

**STATEMENT OF WORK
TO PROVIDE ADMINISTRATIVE, PROFESSIONAL, AND TECHNICAL SUPPORT
FOR**

**The Center for Civil-Military Relations at
Naval Postgraduate School, Monterey, CA**

1.0 INTRODUCTION

1.1 Supported Activity: The Center for Civil-Military Relations (CCMR), located at the Naval Postgraduate School in Monterey California, has been tasked by the Departments of Defense and State to strengthen democratic civil-military relationships and build capacity of U.S. allies and partners. CCMR, supported by a faculty of prominent scholars, government officials, and military officers, accomplishes this goal by helping those nations in making integrated defense decisions. CCMR's activities promote such defense reform through subject matter areas including, but not limited to Defense Institution Building, Defense Institution Reform, Global Peacekeeping Operations Initiatives, and Leader Development and Education. CCMR programs covering these topical areas have emerged as prominent lines of activity as CCMR moves into the future. Individual task orders will be issued by each requiring activity/end user. The task order will specify work effort details, hours required and payment. The work effort is for non-personal services to be provided for conducting state-of-the-art education and programs.

2.0 BACKGROUND

2.1 Defense Institution Building activities historically involve, but are not restricted to, duties, locations, and durations of the following: Conduct a series of one-week seminar events and working groups in Kiev for the Ukraine Armed Force on topics including the development of the Joint Operations and Special Operations commands, Public Affairs Officer and National Liaison Officer structure, Staff Officer Professional Development, and helping the Program Manager in designing a Strategic Defense Review. Conduct an ongoing series of practical problem-solving workshops in Sofia for the Bulgaria Armed Forces on topics including Armed Forces Deployment Support, Force Structure Review, Joint Operations Center, Air Force Strategic Planning Support and Redevelopment Program, Air Force structure, Army Deployment Support, and media training for Armed Forces officials and the Ministry of Defense; Design various Operational Planning Staff Exercises and Human Resources Management Seminars for Moldovan officials in Chisinau; Conduct a series of General Officer Courses for Bosnian officials in Sarajevo; Conduct a series of assessment team visits to T'bilisi for Georgia Defense Transformation Initiatives; and Lead a series of working groups on Serbian Armed Forces Defense Planning and Logistics Reform in Belgrade. In addition to these countries, Defense Institution Building programs have a mission to focus on NATO Partnership for Peace and other countries and therefore frequently include a similar series of courses, seminars, and working groups in Afghanistan, Albania, Algeria, Armenia, Azerbaijan, Bahrain, Belarus, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Egypt, Estonia, Hungary, Iran, Iraq, Ireland, Israel, Jordan, Kazakhstan, Kosovo, Kuwait, Kyrgyzstan, Latvia, Lebanon, Lithuania, Malta,

Mauritania, Montenegro, Morocco, Oman, Pakistan, Republic of Macedonia, Romania, Russia, Qatar, Poland, Saudi Arabia, Slovakia, Slovenia, Syria, Tajikistan, Tunisia, Turkey, Turkmenistan, United Arab Emirates, Uzbekistan, and Yemen. In addition, activities may occur in contact countries such as Australia, Japan, South Korea, and others.

2.2 Defense Institution Reform activities promote the following objectives: Well-developed, capable partner defense institutions; Stronger defense ministry-to-ministry relationships; Enhanced DoD expertise in defense institution capacity building; Improved coordination and efficiency in U.S. defense institution building; and Safeguarded USG security cooperation gains through support to partner defense institution capabilities. In order to fulfill these objectives, Defense Institution Reform initiatives carry out sustained bilateral engagement with partner nations, assessing individual partner nation needs focusing on any or all of the following six focus areas: Defense Policy and Strategy; Human Resource Management; Defense Planning, Budgeting, and Resource Management; Logistics and Infrastructure; Civil-Military Relations and Interagency Coordination; and Professional Defense and Military Education. The methodology of this work entails four phases: Partner Nation Needs Determination through initial site visits and ongoing research, Program Development, Program Implementation and Execution, and Program Assessment. In addition to engaging with partner nation personnel, Defense Institution Reform initiatives work to build DoD expertise in defense institution building by capturing lessons learned in official reports and disseminating these in various ways to OSD, the COCOMs, and the broader security cooperation community. Recent Defense Institution Reform engagements with partner nations historically consist of a series of 1-2 week long visits conducted over an 18-24 month period, and involve, but are not restricted to, duties and locations including the following: Conduct a lengthy and ongoing series of working groups and seminars to develop and implement the Master Ministerial Defense Plan for the Afghan Ministry of Defense in Kabul; Engage in a site survey and scoping visit to Tirana, Albania, followed by subsequent meetings with members of the Albania Ministry of Defense to plan an engagement concept and strategy for Ministerial reform initiatives, which will ultimately lead to a series of working groups to lead implementation of a Support for Strategic Defense Review project; Gather information from European-based U.S. units to develop a framework for Defense Capabilities Based Planning for the Romanian Ministry of Defense in Bucharest, leading to a follow-on workshop with the Romanian MoD to continue work on a capabilities based planning initiative, which will subsequently lead to an ongoing series of seminars and working groups with Romanian officials; Conduct workshops with Mongolian officials to produce doctrine development courses for the military services and general staff in Ulaanbaatar, leading to a long-term series of engagement seminars covering a wide variety of Reform topics as required; Lead an HRM and PME reform effort in Colombia which will consist of the development of a Lessons Learned Management Information System for Colombian Public Forces in Bogota, followed by a rapid summary assessment in Colombia of 4 basic HRM functions (Manpower, Recruiting, Compensation, and Distribution) at each of these levels: MoD, Joint Staff (CG), and each service/police, and other events; Conduct workshops with the members of the Maldives MoD aimed at establishing a NS Framework which focuses on Ministry Roles and Missions, Intelligence apparatus and National Security Council Objectives; Aide the Peruvian MoD with the request for additional support in the areas of "doctrine" development, civil-military relations (including interagency processes), and outreach; Conduct a series of workshops and events in Amman, Jordan with the goal of completing a Support for Strategic Defense Review project;

