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ISN 9249?

# **Afghanistan Human Resources Development Project**

**Final Report  
July 1, 1992 - April 30, 1994**

**Submitted by  
The Academy for Educational Development**

## **FOREWORD**

**This Final Report is submitted by the Academy for Educational Development (AED) in partial fulfillment of requirements of contract Number 306-0212-C-00-2044-00 with the United States Agency for International Development (USAID).**

**The Academy's project staff, based in Washington, DC, and Peshawar, Pakistan, wish to express appreciation to management of the USAID Mission to Pakistan and Afghanistan for cooperation and assistance throughout the life of the Human Resources Development Project. Particular gratitude is due John Tucker, HRD Project Officer, and Pamela Wegge, Assistant HRD Project Officer, for their encouragement and support during project implementation.**

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## ACRONYMS USED IN THIS REPORT

AA	Associate of Arts
ACBAR	Agency Coordinating Body for Afghan Relief
AED	Academy for Educational Development
AIG	Afghan Interim Government
AREA	Agency for Rehabilitation & Energy Conservation in Afghanistan
ASP	Afghan Scholarship Program
ATTC	Afghan Technical Training Center
BATS	Basic Automotive Trade Skills
BOS	Basic Office Skills
BS	Bachelor of Science
BTS	Basic Trade Skills
CCA	Cooperation Centre for Afghanistan
CIDA	Canadian International Development Agency
CRTA	Construction Related Training for Afghanistan
DOD	Department of Defense
EC	European Community
ECA	Education Center for Afghanistan
ECCSPA	Education Coordination Council of the Seven Party Alliance
EDC	Education Development Center
ESSP	Education Sector Support Project
GTZ	<i>Deutsche Gesellschaft für Technische Zusammenarbeit<sup>1</sup></i>
HRD	Human Resources Development
ICRW	International Council for Research on Women
IRC	International Rescue Committee
JICA	Japanese International Cooperation Agency
MS	Master of Arts
MSI	Management Systems International
MTP	Manpower Training Program
NGO	Non Governmental Organization
OIT	Office of International Training
PLM	Purpose Level Monitoring
PMU	Project Management Unit
PSU	Project Support Unit
SV	<i>Stichting Vluchteling<sup>2</sup></i>
SWABAC	Southern and Western Afghanistan Balochistan Association for Coordination
TA	Technical Assistance
TDY	Temporary Duty
UN	United Nations

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<sup>1</sup> The German Agency for Technical Cooperation, Ltd.

<sup>2</sup> The Netherlands Refugee Foundation.

<b>UNDP</b>	<b>United Nations Development Program</b>
<b>UNESCO</b>	<b>United Nations Education, Scientific, and Cultural Organization</b>
<b>UNHCR</b>	<b>United Nations High Commissioner for Refugees</b>
<b>UNO</b>	<b>University of Nebraska at Omaha</b>
<b>USAID</b>	<b>United States Agency for International Development</b>
<b>VITA</b>	<b>Volunteers in Technical Assistance</b>

## **L EXECUTIVE SUMMARY**

The HRD project, administered by the Academy for Educational Development between July 1, 1992 and April 30, 1994, provided training in skill areas relevant to reconstruction and rehabilitation of Afghanistan. With HRD, USAID consolidated selected training under the umbrella of one project whose purpose was to design and implement training programs to impart skills required to develop Afghanistan in a post-war environment.

Shifting political priorities and USAID's global funding constraints forced a severe down-sizing of the HRD project. The project was reduced from a three-year base period plus two option years with a total estimated budget of \$27,508,568 to a 22-month base, no option years, and \$4,000,000 - a 78% reduction in the scope of the initially planned HRD project. Key elements of the project included:

**Vocational Training Programs** The predecessor of the Basic Trade Skills Training Program was conducted under the umbrella of the Education Sector Support Project (ESSP). HRD was to build on and strengthen existing courses to provide Afghans with basic vocational skills to enable them to earn a living and to contribute to rehabilitation and reconstruction of their country. Courses included: electricity, welding, carpentry, plumbing, steelwork, masonry, bar reinforcement, motor mechanics, vehicle repair and maintenance. New courses were added in Surveying and Blueprint Reading, Heavy Equipment Repair, and Motorcycle Repair. During the HRD contract, 1,767 trainees enrolled in these programs; 1,320 graduated. A Basic Office Skills component was suspended at USAID's request shortly after HRD began; it graduated 154 trainees.

**In-Country Professional Training** In the original design, this included engineering training, in-country short-term training, and English Language training. Under the revised Scope of Work, only engineering training remained, with the charge to continue and strengthen the courses of CRTA. During HRD, AED entered into a Sub-Contract with IRC to manage CRTA. During the life of the project, 76 trainees graduated in Construction Supervision, 54 in Assistant Engineering, 20 in Civil Engineering, and 20 in Refresher Courses.

**International Training** Originally, this component included: participant training (two years for a Masters degree in the United States); international supplemental academic training (three- to 12-month study to complete an already-started degree); and international experiential training (providing short-term, non-academic training). With the reduced budget, no new participants were admitted; thirty-nine academic participants and one technical trainee were administered by AED during the life of the HRD contract.

Though short-lived, the HRD project contributed important training to current and future reconstruction efforts at basic artisan, supervisory, and technical levels. Current employment rates for engineering graduates are high, indicating that trainees are effectively using their skills; however, rates of return to Afghanistan are low in all categories, suggesting that the greatest impact of the HRD project will be deferred to the future when peace comes.

## **II. PROJECT DESCRIPTION**

### **A. Evolution of the Human Resources Development Project**

#### **1. The Plan and Direction of USAID**

The HRD project was planned to provide training at various levels of sophistication in a range of skill areas directly relevant to reconstruction and rehabilitation needs of Afghanistan.<sup>3</sup>

Prior to the HRD project, USAID conducted a variety of training activities for selected audiences in several sectors: scholarship programs; management training; technical training; construction related training; training for women; health care training; teacher training; and agricultural training. With the design of the HRD project, USAID envisioned the consolidation of selected training activities under the umbrella of one project. A centralized training program, it was felt, would allow a more focused approach to assessment of Afghan training needs, and a more coordinated approach to providing training. Secondly, establishing a visible point of contact for training activities within USAID would result in better coordination with other donors. Further, it was expected that program designers could achieve synergies by planning an integrated and sequenced series of courses, encouraging efficient use of training personnel. Finally, conducting training activities within one organizational unit would allow an evenhanded and systematic evaluation of training programs. It was anticipated that sectoral training would continue in discrete projects; international training, however, would be coordinated by the new project though financed through respective sectoral projects. The HRD project was also expected to institute training initiatives necessary for reconstruction outside sectoral projects.<sup>4</sup>

#### **2. The Role of University of Nebraska/Omaha (UNO) and the Manpower Training Program (MTP)**

The Manpower Training Program (MTP), the predecessor to the Basic Trade Skills (BTS) Training Program, was conducted through a Cooperative Agreement with the University of Nebraska at Omaha (UNO) under the umbrella of the Education Sector Support Project (ESSP). Preliminary work began in April 1989 with a confirmation of priority training needs initially identified in the spring of 1988. This was followed by the adaptation and translation of US training materials into Dari and Pushtu, and the recruitment of staff. The first classes began in Peshawar in September 1989 and in Quetta in June 1990.<sup>5</sup>

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<sup>3</sup> Item I.A. Statement of Need, Prime Contract; page 8.

<sup>4</sup> Items I.B.2, History of Training Activities, and I.B.c, Rationale for HRD Project, Prime Contract; pages 9-10.

<sup>5</sup> Gary Thiesen, Richard Betz, Victor Cieutat, Evaluation of Afghanistan ESSP, AED, December 1990.



UNO education specialists, in conjunction with officials of the Education Center for Afghanistan (ECA), worked with technical specialists to develop the curriculum in a variety of vocational trade skills. Under their leadership, the teaching schedule was defined, and the administrative systems were instituted to effectively manage the educational institution.

### **3. The Role of the Academy for Educational Development (AED) and the Education Development Center (EDC)**

Academy consultants contributed to an evaluation of ESSP which impacted on design and implementation of the HRD project.<sup>6</sup> Later, EDC conducted a training needs assessment primarily among Afghan refugees in Pakistan.<sup>7</sup> Findings and recommendations from both documents expanded the understanding of the environment and needs of the area, contributed to the HRD project design, and augmented what the Academy would ultimately submit as its proposal to manage the project.

#### **B. Purpose and Themes**

The purpose of the HRD project was to design and implement training programs which would impart to Afghans the skills required to successfully plan and carry out the rehabilitation and development of the Afghan nation in the post-war environment; specifically to:

- train a skilled labor pool to help address the immense and immediate manpower needs inside Afghanistan; and
- strengthen the existing capabilities of more highly trained managers, administrators, and technicians to meet the longer-term need for sustained economic development.<sup>8</sup>

Four "themes"<sup>9</sup> illustrate the intended focus of the project:

- Geographic focus, with project activities intended to benefit persons and areas inside Afghanistan, rather than refugee areas of Pakistan;
- Equitable participation, with particular emphasis on serving un- or under-served groups; e.g., women, ethnic minorities, handicapped;

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<sup>6</sup> *Ibid.*

<sup>7</sup> Nagat El-Sanabary and Frank F. Williams, Human Resource Development Project for Afghanistan Training Needs Assessment, Education Development Center, Inc.; July 25, 1991.

<sup>8</sup> Purpose Level Monitoring System, Project Implementation Review, March 31, 1994.

<sup>9</sup> Section II, Statement of Goals and Purpose, Prime Contract; pages 10-11.

- Community responsibility, with emphasis on getting trainees to mobilize resources for rehabilitation and development; and
- Post-training employment, with activities to maximize trainees' potential to apply newly-acquired skills in productive employment; e.g., entrepreneurial training.

### C. Project Activities

In general, it was expected that the HRD project, through its contractor, AED, would develop and conduct training activities in three substantive areas: basic trade and office skills comprising an initiative in vocational training; in-country professional training comprising higher level engineering training; and international training.

To do so, the project was to work with "Afghan counterpart entities," defined in practical terms as the Education Center for Afghanistan (ECA) which represented interests of the Afghan people. The ECA was formed under the auspices of the ESSP in 1986 as the principal operational unit of the Education Coordination Council of the Seven Party Alliance (ECCSPA) of the Afghan resistance. The ECA was integrated into the Afghan Interim Government (AIG) shortly after its formation in February 1989.

#### 1. Vocational Training Programs

##### a. Basic Trade Skills (BTS) and Basic Automotive Trade Skills (BATS) Training Programs

The HRD project was to build on and strengthen the existing MTP and ATTC courses to provide Afghans with training in basic vocational skills to enable them to earn a living and to contribute to the rehabilitation and reconstruction of their country. Existing courses included: (at MTP) electricity, welding, carpentry, plumbing, steelwork, masonry, bar reinforcement; and (at ATTC) motor mechanics, vehicle repair and maintenance. The original contract anticipated the development of several new courses and a minimum of 700 students per year to be graduated through the program "at its peak."<sup>10</sup> The revised contract lessened the emphasis on new course development and reduced the expected number of trainees to approximately 640 per year.<sup>11</sup>

##### b. Basic Office Skills (BOS) Training Program

The BOS component was to be suspended shortly after HRD began and only reinstated upon assessment of training needs when the project moved to Kabul. Existing training enrolled both men and women and included courses in typing, basic office procedures, basic record management, basic accounting, introduction to computers, and basic office application to micro

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<sup>10</sup> Item IV.B.c.iv, Scope of Work, Prime Contract, page 15.

<sup>11</sup> Items IV.B.2.a, and IV.B.3.c, Scope of Work, Modification #3, pages 4 and 5.

computers. Subject to reestablishing BOS in Kabul, the original contract anticipated a number of new courses and a minimum of 250 trainees annually.<sup>12</sup> The revised contract deleted the possibility of reestablishing BOS inside Afghanistan. Students enrolled in existing training cycles would be allowed to complete and the program would be terminated.

## **2. Construction Related Training for Afghanistan (CRTA)**

In-Country Professional Training in the original project design included engineering training, in-country short-term training, and English Language training. Under the revised Scope of Work, only engineering training remained with the charge to continue and strengthen the courses of CRTA. CRTA was developed by IRC in 1987. USAID co-funded CRTA starting in August 1990 through a Cooperative Agreement with IRC. During the course of the HRD project contract, AED entered into a Sub-Contract with IRC to manage CRTA.

Similarly, in the original design, there were to be strong links between BTS and CRTA: curriculum review; joint participation in field activities; and a mechanism to select top CRTA graduates for International Training. This could have resulted in a progressive relationship with students' completion of one level of training leading to potential candidacy in the next. The reduced Scope of Work anticipated only the curriculum review and joint field activities, both actions to assure relevance of basic vocational curriculum.

### **a. Construction Supervisor Program**

The Construction Supervision Program, part of the original project design, remained in the revised Scope of Work. It consists of a nine-month curriculum which trainees Afghans to be construction foremen capable of supervising construction work sites and managing small rural projects; the curriculum includes classroom instruction and practical on-site work experience. Candidates must have completed 12 years of education, and pass an entrance exam. In the fall of 1992, just prior to transfer of the program's administration to the AED/IRC Sub-Contract, 552 students took the exam and 67 qualified for enrollment.<sup>13</sup> Prior to the program's transfer to AED, 305 students had been enrolled and 129 graduated; during the 12-month AED/IRC Sub-Contract, 59 enrolled and 76 graduated.<sup>14</sup>

### **b. Assistant Engineer Program**

The Assistant Engineer Program, also part of the original project design, remained in the revised Scope of Work. It is open to students who successfully complete the nine-month Construction

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<sup>12</sup> Items IV.B.1.b, and IV.B.1.d, Scope of Work, Prime Contract, pages 16 and 17.

<sup>13</sup> Science & Technical Training Programs for Afghans, IRC, October 1993.

<sup>14</sup> Purpose Level Monitoring System, Project Implementation Review, March 31, 1994. PLM statistics track enrollment and graduate figures by chronology, not by training cycle.

Supervisor course and pass a screening test. The program provides participants nine more months of training in construction aspects of engineering projects; as with Construction Supervision, training includes two three-and-a-half month theory sessions with a two-month practical session in between. As assistant engineers, graduates are capable of managing entire projects of small- to medium-size and can perform a wide variety of technical tasks.<sup>15</sup> Prior to the program's transfer to AED, 110 students had been enrolled and 39 graduated; during the 12-month AED/IRC Sub-Contract, 32 enrolled and 54 graduated.<sup>16</sup>

### c. Civil Engineering Program

As with Construction Supervision and Assistant Engineer programs, the Civil Engineering Program was included in both the original and revised Scopes of Work. It offers a 36-month civil engineering degree course which parallels the curriculum offered at the Kabul University Faculty of Engineering before the war. To address any academic weaknesses the students may have when they enter the course, the program offers a remedial course in English, mathematics and physics. In addition, all students participate in a required summer field training program which enables them to apply the theory that they learned during the academic year. Upon completion of the program, the students receive an engineering degree and are qualified to provide engineering expertise for the construction of roads, canals, bridges, buildings, and other facilities.<sup>17</sup> Prior to the program's transfer to AED, 163 students had been enrolled and 24 graduated; during the 12-month AED/IRC Sub-Contract, no new students enrolled and 20 graduated.<sup>18</sup> Forty eight students in the second and third year of training are scheduled to graduate in December 1994 and November 1995 if follow-on funding assures the program's continuation.

### d. Refresher Courses

Refresher Courses, generally of two-month duration, were conducted to update graduate engineers in technical skill areas; specific topics were chosen for such courses in response to demand from employed engineers and in line with post-war reconstruction needs. Engineering faculty members were recruited from US universities to serve as instructors for the program. While the original project design anticipated that the program would continue, it was curtailed during the HRD project due to reduced funding. Prior to CRTA's transfer to AED, 211 engineers enrolled and graduated in seven Refresher Courses; at the beginning of the HRD project, 20 engineers enrolled and graduated from one course before the program was eliminated

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<sup>15</sup> Science and Technical Training Programs for Afghans, IRC, October 1993.

<sup>16</sup> Purpose Level Monitoring System, Project Implementation Review, March 31, 1994. PLM statistics track enrollment and graduate figures by chronology, not per training cycle.

<sup>17</sup> Science & Technical Training Programs for Afghans, IRC, October 1993.

<sup>18</sup> Purpose Level Monitoring System, Project Implementation Review, March 31, 1994. PLM statistics track enrollment and graduate figures by chronology and not by training cycle.

under the revised Scope of Work.<sup>19</sup>

### **3. International Training**

In the original project design, this component consisted of three distinct elements:

- participant training to accommodate up to two years to complete a Masters degree in the United States (with possible future expansion to third country training sites);
- international supplemental academic training allowing three- to 12-month study to complete an already-started degree, or to upgrade professionals in positions relevant to reconstruction (minimum of 30 participants per year); and
- international experiential training providing short-term, non-academic, perhaps on-the-job training in skill areas essential to rehabilitation (minimum of 30 participants per year).

Under the revised Scope of Work, no new international participants were to be accepted; those candidates currently in the US under the Afghan Scholarship Program (ASP) and the Weber Scholarship Program would be allowed to complete. Accordingly, study program administration of 39 degree candidates was transferred from UNO to AED on October 1, 1992.

### **4. General Training Activities**

#### **a. NGO Training: Job Task Skill Analysis**

The original project design anticipated close interaction with a variety of NGOs by providing them staff training, using them as sources of trainee recruitment, and including them in targeted workshops to assure NGO coordination.<sup>20</sup> Implicit is the charge to conduct institutional strengthening activities to assist Afghan NGO management increase efficiency.

Early in the project, HRD staff devised and conducted a series of training sessions aimed at Afghan NGO staff, particularly training staff. Centered on Job Task Skill Analysis, the sessions enabled participants to break down all jobs into component tasks, assign skills required to perform the tasks, and identify training to transfer or strengthen the skills. With this technique, trainers could readily assess any job and devise appropriate training to assure meeting minimum standards; applied in an educational institution, this improves the ability to target curriculum development to specific job needs.

BTS, BATS and BOS faculty participated in the training series along with trainers from Save the Children, International Rescue Committee, and ACBAR

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<sup>19</sup> Purpose Level Monitoring System, Project Implementation Review, March 31, 1994.

<sup>20</sup> Items IV.B.1.e.ii, IV.C.2.a.ii, and IV.E.1.d, Scope of Work, Prime Contract, pages 18-27.

## **b. Afghanistan Country Training Plan**

Though not listed as a specific product of the original project, the need for a Country Training Plan was implied in the discussion of consolidating multi-sectoral training under one contract. Had the initial design gone forward, such a plan would probably have been produced in order to effectively coordinate the anticipated training. As a result of an interim Training Audit recommendation, the creation of a Country Training Plan was added to the revised Scope of Work. The charge was to identify skills required to plan and carry out rehabilitation, identify training needs and constraints, identify current and proposed USAID training, and identify indigenous institutions and resources to implement the training.<sup>21</sup>

The Country Training Plan, following revisions based on reduced funding levels and changing USAID priorities for the future of the Afghanistan portfolio, was submitted in December 1993.

### **D. Expected Outputs and Outcomes**

In November 1992, HKD project staff were informed that the budget would be curtailed, that no new funds would be obligated beyond the \$4,000,000 already in the contract, and that the new end date would be April 30, 1994. Accordingly, the Scope of Work was re-worked and the expected outputs reduced.

The table on the following page summarizes target life-of-project outputs anticipated in the original contract and the revised target outputs in the new Scope of Work.

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<sup>21</sup> Item IV.E., Country Training Plan, Modification #3, page 9.

<b>Project Outputs</b>	<b>Category of Outputs</b>	<b>Original Targets</b>	<b>Revised Targets</b>
Basic Trade Skills	Trade and Automotive Skills	Minimum of 700/year	640/year
Basic Office Skills	Office Skills	250/year	<b>Deleted</b>
Engineering Training	Construction Supervision	Not Quantified	Not Quantified
	Assistant Engineers	Not Quantified	Not Quantified
	Degreed Engineers	Not Quantified	Not Quantified
	Upgraded Engineers	Not Quantified	<b>Deleted</b>
Short Term Training	Reconstruction and Development Skills	40 first year; 200/year by year 4	<b>Deleted</b>
English Language Training	English Language Skills	Keyed to International trainees	<b>Deleted</b>
International Training	Academic Degrees	Not Quantified	39
	Academic Supplements	30/year	<b>Deleted</b>
	Experiential Skills	30/year	<b>Deleted</b>
Project Support Unit	Information System; reports, inventories, records, data	Not Quantified	<b>Deleted</b>
	Workshops	Not Quantified	<b>Deleted</b>

Numbers of people actually trained in each project category are shown in tables in Section III.C.1., below.

### **III. PROJECT PERFORMANCE**

#### **A. Situation Statement: July 1, 1992 - September 30, 1992**

##### **1. Project Start-up Activities**

The AED contract to manage the HRD project was signed June 3, 1992 to become effective July 1, 1992; a June 12, 1992 modification approved start-up costs to be charged from June 8, 1992.

Contracting and fielding of the technical assistance team was conducted in late July and early August: Basic Skills and Entrepreneurship Training Director Lee Scott was contracted July 22; Administration and Personnel Director Mary Anne Javed was contracted August 1, 1992. Designated Director of Professional Training/Engineering Training Specialist James Smith was contracted July 29, 1992 for TDY assignment and was scheduled to return in September to assume duties.

AED Officer-in-Charge Peter Boynton, AED Home Office Coordinator Demetria Arvanitis, Chief-of-Party David Benedetti, Scott, Smith, and Javed spent three weeks between July 29 and August 18, 1992, in start-up planning: consulting with cooperating agencies and Afghan entities; visiting and assessing training sites; meeting and planning with faculty; setting up administrative procedures between AED and USAID. The key activity during start-up was the Project Team-planning Workshop (see below).

Benedetti returned in late September to assume the Chief-of-Party position, and John Healy, Financial Manager, was contracted October 22, 1992.

##### **2. The Project Team-planning Workshop**

In the AED proposal to implement the original HRD project, Coverdale was a subcontractor to handle the Community Development component. Coverdale has had considerable experience in a variety of countries with social action planning. Faced with a multi-cultural group of engineers and technical specialists, human resource planners, and trainers, a team-planning workshop was conducted to forge a unified project management team. Participants included BTS faculty, CRTA faculty, USAID officials, and HRD project management staff. The intent was to obtain consensus on project goals and objectives, agree on approaches to project direction, and plan a manageable implementation timetable. Specifically, the workshop purposes were to:

- exchange information, and share experiences;
- build a high performing team that draws on the skills and strengths of the individuals and organizations that form it;
- develop a better understanding of respective roles and responsibilities;



- discover together a common language and systematic approach for doing any task and achieving goals; and
- learn how to manage diversity as a resource through respect for differences and teamwork to develop the human resources of Afghanistan.<sup>22</sup>

As a result of discussion throughout the workshop, project cooperators had compiled the aims, objectives, rationale, timetable, resources, approach, and expected outcomes of their participation in the project.

### 3. Transfer of UNO Activities to AED

Following a series of meetings between USAID and the two contractors, all project training activities were officially transferred from UNO to AED on October 1, 1992. Logistic transfer required detailed coordination as land leases, vehicles, training equipment, supplies, and personnel were shifted from UNO to AED administration. All parties approached the complicated task in a spirit of cooperation, resulting in a smooth transfer of operation.

#### B. Down-sizing the HRD Project

Shifting political priorities and USAID's global funding constraints forced a severe down-sizing of the HRD project. Accordingly, USAID advised AED of budget and scope-of-work reductions in November 1992. The project was reduced from a three-year base period plus two option years with a total estimated budget of \$27,508,568 to a 22-month base, no option years, and \$4,000,000. Comparing base period budgets only, this represents a 78% reduction in the scope of the initially planned HRD project. This obviously was to have major impact on the approach taken to implement the project.

Prior to notice of the reduction, AED had fielded five long-term TA staff. One was repatriated February 22, 1993, when the post of Basic Skills and Entrepreneurship Training Director was eliminated. A second was not permanently posted following TDY because of controversial contacts with the University of Dawa and Jihad; his post of Director of Professional Training/Engineering Training Specialist was subsequently eliminated. Three other long-term expatriate TA posts and 10 long-term local TA posts were eliminated.<sup>23</sup>

Plans were scrapped to establish a Project Support Unit and a Project Management Unit. The PSU was to provide research and planning, monitor project performance, develop information systems support, and facilitate workshops.<sup>24</sup> The PMU, anticipated to be the chief executive

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<sup>22</sup> Human Resources Development Project Team Planning Document, August 1992, page 28.

<sup>23</sup> See Appendix B.1 through B.4 for original, interim, and final staffing patterns.

<sup>24</sup> Item IV.E.1, Project Support Unit, Prime Contract, pages 26-27.

body of the project, was to provide management and policy guidance, offer staff and administrative support, conduct donor and government liaison, and monitor progress against the four project themes<sup>25</sup> (see Section II.B, above).

