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Iraq ELITES Rapid Labor Market Assessment (RLMA) Report

English Language Investment & Training for Economic Success (ELITES) World Learning

**A project funded by the U.S. Embassy in Baghdad, designed
and implemented by World Learning Inc.**

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Executive Summary

This Rapid Labor Market Analysis was conducted in November 2020 for the Iraq English Language Investment and Training for Economic Success (ELITES) project, sponsored by the U.S. Embassy in Baghdad. Findings are based on a total of 79 surveys in 9 cities, divided into four regions: Central (Anbar and Baghdad), South Central (Babil, Karbala, Najaf), Northern (Erbil, Mosul, Sulaymaniyah), and Southern (Basrah and Dhi Qar), averaging 20 surveys per region. This reach meets the study's planned sample size, with a strategy of prioritizing key stakeholders to maximize rapid insight into the Iraqi labor market within a short data collection period. The study focused on identifying entry-level job opportunities for young Iraqis, as well as identifying skills gaps in the areas of English language, computer skills, soft skills, and management skills.

Sampling was based on background research into growing sectors of employment in each city, using existing staff networks and additional personal introductions from contacts to reach participants even during this challenging time of COVID-19 restrictions. Respondents included business/industry association representatives (43%), employer representatives such as HR managers (37%), NGO or civil society organization representatives that support youth employment (13%), educational institution representatives (6%), and one government agency representative. Respondents also represented various industry sectors, including 18% in various non-hospitality service activities, 14% in education, 11% in information and communications, 9% in accommodation and food service activities or tourism, 6% in mining and extraction, and 6% in wholesale or retail trade. The remaining 36% were distributed among 11 other industry sectors, indicating a broad industry reach—however, food processing manufacturers were unfortunately not represented, despite signs that this is a promising sector in several cities.

Employment Opportunities: Respondents reported the greatest likelihood of current job openings for young people in the following occupations: sales workers/retail (66% of respondents indicated this is currently a likely area for entry-level hiring); business and administration professionals and associates (59% and 53% respectively), ICT professionals and associate professionals (52% and 39% respectively), building and construction workers (42%), clerical support workers such as secretaries and tellers (41%), health professionals (41%), electrical and electronics workers (39%), personal service/personal care workers (cooks, waiters, beauticians, childcare, personal health, 37%), and drivers (mentioned by 32% of respondents). Machinery and Food processing workers were also mentioned by 23%, even though there were no respondents directly from these sectors. Survey respondents also reported on their own company's hiring plans; given the COVID-19 pandemic and other crises, it is significant that the survey respondents collectively intend to hire 359 young people in the coming year, for an average of 4.5 per company contacted. The majority of these postings are expected to be in the business, finance, marketing, and administration cluster.

Figure 1: Occupations most likely to have entry-level job openings





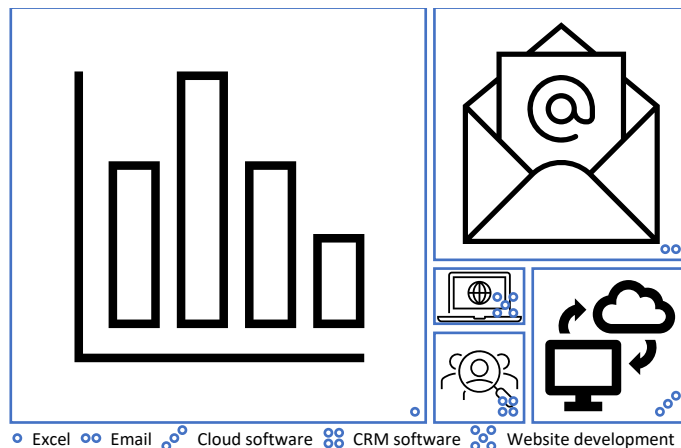
English Skills: 34% of respondents prioritized English as one of the most important skills they look for in entry-level candidates. At least 85% of respondents further mentioned that entry-level candidates were likely to need English skills for reading reports, writing emails and letters, holding telephone/video calls, writing reports or papers, selling to English-speaking clients, and socially interacting with foreign coworkers or visitors.

Overall, respondents ranked Reading and Writing as the most important core English skills. However, in the Southern region, this was reversed with Speaking seen as most important, followed by Listening and Writing. Rankings for core English skills also varied by industry (see detailed report).

Skills Gaps – Computers:

Respondents indicated that young people are missing several key computer skills. Across regions, over half of all respondents identified the following skills as missing among young people: Microsoft Excel (identified by 63% of respondents), Email (62%), Knowledge management/Cloud software such as Google Docs and Teams (59%), Customer relations management (CRM) software such as Salesforce (53%), and Website development software such as Wordpress (52%). Other weaknesses reported by over

Figure 2: Key computer skills gaps



one third of participants included survey software (49%), searching for information on the internet (42%), social media management (41%), and Powerpoint (37%). Youth in the Central Region and the Northern Region have more computer skills gaps, relevant to employers' expectations, than the South Central and Southern region. While many of these gaps fall in the same top few skills (Excel, Word, and knowledge management/cloud software), it is very important to note that the core skill of searching for information on the internet also stands out as a weaknesses to employers in these regions.

Skills Gaps – Soft Skills: Out of a comprehensive list of 34 skills grouped into five broader domains, respondents identified 15 specific soft skills as weaknesses among young Iraqis. It is notable that the top priority list of soft skills gaps or weaknesses includes seven intrapersonal/emotional skills, indicating the greatest needs are in this area. Respondents also highlighted five cognitive skills, and one skill each from the social, communication, and employability skills domains (see Figure 3).

Figure 3: Widespread weaknesses in 15 specific soft skills

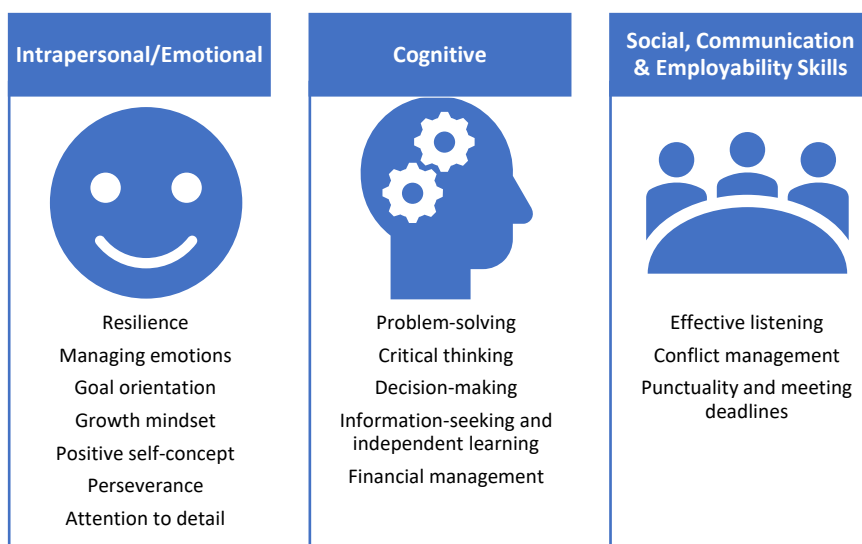


Figure 4: Management skills gaps



Skills Gaps – Management Skills: Respondents also prioritized other management and professional skills that they thought young Iraqis in general need to improve, in particular: customer service skills (mentioned by 66% of respondents), accounting or finance skills (62%), marketing skills (62%), and administration skills (52%). It is notable that several of these management skill needs overlap with the soft skills gaps identified previously—customer service can be improved through more effective listening skills, professional accounting and finance skills are related to the cognitive/employability skill of financial literacy and financial management, and administration is related to the soft skills of problem-solving, decision-making, and work planning, among others.

Obstacles to Hiring: Respondents identified several obstacles companies face in finding candidates for entry level positions. These include: youth’s unwillingness to work in the private sector, lack of practical learning or work experience, candidates lacking key skills or competencies (reflecting the soft skills gaps and management skills gaps discussed above), lack of effective job search/matching platforms to connect skilled candidates with companies, a mismatch of youth’s expectations regarding entry level salaries and working hours, and what respondents referred to as a lack of the “culture of self-development”.



Enabling environment: One important purpose of the RLMA was to establish contact with employer representatives and gain their support for the project, building a more effective enabling environment for both project participants and other youth. Many respondents indicated they could support the project in at least one way, including 61 potential guest speakers, 60 potential internship/job shadowing hosts, and 54 potential support mentors for groups of youth.

Overall, the findings of this RLMA are expected to inform the training content and approach of the Iraq ELITES RLMA project, ensuring that it accomplishes its goals of enhancing English, computer, management, and soft skills, and increasing youth employment in the private sector.

I. Introduction and Methodology

The Iraq English Language Investment and Training for Economic Success (ELITES) project is sponsored by the U.S. Embassy in Baghdad and implemented by World Learning, providing opportunities to enhance English, computer, management, and soft skills for 100 Iraqi participants aged 18-25 who are currently seeking job opportunities in the private sector. To better target program activities and ensure that training aligns with private sector opportunities and expectations, World Learning conducted a rapid labor market assessment (RLMA) during the month of November, 2020. The RLMA was designed to:

1. Identify growing areas of the private sector to help target market-relevant mentor recruitment, and to help lay the foundations for planned job-shadowing/internship activities for youth;
2. Identify demand-driven soft skills and employability skills youth need to develop, including confirming or revising the list of 12 focus soft skills and additional functional skills already included in World Learning's WorkLinks Launch and JobLink curricula;
3. Identify particular computer skills and management/professional skills participants need to develop, as well as the level of English they expect from different types of employees; and
4. Identify other private sector partners and coordinating institutions such as chambers of commerce, as well as existing youth-serving organizations and educational institutions to help with program recruitment, hosting activities, and building a broader enabling environment for youth employment/entrepreneurship.

The RLMA was conducted in two phases: 1) a background desk research phase to identify growing industry sectors for better targeting of the respondent sample, and 2) a survey, prioritizing employer representatives but also reaching certain civil society and public sector stakeholders. Overall, the RLMA included the perspectives of 79 individuals from 14 industry subsectors and 9 cities, roughly divided into four regions (north, central, south central, and south).

This report describes the methodology employed in each of these phases, as well as the major findings. Key information gathered to inform the project includes: occupations most likely to offer entry-level employment opportunities despite the current COVID-19 pandemic and security situation; English, computer, soft skills, and management skills gaps among young Iraqis; and an analysis of the enabling environment and offers of support from survey respondents.

Phase 1: Desk research to identify growing areas of employment

A team of 8 Iraq ELITES staff members first reviewed existing publications, news articles, and job boards to identify potentially growing industry sectors in nine cities representing major labor market trends in all of Iraq, given the national reach of the program. Staff also focused on industries that have suffered comparatively less from the COVID-19 pandemic and might be quicker to recover, despite limited current growth.

