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**AFGHANISTAN**

**USAID Program Contact**

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## Skills Training for Afghan Youth (STAY+)

### OVERVIEW

Sitting on the fringes of Afghan society, disconnected from formal educational programs, as well as traditional decision-making forums, Afghan youth (over the age of 15) have critical unmet needs. These needs go well beyond basic education. Having known only war and unrest during their lifetime, they require life skills and workforce readiness assistance to engage as productive members of society. Referred to as a “*lost generation*” – disenfranchised, under-skilled, and uneducated these youth are increasingly being marginalized and involved in the insurgency. With limited opportunities the growing vulnerability and frustrations they experience has fostered their increasing disengagement and mounting governmental concern.

Responding to a request by the Minister of Education, Farooq Wardak, a collaboration of USAID’s Education and Economic Growth teams and 5 different government ministries, including the Ministries of Education, Labour, Women’s Affairs, Agriculture, the Deputy Ministry of TVET and Youth & Culture undertook an intensive participatory design. The resulting program was named STAY+ ( or *MOSBAT Bodan*, or نډوب تبېشم, in Dari, *MOSBAT Osedal*, or ىل او تبېشم in Pashto). It will pilot a comprehensive program of basic education, life skills, and workforce readiness for 15-24 year olds in the South and East. Working in close collaboration with the Afghan government, the program will also build capacity and integrate youth workforce programs among a cross-sector of strategic ministries. Additionally, it will continue to develop the organizational and educational capacity of two flagship vocational training organizations, Afghanistan Vocational Training Institute (ATVI) and Kunar Construction Company (KCC). ATVI, a premier coeducational school with campuses in Kabul and Laghman, provides a two-year postsecondary program in 5 key fields identified by the government to support Afghanistan’s economic growth; business, ICT (information and communications technology), agriculture, construction, and automotive mechanics. In Kunar, PRT initiated KCC is building a local workforce for construction trades. These two schools reflect the special needs of organizations in the TVET sector which the program will develop as models for institutional capacity building and best practices.

### ACTIVITIES

1. Integrated Education & Workforce Development Program: co-designed with the Government of Afghanistan to include accelerated basic education (to grade 6), workforce readiness & life skills tailored for marginalized youth.
2. Technical & Applied Job Training: through apprenticeships & on-the-job training with local partners, tied to emerging industry needs identified through local labour market studies.
3. TVET Public-Private Partnership Model: developing an effective TVET partnership with the Afghan Government (Ministry of Education) & ATVI, building a Global Development Alliance (GDA) and private sector revenue generation, as well as strengthening the administration and governance functions.
4. PRT Vo-tech Transition & Sustainability Model: Building KCC into a community-based TVET organization responsive to local labour and industry needs, enhancing the educational programs and developing sustainable systems.

### ANTICIPATED RESULTS

- Out-of-school youth aged 15-24 in Kandahar, Nangarhar, Helmand provided with literacy, numeracy and life skills training linked with local market and industry needs.
- Market-driven skills training and accelerated learning program developed for low-literacy youth that can be used to access marginalized populations through multimedia, including radio, television and cell phones.
- ATVI development as a model TVET public-private partnership with 20% revenue generation and a USAID Global Development Alliance (GDA) partnership.
- KCC transitioned to community-based non-profit, with expanded courses for women and local industry needs along with community services center for expanded graduate job training and revenue generation.

### **Implementing Partner:**

(EDC) EDUCATION DEVELOPMENT CENTER  
Chief of Party, Dr. Peggy Poling

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### **Basic Education & Workforce Readiness**

STAY+ has a holistic approach addressing both the education, social and employment needs of youth. The aim is to constructively engage and give youth a choice of different productive pathways suited to their interests and goals; including apprenticeships, entrepreneurship, formal employment, higher education, etc. Building off of the best elements of curriculum already developed to date in Afghanistan it provides basic education (scaled to grade 6), life skills and job readiness for participating youth.

### **Local Partnerships & Labour Market Integration**

STAY+ also conducts local labour market assessments, including gender focused studies to identify important local labour needs and critical industries. These studies target businesses and industries that are particularly receptive to and ready to work with youth.

From these consultations and a competitive bidding process with local businesses and organizations form the basis for local partnerships for the delivery of STAY's integrated curriculum and workforce opportunities. These can include: apprenticeships, on-the-job training & placement, service learning, job shadowing and a variety of other activities to give youth practical, applied job skills development in their local area.

### **Strengthening TVET Providers**

The support of vocational training schools in three provinces: Kabul, Laghman & Kunar seeks to build sustainable models for use with the development of TVET providers, including mapping of effective strategies, capacity building activities, lessons learned and best practices. Additionally, the program will offer targeted capacity building on key areas of organizational development to local partners working to deliver educational and workforce training.

### **TVET Activities & Resources:**

- **National Forums Participation:** HRDB TVET & LIFE Working Group, Employment Task Force
- **Youth Labour Market Studies** in South & East
- **Gender Labour Market Studies** in South & East
- **Youth Assessments** (mapping key attitudes, issues, needs for marginalized youth)
- **PRT Vo-tech Transition & Sustainability Model:** Building KCC into a community-based TVET organization responsive to local labour and industry needs.
- **TVET Public-Private Partnership Model:** developing an effective TVET partnership with the Afghan Government (Ministry of Education) & ATVI, building a Global Development Alliance (GDA) and private sector revenue generation.

## **PROGRAM SUMMARY**

**Estimated Budget:** \$50 million USD

**Duration:** April 1, 2010 - April 30, 2013

### **Partners:**

**PRIME:** (EDC) Education Development Center

**SUB #1:** (ATVI) Afghan Technical Vocational Institute

**SUB #2:** (KVO) Kunar Vocational Organization

### **Status:**

**Completed:** Labour Market Studies in Kandahar & Jalalabad, Gender Study, Curriculum Assessment, Local Partner Assessments

**Current:** Curriculum Synthesis & Translation, Labour Study Methodology Piloting & Finalization, Local Partner Selections, Youth Study "In Their Own Voices"

**Future:** Labour Market Studies in Kunar, Helmand, Laghman, Kabul, follow-up in Kandahar, Labour Market Toolkit, Radio-TV drama Education Program

### **Educational Program Pilot Areas:**

#### **Kandahar**

	<b>DISTRICT</b>	<b>VILLAGE</b>
1	Arghandab	Arghandab
2	Daman	Daman
3	Kandahar	Kandahar
4	Spin Boldak	Spin Boldak

#### **Nangarhar**

	<b>DISTRICT</b>	<b>VILLAGE</b>
1	Bati Kot	Bazar Kalay
2	Bihsud	Behsud
3	Shinwar	Shinwar (Ghani Khel)

#### **Helmand**

	<b>DISTRICT</b>	<b>VILLAGE</b>
1	Lashkar Gah (municipal capital)	Lashkar Gah
2	Nahri Sarraj	Girishk
3	Nawa-I-Barakzayi	Nawa-I-Barakzayi

**Overall Areas of Operation:** 6 provinces;

*Kabul. Kandahar. Nangarhar. Laghman. Kunar. Helmand.*