Five planned sub-contracts were either canceled or never implemented as respective project components were deleted: Coverdale, which was to initiate community development activities; ICRW, with a special charge to develop training for women; VITA, to provide telecommunications support;<sup>26</sup> University of Wyoming, which originally had a long-term TA field post to train engineering staff and provide institutional strengthening support to CRTA; and MSI which was to develop entrepreneurial training for BTS and CRTA graduates.

No new human resources development activities were anticipated under the revised scope-of-work. Only existing training programs, even those somewhat reduced, were transferred: Refresher Courses (Visiting Professor program) were removed from CRTA; Basic Office Skills courses were suspended from BTS until such time as the project could move its headquarters inside. Reduced life-of-project negated the possibility to implement anticipated institutional strengthening activities in both BTS and CRTA: revising and strengthening existing curriculum; reforming and streamlining education management systems; opening new (and expanding existing) centers inside Afghanistan; adding new training initiatives in other sectors for targeted audiences.

What was envisioned as a pro-active, multi-faceted and broad-based human resources development initiative to contribute significantly to Afghanistan's reconstruction and rehabilitation, was reduced to a mechanism to manage three existing training programs: vocational education (BTS), technical training (CRTA), and the international scholarship program.

## **C. Achievements and Shortfalls**

### **1. Training Programs**

#### **a. Vocational Training**

In the Basic Trade Skills Training Programs, the HRD project successfully implemented changes in three areas: curriculum revision; targeting training; and revision of admission standards.

- **curriculum revisions** included the addition of new courses, changes in length of training cycles, and strengthening practical instruction.

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<sup>25</sup> Item IV.E.2, Project Management Unit, Prime Contract, pages 27-28.

<sup>26</sup> Transmitting vocational education curriculum via satellite and down-loading via computers at training centers inside Afghanistan.

New trade skill courses were offered in Motorcycle Repair, Heavy Machinery Repair, and Surveying and Blueprint Reading.

After field testing at BTS Quetta, training cycles were reduced from six months to four months with two significant results: trainees were trained to a level appropriate to "basic" skills (sufficient to assure qualification for entry level artisan jobs), and more trainees completed training in the limited project time. Vocational curriculum specialists believed that the six-month cycle took trainees unnecessarily beyond the "basic" level required to meet immediate reconstruction needs.

Practical instruction was strengthened in all courses by shifting time priorities, decreasing time allotted to theory instruction and increasing time allotted to practical instruction. Additional practical instructors were hired in several trades to reduce the student/teacher ratio during period of practical instruction.

- **targeting training** was accomplished by removing from course outlines some of the emphasis on English and Math skills, appropriately reducing the amount of instruction in these subjects to minimal standards required in each respective trade. Similarly, emphasis on theoretical training was decreased and emphasis on real-life situation training increased. Consistent with the project's charge to produce artisans for immediate reconstruction needs, practical instruction projects included prototypes of most critically needed products.
- **revising admission standards** was deemed necessary after assessing the original entrance examinations. Heavily weighted toward science and math skills, the examination excluded the very group of trainees in greatest need of vocational training - those who would be unable to qualify for further academic training. Rather, it admitted those whose high academic skills could enable them to pursue other careers requiring different types of skills.

With the above changes, the vocational training component of the HRD project graduated 1,320 trainees in Basic Trade Skills and 154 trainees in Basic Office Skills. The table on the following page presents a detailed breakdown of the training.

<b>Training Program</b>	<b>FY 93 Oct-Mar</b>	<b>FY 93 Apr-Sep</b>	<b>FY 94 Oct-Mar</b>	<b>Total</b>
<b>Basic Trade Skills<sup>27</sup></b>				
Number enrolled	173	970	624	1,767
Number graduated <sup>28</sup>	315	476	531	1,320
<b>Women's Basic Office Skills</b>		<b>Not Offered</b>	<b>Not Offered</b>	
Number enrolled	0			0
Number graduated	34			34
<b>Men's Basic Office Skills</b>		<b>Not Offered</b>	<b>Not Offered</b>	
Number enrolled	0			0
Number graduated	120			120

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<sup>27</sup> Includes Basic Automotive Trades (BATS).

<sup>28</sup> PLM statistics track enrollment and graduation figures by chronology and not by training cycle; trainees do not necessarily graduate in the same fiscal time period in which they enrolled.

**b. Engineering Training**

The same degree of institutional strengthening activities and staff training was not required in CRTA as was required in BTS. CRTA, an older institution, had been operated under tight controls which paralleled systems premiered by the Faculty of Engineering, University of Kabul. Through the period of the IRC/AED Sub-Contract, CRTA operated with a minimum of administrative, managerial, or educational oversight.

During the course of the Sub-Contract, CRTA graduated 76 construction supervisors, 54 assistant engineers, and 20 civil engineers. Twenty practicing engineers completed refresher courses.

The following table provides a detailed breakdown of the training.

<b>Training Program<sup>29</sup></b>	<b>FY 93 Oct-Mar</b>	<b>FY 93 Apr-Sep</b>	<b>FY 94 Oct-Mar</b>	<b>Total</b>
Construction Supervision Number enrolled Number graduated		59 36	0 <sup>30</sup> 40	59 76
Assistant Engineering Number enrolled Number graduated		32 26	0 28	32 54
Civil Engineering Number enrolled Number graduated			0 20	0 20
Refresher Courses Number enrolled Number completed	20 20	<b>Not Offered</b>	<b>Not Offered</b>	20 20

<sup>29</sup> Period of the IRC/AED Sub-Agreement was 05/01/93 - 04/30/94.

<sup>30</sup> PLM statistics track enrollment and graduation by chronology and not by training cycle.

### c. International Training

AED successfully administered the study programs of 39 Weber Scholarship Program participants who were currently in training at time of transfer, October 1, 1992. AED's participant training advisors consulted regularly with students, international student advisors, and academic advisors in order to comprehensively monitor the study programs and report academic progress back to USAID.

On the whole, the Afghan scholars performed well academically; the average grade point average of all participants was above a 3.50 on a 4.00 scale, or a solid B+. Only two students fell below the required 2.00 for Masters degree programs.

Though scholars completed degrees with impressive thesis topics and in highly required skill areas for Afghanistan's rehabilitation, few returned to apply their new knowledge. Despite AED's monitoring and return procedures, and a ticketing change intended to curb non-return,<sup>31</sup> only seven (17.95%) of the 39 participants returned; an eighth participant who had completed in 1990, prior to the transfer, re-surfaced and returned. Scholars indicated that family members in Afghanistan and Pakistan dissuaded them from returning due to political instability and lack of employment opportunities. As required by OIT, the Academy reported all non-returnees shortly following completion of their study program.

The following table lists the scholars, their degree and university, and return status.

Name	Degree and University	Return
Mohammad Alam	BS Civil Engineering, conferred 07/23/93 University of Evansville	07/93
Jamaluddin Amin	MS Medical Studies, conferred 05/08/93 University of Nebraska	No
Abdul Haq Amiri	MS Social & Applied Economics, conferred 09/19/93 Wright State University	08/93
Babrak Amiri	MS Civil Engineering, conferred 12/19/92 University of Nebraska	No
Mohammad Anwar	MS Civil Engineering, conferred 10/10/93 Lehigh University	No

<sup>31</sup> Whereas previously, both international and domestic portions of the ticket were sent to completing scholars, AED began mailing only domestic portion of the ticket and presenting the international portion only at the departure airport. However, many scholars advised AED of their non-return intentions before program completion, thereby negating the intended effect of this modification.

Mohammad Arif	BS Civil Engineering, conferred 07/24/92 University of Evansville	01/93
Mohammad Ashraf	BS Agriculture, conferred 05/08/93 Central Missouri State University	No
M. Tayyeb Ayyoub	MS Medical Studies, conferred 12/18/93 University of Nebraska	No
Abdul Jamil Bassal	MS Medical Studies, conferred 08/20/93 University of Nebraska	09/93
Mohammadullah Faiz	MS Medical Studies, conferred 05/08/93 University of Nebraska	No
Aszizullah Faizi	BS Telecommunications Electrical Technology, conferred 09/93 Colorado Technical College	No
Shamsuddin Forough	BS Business, conferred 08/01/93 Adrian College	No
Mohammad Feda	MS Agricultural Engineering, conferred 07/26/93 University of Wyoming	No
Ahmad Haqbeen <sup>32</sup>	Non-degree Journalism, completed University of Nebraska	12/92
Abdul Hadi	MS Medical Studies, incomplete <sup>33</sup> University of Nebraska	No
Abdul Qahar Hikmat	MS Medical Studies, conferred 12/28/93 University of Nebraska	No
Ghulam Isaqzai	BS Business, conferred 05/16/93 Midland Lutheran College	No
Lutfullah Kakar	AA Business, conferred 12/19/92 Adrian College	No

<sup>32</sup> Mr. Haqbeen completed in 1990, was reported as a non-returnee, and was not transferred to AED. He subsequently requested to return to Peshawar; with USAID authorization, AED facilitated his return.

<sup>33</sup> Expected to complete May, 1994.

Abdul S. Malakzai	MS Medical Studies, incomplete <sup>34</sup> University of Nebraska	No
Mumtaz	MS Interdisciplinary Sciences, conferred 08/20/93 University of Nebraska	No
Naqibullah	MA Communications, conferred 08/92 Pittsburgh State University	No
Mohammad Nasib	BS Public Administration, conferred 12/19/92 Slippery Rock University	01/93
Mahammad Nasim	BS Civil Engineering, conferred 05/14/93 University of Iowa	No
Khaliqullah Nasrati	MS Medical Sciences, conferred 12/18/93 University of Nebraska	No
M. Naser Oria	MS Medical Studies, conferred 08/31/93 University of Nebraska	No
Shakira Quraishi	BS Biology, conferred 07/16/93 Mayville State University	08/93
Abdur Rahman	BS Mechanical Engineering, incomplete <sup>35</sup> Gonzaga University	No
Ahmad Zia Rawish	MS Economics, incomplete University of Missouri	No
Abdul Zahir Reja	MS Civil Engineering, conferred 05/08/93 University of Wyoming	No
Rohullah	MS Civil Engineering, conferred 10/10/93 Lehigh University	No
Adbul Wakil Sawab	MS Electrical Engineering, incomplete University of Wyoming	<sup>36</sup>
Mirwais Shinwari	MS Pharmaceutical Sciences, conferred 05/92 University of Missouri	No

<sup>34</sup> Degree not conferred as of 01/04/94.

<sup>35</sup> Taking final summer class in June 1994.

<sup>36</sup> Mr. Sawab will complete his degree after his USAID sponsorship terminates.



A. Hakim Sidiqi	MS Civil Engineering, conferred 12/92 University of Nebraska	No
Farida Solaiman	BS Computer Science, conferred 05/15/93 University of Nebraska	No
Fauzia Solaiman	MS Medical Studies, conferred 11/09/93 University of Nebraska	No
M. Naseem Stanazai	MA Journalism and Communications, conferred 12/93 University of South Carolina	No
Rauzatullah Waheed	MS Pediatrics, conferred 08/20/93 University of Nebraska	No
Ahmad Shah Wahidi	MS Medical Sciences, conferred 12/18/93 University of Nebraska	No
Sania Wali	MS Medical Sciences, incomplete University of Nebraska	<sup>37</sup>
Hamidullah Zamani	BS Business, conferred 12/17/92 Midland Lutheran College	01/93

At close of the HRD contract two participants remained beyond the end of their USAID sponsorship to complete their study programs. Sania Wali and Abdul Sawab completed their scholarships on March 31, 1994 but technically had not completed their degrees by that date; their programs extended into April by the 10-day grace period allowed by Handbook 10. Both scholars remained in the US at their own expense after completion of their scholarship program; both were reported as non-returnees.

<sup>37</sup> Ms. Wali will complete her degree after her USAID sponsorship terminates.

## **2. Institutional Strengthening**

Though the more comprehensive plan for strengthening the educational institutions was not implemented due to the reduced scope of work, a few critical areas of institutional management were targeted for improvement. Because program administration areas of procurement, finances, and inventory control, are those most likely to be abused, special consideration was given to the organization of procurement and inventory systems to maximize control.

### **a. Inventory**

When MTP was transferred to AED, a five-member team conducted a detailed inventory of expendable and non-expendable inventory from the Hayatabad, University Town, Quetta, and Ghazni training centers.

When setting out to strengthen internal systems of a vocational education institution, inventory controls are among the higher priorities. There should be, for example, documentation on equipment and tools moved from one shop to another, a record of how consumable training supplies (wood, steel) were used, and an accounting of tools broken and not serviceable. This appeared an area of institution management which could be addressed relatively easily, even with a reduced scope of work. Further, close monitoring of limited inventory would be required if BTS was to continue on limited resources.

The inventory team developed a comprehensive inventory and tracking system which allocated all consumable and non-expendable equipment directly to each shop instructor, and each instructor was required to account for all items on a monthly basis. A series of forms for the intake, use, transfer, and final delivery of inventory was developed, and instructors were trained in how and when to use each. Materials used in constructing teaching prototypes were recorded. Money earned from the sale of such items (e.g., tables, chairs, shelves, tent poles) made from these consumable supplies was handed over to the HRD finance office and used to offset the cost of BTS training materials.

The implementation of the inventory and tracking system required the active involvement of all BTS staff and provided them an opportunity to experience the advantages of an inventory system which protected the credibility and integrity of the project and therefore the individuals working in the project.

### **b. Procurement**

As with inventory, procurement can be easily abused if not monitored closely. HRD project staff sought to prevent abuse in procurement of tools, teaching materials, and food for students. In the efficient management of an educational institution, it is imperative that controls be built in to the procurement system to check price solicitation, quality of product, quantity purchased, storage and use.

A procurement team including one Afghan and one Pakistani was formed in order to enhance the checks and balances in the procurement system for the HRD project office. This team modeled the following procurement control system for the BTS centers and trained staff in its operation. Weekly, shop instructors were polled to compile orders of needed supplies; monthly, purchases were made of routine materials. To maintain price checks, every three months one procurement officer would obtain quotations of routinely purchased items. For other items costing less than \$500.00, at least three price quotes and sometimes samples of the product were submitted to the Director of Administration and Personnel for selection. Items purchased infrequently but in bulk (e.g., gifts for graduating students) were purchased by a three-person team based on the price/quality comparison of items locally available.

Request for purchases were authorized prior to any procurement, and all vouchers were authorized by the Director of Administration and Personnel. When requested by the Director, vouchers were verified by non-procurement staff.

### **c. Personnel**

Two inter-related personnel issues surfaced as management problems at BTS centers: monitoring claimed overtime; and monitoring class contact hours and preparation time.

MTP operated 48 hours/week and provided each instructor one hour of preparation time for each hour of theoretical teaching. Instructors who taught more than 24 hours per week were paid overtime for additional preparation hours, even if they taught the same subject throughout the session. Practical instructors were not allocated preparation time, although all acknowledged that they spent a significant amount of time preparing models and materials for teaching. In addition to time for formal tea and lunch breaks, local cultural and religious practices required that time be set aside for prayers.

Upon close examination of the weekly schedule, theoretical teachers were actually teaching 12-18 hours/week, and practical instructors were working 30-36 hours/week. The teacher/student ratio for practical instruction was 1:23. Theoretical instructors were not present during practical training periods.

HRD revised the teaching schedule so that theoretical instructors were required to be present during the practical training periods in order to facilitate linking theory and practice; and one additional practical instructor was hired for each shop in order to improve the teacher/student ratio. These changes provided some time for the primary practical instructor to prepare models and teaching materials for his sessions.

For those instructors whose revised theoretical/preparation/practical training responsibilities exceeded 48 hours/week, overtime was paid; no other overtime was authorized; however, the need for overtime was virtually eliminated by revising practical and theoretical teaching responsibilities.

In addition to inventory, procurement, and personnel improvements, other institutional strengthening topics were introduced to BTS faculty throughout the course of the project in periodic staff training sessions: curriculum planning and revision; teaching methodologies; job task skill analysis (see section II.C.4.a); site survey techniques; staff development and training; and administrative planning.

### **3. Vocational Education Planning and Development Workshop**

To focus BTS faculty on the future of vocational education and to appropriately close the HRD project, a Vocational Education Planning and Development Workshop was conducted for senior staff. Dr. Bill Reynolds, AED vocational education specialist, served as technical consultant and Dr. Barbara Robinson, free-lance consultant, as the co-facilitator. The purpose of the workshop was to provide the participants with the theoretical knowledge and practical experience required to plan, design, implement, and monitor vocational training programs for Afghans.

The first week of the workshop focused on technical presentations and group discussions regarding organizing, planning, and implementing vocational education programs in Afghanistan; it included practical discussions regarding feasibility, donor support, start-up and recurring costs, and changing vocational education needs. During the second week, participants worked individually or in small groups to prepare actual action plans for vocational education activities which they would like to implement upon termination from this project.

See Appendix D for a complete workshop report, collection of educational materials used, and selected action plans which were developed.

### **4. Soliciting Follow-on Funding**

HRD staff met with CRTA faculty and IRC officials to plan strategy to solicit follow-on funding once USAID support was terminated.

Additionally, IRC staff met independently with CRTA faculty to devise a proposed budget, taking into account the reduced funding, and targeting educational institutions inside Afghanistan as possible sites for re-located training. The leadership of CRTA and IRC produced a number of promotional documents,<sup>28</sup> distributed widely among potential donors. As of April 1994, SV - *Stichting Vluchteling* - had agreed to reprogram some of its previous IRC funding to keep CRTA operable until longer-term sponsorship was secured. Currently, a major proposal is pending with UNESCO and UN Habitat.

Similarly, HRD staff met with BTS leadership to plan a strategy to secure follow-on funding. A proposal outlining BTS plans to expand training inside Afghanistan was prepared<sup>29</sup> and

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<sup>28</sup> Most significant is: Scientific & Technical Training Programs for Afghans, IRC, October 1993.

<sup>29</sup> Engineer Nazar Mohammad Karyar, *et al.*, Rehabilitation Services for Afghanistan, August 1993.

BTS/Peshawar hosted an Open House to showcase facilities and training to potential donors. HRD staff and BTS faculty held follow-up meetings with selected donor groups representing most likely sources of future funding: JICA, GTZ, the EC, UNDP, UN Habitat, and CIDA.

Contacts were also made with Afghan NGOs which represented possible administrative homes for future BTS-style vocational training: the Cooperation Centre for Afghanistan (CCA); the Sayyed Jamaluddin Afghani Welfare Organization; the Agency for Rehabilitation and Energy Conservation in Afghanistan (AREA).

Additionally, HRD staff met with UNHCR Senior Program Officers, Afghan Program Office, to explore the possibility of making BTS-type training a self-supporting activity, particularly in Herat Province. The initial plan was to contract with UNHCR for production of hand tools to be distributed to returning refugees; it was anticipated that, following a short period of subsidy, vocational training centers could become self-sufficient selling tools and reconstruction materials (windows, doors, etc).

Finally, the HRD project conducted a Vocational Education Planning and Development Workshop (see Section III.C.3) to focus thinking of BTS leadership on the technical strategies necessary to move the program inside. The Workshop resulted in numerous action plans to initiate vocational training in key provinces; it also stimulated the current initiative among selected faculty to create an NGO to solicit follow-on funding (see Appendix D).

As of April 1994, the most promising source of financial, technical and administrative support to BTS-type training is through UNHCR which might channel its assistance to GTZ and/or select Afghan NGOs currently conducting training. GTZ currently conducts training in nine trade skills at the *Technikum Kandahar* and two more trade skills are being added to the new cycle; it is planning to initiate similar training in Herat, Helmand, Konar, Khost, and Ghazni. GTZ representatives have met with BTS faculty, proposing to replicate BTS, and have offered to hire technicians, instructors and administrators willing to move inside. GTZ anticipates being included in the UNHCR request to USAID to transfer BTS equipment to continue vocational training in the new and expanded centers.

#### **D. Challenges and Constraints**

Three of the greater challenges impacting on implementation of the HRD project existed because of the unique environment in which the project operated: (a) the portion of the project operating inside Afghanistan had to be administered cross-border, thereby posing difficulties of effectively monitoring implementation without being able to make site visits; (b) the portion of the project operating in Pakistan was designed to serve a refugee population, needs of (and project design principles for) which are different from those of a resident, citizen population; and (c) given the incredibly sensitive nature of political realities, personnel management *viz a viz* project security became a prime consideration.

HRD's cross-border operation posed monitoring challenges which extended from simple administrative requirements (communications) to more serious logistic liabilities (financial loss). Regular communication with the Ghazni sites was impossible; in case of dire emergency the radio capability of another donor was accessible. Receiving time sheets of staff and vouchers for purchases, then providing money for salaries and procurement, had to be done on a bi-monthly - rather than a more-preferred monthly - basis. Transferring money had to be done via personal messenger, required to transit dangerous roads and subject to thievery. Project decisions affecting BTS Center operations were slow in being transmitted to Ghazni.

The HRD project was fortunate to inherit from MTP a BTS coordinator in Ghazni who was highly responsible, accurate in his dealings, and thorough in his documentation. Faced with inability of making personal site visits, project administrators relied on Coordinator Akram's integrity to simply "trust" that the work was being carried out as reported. He and his Administrator made periodic visits to Peshawar to update HRD staff and process administrative details.

The three most critical results of the difficulties posed by cross-border monitoring involved (a) the theft of money - approximately \$700 - being carried into Afghanistan for payment of staff salaries and student stipends, (b) impounding of BTS Center training equipment by Ghazni's Governor Qari Baba, and (c) inability to secure return of the Ghazni BTS Center vehicle at project closure. Had expatriate management been on-site, perhaps these losses would not have been incurred.

An intangible result of cross-border work - which has to be considered a challenge to development professionals - is the inability to see the impact of one's personal work or the or the results of the project first hand. In most development settings, the results of intervention strategies - training activities, or whatever - are readily visible and project managers are quickly rewarded with visible evidence of success or failure. Cross-border work requires the development professional to continue working without the usual payoff of seeing, touching, or feeling the impact of one's input.

The second challenge, moving project implementation from a refugee-service design to development training design, simply required an understanding of the needs of each setting. The clearest example of differences between training project design in a refugee setting and one in a development setting centers on the issue of student stipend. There are compelling reasons to pay trainees a stipend in a refugee setting; e.g., to stimulate participation; to provide family income. However, it is more customary to charge for training in a development setting in order to generate a feeling of ownership or commitment to using the new skill. Monitoring movement of saleable items produced in artisan workshops is another example: in a refugee setting, project administrators assume shop-built items are absorbed into the refugee population as needed household furnishings; in a development setting, project administrators would recommend sale of the items to reduce cost of the institution's training supplies.

Training and institutional strengthening activities under the HRD project were being conducted at a unique time on a continuum between refugee and development considerations. Initially there was hope of refugees returning to Afghanistan, and the corresponding expectation that the project could encourage such repatriation; that would argue for altering some of the institution's operational standards which had been instituted as part of a refugee-service design. Later, however, as repatriation hopes dimmed and more refugees entered Pakistan, it seemed more appropriate to continue as much as possible in the same mode.

This poses a challenge to project administrators to clearly recognize those institutional management elements which stem from a refugee-service design, and to modify expectations as to the feasibility of their changing to a more sustainable format. Similarly, the challenge to project evaluators is to acknowledge that some institutional management practices, while not the best for sustainable development, exist because of earlier or different objectives and, therefore, should not be drastically changed. Following the example of student stipend, a sustainable training design would require the institution to charge a fee. However, in the time frame in which HRD existed, it was not feasible to move from stipend to fee; the most that could be done was to lower the stipend somewhat, implying that if the institution were to exist long enough it would (and should) evolve to a more sustainable "fee-based" format.

The third challenge, managing personnel viz a viz project security, is illustrated by two examples: long-term subcontractor TA staff member James Smith; and long-term local-hire staff members Mohammad Aman and Zemarie Baqi. Smith, during his TDY assignment in July 1992, held discussions with the University of Dawa and Jihad, an Arab-funded institution whose political stance is inconsistent with Afghanistan's planned development. The University's factional goals resulted in a death threat against CRTA's Director Dr. Hassani, who subsequently sought political asylum in the United States. Because Smith's employer and proposed HRD subcontractor, University of Wyoming, had signed a Memorandum of Understanding with the University of Dawa and Jihad, it was deemed necessary to remove Smith from the proposed long-term TA field staff. Accordingly, following his TDY assignment, he was not permanently posted to Peshawar and the post was eliminated.

The second example, that of Aman and Baqi, centered on political affiliation and personal behavior of high profile Afghan staff. Aman, a returned Weber scholar, had been arrested for physical abuse while in the United States; when the resulting newspaper clipping surfaced in Peshawar's Afghan community, the project received anonymous demands for his removal. The charges were investigated by the American Embassy Regional Security Office, AED's Washington office, and Pennsylvania police; their validity and the demands for his removal confirmed that this behavior negated his leadership and threatened the project's credibility. Secondly, Aman and Baqi were alleged to be members of a Maoist Communist faction whose political objectives run counter to those of most Afghans. Again, demands for removal were received; it became clear that, failing such removal, the project's credibility would be adversely affected. To prevent the HRD project from being used as a base for political activity, these two leaders and a third staff member, were terminated and their posts eliminated.