Conduct a needs assessment in Brazil and Chile, followed by an ongoing series of working groups to determine individual country specifications, ultimately leading to a Plan for Developing Civilian Defense Cadre and Development of Defense Capability Planning Processes in those countries; Conduct workshops with Liberian officials, followed by needs determination to support a Restructuring of MoD Process and Cadre Development; Conduct a needs determination in the Democratic Republic of the Congo, followed by a series of informational seminars, leading to a variety of ongoing working groups with the ultimate goal of conducting a Reform of the Logistics System in that country; and Plan, design, analyze, integrate, document, and present all aspects of Defense Institution Reform events in Bangladesh, Cambodia, Maldives, Nepal, Peru, Russia, and many other countries.

2.3 Global Peace Operations Initiative activities historically involve, but are not restricted to, duties, locations, and durations of the following: A series of one or two-week seminars or short courses to include United Nations (UN) Civil-Military Coordination, Program Design and Development Visits, UN Staff Officers Course, UN Military Observer Training, UN Logistics Officer Training, UN Peace Support Operations Instructors' Course, Senior Mission Leaders Course, Peace Support Operations Commanders Course, Civil-Military Liaison Officer Course, Peacekeeping Contingent Commanders' Course, Unit-Level Pre-Deployment Training, Negotiating Effective Support Agreements with International Organizations, Reviewing Inter-Ministerial Peacekeeping Roles and Missions, Review Ministry of Defense and Defense HQ's Peacekeeping Roles and Missions, Train the Trainer events, Adopting Task Lists and Standing Operating Procedures, among others. These tailored course series offerings are conducted to tactical, operational, and strategic levels of partner nation military officers and civilian leaders and are held in a wide variety of countries including, but not limited to Argentina, Bangladesh, Bolivia, Brazil, Cambodia, Ghana, Guatemala, Indonesia, Kazakhstan, Kenya, Kyrgyzstan, Lebanon, Malaysia, Mongolia, Nepal, Paraguay, Philippines, South Africa, Tajikistan, Thailand, Ukraine, Uruguay, Vietnam, and many other countries.

2.4 Leader Development and Education programs are well-established lines of activity for CCMR. The mission of these programs is to provide graduate level education for military and civilian leaders to establish a regional, geopolitical, and cultural framework for understanding the challenges of conducting full spectrum operations in unique and rapidly changing environments. These collaborative educational programs are designed and facilitated by scholars from leading educational institutes, the military, government agencies and international organizations to support DoD and professional military educational requirements. These initiatives execute distance learning courses and graduate-level educational seminars for military and civilian leaders deploying to Stability Operations. Such programs are critical to educating senior leaders in two interrelated competencies:

PMESII-PT (Cultural) Awareness: Prepare Brigades, Divisions, Corps and ISAF partners deploying to Afghanistan and US formations deploying to Iraq, Kosovo, and other regions, by establishing a frame of reference for PMESII-PT awareness in their AOR.

Regional Expertise: Sustain and set the foundation for developing culture and regional competencies and supports the educational requirements of Regionally Aligned Brigades (which is a priority for resetting the force to implement the ARFORGEN cycle) and build competencies

that Soldiers must acquire by focusing on the same region throughout their careers. Conduct programs for USARCENT and USARAF and will be conducting programs for USARPAC and UAREUR starting in 2011 and USARSO and USARNORTH starting 2012. Conduct special regional seminars for the AFPAK Hands in conjunction with the DLI language training.

