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HUMAN RESOURCE DEVELOPMENT PROJECT FOR AFGHANISTAN
TRAINING NEEDS ASSESSMENT

Prepared by Consultants:

Dr. Frank P. Williams

Dr. Nagat El-Sanabary

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HUMAN RESOURCE DEVELOPMENT PROJECT FOR AFGHANISTAN

TRAINING NEEDS ASSESSMENT

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HUMAN RESOURCE DEVELOPMENT PROJECT FOR AFGHANISTAN
TRAINING NEEDS ASSESSMENT

I. RATIONALE

Statement of the Problem:

The human resource development needs of Afghanistan are virtually unlimited. Skilled manpower has always been in short supply. Prolonged hostilities and internal disruption have severely worsened the previously unsatisfactory situation. Most Afghan refugees and the main population inside the country, need basic skills to participate effectively in productive peace time pursuits, let alone to contribute to the extraordinary challenges of reconstruction.

Several O/AID/Rep Afghanistan Mission sectoral programs now carry on training and educational activities for Afghan personnel ranging from basic literacy education to automotive repair, from training in construction trades to the upgrading of office skills. Additionally, numerous other bilateral and multi-lateral organizations provide training in various areas but little coordination exists among the various programs resulting in some duplication and perhaps wasted resources. Furthermore, some programs lack a coherent policy to direct their development and implementation and little information is available as to their effectiveness in reaching their target population.

Furthermore, most of the training programs have targeted males despite the crucial role that Afghan women play in the family and community.

Like their sisters everywhere, Afghan women shoulder the responsibility of caring for their families, and serving them basic nutritional, health, educational and other basic needs. They prepare food and clothing, care for the sick and teach children basic survival skills. Additionally, many Afghan women work in the fields: planting and harvesting, taking care of farm animals, and helping with pest control. They are often overburdened by domestic and farm work in addition to their reproductive functions. Others serve the health needs of the women and children in their communities as untrained midwives or traditional healers. Many others do traditional handicrafts like weaving, knitting and needlework. Many have become entrepreneurs in informal economy, manufacturing and trading their goods and services. Their often

unrecognized and unrecorded labor in the home, the farms, and the community is essential for community survival.

Yet the women disadvantaged by lack of educational and basic skill training the overwhelming majority are illiterate. Health and educational indicators for Afghan women are among the lowest in the world. Life expectancy is very low, infant mortality and maternal deaths are distressingly high. The incidence of disease and morbidity say the emirgise of men, women and children and represent a waste of human life (capital) and a loss to whole society. Research has indicated that by provision of basic, literacy, health and nutritional education and training helps significantly improve family life, reduce the incidence of infant and maternal death, and increase life expectancy.

O/AID/Rep mission, by way of a new Human Resource Development project, plans to widen the scope of its training activities to include males and females in skills areas essential for community survival and the rebuilding of the country. Special care will be taken that all training activities be done in conformity with Afghan cultural traditions and basic religious beliefs. The core of this project will be cross-border vocational training, especially in those skill areas directly relevant to Afghanistan's rehabilitation and reconstruction needs. Particular attention will be given to ensuring that project beneficiaries apply their skills not only in the refugees communities but inside Afghanistan itself.

A further consideration of O/AID/Rep is to bring various vocational training activities for non-project employed Afghans under the "umbrella" of a HRD Project dedicated exclusively to training.

Basic Assumptions:

O/AID/Rep has directed that two consultants perform a needs assessment prior to project design and implementation. The human resource development needs assessment team shall be referenced hereafter in this document as the "Team". The Team gathered data for this needs assessment from O/AID/Rep, government and non government organizations providing education and training to Afghans, and from direct interviews with training organizations and Afghan refugees. The needs assessment, which has targeted cross-border skills training to meet the rehabilitation and reconstruction needs of Afghans, was based on the following assumptions:

- o Skills training currently being provided by O/AID/Rep and other organizations is not adequately serving the great numbers of Afghans who can benefit from such training.
- o Current programs do not address some of the additional

training needs that should have high priority for both men and women.

- o Some training is being duplicated. Although competition between contractors and programs is often good, it may not, however, be the most cost effective or human effective system of delivery.
- o Effective coordination, flexibility of delivery, quality control, and cost effectiveness can be achieved by removing many of the O/AID/Rep skills training activities from sectors and bringing them under a Human Resource Development project "umbrella".
- o Training activities for women should receive special consideration and be expanded. This assumption is based on the following rationale:
 - oo Afghan women have a fundamental commitment to their home and families. They shoulder the basic responsibility of caring for their families and serving their basic nutritional, health, education and other needs. They prepare food and clothing care for the sick, and teach children basic survival skills. They strive continually to satisfy the basic needs of their family members and to secure a better future for their children.
 - oo In addition to their home responsibilities, many Afghan women work in the fields planting and harvesting, raising and caring for farm animals. They are often burdened by domestic and farm work in addition to their reproductive function. This exerts a heavy toll on their health and often adversely affects the well-being of their children. They need basic skills to help them be one more productive in their multiple responsibilities, and take better care of their families.
 - oo Afghan women's contribution to the household and community makes them basic participants in, rather than mere beneficiaries of development. The ultimate goal of the WID component of this project is to strengthen their household and community functions within the accepted cultural traditions and religious values.
 - oo Although exact figures are not available, there is now a large number of Afghan widows who have to support themselves and their families. They need basic skills to undertake income-generating activities to enable them to survive with dignity and honor.

II CURRENT TRAINING PROGRAMS

Organizations Providing Afghan Services:

More than 100 organizations are providing services to Afghan men and women. They include both government and non-government international organizations. A list of these organizations is presented as Figure I. The list, however, is not all inclusive. The Team visited other organizations not included on the list but are included in Figures 2 through 6.

Interview Data:

The Team conducted personal interviews with appropriate staff at each of the following 18 organizations:

IRC	International Rescue Committee
NACP	Narcotics Awareness Center Project
SCA	Swedish Committee for Afghanistan
MSH	Management Sciences for Health
ARC	Austrian Relief Committee
SCA	Swedish Committee for Afghanistan
UNO/ESSP	University of Nebraska at Omaha and Education Sector Support Project
GTZ	German Agency for Technical Cooperation
DACAAR	Danish Committee to Afghan Refugees
CARE	Care International
VITA	Volunteers in Technical Assistance
DAI	Development Alternatives, Inc.
UNOCO	Operation Salam
ACBA	Agency Coordinating Body for Afghan Relief
ISRA	Islamic Relief Organization for Afghanistan
MSOA	Muslim Sisters Organization of Afghanistan
AWRC	Afghan Womens Resource Center

Information about more than forty-five (45) specific cross-border training programs for both men and women was gathered from the above listed organizations by interviews, observation of training programs and facilities, and from documents and status reports provided to the Team. This data has been compiled and presented in the following Figures:

Figure 2	Education
Figure 3	Health
Figure 4	Industry and Business
Figure 5	Agriculture
Figure 6	Participant Training

The data provided for each of the programs is as accurate and comprehensive as the Team has been able to obtain. In some cases some information was not readily available, such as the numbers of

Afghans currently in training, number of graduates to date, attrition rates and causes, and projected number of graduates annually. Additional organizations visited, but do not directly provide training, were Operation Salam and ACBAR.