None of these factors permanently or seriously impaired project implementation; they are noted here, however, as unique challenges pertaining to the project's environment. AED acknowledges the cooperation of USAID and American Embassy personnel in averting more serious results from the personnel management issues described above.

### **E. Financial Analysis**

Throughout the life of the project, HRD staff attempted to impress on BTS administrators the importance of sound fiscal management of their training centers. Having been established more as a refugee assistance program than as a development intervention, the Centers were not accustomed to operating on limited resources. Following the USAID budget cut, it became even more imperative that each Center curtail excessive spending and exhibit more control of inventory and procurement (see Section III.C.2). CRTA, already accustomed to operating on limited funding, did not require the same degree of fiscal oversight.

The following table indicates project spending per BTS Center, including data regarding number of faculty (cost per staff member) and of trainees (cost per student); such figures will be useful in the event similar, future vocational education initiatives are envisioned.



PROGRAM	P/AWAR M.U.			P/AWAR P.S.U.O.B.ROAD T.C.			WOMEN'S TRG PROG H/ABAD T.C.		QUETTA T.C.		MARUF T.C.		GHAZNI T.C.		TOTAL	
	\$	\$	H/C	\$	H/C	\$	H/C	\$	H/C	\$	H/C	\$	H/C	\$	H/C	\$
LABOR	156.44	7.95	60	171336.16	11	2186.77	33	33972.84	32	116637.14	4	1376.60	15	64663.49	155	390337.39
FRINGE				29670.84						13145.14				6439.50		49255.48
TRAVEL				173.87		36.85		59.57		9633.11		492.95		11668.21		22064.56
OTHER	480.09	34.75		31387.13		1122.56		2638.06		25437.33		59.63		20873.31		82032.86
PARTICIPANT EXPENSE			260	84792.44	33	1836.53	72	11820.14	124	54814.18			76	18130.51	565	171393.80
<b>TOTAL PROGRAM</b>	<b>636.53</b>	<b>42.70</b>		<b>317360.44</b>		<b>5182.71</b>		<b>48490.61</b>		<b>219666.90</b>		<b>1929.18</b>		<b>121775.02</b>		<b>715084.09</b>
<b>LOG SUPP</b>																
GAS/MICE PROJ VEH				5.57				16.82		1319.82				1392.75		2734.96
UTILITIES	254.25			4104.01						2821.72				392.04		7572.02
OFFICE SPACE										201.48				322.90		524.38
OTHER										85.92						85.92
<b>TOTAL LOG SUPP</b>	<b>254.25</b>	<b>0.00</b>		<b>4109.58</b>		<b>0.00</b>		<b>16.82</b>		<b>4428.94</b>		<b>0.00</b>		<b>2107.69</b>		<b>10917.28</b>
<b>GRAND TOTAL</b>	<b>890.78</b>	<b>42.70</b>		<b>321470.02</b>		<b>5182.71</b>		<b>48507.43</b>		<b>224095.84</b>		<b>1929.18</b>		<b>123882.71</b>		<b>726001.37</b>

#### **IV. LEARNING FROM THE EXPERIENCE**

##### **A. Tactics: What Could Have Been Done Differently?**

Two areas of tactical consideration occur in retrospect, both centered on administrative implementation of the project: (1) a phased start-up process spread over a longer time period to realistically address concerns as they became apparent; and (2) a thorough reassessment of implementation strategy when the budget and Scope of Work were reduced.

A phased start-up process, in which some actions would have been taken early and some delayed for a month or two, might have assisted to strengthen the consensus-building necessary to unify a project previously operated as independent elements. While the team planning workshop was valuable as conducted, several issues were unknown at the time and only surfaced later; a second-step workshop would have helped project cooperators address these issues in a timely manner. Differences in personnel policies of the previous and current contractor, for example, could helpfully have been addressed in a joint workshop setting, rather than handled independently with resulting lingering confusion.

Similarly, a reassessment of strategy at the time of budget reduction might have warranted a second implementation workshop because, in fact, the entire nature of the project had changed. Among the relevant issues which could have been included are:

- the nature and composition of the TA team. With a significantly reduced Scope of Work including only previously existing programs, it could be argued that a different type of TA team was required; e.g., educational institution management vs. human resources development.
- an accelerated schedule to open BTS training centers in Afghanistan. Whereas project administrators were cautious about opening new centers with a reduced budget, that appears in retrospect to have been a viable alternative. New centers need not have been the large operations modeled in Peshawar and Quetta and could have been maintained on a reduced budget. Faculty who might have gone inside might have been able to continue working after USAID funding ceased; donors were more likely to pick up operations inside Afghanistan than those in Pakistan. Finally, equipment moved inside at an earlier point would have remained in service to Afghans, rather than having been warehoused.
- a more comprehensive approach to accelerating the CRTA curriculum. The impact of early project closure on CRTA curriculum was under-estimated by project administrators; an earlier start on compressing certain elements might have alleviated some of the intense pressure on faculty and students near the end of contract.

While the strategic reassessment is uniquely due to reduced budget, the phased start-up is a point which might be considered in future designs of human resources development projects, particularly in Afghanistan.

## **B. Conclusions and Recommendations: Actions for Sustainability**

Following are recommendations which evolved over the life of the HRD project, in most cases stemming from situations which highlighted the philosophical differences between service to a refugee community and creation of a sustainable vocational training initiative. If a follow-on human resources development project is being conceived for Afghanistan, it is recommended that:

- faculty salaries be based on local conditions inside Afghanistan, not patterned after those prevailing among refugee-serving institutions in Pakistan. Faculty salaries at Ghazni BTS Center were set at 25% above Pakistan levels, primarily to encourage staff to move back in. This differential, based on a Pakistan-based salary already higher than Afghan standards, cannot be justified in creating a sustainable, cost-efficient vocational education institution.
- basic office skills be re-instated as a curriculum area to serve expanding needs in Afghanistan's urban areas. The BOS program was suspended due to job saturation in Pakistan, but the need is critical in Afghanistan. Re-instating BOS also has the effect of re-establishing training opportunities for women, a project theme which is more possible to address in Kabul than in other geographic regions of Afghanistan.
- fees be charged for training rather than paying a stipend to students who receive training. This may not be possible at the very beginning, with the need to deliver training in economically deprived areas; however, it should be maintained as a goal toward which to work as the training initiative becomes more established. At the beginning, perhaps a no fee/no stipend approach is necessary; alternatively, an in-kind fee (e.g., trainees provide wood or metal supplies) could be considered.
- on-the-job training format be explored, particularly in selected industries, as a more targeted approach to pre-service training than the classroom format.
- shop-built products be sold to help pay for training supplies; each training center should devote some training to marketing of products to increase sales potential.
- job task skill analysis be included as part of the staff development and training program to enable faculty to identify needs and target training to specific industry requirements.
- engineering training similar to that conducted by CRTA be continued and institutionalized as soon as political and economic conditions allow. The long-range goal of returning CRTA to Kabul University remains worthwhile, though an interim strategy needs to be followed until conditions make it feasible to consider.
- third country training be included as part of a staff development program to strengthen use of education methodologies among technical specialists. Most CRTA and BTS

faculty, for example, perceived themselves more as engineers or technical specialists than as educators or change agents.

Finally, the original design of the human resources development project should be reviewed as any new project is designed for Afghanistan. The ideas for training interventions expressed therein appeared to have been based on sound research, reflected feasible expectations, and represented practicable strategies. It will, of course, have to be adapted to the existing political and economic realities, but it represents a good starting point to re-introduce necessary vocational education to Afghanistan.

### **C. Lessons Learned**

A review of the experience with the HRD project suggests a grouping of "lessons learned" into two primary categories: the differences in training program design as required in a refugee setting vs. a sustainable development setting, and the importance of firm personnel policies when project administration passes from one contractor to another. Neither notion is revolutionary; experiences with this project simply underscore the issues. The following institutional strengthening examples apply to the BTS Training Centers.

As noted earlier, **institutional strengthening project design principles differ depending on whether beneficiaries are refugees or not.** In both cases, beneficiaries receive valuable training and apply it for personal and community betterment. However, some elements of educational management are approached differently depending on whether the institution exists in a refugee environment or in a developing community. Two challenges faced by the HRD project were: attempting to change management principles devised under a refugee-service design and replace them with those more suitable to sustainable development; and attempting to apply sustainable development principles to "new" institutions being planned inside Afghanistan when the refugee-service mind-set prevailed.

The following table is not intended to be comprehensive, but merely highlights some key differences in the rationale and approach to management issues as determined by the environment in which the institution operates.

<b>Institutional Management Issues</b>	<b>In a Refugee-Serving Environment</b>	<b>In a Sustainable Development Environment</b>
Paying vs. charging students for training	Paying students to attend training is supportable because it (a) stimulates attendance in courses, (b) gets large numbers of refugees involved in personal betterment programs, and (c) provides much needed income to families.	Charging students to attend training is supportable because it (a) provides ownership of the new skill by the trainee, (b) tends to commit the trainee to apply the skill in income generation activities, and (c) provides necessary income to the educational institution.
Staff salary differential for relocation	Effective as an incentive to move refugees back to permanent residence; added income provides necessary start-up funds.	Any salary differential should be based on merit and keyed to salary standards of the area in which the institution operates.
Staff overtime payments	Supportable at prevailing rates in order to provide as much income as possible, recognizing that one employee typically supports many dependents in an environment where additional employment is difficult.	Typically discouraged on grounds that professional educators seldom need overtime to accomplish tasks; if allowed, it is generally applied only at lower grade levels and must be strictly monitored.
Length of curriculum	Typically there is one set curriculum length and content to serve a mass audience; not tailored to specific job needs.	Length and content of curriculum is often varied, and determined by the range of entry-level employment needs in a community; e.g., short, basic training for artisans; longer, advanced training for supervisory jobs; professional upgrading courses for advancement.

Sale of shop-built products	Often these products are absorbed into the institution as needed or used personally by faculty and staff as there is no expendable income with which to purchase such products.	Sale of such products is recommended as a source of income to the institution seeking sustainability; income offsets costs of training materials.
Meals, transport support to faculty & staff	Can be provided by a donor because refugees are forced to live on limited income. Providing meals could also be a much-needed delivery mechanism for nutrition and health improvement.	Often not included in an institution's budget with rationale to (a) reduce operating costs, and (b) capitalize on the "desire to be trained" as incentive for learning new skill.
Community support of institution	Should not be expected as the community is (a) an artificial one, and (b) extremely limited in allocable resources.	Supportable as a requirement to bring training to a community: trainees could provide in-kind support in the form of training materials; organizations could donate space or materials; employers could provide apprenticeships.
Job placement service for graduates	Should not be expected as (a) the community is not generally the ultimate location of employment, and (b) realistic, long-term employment potential is low.	Recommended to strengthen relationship between training institution and potential employers; by-product is dialogue between trainers and employers on suitability/practicality of training.

The second lesson learned centers on the need for firm personnel policies when project administration is shifted from one contractor to another. This includes a number of specific issues including (but not limited to) severance payment policies, whether employees are "transferred" or "terminated" from one employer to the next, overtime payment practices, clearly-worded contract provisions regarding all aspects of employment, and variations in benefit packages to which employees are entitled.

Academy personnel policies for local-hire employees tend to follow national or community standards within the public or private sector, as appropriate, and retain consistency within USAID limitations.

Perhaps a third lesson learned, though not to be over-emphasized, should be mentioned in passing. Project designers and administrators are well advised to be sensitive to the dynamic within a refugee environment that, whatever is provided by an external donor becomes the expected standard. Unlimited assistance - particularly in the context of institutional strengthening activities - creates dependency and lessens the desire and ability of beneficiaries to creatively and resourcefully approach sustainable development.

**V. APPENDICES**



## SCOPE OF WORK

A. **General Description** - The Contractor, in conjunction with the Afghan counterpart entities discussed in Article III, above, ("Afghan Counterpart"), will develop and conduct training activities in each of the following substantive areas:

1. **Basic Trade and Office Skills ("BTOS") Training**, which will support training in trade, office, and entrepreneurial skills;
2. **In-Country Professional Training ("ICPT")**, which will support higher level, long-term education in engineering; higher level short-term training in a variety of disciplines; and English language training when needed by project participants;
3. **International Training ("IT")**, which will support degree and non-degree oriented academic training and, in addition, provide overseas, on-the-job training opportunities.

In the design and implementation of training programs in the substantive areas listed above, the Contractor shall devise methods of making significant progress against the four Project Themes.

## B. **Basic Trade and Office Skills Program**

This project component has two elements: **Basic Trades Skills ("BTS")** and **Basic Office Skills ("BOS")** and will provide basic vocational skills and office operation training, along with classes relevant to entrepreneurial development. The **Basic Trade Skills** element will continue, whereas the existing **Basic Office Skills** courses will be supported once there is a demonstrated unmet need for such courses, which likely will not occur until after the move to Kabul. As instructed by O/AID/REP, the Contractor may make grants on A.I.D.'s behalf to non-governmental organizations.

### 1. **Basic Trades Skills**

The Contractor shall build on and strengthen the existing MTP and ATTC courses to provide Afghans with training in basic vocational skills to enable them to earn a living and to contribute to the rehabilitation and reconstruction of their country.

a) Conduct of Existing Courses

i) The Contractor shall assume responsibility for the conduct of the existing MTP and ATTC training courses, which are taught in the following subject areas:

- o electricity
- o welding
- o carpentry
- o plumbing
- o steelwork
- o masonry
- o bar reinforcement
- o motor mechanics (repair and maintenance)
- o vehicle (including construction equipment) repair, maintenance, and operation

ii) If and when instructed by O/AID/REP, the Contractor shall prepare an integrated mission training program coordinated with the offerings of other sectoral projects. Any duplication of offerings shall be eliminated and all teaching staff shall be rationalized so as to provide the most efficient use of personnel. The curriculum shall be strengthened where necessary so as to provide solid theoretical and practical training in the above skill areas.

b) Course Development

i) The Contractor shall conduct an analysis of the need for training in substantive areas other than those currently offered and shall develop courses to impart the necessary skills. Among the potential course offerings for which the Contractor will evaluate demand and relevance are the following:

- o painting
- o blacksmithing
- o cottage manufacture of clothing and textiles
- o garment-making
- o food processing.

ii) Where demand dictates, advanced courses in existing subject areas will be added to the course offerings. The Contractor shall ensure that a logical, sequenced curriculum is developed for the training program courses.

- iii) All training courses will supplement theoretical classroom studies with "hands-on" practical training so that students receive experience in the application of the skills they are being taught.
- iv) The Contractor will establish introductory courses in entrepreneurship and community development which all BTS students will be required to take. Classes in the community development course will train participants to mobilize community resources to achieve rehabilitation objectives. Classes in the entrepreneurship course will train participants to create opportunities to utilize their newly acquired skills after completion of their coursework.

c) Location and Nature of Training

- i) In general, the courses to be conducted shall be from six to nine months in duration. Exceptions may be made for certain types of training, such as the short-term training to be offered under the pilot mobile training unit project, discussed below.
- ii) Initially, courses shall be conducted from the existing centers in Peshawar and Quetta; however, the Contractor shall identify appropriate sites inside Afghanistan for the establishment of training centers. The Contractor will develop an action plan for the addition of these training sites as soon as security conditions permit and for the eventual transfer of all training activities from existing sites in Pakistan to the new centers inside Afghanistan.
- iii) The Contractor shall plan and implement methods of expanding the geographic scope of program activities inside Afghanistan. The Contractor shall institute a pilot program to test the use of mobile skills training units to accomplish this purpose. This program will entail the use of vehicles, equipped with tools, tents, generators, and curricular materials, which will operate from the training centers currently based in Pakistan, and from the centers to be established inside Afghanistan. Students from the fixed centers will constitute the units and local community members will be recruited as short-term students. Community activities which will include erecting

structures, such as school buildings, clinics, or agricultural storage centers, will be supported. Participating communities will be expected to contribute both labor and locally available materials.

- iv) Currently, over 450 students are being trained per year in six month MTP trade skill courses and approximately 125 students per year in ATTC courses. It is expected that, at its peak, BTS will support a minimum of 700 students per year.

d) Community Participation

Wherever possible, instruction shall occur in communities where both a need and an interest in active participation have been identified. Training activities will be designed to involve the solution of existing problems and utilize the available resources of these communities. In addition to direct contacts with communities, this effort will involve coordination with organizations, such as Volunteers in Technical Assistance ("VITA") and the Afghan Construction and Logistics Unit ("ACLU"), which are involved in the repair and/or construction of infrastructure inside Afghanistan.

e) Trainee Selection Criteria

- i) Using the MTP selection process as a base, the Contractor will rely on a merit-based screening and selection process for potential trainees which will ensure that only qualified candidates are admitted and that there is no unmerited favoritism in candidate selection.
- ii) The Contractor shall devise methods for increasing participation of under-served ethnic groups, women and the handicapped in training programs.
- iii) The Contractor will accord priority to, and shall actively recruit, applicants from inside Afghanistan for training activities conducted both inside and outside of Afghanistan.

1. Basic Office Skills

The BOS training program will offer training to enable Afghans to gain the basic clerical, accounting and administrative skills appropriate to the needs of business enterprises and public

and non-public sector offices within Afghanistan. The program will also offer entrepreneurial classes to encourage and facilitate small enterprise development.

a) Suspension of Existing Program

Immediately upon the transfer of MTP program activities from the ESSP, the Contractor shall undertake the orderly suspension of existing BOS training activities. Upon the transfer of HRD project activities to Kabul, the need for BOS-type of training will be reassessed. If, in the determination of the O/AID/Rep, a need exists which is not likely to be satisfied by the activities of Private Voluntary Organizations ("PVOs"), the BOS program will be re-instituted. At any time pending the relocation of HRD program activities to Kabul, individual courses for which there is a demonstrated unmet need, may be offered on an ad hoc basis, subject to approval of the O/AID/Rep.

b) Initial Program Content

i) When the BOS program is re-instituted, it is anticipated that the following training courses, which are currently taught under the ESSP BOS program, will be offered:

- o typing
- o basic office procedures
- o basic record management
- o basic accounting
- o introduction to computers
- o basic office applications of micro computers.

c) Course Development

i) When the BOS program is recommenced, the Contractor shall conduct an analysis of the need for training in additional substantive areas which would strengthen the skills and foster the development of the Afghan entrepreneurial class. Where such a need exists, the Contractor shall develop courses to impart the necessary skills. It is expected that emphasis of the program will shift away from office skills training to entrepreneurial training. Among the potential course offerings for which the Contractor will evaluate demand and relevance are the following:

- o office management
  - o procurement procedures
  - o business planning
  - o market survey techniques
  - o marketing techniques
  - o budget preparation
  - o accounting/financial analysis.
- ii) Where demand dictates, advanced courses in existing subject areas will be added to the course offerings.
- iii) To the extent possible, the BTS and BOS programs shall share physical facilities. Where necessary, separate courses will be conducted for men and women.
- iv) In order to achieve synergies among the various aspects of the HRD program activities, the Contractor shall ensure that links are established among the BOS, BTS and ICPT programs. The Contractor shall encourage the cross-enrollment of students in BOS entrepreneurial courses and BOS entrepreneurial instructors will make special presentations as part of the BTS and ICPT curricula.

d) Nature of Training

BOS courses will be two to eight months in duration. It is expected that a minimum of 250 students will be trained annually once the program is reestablished in Afghanistan. The Contractor shall establish a program which utilizes the following modes of training, which are designed to supplement classroom instruction with on-the-job training in public and private sector organization:

- i) Classroom instruction, using lecture, demonstration, hands-on practice and simulation models;
- ii) Internships in public and business organizations;
- iii) Conferences, seminars, and workshops on specific business-related topics; and
- iv) Resident consultant technical assistance, whereby the staff of an organization will be provided a resident consultant, for a specified number of

hours per week, to provide in-house, on-the-job training in various areas pertaining to personnel, office management, budgeting, report and proposal writing.

e) Trainee Selection Criteria

- i) The Contractor will develop a system of open competition under which candidates will be selected on the basis of merit from among employees of A.I.D. and its contractors, other donors, and foreign and Afghan NGOs as well as other interested Afghans. Among the selection criteria to be utilized are:
  - o the successful completion of a written examination, to be developed by the Contractor;
  - o a credible commitment to utilize training inside Afghanistan; and
  - o completion of a minimum number of years of education, or the equivalent in experience.
- ii) The Contractor shall devise methods for increasing participation of under-served ethnic groups, women and the handicapped in training programs.
- iii) The Contractor shall require applicants to the entrepreneurial training program to complete a personal interview in which they must demonstrate initiative, decisiveness, and the willingness to take the risk involved in running a private enterprise in Afghanistan.

C. In-Country Professional Training .

The ICPT project component has three elements: Engineering Training, In-Country Short-Term Training and English Language Training. Following the transfer of HRD program activities to Kabul, the O/AID/Rep may elect to provide certain support to Kabul University or other Afghan institutions of higher education under this project component.

1. Engineering Training

a) Conduct of Existing Program

The Contractor shall continue to strengthen the existing nine, eighteen and thirty-six month civil engineering

courses as well as the refresher training courses currently conducted under the CRTA program. It is anticipated that this program will continue to be conducted by the International Rescue Committee ("IRC") under a subagreement with the Contractor for approximately the first year of the project, although, if required by the O/AID/Rep and agreed to by IRC, the Contractor shall assume full responsibility for the conduct of the program during that first year or subsequent to the first year. The Contractor's support for the program shall include assistance in planning, evaluating and upgrading programs. The contractor will be responsible for recruiting and making U.S. arrangements for expatriate professional staff. At an appropriate time following the establishment of a legitimate government in Afghanistan, as directed by the O/AID/Rep, all or a portion of the CRTA program activities may be spun off to Kabul University.

b) Development of Program

- i) The Contractor shall take necessary action to achieve the goal of obtaining accreditation for the award of bachelor of science degrees in civil engineering for the civil engineering course conducted under the CRTA.
- ii) To the extent approved by the O/AID/Rep, the Contractor shall expand the existing engineering program to include courses in mechanical, electrical, environmental, architectural and agricultural engineering.
- iii) The Contractor shall develop and conduct classes in development studies and entrepreneurship, which all students enrolled in the engineering program shall be required to take. Where appropriate, students may be cross-enrolled in these courses conducted under the BTOS project component.
- iv) The Contractor shall continue to ensure that engineering students complete a minimum number of days in actual work situations. In order to create the opportunity for such experience, the Contractor shall arrange internships with VITA, CARE, ACLU, and other such groups involved with the construction of rural infrastructure.



v) The Contractor will establish strong links between the ICPT engineering program and the BTS program. ICPT faculty shall review BTS curriculum, and students from the two programs will participate jointly in field activities, including the mobile training van pilot project. In addition, the Contractor will provide a mechanism for drawing top caliber students from the ICPT program to participate in the IT program, described below.

c) Student Selection Criteria

The Contractor shall develop an admissions policy which will be based on a combination of academic excellence, recommendations from teachers and employers, interviews and application essays designed to assess professional commitment, leadership ability, and applicant work-study proposals.

2. In-Country Short Term Training

The Contractor shall design and implement a training program which will upgrade and/or update specific skills or areas of knowledge of a relatively large number of Afghans who are in positions that will be relevant to the reconstruction and development of Afghanistan.

a) Development of Program

i) As instructed by O/AID/REP, the Contractor will be required to assume responsibility for the conduct of certain short-term training programs which have in the past been carried out under the sectoral projects in the areas of health, education, and agriculture. Funding for such programs will, in general, be provided by the appropriate sectoral project. The Contractor shall coordinate closely with the project managers and contractors for the sectoral projects to ensure that the training programs are well-designed and timed and are fully responsive to the sectoral project needs. The Contractor, in conjunction with the sectoral project managers, shall develop an annual short-term professional training plan which will ensure that the HRD project addresses the priorities of the sectoral projects throughout the portfolio.

counterpart entities which have an interest in the program. In addition, the Contractor shall conduct a testing program to measure students' achievements.

2. Conduct of Program

Full-time, intensive English language training courses will, as instructed by O/AID/REP, be conducted for students who have been selected to be sent to the United States for long-term academic study. Such courses will, in general, be up to nine months in duration. Students selected for short-term academic programs or on-the-job (experiential) training programs abroad will receive up to three months of preparatory training. Students in the ICPT engineering program will receive up to one hour of English language study per class day.

3. Development of Program

The Contractor, either directly or through subagreement, shall develop and implement additional English language training programs as needed and, at the direction of the O/AID/Rep, shall develop other related services, such as GRE and other parallel study programs and a training course designed to provide orientation to the United States.

4. Selection Criteria

English language training is intended to be provided to trainees selected to participate in other HRD and O/AID/Rep program activities and, as a result, an independent selection process will, in general, not be required for this program element. In the event a free-standing program is established, the Contractor shall develop an appropriate, merit-based selection system for that program.

D. International Training

The International Training component will consist of three elements: Participant Training (PT), International Supplemental Academic Training (ISAT), and International Experiential Training (IET).