A list of published references the team consulted can be found at the end of this report.

In addition to desk research, staff spoke with key stakeholders in different cities, including representatives from existing career centers and enterprise incubators regarding current trends. Based on this analysis, staff recommended the following targeted industry sectors for each city—constituting the basis for outreach to employer representatives for the survey (Phase 2).

ELITES Region	City/Region	Targeted Industry Sectors	Rationale
Central	Baghdad	Telecommunications Transport Business Process Outsourcing services Hospitality Finance sector Pharmaceutical E-commerce (pay in cash on receipt) Construction	Existing relationships with 3 telecoms companies suggest they are expanding; so is Careem, which provides rideshare transport services. In business process outsourcing, the focus is on companies that provide logistics and other services for international needs; despite the pandemic there are also signs that restaurants and hotels are reopening. Both Iraqi and private banks are currently hiring, and construction is continuing, pharmaceutical companies continue to have a strong market. E-commerce growth has been an effect of the pandemic, the Misqwad site in particular.
	Anbar	Telecommunications Business Process Outsourcing services Hospitality Finance sector Pharmaceutical E-commerce (pay in cash on receipt) Construction/reconstruction	Based on Key Informant interviews in Anbar, the outlook is very similar to Baghdad, except Careem which is not yet expanding there. Construction needs are also due to the fact that this is one of the liberated cities damaged by the war, with significant reconstruction needs.
South Central Region	Hillah/Babil	Transportation Pharmaceuticals Training & Job search Bookshops & Stationery Gas & Petroleum distribution Retail / Supermarkets Finance – money transfer & ForEx Hospitality – catering Travel & Tourism	Certain priority industries in this city have similar trends to Baghdad, as well as the city's enduring role in gas and petroleum distribution. In addition, bookshops and stationery stores are experiencing growth due to increased reading audiences during the pandemic and now schools reopening. Pandemic spending on groceries has also increased, leading to business for retail, supermarkets, and money transfer companies. Hospitality, travel, and tourism is starting to reopen.
	Karbala, Najaf	Marketing, digital marketing & advertising Tourism & Hospitality (hotels) Transportation (Uber/Careem) Construction & contracting	Marketing and digital marketing are strong sources of employment for university graduates in these cities. Religious tourism is restarting in these cities, and transportation is also growing again to support that tourism. Construction is also a growing industry again.
Southern Region	Basrah, Dhi Qar	Petroleum & Oil Gas & Oil Maritime: (3+2 Ports) – Zahraa contacts Transport & Logistics – Ahmed R contacts Food & Beverage processing (can, bottle) Retail Tourism in Dhi Qar	Petroleum, gas, and oil remain the most significant industries in Basrah and Shell is increasing gas production. Basrah also has an important port which hires people for various needs including transport and logistics and nearby food and beverage processing factories. There is a new mall to open soon, which includes possibilities for both male and female hires. Finally, tourism to the Dhi Qar marshes is booming again, including attraction to a recently built spa.
Northern Region	Erbil, Mosul, Sulaymaniyah	Pharmaceutical Hospitality (Restaurant & food) E-commerce Construction (reconstruction in Mosul) Aviation Chemical and food production Gyms and sports facilities NGOs	Similar to other cities pharmaceuticals, hospitality, e-commerce, and construction represent opportunities in the North. The North also has the most aviation in Iraq, there are opportunities in chemicals and food production, and there is growing interest in gyms and sports facilities. Due to the reconstruction of the liberated cities, there is also a strong presence of NGOs and they represent a source of employment.

Phase 2: Stakeholder Surveys

From November 10-20, Iraq ELITES staff members—many of whom have experience in various private sector industries—used their networks to obtain contact information and introductions to representatives of companies or industry associations in as many of the above targeted industries as possible, as well as a smaller number of other stakeholders from civil society organizations or other institutions supporting youth employment or economic growth. Due to the rapid timeline, security issues, and COVID-19 restrictions, other methods such as larger public advertising for respondents or door-to-door surveying of randomly sampled worksites, were not possible. Within these restrictions, however, the team was able to contact a wide variety of different stakeholders, meeting the study’s sampling objective of 10-20 interviews per regional cluster of cities, with a total of 79 respondents.

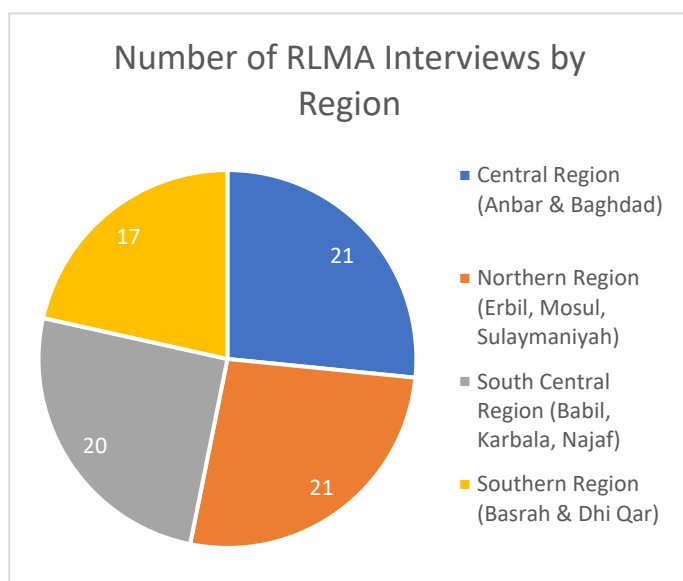
To most contacts, the team distributed by email a pre-designed survey with a combination of closed-ended and open-ended questions (see Annex 1 for Arabic and Annex 2 for English). Respondents were then invited to complete the survey on paper and return it, enter their responses into a Google Form, or go through the questions as part of a telephone interview, with a staff member taking notes on their responses.

Midway through the field research period, staff met to discuss obstacles they were encountering and exchange solutions. Certain identified stakeholders did not want to participate in the research due to the project’s U.S. source of funding and related political and security concerns. Others promised to respond to the survey or participate in an interview but did not complete them. Staff responded by offering alternate ways to complete the survey, and by reaching out to additional contacts to ensure completion of the planned sample size. They also went back to chambers of commerce and industry and the unions of businessmen and women to request introductions to other companies.

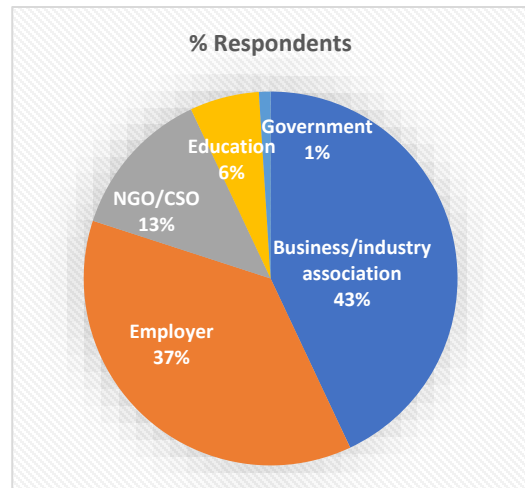
All survey respondents were given a statement about the purposes of the study and gave their informed consent to participate. Confidentiality of responses was also assured, a condition that this report meets by summarizing information, not quoting individuals by name, and by not including the list of companies contacted.

Final Sample

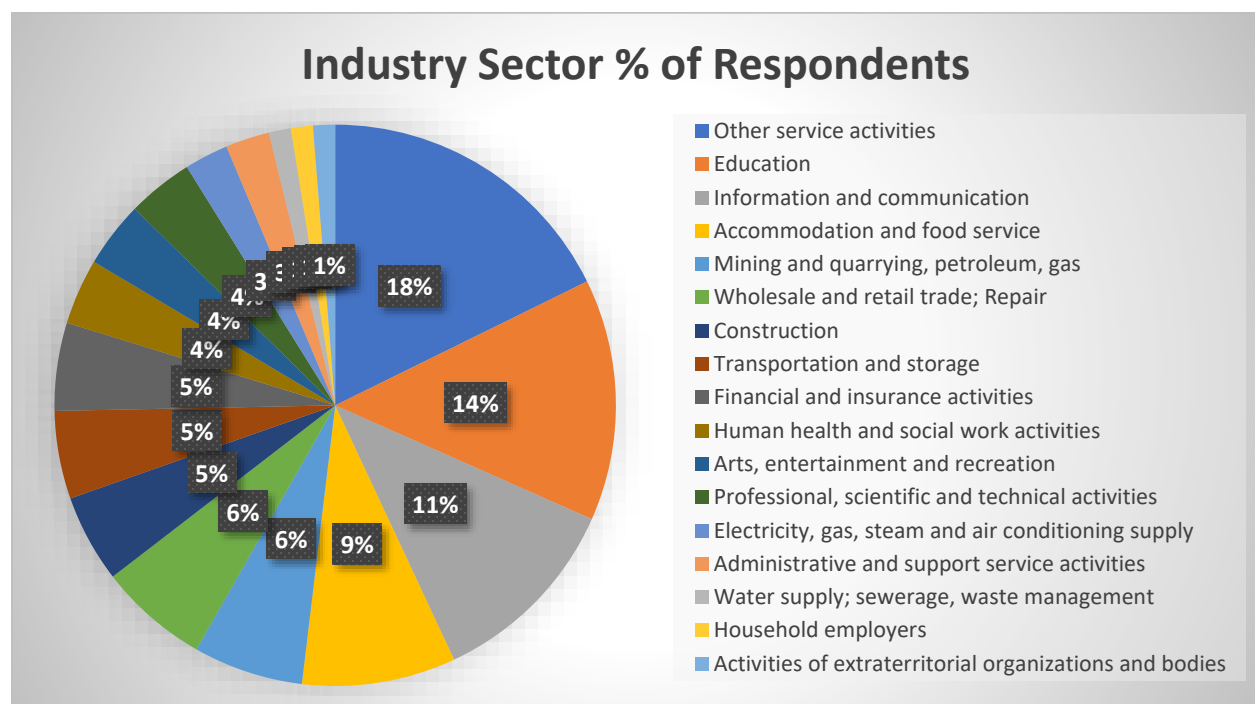
This Rapid Labor Market Analysis is based on a total of 79 surveys in 9 cities, divided into four regional clusters (note the names of these regions were chosen for convenient reference to the general geographic area and do not correspond to Iraqi administrative divisions): Central (Anbar and Baghdad), South Central (Babil, Karbala, Najaf), Northern (Erbil, Mosul, Sulaymaniyah), and Southern (Basrah and Dhi Qar), with an average of 20 surveys per region, meeting the study’s planned sample size with a strategy of prioritizing key stakeholders to maximize rapid insight into the labor market within a short data collection period.