- 47 ACBAR (AGENCY COORDINATING BODY FOR AFGHAN RELIEF), 2 REHMAN BABA ROAD TEL. 42471/ 40939/ 44332/ 45347
- 48 ARIC (ACBAR RESEARCH AND INFORMATION CENTRE), 2 REHMAN BABA ROAD TEL. 45316 (LIBRARY) / 44332/ 40833/ 42471/ 45347
- 53 AFGHAN CONSTRUCTION AND LOGISTICS UNIT, 74/E AODARA ROAD TEL. 41205
- 127 AFGHAN DEVELOPMENT ASSOCIATION / THE SALVATION ARMY, H. 1 34-C/3A-1 CIRCULAR ROAD TEL. 44779/ 42230
- 35 AFGHAN EYE HOSPITAL, 11 GULMOHAR ROAD TEL. 41093
- 50 AFGHAN HEALTH & SOCIAL ASSISTANCE ORGANIZATION (AHSAO), 1425-F OLD BABA RD. TEL. 42152
- 34 AHSAO, MILK DISTRIBUTION PROGRAMME, 3/A UNIVERSITY ROAD TEL. 41827
- 137 AFGHAN INFORMATION CENTRE, 19-E SAYED JAMALUDDIN AFGHANI ROAD TEL. 40253
- 35 AFGHAN INTERIM GOVERNMENT (AIG) HEADQUARTERS, UNIVERSITY ROAD TEL. 40525
- 72 AIG, MINISTRY OF EDUCATION, 14 PARK ROAD TEL. 43412/ 44243
- 34 AIG, MINISTRY OF FINANCE, OLD BABA ROAD TEL. 44415
- 129 AIG, MINISTRY OF INFORMATION AND ISLAMIC GUIDANCE, 43/B-3 SAHIBZADA ABDUL QAYUM ROAD TEL. 45468
- 125 AIG, MINISTRY OF INFORMATION AND ISLAMIC GUIDANCE, PUBLICATION DEPARTMENT, CANAL ROAD, PHARO PLAT, PAMAKI TEL. 43971
- 14 AIG, MINISTRY OF JUSTICE, JEHANGIRABAD TEL. 40723/ 40863
- 35 AIG, MINISTRY OF PUBLIC HEALTH, HEALTH SERVICES DEVELOPMENT DEPARTMENT, OLD BABA ROAD, TEL. 45230
- 76 AIG, MINISTRY OF PUBLIC HEALTH, INSTITUTE OF PUBLIC HEALTH, 13-A CHIMAR ROAD TEL. 43327/ 43472
- 1 AIG, MINISTRY OF PUBLIC HEALTH, SHAHEED DR. SAFTULLAH HOSPITAL, BELAL LANE, ARBAH ROAD TEL. 42785
- 123 AIG, MINISTRY OF RECONSTRUCTION, 73/0 SAYED JAMALUDDIN AFGHANI ROAD TEL. 41912/ 43618
- 38 AIG, MINISTRY OF SECURITY, OLD BABA ROAD TEL. 41070
- 144 AFGHAN MEDIA RESOURCE CENTER (AMRC), 2 CANAL BANK ROAD TEL. 41691/ 44279/ 44278/ 42377
- 92 AFGHAN MEDICAL AID, 5-3 UNIVERSITY ROAD TEL. 43283
- 130 AFGHAN OBSTETRICS AND Gynaecology HOSPITAL (AGOH), 2 CIRCULAR ROAD TEL. 40721
- 97 AFGHAN TECHNICAL CONSULTANTS (ATC), 90-0 UNIVERSITY ROAD TEL. 41582
- 5 AFGHAN WOMEN'S RESOURCE CENTER (AWRC), OSMANIA LANE, ARBAH ROAD TEL. 44052
- 115 AFGHANATO, 5-3 GULMOHAR ROAD TEL. 42030/ 43751/ 42322
- 42 AFGHANISTAN COMPUTER ACADEMY, OLD BABA ROAD, AFZALABAD, TEL. NONE
- 25 AFGHANISTAN NATHILFE (ANM) MAIN OFFICE, ... 17-E JEHANGIRABAD TEL. 42591
- 73 AFRAME, WHITE HOUSE, 2 PARK LANE TEL. 42320
- 24 AL-DAMAT SURGICAL HOSPITAL, WELFARE AND RELIEF FOR AFGHAN REFUGEES, 7/940 AODARA ROAD TEL. 41871
- 93 AMERICAN CENTER, UNITED STATES INFORMATION SERVICE (USIS), 17-C CHIMAR ROAD TEL. 41463/ 40153
- 128 ASIA FOUNDATION, 22 SAYED JAMALUDDIN AFGHANI ROAD TEL. 44999
- 56 AUSTRIAN RELIEF COMMITTEE FOR AFGHAN REFUGEES (ARC), 86-E OLD BABA ROAD TEL. 42584/ 42592
- 55 AVICEN (AFGHANISTAN VACCINATION & IMMUNIZATION CENTRE) MAIN OFFICE, 14-F KHUSHAL KHAN KHATTAK ROAD TEL. 43876
- 131 AVICEN, COLD CHAIN DEPARTMENT, 46-C SAHIBZADA ABDUL QAYUM ROAD TEL. 40624
- 46 AVICEN, PEDAGOGIC AND OPERATION DEPARTMENT, 22 F KHUSHAL KHAN KHATTAK ROAD TEL. (APPLIED FOR 1)
- 141 BRITISH BROADCASTING CORPORATION (BBC), 14-A CANAL BANK ROAD TEL. 42315
- 54 CARITAS AFGHAN REFUGEE PROGRAM, 17/F-1 KHUSHAL KHAN KHATTAK ROAD TEL. 45295
- 140 CONSULTANT BUREAU FOR RECONSTRUCTION (CBR), 19 CANAL BANK ROAD TEL. 43673
- 50 COORDINATION OF AFGHAN RELIEF (COAR), 71-E (S) AODARA ROAD TEL. 41188
- 127 COORDINATION OF MEDICAL COMMITTEES (CMC), 32 C/1 CIRCULAR ROAD TEL. 43631
- 16 CULTURAL AND RELIEF FOUNDATION FOR AFGHANISTAN (CFRA), 147 STR. 9 7 SHAHEEN TOWN TEL. 43281
- 8 CULTURAL ASSOCIATION OF AFGHANISTAN, SFEDE, 320 FLOOR, KHYBER VIEW PLAZA TEL. NONE
- 103 DANISH COMMITTEE FOR AID TO AFGHAN REFUGEES (DACAAR) MAIN OFFICE, 10 GULMOHAR LANE TEL. 42515/ 40731
- 104 DACAAR SERVICES PROJECT, 10 GULMOHAR LANE TEL. 43245
- 19 DENTAL CLINIC FOR AFGHAN REFUGEES, JAMAL ROAD, SHAHEEN TOWN TEL. 43358
- 35 DEVELOPMENT ALTERNATIVES INC. (DAI), 4 A-C PARK AVENUE TEL. 43219/ 45407/ 45307
- 15 DIAGNOSTIC CENTRE FOR AFGHAN REFUGEES, STREET 1 8 OFF JAMAL ROAD, SHAHEEN TOWN TEL. NONE
- 45 DOMESTIC ENERGY SAVING PROJECT/AFGHAN PROGRAMME/6TZ, F-27 KHUSHAL KHAN KHATTAK ROAD TEL. 45417
- 99 EUROPEAN ECONOMIC COMMUNITY, 27 CANAL ROAD TEL. 41949
- 21 EYE CLINIC FOR AFGHAN REFUGEES, STREET 1 3 OFF JAMAL ROAD, SHAHEEN TOWN TEL. 44928
- 7 FATIMA-E-ZAHRA GIRLS SCHOOL, OSMANIA LANE, ARBAH ROAD, UNIVERSITY TOWN TEL. NONE
- 126 FUEL EFFICIENT COOKING TECHNOLOGY (FECT), PAKISTAN PROGRAMME PCAT/6TZ, 31-C CIRCULAR ROAD TEL. 42511/ 45387
- 114 GERMAN AFGHANISTAN COMMITTEE (GAC) MAIN OFFICE, 23-C PARK AVENUE TEL. 42446
- 145 GAC, CANAL ROAD OFFICE TEL. 44349/ 42588
- 68 GAC, PLASTIC SURGERY PROJECT FOR AFGHANS, 13 AODARA ROAD TEL. 41042
- 51 GERMAN AFGHANISTAN FOUNDATION (GAF), 20 F/0 KHUSHAL KHAN KHATTAK ROAD TEL. 40913/ 43257
- 17 GERMAN LANGUAGE CENTER, STR. 1 7 OFF JAMAL ROAD, SHAHEEN TOWN TEL. NONE
- 121 HARAKAT-E-ISLAMI AFGHANISTAN, HEALTH DEPARTMENT, 43/B SAHIBZADA ABDUL QAYUM ROAD TEL. 45286
- 143 HELP (GERMANY), 34-E SAYED JAMALUDDIN AFGHANI ROAD TEL. 41530
- 65 HELP THE AFGHANS FOUNDATION, 5-C/2 AODARA ROAD TEL. 44053
- 59 HELPING AFGHAN FARMERS ORGANIZATION (HAF), 71 E AODARA ROAD TEL. 44677
- 32 HEZB-E-ISLAMI AFGHANISTAN, AFGHAN NEWS AGENCY, 127/44 OLD BABA ROAD TEL. 42255
- 13 HUMAN CONCERN INTERNATIONAL, MATIA HOUSE, JEHANGIRABAD TEL. 42524/ 42544
- 69 INTERNATIONAL COMMITTEE OF THE RED CROSS (ICRC) MAIN OFFICE, 15-3 OLD JANRUO ROAD TEL. 41673/ 41371/ 43915
- 70 ICRC, FIRST AID COURSES, 15-3 OLD JANRUO ROAD TEL. 41673/ 41371/ 43915
- 78 ICRC, HOSPITAL FOR AFGHAN WAR WOUNDED, 11-9 OLD JANRUO ROAD TEL. 40498
- 139 ICRC, ORTHOPAEDIC CENTRE FOR AFGHANS, 62-E CANAL ROAD TEL. 41997
- 71 ICRC, TRACING AGENCY, 15-3 OLD JANRUO ROAD TEL. 41673/ 41371/ 43915
- 109 INTERNATIONAL MEDICAL CORPS (IMC) MAIN OFFICE, 55-C3 GULMOHAR LANE TEL. 42250
- 123 INTERNATIONAL RESCUE COMMITTEE (IRC) MAIN OFFICE, 41-F SAHIBZADA ABDUL QAYUM ROAD TEL. 41845/ 41274/ 43203
- 124 IRC, ADMINISTRATION, 41-F SAHIBZADA ABDUL QAYUM ROAD TEL. 41350/ 41274/ 41845/ 43203
- 102 IRC, CONSTRUCTION RELATED TRAINING, 17-C GULMOHAR LANE TEL. 42421/ 44621
- 148 IRC, ENGLISH LANGUAGE PROGRAMME, 43 SAYED JAMALUDDIN AFGHANI ROAD TEL. 43310/ 41560/ 45236
- 122 IRC, ENGLISH TRAINING AND DEVELOPMENT PROGRAM, 43/B SAHIBZADA ABDUL QAYUM ROAD TEL. 44684
- 81 IRC, EXPERIMENTAL SCHOOL, 18-A CHIMAR ROAD TEL. 40189
- 33 IRC, HANDICRAFTS - SELF RELIANCE PROJECT, OLD BABA ROAD TEL. 42565
- 54 IRC, HEALTH EDUCATION RESOURCE CENTER (HERC), 25/8 REHMAN BABA ROAD TEL. 44127/ 43925