- ii) The Contractor shall identify substantive areas where there is an unmet need for short-term training to update the skills of Afghans involved in rehabilitation or development activities which are not directly relevant to specific sectoral projects. The Contractor shall develop and implement training courses to impart the necessary skills. In general, such training activities shall be funded under the HRD project. Where PVOs or Afghan counterpart entities are involved in development activities relevant to the field of training, the Contractor shall coordinate training activities with such entities and, where appropriate, shall seek to have such entities co-sponsor the training program.
- iii) In general, courses will be four to six weeks in duration, however, some may be longer, depending on need. Class size will usually range from 12 to 40 students. It is expected that a minimum of forty students will be trained in the first year of the project and that, by year four, a minimum of 200 will be trained annually.

b) Selection Criteria

Training offered under this project element will in most cases be directly responsive to the needs of one or several specific organizations or entities. As a result, the Contractor will work closely with those organizations to develop selection criteria and will often base admission decisions largely on the basis of recommendations from such organizations.

3. English Language Training

This program will impart necessary English language skills to enable students to participate effectively in HRD and other O/AID/Rep programs.

1. Transfer of ESSP Training Activities

It is anticipated that the Contractor will enter into a subagreement with IRC for the performance of its obligations with respect to the English language program on a trial basis; however, if directed by the O/AID/Rep, the Contractor shall assume full responsibility for the conduct of the program. The Contractor shall oversee the performance of IRC, shall provide all necessary support, technical advice, and guidance, and shall act as liaison with other O/AID/Rep, PVO and Afghan

1. Participant Training

a) Conduct of Program

- i) The Contractor shall conduct a training program under which qualified Afghans will receive up to two years study at a U.S. college or university to either finish their interrupted undergraduate education or obtain a Master's degree in a field of study relevant to the rehabilitation needs of the Afghan nation.
- ii) The Contractor will identify and establish program ties with a broad range of U.S. institutions of higher learning which are willing to assume responsibility for a portion of the costs of the training program. Eventually, the Contractor's efforts may be expanded to include institutions in other developed and developing countries.
- iii) The Contractor shall provide administrative support to any PT participants that may be selected and funded by the O/AID/Rep sectoral programs.

b) Selection Criteria

The Contractor shall establish a merit-based selection process which will entail the assessment of candidates under an established set of criteria, which shall include, inter alia, the following:

- i) Excellent prior academic performance;
- ii) Demonstrated exceptional ability in work situations; and
- iii) Credible evidence of the candidate's intention to return to Afghanistan and contribute to the rehabilitation effort.

The Contractor shall place particular emphasis on the recruitment of qualified women, the handicapped and members of under-served ethnic groups. In addition, if directed by the O/AID/Rep, priority may be given to individuals who are already employed by O/AID/Rep, Afghan or expatriate NGOs, and qualified members of the Afghan Interim Government or its successor.

2. International Supplemental Academic Training

a) Conduct of Program

- i) The Contractor shall conduct a training program under which selected Afghans will be sent overseas for short-term training either at a college or university or at a recognized training institution. Participants will be Afghans who are either (a) enrolled in degree programs in Pakistan or, in the future, Afghanistan, or (b) degree professionals in positions relevant to the rehabilitation and development of Afghanistan.
- ii) The period of study for participants will generally be from three to six months, but could be as much as one year. It is expected that when the project is fully underway, a minimum of thirty students per year will participate in the ISAT program.
- iii) The Contractor shall ensure that all training under the ISAT program is in a discipline which is developmentally relevant and appropriate for Afghanistan. All training shall be designed to provide study opportunities and/or exposure to resources which are unavailable in Pakistan or Afghanistan.

b) Selection Criteria

- i) The Contractor shall establish guidelines under which degree and working professionals may apply to participate in the program. In addition, guidelines shall be established under which academic institutions may identify and nominate students who are enrolled in a course of study in areas relevant to the reconstruction needs of Afghanistan.
- ii) The Contractor shall establish a merit-based selection process which will entail the evaluation of candidates under an established set of criteria, which shall include consideration of the following factors:
  - A. academic performance and/or demonstrated ability in the candidate's professional field;

- B. strength of personal and professional recommendations;
  - C. convincing evidence of the candidate's intention to return to Afghanistan and contribute to the rehabilitation effort.
- iii) The Contractor shall place particular emphasis on the recruitment of qualified women, the handicapped and individuals from under-served ethnic groups.

3. International Experiential Training

The Contractor shall establish a program under which selected candidates shall participate in training in non-academic, on-the-job situations with host organizations overseas that offer the opportunity to obtain valuable experience in skill areas essential to the rehabilitation effort.

a) Conduct of Program

- i) It is anticipated that the IET program component will not be implemented until after the HRD project moves to Kabul. However, the Contractor shall begin long-term planning for the IET program shortly after start-up of the HRD project to ensure that the necessary organizational relationships are established by the time the decision is made to implement the program.
- ii) The Contractor shall identify and coordinate with appropriate Afghan private firms and government organizations to identify substantive areas where experiential training programs for their staff would be useful.
- iii) The Contractor shall identify and solicit interest from overseas organizations which have the potential to offer opportunities for Afghans to participate in activities that will build valuable development skills. Such organizations shall include overseas private firms and government organizations.
- iv) The Contractor shall enter into agreements with, or facilitate agreements between, overseas organizations and counterpart Afghan organizations under which Afghans will work as interns or short-term employees of the overseas

organizations. The agreements shall also provide for staff of the overseas organizations to travel to Afghanistan to provide technical advice and assistance to their counterpart Afghan organizations. It is expected that the costs of the IET program will be shared among the O/AID/Rep, the Afghan counterpart organizations, and, in some cases to a limited extent, the overseas organizations. The agreements shall provide the specific terms of such cost sharing arrangements.

v) It is expected that, when fully implemented, a minimum of 30 participants per year will be trained under the IET program.

b) Selection Criteria

Participant in the IET program element will generally be selected by the foreign counterparts from among nominees identified by the Afghan counterpart. Special efforts will be made to recruit women, the handicapped, and members of under-served ethnic groups.

E. Establishment of Project Support Unit and Project Management Unit

In order to ensure the effective planning, implementation, and management of the training activities to be carried under the HRD project, the Contractor, in conjunction with the Afghan Counterpart, shall establish a Project Support Unit ("PSU") and a Project Management Unit ("PMU"). Elements of the PSU could eventually be transferred to an Afghan government Ministry of Education or Training Unit.

1. Project Support Unit

The PSU will perform the following functions:

a) Research and Planning

The PSU will conduct research as necessary to facilitate successful project planning. This research will be designed to provide an accurate assessment of the need for HRD program activities and to enable management to set priorities among needs. The PSU will conduct studies of the types of skilled labor most relevant to Afghan needs and will assess the demand for various types of skilled labor. The PSU will collect and analyze data regarding the post-training work experiences of project graduates to aid in this assessment process.

b) Performance Monitoring

The PSU will monitor on-going project activities in order to:

- i) ensure compliance with A.I.D. regulations;
- ii) verify that training and support have reached project beneficiaries and are used in accordance with project intent;
- iii) identify and resolve project implementation problems;
- iv) assess the relevance, effectiveness, and impact of project supported training;
- v) assess progress against the four stated Project Themes; and
- vi) identify areas for appropriate programmatic changes in order to meet project objectives.

c) Information Systems

The PSU shall establish information systems which will ensure that appropriate reports, resource inventories, records and data are maintained and available both within the project and among others involved in related HRD programs for Afghanistan. The PSU will establish communication channels to ensure effective collaborative planning, coordination and linkages within the O/AID/Rep and with other donors and counterpart Afghan entities, as well as with international organizations and key individuals who may serve as resources to the project.

d) Workshop Facilitation

The PSU will provide professional facilitation expertise and support required to ensure effective strategic planning efforts, to provide donor and NGO coordination, and to ensure Afghan participation in major HRD decisions. This will include the establishment of appropriate fora, such as workshops, conferences and seminars, for the formal and informal exchange of information among Afghan individuals and authorities; NGOs; donors; project participants; and the O/AID/Rep to assist in the coordination of and strategic planning for all HRD activities. The PSU will also obtain input from former students and participants for planning and evaluation purposes.



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2. Project Management Unit

The project management unit will be the chief executive body of the project. This unit will perform the following functions:

a) Management and Policy Guidance

The PMU shall be responsible for providing management and policy guidance for the HRD project. The PMU shall be responsible for taking action on the findings and recommendation originating from the Project Support Unit and for consultation and coordination with the O/AID/Rep regarding the conduct of the program. The PMU shall establish links among all project components to ensure effective and efficient project management.

b) Staff and Administrative Support

The PMU shall provide all project components with appropriate administrative, finance, accounting, personnel, procurement, logistical and other staff support required to perform effectively the Contractor's obligations hereunder.

c) Donor and Government Liaison

The PMU shall establish linkages with official Afghan counterpart organizations, other donors, and other O/AID Rep contractors and grantees, as appropriate.

d) Progress Toward Project Themes

The PMU shall design, assign responsibility for, and oversee activities that will ensure progress against the four Project Themes.

IV. SCOPE OF WORK

A. General Description - The Contractor, in conjunction with the Afghan entities discussed in Article III, above, ("Afghan Entities"), will develop and conduct training activities in each of the following substantive areas:

1. Basic Trade Skills ("BTS") Training, which will support training in various trades which will be critical in the reconstruction and rehabilitation of Afghanistan.
2. In-Country Professional Training ("ICPT"), which will support (i) higher level, long term education in construction related areas, (ii) short term staff development training courses, and, (iii) short term training courses carried out in a variety of disciplines identified as critical to the Afghan reconstruction needs.
3. International Training ("IT"), which will be limited to providing support for students currently enrolled in international degree and non-degree oriented academic training. It is not anticipated that new trainees will be enrolled in this program.

In the design and implementation of training programs in the substantive areas listed above, the Contractor shall devise methods of making significant progress against the four Project Themes.

B. Basic Trade Skills Program

The Basic Trades Skills ("BTS") component of the project will provide basic vocational skills training to provide Afghans with necessary expertise in basic vocational skills to enable them to earn a living and to contribute to the rehabilitation and reconstruction of their country. In conducting the BTS courses, the Contractor shall build on and strengthen the courses previously carried out under the Manpower Training Project ("MTP")<sup>1</sup> and the Afghan Technical Training

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<sup>1</sup> The MTP, previously carried out under the Education Sector Support Project ("ESSP") through a Cooperative Agreement with the University of Nebraska at Omaha (UNO), provides instruction and practical experience in trade and office skills. As of October 1, 1992, the responsibility for the conduct of these

Center ("ATTC")<sup>2</sup>.

1. Conduct of Existing Courses

- a) The Contractor shall be responsible for the conduct of the basic and advanced training courses formerly conducted under the MTP and the ATTC which include courses taught in the following subject areas:
- o electricity
  - o welding
  - o carpentry
  - o plumbing
  - o steelwork
  - o masonry
  - o bar reinforcement
  - o motor mechanics (repair and maintenance)
  - o vehicle (including construction equipment) repair, maintenance, and operation
- b) The teaching staff shall be rationalized so as to provide the most efficient use of personnel. The curriculum shall be strengthened where necessary so as to provide solid theoretical and practical training in the above skill areas.

2. Course Development

- a) The Contractor shall conduct an analysis of the need for training in substantive areas other than those currently offered and shall, if directed by the O/AID/Rep, develop and implement courses to impart the necessary skills.
- b) Where demand and need dictate, advanced courses in existing subject areas will be added to the course offerings. The Contractor shall ensure that a logical, sequential curriculum is developed for the

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courses was transferred from the ESSP to the HRD Contractor.

<sup>2</sup> The Afghan Construction and Logistics Unit ("ACLU"), which is supported under the O/AID/Rep's Commodity Export Project, established the ATTC to train Afghans in the operation and maintenance of vehicles and construction equipment.

training program courses.

- c) All training courses will supplement theoretical classroom studies with "hands-on" practical training so that students receive experience in the application of the skills they are being taught.
- d) If directed by the O/AID/Rep, the Contractor will establish introductory courses in business skills and community development which all BTS students will be required to take. Classes in the community development course will train participants to mobilize community resources to achieve rehabilitation objectives. Classes in the business skills course will train participants to create opportunities to utilize their newly acquired knowledge after completion of their coursework.

3. Location and Nature of Training

- a) In general, the Basic Trade Skills courses to be conducted shall be from three to six months in duration. Exceptions may be made for certain types of training where circumstances warrant.
- b) Initially, courses in basic trades skills shall be conducted from the existing centers in Peshawar, Ghazni, and Quetta. In addition, the Contractor shall continue to carry out training in Basic Auto Trade Skills ("BATS") at the Peshawar training center. The Contractor shall investigate the feasibility and advisability of moving the training center in Maruf, which has been closed, to Qandahar, and shall also identify appropriate sites inside Afghanistan for the establishment of additional training centers. When security conditions permit, training activities will be transferred from existing sites in Pakistan to the new centers inside Afghanistan.
- c) Currently, over 500 students are being trained per year in six-months BTS courses and approximately 140 students per year in the BATS courses. It is expected that this level will remain fairly constant over the term of this Contract.

4. Community Participation

Wherever possible, instruction shall occur in communities where both a need and an interest in active participation have been identified. Training activities will be designed to involve the solution of existing problems and utilize the available resources of these communities. In addition to direct contacts with communities, this effort will involve coordination with organizations, such as Volunteers in Technical Assistance ("VITA") and the Afghan Construction and Logistics Unit ("ACLU"), which are involved in the repair and/or construction of infrastructure inside Afghanistan.

5. Trainee Selection Criteria

- a) Using the MTP selection process as a base, the Contractor will develop a screening and selection process for potential trainees which will ensure that only qualified candidates are admitted and that there is no unmerited favoritism in candidate selection.
- b) The Contractor shall devise methods for increasing participation of under-served ethnic groups, women and the handicapped in training programs.

C. In-Country Professional Training

The ICPT project component has two components: Construction Related Training for Afghanistan ("CRTA") and In-Country Short Term Training.

1. Construction Related Training

The CRTA program is designed to help meet the need for personnel trained in construction related skills to assist in the rehabilitation and reconstruction of Afghanistan. The CRTA consists of two components: Construction Engineering and Construction Supervision. The Construction Engineering component, which was developed by the International Rescue Committee ("IRC") in 1987, was patterned after the university level program offered at Kabul University prior to the war. The Construction Supervision component is split into two levels. At the first level, students are trained as construction foremen to supervise construction work sites and manage small rural

projects. The next level enables trainees to manage medium sized projects and perform a variety of technical tasks.

a) Conduct of Existing Program

The Contractor shall continue and strengthen the existing courses conducted by IRC under its CRTA program. This program will continue to be conducted by IRC under a cooperative agreement with O/AID/Rep through April 30, 1993. Thereafter, this program shall be the Contractor's responsibility; however, it is anticipated that the Contractor will enter into a subagreement with IRC with respect to the performance of its obligations for the CRTA through April 30, 1994. The Contractor's support for the program during the period of the subcontract shall include assistance in planning, evaluating and upgrading programs.

b) Development of Program

- i) Due to funding constraints, it may be necessary to adjust the curriculum of the Construction Engineering component of the program to de-emphasize theoretical training in the field of civil engineering and to emphasize practical skills directly related to construction means, methods and techniques. Any such alteration of the curriculum shall only be done in consultation with the O/AID/Rep.
- ii) The Contractor shall, if directed by the O/AID/Rep, develop and conduct classes in community development studies and business skills, which all students enrolled in the CRTA program shall be required to take. Where appropriate, students may be cross-enrolled in these courses conducted under the BTS project component.
- iii) The Contractor shall continue to ensure that CRTA students complete an appropriate number of days in directly related actual work situations. In order to create the opportunity for such practical experience, the Contractor

shall arrange internships with VITA, CARE, ACLU, and other such groups involved with the construction of rural infrastructure.

- iv) The Contractor will establish strong links between the CRTA program and the BTS training program. CRTA faculty shall review BTS curriculum, and the two programs will participate jointly in field activities as appropriate.

c) Student Selection Criteria

The Contractor shall develop an admissions policy which will be based on a combination of academic excellence, recommendations from teachers and employers, interviews and application essays designed to measure professional commitment and leadership ability, and applicant work-study proposals.

2. In-Country Short Term Training

The Contractor shall design and implement a training program for its staff which will upgrade and/or update specific skills or areas of knowledge in areas that will be critical to the reconstruction and development of Afghanistan. In general, courses will be four to six weeks in duration, however, some may be longer, depending on need. Class size will be determined by the pool of qualified applicants and by constraints imposed by classroom size, teaching methods, and resource constraints, but will usually range from 12 to 40 students.

a) Staff Development Training

The Contractor will conduct short term, in-country training courses designed to enhance the teaching and managerial capabilities of its staff in order to improve present performance in the BTS, BATS, and CRTA courses as well as to prepare its Afghan personnel for eventual transfer of the program to Afghan entities and private organizations.

If requested by the O/AID/Rep, the Contractor shall conduct short term courses to provide training to the staff of other O/AID/Rep

sectoral projects.

b) Selection Criteria

Only personnel who have demonstrated superior capability and a commitment to return to Afghanistan and play a role in the reconstruction and rehabilitation effort will be enrolled in Staff Development Training courses.

D. International Training

Due to funding constraints, the International Training component of the project will not accept additional trainees beyond the number currently enrolled. Thus the Contractor's obligations will be limited to concluding the training of those currently enrolled in the university-level Afghan Scholarship Program (ASP) and Weber Scholarship Programs. The Contractor shall fund the remaining costs associated with the programs in which these students are enrolled and shall provide administrative support to these trainees. The Contractor's duties shall also include post-training follow-up on the scholarship participants.

E. Country Training Plan

The Contractor shall conduct an analysis to identify the skills which will be required to enable Afghans to successfully plan and carry out the rehabilitation and development of Afghanistan in the post-war environment. This analysis shall identify training needs and constraints and shall identify recent and ongoing training activities of USAID as well as other donors. Indigenous Afghan training institutions and any other in-country training resources shall also be identified.

Following this analysis, the Contractor shall produce a Country Training Plan which will identify priorities for USAID training activities and set forth a plan for implementing training programs necessary to impart critical skills to Afghans. This plan will also identify the plans of other donors for training, to the extent such can be determined. The Country Training Plan shall cover a period of approximately the next five years and shall be designed to provide a basis for the Mission's long term strategy formulation.

The Contractor, in conjunction with the O/AID/Rep and other sectoral project managers, shall insure that the Country Training Plan identifies all of the training



activities which are planned for implementation under all of the sectoral components of the O/AID/Rep program, including participant training activities. The Country Training Plan shall be prepared in accordance with USAID procedures governing the content and format of Country Training Plans.

F. Sustainability

An important objective of the project is to insure that important training activities, particularly the BTS and engineering programs, will be continued after the termination of the Contract, either by Afghan local or regional entities or by an Afghan or international NGO. An important responsibility of the Contractor will be to engage such entities or NGO's in a dialogue regarding the transfer of project activities, to make a recommendation to the O/AID/Rep regarding such transfer well before project termination, to build the capability of the approved transferee prior to termination of the project, and to effect a smooth transition of project activities upon termination of the Contractor's involvement with the project.

G. Management and Administration of the Project

1. Project Management

The Chief of Party ("COP"), assisted by the two additional expatriate members of the technical assistance team, shall be responsible for providing management and policy guidance for the HRD project and for consultation and coordination with the O/AID/Rep regarding the conduct of the program. The COP shall establish links among all project components to ensure effective and efficient project management.

2. Staff and Administrative Support

The Contractor shall provide all project components with appropriate administrative, finance, accounting, personnel, procurement, logistical and other staff support required to perform effectively the Contractor's obligations hereunder.

3. Information Systems

- a) The Contractor shall establish information systems which will ensure that appropriate reports, resource inventories, records and

data are maintained and available both within the project and among others involved in related HRD programs for Afghanistan. The Contractor will establish communication channels to ensure effective collaborative planning, coordination and linkages within the O/AID/Rep and with other donors and Afghan entities, as well as with international organizations and key individuals who may serve as resources to the project.

- b) The Contractor will collect and analyze data regarding the post-training work experiences of project graduates to aid in the assessment of existing training activities and to assist in evaluating needs for additional training.

4. Donor and Government Liaison

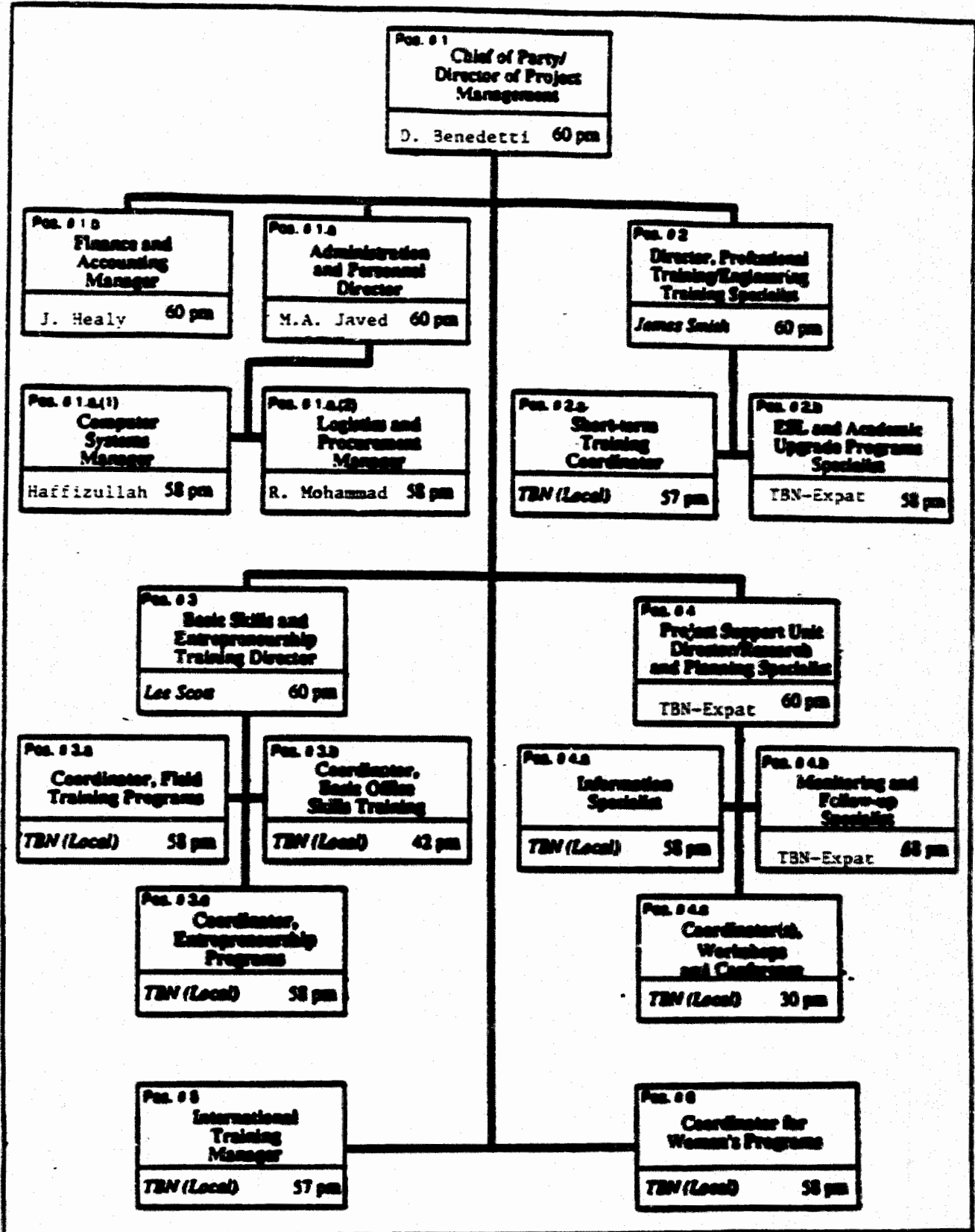
The Contractor shall establish linkages with Afghan entities, other donors, and other O/AID/Rep contractors and grantees, as appropriate.

5. Performance Monitoring

The Contractor will monitor on-going project activities in order to:

- a) ensure compliance with A.I.D. regulations;
- b) verify that training and support have reached project beneficiaries;
- c) identify and resolve project implementation problems;
- d) assess the relevance, effectiveness, and impact of project supported training;
- e) assess progress against the four stated Project Themes; and
- f) identify areas for appropriate programmatic changes in order to meet project objectives.