Leader Development and Education programs usually last about 3 to 4 days and involve establishing a broad socio-cultural and political framework that will help Brigade, Division and Corps Command Teams understand the impact of historical trends, assess political, socio-cultural and economic conditions, security threats and the challenges of establishing rule of law and governance, conduct human terrain analyses, adapt the mission to cultural differences, promote U.S. objectives and effectively engage in building partnerships in country/region of interest. The goal of these presentations is to facilitate discussion, lead seminar group activities and provide regional expertise to each U.S. military unit pre-deployment. The pace of this activity is approximately one training program per week throughout the calendar year. These activities historically last three to ten days and involve, but are not restricted to, locations including the following: Fort Hood, Texas; Central City, Kentucky; Fort Drum, New York; SOUTHCOM headquarters planning conference in Miami, Florida; Felker Army Air Field, Virginia; Nashua, New Hampshire; Fort Lewis, Washington; Washington, D.C.; Monterey, California; Fort Carson, Colorado; Fort Sam Houston and Austin, Texas; Fort Riley, Kansas; Fort Shafter, Hawaii; Grafenwoehr, Germany; Vincenza, Italy, Camp Eggers, Afghanistan; Brigade locations in Poland and Romania; Camp Atterbury, Indiana; SOUTHCOM offices in Panama City, Panama; and Boise, Idaho.

2.5 The contractor will perform administrative, professional and technical support as part of the event team in the evaluation, design, development, education, and training of United States Department of Defense and its Allied or Partner Force(s) civilian and military members in joint, national and collective security, operations/defense, and the full spectrum of contingency operations. Specifically, the contractor will support the implementation and development of Defense Institution Building, Defense Institution Reform, Global Peacekeeping Operations Initiatives, and Leader Development and Education activities within CCMR. The contractor will identify weaknesses in the U.S. Government Security Cooperation program and it will develop education and training programs to identify and correct those weaknesses. The programs will likewise address and identify potential conflict areas, key players and political agendas of various groups, emerging technologies and the fluctuating needs of professional staff, both civilian and military.

Contractor services will be required in meeting educational and training requirements through:

1. academic research
2. institutional representation
3. customer preparation
4. education and training
5. exercise implementation
6. multimedia support
7. operations and logistical support

3.0 DESCRIPTION/SCOPE/OBJECTIVE

The following scope areas (3.1-3.7) represent activities which will occur for any and all events covered under this statement of work. The contractor will always perform these duties under direction of the government Program Manager and the requirements the government generates.

3.1 Academic Activity and Technical Research. Conduct academic activities, training, and technical research to support CCMR subject matter educational and training programs; including, but not limited to, Defense Institution Building, Defense Institution Reform, Global Peacekeeping Operations Initiatives, and Leader Development and Education. Help the government Program Manager in the development of program curricula for resident courses, mobile education training events, and distributed learning products. Aide the government Program Manager in program accreditation and validation in accordance with DoD and international requirements. Identify and develop program standards and best practices. Research and contribute content to CCMR sponsored academic book and journal print or electronic publications, multi-media distance learning postings, U.S. and international doctrinal reviews, and academic studies.

3.2 Institutional Representative. Serve as the program Representative and work in conjunction with host training country teams and other customers. Meet with key Embassy representatives, local officials and foreign national representative in order to communicate CCMR program capacities and capabilities. Participate in inter-agency conferences and review sessions in order to assess, inform and report back the status of current education and training initiatives, in view of future goals and objectives. Act as an ongoing program representative, under the government Program Manager, between CCMR clients and key officials in host training nations and on major staffs.

3.3 Customer Preparation Services and Support. Perform customer needs assessments, to include a survey review of the operational capacities and requirements of their CCMR educational and training status. Identify appropriate future training goals and objectives. Participate in the planning of conferences, and in providing expertise and knowledge regarding the content and scope of training and educational programs offered through the CCMR. Create, update and maintain the curriculum and course materials based on the needs of existing and emerging customers.

3.4 Training and Educational Services. Provide subject matter expertise to CCMR training and education events. Develop and direct implementation of learning scenarios, practical exercises, and small group activities. Provide subject matter expertise for workshops, panel discussions, and seminars. Assess student learning, and evaluate student performance for certification programs. Meet reporting requirements following program implementation, by: reporting event outcomes, assessing program effectiveness, recording participant feedback, analyzing data received, lessons learned and ensuring that all programs met educational goals and objectives. Develop, disseminate, and archive event deliverables and related reports. Provide long-term training and education programs, as needed. Contribute to bilateral, regional, and international training and education planning; maintain program continuity; modify and expand programs to meet extended educational and training requirements.