The most frequent respondent type was business/industry association representative (43%), followed by employer representatives such as HR managers (37%). Also included were NGO or civil society organization representatives—focusing on those that support youth employment (13%), educational institution representatives (6%), and one government agency representative. The positions of those interviewed include: accounting manager, administrative specialist/general manager, branch manager, business development officer, CEO/Founder/Owner/Executive Director/Managing Director, Director of production, Engineer, Field coordinator, marketing/PR manager, HR specialists and managers, Program coordinator, and others.



The survey used the broadest categories of the International Standard Industrial Classification of All Economic Activities (ISIC) to identify the industry sectors represented by respondents. The eventual list of survey respondents included 17 of the 21 ISIC industry classifications: 18% in non-hospitality service activities, 14% in education, 11% in information and communications, 9% in accommodation and food service activities or tourism, 6% in mining and extraction, and 6% in wholesale or retail trade. The remaining 36% were distributed among 11 other industry sectors, indicating a broad industry reach. However, interviewees did not include Agriculture, forestry and fishing; Manufacturing; Real estate activities; or Public administration and defense. These omissions are largely due to our initial industry targeting process, which did not suggest significant opportunities in these fields in our target cities. The exception is for manufacturing in which we identified potential opportunities in food processing, but were unable to reach interviewees in these industries. Note that pharmaceutical company representatives classified their companies as Human Health and Social Work activities, rather than as Manufacturing.



II. Employment Opportunities

To determine of-the-moment entry-level hiring trends, the survey used selected categories of the International Standard Classification of Occupations (ISCO) of the ILO and asked **“Which of the following occupations (types of jobs) do you think have more openings for young people with a university or TVET degree right now in this governorate?”**.



Taking into account all regions together, respondents reported the greatest likelihood of current job openings for young people with a university or TVET degree in the following occupations: sales workers/retail (66% of respondents indicated this is currently a likely area for entry-level hiring); business and administration professionals and associates (59% and 53% respectively), ICT professionals and associate professionals (52% and 39% respectively), building and construction workers (42%), clerical support workers such as secretaries and tellers (41%), health professionals (41%), electrical and electronics workers (39%), personal service/personal care workers (cooks, waiters, beauticians, childcare, personal health, 37%), and drivers (mentioned by 32% of respondents).

The least likely areas for entry-level hiring include legal and social professionals, skilled agricultural workers, woodworkers, garment and textile workers, paraprofessional teachers, and managers.

Figure 5: Occupations most likely to have entry-level job openings



Plant and machine operators also received few mentions for job openings; however, this may be due to our inability to include interviewees from manufacturing companies (although all respondents were asked about all types of occupations, they may lack some industry-specific awareness of hiring needs)—our desk research does suggest that there may be employment growth in the pharmaceutical and food processing specifically, both of which may require plant and machine operators. Food processing workers, and metal and machinery workers were indeed mentioned as occupations with entry-level job openings by 23% of respondents despite interviewees not coming from manufacturing enterprises.

Examining survey responses by region, there are some minor regional differences. For example, South-Central region respondents indicated higher consensus about opportunities for health professionals and food processing workers, and North region respondents indicated lower consensus about job opportunities in these same occupations.

Overall, however, a similar set of top occupational opportunities was identified across the regions. The following table shows the top 10 most likely entry-level job opportunities in each region and the percentage of respondents from that region who identified that occupation; highlighted occupations are those that are different from the top opportunities identified when looking at the data nationally, indicating there may be some additional regional specialization in those opportunities.

Top 10 entry-level job opportunities in each region, % of respondents naming the occupation				
	Central Region (Anbar & Baghdad)	Northern Region (Erbil, Mosul, Sulaymaniyah)	South Central Region (Babil, Karbala, Najaf)	Southern Region (Basrah & Dhi Qar)
1	Sales workers (e.g. retail), 76%	Business, finance, marketing, and administration professionals, 57%	Sales workers (e.g. retail), 75%	Information and communications technology professionals, 65%

2	Business, finance, marketing, and administration professionals, 67%	Sales workers (e.g. retail), 52%	Business, finance, marketing, and administration professionals, 65%	Electrical and electronics workers, 65%
3	Business, finance, marketing, and admin. associate professionals, 57%	Business, finance, marketing, and admin. associate professionals, 52%	Health professionals (4 year degree +), 65%	Sales workers (e.g. retail), 59%
4	Clerical support workers (secretary, teller), 57%	Information and communications technology professionals, 48%	Business, finance, marketing, and admin. associate professionals, 60%	Health professionals (4 year degree +), 59%
5	Information and communications technology professionals, 52%	Building and construction workers, 43%	Building and construction workers, 55%	Business, finance, marketing, and administration professionals, 47%
6	Information and communications technology professionals, 48%	Information and communications technology professionals, 38%	Health associate professionals, 55%	Business, finance, marketing, and admin. associate professionals, 41%
7	Building and construction workers, 33%	Personal service workers or personal care workers including cooks, waiters, beauticians, childcare, and personal health workers, 38%	Information and communications technology professionals, 50%	Building and construction workers, 35%
8	Health professionals, 33%	Electrical and electronics workers, 33%	Personal service workers or personal care workers including cooks, waiters, beauticians, childcare, and personal health workers, 50%	Personal service workers or personal care workers including cooks, waiters, beauticians, childcare, and personal health workers, 35%
9	Drivers, 29%	Teaching professionals, 29%	Clerical support workers (secretary, teller), 50%	Information and communications technology professionals, 35%
10	Food processing workers, 29%	Clerical support workers (secretary, teller), 24%	Drivers, 45% Food processing workers, 45%	Metal and machinery workers, 35%

The above findings are largely reflected in what respondents reported about their own company's plans to hire for positions open to young people in the coming year, with specific job postings falling into the same top 10-15 occupations. Given the COVID-19 pandemic and other crises, it is significant that the

survey respondents collectively intend to hire 359 young people in the coming year, for an average of 4.5 per company contacted. The majority of these postings (51% of all reported entry-level job openings) are expected to be in the business, finance, marketing, and administration cluster. Notably, certain occupations, such as digital marketing, seem to be more likely to be part-time jobs.

Occupation Category	Respondent Hiring Needs	Total Expected Job Postings among Respondents
Sales workers (e.g. retail)	Sales representative/Cashier- 27 Customer service- 3	30
Business, finance, marketing, and administration professionals or associates	Project coordinator/manager/assistants- 29 HSE Specialists 10 Operations- 1 Accountant- 7 Financial analyst- 2 HR/Administration/Management- 36 Logistics- 13 Marketing- 8 Field Marketing- 26 (part-time) Medical representative/Pharmaceutical sales- 28 (part-time) Digital Marketer- 4 (full), 20 (part-time)	184
Information and communications technology professionals and associates	Software Engineer/IT- 6 Programmer- 18 Data analyst- 1, 3-D Printer Specialists – 2 Social Media specialist- 5 Graphic Designer- 7	39
Building and construction workers	Brick Layer- 3 Construction- 2,	5
Health professionals or associates	Nurse- 3 (part-time),	3
Clerical support workers (secretary, teller)	Data entry clerk- 6 Bank clerk- 5	11
Personal service workers or personal care workers including cooks, waiters, beauticians, childcare, and personal health workers	Waiter/Hospitality- 5 Tour guide- 2	7
Drivers	Driver- 6	6
Teaching professionals or associates	Teachers assistant/mentors- 3 Trainer- 1 (full) and 7 (part-time)	11

Metal and machinery workers	Technicians- 8 Machine Operator- 14	22
Other	Engineer- 12 Tailor- 5 Law firm junior associate- 1 Interns- 23	41
Total		359 (average of 4.5 per respondent company)

We also asked respondents whether they have heard about any other businesses that are expanding, any new start-ups that may be looking to hire soon, or any government policies or other factors that are creating opportunities for new business growth and might lead to new hiring. Some respondents gave further detail about their own hiring plans, as described in the preceding table. Others mentioned expected hiring by Miswag ecommerce site, Zain telecoms firm, supermarket Waffir, and Trust International Bank. Respondents also mentioned anticipated growth in agricultural (green technology) sectors, general growth in technology firms, oil and gas, e-commerce, marketing, travel/tourism, and restaurants/cafes. Government efforts to strengthen the private sector were also noted as potentially leading to more private sector employment in general.

III. Skill Requirements and Skill Gaps

A large portion of the survey was devoted to understanding employers' skill requirements for entry-level employees, and identifying the most common skills gaps among young Iraqis. Questions focused on the domains of English language skills, computer skills, soft skills, and management skills.

To first investigate employers' own ways of thinking about strong candidate profiles, we asked survey respondents to describe, in their own words, the most important characteristics or skills they looked for in an entry-level candidate. Responses included: Integrity, Teamwork, Customer focus, Discipline, Ability to withstand pressure, Willingness to learn, Time management, Punctuality, Problem solving, Dependable, Self confidence, Ability to multi-task, Good personal hygiene, Integrity, Positive attitude, Flexibility, Strong communication skills, Leadership, Analytical skills, Strong work ethic, Takes initiative, Maturity, Creativity, Goal-orientated, Honest, Perseverance, and Financial management. Respondents also mentioned certain computer skills (Powerpoint, Word, Excel, SPSS) and English language skills.

Those who reported interest in hiring Information and communications technology professionals and associates, and business, finance, marketing, and administration professionals or associates, described their ideal entry-level candidate profile in the following terms.

