe or convenient situation for trainees. The decision about moving the VTI is waiting for the VTC.  It is the old town of Aqaba and also serves rural and remote areas.  Although it is a female VTI they can accept males if there is a demand.  The VTI does have a mission based on the VTC version but the main objective is outreach into the community and rural areas to support females in vocational skills. The mission is not written down but staff knows about it.  The VTI does have advisory committee (the same committee as the male VTI) by name only; it is not effective and does not meet. However the staff knows the community well and they can identify labor market needs.  The Director said a labor market survey was completed by ISEZA but it concentrates on employment for males. Also the JICA process also focuses on programs for males; like mechanics, so they are of little use. The females attend the VTI as they have nothing better to do and can gain practical skills which could be used at work or at home or possibly for starting a small business.  The VTI run short courses in the rural areas with the input of the local community, and promote other courses. The VTI is thinking of offering training courses in Accessories and Soap in future.  The VTI does promote its programs and short courses in local schools. Some of the trainees go into the schools and demonstrate to the pupils the programs like hairdressing. Trainees mainly heard about the VTI from friends and family.  The VTI does have a 3 year plan.  The Directors priorities are:   1. Upgrading of all staff (Director, administration and instructors) a continuous process. 2. Improve the equipment and tools. Especially the computers. Last new machines in 2006. 3. Equipped the Handcraft workshop to be able to run the short courses that requested by the local community such as (soap production, .etc.) 4. Equip the life-skills hall.   **6 Finance:**  The Director considered that the resources are adequate (this seems totally at odd with what we witnessed) but there are many challenges and obstacles. The VTI does get resources but the procedures are long and complex.  The budget for training materials is based on a formula from VTC which allocates 1084 JD per trainee regardless of training program actual expenditure (as stated by the accountant).  The accountant complied with all government and VTC regulations. The VTI is able to spend up to 200 JD for emergency supplies for training materials and 25JD for emergency maintenance.  Each month the accountant has to file a report to the VTC identifying all income and expenditure for the month, and the annual report at the end of the year (end of November).  The financial committee which include (store keeper, instructor, and accountant) developed the financial plan.    The accountant used computer for saving financial documents.  The accountant looks for computerised system for accounting, and decentralised financial system. |
| **Organisation, Administration and Staffing**  **(Sections 2 & 4)** | **2 Organisation and Administration:**  Absorptive capacity of the VTI is 60 the Operational Capacity is 130. Currently they have 130 including the short courses.  The VTI has 5 administration staff including the Director, Counsellor, Trainees Affairs, Accountant and Storekeeper. 5 Instructors and one receptionist.  The Director has been in post for 7 years. Is appointed on the basis of University qualifications, experience and annual reports. Most Directors progress from instructor to training officer, to training coordinator, to director.  The Director needs training in Strategic Planning, Management, Technical aspects and Quality Assurance.  The private sector employers are considered partners in providing OJT for the trainees. The VTI has contracts in place for the OJT placements, also they support the director in implementing the occupational tests, and employers also visit the VTI and lecturer about their occupation, or invite the trainees to visit their working sites.  Some employers come to the VTI to interview and select trainees for employment.  **4 Staffing:**  The Director stated that he does not have enough staff but they can do what is required for the VTI.  Staff were not satisfied with the VTI, they considered it poorly equipped and there was no motivation to improve things. Although the trainees interviewed consider the VTI to be well run and they praised the instructors. The instructors encourage the trainees to do well and they learn many new skills.  The instructors do not go into the labor market to upskilled themselves.  All staff in government institutions have to follow the annual performance process operated by the Civil Service Bureau, and complete a training needs assessment form with the help of the VTC Training Coordinator. The VTC will then provide training for staff. The Director confirmed that the instructors liked the VTC training courses.  To identify the training needs of staff the VTI use the VTC list.  The Director also completes an annual assessment of staff. The chief of clerks (female) assesses the performance of the instructors in the workshops, especially the hairdressing (As a male, the Director cannot enter the hairdressing workshop due to the kind of skills).  One hairdressing instructor running the short courses is a computer specialist and will be transferring to another VTI shortly. |
| **Learning Resources, Infrastructure, and workshops (Sections 5, 7 & 8)** | **5 Learning Resources:**  There is no library at the VTI  The teaching and training resources are very poor at this VTI.  **7 Infrastructure:**  The location of the VTI is not good, (It is due to be relocated soon) the surrounding area is not safe and it is a very troubled area. The Director has strict instructions for the female trainees not to leave the premises without a family member there to collect them.  The general condition of the VTI is very poor. There is damage and disrepair in every part of the campus. The equipment and resources are terrible and are a disgrace to vocational training. There seems little to no support and no motivation to improve the VTI. Instructors were clearly ashamed of the totally inadequate resources.  There is no public transport available to the VTI. The VTI has a bus and collects trainees from the rural areas.  