BEST AVAILABLE DOCUMENT

- 63 IRC, HERO, MATERIALS DEVELOPMENT SILK SCREEN PROJECT, 94 E RAHMAN BABA ROAD TEL. 44122
- 149 IRC, JOURNALISM PROGRAM, 43 SAYED JAMALUDDIN AFGHANI ROAD TEL. 43310/ 41560/ 45239
- 29 IRC, KODAXISTAN EDUCATION PROGRAM (KEP), 31-0 SCHOOL ROAD TEL. 41341
- 150 IRC, LANGUAGE TEACHERS TRAINING AND TRANSLATION OFFICE (LIT), 43 SAYED JAMALUDDIN AFGHANI ROAD TEL. 43310/ 41560/ 45238
- 151 IRC, PUBLIC ADMINISTRATION (PA), 43 SAYED JAMALUDDIN AFGHANI ROAD TEL. 43310/ 41560/ 45238
- 125 IRC, REHABILITATION PROGRAMME FOR AFGHAN REFUGEES (RFA), 39/C SAHIBZADA ABDUL QAYUM ROAD TEL. 41274/ 41845
- 80 IRC, RURAL ASSISTANCE PROJECT (RAP), 18 CHINAR ROAD TEL. 44310/ 45410
- 77 IRC, SCIENCE AND TECHNOLOGY TRAINING (STT), 32-9 CHINAR ROAD TEL. 41344
- 22 IRC, THE GREAT CENTER OF ENGLISH LANGUAGE, SCIENCE AND TRAINING OF CAMERAMEN, STR. # 1 SHAHEEN TOWN. TEL. NONE
- 5 IRC, WOMEN'S ENGLISH LANGUAGE PROGRAM, OSMANIA LANE, ARBAB ROAD, UNIVERSITY TOWN TEL. 44210
- 4 IRC, WOMEN'S HIGHER EDUCATION, OSMANIA LANE, ARBAB ROAD TEL. 45030/ 45281
- 23 ISLAMIC ASSOCIATION OF AFGHAN ARCHITECTS AND ENGINEERS, 3-4 NEW ARBAB COLONY, ARBAB RD. TEL. 40751
- 116 ISLAMIC COORDINATION COUNCIL, 3 GULNOHAR ROAD TEL. 42241
- 62 ISLAMIC INTERNATIONAL RELIEF ORGANIZATION (IIR), 68/E2 ABDARA ROAD TEL. 41922
- 119 ISLAMIC LANGUAGE INSTITUTE FOR AFGHAN WOMEN, 40-C SAHIBZADA ABDUL QAYUM ROAD TEL. NONE
- 87 ISLAMIC RELIEF AGENCY (ISRA) MAIN OFFICE, 77-8A/B PARK ROAD TEL. 42245/ 42363
- 75 ISZA, ORPHANS WELFARE DEPARTMENT, 11 CHINAR ROAD TEL. 41742
- 79 ISZA, PSYCHIATRIC CLINIC, SA/1 PARK ROAD. TEL. NONE
- 101 ITALIAN COOPERATION FOR DEVELOPMENT (ICD), TUBERCULOSIS CONTROL PROGRAMME, 3-C GULNOHAR LANE TEL. 41496/ 42520
- 129 JAPAN-AFGHAN MEDICAL SERVICES, 3-C/2 CIRCULAR ROAD TEL. 44350/ 41544
- 90 JEHAD UNIVERSITY FACULTY OF EDUCATION, 39 PARK ROAD TEL. NONE
- 9 JIA, BALKH PROVINCE EMIRAT REPRESENTATION, CULTURAL DEPARTMENT OF USTAD ZARIJULLAH-E-SHAHID'S FRONT, KHYBER VIEW PLAZA TEL. NONE
- 11 KUWAIT RED CRESCENT HOSPITAL FOR AFGHAN RELIEF, JAHRUO ROAD TEL. 41308
- 108 MADERA, 53-C II GULNOHAR LANE TEL. 42234
- 39 MANAGEMENT SCIENCES FOR HEALTH (MSH), OLD BARA ROAD TEL. 40772/ 42867/ 44564
- 74 MEDICINS DU MONDE (MON), WHITE HOUSE, 2 PARK LANE TEL. 42320
- 146 MEDICINS SANS FRONTIERES/BELGIUM-HOLLAND, CANAL ROAD TEL. 42251/ 44713
- 37 NSF BELGIUM (LAB TRAINING COORDINATION), 12 AFZAL ABAD, OFF OLD BARA ROAD TEL. 41870
- 35 MERCY FUND, KHATTAK HOUSE, OLD BARA ROAD TEL. 42405
- 56 MUSLIM AID (UK) CENTRAL MEDICAL LAB, 12 F/A KHUSHAL KHAN KHATTAK ROAD TEL. 43325
- 113 MUSLIM SISTERS ORGANIZATION MAIN OFFICE, 6-0 PARK AVENUE TEL. NONE
- 44 MUSLIM SISTERS ORGANIZATION LYCEE FOR GIRLS, 43 F/3 KHUSHAL KHAN KHATTAK ROAD TEL. NONE
- 107 MUSLIM WORLD LEAGUE (RABITA) MAIN OFFICE, 2 GULNOHAR LANE TEL. 43328/ 43718
- 118 MUSLIM WORLD LEAGUE, ISLAMIC CULTURAL CENTER, 42 SAHIBZADA ABDUL QAYUM ROAD TEL. 42686
- 18 MAHEED SHAHED PRIMARY SCHOOL, JAMAL ROAD, SHAHEEN TOWN TEL. 42352
- 84 NARCOTICS AWARENESS AND CONTROL PROJECT (NACP), 31 CHINAR ROAD TEL. 44821/ 44921/ 44617
- 7 NATIONAL ISLAMIC FRONT OF AFGHANISTAN, 19NE SINH-E-BALKH SURGICAL AND MEDICAL HOSPITAL, JEHANGIRABAD, Tel. 43201
- 61 NORWEGIAN COMMITTEE FOR AFGHANISTAN, 8 OLD BARA ROAD TEL. 42517
- 112 NORWEGIAN REFUGEE COUNCIL/NORWEGIAN CHURCH AID (NRC/NCA) MAIN OFFICE, 51-C PARK AVENUE TEL. 42304
- 88 NRC/NCA, PROJECT OFFICE, 3-8 JAHRUO ROAD TEL. 41129/ 45210
- 89 NRC/NCA, EMPLOYMENT EXCHANGE DEPT. (EED), 3-8 JAHRUO ROAD TEL. 41129/ 45210
- 12 NRC/NCA, TECHNICAL TRAINING CENTER PESHAWAR (TTCP), JEHANGIRABAD TEL. 40719
- 31 OCKENON VENTURE, 42/0-1 OLD JAHRUO ROAD TEL. 40410
- 26 PROGRAMME CULTURAL FRANCAIS POUR LES AFGHANS (PCFA), C 27/28 SPINZAR PLAZA, JEHANGIRABAD TEL. NONE
- 29 PSYCHIATRY CENTRE FOR AFGHANS, STREET # 3 OFF JAMAL ROAD, SHAHEEN TOWN TEL. 42797
- 147 R'DDA BARNEN (SWEDISH SAVE THE CHILDREN), 3 CANAL ROAD TEL. 43905