Appendix B.1  
 Afghanistan Human Resources Development Project  
 Original Staffing Pattern: August, 1992



Appendix B.2  
 Afghanistan Human Resources Development Project  
 Interim (Planned) Staffing Pattern: October, 1992

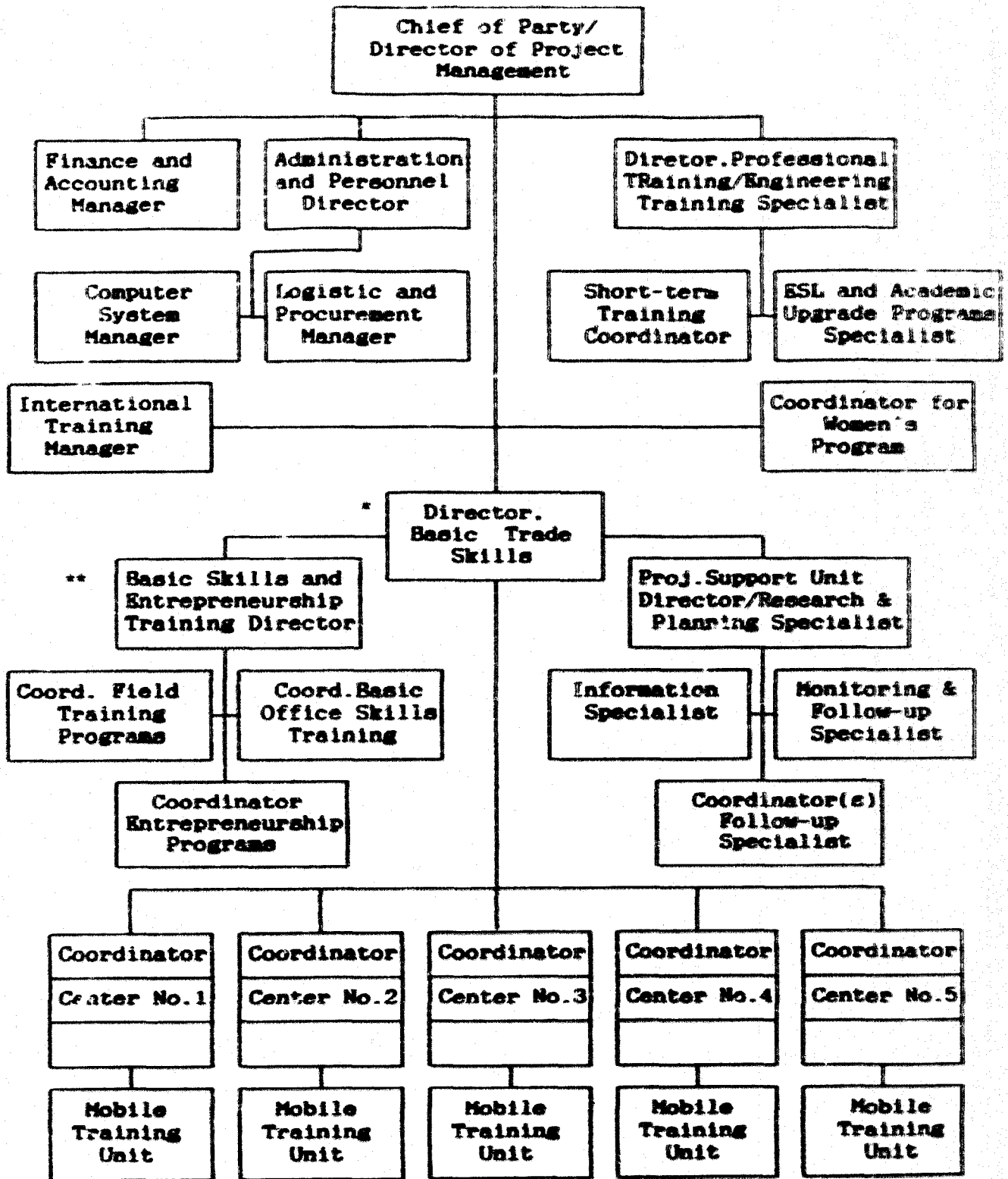
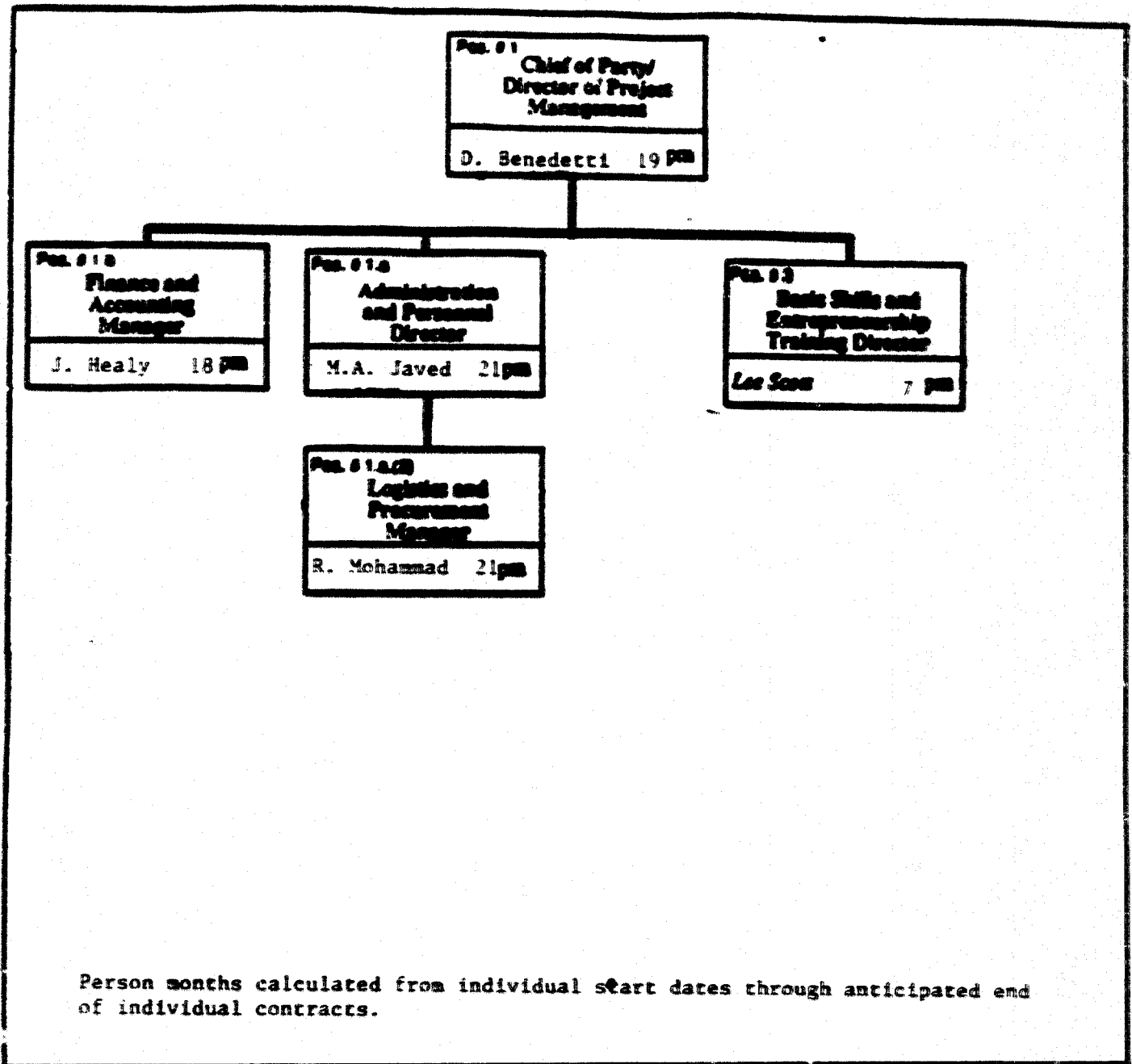


Chart prepared to illustrate proposed relationship between Lee Scott and General Assil

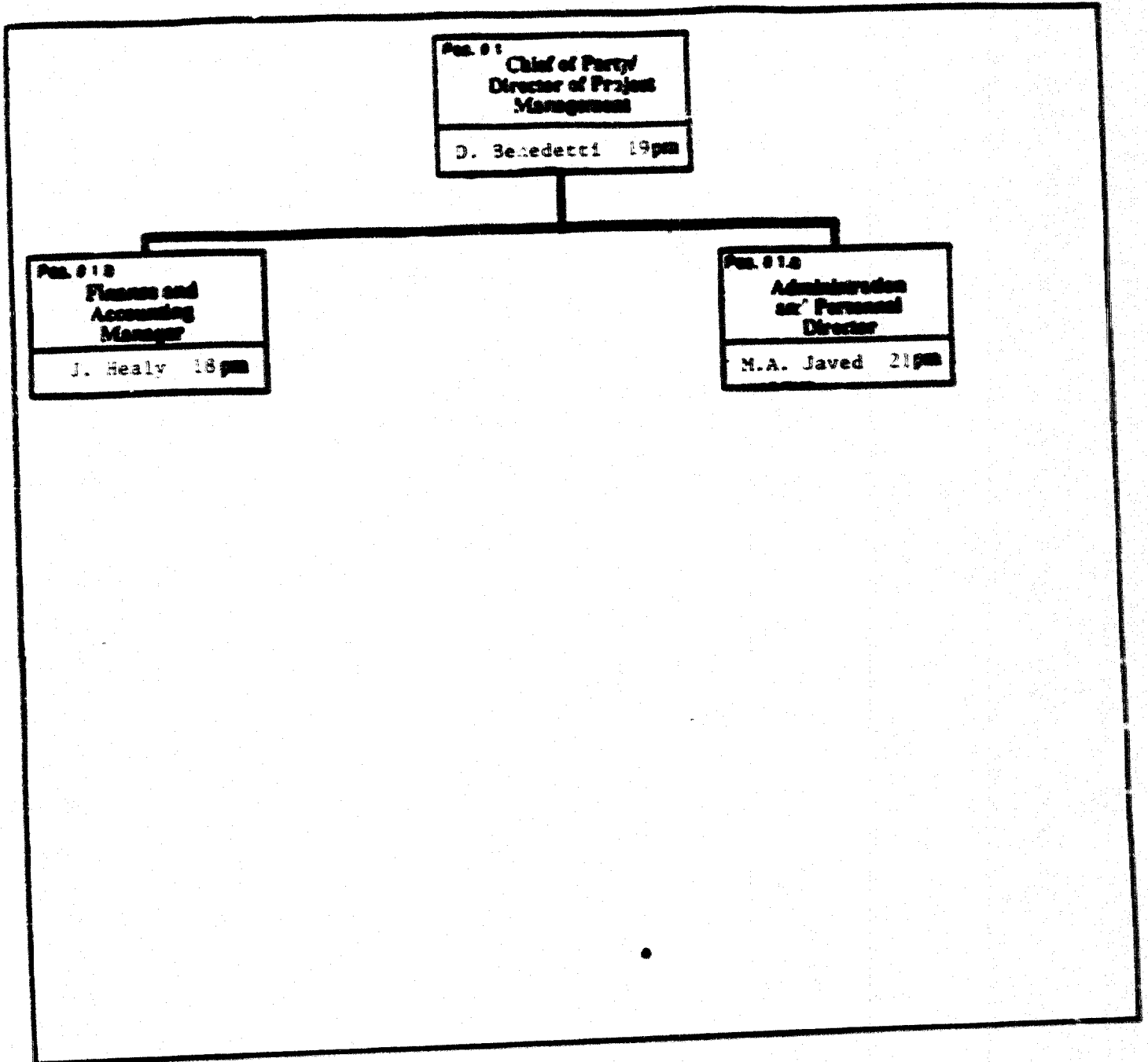
\* General Assil, former Director of MTP

\*\* Lee Scott

Appendix B.3  
Afghanistan Human Resources Development Project  
Interim Staffing Pattern: January, 1993



Appendix B.4  
Afghanistan Human Resources Development Project  
Final Staffing Pattern: March, 1993



Appendix C.1  
 Afghanistan Human Resources Development Project  
 Original Project Budget

T. A.	ORIGINAL BUDGET
-----	-----
LABOR	1,736,198
FRINGES	336,763
CONTRACTORS	124,340
TRAVEL	341,902
OTHER	123,517
O/HEAD	785,650
O/S ALLCES	335,870
EQUIPMENT	7,100
SUB CONT	1,833,746
G+A	55,012
PARTICIP	
ESCORT	
TOTAL T.A.	5,680,598
FEE	56,306
TOTAL T.A.+FEE	5,737,404
 PROGRAM	
-----	
BTS	4,915,539
CRTA	3,184,516
G+A	95,536
INTL TRAINING	2,963,387
MANAGEMENT FEE	331,962
PROG EQUIP	237,509
NGOs	750,000
 TOTAL PROGRAM	12,478,447
 LOGISTICAL SUPPORT	781,669
 GRAND TOTAL	18,997,522

Appendix C.2  
Afghanistan Human Resources Development Project  
Revised Project Budget

T. A.	REVISED BUDGET	MODIFIED REVISION	LDP EXP. AT OF 3/31/84
LABOR	618,360	678,360	531,634
FRINGES	163,843	177,843	140,922
CONTRACTORS	54,189	29,189	10,130
TRAVEL	130,000	145,000	92,503
OTHER	108,020	133,020	109,973
O/HEAD	322,229	342,229	287,605
O/S ALLCES	115,719	108,719	92,786
EQUIPMENT			
SUB CONT	40,230	40,230	40,231
G+A	1,112	1,112	1,107
PARTICIP			438
ESCORT			
TOTAL T.A.	1,553,702	1,655,702	1,371,445
FEE	46,274	46,274	29,322
TOTAL T.A.+FEE	1,599,976	1,701,976	1,400,767
 PROGRAM			
BTS	1,022,979	755,562	733,175
CRTA	280,000	180,000	116,207
G+A	11,200	7,200	4,648
INTL TRAINING	597,866	572,574	507,170
MANAGEMENT FEE	114,096	115,050	114,450
PROG EQUIP	16,245		
NGOS			
TOTAL PROGRAM	2,042,386	1,630,386	1,475,650
LOGISTICAL SUPPORT	336,572	296,572	178,548
GRAND TOTAL	3,978,934	3,628,934	3,054,965



Appendix D

Afghanistan Human Resources Development Project  
Discussions and Presentations from the Vocational Education and Training Workshop

**Discussions and Presentations  
from the  
Vocational Education and Training Workshop**

**ACADEMY FOR EDUCATIONAL DEVELOPMENT/AFGHANISTAN HUMAN RESOURCES  
DEVELOPMENT PROJECT**

**Peshawar, Pakistan  
February 13-24, 1994**

**Conducted by: Dr. William Reynolds**

**Facilitators: Dr. Barbara Robinson  
Mr. David Benedetti  
Mrs. Mary Anne Javed**

**Edited and Compiled by Mary Anne Javed  
May, 1994**

The 14-year war in Afghanistan has left the vocational education system in complete disarray. The Afghanistan Institute of Technology (AIT) finally closed its doors, and many of the qualified faculty fled to other countries or tried to survive in Afghanistan using their own vocational skills.

The Academy for Educational Development sponsored this Vocational Education and Training Workshop for the senior faculty of the Afghanistan Human Resources Development Project (AED) in order to provide them with a learning experience which would prove helpful in reestablishing Afghanistan's vocational education system. Dr. William Reynolds, the technical facilitator, provided an exceptional opportunity for the participants to examine vocational education for Afghanistan by looking at its history, placing it in the context of the present situation, and expressing reconstruction hopes for the future. The process Dr. Reynolds used to facilitate the entire workshop allowed the participants to think practically and realistically about some very difficult issues regarding Afghanistan's needs and problems while remembering the importance of rebuilding a vocational education system which addresses the country's broad-based reconstruction needs.

The workshop facilitators and participants strongly recommended that the workshop proceedings be compiled in order to provide to individuals and organizations working for a new vocational education system for Afghanistan relevant guidelines and considerations. This document is not intended to represent a chronological narrative of the proceedings as they occurred; rather, it is designed to present the contents of the discussions and presentations in a manner and sequence which will be most useful for vocational education planners.

The Academy for Educational Development appreciates the opportunity to work with Afghan vocational educators and hopes that the Vocational Education and Training Workshop and this document will prove useful to all those seek to rebuild Afghanistan's vocational education system.

Mary Anne Javed  
May, 1994

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## **Workshop Opening**

- A. Prayer by Mr. Karyar
- B. Opening comments by Mr. David Benedetti
- C. Personal introductions by each participant, including place of birth, educational background, and professional experience

## **Workshop Objectives (by Dr. Reynolds)**

1. Organization and operation of working groups
2. Expectation of participation by each member

## **History of Vocational Education in Afghanistan**

(by Dr. Reynolds)

Source: Afghanistan: A Country Study, Foreign Area Studies, Handbook Series 1980.

### **A. Vocational Training Secondary Schools**

1. Enrollments 1957: 3,400 1967: 14,515  
Number of Schools: 58
2. Courses: agriculture, technology, commerce, economics, arts and crafts, tailoring, secretarial services and home economics.
3. Grades: From 6 through 9 - basic courses  
From 10 through 12 - senior secondary
4. Special Training: civil aviation, community development, accountancy and finance, radio operation and nursing.
5. Construction and research projects sponsored by Soviets.

### **B. History**

1. First technical school founded in Kabul with German assistance 1937.  
Staffed in 1967 with Germans, Austrian and U.S. teachers.  
Courses in engineering, technology and academics at secondary and senior high school level. Graduates may enter Faculty of Technology at Kabul University, two similar schools also built with German assistance opened in 1967 at Khost and Kandahar.
2. Afghan Institute of Technology established in Kabul in 1951.  
Staffed by U.S. instructors with assistance from USAID and University of Wyoming. Had large library and well equipped laboratories and workshops.  
Courses in construction, civil engineering, machine shop, electrical engineering and civil aviation.  
Grades 10 through 12 with graduates admitted to Faculty of Technology at Kabul University.

3. Another major technology school was built near Kabul with Soviet assistance in 1966 with a capacity of 1,000 students.
4. School of Agriculture in Kabul  
Courses in soil chemistry, horticulture, animal husbandry etc.  
Senior high school level - graduates may enroll in Faculty of Agriculture at Kabul University. Other agricultural schools at Herat and Nangarhar. These graduated 661 students in 1963.
5. School of Trade and Commerce in Kabul  
Courses in secondary economics, commerce, accounting, banking and statistics taught mostly by foreign teachers, Graduated 30-40 per year with 702 boys and 323 girls enrolled in 1963. Graduates accepted at faculty of Economics at Kabul University. Since 1959 course content and methods of instruction based on U.S. programs.

#### IV. History of Vocational Education in Afghanistan (Group Discussion)

Vocational education and training was originally under the Ministry of Education because vocational training begins during the period of secondary education. When the vocational training provided surpassed the level of secondary education, it was then moved to the Ministry of Higher Education.

In 1987, it was proposed that Vocational Education and Training be placed under a separate ministry, the Vocational Education and Trades Ministry. It included 26 schools, which were administered down to the city and provincial level.

Currently, Vocational and Technical Training is under the Ministry of Higher Education.

##### TYPES OF PROGRAMS

1. In 1961, a mini-bus company developed a course for automotive technology and machine shop.
2. Public Works
3. Aviation Training Program
4. Formal Training vs. OJT

There were almost 20 Government ministries; each one had OJT programs. The private sector also had OJT.

Traditionally, the provision for apprenticeships vs. OJT is determined by the specific union representing each specific trade, and is monitored by the Department of Labor. The contractual agreement associated with apprenticeships included a series of tasks which must be followed throughout the apprenticeship period. OJT, though, trained an individual in a

specific skill for a designated short term period. This method is used in all companies to acquaint an individual with the specific task he is expected to perform.

In Afghanistan, it all related to the government--no real apprenticeship system was in place.

The length of training varied by school and trade, but the government standard was 3 years, grades 9-12. Vocational training, however, was 5 yrs, grade 7-12.

#### **CURRICULUM**

Most technical schools had 2-3 types of curriculum. Much of the curricula was developed by donor agencies, especially the Germans, the Americans, and the Russians. After 1987, the Office of Vocational Education had a Technical Board which worked together to design the curriculum, though many of the board members did not have expertise in this area. This one board designed the curriculum for all programs.

The curricula for each school varied in the beginning, though they were combined later on.

Training facilities were built and provided by the Government and by donors, primarily German, American, and Russian.

Administrators were all federal government employees, hired by the donors for the duration of the donor project. Most administrators were individuals who had been trained outside Afghanistan in specific fields of vocational education. Some administrative positions were filled by expatriate advisors who were there as part of bilateral projects.

20 years ago, most of the teachers went to other countries for long-term training as well as short term seminars; there was no teacher training institute for vocational educators in Afghanistan.

The Faculty of Engineering, Kabul University developed a Department of Vocational Training Education (VTE). It was expected that this department would eventually become a separate Faculty. It was funded by the World Bank, but didn't happen because the coup took place (1979).

#### **PROGRAM ASSESSMENT**

About 20 years ago, student evaluations at AIT were used to evaluate both the teaching and teacher performance. In the Ministry of Education, there was a Curriculum Development Department. It assessed the curriculum in each of the schools;



however, vocational education programs were not included in the assessment activities.

#### **SPECIAL PROGRAMS**

Were there specially designed programs to target specific groups, especially women, handicapped, etc?

There was one vocational training school for the blind, for carpet making, for business skills, and for making brushes.

#### **V. Proposed Reorganization of Vocational Education System in Afghanistan (Group Discussion)**

**A. Discussion Question: Which portions of the old system should be maintained and which portions should be modified?**  
(A summary of comments from all groups is presented below:)

**B. The following portions of the vocational training system should be maintained:**

1. Keep the old system in its entirety.
2. Maintain schools which offered specialized training in specific areas--civil aviation, construction.
3. Vocational Technical Education.
4. Faculty of Technology, Kabul University.
5. College of Engineering.
6. Practical Training, e.g. BTS (lower level).
7. AIT should be rebuilt just as it was before the war.
8. Retain both formal and non-formal training programs.
9. Length of training should be 5 years (Grades 9-14) for both vocational training and industrial arts
10. Retain advisory councils to be made up of individuals from relevant ministries (national).

**C. The following ideas represent modifications to the old system.**

1. Program assessment by the Prime Ministry to determine funding needs, quality of training, etc.
2. Strengthen women's programs.
3. Form a Technical Institute (higher level).
4. Adult education (short term) BTS should be introduced.
5. Vocational Instruction should begin at a lower level.
6. Refresher courses should be introduced.
7. A reference/research service should be provided to help solve problems in the field.
8. Job Task Skills Analyses should be performed as part of the curriculum design and evaluation.
9. A Specialist Board should be developed to supervise, review, and assess existing programs.
10. Increase the number of private schools.
11. Special Programs, e.g., women's, handicapped, agriculture, animal husbandry, dam construction should be increased.

12. OJT/practical instruction should be increased.
13. Provide adequate supplies.
14. Establish a curriculum development office for vocational education.
15. More local publications are needed.
16. Closer contact with industries is required.
17. There must be a clearer understanding of the various levels of education/training vocational/technical, etc.
18. Replace Russian schools with western or newer models of schools.
19. Offer practical training at very basic levels for more people, technical institute for adults and short courses for adults.
20. Provide a resource office which could tell individuals where they can find the training they need.
21. Allow private schools for vocational education and make sure that the curriculum is monitored and assessed.
22. Provide special courses for special groups--women, handicapped, rural farmers.
23. Form a Ministry of Vocational Education as an autonomous Ministry, and have it invite advisors from all related ministries.
24. Technical advisors from all relevant ministries and donors must provide input in curriculum development.
25. Form Advisory Councils at the provincial level to include individuals from relevant areas of technical work.
26. Funding must come from the government and from donors, and must be based on budget needs.
27. Teachers selection should be based on merit; administrators should be selected based on merit and seniority.
28. Certification for each training facility should be based on evaluation by the Technical Board.
29. Staff upgrading requirements should be determined and monitored by the Technical Board.
30. Each province will have a centralized training center with satellite centers throughout the province, each with individualized training programs.
31. Instructional materials should be designed by experts in each field.
32. Program assessment:
  - a. by the Technical Board each year;
  - b. by external experts every 5 years;
  - c. by Prime Ministries as they desire.
33. Develop close ties with Ministry of Handicapped to strengthen programs for these people.

34. The two funding sources should be the government and various donors.

**D. Problems**

1. Lack of control of supplies, tools, equipment.
2. Problem with lack of autonomy for the school on matters affecting daily operating issues.
3. Source of curriculum.

**VI. Philosophy of Vocational Education (by Dr. Reynolds)**

**A. Presentation of definitions of philosophy**

1. Study of principles governing thought and conduct
2. Study of the nature of knowledge, the principles of right and wrong, and the principles of value.

**B. Philosophy of Vocational Education**

1. What do I believe?
2. Who is it for?
  - a. Those needing specific skills
  - b. For both those boys and girls/all who can benefit, e.g. handicapped, widows, orphans, etc.
3. Provides skills which prepares for full-time employment in a society.
4. Usually designed for specific age group, e.g., in Afghanistan grades 9-14.

**VII. Philosophy of Vocational Education (Group Discussion)**

**A. What is it?**

1. Specific skills for a specific job--may be the training for just tasks, and not entire jobs
2. Requires manipulation skills (doing)
3. Based on requirements from society's needs
4. Prepares anyone who is trained to find a job/earn a living
5. Two-fold training--theory and practice
6. Includes both theory and OJT, training in public schools, industry, and private businesses (OJT).

**B. Who is it for?**

1. For those boys and girls who can benefit by being self-employed or by seeking employment.
2. Very important for special groups whose other opportunities are limited, e.g., handicapped, widows, orphans, etc.

**C. Why provide it?**

1. To meet community's manpower needs
2. To develop positive work attitudes
3. To ensure that work is productive, not non-productive
4. To encourage participation in community affairs, and provide encouragement to all groups
5. To provide training required for self-employment for teenagers and older--if in school, start at 13, if in OJT then not less than 18 yrs.