The director stated the lighting was adequate but in some workshops a lot of lights were not working.  The air conditioning was not adequate in some areas.  The water supply is excellent according to the Director, and the internet is fine.  There are 4 toilets for the females and an outside toilet for the men.  **8 Workshops:**  The two hairdressing workshops are poorly and sparsely equipped. There are not adequate resources to run the training programs in a professional manner. There is only one hair washing basin in each workshop and in one case the waste water pipe runs onto the workshop floor.  The computer lab is dreary and under equipped in every way possible. The computers are old and only 8 computers work, others do not work and some do not have keyboards. The programs are slow and ineffective. The instructor was being positive and explaining how she has to use the data-show to demonstrate to trainees where they don’t have resources.  The tailoring workshop was equipped with 5 working machines out of the 8 in the room.  The room for the new craft program in Accessories and Soap production was a derelict bathroom and empty room knocked into one space. Currently the instructor is very concerned that the room is a mess and there are no desks, chairs or even basic resources for training. The director was relaxed about the situation and said it will be sorted. However it is forbidden to buy new desks and chairs for government institutes in Aqaba Governorate. |
| **Training Programs and Student Services (Sections 3 & 9)** | **3 Training Programs:**  The VTI has Hairdressing programs (3 months semi-skilled and 1 year skilled) 11 trainees at present.  Computer data entry has just finished and the trainees are on OJT.  Tailoring – 1 year skilled level has 11 trainees.  Tailoring programs will also be run in the remote areas in the community.  Due to shortages of instructors there is no computer maintenance this year.  The mainstream programs have the OJT at the end of the program, except tailoring trainees as there are no employers for them to go to.  Tailoring trainees do not have OJT as there are no employers for them to go to.  The employer said that instructors do visit the trainees in the workplace.  The Director has plans to start a new Handicraft course but currently has no resources.  The averages Trainee staff ratio is 15 to 20:1 but we only witnessed 11 trainees maximum in a class.  The dropout rates are approximately 10 to 15 % usually due to marriage or going somewhere else.  One or two hairdressing trainees each year progress from semi-skilled to skilled levels.  The hairdressing instructor and some trainees believe there is good potential for work. However some graduates interviewed have not been able to get jobs. One trainee did get work but then left due to the poor salary.  The hairdressing employer that was interviewed stated that the VTI definitely matches the needs of the labor market. The trainees have the basic skills and the soft skills are good, and help with welcoming clients and dealing with problems and thanking them. Trainees interviewed thought the soft skills instruction was very good and helpful.  The employer also said the programs could be improved but she has never been asked to make suggestions. However, she does come into the VTI to talk with trainees and show them the latest trends and styles. She considered that the instructor was very qualified, the training materials (modules) are excellent – simple, so the trainees understand them, but the VTI needs better resources and equipment.  Tailoring graduates are unlikely to get work as there are no large factories in the area. However they can utilise the skills at home. Some of the tailoring trainees were very positive about potential working at home or starting their own small business. One trainee had a tablet with all her products on a photo album.  Trainees said that the program was too basic and they spend too long repeating the same thing over and over. They considered there was plenty of time to learn more interesting techniques and more advanced tailoring skills, but they were frustrated only to be doing low level work.  Hairdressing and Tailoring programs do not include computer studies and they only learn some terminology in English.  The trainees complete a satisfaction survey at the end of their short course.  On mainstream programs the trainees have to sit the final written exams and practical test provided by VTC. The Data Entry group follow the ICDL information but sit the VTC theory test. The hairdressing employer considers that the CAQA test is not suitable because they only cover the very basic skills and are not comprehensive enough. The employer is a member of the CAQA Test Committee who administers the CAQA tests.  The trainees from the VTI are more successful at passing the final test than the experienced employees in the labor market, taking the CAQA test (same as the VTI final test) to get their License to Work. Approximately 80% VTI trainees pass the test.  **9 Student Services:**  There is a counsellor at the VTI.  The counsellor, with the instructors, arrange vocational awareness campaigns to promote the VTI programs, some schools invited to visit the VTI to gain knowledge about the training programs, and the trainees visit the schools and demonstrate their skills and provide services to the students.  Instructors offer advice about employment. However many trainees are not looking for work but using their spare time to gain new skills for the home and social environments.  There is no cafeteria but the trainees complete a list and VTI staff go to the shop to buy the goods. This works but the trainees were not happy about the situation.  Trainees and staff use the VTI bus as there is no suitable public transport available.  Approximately 90% of trainees attend the training programs upon their desires.  Approximately 50% of Data Entry graduates get jobs  There are no leisure and recreational facilities available for trainees. | |

## 6.3 Documents witnessed during the assessment visit

List of documents:

1. Vocational Training Institute Assessment tool / Director self-assessment
2. Brochures (5)
3. Financial reports
4. Vocational awareness programs for schools and local community
5. Annual guidance's plan
6. Dropout monthly report (2 pages)
7. OJT contract
8. OJT follow up report