- "They love work and the field. Ability to innovate. They manage their time well. Familiar with the technical field. Problem-solving skills." (Marketing firm representative)
- "Intrapreneurship experience, Passion for reading and discovery, On the lookout for the newest technology, Leadership skills, Ability to work under pressure" (Digital marketing and recruitment firm representative)
- "Flexibility, ability to work under pressure, active communication, technical skills, other work skills like accounting and financial management" (Bank representative)
- "High commitment, credibility and honesty, decision maker, computer skills, sales and marketing skills, creativity" (Telecommunications company representative)
- "Soft Skills such as Communication, Critical Thinking, Leadership, Positive Attitude, Teamwork and Work Ethic. Hard Skills such as Computer Technology, Data Analysis, Marketing, Project Management, Design, Cloud Computing, Mobile and Web Development." (Digital media agency representative)
- "Good communication skills, good computer/ Microsoft office skills/ English skills will be a plus. Ability to learn." (NGO representative)

Respondents who reported hiring opportunities for engineers, metal and machinery workers, and lower-level workers noted that they sought the following:

- "Possesses skills that meets the job market, Commitment and devotion to work, Ability to withstand pressure and the ability to learn." (Oil & gas industry representative)
- "IT skills- PowerPoint & Excel. Soft Skills – Charisma, Presentation skills." (Oil & gas industry representative)
- "Ambition. Inquisitive. Open to learn. Hard working. Career oriented" (Airline terminal representative)

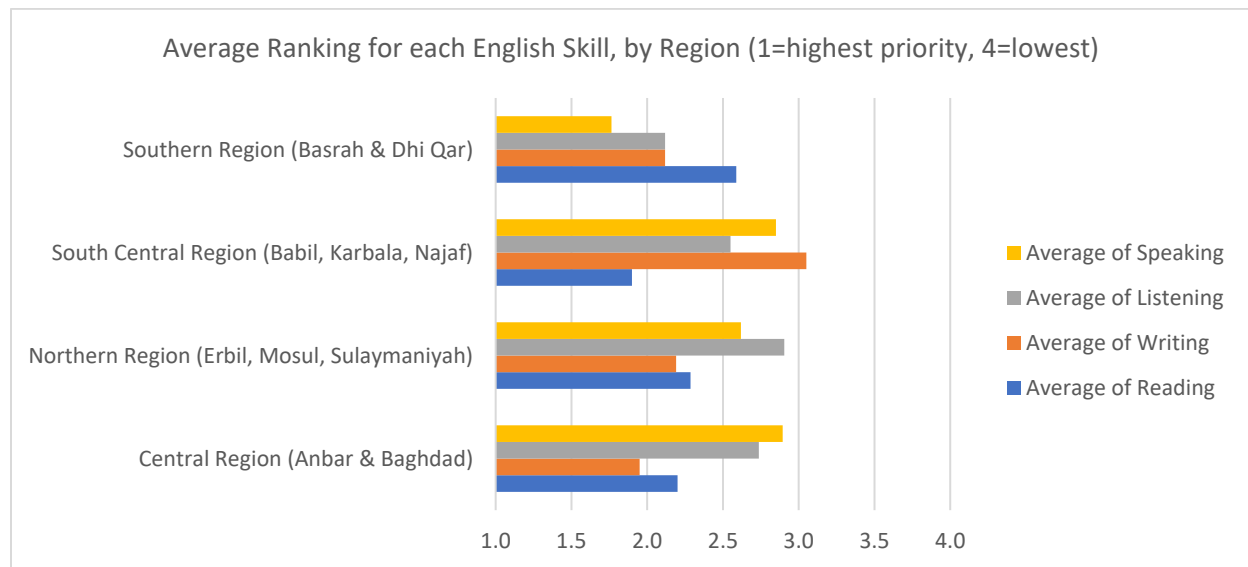
Among other trends, it is notable that a number of respondents mentioned seeking candidates with the “ability to withstand pressure”, a theme reflecting the importance placed on intrapersonal and emotional skills in the quantitative data on soft skills explored in a later section below.

English Skill Requirements

In the open-ended question described previously, 29 respondents (34%) specifically mentioned English as one of the most important characteristics they look for in an entry level candidate. English was often mentioned alongside soft skills or computer skills, and in three cases, English was mentioned alongside Arabic and Kurdish as well. The respondents who mentioned prioritizing English skills represented a range of different industries, including petroleum, gas supply, water supply, wholesale and retail trade, transport and storage, accommodation and food service, information and communication, financial and insurance, professional and scientific, education, human health and social services, arts and entertainment, household employers, and other service activities. In brief, nearly every industry represented in the survey also had at least one respondent mentioning English as a key hiring criteria. The only notable exception, given the number of respondents from each sector, was construction.

Overall, respondents ranked Reading and then Writing as the most important core English skills, followed by a tie between Listening and Speaking. This order of priority held the same even when analyzing only the 34% who had specifically mentioned English in their open-ended response on the most important skills for entry-level candidates.

There were some regional differences, however (see below chart). Among all respondents in the Southern region, for example, the national priority order was reversed—with Speaking seen as most important, followed by Listening and Writing and finally Reading as the least important.



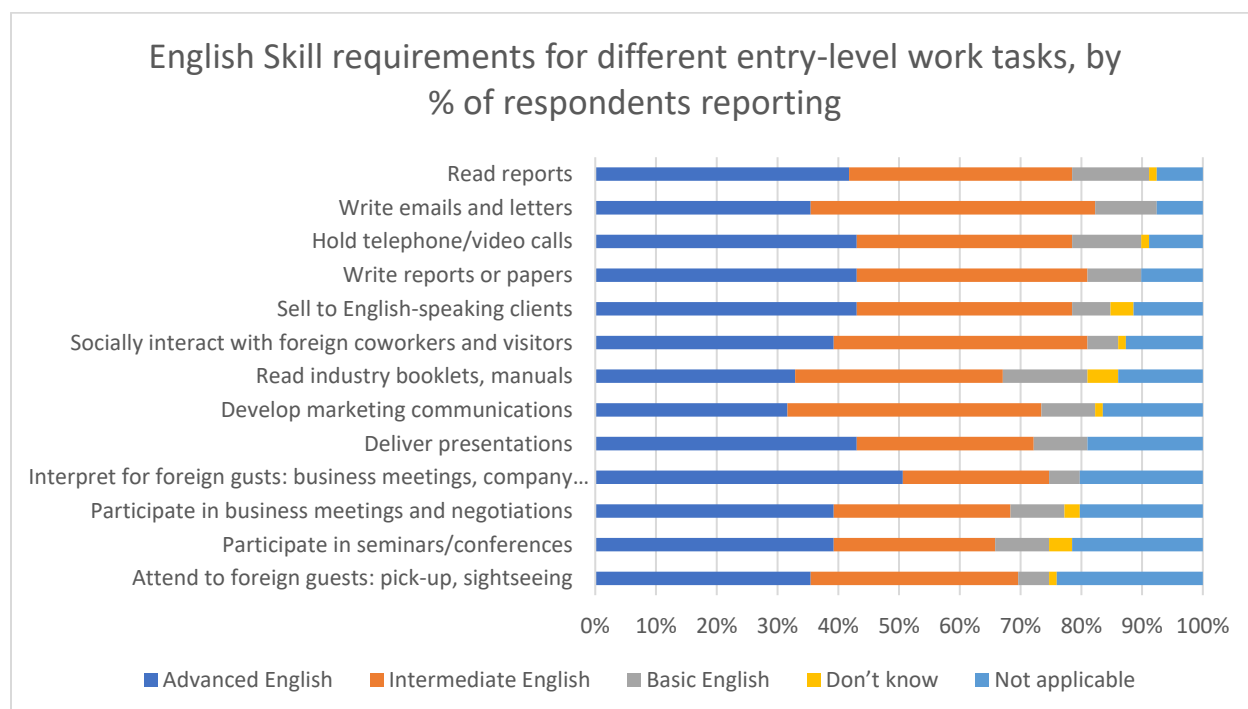
Rankings for core English skills also varied by industry. Reading in English was ranked as most important by respondents in the “other service industries” category; in professional, scientific and technical activities; and in construction (tied with Speaking). It was also ranked as most important by the one respondent from the water supply and waste management industry. Writing in English was ranked as most important in the information and communications industry, the transportation and storage industry, and in arts and entertainment.

Listening in English was ranked as most important in wholesale and retail trade, perhaps due to the prevalence of customer interactions, as well as by one respondent representing a household-run NGO. Speaking in English was ranked as most important in accommodation and food service, human health and social work, mining and quarrying (including petroleum and natural gas extraction), and electricity and gas supply companies. Construction industry respondents also gave Speaking the highest ranking, tied with Reading.

This survey was not designed to be representative at the industry level. However, it is clear that those going into occupations in which the work involves manuals, plans, and reports, should emphasize their Reading and Writing skills. Those going into fields with greater personal interaction, including customer service occupations and working on oil and gas fields, should focus on Speaking and Listening. Both of these groups of occupations are represented in our list of occupations most likely to have current entry-level job openings.

In a separate multiple-choice question on more specific English skills, respondents overall reported that entry-level candidates were most likely to need English for reading reports, writing emails and letters, holding telephone/video calls, writing reports or papers, selling to English-speaking clients, and socially interacting with foreign coworkers or visitors (these skills were considered applicable and needed for some types of entry-level jobs by at least 85% of respondents). Entry level candidates were less likely to be asked to use English in tasks such as participating in business meetings and negotiations, participating in seminars, and attending to foreign guests for pick-up, sightseeing, etc.

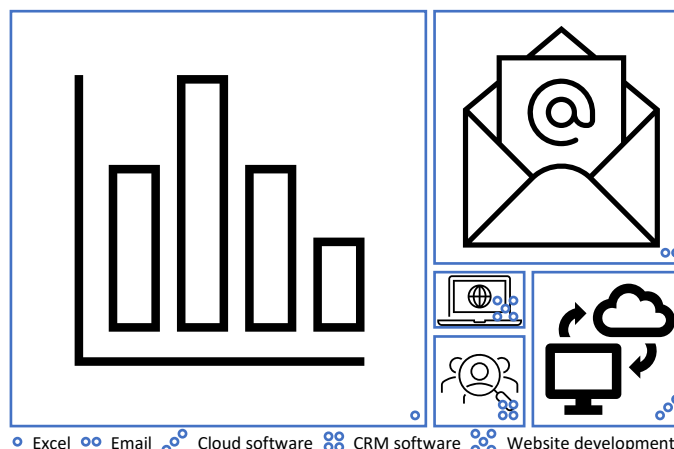
In terms of English skill level, interpreting for foreign guests is seen as requiring the most advanced skills (51% of respondents reported the need for advanced English skills for entry-level employees asked to do this task), followed by reading reports, holding telephone/video calls, writing reports or papers, selling to English-speaking clients, and delivering presentations (each reported by about 43% of respondents as requiring advanced English skills).



Computer Skills Gaps

Respondents indicated that young people are missing several key computer skills. Across regions, over half of all respondents identified the following skills as missing among young people they have interviewed or hired: Microsoft Excel (identified by 63% of respondents), Email (62%), Knowledge management/Cloud software such as Google Docs and Teams (59%), Customer relations management software such as Salesforce (53%), and Website development software such as Wordpress (52%). Other weaknesses reported by over one third of participants included survey software (49%), searching for information on the internet (42%), social media management (41%), and Powerpoint (37%).

Figure 6: Key computer skills gaps



Only videoconferencing software (Zoom, WebEx) and Microsoft Word seem to be relatively well mastered by young people, according to these respondents.

Specific professional software and other computer skills mentioned by respondents included: restaurant management software, specialized tourism software, machine operating software (likely CNC, CAD, or CAM), photo editing software, banking and SWIFT transfer system software, knowing how to find training videos on YouTube to learn whatever is needed, and finally computer maintenance.