6. To provide the means to rebuild the country and to meet the basic needs of the people.
  7. To train people to fill the skilled jobs needed urgently and in the future.
- D. How long does it take?  
Five months-three years, depending upon the trade and the kind of training.

#### VIII. Types of Vocational Education Programs (by Dr. Reynolds)

- A. Formal: programs which takes place during the regular school day.
- B. Non-Formal: those which take place outside the regular school day.
- C. Work Experiences within vocational education programs
  1. Observation: students go the industry where the trade/skill is in practice, and talk with the workers in that area, and find out about the job, the job conditions, salary, job satisfaction. This is especially good for first year students.
  2. Shadowing: the student follows a worker in his field for 1/2 or 1 day to see what that worker does, how he does it, etc.
  3. Sandwich program: part-time in school and part-time in industry.

[In Brazil, the industries ran a sandwich program which was paid for out of a 1% tax on the payrolls of its employees. Some governments feel that schools should not have to pay for people to train workers. They feel that industry should pay.]

4. OJT: can have a variety of forms, from simple to complex tasks.
5. Apprenticeship: different than other forms of training in that there is a contract between the apprentice (worker) and the company. Usually only large companies have this, and the contract indicates the kind of training to be provided (it is actually a kind of outline). It will indicate the system for progression from one skill level to another within the complete skill, salary (usually considerably less than a full-fledged craftsman, maybe as low as 1/2), and the progression of salary levels. A journeyman is an individual who has completed an apprenticeship.
6. Who designs, implements, and monitors apprenticesments? In most countries it falls under the Ministry of Labor or the Department of Labor. It can come from the Industries Councils, or other governing body from the industries. There must be a monitoring body, however, because it prevents abuse of the system, e.g., stacking the industry with apprentices in order to save

money on salaries. Theory training for apprentices is often done in a school, and often at night, e.g., 1 night/week for 3 hrs.

**IX. Manpower Surveys/Determination of Workers Needed (by Dr. Reynolds)**

**A. How many workers are needed?**

Manpower studies are usually done for 5 years, but in fact, 5 year studies usually don't hold up for 5 years. They really need to be done more often.

**B. What kinds of workers are needed?**

**C. What do we teach in order to prepare the workers for working successfully in the workplace?**

1. Provide attitude development skills
2. How to get along with others
3. Work ethic
4. Punctuality
5. Ethical behavior
6. Tolerance
7. Personal and professional integrity
8. Ability to cooperate with others
9. Do what you do the best you can do it. Provide the highest quality of work.

**D. Projection for future manpower needs--usually for 1-2 years.**

1. How to conduct simple manpower survey
  - a. Current employment rate by trade or specialty
  - b. How many new workers are needed this year?--next year?
  - c. How many workers are required for new businesses?

**X. Manpower Surveys (Group Discussion)**

**A. How to conduct the survey**

1. Friendship way--meet and talk to the people
2. Develop the survey form
3. Announce from the mosque
4. Choose a leader to conduct the survey
  - a. He will further divide responsibilities
  - b. Survey team members will report to him
5. Meet provincial authorities and work through them with their permission.
6. Contact town officials, mullahs, school leaders, etc. for information required (employers, locations, kinds of work, population of the town, job demand).
7. Contact private businesses regarding their need for training, which programs for that location, etc.
8. Inquire from local government industries their perception of the balance of labor needs vs. availability of skilled and unskilled workers.

- B. What information shall be gathered?
1. Current employment/unemployment data by region/province.
  2. The demand for each trade by region/province.
  3. Seasonal manpower requirements--what times of the year are certain jobs required/not required?
  4. Names of vocational training centers in existence, employers.
  5. Determine the potential number to be trained based on information obtained.
  6. Educational abilities of local population.
  7. Non-economic constraints to employment, e.g., there is a high demand for deminers in Afghanistan, but high risk, so the supply of willing workers is low.
  8. Age breakdown of the local population in order to determine employable number by age.
- C. How shall the information be used?
1. To design training projects/vocational education facilities.
  2. To determine how many shall be trained.
  3. To determine the focus of each training area.
  4. To determine program/facility development needs (money, teaching resources, manpower resources, etc.)

#### **XI. Advisory Councils (by Dr. Reynolds)**

- A. Made up of tradespeople from each field from government, private business, private technical schools, etc. who can be the advisory body to help determine policy.
- B. They keep the programs relevant.
- C. They look at your equipment, tools, and supplies, and keep them relevant to the needs of the community, and up to date.
- D. They will also look at safety, and be a major voice in helping you maintain an optimum level of safety.
- E. Exist at both the national and provincial levels.
  1. The national/provincial level concern is policy-- how much money to spend and what to spend it on.
  2. Usually meets twice each year
- F. At the school level, the Trade Advisory Committee is primarily concerned with its specific trade
  1. Usually meets every 6 months.
  2. Should have one advisory committee for each trade.
  3. It provides you feedback on the quality of the work your graduates do

#### **XII. Advisory Councils (Group Discussion)**

##### **A. Who?**

People with secondary education who have trade/vocational experience; good trainers, teachers.

B. How many?

At least one person from each trade/skill area

C. Selection criteria

1. From different backgrounds--academic/trade, government.
2. From the geographic area being examined.
3. Vocational training experts.
4. Local elders.
5. Individuals from industries.
6. Representatives from workers/workers unions.
7. Donors.
8. Government representatives.
9. Teacher representatives.

D. How should they be selected?

1. One person from each group mentioned above should be selected.
2. Interested and qualified individuals/groups shall be invited to attend a meeting where they will be asked to nominate someone from their group to serve.
3. Each trade skill should be represented.

E. What shall be their task?

1. Find the necessary statistics needed to organize a training center.
2. Help determine the best curriculum for the local area.
3. Help make changes in the curriculum as needed (monitoring).
4. Help plan the training plan.
5. Help provide/locate equipment, location, supplies for training centers (Private industry can also be a tremendous resource in providing items which they have but don't use.)
6. Serve as resource person to the vocational education facility.
7. Help determine operating policies.

F. Why have an Advisory council?

1. To arrange and help plan training programs.
2. They represent the people from the local area, so they are acquainted with local societal needs.
3. They will probably not be as biased as the teaching/administrative staff, so give some objectivity to the decisions regarding the vocational education facility and program.

[Each member of the Advisory Council must be a true representative of the local people.]

### **XIII. Conducting and Using a Job/Trade Analysis in Developing Curricula (by Dr. Reynolds)**

- A. Definition of job/trade analysis: the process of going to a workplace, looking at an individual performing a

certain task, and writing down every single task required to perform that complete job.

[Note: This has already been done by the ILO, and Department of Labor (US), so those can be used at least as a basis, though the process will be different because the tools will differ, the facilities will differ, etc.]

**B. Considerations regarding curriculum development**

It is probably most helpful to use outside curricula as a baseline, keep the relevant parts, and modify according to local needs/facilities/conditions, etc. ILO/Geneva has curricula, shop planning formats, etc. for use.

**XIV. Conducting a Job/Trade Analysis and Curriculum Development Considerations (Group Discussion)**

- A. Use resources from ILO or some vocational education department from the Ministry of Higher Education.
- B. Use resources from libraries (Afghanistan doesn't have one right now). Afghanistan doesn't have sources of vocational education materials, either.
- C. Use NGO (Pakistani and Afghan) resources and lessons learned from them.
- D. Keep basic AIT curriculum, but change as follows:
  1. Increase focus on safety.
  2. Change course content to reflect current needs.
  3. Increase offerings for women in order to increase the number of women participants.
  4. Make the level of training up to 14 years so people can end up with an associate degree.
  5. Have a system where 10 BTS centers are monitored and supervised by 1 AIT.
  6. Provide teacher training for vocational educators.
  7. Old curriculum focused on advancing the country--new one needs to focus on rebuilding the country.
  8. Implement a "big brother" system where a trained individual comes periodically to each student on a volunteer basis and talks to the student like a brother and finds out his needs/problems. The big brother then reports to the administration so it knows the issues.
  9. Have guidance counselors to help students choose the field study which is the best one for them.
  10. Look at curricula already developed, those which meet the local requirements. Have them examined by advisory councils; determine local needs; adjust to educational backgrounds; adjust for cultural aspects; adjust for appropriate



technology; curriculum should be developed according to the needs of the area.

**XV. Challenges in Designing Vocational Education Programs (by Dr. Reynolds)**

- A. Manpower Assessment: This will tell us how many and which trades to include, and when to include them.
- B. Philosophy: Be sure the program fits the needs of the community. Currently the needs of the communities in Afghanistan include:
  - 1. Shelter--the most urgent need
  - 2. Government/societal infrastructure reconstruction (schools, hospitals, offices, business district, bazaars, etc).
  - 3. Water supply
  - 4. Agriculture/farming, including karezes, canals for irrigation
  - 5. Electricity/power
  - 6. Roads
  - 7. Communication systems--telephone, mail
  - 8. Transportation

[Note: If you prepare people in a general way, and they end up going into another field, or if you "flood" the market in some fields, then you've wasted training time (money) on individuals who end up not being productive in their field of training.]

- C. Special needs, including social aspects: Pay close attention to the manner in which you address the training needs and potential employment opportunities for women, the handicapped, orphans, widows, etc.
- D. Outline the curriculum carefully, including those subjects for which there is greatest demand in the local labor market.
- E. Determine approximate number of students.
- F. Identify the facilities, e.g., typically shop may require 150-200 sq ft., or 50-60 sq m.
- G. Equipment: What kind, where to get it, how to pay, how to maintain, etc.
- H. Adult programs: Small business development, entrepreneurship
- I. Work attitudes: Punctual, quality workmanship, cooperative, honest.
- J. Instruction: Theory vs. practice--use the same instructor, or at least the same level of instructor for both sections.

**XVI. Responding to the Challenges of Planning and Designing the Vocational Education Center (Group Activity)**

- A. Determine:
  - 1. The current needs of the community
  - 2. The potential number of students (manpower study)

3. Location/Orientation
  - a. Identify least hazardous areas which could support a vocational education program.
  - b. Availability of utilities
  - c. Availability of teachers and other support staff
4. Types of constructions available
5. Funding available
  - a. Donor
  - b. Government
  - c. Private/business
- B. Form advisory council and advisory committees from experienced and educated people in the community to get their help in gathering necessary information and for ongoing support.
- C. Contact appropriate government officials for land, equipment, resource donations.
  1. Ask for an old school building to use or to renovate
  2. Government land for a new school
- D. Determine the actual location based on such considerations as:
  1. Cold vs. warm area.
  2. Which village gets it?
  3. Total population to be served.
  4. Available transport, roads.
  5. Centrality based on actual distance.
  6. Political considerations.
  7. Recommendations from powerful people.
  8. Availability of construction materials locally available.
- E. Determine general guidelines for the vocational education center.
  1. Look at some other schools if possible.
  2. Consult a vocational education handbook for designs, standards, etc.
  3. Use your own experiences--what worked, what didn't work, etc.
  4. Consult an architect to work with the teachers in designing the center.
  5. Start small, meeting the immediate training needs of the community, and expand as you can afford to.
- F. Plan the actual layout of the center
  1. Each shop area
  2. Tool room
  3. Storage/supply room
  4. Benches
  5. Offices
  6. Sink
  7. Location of white boards
  8. Lockers
  9. Demonstration area

10. Safety/first aid kit
  11. Utilities
- G. Purchasing Tools and Supplies
1. Selection should be by a specialist
  2. Compare prices/quality of what is available
  3. Consider:
    - a. Quality
    - b. Necessity
    - c. Cost
    - d. Availability
    - e. Transport cost
    - f. Easy handling
    - g. Quantity
  4. When purchasing, get several quotations, and consider buying used items from auctions
- H. Implement cost-savings measures:
1. Schedule the phases of construction
  2. Make sure that size is appropriate to the need (both current and projected needs).
  3. Involve students in the construction and building making sure that equipment and facilities are appropriate, but make sure that they work under the supervision of hired, trained builders.
  4. Seek local (individual and government) contributions of materials, supplies, and even labor in the constructing and furnishing of the facility.
  5. Use appropriate but low cost materials, and don't buy more than is needed.
  6. Design a system which ensures that equipment and tools are well maintained, and properly repaired.
  7. Look at many sources/catalogs--compare prices before buying.
  8. Make purchases early, buying according to what is needed first.
  9. Obtain price quotes/bids on all items to get the best buy.
  10. Determine a system for the distribution and return of tools/supplies.
  11. Provide instruction sheets so that tools/machines are properly used.
- I. Implement quantity and quality control mechanisms to ensure ongoing credibility of the vocational education facility as well as its graduates.
1. Contract with government organizations and NGOs for the repair of their vehicles (quality).
  2. Develop finance and inventory systems which track the purchase and use of expendable and non-expendable equipment and supplies.
  3. Conduct routine internal and periodic external audits of finances and inventory, including expendable as well as non-expendable inventory.

## J. Planning for the Future

1. Continue to conduct periodic needs assessments in order to keep the size and scope of the educational facility in line with the changing needs of the community.
2. Determine at which point the local business community can accommodate an apprenticeship program, and work with them as well as the advisory council and advisory committees to plan it.
3. Provide for small business training.
4. Provide hostel space for students who live too far to commute.
5. Plan similar vocational education training programs in each province.

## XVII. Staff Selection, Development, and Assessment (by Dr. Reynolds)

- A. Requirements for Vocational Teachers in other countries
  1. Secondary diploma (minimum academic requirement)
  2. Skill requirement: 3-5 years of work experience as full time employee in field of expertise
  3. Must have served an apprenticeship
  4. Some countries require satisfactory completion of a competency exam.
  5. Complete required courses in teacher training.
    - a. Methods of teaching
    - b. Curriculum development
    - c. Psychology of Learning
    - d. Audiovisual and instruction materials
- B. Selection Criteria for Afghanistan
  1. Teachers
    - a. 5-6 years' work experience
    - b. Teaching experience
  2. Administrators (Principal, Director)
    - a. Work experience (related to industry)
    - b. BA degree
    - c. Must have technical background
- C. Upgrading Staff (Teachers)
  1. Offer in-service training programs
  2. Priority need for methods training courses
  3. Maintain records for:
    - a. Work experience
    - b. Staff development courses
    - c. Teaching experience
- D. Upgrading Administrators
  1. Maintain records regarding schedule of in-service development needs/courses
  2. Ongoing evaluation of management skills
  3. Monitor careful maintenance of personnel profiles, and their own staff development and professional performance

[Note: Completion of staff development in-service courses should be rewarded with salary increases.]

**E. Subjective vs. Objective Evaluation**

1. Objective evaluation: Specify job requirements:
  - a. Preparation
  - b. Concern for students
  - c. Effectiveness
  - d. Maintain contact with industry
  - e. Assist in job placement
  - f. Gain additional skills (job in the trade during the school break)
2. Process: Every term, the principal should sit with each teacher individually and discuss what the teacher has accomplished during the semester, and advise him regarding his professional development and teacher effectiveness.

**XVIII. Staff Selection, Development, and Assessment (Group Discussion)**

**A. In small towns, consult or utilize:**

1. Mullahs
2. Businessmen
3. Elders
4. Shopkeepers, people in the mosque
5. Announcements--radio, magazine, newspaper stating position, job requirements
6. Professional councils
7. Social network--councils, friends

**B. Requirements for recruitment**

1. Work experience
2. Diploma
3. Attitude--rely heavily on references from others
4. Skills
5. Probationary period of 3-6 months
6. Apprenticeship (consider with work experience)

**C. How/Where to recruit**

1. Mosque
2. Professional colleagues--networking
3. Businesses

**D. Selection Criteria**

1. Experiences
2. Physical fitness
3. Good relations with local community
4. Own tools
5. Determine qualifications
6. Results of interviews of qualified individuals by selection committee
7. In applicants, consider:
  - a. Personal background
  - b. Level of education

- c. Experience
- d. Attitude
- 8. Assessment of skills
- 9. Combine information acquired in interview with assessment of actual skills, and select the best applicant, using a selection committee
- E. Upgrading staff
  - 1. Discuss local job prospects vis a vis the existing curriculum.
  - 2. Examine the curriculum.
  - 3. Consider how to take to steps to give the instructor the materials and curriculum he needs to teach the students.
  - 4. Determine what upgrading skills are required.
  - 5. Analyze test results, and see shortcomings in teaching methods.
  - 6. Classroom observation by administrator to determine staff development needs.
  - 7. Provide in-service training.
  - 8. Provide staff meetings, workshops, field trips.
  - 9. Provide current issues of professional magazines.
  - 10. Provide opportunities for scholarships/fellowships outside the country (long term should be academic; short term should be non-academic, but technical)
  - 11. Develop and maintain up to date reference libraries.
  - 12. Bring experts from other countries to present short-term technical or management workshops.
  - 13. Require publications from staff.
  - 14. Use associated ministries to determine and monitor upgrading requirements.
  - 15. Discuss the sequence of using tools. Encourage each instructor to write a sequence.
  - 16. Help each instructor understand that teaching young people requires different behavior than working in private business--that he must be nice, kind, and encouraging to his students.

#### **XIX. Student Support Services (by Dr. Reynolds)**

- A. Recruitment and Admission of Students
  - 1. Recruitment typically beings the 4th year before graduation from secondary school, and admission into the vocational training program occurs the 3rd year before graduation.
- B. Exploratory programs may be offered, where students pass through shortened "exploration" of all shops within the facility, to determine their areas of greatest interest.
- C. Identify the prospective student, his age level, and his trade skill preference.
- D. Look at skills/jobs available locally, what the student's father does, what the student's interest is.

**XX. The Role of the Guidance Counselor (by Dr. Reynolds)**

- A. Works with admissions, career counseling, job placement, and sometimes discipline.

[Note: The teacher can do a great deal in career counseling, however, by inviting potential employers, arranging field trips, facilitating job placement, and discussing skill/training requirements for jobs available.]

- B. Develops/uses job profile to assess an individual's ability to perform all tasks associated with a particular job.
- C. Asks students to provide feedback on VE training program by filling in a combined subjective/objective evaluation form, which examines the content, teaching quality, teacher preparation, etc. How to get the evaluation questionnaire forms to them? Send them through the mail or via the advisory councils, or make arrangements specific to the area.

**XXI. Principles of Shop Planning (by Dr. Reynolds)**

- A. Principle #1 (Very Important Principle): **THINK OF THE STUDENT.** Do what is Best For the Learner. Ask yourself: Will the action or plan enhance student learning?
- B. Before you start building your shop, you need to know:
1. What are the training needs of the community?
    - a. Manpower needs.
    - b. Number of potential students.
  2. Number of students you expect to accommodate.
  3. The number/types of shops you will have.
  4. Determination of the size required for each shop.
  5. Amount of available funds.
  6. Location--try to select a central location, but one where the land is not expensive, where utilities are available, and where supplies can be brought easily and not at great expense.
  7. Use local requirements/restrictions, designs from ILO, other schools, etc.
  8. Don't let the architect decide where equipment goes--the staff should get involved in these issues.
  9. Shape of the shop--the best seems to be a rectangle which is twice as long as it is wide--this facilitates teacher observation of students, while allowing space for storage.
  10. Identify all equipment and items needing space. (Machines, storage, office, fire equipment, tool room (secure), demonstration/lecture space, bathroom, storage, student lockers, work benches.
  11. Make sure there is an exit at both ends for safety.

- C. The advisory council should be involved in all of the shop planning activities, so that the community becomes actively involved in the school from the very beginning.

[Note: An advisory committee represents one trade, whereas an advisory council includes representatives from all trades represented in the school. Should include a balance from shopowners as well as workers. The advisory council will provide the concurrence regarding which courses are taught, how the school is designed, organized, run, etc.]

D. Student organization within each shop

Superintendent

Maintenance	Supplies/ Tools	Safety	Cleanup
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1. For every foreman, there is a job description, and each student will know what he is to do when he has that particular assignment.
2. 10 minutes before the end of the period, the Superintendent blows a whistle, and the cleanup man starts assigning students to start cleaning up the: machines, floors, sink, storage area. Cleanup tasks are rotated.
3. When this is finished, all students gather at the front of the shop to wait to be dismissed.

**XXII. Start-up Planning (by Dr. Reynolds)**

A. Planning

1. Gives Direction
2. Saves time

B. Goals: general, immeasurable statements of intent.

C. Objectives: more specific statements of exactly what you will do to fulfill each goal.

1. Are measurable.
2. Based on need.
3. Should specify what is to be done, how it will be accomplished, and what degree of success will determine whether the need has been met.
4. The needs you base your objectives on shall be determined by a needs assessment or survey. For example, determine the need for an electrical shop/VE center.
5. Before you state your objectives, conduct a needs assessment.
  - a. Talk with people in the community.
  - b. Conduct a market survey.
  - c. Are there interested students available?



- d. Is electrical power available?
  - e. Is the community going to buy what you produce? (industrial machines, water pumps, farm equipment, etc. need for spare parts).
  - f. Determine the level of competition. For example, can the community absorb another motor repair shop?
- D. Traditional considerations for Afghanistan:
- 1. Be friendly with the local people.
  - 2. Charge the lowest price possible.
  - 3. Provide the highest quality possible.
- E. Plan for community participation (advisory committees)
- F. Plan community involvement, i.e., tell the community what you want to do. For example, plan workshop that is for-profit, but that also provides training for children ("mini" apprenticeship).  
Example: month one--orientation; month two--motor tear down
- G. Determine resources needed (have your curriculum in mind).
- H. Facilities/utilities, curriculum, tools, supplies (Keep these in mind when you plan your building). Think about each trade you intend to include, the space each requires, etc.
- I. Consider human resource needs--how much faculty in each division?
- J. Determine where to obtain resources
- 1. Not including donors, provincial bodies, local community.
  - 2. What would you expect each group to provide?
    - a. The provincial body, for example, may provide a building and/or land, equipment.
    - b. The local community might provide tools, land, labor for construction, etc.
    - c. Business and industry may contribute something, and merchants may contribute.
    - d. You may have to use your own money.
    - e. Sell shares in your company/make it a partnership.
    - f. Charge student fees. Evening students are more likely to be able to pay.
    - g. In Afghanistan, small businesses don't have to pay customs for small equipment/tools brought into the country.
    - h. Consider cost-recovery techniques while considering resources.

[Editor's note: Each discussion group developed a theoretical start-up plan for a specific site. A outline of each plan is presented below).

F. Parameters of the discussion:

1. The kinds of things which would work in start-up programs
2. What will be needed
3. What will work for start-up  
(then consider each of these for long range planning)

G. Group 1

1. Start a masonry center in Kabul
2. See if someone can/will contribute free land for the school.
3. Training must start at the base level, and that it will be based on the OJT model because it would provide income for trainees, as well as the training.
4. See if we can find support from industry or the private sector.
5. See if someone can/will donate land for the building.
6. Advisory Council will conduct survey and identify OJT opportunities.
7. Students receive the theory and initial training in the vocational education school.
8. After two-three weeks, prepare them to begin OJT.
9. From this point onward, they will attend school part-time, and OJT part-time. Depending on the curriculum, OJT should comprise 80% of their time, and theory classes 20% of their time.
10. The teacher shall contact the employer and arrange for the student's placement.
11. OJT shall last 8-9 months.
12. An award/certificate should be given upon satisfactory completion of the OJT.

H. Group 2

1. Identify which programs are most likely to succeed.
  - a. All programs related to building construction
  - b. Masonry
  - c. Electrical wiring
  - d. Carpentry
  - e. Sheet metal
  - f. Automotive
  - g. Blacksmithing
  - h. Welding
  - i. Bar bending/steel work
  - j. Shoe repair
  - k. Radio/TV/VCR repair
  - l. Business machine repair
  - m. Typewriter repair

- n. Engraving
  - o. Teapot repair by reglazing
  - p. Jewelry making
  - q. Carpet making
  - r. Cooking
2. Determine the most effective/appropriate type of training
    - a. Formerly, the most common method was formal training with theoretical and practical components.
    - b. Some students were sent to the government transport department for OJT.
    - c. Historically, a small boy was sent to a master skillsman. The problem was that it took too long before the individual became a real wage earner in his own right.
  3. Based on the information obtained, develop a plan for training.
    - a. For those who are illiterate, who have not had any education, train them according to the historical system; that is, put them with a master skills person, where they receive only practical training -no theory, or formal training, and no entrance exam. A literacy program could be added to this.
    - b. For those who have some education, use the formal training model, combining theory with practical and OJT, and include an entrance exam.

#### I. Group 3

1. Identify the types of programs required to meet the current needs in Afghanistan.
2. Since there is a lack of facilities, use old buildings, or build new, but simple buildings.
3. Students will be asked to build their own facilities for training, and will learn as they build.
4. Provide short term training, since the urgent need is reconstruction.
5. OJT should be considered, and opportunities should be investigated.
6. Use existing trade shops.
7. Programs must be designed so that the training can be monitored.
8. Industries should be contracted to conduct training.
9. Request industries to provide some tools for use in the training schools.
10. Establish Advisory Councils to improve the training program.
11. Train the students in how to maintain equipment.