- 105 RECONSTRUCTION AUTHORITY FOR AFGHANISTAN (RAFA), 19 A/C GULNOHAR LANE TEL. 44867
- 3 REHABILITATION CENTRE FOR DISABLED AFGHAN REFUGEES, 7/875 ARBAB COLONY, ARBAB ROAD TEL. 44032
- SALVATION ARMY (SEE AFGHAN DEVELOPMENT ASSOCIATION, 9 123)
- 117 SAUDI RED CRESCENT SOCIETY, 2 GULNOHAR ROAD TEL. 42207
- 142 SAVE THE CHILDREN (UK), 33-0 SAYED JAMALUDDIN AFGHANI ROAD TEL. 41318/ 41170
- 136 SAVE THE CHILDREN (US), 46-E ATTATURK LANE TEL. 42249/ 42462
- 10 SEENA COMPUTER CENTRE (SCC), 10 KHYBER VIEW PLAZA, FIRST FLOOR, ABDARA CHOWK, JAHRUO ROAD TEL. NONE
- 28 SERVE MAIN OFFICE, 3 MULBERRY ROAD TEL. 41706/ 40737/ 43253
- 30 SERVE, CARPET WEAVING TRAINING CENTER, 7 MULBERRY ROAD TEL 40737/ 43253
- 27 SERVE, MOBILITY PROJECT FOR THE BLIND, 12 SCHOOL ROAD TEL. 43253/ 40737
- 66 SOLIDARITE AFGHANISTAN, 18 88/6 PARK ROAD. 41124
- 110 SWEDISH COMMITTEE FOR AFGHANISTAN (SCA) MAIN OFFICE, 57-C GULNOHAR LANE, TEL. 40415/ 42218/ 45257/ 45357
- 111 SCA, AGRICULTURE DEPARTMENT, 57-C GULNOHAR LANE, TEL. 45257/ 45357
- 93 SCA, AGRICULTURE TRAINING CENTER, 13-A UNIVERSITY ROAD TEL. 42713
- 106 SCA, EDUCATION DEPARTMENT, 13/A GULNOHAR LANE TEL. 41247 /42257
- 96 SCA, HEALTH DEPARTMENT, 3-C UNIVERSITY ROAD TEL. 43273
- 57 TEACHER INSTITUTE FOR AFGHANS, REHMAN BABA ROAD TEL. N/A
- 100 UNHCR, 1 GULNOHAR LANE TEL. 41037-9
- 67 UNICEF, 17/88 ABDARA ROAD TEL. 43667/ 42437
- 134 UNION AID FOR AFGHAN REFUGEES, 2-A SAYED JAMALUDDIN AFGHANI ROAD TEL. 44374
- UNITED STATES INFORMATION SERVICE (SEE AMERICAN CENTER # 83)
- 43 UNIVERSITY OF NEBRASKA AT OMAHA (UNO) MAIN OFFICE, F-A 35 KHUSHAL KHAN KHATTAK ROAD TEL. 42492/ 44536
- 53 UNO, AFGHAN SCHOLARSHIP PROGRAM INTENSIVE LANGUAGE (ASPIL), 18 F KHUSHAL KHAN KHATTAK ROAD TEL. 43725
- 52 UNO, EDUCATION CENTER FOR AFGHANISTAN (ECA), 19 F.A. KHUSHAL KHAN KHATTAK ROAD TEL. 44535/ 42492
- 40 UNO, INSTRUCTIONAL MATERIALS DEVELOPMENT CENTER (INOC), 16-C OLD BARA ROAD TEL. 43709
- 41 UNO, HANPOVER TRAINING PROGRAMME, H. # 7 OLD BARA ROAD TEL. 44536 EXT. (29)
- 82 USAID/AFGHANISTAN REGIONAL OFFICE, 26/C CHINAR ROAD TEL. 43211
- 132 VOLUNTEERS IN TECHNICAL ASSISTANCE (VITA) MAIN OFFICE, 3-8/1 CIRCULAR LANE TEL. 43254/ 44518/ 42799
- 86 WORLD ASSEMBLY OF MUSLIM YOUTH, 77 O.B. PARK ROAD TEL. 41485/ 45428/ 42249
- 49 WORLD VISION, 4 REHMAN BABA ROAD TEL. 42431/ 43803

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HUMAN RESOURCE DEVELOPMENT
 SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS
 JULY 1991

SUBJECT AREA: EDUCATION

Delivery Organization		Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problems and Needs
IRC	International Rescue Committee	1) Science & Boy Education	Inservice teacher training for instructors of male students. Each course is 1 month. 64 textbooks for grades 7-12 have been produced.	- teachers of science & math	1985		1150 (107 THIS YR.)		- There is a need to expand primary education, teacher training & literacy training. - Female education needs to be emphasized.
		2) Teacher Institute	People mainly from rural areas are trained to be science & math teachers. There are both 9-month & 2-yr. programs.	- completed 12th grade		42	42 this yr.		
		3) Language Program	Teacher training to learn English, and training in the native languages of Dari & Pushto. Included is development of instructional materials. 12-15 month programs.	- High School		6,000		1,000	
NACP	Narcotics Awareness Center Project	Drug Abuse & Drug Prevention	Education programs against drug abuse & growing poppies for drugs are presented in the form of lectures & videos. Men are the chief targets.		1990				Unable to determine the extent of opium use by women.

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FIGURE 2

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HUMAN RESOURCE DEVELOPMENT
 SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS
 JULY 1991

SUBJECT AREA: EDUCATION (CONT.)