3.5 Exercise Implementation and Support. Plan, coordinate, and deliver educational and training support for exercise implementation, including the provision of subject matter expertise and logistical support. Participate in classroom activities such as planning and execution of events, planning conferences, executing tabletop exercises, and training simulations. Participate in field activities such as war games, multilateral command post and staff exercises, field training exercises, and lanes training. Draft inputs to post-event deliverables, including after-action reports, and lessons learned.

3.6 Multi-media Support and Services. Provide multi-media support to CCMR programs. Design multimedia presentations and materials for use in workshops, mobile education events, training exercises, and marketing forums. Standardize and edit presentations and course materials. Create graphics for presentations, online posts, scenarios, and practical exercises. Create student handbooks, CDs, and other exportable course materials. Provide all IT support to implement multimedia presentations.

3.7 Operations and Logistical Support. Supply general operational, logistical and administrative support under direction of the government Program Manager for CCMR events. Sustain the coordination and continuity of operational exercises and education and training teams, for both CONUS and OCONUS residents. Coordinate, schedule, synchronize and administer all support related to travel for training events. Translate presentations and academic materials into foreign languages, as needed. Develop, maintain and analyze special reports, project archives, and records for CCMR review.

4.0 STATEMENT OF WORK (APPROACH/METHODOLOGY/TASKS)

The following outlines the specific duties in the seven topical areas (3.1 through 3.7) described in the previous section.

4.1 ACADEMIC ACTIVITY AND TECHNICAL RESEARCH

4.1.1 The contractor shall conduct academic and technical research to support education and training programs. The contractor shall also aide the government Program Manager in the development of program curricula for resident courses, mobile education training events, training exercises, and distributed learning products.

4.1.2 The contractor shall help the government Program Manager in program accreditation and validation in accordance with DoD and international requirements. The contractor shall also identify and develop standard operating procedures, program standards and best practices.

4.1.3 The contractor shall research and contribute content to CCMR sponsored academic book and journal print or electronic publications, multi-media distance learning postings, U.S. and international doctrinal reviews, and academic studies.

4.1.4 The contractor shall provide content for operational and contingency planning documents for DoD programs and directorates. The contractor shall aide the government Program Manager with development of planning documents and exercise procedures.

4.1.5 The contractor shall establish criterion for the successful execution of education and training programs and events. The contractor shall also establish best practices and

recommendations for improving/maintaining effective program management, execution, and support.

- 4.1.6 The contractor shall research and draft observation reports, white papers, studies, lesson learned, and other feedback as required or solicited by the government sponsor. The contractor shall also identify tactics, techniques, and procedures for responding to new or unanticipated requirements.
- 4.1.7 The contractor shall maintain effectiveness by utilizing new capabilities that enhance the quality of education training deliverables. The contractor shall also research academic program curricula and training plans for government review, approval, and inclusion in funded educational and training programs.
- 4.1.8 The contractor shall identify core competencies, and develop event matrices and content, in accordance with DoD, DoS, and other end user agency requirements. The contractor shall also ensure program accreditation and validation is in compliance with DoD, NATO, UN, and recognized domestic and international standards.
- 4.1.9 The contractor shall contribute academic and technical content for incorporation into multimedia, electronic and print presentations. Deliverables include contributions to academic books and journals, training manuals, distributed learning posts, CDs, and other media, as required.

4.2 INSTITUTIONAL REPRESENTATION

The contractor will act as a representative of the U.S. government and CCMR under direction from the government program manager. The program manager will always define the requirement, will direct the contractor in the conduct of institutional representation, and will be held responsible for the final outcomes. The contractor will always be following the guidance of the government program manager after the government has defined the requirement.

- 4.2.1 The contractor shall coordinate and conduct meetings with host training country teams and other customers. Contractors shall meet with key Embassy representatives, local officials and major staffs in order to communicate program capacities and capabilities. Contractor will conduct these duties with, under supervision of, and/or with direction from the government program manager of each program.
- 4.2.2 The contractor shall participate in inter-agency conferences and review sessions in order to assess and analyze the status of current education and training initiatives, as well as to discuss future goals and objectives.
- 4.2.3 The contractor shall act as an ongoing liaison between clients and key officials in host training nations and on major staffs.

4.3 CUSTOMER PREPARATION SERVICES AND SUPPORT

- 4.3.1 The contractor shall perform customer needs assessments, to include a survey review of the operational capacities and requirements of educational and training customers in order to identify future training goals and objectives.
- 4.3.2 The contractor shall participate in planning conferences, and shall provide expertise and knowledge regarding the content and scope of training and educational programs offered.
- 4.3.3 Create and maintain the curriculum and course material based on the needs of existing and emerging customers.