## **XXIV. Financing Vocational Education (Dr. Reynolds)**

### **A. Funding Sources**

1. In most countries, the primary source is the government.

[Note: Before 1979, vocational training in Afghanistan was financed by the Ministry of Finance which collected the taxes. The tax money then was allocated to different ministries. For vocational education, money was allocated to the Ministry of Education, then some of that to the Ministry of Higher Education, and finally, some of that to the Division of Vocational Education. Because vocational education is so expensive (usually 2-3 times the cost of primary education). it is important to keep the cost of vocational education down in whatever way possible.]

2. Usually, government funds are insufficient. They are usually allocated on a per pupil basis. If there aren't enough funds, then all of the students suffer. Funds are usually in two categories--general purpose, which provides operation monies (salaries, supplies, maintenance), and capital, which is for new buildings/equipment. A third group of funds is administrative funds, which are for national and regional administration.

### **B. Fund allocation**

1. Usually it is based on enrollment, i.e., so much money per student.
2. Sometimes it is based on the number of students completing the program.
3. Matching funds is a system sometimes used by governments and in multilateral projects. Some of the money comes from the government, and a predetermined proportion comes from the community, private business, etc.
4. Categorical funds are those specifically designated for a certain training program in a given area for a predetermined length of time. Fellowships are considered categorical funds.

[Note: Government, business and industry/labor are the three key groups to get together for the development and funding of vocational education programs. If you can get these groups together, you will have stability of funds.]

- C. Student fees: They should not be high enough to keep a student from entering; but if a student has paid for the training, he feels more responsible for his results.

**D. Donors**

1. Multilateral: World Bank, Asian Development Bank, Islamic Development Bank.
2. Bilateral: NGO, PVO.

[Note: In the 1980's, 40% of the multilateral aid for education went to vocational education. This amount has dropped significantly since then. The distribution of funds is not very logical in terms of recipients; rather, it is based many factors, many of which are political/philosophical.]

**XXV. Financing Vocational Education Programs (Group Discussion)**

- A. The first thing you need to consider is the teacher administrator, leader and other staffing requirements.
- B. Facilities: land, building, equipment, supplies, utilities, maintenance.
- C. Staff salaries.
- D. Political situation.

**XXVI. Cost Recovery Programs (by Dr. Reynolds)**

- A. Consider production vs. service. Don't lose sight of the service while trying to maximize production.
- B. It depends on the ability of teachers (most of whom don't have a business background) to understand the basic principles of cost recovery and to actually do it. So, teachers need training in business development/cost recovery before they start.
- C. Conduct an assessment of the market potential of your products, as well as your students. Make sure the opportunities to market your students (get them employed) is represented by the curriculum--remember, the learner is the first consideration in all aspects of the vocational training program.
- D. Production vs. education/training. Are you focusing too much on production of items to recover costs, instead of focusing on production as a means of student instruction? For example, it is justifiable to have a student build several tables so that he can learn to build a good one. It is not justifiable to have him build twenty tables, though, just so you can sell them. He is not learning anything new by building those extra tables, and the focus of the student has been lost in favor of a production focus. Don't make this mistake! Form a control factor to keep the balance of production vs. learning, by doing most of the production work after school hours. For example, in building 100 tables, the student is actively learning to build a table only for the first 10 tables; the remaining 90 tables represent repetition. If you have the 90 tables made after school, then pay the student for those tables only. It is important to have money to replace/repair tools/equipment used for

- production which exceeds that required for learning.
- E. A major factor to consider is the competition with the trades community. You don't want to create resentment among existing tradesmen. One way to get around this is to involve the labor unions in organizing and developing the vocational training program.
- F. How much of the cost of the program can you recover? In Swaziland, an 80% return was reported. You're probably fortunate if you can get a 10% return. If you're getting a very high or very low recovery, you might need to reexamine your program. Most schools use the income they earn for supplies; because the market prices fluctuate, the quality of work will fluctuate, and the demand for certain commodities will change. It is difficult to predetermine the amount of money that will come back.
- G. Auditing and accounting of vocational education training centers is critical. A system must be clearly determined to monitor and report the funds spent, income, etc.
- H. Distribution of earnings--how should money earned be used?
- The school should receive some of it.
  - The students should receive some of it.
  - The teachers should receive some of it.
  - The provincial office should receive some of it.
- I. For the individual trying to manage a cost recovery program, it would be helpful to involve the Advisory Council in determining how to accomplish these production requirements and cost recovery considerations in a manner whereby the efforts make money instead of lose money for the school. This operation requires local decision making--not involvement from the provincial authorities. This system has been most successful in low income areas where the competition for goods and services is not so great.
- J. Examples of cost recovery programs:
- In Indonesia, there is a cost-recovery program for each of the schools. The major problem, though, is that not enough of the instructors have been trained in entrepreneurship.
  - An in-school cost recovery program, though, is an ideal opportunity to train the students in the basic entrepreneurial skills. It has been done in agricultural schools as well as vocational education schools. Some of the most successful programs are in building construction, where vocational training students actually build an entire house, from the plans all the way through.
  - Another approach is to separate cost recovery from the school. In Jamaica, there weren't enough jobs

for their graduates, so production centers were established which had all of the types of work represented in the vocational training center. Fresh graduates worked in these centers, and profits were used to maintain the centers.

K. In the absence of a cost recovery program, the Junior Achievement model could be used to understand the basics of business. Junior Achievement is another model of entrepreneurial cost recovery skills training. It is a program for all students where business people offer their experience by teaching the principles of capitalism. It includes individuals from business, industry, and marketing. They work with participating students to:

1. Identify a product need by conducting a market assessment.
2. Select a product. They usually choose something small, which can be made quickly and easily.
3. Determine exactly how the product is made.
4. Try to have the participating students do most of the product assembly.
5. Determine how to organize for production.
6. Determine how many individuals are needed at each work station.
7. After the production is finished, they take the finished products out and sell them.
8. They have kept a record of the actual costs of items, time required to make each item, etc. This enables them to determine the actual profit, considering their production time as a cost factor.
9. Sometimes they sell stock in the Junior Achievement chapter in order to pay for the supplies up front.

L. Vocational Industrial Clubs of America (VICA)

1. Are subdivided by trade areas.
2. Their goals are to:
  - a. Help young people to learn how to operate in a democratic process.
  - b. Help young people learn how to organize and manage a group.
3. They conduct contests in each skill area, have the advisory council to act as the judges. Quality of work and the time required to perform a specific task, e.g., repair a malfunctioning engine, are judged, and a winner is declared. This kind of activity raises the esteem of the children in the program.

## **XXVII. Cost Recovery Programs (Group Activity)**

A. Group I Proposal

1. For the first time, it will be short-term:
2. Site: Kabul

3. For product oriented business, carpentry is the primary need with the greatest potential for cost recovery. Focus on the construction and repair of small tables and chairs.
4. For service oriented business, automobile repair, especially in Kabul, appears to be the best option.
5. Other product/service options:
  - a. Welding
  - b. Electronics--radio/TV/VCR repair
  - c. Electrical--house/building rewiring repair ceiling fans, water pumps, transformers, etc.
  - d. Machine Shop--can repair and make small tools and spare parts.
  - e. Sheet metal--can make water tanks, roofs, pipes, etc.
  - f. Masonry--short term as well as long term need
  - g. Plumbers--to install and repair systems
  - h. Shoemakers
  - i. Ironwork--more important right now for house beams because there are not enough trees for wooden beams.

#### B. Group II Proposal

1. Establish a vocational training school, but since there is not enough money in Afghanistan, one must rely on money from the production of the school in order to pay for it.
2. The Advisory Committee will be responsible for conducting a market analysis to determine the current needs which are likely to yield an adequate return from products sold.
3. Types of programs to be included:
  - a. A vocational committee will determine what kind of program will be started.
  - b. An after school program should be started.
4. The Advisory Committee should help train the students.
5. If you need more money, admit more students.
6. To make money, keep production costs low.
7. Sell our products by keeping costs low, and provide site demonstrations, exhibitions, and maintain contact with other governments and NGOs for the purchase of these shop-made items.
8. Develop a system for utilizing and distributing the money, including a system to estimate and control the cost of production.
9. The training should be short term should in order to meet the needs of the community. Long term planning should include a broader based company. For example, consider establishing a construction company that would work with the school to provide work which would return training costs to the training program.



## C. Group III Proposal

### 1. Phase I

- a. We must first conduct a needs assessment.  
What services do people need?  
What products will they buy?
- a. Prioritize the organization of your shops based on this. For example, masonry and carpentry will probably be the two best shops to open.
- b. How do you deal with the competition? Right now there is none.
- c. Hold meetings with the elders to seek their approval and support.
- d. Determine the availability of materials and supplies vis-a-vis the border with Pakistan .
- e. Paktia and Khost are probably the best places to start right now (politics are not a problem right now).
- f. Get your two shops going and consider expanding them when you have enough cash flow to do so.

### 2. Phase II

- a. Conduct another needs assessment to determine possible areas of expansion.
  1. Bicycle/motorcycle repair.\*
  2. Farm machinery/equipment repair (No! someone else is already doing it!)
  3. Small gas/petrol appliance repair (stoves, lanterns, items requiring soldering gun only).\*
  4. Tinsmith needs (water containers, etc.)\*
  5. Blacksmith shop.\*
- b. Items with \* appear to be the best services to offer, so expand accordingly.

### 3. Phase III

- a. After costs from Phase II are recovered, reinvest them by expanding again.
- b. Conduct another needs assessment, and expand accordingly. (Needs identified are: basic wells and kiln bricks).

### 4. Throughout this entire process, cost recovery will be by:

- a. Fee for service.
- b. Selling shop-made products on-site.
- c. Sell on bazaar days (at as many as possible as often as possible).
- d. Opening a small shop in the center of the city, with one person responsible. Have space adjacent to the shop for bicycle/motorcycle/stove repair and knife sharpening.

**XXVIII. How to Look for A Potential Donor (by Dr. Reynolds)**

- A. From whom can assistance be requested?
1. Bilateral and multilateral organizations usually work with governments and ministries.
  2. Governments who wanted to help developing countries but who wanted a faster way to get into a country and get things started without working within the confines of two bureaucracies encouraged the formation of private voluntary organizations (PVOs).
  3. NGOs also facilitated working in developing countries, in order to get the work done faster than doing it through bilateral/multilateral organizations.
  4. Educational institutions.
  5. Private business.
- B. On what basis of priority are projects/countries considered for funding?
1. "The poorest of the poor" is a major consideration.
  2. Environmental enhancement is an important consideration.
  3. Women's programs (WID) are popular funding options.
  4. Handicapped programs receive high priority for funding.
  5. Projects which target the unemployed may receive priority consideration.
  6. Democratization projects.
  7. Projects which target illiterates receive high priority.
  8. Entrepreneurship promotion.
  9. Drugs.
  10. General health and general education.
  11. Vocational and technical training /business development.
- C. Funding Practices
1. Most donors want some degree of matching funds on your part.
  2. Donors want to know other potential donors whom you've talked to.
- D. Proposal format
1. The first category of your proposal for funding should relate to the needs assessment, and should have very detailed information about the needs.
  2. Based on your needs statement, then specify what you want to do.

**XXIX. "Bridging Day" (by Dr. Reynolds and Dr. Robinson)**

- A. Goal of the Day--to provide participants with discussions and exercises which will enable them to move from theory/discussion to the actual planning for the future.

1. Question number 1: Where do you want to go? (What is your personal goal?)
2. Answers:
  - a. Organization (NGO formation).
  - b. Establish a vocational education program.
  - c. Establish a production shop/vocational training program.
  - d. Start an industrial (small business w/training) program.  
Seek donor support.
  - f. Establish a professional organization.
3. Question number 2: What do you need to know/resources available?
4. Answers:
  - a. History of vocational education in Afghanistan.
  - b. How to select staff.
  - c. How to conduct an assessment.
  - d. How to development a vocational training curriculum.
  - e. Student support services development.
  - f. Knowledge of alternative vocational education programs.
  - g. Financing vocational education programs
  - h. Cost recovery programs

#### D. Needs

1. Funding--donor/non-donor
2. Experts--resource identification
3. Materials and references
4. Information on Advisory Committees
5. Access to people who can expedite our intent to work in a given area
6. Locations where work is currently most feasible
7. Knowledge of most urgent community needs
8. Identification of implementation models
9. BTS adaptation for use in Afghanistan
10. Transportation
11. Staff identification/selection criteria
12. Knowledge of how to influence the government to fund vocational education
13. Programmatic communication--photocopiers, telephones, fax, etc.
14. Assistance in finding equipment/facilities
15. Trade selection
16. Hospitals and other public services are also needed

#### XXX. Force Field Analysis (by Dr. Robinson)

A. Definition: A process which can be used in planning.

1. Allows you to look realistically at what you want to achieve by considering:
  - a. Obstacles which could prevent you from reaching your goal; and
  - b. Factors which will help you achieve your goal.

2. Can make your planning more realistic and improve your chances of success.

B. Process

1. State your goal.
2. List all of the obstacles which would prevent you from reaching that goal.
3. List the things you can do which would help you overcome the obstacles.
4. Develop at least two options for each potential obstacle which you have identified.
5. Use this information to determine what you need to achieve your goal.

C. Example:

Goal: Open Vocational Educational Center

Obstacles

No teachers available  
Machinery not available  
Weather  
Lack of funds

Helps

People are very interested  
Reconstruction need is urgent  
BTS graduates

**XXXI. Adjusting to Change (by Dr. Robinson)**

A. Event: the 14 yr war in Afghanistan.

B. Aftermath:

1. Anger, repeated reminders of reasons for anger.
2. People need time to deal with this, and express this. It causes depression; some guilt, e.g., did I make the wrong decision?
3. Some sense of victory on the part of some who will feel victorious because the loss was worth the price.

C. Recovery: People have to deal with emotional concerns, family concerns, etc. in addition to the need to start a new professional life in order to provide for the family.

D. Loss:

1. Security
2. Competence
3. Relationships
4. Sense of Direction
5. Territory
6. Physical
7. Psychological

**XXXII. Proposals for Long Term Development of Vocational Education Training Programs (by Dr. Reynolds)**

A. Establish a vocational training association for the exchange of ideas, etc.

B. Look at/meet with vocational training associations of other countries for models.

C. Currently there is very little association support for the apprenticeship system.

- D. Provide training in small business administration.
- E. Establish a standard VE training school in the major town of each province.

**XXXIII. Individual Proposal Identification (Individual Activity)**

1. Rebuild textile workshop in village. (Mr. Kausari)
2. Business/training in roofing prefabrication in Kabul. (Mr. Merajuddin Kabiri)
3. Develop proposal for Vocational Training in Afghanistan. (Mr. Karyar)
4. Open motor rewinding business with students. (Mr. Karim)
5. Serve as professional advisor to the Minister of Vocational Education of Afghanistan. (Mr. Mohammed Ishaq)
6. Establish Vocational Educational Program for Afghanistan (VEPA). (Mr. Wali)
7. Open auto repair shop, hiring Afghan youths to train them for one year as a mechanic. (Mr. Omary)
8. Refrigeration/air conditioning shop which will include training students. (Mr. Latif and Mr. Ehsan)
9. Open vocational education carpet weaving center for illiterate individuals. (Mr. Osmani)
10. Open carpentry center in Kabul Province. (Mr. Sayed Sadiq)
11. Open vocational education training center with six shops in Kabul. (Mr. Adibullah)
12. Open a vocational education center in Kandahar for construction building and water supply. (Mr. A. A. Memarzai)
13. Establish Ensaf General Store at Sheikhabad, Sayedabad, Wardak Province. (Mr. Ezzatullah Saedi)

**XXXIV. Feedback Session (facilitated by Dr. Robinson)**

- A. Each group member said one nice thing about each member in his groups, using adhesive notes which he placed on a large sheet of paper with that person's name on it.
- B. Each group member said one nice thing about the proceedings of the week.
  1. Politics were kept out of the discussions.
  2. Enjoyed discussions.
  3. New ideas were presented.
  4. Class scheduling/planning was marvelous.
  5. Lectures were professional and focused on Afghanistan.
  6. Appreciated the sharing of information.
  7. There were new words and terms with which we became familiar.
  8. We learned more about how to rebuild Afghanistan.
  9. We learned one thing: if we take any steps for

vocational education, we will think first about the learner.

10. Everyone was very cooperative.
11. I learned how to arrange a workshop.
12. I learned how to start a VE program.
13. We learned how to handle workshop programs.
14. We learned the best system for vocational education.
15. Learners should not be cheated.
16. Now know whom I should contact if I want to start a program in Afghanistan.
17. Participants discovered an ability to speak well, even though they didn't realize that they were able to do so.
18. We are beginning to focus practically.
19. The interest in having illiterate individuals in the program has been realized as a challenge and a necessity.
20. The group is very good at working hard and maintaining a sense of humor through it all.

**XXXV. Recommendations Session (facilitated by Dr. Reynolds)**

- A. Continue to offer such workshops, but in the fields of animal husbandry and agriculture.
- B. Highly recommend reestablishing Vocational education schools throughout Afghanistan.
- C. Offer vocational education teachers the opportunity to participate in workshops/seminars to refresh their knowledge and upgrade their skills.
- D. Concepts of the workshop were very professional and very fruitful for us.
- E. The scope of the workshop was appropriate but the time was insufficient.
- F. At the end of each day, a detailed handout of that day's proceedings with detailed examples would have been helpful.
- G. We need copies of real proposals, to use as models.
- H. Existing vocational education programs should be continued inside Afghanistan.
- I. Help is required from the donor agencies.

# APPENDICES

**Participants in Vocational Education and Training Workshop  
February 13-24 Peshawar**

Sr. #	Name	Work Station	Province	Language	Group
1	Mr. Naziri	P. BTS	Kabul	Pashtu	1
2	Mr. Kausari	P. BTS	Kabul	Dari	
3	Mr. Latif	P. BTS	Wardak	Pashtu	
4	Mr. Ezzatullah	Main Office	Wardak	Pashtu	
5	Mr. Wali	P. BTS	Kabul	Pashtu	
6	Mr. Ehsan	Q. BTS	Baghlan	Dari	
7	Mr. Adibullah	P. BTS	Kabul	Dari	
8	Mr. Saeed Sadiq	P. BTS	Kabul	Dari	
9	Mr. Memarzai	Q. BTS	Kandahar	Pashtu	2
10	Mr. Akram	C. BTS	Ghazni	Dari	
11	Mr. Omari	P. BTS	Kabul	Dari	
12	Mr. Ishaq Khan	P. BTS	Parwan	Dari	
13	Mr. Karim	P. BTS	Helmand	Pashtu	
14	Mr. Karyar	Q. BTS	Wardak	Pashtu	
15	Mr. Merajuddin	P. BTS	Kabul	Dari	
16	Mr. Osmani	Main Office	Balkh	Dari	



**Vocational Education and Training Workshop**  
**February 13-24 Peshawar**  
**Assessment Survey**

Please review the following statements and check the column under the letter that best represents your knowledge of the topic as follows:

- . Completely knowledgeable, experienced in both theory and application.
- . Understand the theory but lack experience in application.
- . Full knowledge in both theory and application.

Planning Vocational Education (VE)

	<u>A</u>	<u>B</u>
. Develop a philosophy of vocational education.	---	---
. Develop a VE program to reflect the philosophy.	---	---
. Develop and implement a regional manpower study.	---	---
. Organize and implement both school and trade advisory councils.	---	---
. Develop a competency based curriculum.	---	---
. Adjust a course to regional needs using job/task analysis.	---	---
. Prepare a start up plan for a VE school.	---	---
. Develop an organizational chart for a VE school.	---	---

Staff Selection and Development

. Establish criteria for selecting vocational teachers and administrators.	---	---
0. Develop a program for upgrading the staff.	---	---
1. Design a program for assessing staff performance.	---	---

Student Support Services

2. Plan a program of students support services for a VE school.	---	---
3. Determine admission requirements.	---	---
4. Establish a job placement service.	---	---
5. Design and implement a follow-up program.	---	---
6. Prepare an entrepreneurship program.	---	---

Facilities, Equipment and Supplies

7. Describe the facilities needed for a community VE school including space and utilities.	---	---
8. Identify equipment and tools required for each program.	---	---
9. Establish a system for identifying, specifying, purchasing and controlling supplies.	---	---
0. Develop an inventory system.	---	---
1. Identify audio visual and printed instructional materials required.	---	---

Type of VE Program

A

- 22. Describe alternative VE programs including OJT, apprenticeship, field training, formal and non-formal. --- -
- 23. Describe programs designed to facilitate the training of women and handicapped. --- -
- 24. Describe the role of private (for profit) vocational schools. --- -

Financing Vocational Education

- 25. Describe typical government means of financing VE. --- -
- 26. Describe types of cost recovery programs. --- -
- 27. Identify multilateral and bilateral resources. --- -
- 28. Describe general requirements for attracting donors. --- -

**Vocational Education and Training Workshop**  
**February 13-24 Peshawar**  
**Objectives and Outcomes**

Workshop Objectives

- A. Review the history of vocational education in Afghanistan.**
1. Identify components worth retaining.
  2. Identify revisions needed as result of the war.
- B. Explore the procedures for planning vocational education programs**
1. Establish a philosophy for a school program.
  2. Examine the methods for analyzing manpower needs.
  3. Determine training options to meet needs; program types.
  4. Assess the purpose, organization and use of school and trade advisory committees.
  5. Review competency based curriculum development procedures.
  6. Describe development of training opportunities for disadvantaged.
  7. Prepare an action plan for starting a vocational school
- C. Describe a staff management program.**
1. Establish criteria for initially selecting teachers and administrators.
  2. Design a program for staff/administration development.
  3. Review procedures for assessing staff development.
- D. Assess the need for a student support services program.**
1. Determine admission requirements.
  2. Describe a follow-up program.
  3. Explore approaches to job placement of students.
  4. Outline an entrepreneurship program.
- E. Assess the requirements for facilities, equipment and supplies**
1. Describe the facilities needed for a community vocational school.
  2. Review criteria for selecting tools and equipment.
  3. Outline a system for purchasing and controlling supplies.
  4. Identify the components of school shop safety program.
  5. Select the most critical instructional materials for starting a program.

F. Review means of financing vocational training.

1. Describe types of government financing.
2. Identify potential support from industry.
3. Assess types of cost recovery programs.
4. Identify multilateral and bilateral donors.
5. Outline general requirements of donors.
6. Review factors that promote sustainability.

Outcomes of the Workshop

1. A plan for starting a vocational training program.
2. A plan for short term and long term financing of training.
3. A proposal requesting donor support.
4. An understanding of the requirements for planning and implementing a vocational training program.

**Vocational Education and Training Workshop  
February 13-24 Peshawar**

Small Group Discussion Guide

**Topic:** Philosophy of VE  
Manpower Studies

**1. Action:**

Discuss each item covered in the presentation on the topic.

**2. Recorder:**

Write response of group members on each aspect of the topic in relation to how it can be implemented in Afghanistan.

**3. Participation:**

We expect each group member to interact  
Express your ideas - they are valuable!

**4. Reporting back to Full Group:**

Each group designates one person to present the group's findings recorded on the wall charts. (5-7 minutes for each report)

**5. Procedure:**

Discuss each major item covered in the presentations.  
Review your notes taken during the presentation.

**6. Discussion items for Philosophy of VE**

- 6.1. Why needed - purpose: for the country, school and me
- 6.2. What should be included
- 6.3. Write the groups philosophy

**7. Discussion items for Manpower Studies**

- 7.1 What should be included in manpower survey in Afghanistan
- 7.2. How would you conduct the survey
- 7.3. How would you use the information.

**Vocational Education and Training Workshop  
February 13-24 Peshawar**

Competency Based Curriculum  
Sample Objective

**General Objectives:** Use a cross cut saw.

**Analysis:** The objective as stated fails to specify what tools and materials will be provided, how the cut will be made and what results will be considered acceptable.

**Competency (or performance) Based Objective:**

Given a 2"x4"x6" board, try square, cross cut handsaw, pencil and measuring tape, the student will cut off the board 2" from one end and square with one long edge.

**Analysis:** This type objective tells the student exactly what is to be accomplished, the tools and materials required and how the end result will be measured.

**Vocational Education and Training Workshop**  
**February 13-24 Peshawar**

**Sample: Auto Mechanics Job Profile:**

Task Completed

Needs Help    Acceptable    Superior

**. Running Gear**

- 1.1 Remove, repair, remount tires
- 1.2 Evaluate, adjust steering alignment
- 1.3 Replace and adjust brake shoes
- 1.4 Replace and adjust pads and disc
- 1.5 Replace bent tie rod

	/	
/		
	/	
	/	
	/	

**. Lubrication**

- 2.2 Lubricate all fittings
- 2.3 Drain, replace engine oil & filter

		/
		/

**. Electrical Systems**

- 3.1 Locate and replace burned fuses
- 3.2 Evaluate trouble in ignition system
- 3.3 Repair starter malfunction

		/
/		
/		

**. Fuel Systems**

Etc.