Delivery Organization	Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problem Areas
SCA	Swedish Committee for Aghanistan	Curriculum and Teacher Training		1980				
UNO	University of Nebraska at Omaha	1) Teacher Training						
		2) Master Teacher Training						
		3) Literacy Training						

HUMAN DEVELOPMENT REPORT
 SURVEY OF AFGHAN CROSS-BORDER EDUCATIONAL PROGRAMS
 JULY 1991

REGIONAL EDUCATION

Delivery Organization	Program Title	Description	Responsible	Date Implemented	Number of Beneficiaries	Completion Date	Quality of Program	Problems and Notes
IRC	International Rescue Committee	Early Childhood Education Program						
		PRIMARY EDUCATION						
IRC		Hangu Educational Project			500 students from 1991			
		Numerous. Language & arithmetic classes						
OMSA	Organization of Muslim Centers	45 primary schools in the camps & in Peshawar & 2 schools inside Afghanistan						
		SECONDARY EDUCATION						
IRC		Lycee Malalai		1986	218	ongoing		Contract discontinued in 1988. Poor quality of instruction
OMSA		3 Secondary Schools						
		3 general secondary schools						
		HIGHER EDUCATION						
OMSA		Ummahat-ul-Maunneen University for Women		1990	350 students & 25 staff members			Poor quality & lack of resources. Educationally disadvantaged beneficiaries

FIGURE 1. EDUCATION

Bureau of Adult, Vocational, and Technical Education
 SURVEY OF ADULT EDUCATION PROGRAMS, 1964-1965
 JULY 1966

SUBJECT AREA: EDUCATION

Delivery Organization	Program Title	Description	Prerequisite	Date Inception	Current Enrollment	Completed Courses	Number of Completed Courses	Number of Participants
IRI International Association Committee	Women's Public Admin. (WPA)	Typing, Computer Methods, Office Management, Business Administration; 5 wks - 6 months.	High school women		approximately 1000	1000	1000	1000
	Women's English Language Program	Five levels of English language are provided. Two terms per year; six months each (Feb-July, July-Dec)	High school graduates & 10th grade & above		1000	1000	1000	1000

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HUMAN RESOURCE DEVELOPMENT
 SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS
 JULY 1991

SUBJECT AREA: EDUCATION

Delivery Organization	Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completion to date	Project Completion Annually	Problems and Needs
UNOCA/ Afghan NGO's	Mine Awareness	Training courses on mine awareness for women are offered in Afghanistan & for refugees in Pakistan.			Objective is to target 3 million women			

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Table 2 (cont.)

SUBJECT AREA: HEALTH

HUMAN RESOURCE DEVELOPMENT
 SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS,
 JULY 1991

Delivery Organization		Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problems and Needs
IRC	International Rescue Committee	1) Community Health Worker	Training in health, nutrition, hygiene, etc.				- 790 male volunteers and 324 IW refresher training		
		2) Female Health Worker	Training focus in pregnant women, mothers, and young children.				- 1076 females total. 512 last year.		
MSA	Management Sciences for Health	1) Traditional Birth Attendants	Upgrade training for women who are already attending births. Training is provided by male Basic Health Worker (BHW). Course is 6 weeks, 2 hrs. per day.	none	1989		200		
		2) Basic Health Worker	Training program is 15 weeks long full time.	10th grade	1987		2,108 (all male)		
		3) Lady Health Visitor	One year training for women to visit in the homes.		1987	11	11		Women workers not able to cross the border.
ARC	Austrian Relief Committee	Sanitation Program	A trained Lady Health Visitor works with families in the camps regarding health, hygiene and design of toilet facilities.		1989				
SCA	Swedish Committee for Afghanistan	Health Training	Preventive health care is taught to health care workers who return to rural Afghanistan to educate the village populations.		1989				

FIGURE 3

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FORMER RE SOURCE DEVELOPMENT
SURVEY OF AFGHAN CROSS BORDER TRAINING PROGRAMS
JULY 1991

SUBJECT AREA: HEALTH

Delivery Organization	Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problems and Needs	
IRC	International Rescue Committee	Women's Health Educator Training Program (WHEIP)	A six-month course for Afghan female Health Educators (who can deliver health education to both literate & illiterate women).	2 levels High School graduation/ & completion 7th-11th grades	1990 2 sections	14 and 16 students respectively	12 12	20 in 1990	
AMA	Afghan Medical Aid (established in Nov 1989)	Traditional Birth Attendants Training (TBA's)	- Training of traditional Birth Attendants are trained in the AMA's clinic in Peshawar. - Midwives are trained inside Afghanistan both in Pech Valley & in Naranj sub-district. Training is done by a mobile team.		Apr 11 1989 Nov 1989	Varies	0/0/0/0/1		
AN	Afghanistan Nothilfe E.V. Polyclinic in Peshawar (with the assistance of CARE-a German Committee)	Nursing Program	One- and two-year medical nursing courses are provided to males & females.	n.a.	1988 ?	n.a.			
		TBA (Daya) Training	Training of Traditional Birth Attendants (TBA's).			200	2,000		Improving needs
		Maternal & Child Health Officers Training	A 3-week program						
ARC	Australian Relief Committee	Sanitation Program	Lady Health Visitors work with families in the camps on the placement of latrines and provide health & sanitation education.		1989				

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FORM 5 (001)

HUMAN RESOURCE DEVELOPMENT
 SURVEY OF HEALTH CARE PROVIDER TRAINING PROGRAMS
 JULY 1991

SUBJECT AREA: HEALTH (CONT.)

Country	Organization	Program Title	Description	Pregraduates	Date Implemented	Current Enrollment	Completed courses to date	Program completed annually	Programmatic needs
UNICEF & WHO		PROGRAMS NOT SPECIFICALLY TARGETTING WOMEN							
		Mother & Child Health (MCH)	Training & orientation of community-based health workers. The following programs: - On-site training of existing health workers to upgrade their skills & broaden their services. - Training of Traditional Birth Attendants (TBAs) - Afghan health Manpower Development & Standardization.	n.a.		No data is available on the number of women involved in training programs.	Ongoing	n.a.	
				n.a.		n.a.		n.a.	

FIGURE 3 (CONT.)

HUMAN RESOURCE DEVELOPMENT
SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS
JULY 1991

SUBJECT AREA: INDUSTRY AND BUSINESS

Delivery Organization		Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problems and Needs
UNO	University of Nebraska at Omaha	Manpower Training:							
		1) Trade Skills	Six-months training, 36 hrs/wk in Carpentry, Plumbing, Masonry, Electrical, Automotive, Welding. Training is 60% practical and 40% theory. All Males. Top 20 grads retained for additional 6 mos.	7th-8th grade level of education	1989	220 (all male)	176	176	- 20% attrition due to those interested only in stipends & not motivated.
		2) Business Programs	Six-months training, 36 hrs/wk in Accounting & Management. Classroom/lab training with practical on-job experience. Top 20 grads retained for additional 6 mos.	High School Equivalent	1989	144 (male) 36 (female)	120	120	- not able to get adequate practical work experience. - 20% attrition due to interest in stipends & not motivated.
		NOTE:	New training center will soon be established at Ghazni inside Afghanistan--possible residential center with 4 trade skills programs (Carpentry, Masonry, Plumbing & Electricity) and 80 students.						
IRC	International Rescue Committee	Science and Technology Construction Related Training (CRTA):							
		1) Assistant Engineers	- 18-months training in construction providing both classroom and practical training.	-2-4 yr equivalent in an engineering program	1987	11	11 this yr	10-15	- This program can benefit more by a consortium with other universities: Nebraska, Wyoming, Indiana, Cincinnati, Purdue.
		2) Construction Supervisors	- 9-months training in construction providing both classroom and practical training.	- same	1987	44	44 this yr	40-50	

FIGURE 4

BEST AVAILABLE DOCUMENT

HUMAN RESOURCE DEVELOPMENT
SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS
JULY 1991

SUBJECT AREA: INDUSTRY AND BUSINESS (CONT.)