4.4 TRAINING AND EDUCATION SERVICES AND SUPPORT

- 4.4.1 The contractor shall deliver subject matter expertise to training and education events. The contractor shall prepare and present lectures and training modules for courses, seminars, and various learning venues. Contractor shall conduct lectures and be able to address questions regarding the presented materials.
- 4.4.2 The contractor shall develop and direct learning scenarios, practical exercises, and small group activities. The contractor shall contribute subject matter expertise to workshops, panel discussions, and seminars. The contractor shall assess student learning levels and evaluate student performance for certification qualification. The contractor shall meet reporting requirements by providing report event outcomes analysis, assess program effectiveness, record participant feedback, and ensure programs meet educational goals and objectives.
- 4.4.3 The contractor shall develop, disseminate, and archive event deliverables and related reports. Provide long-term training and education programs: contribute to bilateral, regional, and international training and education planning; maintain program continuity; modify and expand programs to meet extended education and training requirements.

4.5 EXERCISE IMPLEMENTATION AND SUPPORT

- 4.5.1 The contractor shall plan, coordinate, and deliver educational and training support for exercise implementation, including the provision of subject matter expertise and logistical support.
- 4.5.2 The contractor shall participate in planning events such as tabletop exercises, planning conferences, and Master Scenario Events List development.
- 4.5.3 The contractor shall provide operational and logistic support for multilateral command posts and staff exercises, training simulations, field training exercises, and lanes training.
- 4.5.4 The contractor shall draft inputs to post-event deliverables, including after-action reports, lessons learned, and exercise assessments.

4.6 MULTI-MEDIA SUPPORT AND SERVICES

- 4.6.1 The contractor shall provide multi-media support as required and defined in subsequent technical direction letters.
- 4.6.2 The contractor shall design multimedia presentations and materials for use in workshops, mobile education events, training exercises, and marketing forums. Standardize and edit presentations and course materials. Create graphics for presentations, online posts, scenarios, and practical exercises. Create student handbooks, CDs, and other exportable course materials. The contractor shall provide all IT support to implement programs and presentations.

4.7 OPERATIONS AND LOGISTICAL SUPPORT

The contractor shall supply general operational, logistical and administrative support for CCMR events under direction of the government Program Manager. Sustain the coordination and continuity of operational exercises and education and training teams for both CONUS and OCONUS residents. The contractor shall also provide timely support to professional staff and personnel participating in programs. This support includes the following tasks:

- 4.7.1 Coordinate faculty and program arrangements, develop agendas, refine curriculum, prepare documents, and track expenditures for conducting education and training programs/events.
- 4.7.2 Prepare and submit travel clearance messages, visa requests, aide the government Program Manager in the preparation of force protection plans and ISOPREPS, and other travel-related documents to embassy and host-nation sponsors.
- 4.7.3 Translate educational materials into foreign languages. Materials may include lectures, course materials, digital postings, academic publications, and references.
- 4.7.4 Provide resident course support including facility, hosting and lodging arrangements, transportation, site shuttles, materials preparation, and events facilitation.
- 4.7.5 Coordinate, schedule, synchronize and administer support related to travel for training events. Translate presentations and academic materials. Develop and maintain special reports, project archives, databases, and records for review.

4.8 GENERAL CONTRACTOR SUPPORT

The contractor shall provide administrative, professional, and technical support within contracted proximity CCMR for efforts on this statement of work. Technical liaison will be required and all work will be performed under supervision of the government Program Manager and according to government generated requirements. The following table provides labor categories, estimated hours (per option year), and labor rate.

Labor Category	Base Rate	Hours
Training Manager III	\$ 238.23	4800
Training Manager II	\$ 218.40	3300
Training Manager I	\$ 178.13	3400
Program Manager IIIA	\$ 162.08	10400
Project Manager III	\$ 138.13	11900
Instructor/Facilitator IIA	\$ 118.02	38800
Instructor/Facilitator IA	\$ 102.33	17900
Business Management Specialist IA	\$ 87.00	9000
Operations Specialist II	\$ 71.25	15500
Administrative Specialist I	\$ 50.47	1200

4.8.1 Training Manager III

- Provides high-level knowledge combined with proven training management capacity for senior level work described in the program/task.
- Provides advanced skill and knowledge to support analysis of training applications within a complex multi-national, multi-dimensional operational environment at the strategic level, develop functional systems, and integrating appropriate support and documentation.
- Participates in all phases of program development with emphasis on the planning, analysis, integration, documentation, and presentation aspects.

- Desired education level is a Ph.D and a minimum of 12 years of leadership and management experience to ensure they are qualified to execute these tasks.

4.8.2 Training Manager II

- Provides knowledge combined with proven training management capacity for senior level work described in the program/task.
- He/she provides solutions to complex training issues and problems that require a detailed knowledge of the subject matter for effective implementation.
- Designs and prepares reports, studies, and related documentation for training applications, develops assessment criteria for achieving program results and prepares and delivers presentations and briefings to support program development.
- Desired education level is a Ph.D and a minimum of 10 years of leadership and management experience to ensure they are qualified to execute these tasks.