Afghanistan Human Resources Development Project  
 Vocational Education Workshop

Sunday, 13 February 1994

Time	Topic of Session / Content / Expectation
0900 - 1030	<p><u>Introduction</u></p> <p>Workshop Objectives</p> <p>Assessment Survey</p>
1030 - 1045	<b>Break</b>
1045 - 1145	<p><u>History of Vocational Education in Afghanistan</u></p> <p>Purpose and Types</p> <p>Organization</p> <p>Students</p> <p>Curriculum</p> <p>Teachers</p> <p>Administration</p> <p>Facilities and Equipment</p> <p>Industry and Business Participation</p>
1145 - 1200	<b>Break</b>
<p>1200 - 1330</p> <p>1 hour</p> <p>30 mins</p>	<p>Small Group Discussions:</p> <p>Identify Vocational Education program elements to retain</p> <p>Propose modifications to meet current and future needs</p> <p>Full Group Discussion:</p> <p>What should the new Afghan Vocational Education program include?</p>



**Vocational Education and Training Workshop**  
**February 13-24 Peshawar**

Vocational Training in Afghanistan  
1967

Source: Afghanistan A country Study, Foreign Area Studies, Handbook Series 1980.

**A. Vocational Training Secondary Schools**

1. Enrollments 1957: 3,400    1967: 14,515  
Number of Schools: 58
2. Courses: agriculture, technology, commerce, economics, arts and crafts, tailoring, secretarial services and home economics.
3. Grades: From 6 thru 9 - basic courses  
          From 10 thru 12 - senior secondary
4. Special Training: civil aviation, community development, accountancy and finance, radio operation and nursing.
5. Construction and research projects sponsored by Soviets.

**B. History**

1. First technical school founded in Kabul with German assistance 1937.  
Staff in 1967 with Germans, Austrian and U.S. teachers. Courses in engineering, technology and academics at secondary and senior high school level. Graduates may enter Faculty of Technology at Kabul University, two similar schools also built with German assistance opened in 1967 at Khost and Kandahar.
2. Afghan Institute of Technology established in Kabul in 1951.  
Staffed by U.S. instructors with assistance from USAID and University of Wyoming. Had large library and well equipped laboratories and workshops.  
Courses in construction, civil engineering, machine shop, electrical engineering and civil aviation.  
Grades 10 thru 12 with graduates admitted to Faculty of Technology at Kabul University.
3. Another major technology school was built near Kabul with Soviet assistance in 1966 with a capacity of 1,000 students.
4. School of Agriculture in Kabul  
Courses in soil chemistry, horticulture, animal husbandry etc.  
Senior high school level - graduates may enroll in Faculty of Agriculture at Kabul University. Other agricultural schools at Herat and Nangarhar. These graduated 661 students in 1963.

Guide for Historical Review  
of  
Vocational Education in Afghanistan

1. How was the formal system organized at each level? Develop an Organizational Chart.
2. **Types of programs:** formal, non-formal, apprenticeship, on-the-job training, etc.
3. **Length of training.**
4. **Curriculum:** source, responsibility.
5. **Advisory Councils:** national, provincial, trade.
6. **Funding:** facilities, equipment/tools, supplies, salaries.
7. **Teachers/Administrators:** selection, training, certification, upgrading.
8. **Facilities:** nature, shop/class size and capacity.
9. **Equipment/supplies:** selection, purchase, availability, control.
10. **Safety:** shop safety program, method of teaching.
11. **Instructional materials:** types of printed and non-print materials, audio-visual equipment, source.
12. **Administration:** source, selection, upgrading.
13. **Program assessment:** relevance, instruction, administration.
14. **Special programs:** women, handicapped.
15. **Other:**

Afghanistan Human Resources Development Project  
 Vocational Education Workshop

Monday, 14 February 1994

Time	Topic of Session / Content / Expectation
0900 - 1030 09-09:30 30 min 09:30-10 30 min 10-10:30 30 min	<b>Planning Vocational Education</b> <ul style="list-style-type: none"> <li>• Presentation:                Developing A Philosophy of VE                Manpower Needs Analysis</li> <li>• Small Group Discussion:                Develop A Philosophy                Design Manpower Study</li> </ul> Full Group Discussion: (Above topics)
<b>1030 - 1045</b>	<b>Break</b>
1045 - 1145 10:45-11:15 30 min 11:15-11:45 30 min	<ul style="list-style-type: none"> <li>• Presentation:                Advisory Councils                Curriculum Development</li> <li>• Small Group Discussion:                Developing Advisory Councils                Selecting and Revising Curriculum</li> </ul>
<b>1145 - 1200</b>	<b>Break</b>
1200 - 1330 12-12:30 30 min 12:30-13:00 30 min 13:00-13:30 30 min	<ul style="list-style-type: none"> <li>• Full Group Discussion: (Above topics)</li> <li>• Presentation: Organizing a VE Program</li> <li>• Full Group Discussion:                Outlining a VE Program to Meet current                Afghan Needs</li> </ul>

Small Group Discussion Guide  
Monday February 14, 1994

Topic: Developing A Philosophy of VE  
Manpower Needs Analysis

Discussion Questions:

1. Develop a statement of philosophy to guide Afghan VE.
2. Outline procedures for assessing manpower requirements of a town

Topic: Advisory Councils  
Curriculum Development

Discussion Questions:

1. Describe the procedures for establishing and using an advisory committee.
2. Propose a program of curriculum development for a local Afghan school

Topic: Organizing a VE Program

Discussion Questions:

1. Identify significant road blocks (problems) in development a new Afghan VE school
2. Propose solutions to these problems.

Afghanistan Human Resources Development Project  
 Vocational Education Workshop

Tuesday, 15 February 1994

Time	Topic of Session / Content / Expectation
0900 - 1030	<p>Presentation:            Staff Selection, Development &amp; Assessment</p> <p>Small Group Discussions:            Identify recruitment and selection procedures. Propose a staff development program</p> <p>Full Group Discussion:            Individual groups report on above topic</p>
1030 - 1045	<b>Break</b>
1045 - 1145	<p>Presentation:            Student Support Services</p> <p>Small Group Discussions:            Developing a student support service program appropriate to Afghan needs.</p>
1145 - 1200	<b>Break</b>
1200 - 1330	<p>Full Group Discussion:            Individual groups report on above topics</p> <p>Presentation:            Shop Planning &amp; Equipping</p> <p>Small Group Discussions:            Outlining the procedures for planning and equipping a new vocational shop for Afghanistan.</p>

Small Group Discussion Guide  
February 15, 1994

**Topic:**     Staff Selection, Development and Assessment

Discussion Questions:

1. Describe how you would recruit teachers for a new Afghan vocational program.
2. Outline a program for upgrading Afghan vocational teachers and administrators.

**Topic:**     Student Support Services

1. Outline a plan for recruiting students and establishing admission requirements for an Afghan vocational program.
2. Describe a system for job placement and follow-up of graduates.

**Topic:**     Shop Planning and Equipping

1. Identify the procedures you would use in planning a new Afghan shop.
2. Plan a system for selecting, purchasing, and controlling equipment, tools and supplies for an Afghan shop.

Afghanistan Human Resources Development Project  
 Vocational Education Workshop

Wednesday, 16 February 1994

Time	Topic of Session / Content / Expectation
0900 - 1030 45 min 45 min	Presentation of the next agenda Small Group Discussions: Review the procedures for planning and developing a new vocational school in Afghanistan
1030 - 1045	Break
1045 - 1145 45 min 15 min	Small Group Discussions: Individual projects on active topics Presentation: Afghanistan in transition
1145 - 1200	Break
1200 - 1330 15 min 35 min 40 min	Continue Presentation: Afghanistan in transition Small Group Discussions: Identify the programs most likely to be needed in Afghanistan Small Group Discussions: Review the procedures for planning and developing a new vocational school in Afghanistan

Small Group Discussion Guide  
February 16, 1994

**Topic:** Alternative VE Programs

Discussion Topics:

1. Describe types of programs most needed in Afghanistan.
2. Select programs for handicapped.

**Topic:** Financing Vocational Education-Government, Industry and Donor Support

Discussion Topics:

1. Describe the major problems for current funding of Afghan VE.
2. Identify solutions and alternate funding resources.



Afghanistan Human Resources Development Project  
Vocational Education Workshop

Thursday, 17 February 1994

Time	Topic of Session / Content / Expectation
0900 - 0930	Full Group Discussion:  Individual Group Reports on "Programs Most Likely to Succeed"
0930 - 1030	Presentation:  Financing Vocational Education
1030 - 1045	<b>Break</b>
1045 - 1115	Full Group Discussion:  Financing Vocational Education
1115 - 1145	Presentation:  Cost Recovery Programs
1145 - 1230	Small Group Discussions:  Describe model cost recovery programs for supporting Afghan Vocational Education.
1230 - 1300	Full Group Discussion:  Group Reports on Recommended Cost Recovery Programs
1300 - 1330	Full Group Discussion:  Summarizing the week

Small Group Discussion Guide  
February 17, 1994

**Topic:**     Financing VE

Discussion Topics:

1. Identify the major cost factors in developing and operating a VE program.
2. Propose sources of funding for start-up Afghan VE programs.

**Topic:**     Cost Recovery

Discussion Topics:

1. Describe alternatives cost recovery programs that could be effective in start-up VE program.
2. Identify cost recovery programs that have long term potential that could work in Afghanistan.

WEEK 1 TOPICS

HISTORY OF VOCATIONAL EDUCATION IN AFGHANISTAN

PLANNING VOCATIONAL EDUCATION

Developing a Philosophy of VE  
Manpower Needs Analysis  
Developing Advisory Councils  
Selecting and Revising Curriculum  
Organizing a VE program for Afghanistan

STAFF SELECTION, DEVELOPMENT AND ASSESSMENT

STUDENT SUPPORT SERVICES

SHOP PLANNING AND EQUIPPING

ALTERNATIVE VE PROGRAMS

FINANCING VOCATIONAL EDUCATION

COST RECOVERY PROGRAMS

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ACTIVITY

Think about what you would like to achieve in Vocational Education - what you would like to do. What information, if any do you need in order to plan to accomplish that goal?

Vocational Education and Training Workshop  
February 13-24 Peshawar

SUNDAY, 20 FEBRUARY 1994

TIME	TOPIC OF SESSION / CONTENT / EXPECTATION
0900 - 09:15	PRAYER OVERVIEW
09:15 - 10:15	BRIDGING BETWEEN WHAT YOU HAVE LEARNED ABOUT VE AND WHAT YOU HOPE TO IMPLEMENT IN THE FUTURE  INDIVIDUAL ACTIVITY /FULL GROUP DISCUSSION: * WHERE DO YOU WANT TO GO? * WHAT DO YOU NEED TO KNOW?
10:15 - 11:00	SELECTING OPTIONS FOR PLANNING FOR THE REST OF THE WEEK INTRODUCTION TO FORCE-FIELD ANALYSIS
11:00 - 11:15	BREAK
11:15 - 12:15	SMALL GROUP DISCUSSION: FORCE-FIELD ANALYSIS
12:15 - 12:45	FULL GROUP DISCUSSION - REPORT BACK ON SMALL GROUP ACTIVITIES
12:45 - 13:15	PRESENTATION: PREPARING FOR CHANGE
13:15 - 13:30	SUMMARY AND CLOSING

OBJECTIVES:

1. TO BRIDGE BETWEEN WHAT YOU HAVE LEARNED ABOUT VE AND WHAT YOU HOPE TO IMPLEMENT IN THE FUTURE
  - \* WHERE DO YOU WANT TO GO?
  - \* WHAT DO YOU NEED TO KNOW?
2. TO SELECT OPTIONS - FOR PLANNING FOR THE REST OF THE WEEK
3. TO PLAN TAKING INTO ACCOUNT THE "NEW REALITIES"
  - \* CHANGE
  - \* TAKING INTO ACCOUNT REALITIES OF AFGHANISTAN

EXAMPLE 2:

WHAT WOULD YOU LIKE TO ACHIEVE ?

TO USE MY SHOP TO TRAIN STUDENTS TO BE ELECTRICIANS

WHAT OBSTACLES PREVENT YOU  
FROM DOING IT?

WHAT WOULD HELP YOU DO IT?

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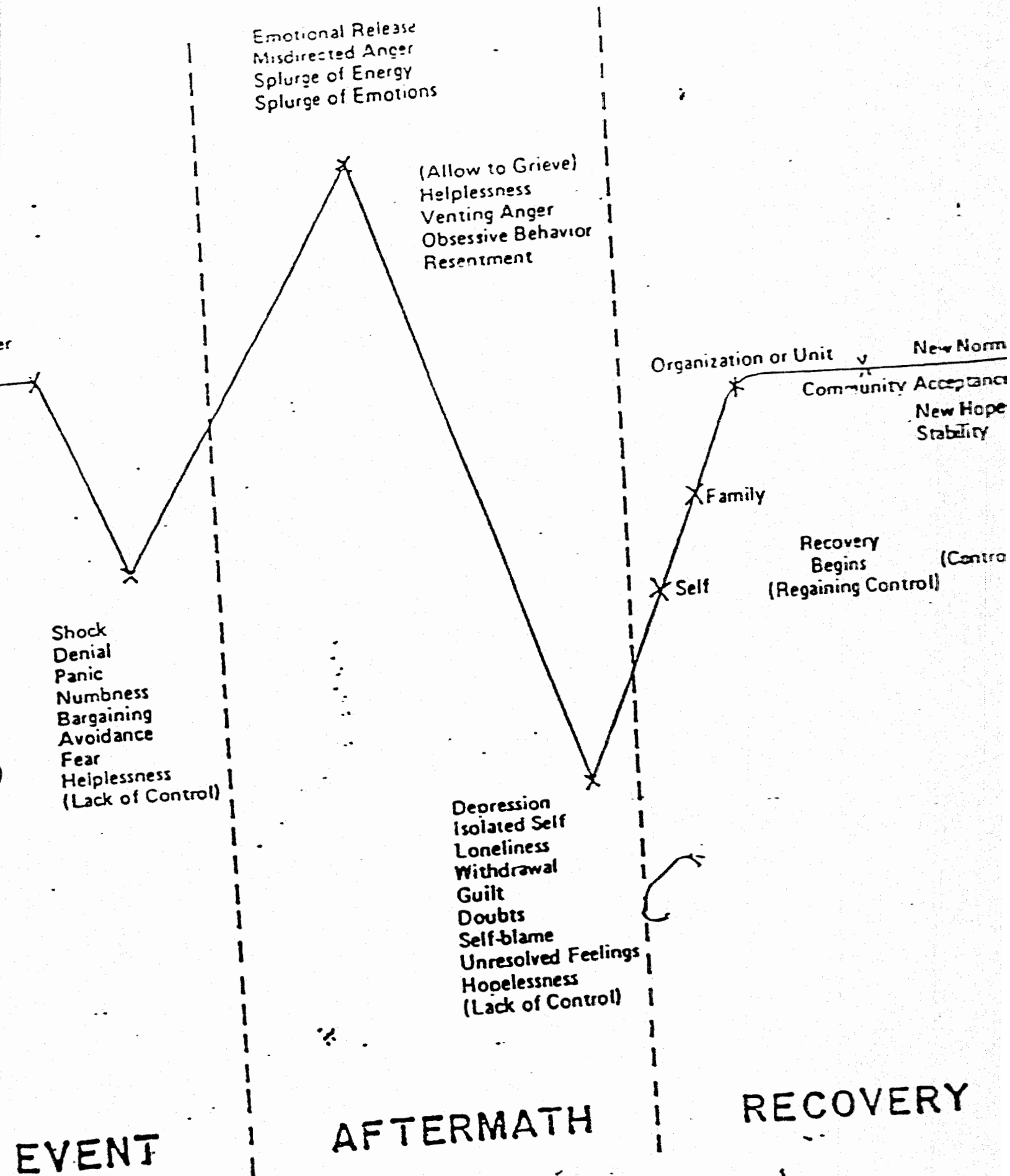
GROUP ACTIVITY: COMPLETE A FORCE-FIELD ANALYSIS.

WHAT WOULD YOU LIKE TO ACHIEVE ?

WHAT OBSTACLES PREVENT YOU  
FROM DOING IT?

WHAT WOULD HELP YOU DO IT?

# (GRIEVING PROCESS)



FORCE-FIELD ANALYSIS

FORCE-FIELD ANALYSIS IS A PROCESS THAT CAN BE USED IN PLANNING. IT ALLOWS YOU TO LOOK REALISTICALLY AT WHAT YOU WISH TO ACHIEVE BY CONSIDERING BOTH THE POSSIBLE OBSTACLES WHICH COULD PREVENT YOU FROM ACHIEVING YOUR GOAL AND THE FACTORS WHICH WILL HELP YOU TO ACHIEVE THE GOAL.

STEPS IN FORCE-FIELD ANALYSIS:

1. STATE WHAT YOU WOULD LIKE TO ACHIEVE - YOUR GOAL
2. LIST ALL OF THE FACTORS THAT YOU CAN THINK OF WHICH WOULD PREVENT YOU FROM ACHIEVING YOUR GOAL
3. LIST ALL OF THE THINGS THAT YOU CAN THINK OF THAT COULD HELP YOU TO ACHIEVE YOUR GOAL
4. DEVELOP AT LEAST 2 OPTIONS FOR REDUCING EACH OF THE FACTORS WHICH WOULD PREVENT YOU FROM ACHIEVING YOUR GOALS
5. USE THIS INFORMATION TO HELP TO DETERMINE WHAT YOU NEED TO ACHIEVE YOUR GOAL.

FORCE - FIELD ANALYSIS CAN HELP YOU TO MAKE YOUR PLANNING MORE REALISTIC AND TO IMPROVE THE CHANCES THAT YOU WILL SUCCEED.

EXAMPLE 1:

WHAT WOULD YOU LIKE TO ACHIEVE ?

TO OPEN A VOCATIONAL EDUCATION CENTER IN KABUL

WHAT OBSTACLES PREVENT YOU FROM DOING IT?

WHAT WOULD HELP YOU DO IT?

THERE ARE NO TEACHERS AVAILABLE

THERE ARE 3TS GRADUATES

MACHINERY IS NOT AVAILABLE

FOR SOME SKILLS SIMPLE TOOL CAN BE USED

STUDENTS ARE ILLITERATE

\*MAKE SURE THAT YOU LOOK FOR WAYS TO REMOVE EACH OF THE OBSTACLES

Schedule For Monday 2/21

- |    |  |             |
|----|--|-------------|
| 1. | Presentation Start-up Plan             | 09:00-09:45 |
| 2. | Review Assignment Guide in Detail      | 09:45-10:00 |
| 3. | Break                                  | 10:00-10:05 |
| 4. | Work on Individual Assignment          | 10:05-11:30 |
| 5. | Break                                  | 11:30-11:45 |
| 6. | continue Work on Individual Assignment | 11:45-01:30 |

Schedule For Tuesday 2/22

1. Continue Development of Start-up Plan
2. Presentation and Critique of Plans
3. Refine Start-up Plans



Vocational Education and Training Workshop  
February 13-24 Peshawar

Assignment Guide

Monday 21, 1994

Topic: Design A start-up Action Plan

Product: A detailed written plan outlining the step by step procedure you would follow in initiating a project for establishing some type of VE program, or a small business with a planned training component in Afghanistan.

Considerations

At a minimum, the following items should be covered in your plan, keeping in mind the actual conditions you expect to find in Afghanistan.

1. Describe Location and Project

Specify the city where you will start your project and provide a pre-war population estimate, number of secondary schools, number and type of vocational schools (including trades offered) and types of large and small industries.

2. Goals and Objectives.
3. Identify Needed Community Cooperation (include advisory guide for VE).
4. Assess Manpower or Market Needs.
5. Assess Availability of Students.
6. Identify Curriculum.
7. Describe Staffing Requirements.
8. Identify Facility Requirements (including utilities).
9. Describe Equipment Needs.
10. Describe Shop and Instructional Materials Needed.
11. Prepare a Draft Budget.
12. Identify Funding Sources (within Afghanistan).
13. Identify Donor Sources.
14. Identify Community Support Sources (land, buildings, supplies etc).
15. Develop an Organizational Structure (include organization chart).
16. Prepare a Development Schedule (specify action and time period).

Note: you may prepare your individual start-up plan in your own language on tablet paper. Then prepare a wall chart summarizing your plan. You will then be asked to present your plan to the whole group for discussion.

## Workshop Schedule

Wednesday, February 23, 1994

09:00 a.m.-12:00 p.m.	Continuation of Individual Presentation of Start-up Plans
10:30 a.m.-10:40 a.m.	Break
10:40 a.m.-11:45 a.m.	Continuation of Individual Presentation of Start-up Plans
11:45 a.m.-12:00 p.m.	Break
12:00 p.m.-01:20 p.m.	Presentation: Strategy for Attracting Donors Developing a Fund Request Proposal
01:20 p.m.-01:30 p.m.	Summary and Reactions

**Vocational Education and Training Workshop**  
**February 13-24 Peshawar**  
**Final Assessment Survey**

Please review the following statements and check the column under the letter that best represents your knowledge of the topic as a result of the workshop.

- . Significantly improved understanding.
- . Somewhat improved understanding.
- . Very Little increase in understanding.

Planning Vocational Education (VE)

A      B

- |   |     |     |
|---|-----|-----|
| . Develop a philosophy of vocational education.                   | --- | --- |
| . Develop a VE program to reflect the philosophy.                 | --- | --- |
| . Develop and implement a regional manpower study.                | --- | --- |
| . Organize and implement both school and trade advisory councils. | --- | --- |
| . Develop a competency based curriculum.                          | --- | --- |
| . Adjust a course to regional needs using job/task analysis.      | --- | --- |
| . Prepare a start up plan for a VE school.                        | --- | --- |
| . Develop an organizational chart for a VE school.                | --- | --- |

Staff Selection and Development

- |  |     |     |
|--|-----|-----|
| . Establish criteria for selecting vocational teachers and administrators. | --- | --- |
| 0. Develop a program for upgrading the staff.                              | --- | --- |
| 1. Design a program for assessing staff performance.                       | --- | --- |

Student Support Services

- |   |     |     |
|---|-----|-----|
| 2. Plan a program of students support services for a VE school. | --- | --- |
| 3. Determine admission requirements.                            | --- | --- |
| 4. Establish a job placement service.                           | --- | --- |
| 5. Design and implement a follow-up program.                    | --- | --- |
| 6. Prepare an entrepreneurship program.                         | --- | --- |

Facilities, Equipment and Supplies

- |  |     |     |
|--|-----|-----|
| 7. Describe the facilities needed for a community VE school including space and utilities. | --- | --- |
| 8. Identify equipment and tools required for each program.                                 | --- | --- |
| 9. Establish a system for identifying, specifying, purchasing and controlling supplies.    | --- | --- |
| 0. Develop an inventory system.  | --- | --- |
| 1. Identify audio visual and printed instructional materials required.                     | --- | --- |

- 3. Describe alternative VE programs including OJT, apprenticeship, field training, formal and non-formal. --- ---
- 4. Describe programs designed to facilitate the training of women and handicapped. --- ---
- 5. Describe the role of private (for profit) vocational schools. --- ---

Financing Vocational Education

- 6. Describe typical government means of financing VE. --- ---
- 7. Describe types of cost recovery programs. --- ---
- 8. Identify multilateral and bilateral resources. --- ---
- 9. Describe general requirements for attracting donors. --- ---

Start-up of VE Programs

- 10. Identify the steps and purpose in developing a start-up VE program. --- ---
- 11. Develop a start-up plan to carry out your goal in VE. -- ---

Comments: Please write any comments you wish about the workshop content, presentations or organization in the space below:

1. What content was most useful?

2. What content was least useful?

3. Other comments?

Recommendations: Please write any recommendations you wish about content of future workshops in the space below:

**Vocational Education and Training Workshop  
February 13-24 Peshawar**

**Addresses  
Of Interest To Afghan VE**

- National Center for Research in Vocational Education (NCRV)  
1995 University Ave. Suite 377      Dr. Charles Bensen, Director  
University of California      Phone: (415) 642-4004  
Berkeley CA 94704
- National Occupational Competency Testing Institutes (NOCTI)  
409 Bishop Hall      Dr. Scott Whitener, Exec. Dir.  
Ferris State College      Phone: (616) 796-4695  
Big Rapids, Mi 49307
- International Labor Office      ILC Pakistan  
Joachim Reichling Dir.      W. Dudley, Director  
Training Department      58, Khayabane Iqbal  
Geneva 22, Switzerland      F-8-2 Islamabad  
CH-11211 phone 4122-799-6831      Phone: 255966  
852420
- Center For European Vocational Training Development (CEDEFOP)  
Jean Monet House,  
Bundesallee 22  
O-107-17, Berlin, Germany
- Center For Occupational Research and Development  
601 Lake Air Drive      Daniel Hull, President  
Waco, TX 76710      Phone: (817) 772 8756
- International Vocational Education and Training Association  
670-C Enterprise Dr      Ex Dir Valija Axlerod  
Westerville Ohio 43081      Phone: (614) 847-9550
- Vocational Technical Education Consortium of States (VETEG)  
795 Peachtree St. N.E., 5th Floor  
Atlanta, GA 30365
- American Vocational Association  
2020 N. 14th St  
Arlington, VA 22201