Delivery Organization	Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problems and Needs
IRC	International Rescue Committee	3) Construction Engineering	- 36-month program plus 4 months of pre-engineering including classroom & practical training	- same	1987	48	18 this yr.	15-20
		4) Professional Development	- Upgrade training for engineers. Classes in specialised subject matter are 2 hrs. per day for 2 months.	- engineering degree	1987	20	90 this yr.	120
		Self-Reliance Program	Cottage industries for men & women with strong bias toward orphans, widows & disabled. Training includes carpet weaving, woodworking, metal working, auto repair, Gabion weaving, veterinarian assistant & handicrafts. More than 500 women have been trained in handicrafts. Men are trained in the other programs & teach the women at home. Trainees are temporarily employed by IRC while receiving training.	- none			16,000 in 24 camps	
IRC	International Rescue Committee	Public Administration	Intensive 5-day seminars for NGO staff, 12-week courses training governmental accounting & training for typing, fax, telex & computers.	- achievement test & english language			450 (150 IN EACH CATEGORY)	

HUMAN RESOURCE DEVELOPMENT
SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS
JULY 1991

SUBJECT AREA: INDUSTRY AND BUSINESS (CONT.)

Delivery Organization		Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problems and Needs
DAACAAR	Danish Committee for Aid to Afghan Refugees	1) Handicrafts	Women teachers teach Afghan women in the camps sewing, embroidery, & carpet weaving. Instruction takes place either at a central center at the camps or in the homes. Materials are provided to the women. Finished products are collected, the women paid & the products are sold in DAACAAR's crafts store.		1989				
		2) Engineering Upgrade	- One-year upgrade program for engineers consisting of 2 courses 6 mos. each. - A one-month course 10 hrs. per week to upgrade engineers	Engineers	1991	40		40	
ARC	Austrian Relief Committee	Technical Training	Training is conducted at two refugee camps (Munda & Korakata) in electrical, welding, metal work, carpentry & masonry. Literacy training is a part of each course since 89% of the students are illiterate.	none	1986	20	120	120	A problem is that there is no follow-up after training & too many are trained in same categories for available jobs.

FIGURE 4 (CONT.)

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HUMAN RESOURCE DEVELOPMENT
 SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS
 JULY 1991

SUBJECT AREA: INDUSTRY AND BUSINESS (CONT.)

Delivery Organization		Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problems and Needs
CCSC	Construction Control Services Corp.	Equipment Maintenance & Repair	Afghan employees have received training in maintenance & repair of 136 trucks & 36 pcs. of road construction equipment. Sixty men were trained in repair & maintenance as well as parts & warehouse managers. NOTE: This program was recently transferred to UNO/MTP	Employees	1988		60		<ul style="list-style-type: none"> - Biggest problem is illiteracy. Combined illiteracy with technical training. - Need for technical training materials to be both in Dari & Pashto languages. - Problem is that Afghans choose to be "specialists" & refuse training to become diversified.
GTZ	German Agency for Technical Cooperation	1) Coordination of Management Training for Afghans	- A five-year program presented through UNOCA & UNDP with purpose of "Deforeignization". Tailormade training for Afghan NGO's beginning with 2 weeks of training & follow-up training every 3 months.		New	50-60 NGO's			

FIGURE 4 (CONT.)

HUMAN RESOURCE DEVELOPMENT
 SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS
 JULY 1991

SUBJECT AREA: INDUSTRY & BUSINESS (CONT.)

Delivery Organization	Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problems and Needs
	2) Construction Training	<ul style="list-style-type: none"> - 8-month masonry training (4 months theory/practical & 4 months building in refugee camps. - Clay technology training for engineers & use of "compressed soil" bricks. 	literate & have previous masonry experience.	1990	15	15	90	Refugees need retribution if they return to Afghanistan.

FIGURE 4 (CONT.)

Delivery Organization	Program Title	Description	Prerequisites	Date Began	Duration (months)	Completion %	Project Completion %	Production and Services Provided
IRC	International Rescue Committee	Handicrafts, Embroidery, Bead	Embroidery kits are handed out to the women through a male intermediary (husband, brother, father) then collected	Knowledge of the particular needlework	1975	500 in 27 (200 women in 1981 in 27 different camps)	Operating	about 2,000 women have been trained in this project
OMSA	Organization of Muslim Sisters of Afghanistan	One Tailoring School for girls	Teaches reading, writing, tailoring and embroidery.	n.a.	n.a.	30 students every 2 months	Operating	100
ISRA	Islamic Relief Association	Sewing Classes	Sewing classes of four months duration provided to orphaned girls & widows aged 17-50 yrs. Provides sewing machines upon graduation. Women are paid a specific amount for each item they produce.					100
ILO	International Labor Organization	Tailoring courses for women	Tailoring classes for women offered through an indigenous NGO.					
OMSA	Organization of Muslim Sisters of Afghanistan	Handicrafts	Embroidery & sewing classes for orphans & widows. Provided sewing machines at end of training.					
DAACAAR	Danish Committee for Aid to Afghan Refugees	Handicrafts	Women refugees in the camps are taught embroidery, knitting & sewing. Instruction both in the camps & the homes of women. Payment provided for finished products.					

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HUMAN RESOURCE DEVELOPMENT
SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS
JULY 1991

SUBJECT AREA: AGRICULTURE

Delivery Organization	Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problems and Needs
DAACAAR	Danish Committee for Aid to Afghan Refugees	A.T. Training (inside Afghanistan)		1989				
CARE	Care International	Village Assistance Program		1989				
VITA	Volunteers in Technical Assistance	Agriculture & Rural Rehabilitation						

FIGURE 5

FIGURE 5 (CONT.)
 SURVEY OF AGRICULTURE LEADERS TRAINING PROGRAMS
 JULY 1991

SUBJECT AREA: AGRICULTURE (CONT.)

Delivery Organization	Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completion Rate	Program Completion Rate	Problems and Issues
IRC	International Refugee Committee	Self-Reliance Program (SRP) - Poultry Project	Widows or wives of disabled veterans - Afghan Refugees	April 1989	75 1st crop 53 2nd crop	Ordered	14 widows completed loans	Program considered highly successful Needs: female vets.
AWRC	Poultry Project	Provides chicks & cages to widows & wives of disabled men as a loan to be repaid when chickens start laying eggs.	Available only to widows & wives of disabled				10 widows repaid loans	Highly successful Needs: female vets.

FIGURE 5 (CONT.)

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HUMAN RESOURCE DEVELOPMENT
SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS
JULY 1991

SUBJECT AREA: AGRICULTURE (CONT.)

Delivery Organization	Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problems and Needs	
DAI	Development Alternatives, Inc.	Agriculture Development & Training (ADT)				100 PLUS			
SCA	Swedish Committee for Afghanistan	1) Extensionist Training		1990		150			
		2) Enumerators		1990					
		3) Crop Protectionists		1990		205			
		4) Advanced Ag Extension		1990		02			
		5) Ag Supervisors		1990		30			
		6) Afghan Farmers						2,400	
		7) Field Engineering					30		

FIGURE 5 (CONT.)

HUMAN RESOURCE DEVELOPMENT
 SURVEY OF AFGHAN CROSS-BORDER TRAINING PROGRAMS
 JULY 1991

SUBJECT AREA: PARTICIPANT TRAINING

Delivery Organization		Program Title	Description	Prerequisites	Date Implemented	Current Enrollment	Completions to date	Project Completion Annually	Problem and Needs
UNO	University of Nebraska at Omaha	Weber Scholarship Program	55 Universities in the US are offering 1-3 scholarships each in Agricultural Engineering, Engineering, Economics, Public Administration and Public Health. Education must be completed in 2 yrs. for either Bachelors or Masters Degree programs. Scholarships for tuition, room & board represents approx. \$10,000 per yr. per student--cutting the "usual cost" nearly in half.	2-4 yrs. college	1989	45 (4 women)	10 this yr.	35-40	<ul style="list-style-type: none"> - If funds were available could send 10-15 per yr. to graduate schools. - Tremendous need. for every 30 that pass TOEFL exam only 10 can be accepted. - Problem for students is being away from families for 2 yrs. w. they worry. - Difficulty on female side is English language.