4.8.3 Training Manager I

- Directs program/technical support operations involving multiple tasks/projects and personnel at diverse locations.
- Responsibilities include ensuring that all program schedule, performance obligations, and deliverables are met, and that the completed task or project meets all client expectations, is provided on time and within budget.
- Meets and confers with client management officials regarding the status of specific contractor program/technical activities and progress.
- Desired education level is a Master degree and a minimum of 8 years of experience in the area of expertise to ensure they are qualified to execute these tasks.

4.8.4 Program Manager IIIA

- Manages program/technical support operations involving multiple tasks/projects. Manages personnel at various locations to ensure training requirements are met and all programs are adequately staffed. Serves as the counterpart to the client program/technical manager for a complex program.
- He/She will organize, direct and coordinate planning and execution of all program/technical support activities, resolve problems and conflicts and offer recommendations to the client, which requires an intimate knowledge of the related program.
- Meets and confers with client management officials regarding the status of specific contractor program/technical activities and progress.
- Desired education level is a Master degree and a minimum of 6 years of experience in the management of large programs to ensure they are qualified to execute these tasks.

4.8.5 Project Manager III

- Provides project management for mid-sized, multiple, or complex tasks.
- Provides competent leadership and responsible project direction through successful performance of a variety of detailed, diverse elements of project management tasks.
- Reports in writing and orally to Program Manager on project progress/status and various issues or problems. After action reports are usually submitted 90 days post event.

- Desired education level is a Bachelor degree and a minimum 4 years of experience in the management of programs to ensure they are qualified to execute these tasks.

4.8.6 Instructor/Facilitator IIA

- Provide high level subject matter expertise combined with proven training management capacity for work described in the program/task.
- He/She provides advice on complex training issues and problems that require a detailed knowledge of the subject matter for effective implementation.
- Designs and prepares reports, studies, and related documentation for training applications, develops assessment criteria for achieving program results and prepares and delivers presentations and briefings to support program development.
- Desired education level is a Bachelor degree and a minimum of 8 years of experience in the conduct of training to ensure they are qualified to execute these tasks.

4.8.7 Instructor/Facilitator IA

- Provide subject matter expertise and knowledge for teaching students on the program specific tasks. Assist the government Program Manager in the analysis, design, development, integration, documentation and implementation for aspects within their area of expertise.
- Participates as needed in program development, with emphasis on the planning, documentation, training and presentation phases.
- The individual must have sound understanding of multiple training systems and be proficient in the use of modern education and training graphics tools.
- Desired education level is a Bachelor degree and a minimum of 6 years of experience in the conduct of training to ensure they are qualified to execute these tasks.

4.8.8 Business Management Specialist IA

- Provide a variety of support services for senior executives and program managers. Duties include providing professional administrative services, traditional secretarial services and tracking appointments and calendar events. Duties include typing reports and memos, maintaining files (both computer and paper based), answering office inquiries, and performing administrative task.
- Comprise part of the overall team at the location of the course, workshop, and seminar events
- Compose and finalize complex documentation, including support material, user manuals and after action reports, in the style and format required by the task order.
- Works on complex projects independently and has thorough knowledge of graphics systems and graphics applications packages including: desktop publishing, CAD, GIS, design packages, HTML, multimedia and other graphics applications.
- Desired education level is a Bachelor degree and a minimum 4 years of related employment experience to ensure they are qualified to execute these tasks.

4.8.9 Operations Specialist II

- Provides a variety of administrative duties to program managers or other management personnel, such as typing reports and memos, maintaining files (both computer and paper based), answers office inquiries, and performs administrative tasks.
- Comprise part of the overall team at the location of the course, workshop, and seminar events
- Supports the preparation and/or maintenance of program and operations documentation, procedures and methods, including reference manuals and after action reports.
- Assists with graphics projects and the coordination of graphic/imaging production, coordinates production support as needed.
- Desired education level is a High School graduate and a minimum of 2 years of related employment experience to ensure they are qualified to execute these tasks.

4.8.10 Administrative Specialist I

- Under the supervision of supervisors, provides basic administrative support in the form of the coordination and planning of meetings, special events and visits.
- Comprise part of the overall team at the location of the course, workshop, and seminar events
- Performs a variety of secretarial duties for a program manager or other management, such as typing reports and memos, maintaining computer based and paper files, answers office inquiries, and performs administrative tasks.
- Must be familiar with the use of a personal computer and have good typing skills.
- Desired education level is a High School graduate and a minimum of 1 year of related employment experience to ensure they are qualified to execute these tasks.
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5.0 PERFORMANCE STANDARDS AND QUALITY MEASUREMENT

5.1 Performance Requirements Summary

This table specifies the standard for satisfactory performance of the tasks specified in this statement of work.