It is notable that there are regional differences in computer skill gaps. The below table shows the percentage of respondents in each region reporting that a given computer skill is usually missing from young people they have interviewed or hired. Cells highlighted in orange are significantly higher than the overall national average of our survey (10% more frequently mentioned or higher). This analysis suggests that both the Central Region and the Northern Region have more computer skills gaps, relevant to employers' expectations, than the South Central and Southern region. While many of these regional differences simply signal more exacerbated weaknesses in the same top few skills (Excel, Word, and Knowledge management/cloud software), it is important to note that **the core skill of searching for information on the internet** also stands out as a weaknesses to employers in these regions.

Computer Skill	Central Region (Anbar & Baghdad)	Northern Region (Erbil, Mosul, Sulaymani yah)	South Central Region (Babil, Karbala, Najaf)	Southern Region (Basrah & Dhi Qar)	% of All Respondents mentioning this weakness
Microsoft Excel	76%	48%	65%	65%	63%
Email	76%	81%	45%	41%	62%
Knowledge management software (e.g. Google Docs, Teams)	71%	71%	35%	59%	59%
Customer relations management software (e.g. Salesforce)	52%	62%	50%	47%	53%

Website development software (e.g. Wordpress)	57%	38%	65%	47%	52%
Survey software (e.g. Survey Monkey, Google Forms)	48%	43%	45%	65%	49%
Searching for information on the internet	57%	57%	25%	24%	42%
Social media management software	33%	52%	45%	29%	41%
Powerpoint	62%	14%	30%	41%	37%
Microsoft Word	38%	29%	35%	24%	32%
Videoconferencing software (e.g. Zoom, WebEX)	19%	14%	30%	24%	22%
Professional software (please specify which ones)	29%	10%	15%	0%	14%
* Orange color indicates at least 10 points more frequently mentioned as a weakness in this region than the country average. Yellow highlighting shows the top 5 computer skills gaps overall.					

Soft Skills Gaps

We presented survey respondents with a detailed list of 34 soft skills, organized into 5 categories: intra-personal and emotional skills, inter-personal or social skills, communication skills, cognitive and higher order thinking skills, and employability skills. Over half of all respondents mentioned 10 soft skills as usually missing from young people they have interviewed or hired. These widespread weaknesses include punctuality and meeting deadlines (the most-cited gap, with 61% mentioning this weakness), resilience and coping with stress, managing emotions, attention to detail or seeing the big picture, financial management, goal-orientation, problem-solving, critical thinking, effective listening and understanding others' perspectives, and decision-making and planning skills. It is notable that out of the top 10 soft skills gaps, 4 of them are intrapersonal/emotional and 4 of them are cognitive/thinking skills.

Specific Skill	Category	% of all respondents mentioning this gap
Punctuality, work planning, and meeting deadlines	Employability Skills	61%
Resilience in the face of setbacks; Coping with stress	Intra-personal and Emotional Skills	59%
Emotional intelligence; Managing emotions	Intra-personal and Emotional Skills	58%
Attention to detail and/or Seeing the big picture	Intra-personal and Emotional Skills	57%
Financial literacy, budgeting, and financial management	Cognitive and Higher Order Thinking Skills	57%
Goal-orientation/goal-setting, self-motivation	Intra-personal and Emotional Skills	54%
Problem analysis, problem-solving, synthesis, creativity	Cognitive and Higher Order Thinking Skills	54%
Critical thinking and evaluation	Cognitive and Higher Order Thinking Skills	53%
Effective listening and understanding others' perspectives	Inter-personal (Social) Skills	52%
Decision-making and planning	Cognitive and Higher Order Thinking Skills	51%

Respondents in each region identified certain additional widespread weaknesses in soft skills, distinct from the above list. In the central region, 62% of respondents saw information-seeking and independent learning as a weakness. In the northern region, 52% saw positive self-concept and self-confidence as a weakness. In the South Central region, respondents also mentioned growth mindset and recognizing need for improvement (60%), information-seeking and independent learning (60%), and perseverance/grit (65%). And in the southern region, additional weaknesses included growth mindset and recognizing need for improvement (71%), and conflict management and resolution (53%).

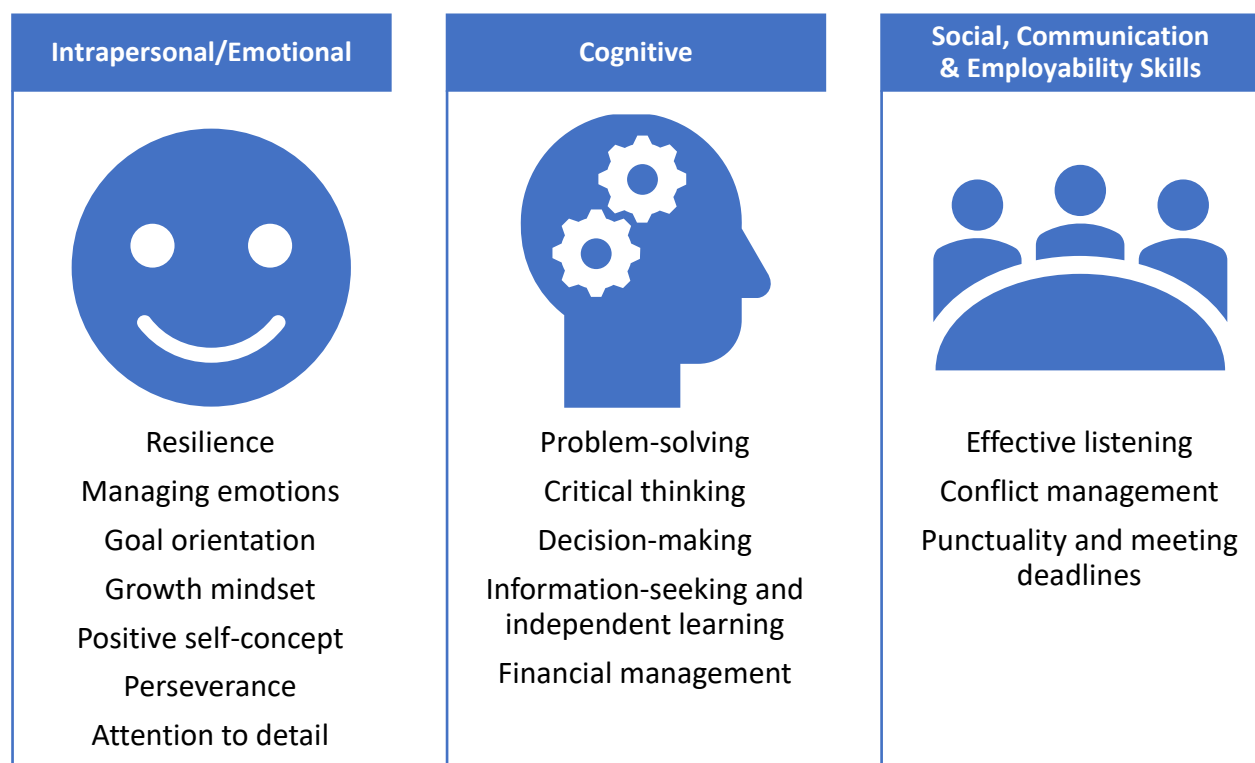
Overall, 15 specific soft skills were mentioned by over 50% of respondents in at least one region. Below these are organized by overall category to facilitate planning curriculum to strengthen these skills. The 10 skills highlighted in yellow appeared as weaknesses across all regions, with over half of all respondents mentioning them. An additional 5 skills highlighted in orange were mentioned as weaknesses by a large number of respondents in at least one region. Again, the categories of intrapersonal/emotional skills and cognitive/higher-order thinking appear as significant areas of need in this list, alongside punctuality and meeting deadlines.

Skill Category	Specific Skill/Weakness	Central Region (Anbar & Baghdad)	Northern Region (Erbil, Mosul, Sulaymaniyah)	South Central Region (Babil, Karbala, Najaf)	Southern Region (Basrah & Dhi Qar)	% of All Respondents mentioning this weakness
A. Intra-personal and Emotional Skills	Resilience in the face of setbacks; Coping with stress	67%	48%	55%	71%	59%
	Emotional intelligence; Managing emotions	43%	71%	60%	59%	58%
	Attention to detail and/or Seeing the big picture	76%	43%	75%	29%	57%
	Goal-orientation/goal-setting, self-motivation	71%	52%	60%	29%	54%
	Growth mindset, and recognizing need for improvement	33%	33%	60%	71%	48%
	Positive self-concept, self-efficacy, confidence	38%	52%	35%	47%	43%
	Perseverance, determination, and grit	24%	24%	65%	24%	34%
	Conflict management and resolution; Fairness	48%	38%	50%	53%	47%
	Effective listening and understanding others' perspectives	71%	33%	55%	47%	52%
B. Inter-personal (Social) Skills						
C. Communication Skills						

D. Cognitive and Higher-order Thinking Skills	Financial literacy, budgeting, and financial management	71%	52%	60%	41%	57%
	Problem analysis, problem-solving, synthesis, creativity	71%	48%	55%	41%	54%
	Critical thinking and evaluation	62%	48%	55%	47%	53%
	Decision-making and planning	52%	43%	50%	59%	51%
	Information-seeking and independent learning	62%	24%	60%	41%	47%
E. Employability Skills	Punctuality, work planning, and meeting deadlines	62%	52%	65%	65%	61%

The top priority list of soft skills gaps or weaknesses encompasses 7 intrapersonal or emotional skills (resilience, managing emotions, attention to detail, goal-orientation, growth-mindset, positive self-concept, and perseverance), 1 interpersonal or social skill (conflict management and resolution), 1 communication skill (effective listening and understanding others' perspectives), 5 cognitive skills (financial management, problem-solving, critical thinking, decision-making, information-seeking and independent learning), and 1 employability skill (punctuality and work planning to meet deadlines).

Figure 7: Widespread weaknesses in 15 specific soft skills



Below is the full list of soft skills included in the survey, for comparison regarding which skills were or were not highlighted as widespread weaknesses. The table is organized by broad category of soft skill, and then sorted by the percentage of respondents identifying that weakness, within each category. As explained previously, the 10 skills highlighted in yellow appeared as weaknesses across all regions, while skills highlighted in orange were mentioned widely in at least one region.