III CONSTRAINTS

The training needs of Afghans relevant to rehabilitation and reconstruction is enormous. Also, O/AID/Rep and the numerous training organizations willing to address these needs are faced with certain constraints in providing training for both men and women. Some of these constraints have been identified by the Team and are briefly discussed in this section.

Constraints Regarding Training for Men:

- o Conducting training inside Afghanistan is extremely difficult and often impossible. The political system is fragmented and unsettled. The conduct of training projects and monitoring the performance can only be done by Afghans who can cross into the country from Pakistan. Americans are not permitted to cross over into Afghanistan. Therefore, there is no real assurance of what is actually being accomplished or if needs of the people are being met.
- o It is reported that male illiteracy approaches 90%. By necessity, therefore, the training provided must be at the lowest skills level and literacy training becomes almost an essential part of it. Only the small percentage of educated Afghans who completed above the 10th grade and/or have university or college degrees are candidates for higher level technical training or participant training abroad.
- o Most of the vocational training programs are approximately 6 months in length. However, there are few jobs available to the graduates. They find themselves unemployed again and in a relatively short time lose some of the skills they learned.
- o There is approximately 20% attrition from training. Most of this is due to those persons entering training who are interested only in stipends or were not suited for the type of training.
- o Vocational training is enhanced when practical experience is a part of the training. There are only a few places of business where adequate practical experience can be obtained.
- o Many Afghans choose to be "specialists" and refuse training that would permit them to have more diversified skills.
- o It is difficult to follow up on graduates as well as

difficult to provide job placement services.

CONSTRAINTS REGARDING TRAINING NEEDS FOR WOMEN

The constraints to female education and training are much more serious than those for males. Both expatriates and Afghans interviewed by the Needs Assessment Team mentioned various kinds of obstacles that they have encountered when initiating or implementing educational and training programs for Afghan females. Interestingly, the the expatriates emphasize the cultural constraints and talk about the extreme sensitivity of providing training for women, whereas Afghan women themselves tend to minimize or even ignore these constraints and underscore the shortages of human and financial resources. At a meeting of the female member of the Needs Assessment team with a group of Afghan women, in response to a question as to their opinion of the development assistance agencies and their programs for Afghan people, one woman answered: "They are here to help the men, they forgot that there are Afghan women." The others agreed. This underscores the differences in opinion about the real constraints to education and training of Afghan females. Nonetheless, the constraints are real, and the obstacles are tremendous, but not unsurmountable. Following is a brief description of the most commonly mentioned constraints.

- o Traditional Cultural and Religious constraints. There is a wide range of opinions among the various strata of the Afghan people, in the different tribes and provinces, and among the various Mujahedeen factions concerning women's education and their role in the family and society. There are those who believe that women are not permitted by Sharia (Islamic Law) to leave their homes, attend schools or hold a job. There are even those who would rather a woman die than go to a hospital or see a male doctor--that is probably one of the reasons why Afghanistan is one of the few countries in the world where the life expectancy for females is lower than it is for males. In fact, the attitudes reported regarding female education and role in Afghan society are the most restrictive in the Muslim world where there is not a single country where it is argued that women are not to leave their homes to attend schools provided that the schools are gender-segregated and women observe the modesty code of dress and behavior. Opposition to female education and training is a result of the rising wave of Islamic extremism among some of the leaders of the Afghan Mujahedeen. A strong belief in cultural and religious determinism prevails among the most traditional elements of the society. Furthermore, conditions are more restrictive in the refugee communities than they were inside Afghanistan. The freedoms many women enjoyed before the war have

diminished, and those who have never veiled before are strict followers of veiling now, even in all-female gatherings.

A review of some of existing literature by some Afghan religious writers reveals an extremely backward notion of what religion permits in terms of women's education and role in society. A Judicial decree issued by the Ulema Union of Afghanistan concedes that the Quran and the Traditions of the Prophet that make it necessary for women and men to obtain education, but in a different way, adding that a woman should learn from her close relatives in the home not from strangers in schools, even if they are female. In addition to the restrictions placed on the movement and behavior of women, the Judicial edict decrees that "women should not learn modern technology or new science because "only men are responsible to feed the family," i.e. women are not to learn subjects that prepare them for gainful employment. That decree forbids women from going to schools especially for higher level learning and warns against reprisals. And we have heard of some reprisals against women's programs. However, we understand that some of the Islamic groups are supportive of female education and feel that more should be done on behalf of women's education and training. Actually,

In contrast, there are those Afghans, mostly from the upper strata and the highly educated who believe in women's right to education and employment, and greater role in the community and society. Actually, a human rights document, published in Afghan Jihad (October-December 1990) stipulates the right of every person (male and female) to education and the choice of an occupation. Thus, there is no agreement within the Islamic community itself concerning women's education and role in society, and women tend to get caught in the middle.

In the short term, development work for Afghan women has to mobilize the more responsive elements of the Afghan people to work on behalf of all women. Both the leadership and the masses must be assured that the Afghan woman can develop her potentialities and contribute to the well-being of her family and society while at the same time remaining true to her religion and culture. They may need to be reminded that Muslim women through the ages have played an active role in Islamic history and have excelled in various areas of knowledge.

The above cultural constraints may make development and educational work on behalf of women difficult, but should not prevent it.

Because of the above-mentioned cultural constraints, females are often reluctant to come to the training centers but

instead the trainers have to go to their homes.

It is especially difficult to provide cross-border training for females. Women's mobility is much more restricted, and concern for their safety is greater. This means that much of the training may have to be done among the refugees, who will utilize their training later in side Afghanistan. It requires also working through supportive Afghan political and religious organizations especially the females.

- o The dismally high illiteracy among Afghan females which makes it difficult to conduct training programs, but rather necessitates allocation of resources to basic education and literacy programs.
- o The abject poverty of the Afghan's and the need of female labor in the home. Adult women are burdened with time-consuming domestic tasks such as collecting fire woods, hauling water, washing clothes in rivers or canals, processing food for family consumption etc. Many young girls are needed in the homes to help with domestic tasks. The opportunity cost of their education high and the returns to that education are not yet tangible. We heard it said that there are no Afghan teenagers, they move from childhood quickly. Girls assume the care of young siblings at an early age, and they get married and have their own children at a very young also.
- o Gender-Role Stereotypes based on a Strong Belief in Biological Determinism: Females are believed to differ from males not only biologically, but psychologically and intellectually as well. Certain areas of knowledge and training are believed to be suitable for women and other for men. These stereotypes are restrictive of what females can learn or do. Although these notions have existed in most cultures, and often do exist among those involved in development assistance work, in Afghanistan they are exaggerated in a manner that limits what and how much women may learn. These stereotypes are not necessarily detrimental to the development and training of women at this particular stage of Afghan's development since so much can still be done for and by women to train them in fields and occupations that are deemed culturally appropriate.
- o Fear of Foreign Cultural and Religious Influences on Women. As a result of a history of foreign political domination and particularly the experience with the Russians during the war period, the Afghans in general mistrust foreigners and fear their influences particularly on the Afghan woman and family. This constraint has to be always considered in designing and implementing programs for women by development assistance

agencies. It is feared that Russians and Westerners alike want to divert Muslims away from their religion and cultural traditions, and that Afghan women may adopt foreign manners of dress and behavior, or get the "wrong ideas in their heads." They insist on veiling, gender segregated training facilities, and transportation for female students to and from their homes and the training facilities. These add tremendously to training cost.