Task	Performance Standard
3.1-3.7 Reports and Materials	1. All reports and materials provided must contain the information specified by the task order, must be understandable, legible, and accurate. Reports shall be edited to comply with task order as needed. 2. All reports and materials must be submitted in a timely fashion per the schedule of deliverables.

<p>3.1 Academic and Technical Research</p>	<p>All technical and academic research must meet internationally recognized professional standards.</p> <p>Deliverables will have international and/ or operational value and reflect professional expertise in the discipline.</p> <p>Deliverables will be measured according to the value of the work produced in the discipline. Indicators such as invited participation in panels and conferences, publication in international journals or with leading publishers, and in award of continued sponsor funding, will assist in determining the work product's value.</p> <p>Research will be of high strategic value, for example it will contribute to knowledge principally in national, regional, or international security contexts or will provide important support to the work of other agencies conducting international security research and policy development.</p> <p>Research findings of a national context will be placed in an international framework or will contribute to international level outputs.</p>
<p>3.2 Institutional Representation</p>	<p>Bilateral and regional collaboration with embassy and host nation POCs will be supportive of DoD directed partner capacity building goals.</p> <p>Collaboration with major staffs will be supportive of Theater Security Cooperation Plan goals.</p> <p>Customer goals and objectives will be presented in the task order, and reflect integration of a coordinated approach for optimizing delivery of education and training programs.</p>
<p>3.3 Customer Preparation</p>	<p>Task order customer site surveys and assessments will identify the needs, capacities and weaknesses to be addressed. Solutions will reflect an integrated approach to security, and</p>

	<p>present cooperation challenges. National or collective performance goals and measures to implement initiatives that involve both Military and Civilian government organizations, as well as the private sector, will also be required.</p> <p>National institution strategy reviews will provide a baseline set of performance goals and measures for security cooperation programs in accordance with DoD partner capacity building goals.</p> <p>Action plans and recommendations will include a comprehensive set of performance goals and measures against which to assess and improve security cooperation efforts, vulnerability reduction, and responsiveness to crisis and conflict at all levels of government and across government agencies.</p> <p>Curriculum developed will contain the most current and relevant reference information available at the time they are supplied.</p>
<p>3.4 Training and Education Events</p>	<p>Project management and subject-matter expertise will completely span the entire spectrum of CCMR education and training programs. They will adhere to academic standards, which reflect the ideas, skills, and knowledge in each discipline that are considered essential to the achievement of program education and training objectives.</p> <p>Lectures, scenarios and course materials will be supplied in adherence to an agreed schedule with a response time that allows for their usage in training courses and/or seminars. Presentations, both in-person and via distributed learning venues, shall contain the most current and relevant references available at the time of delivery.</p> <p>Subject-matter experts and project leaders will collaborate with program managers to review, revise, or develop practical exercises and group</p>

	<p>activities that reflect program objectives and encourage participant knowledge, interaction, and feedback.</p> <p>Education and training deliverables will be evaluated against recognized performance indicators which define achievement and baselines, especially in certification programs. Where applicable, subject matter experts will assess and report proficiency levels, which evaluate outputs and assigns proficiency status for incremental, continuing, and long-term learning in individual or organizational education and training activities.</p> <p>Train-the-trainer certification training will be implemented in accordance with recognized DoD, UN, and international organizational standards.</p> <p>Certification standards will be derived from national and international education and training policies, program directives; postgraduate and professional level education and training expectations, and accreditation requirements where applicable.</p> <p>Reports and materials provided will contain all requested information in the appropriate format. Reports and materials will be submitted within directed deadlines and will be understandable, professional, legible, and accurate.</p>
<p>3.5 Exercise Implementation</p>	<p>Training facilitators will thoroughly research the organization, mission, training tasks, and previous exercise scenario outcomes and After Action Reports (AARs) of the unit/organization to be trained.</p> <p>One-up operations orders and Operation Force and missions and concepts will be designed to achieve commander's training objectives. The Master Scenario Events List (MSEL) must incorporate the commander's essential training tasks into a challenging situational context while reflecting realistic conditions and</p>