Skill Category	Specific Skill/Weakness	% of All Respondents mentioning this weakness
A. Intra-personal and Emotional Skills	Resilience in the face of setbacks; Coping with stress	59%
	Emotional intelligence; Managing emotions	58%
	Attention to detail and/or Seeing the big picture (specify)	57%
	Goal-orientation/goal-setting, self-motivation	54%
	Growth mindset, and recognizing need for improvement	48%
	Positive self-concept, self-efficacy, confidence	43%
	Self-control and self-discipline	35%
	Self-care (rest, nutrition, exercise); Making healthy choices	35%
	Perseverance, determination, and grit	34%
	Conscientiousness, reliability/dependability, responsibility	33%
	Truthfulness, honesty, integrity, and trustworthiness	27%
B. Inter-personal (Social) Skills	Conflict management and resolution; Fairness	47%
	Valuing diversity of perspectives	38%
	Agreeableness, flexibility, collaboration, and teamwork	35%
	Empathy and ability to notice the effects on others	33%
	Respecting and expressing appreciation for others	18%
	Demonstrating context-appropriate behavior	16%
C. Communication Skills	Effective listening and understanding others' perspectives	52%
	Online and digital communication	33%
	Speaking and presenting: oral communication	32%
	Communicating across ages, genders, cultures, or identities	32%
	Awareness of non-verbal communication norms and cues	32%
	Reading and writing: written communication	32%
D. Cognitive and Higher-order Thinking Skills	Financial literacy, budgeting, and financial management	57%
	Problem analysis, problem-solving, synthesis, creativity	54%
	Critical thinking and evaluation	53%
	Decision-making and planning	51%
	Information-seeking and independent learning	47%
	Self-reflection and learning from experience	30%
	Attention, focus, memory, and concentration	27%
E. Employability Skills	Punctuality, work planning, and meeting deadlines	61%
	Navigating workplace roles and relationships	38%
	Judging appropriate styles of dress and grooming	32%
	Workplace-appropriate verbal and written communication	24%

Management Skills Gaps

Respondents also prioritized other management and professional skills that they thought young Iraqis in general need to improve, in particular customer service skills (mentioned by 66% of respondents), accounting or finance skills (62%), marketing skills (62%), and administration skills (52%). It is notable that several of these management skill needs overlap with the soft skills gaps identified previously—customer service can be improved through more effective listening skills, professional accounting and finance skills are related to the soft skill of financial literacy and financial management, and administration is related to the soft skills of problems-solving, decision-making, and work planning, among others.

Figure 8: Management skills gaps



Management Skills	Central Region (Anbar & Baghdad)	Northern Region (Erbil, Mosul, Sulaymaniyah)	South Central Region (Babil, Karbala, Najaf)	Southern Region (Basrah & Dhi Qar)	Grand Total
Customer service skills	62%	67%	80%	53%	66%
Accounting or Finance skills	76%	48%	75%	47%	62%
Marketing skills	57%	57%	75%	59%	62%
Administration skills	76%	57%	40%	29%	52%
Human resources management	38%	38%	40%	41%	39%
Front office (reception) skills	19%	19%	30%	18%	22%
Clerical (secretarial) skills	29%	0%	35%	12%	19%

Other management or professional skills that respondents think young Iraqis need to improve included: speaking Arabic and Kurdish, entrepreneurial skills, data reporting/analysis, and having a basic understanding of the field they are going to work in, as well as specific technician or handicraft skills. Understandably, some respondents felt that additional required professional skills depend on the role.

Overall, these sections of the survey show significant overlap and agreement in terms of the skills gaps among young Iraqis, which the Iraq ELITES program is designed to strengthen.

IV. Enabling Environment and Support to the Project

During data collection for this RLMA, staff were initially concerned that many contacts agreed to fill out the survey but did not express interest in helping with the project's training, mentorship, and employment goals. For example, oil field companies explained that they would need government approvals to host any interns, others have stopped their internship programs completely due to COVID-19, while others offered to host only a small number of interns, such as 2 or 3. In the end, however, survey responses show that willingness to support the project was in fact widespread.

39 respondents (49%) said they would be willing to come speak to a group of youth to give them career advice, and an additional 22 said they might be willing to do this, for a total of 61 potential guest speakers out of 79 respondents (77%).

Would you be willing to come speak to a group of youth and give them career advice?			
Row Labels	Maybe	Yes	Total Potential Supporters
Central Region (Anbar & Baghdad)		5 13	18
Northern Region (Erbil, Mosul, Sulaymaniyah)		7 8	15
South Central Region (Babil, Karbala, Najaf)		4 10	14
Southern Region (Basrah & Dhi Qar)		6 8	14
Grand Total		22 39	61

36 respondents (46%) said they would be willing to host a youth from our program for a short internship or job shadowing experience as short as one day long, and an additional 24 said they might be willing to do this, for a total of 60 potential internship/job shadowing hosts out of the 79 respondents (76%).

Would you be willing to host a youth from our program for a short internship/job shadowing, as short as one day long?

Row Labels	Maybe	Yes	Total Potential Supporters
Central Region (Anbar & Baghdad)		6 9	15
Northern Region (Erbil, Mosul, Sulaymaniyah)		8 8	16
South Central Region (Babil, Karbala, Najaf)		6 11	17
Southern Region (Basrah & Dhi Qar)		4 8	12
Grand Total		24 36	60

31 respondents (39%) said they would be willing to mentor a group of youth for several sessions, and an additional 23 said they might be willing to, for a total of 54 potential support mentors out of 79 respondents (68%)

Would you be willing to mentor a group of youth for several sessions?

Row Labels	Maybe	Yes	Total Potential Supporters
Central Region (Anbar & Baghdad)		7 9	
Northern Region (Erbil, Mosul, Sulaymaniyah)		6 7	
South Central Region (Babil, Karbala, Najaf)		4 8	
Southern Region (Basrah & Dhi Qar)		6 7	
Grand Total		23 31	

V. Obstacles to Hiring and Project Advice

To close the survey, respondents had the opportunity to answer two further open-ended questions.

First, survey respondents wrote about obstacles that they and other companies face in hiring entry-level candidates. It is notable that while they mentioned one structural factor in their responses—related to job matching platforms—the majority of their responses were concerned with the attitudes and capacities of youth themselves. Following is a summary of the major obstacles respondents mentioned:

1. Lack of effective job search/matching platforms to connect skilled candidates with companies

Three survey respondents acknowledged the challenge of effective job search/matching platforms. According to the Head of Marketing at an ICT firm there is a lack of platforms that offer qualified applicants.

2. Mismatch of expectations of entering Labor Market for Youth:

Lack of knowledge or unwillingness to work as intern, work with lower salaries that are common for entry level especially in customer service/retail, or longer working hours which is more common in the private sector. This mismatch of expectations was mentioned eight times in this survey.

3. Unwillingness to work in Private Sector:

Youth in Iraq are looking for jobs in the public sector (mentioned four times as an issue). This not only stops them from seeking private sector job openings but also hinders their openness to continued self-development to respond to what the private sector needs and requirements. Given the challenges of finding qualified employers, many employers use the foreign labor, and this also come with other problems.

4. Lack of practical learning or work experience-

According to 15 survey respondents, university degrees do not meet market requirements. One respondent stated that there is not a culture of working, volunteering, interning while attending university. Especially for entry-level positions it is difficult for companies to train staff to make up for the gap of work experience and key technical and soft skills.

5. Candidates lack key skills/competencies:

Customer service skills, digital skills, intra-personal skills, self-motivation, continued self-development, goal setting, commitment. This lack of key skills/competencies was mentioned by 20 survey respondents, and reflects the findings in the Soft Skills Gaps section of this report.

6. Culture of Self-Development:

According to 13 survey respondents, there does not seem to be a culture of self-development and commitment. Whether while in the job search or even while employed, one company noted that employees stay at entry-level because they do not try to improve themselves by attending training or improving their language skills, communication skills.

Finally, some respondents offered more general comments and advice to the Iraq ELITES project.

One enterprise incubator representative noted, “Training is not enough, what is after that is more important, effective meeting with private companies, know their requirements, design training courses based on those needs and requirements. Educate both youth and companies with the concept of internship, this will strengthen youth skills and increase their chances to find job. Sharing others’ experience and success stories (in finding a job) might be useful for program participants.”

A representative from the airline industry remarked that it would be beneficial for the program to provide more specific training based on participants’ fields of choice, such as in accounting or marketing, rather than just soft skills training. A pharmaceutical company representative also mentioned that “government policies in the job market are poor and do not protect the rights of private sector employees”, suggesting that participants may need specific training in their legal rights and how to resolve related workplace challenges.

An industry association representative wrote, “I believe, and based on my long experience in this field, that your program should focus on the psychological side of young trainees. These young people need help in changing their thinking patterns. This means changing their thinking from that the government job is their guaranteed future to that the private sector is the best choice and the future.”

Finally, a media agency representative remarked on the importance of gathering youth perspectives as well, writing “I would suggest making similar survey to be shared with the youth so there will be a better understanding of their needs and concerns as well. This way you can have both stakeholders data and you can figure out the exact gaps and how to bring both sides on the table and connect them together”.

Indeed, the Iraq ELITES project is currently preparing a pre-program survey for participants, a soft skills and employability skills assessment, and a focus group discussion protocol for the program’s orientation week. In this way, and complemented by the results of this Rapid Labor Market Assessment, we intend for the project to respond fully to the mutual interests of both the Iraqi private sector and young jobseekers themselves.

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Annex 1: Survey Form in Arabic

لبرنامج ايلتس (تشرين الثاني 2020) استبيان لتقييم سوق العمل

اسم منفذ الاستبيان: _____ المحافظة: _____ التاريخ: _____
 فئة المشارك في الاستبيان:

☐ موظف

☐ نوع اخر من اصحاب المصلحة (حدد) _____

يقرأ بوضوح للمشارك في الاستبيان : نحن نعمل على اطلاق برنامج توجيهي جديد لتطوير قابلية التوظيف وروح المبادرة لدى الشباب في العراق ونود ان نتحدث معك لنضمن ان برنامجنا يستجيب للمتطلبات الاقتصادية و فرص التوظيف المتاحة حالياً. اسمك لن يذكر في اي من تقارير البرنامج نحن فقط سنستخدم المعلومات التي تزودنا بها انت و الآخرين للوصول الى استنتاجات عامة. هل توافق على مساعدتنا عن طريق مناقشة تجاربك و ارائك حول توظيف الشباب وروح المبادرة لديهم؟

1. اسم الضيف: _____
2. اسم الشركة او المنظمة : _____ قطاع العمل: _____
3. المنصب او العنوان الوظيفي : _____
4. معلومات الاتصال للدعوة لفعاليات البرنامج (عدد اثنين) _____
5. اي من المهن (انواع العمل) التالية برأيك لديها عروض عمل اكثر في الوقت الحالي للشباب من حملة الشهادات الإعدادية أو الجامعية او المهنية والتقنية الان في هذه المحافظة ؟ اختر كل ما تراه مناسباً