	<p>standards. Task hierarchies will build sequentially in the MSEL, with carefully orchestrated dependent events.</p> <p>Project leaders provide support in accordance with the performance parameters, operational conditions, and timelines directed in the MOA.</p> <p>Subject Matter Experts will possess skills and experience appropriate to the training tasks and individuals being trained. Wherever possible, observers and trainers will be matched to rank/position appropriate trainees, and will, at a minimum, possess the experience and professional expertise to provide quality command and staff training and mentorship. They will operate in a manner that does not disrupt or degrade training conditions for the unit/organization being trained.</p> <p>Field training exercises and skills training lanes will reflect task/conditions/standards directed in the mission training plan and prescribed doctrine and training publications. Standards are established as the minimum acceptable proficiency required in the performance of a particular task, according to the supported commander's training objectives, organizational directives, and pre-defined metrics from the unit mission-essential task list.</p> <p>Essential training tasks will be evaluated in terms of measures and criterion. The measure describes the level of task performance. The criteria are clearly defined metrics, often expressed in terms of time, degree of completion, ability to attain desired effects, or other command directed performance measurement.</p> <p>Simulations will provide realistic and challenging training venues that create conditions appropriate to the commander's training task parameters. Simulation support will ensure transparent and seamless scenario</p>
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	<p>delivery that enhances rather than disrupts participant training. Digital and FM networks will have sufficient redundancy and contingency provisions to minimize training disruptions due to technical shortfalls.</p> <p>Subject Matter Experts will be paired to rank/position appropriate senior leaders whenever possible, and at a minimum, will possess the requisite experience and professional standing to provide quality mentorship to senior leaders. Since senior leader mentorship is largely creative and conceptual in nature, results will be reflected primarily through senior leader feedback, post-event results, and continued demand for mentorship.</p> <p>The AAR will identify, at a minimum: review and evaluation of the commander's essential training tasks, exercise milestones, degree of proficiency, weaknesses, and an action plan for remedial, sustainment, or enrichment training.</p>
<p>3.6 Multi-media Support</p>	<p>Promotional graphics (logos, banners, flyers, handouts) will inform on program goals, advertise significant events and milestones, and encourage sustained sponsorship. All design elements and products must meet the approval of the Program Manager or the Executive Director.</p> <p>All multimedia support to simulations and virtual exercise scenarios will be supplied in a timely manner that allows for their usage in educational and training events and exercises. Virtual environments and simulations should use realistic source material that allows for easy identification and for related simulations to be integrated into the training objectives.</p> <p>All interactive software produced must be supplied per the agreed schedule which allows for their usage in the education, training, or exercise event for which they were produced.</p> <p>On-site requirements will be fulfilled in a</p>

	<p>manner that allows for the event to be executed within the agreed upon schedule. All materials produced will be in the format requested. Education, training and exercise materials will meet the needs, context and objectives of the event for which they are produced.</p>
<p>3.7 Operations and Logistical Support</p>	<p>Provide timely support to professional staff and personnel participating in CCMR Programs. This includes:</p> <ol style="list-style-type: none"> 1. Faculty and program arrangements will be provided 2 weeks before the event in question, or in a timely manner that allows for enough time before the operational event to adequately plan, prepare and execute. 2. Travel clearance messages, visa requests, and other travel-related documents shall be processed in accordance with the instructions in the DoD electronic foreign clearance guide and applicable documents (DoDD 4500.54E, December 28, 2009). 3. Translation will be provided in the language requested, delivered per the agreed schedule and accurately reflect the source document. 4. Resident course support will be comprehensive in all aspects of facility, hosting and lodging arrangements, transportation, site shuttles, materials preparation, and events facilitation. 5. Program calendar updates will be completed in a timely manner. Archives, databases and special reports will reflect the accuracy and consistency of the source documents.

5.2 Quality Assurance Methodology

Inspections of the Schedule of Deliverables will be based on the standards in the Performance Requirements Summary.

Task	What will be inspected	Who will inspect it	When will it be inspected	Where will it be inspected	How will it be inspected
3.1-3.7	Quarterly Report	COR	Quarterly upon submission	At the CCMR, or educational/training site	Personal observation
3.1-3.7	Monthly Report	COR/Program Managers	Monthly upon submission of an invoice	At the CCMR, or educational/training site	Personal observation
3.1	Academic and Technical Research	COR/Program Managers	Upon completion of projects, or major deliverable sections in ongoing initiatives	At the CCMR, or educational/training site	Personal observation
3.2	Institutional Representation	COR/Program Managers	Before educational or training program commencement.	E-mail/online/at host nations, CCMR attended conferences and meetings, or on educational/training site	Personal observation
3.3	Customer Preparation	COR/Program Managers	Before educational or training program commencement.	Online/at CCMR, or educational/training site	Personal observation
3.4	Training and Education Events	COR/Program Managers	Before, during and after educational or training programs.	At CCMR, or in host nation educational/training sites	Personal observation
3.5	Exercise Implementation	COR/Program Managers	Before, during and after exercises are conducted.	At conferences, or host nation exercise site	Personal observation
3.6	Multi-Media Support	COR/Program Managers	Upon completion of deliverables and before associated events occur.	At CCMR, or in host nation educational/training sites	Personal observation
3.7	Operations and Logistical Support	COR/Program Managers	Upon submission or completion of deliverables.	E-mail/online/at CCMR, or education/training or exercise site	Personal observation

Written deliverables will be reviewed for compliance with requirements, substantive value and professionalism. Deliverables not meeting these standards must be rewritten or edited in a prompt and timely manner so as not to disrupt the scheduled use of the deliverable.