<input type="checkbox"/> مدراء	<input type="checkbox"/> موظفي المكاتب (سكرتير ، صراف)
<input type="checkbox"/> العلوم /الهندسة المهنية (4 سنوات من المراحل الدراسية او حملة الشهادات العليا)	<input type="checkbox"/> عمال المبيعات (مثال: البيع بالتجزئة)
<input type="checkbox"/> العلوم / الهندسة التقني (المعهد الفني والتدريب المهني او سنتين من المراحل الدراسية)	<input type="checkbox"/> عمال الزراعة الماهرين
<input type="checkbox"/> المهن الصحية (+4 سنوات من المراحل الدراسية)	<input type="checkbox"/> عمال البناء والانشاءات
<input type="checkbox"/> المهن المرتبطة بالصحة (المعاهد/سنتان)	<input type="checkbox"/> عمال بالحرف المعدنية والآلات
<input type="checkbox"/> مهن التعليم (+4 سنوات)	<input type="checkbox"/> عمال الحرف اليدوية والطباعة
<input type="checkbox"/> المهن المرتبطة بالتعليم (المعاهد/سنتان)	<input type="checkbox"/> عمال الكهرباء والالكترونيات
<input type="checkbox"/> مهن الادارة ، المالية ، التسويق والتجارة (+4 سنوات)	<input type="checkbox"/> عمال تجهيز الاغذية
<input type="checkbox"/> المهن المرتبطة بالإدارة ، التسويق ، المالية والتجارة (المعاهد/ سنتان)	<input type="checkbox"/> عمال بالحرف الخشبية
<input type="checkbox"/> تكنولوجيا المعلومات والاتصالات (+4 سنوات)	<input type="checkbox"/> عمال الملابس والنسيج
<input type="checkbox"/> المهن المرتبطة بتكنولوجيا المعلومات والاتصالات (المعاهد/سنتان)	<input type="checkbox"/> مشغلو الآلات والمعدات
<input type="checkbox"/> المهن القانونية، الاجتماعية ، الثقافية (+4 سنوات)	<input type="checkbox"/> السائقون
<input type="checkbox"/> المهن المرتبطة بالقانون، المجتمع ، الثقافة (معاهد/سنتان)	<input type="checkbox"/> العمال من المستوى الأقل مثل عمال النظافة والعمال المساعدين والبيع في الشوارع

<input type="checkbox"/> العاملون في الخدمة الشخصية أو عمال الرعاية الشخصية بما في ذلك الطهارة والنادلون ومهن التجميل ورعاية الأطفال والعاملون في الصحة الشخصية	<input type="checkbox"/> أخرى: _____
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6. ما هي المناصب في شركتك التي تتوقع أن تفتح للشباب في السنة القادمة؟ كم شخص لكل منصب (أضف صفوف أخرى حسب الحاجة)

دوام حسب المواسم	دوام جزئي	دوام كامل	الاحتياج المتوقع (عدد الافراد)	المنصب الوظيفي

7. ما هي أهم الموصفات أو المهارات التي تبحث عنها في المتقدمين للعمل المبتدئين؟

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8. أي مستوى في اللغة الإنكليزية تتطلع الى توفره في المتقدمين للعمل المبتدئين لمهام العمل التالية؟

المهمة	مستوى مبتدئ	مستوى متوسط	مستوى متقدم	غير قابل للتطبيق	لا اعرف
كتابة الرسائل والتواصل باستخدام البريد الالكتروني					
قراءة التقارير					
قراءة كتيبات التصنيع وكتيبات التعليمات					
كتابة التقارير او وثائق العمل					
المحادثة الهاتفية والفيديوية					
تطوير الاتصالات التسويقية					

					المشاركة في الندوات و المؤتمرات
					القدرة على البيع لزبائن يتحدثون الإنكليزية
					القابلية على تقديم العروض
					المشاركة في اجتماعات العمل والمفاوضات
					التفاعل الاجتماعي مع الضيوف وزملاء العمل الأجانب
					التواصل مع الضيوف الأجانب خارج نطاق العمل: جلبهم لمقر العمل او اخذهم في جولة سياحية
					الترجمة للضيوف الأجانب: خلال اجتماعات العمل واحتفاليات الشركة

9. في المؤسسة التي تعمل فيها، يرجى تقييم مهارات اللغة الإنكليزية التالية من حيث الأهمية، من رقم واحد الى أربعة (حيث رقم واحد هو الأكثر أهمية و الأربعة هي الأقل):

- القراءة
- الكتابة
- الاصغاء
- التحدث

10. أي من مهارات استخدام الحاسوب التالية عادة ما تكون مفقودة لدى الشباب الذين قابلتهم أو وظفتهم؟

<input type="checkbox"/> البريد الإلكتروني	<input type="checkbox"/> برمجيات إدارة البيانات المشتركة (e.g. Google Docs, Teams)
<input type="checkbox"/> تطبيق اعداد النص Microsoft Word	<input type="checkbox"/> الالتزام بالمواعيد، التخطيط للعمل، تنفيذ المهام في الوقت المحدد لها
<input type="checkbox"/> تطبيق اعداد الجداول Microsoft Excel	<input type="checkbox"/> إدارة بيانات الزبائن (e.g. Salesforce)
<input type="checkbox"/> تطبيق اعداد العرض Powerpoint	<input type="checkbox"/> عمل الاستبيانات الالكترونية وتجميع المعلومات (e.g. Survey Monkey, Google Forms)
<input type="checkbox"/> البحث عن المعلومات باستخدام الانترنت	<input type="checkbox"/> انشاء وتطوير الصفحات الالكترونية ومحتواها (e.g. Wordpress)
<input type="checkbox"/> استخدام تطبيقات الاجتماعات الصوتية (e.g. Zoom, WebEx)	<input type="checkbox"/> برمجيات إدارة مواقع التواصل الاجتماعي
<input type="checkbox"/> أخرى:	

11. أي من المهارات الشخصية التالية عادة ما تكون مفقودة لدى الشباب الذين قابلتهم أو وظفتهم ؟ (للمقابل: يمكنك عرض القائمة ادناه لمساعدة المُقابل في الاختيار)

أ. المهارات النفسية والعاطفية	د. مهارات التواصل
<input type="checkbox"/> الرعاية الذاتية (الراحة التغذية التمرين) ؛ اتخاذ خيارات صحية	<input type="checkbox"/> الاستماع البناء وفهم آراء ووجهات نظر الآخرين المختلفة
<input type="checkbox"/> الذكاء العاطفي ، السيطرة والتحكم بالمشاعر	<input type="checkbox"/> القراءة والكتابة ، التواصل الكتابي

<input type="checkbox"/> الرضا عن النفس والكفاءة الذاتية والثقة بالنفس	<input type="checkbox"/> التحدث والتقديم ، التواصل الشفوي
<input type="checkbox"/> المرونة في مواجهة الصعوبات والتعامل مع الضغوط	<input type="checkbox"/> التواصل الالكتروني وعن طريق الانترنت
<input type="checkbox"/> ب. المهارات الشخصية الذاتية	<input type="checkbox"/> الوعي بالمعايير الخاصة بالتواصل الغير اللفظي والقواعد والاعراف
<input type="checkbox"/> ضبط النفس والسيطرة عليها	<input type="checkbox"/> التواصل مع مختلف الفئات العمرية ونوع الجنس والثقافات والجنسيات المختلفة
<input type="checkbox"/> الوعي، الاعتمادية / الاستقلالية ، المسؤولية	هـ . مهارات التفكير المعرفية المتقدمة
<input type="checkbox"/> الصدق ، الامانة، النزاهة ، الجدارة بالثقة	<input type="checkbox"/> الانتباه ، التركيز و الذاكرة
<input type="checkbox"/> الانتباه الى التفاصيل الصغيرة او/و الرؤية من منظور اوسع (حدد)	<input type="checkbox"/> التفكير البناء والناقد، التقييم
<input type="checkbox"/> توجيه الاهداف / تحديد الاهداف ، تحفيز الذات	<input type="checkbox"/> البحث عن المعلومات والتعلم المستقل
<input type="checkbox"/> المثابرة ، الاصرار، العزيمة	<input type="checkbox"/> تحليل المشاكل ، حل المشاكل ، الاستنتاج والقدرة على الابداع
<input type="checkbox"/> العقلية الناضجة، الادراك بالحاجة الى تطورات	<input type="checkbox"/> القدرة على اتخاذ القرار والتخطيط
<input type="checkbox"/> ج. مهارات التعامل مع الآخرين (الاجتماعية)	<input type="checkbox"/> التفكير الذاتي والتعلم من التجارب المختلفة
<input type="checkbox"/> اظهار السلوك الملائم وفقاً للسياق	<input type="checkbox"/> المعرفة بالامور المالية ، الميزانية و الادارة المالية
<input type="checkbox"/> الاحترام والاعراب عن التقدير للآخرين	و . المهارات الوظيفية
<input type="checkbox"/> التعاطف والمقدرة على ملاحظة التأثيرات المختلفة على الآخرين	<input type="checkbox"/> التواصل اللفظي والكتابي المناسب في مكان العمل
<input type="checkbox"/> تقدير التنوع في وجهات النظر	<input type="checkbox"/> قيادة الادوار والعلاقات في العمل
<input type="checkbox"/> فض وحل النزاع ، العدل والانصاف	<input type="checkbox"/> القدرة على اختيار الانماط المناسبة من اللباس والزينة
<input type="checkbox"/> التوافق ، المرونة ، التعاون و العمل الجماعي	<input type="checkbox"/> الالتزام بالمواعيد، التخطيط للعمل وإنجاز المهمات في الوقت المحدد لها

12. هل هناك مهارات إدارية او حرفية يجب تطويرها للشباب في العراق لكي يتمكنوا من الحصول على عمل في شركتك؟

<input type="checkbox"/> مهارات المحاسبة والأمور المالية
<input type="checkbox"/> إدارة الموارد البشرية
<input type="checkbox"/> مهارات الاعمال المكتبية والسكرتارية
<input type="checkbox"/> المهارات الإدارية
<input type="checkbox"/> مهارات التسويق
<input type="checkbox"/> مهارات العمل في الاستعلامات
<input type="checkbox"/> مهارات خدمة الزبائن
<input type="checkbox"/> أخرى:

او مشاريع تجارية جديدة ستوفر فرص عمل 13. هل سمعت بتوسع وازدهار في أي من المصالح الموجودة في مجتمعك، قريباً؟ هل هناك سياسات حكومية او عوامل أخرى من شأنها ان تخلق فرص نمو للمشاريع الجديدة وبالتالي قد تسهم في توفير فرص عمل جديدة؟

14. هل تواجه المؤسسات والمنظمات، ومن ضمنها شركتكم، أي تحديات ومشاكل في إيجاد متقدمين مبتدئين للعمل لديكم؟ ماهي هذه المشاكل والتحديات؟

15. هل انت مستعد لـ:

- استضافة عدد من الشباب المشاركين في برنامجنا لفترة تدريب قصيرة او للتواجد معك خلال جدول عملك اليومي ولمدة يوم واحد فقط؟

نعم

ممكن

كلا

- التحدث الى مجموعة من الشباب ونصحهم بخصوص مساره المهنى

نعم

ممكن

كلا

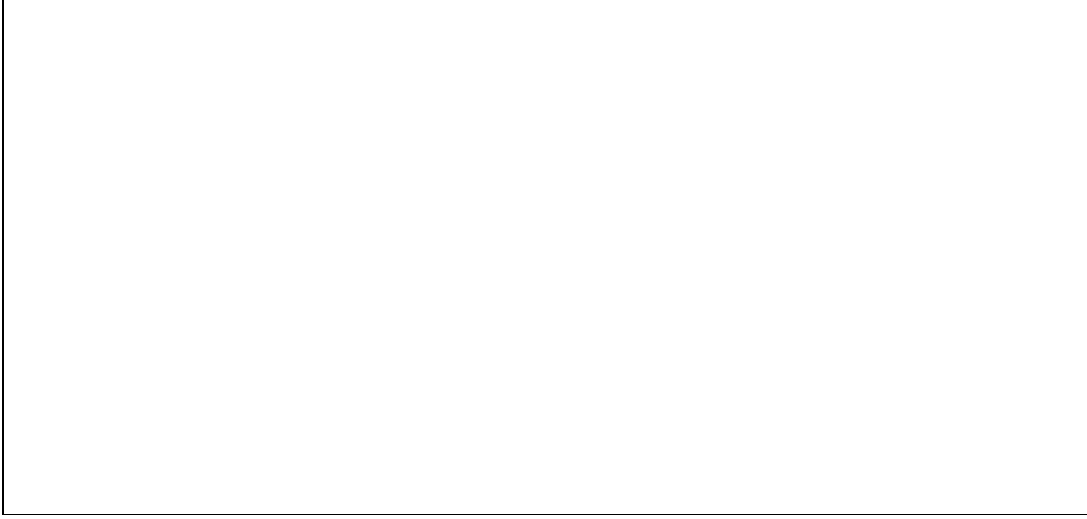
- توجيه وارشاد مجموعة من الشباب فقط لعدد من الجلسات

نعم

ممكن

كلا

16. هل لديك أي من التوجيهات او المقترحات بخصوص مشروعنا ؟



نشكركم كثيراً على المشاركة في هذه المقابلة !

Annex 2: Survey Form in English

Note: This form was administered in three ways: to be filled out personally by email, on Google Forms, and as an interview guide.

Researcher Name: _____ **City:** _____ **Date:** _____

Type of interviewee: ☐ Employer ☐ Other Stakeholder type (specify): _____

Read out loud to the Interviewee: We are starting up a new mentorship program to promote youth employment in this region and we would like to talk with you to make sure that our program responds to current economic needs and employment opportunities. We will not quote you by name in any project report, but will only use the information you and many others provide to arrive at some general conclusions. Do you agree to help us with this survey?

2. Interviewee Name: _____

3. Company or organization: _____ Industry Sector: _____

4. Position or title: _____

5. 2 forms of contact information to invite you to project activities: _____

6. Which of the following occupations (types of jobs) do you think have more openings for young people with a university or TVET degree right now in this city? Select all that apply.

<input type="checkbox"/> Managers	<input type="checkbox"/> Clerical support workers (secretary, teller)
<input type="checkbox"/> Science/engineering professionals (4-year degree or higher qualifications)	<input type="checkbox"/> Sales workers (e.g. retail)
<input type="checkbox"/> Science/engineering technicians/associate professionals (TVET or 2-year degree)	<input type="checkbox"/> Skilled agricultural workers
<input type="checkbox"/> Health professionals (4 year degree +)	<input type="checkbox"/> Building and construction workers
<input type="checkbox"/> Health associate professionals	<input type="checkbox"/> Metal and machinery workers
<input type="checkbox"/> Teaching professionals (4+ years)	<input type="checkbox"/> Handicraft and printing workers
<input type="checkbox"/> Teaching assoc. professionals	<input type="checkbox"/> Electrical and electronics workers
<input type="checkbox"/> Business, finance, marketing, and administration professionals (4+ years)	<input type="checkbox"/> Food processing workers
<input type="checkbox"/> Business, finance, marketing, and admin. associate professionals	<input type="checkbox"/> Woodworkers
<input type="checkbox"/> Information and communications technology professionals (4+ years)	<input type="checkbox"/> Garment and textile workers
<input type="checkbox"/> Information and communications technology professionals	<input type="checkbox"/> Plant and machine operators
<input type="checkbox"/> Legal, social, or cultural professionals (4+ys)	<input type="checkbox"/> Drivers
<input type="checkbox"/> Legal, social, or cultural associate professionals	<input type="checkbox"/> Lower level workers like cleaners, laborers, assistants, street vending, and refuse workers
<input type="checkbox"/> Personal service workers or personal care workers including cooks, waiters, beauticians, childcare, and personal health workers	<input type="checkbox"/> Other: _____

7. For employer representatives: What positions in your company do you expect to be open to young people in the coming year? How many of each position? (add rows as needed)

Position title	# expecting to hire	Full time	Part-time	Seasonal

8. What are the most important characteristics or skills you look for in an entry-level candidate?

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9. What level of English skills do you look for in entry-level candidates for the following types of work tasks?

Work task	Basic English	Inter-mediate English	Advanced English	Not Applicable	Don't know
Write emails and letters					
Read reports					
Read industry booklets, manuals					
Write reports or papers					
Hold telephone conversations and video conferences					
Develop marketing communications					
Participate in seminars/conferences					
Sell to English-speaking clients					
Deliver presentations					
Participate in business meetings and negotiations					
Socially interact with foreign coworkers and visitors					
Attend to foreign guests: pick-up, sightseeing					
Interpret for foreign guests: business meetings, company ceremonies					

10. For your organization as a whole, please rank the following English language skills in order of importance from 1 to 4 (where 1 is the most important and 4 is the least important)

- a. Reading: _____
- b. Writing: _____
- c. Listening: _____

d. Speaking: _____

11. Which of the following computer skills is usually missing from young people you have interviewed or hired? (Select all that apply)

<input type="checkbox"/> Email
<input type="checkbox"/> Microsoft Word
<input type="checkbox"/> Microsoft Excel
<input type="checkbox"/> Powerpoint
<input type="checkbox"/> Searching for information on the internet
<input type="checkbox"/> Videoconferencing software (e.g. Zoom, WebEx)
<input type="checkbox"/> Knowledge management software (e.g. Google Docs, Teams)
<input type="checkbox"/> Customer relations management software (e.g. Salesforce)
<input type="checkbox"/> Survey software (e.g. Survey Monkey, Google Forms)
<input type="checkbox"/> Website development software (e.g. Wordpress)
<input type="checkbox"/> Social media management software
<input type="checkbox"/> Professional software (please specify which ones _____)
<input type="checkbox"/> Other: _____

12. Which of the following soft skills is usually missing from young people you have interviewed or hired? (Interviewer: You can show the list to the interviewee to help them select).

A. Psychosocial and Emotional Skills	D. Communication Skills
<input type="checkbox"/> Self-care (rest, nutrition, exercise); Making healthy choices	<input type="checkbox"/> Effective listening and understanding others' perspectives
<input type="checkbox"/> Emotional intelligence; Managing emotions	<input type="checkbox"/> Reading and writing: written communication
<input type="checkbox"/> Positive self-concept, self-efficacy, confidence	<input type="checkbox"/> Speaking and presenting: oral communication
<input type="checkbox"/> Resilience in the face of setbacks; Coping with stress	<input type="checkbox"/> Online and digital communication
B. Intra-personal Skills	<input type="checkbox"/> Awareness of non-verbal communication norms and cues
<input type="checkbox"/> Self-control and self-discipline	<input type="checkbox"/> Communicating across ages, genders, cultures, or identities
<input type="checkbox"/> Conscientiousness, reliability/dependability, responsibility	E. Cognitive and Higher-order Thinking Skills
<input type="checkbox"/> Truthfulness, honesty, integrity, and trustworthiness	<input type="checkbox"/> Attention, focus, memory, and concentration
<input type="checkbox"/> Attention to detail	<input type="checkbox"/> Critical thinking and evaluation
<input type="checkbox"/> Goal-orientation/goal-setting, self-motivation	<input type="checkbox"/> Information-seeking and independent learning
<input type="checkbox"/> Perseverance, determination, and grit	<input type="checkbox"/> Problem analysis, problem-solving, synthesis, creativity
<input type="checkbox"/> Growth mindset, and recognizing need for improvement	<input type="checkbox"/> Decision-making and planning
C. Inter-personal (Social) Skills	<input type="checkbox"/> Self-reflection and learning from experience
<input type="checkbox"/> Demonstrating context-appropriate behavior	<input type="checkbox"/> Financial literacy, budgeting, and financial management
<input type="checkbox"/> Respecting and expressing appreciation for others	F. Employability Skills
<input type="checkbox"/> Empathy and ability to notice the effects on others	<input type="checkbox"/> Workplace-appropriate verbal and written communication
<input type="checkbox"/> Valuing diversity of perspectives	<input type="checkbox"/> Navigating workplace roles and relationships
<input type="checkbox"/> Conflict management and resolution; Fairness	<input type="checkbox"/> Judging appropriate styles of dress and grooming
<input type="checkbox"/> Agreeableness, flexibility, collaboration, and teamwork	<input type="checkbox"/> Punctuality, work planning, and meeting deadlines

13. Are there any other management or professional skills that you think young Iraqis need to improve in, in order to be hired by your company?

<input type="checkbox"/> Accounting or Finance skills
<input type="checkbox"/> Human resources management
<input type="checkbox"/> Clerical (secretarial) skills
<input type="checkbox"/> Administration skills
<input type="checkbox"/> Marketing skills
<input type="checkbox"/> Front office (reception) skills

<input type="checkbox"/> Customer service skills
<input type="checkbox"/> Other: _____

14. Have you heard about any business around here that is expanding, or any new start-ups that might be looking to hire soon? Are there any government policies or other factors that are creating opportunities for new business growth and might lead to new hiring?

15. Do you or other companies and organizations you know have any trouble finding candidates for entry-level positions? What obstacles do you/they face?

16. Would you be willing to:

- a. Host a youth from our program for a short internship/job shadowing as short as one day long?

YES MAYBE NO

- b. Come speak to a group of youth and give them career advice?

YES MAYBE NO

- c. Mentor a group of youth for several sessions?

YES MAYBE NO

17. Do you have any other comments or suggestions for our project?

Thank you very much for participating in this interview!