- o Financial Constraints. Even if the above cultural constraints did not exist, the resources available for education and training are extremely limited, and those that existed are diminishing. Furthermore, education and training of women involves the added cost of providing transportation to and from classes which increases the per-unit cost of all female training programs.
- o The Continuing State of War, Strife and factionalism. It is very difficult to plan, design and implement training programs under such extreme conditions of uncertainty and instability. The continuing fighting constraints and endangers cross-border work especially for females. Many people mentioned it is very difficult to do things inside Afghanistan for fear of destruction. The tent set up for a school or a clinic may be bombed, the equipment and supplies may be vandalized, and personnel may be endangered.

Even those who have been able to do work inside Afghanistan, find it very difficult to supervise, monitor, and control their operations. Accountability and evaluation become difficult if not impossible. This is particularly true of educational and training work especially for females. One may take risks with males but certainly not with females.

The above constraints must be carefully weighed and considered in planning and implementing a human resources development program for the Afghans especially the females. They may make the work difficult, but not impossible. It needs more energy, resources, imagination, and dedication. There is enough demand for female education and training at all levels that would require major allocation of financial and human resources. Those who support and want female education and training are there, and the arguments on their behalf can be harnessed. However, in order to minimize resistance for education and training, there has to be a separation of the sexes, students and teaching staff alike, in all educational and training programs.

IV TRAINING NEEDS

Introduction:

The needs for vocational training for the millions of Afghan men and women is almost beyond comprehension. Training is required at the lowest survival level in education, craft and construction skills, agriculture and health. "Quantity" of training in any category is not possible to ascertain. However, as a result of surveying much of what is being done, discussing the needs of the Afghan people with the training organizations and Afghans themselves, and observing inside several refugee camps, the Team feels prepared to discuss "Needs" of the people. The following is a presentation and discussion of vocational training needs that the Team believes is of the highest priority. Further, if a representative grouping of successful training programs can be identified and further developed, the Team believes these programs may well become a "model" that can be replicated inside Afghanistan when peace is fully restored.

Comments of Needs from Interviews:

The following is a sample listing of responses obtained from respondents when asked the question, "Regarding training and training programs, what kinds of needs are there?". The list is not in any prioritized order. The needs as stated are comments relating to training needs, organization and administration needs, and needs in general as related to training.

COMMENTS ON NEEDS

- * Training for most basic human needs for survival
- * Coordination between programs is needed
- * Coordination of duplicated efforts
- * Construction skills so Afghans can rebuild their homes
- * Community participation inside Afghanistan in determining training and assistance needs
- * Environmental training in habitat and species protection
- * Programs need to focus on people according to need
- * Training in industrial energy conservation
- * The poorest less educated (more rural) will be those Afghans most likely to return to Afghanistan. They need low level industrial and agricultural skills training
- * Primary education and literacy training
- * Public health and birth attendants
- * Farming skills and animal care
- * Specific areas of advanced education, marketing, engineering, management (in country if possible)
- * Expanded participant training for educated Afghans
- * Female education and training
- * Better monitoring of in-country programs.
- * Afghan community participation

- * Land surveying training
- * Teacher training and trainer training
- * Instructional materials in Dari and Pushtu languages
- * Need expatriates who have a development background
- * Job placement and follow-up
- * Village level industries in blacksmithing, metal working, ariculture, and mechanics
- * Practical course to train a number of educated Afghans in international trade procedures including english language, correspondence, fundamentals of business law, accounting, business, inventory control, letters of credit, etc. An internship could be with Pakistan trading companies.
- * Better export program for Afghan products
- * Marketing training

TRAINING NEEDS FOR MEN:

The prioritized needs identified will be presented and discussed for each of the six categories: Education, Health, Industry and Business, Agriculture, Participant Training and Other Considerations.

Education: The enormous need for primary school education is a given with a male population 90% illiterate. This will not be discussed as part of this HRD needs assessment since the project is focusing primarily on vocational skills training. However, it must be recognized that for the people it is a need of high priority.

Literacy training should be considered as a part of every training program where the need is identified. Although some training can effectively be transmitted to the functionally illiterate, it is not the preferred especially if continuing human development requiring further training of higher skills is expected. Both UNO and IRC organizations have exemplary literacy programs.

Instructor training and continuing inservice upgrade instructor training should receive high priority. This should not be limited only to training teachers to be able to train students, but also train teachers as Master Teachers to be able to train Afghans inside Afghanistan to become teachers. Both UNO and IRC organizations have exemplary teacher training programs.

Health: The range of health services and personnel needed for Afghan refugees and the people inside Afghanistan is from Medical Doctors, Physician Assistants, Technicians, Nurses, Community Health Supervisors, Health Workers, Birth Attendants and Female Health Visitors. These are all critical in providing medical services as well as disease prevention and control, water and sanitation.

Although there is a need for training more of these kinds of workers, there is a question of how broad a base should there be for a Human Resource Development project. The most urgent need, however, is for Community Health Workers (men and women) and for Female Health visitors. Training for these two categories could fit well in a HRD project. IRC and MSH both are providing excellent training in these areas and should be considered as models.

Industry and Business: An entire generation of Afghans have lost out on both education and skills training. They are ill prepared to participate in the rehabilitation and reconstruction of their country,. Many have only the survival skills of the street and the battlefield. The skills they possess are not compatible with rebuilding a country or saleable in a viable economy. In other words, a pool of trained manpower does not exist. This includes both skilled labor as well as highly skilled managers and technicians.

The highest priority is for basic industrial, mechanical, construction, and business skills. This includes such training as welding, plumbing, auto mechanics, equipment operators, mechanical maintenance, metal working, electricity, masonry, carpentry, and steel working. Also in the area of business there is a need for training in basic business practices, marketing, small business development, basic management, accounting, office practices and office equipment operators. Also needed is commercial marketing with an understanding of inventory control, warehousing, letters of credit, procurement and business operations. Increasing trade will create jobs for Afghans.

UNO, IRC, GTZ, and CEP all have exemplary programs for most of the areas mentioned above. Literacy training may be required as part of all training, as well as certain formal education upgrading for some.

Although the skilled training needs are so great, it still must be recognized that training should fit the needs and aptitude of the individual. Also to be considered are the types of employment possibilities in the area of Afghanistan the student will be returning to. This does not, of course, preclude consideration for employment and making a living in Pakistan until he returns to his country.

Of equally high priority is advanced training for the small percentage of Afghans who are educated and may hold degrees from a university or a technical college. These should be provided the opportunity for upgrade training in such areas as Public Administration, Engineering, Marketing and Business Management. An effort should be made to develop and offer university equivalent upgrading courses locally so it will not be necessary for students

to leave the country. This is much more cost effective and solves the problem of students becoming homesick. IRC/CRTA is currently providing several levels of such training of Afghan engineers. This has been quite successful and should be considered as a model for other types of course/program development.

Agriculture: The accepted most basic human needs are food, clothing and shelter. Considering this, agriculture (food) is an area having one of the highest priorities for training. A number of organizations have programs for rebuilding the agricultural infrastructure inside Afghanistan. This includes the repair and reconstruction of canals, access roads and bridges, programs for training extension agents and farmers, programs for introducing high yielding wheat, seed multiplication, demonstration plots, farm equipment, fertilizers, pesticides, fruit trees and water supply.

Most of the reconstruction is being done by contractors who employ Afghans in country to do the labor. However, there exists a great need for training Afghans in farming skills, animal and poultry raising, nursery care and farm equipment operation and maintenance. Training to increase the numbers of agricultural extension agents should be considered. DAI has excellent programs in these areas as does SCA. Also, IRC has had very successful programs in Hangu. These programs should be considered as models for replication.

Participant Training: In some instances there is no substitute for sending people to specialized training institutions in other countries. This is the situation for the small percentage of well educated Afghans that remain in Afghanistan, and those in Pakistan who plan to return to their country. One program currently being operated by UNO is the Weber Scholarship Program. The program is unique in that 55 universities in the U.S. are offering 1-3 scholarships each in Agricultural Engineering, Mechanical and Construction Engineering, Economics, Public Administration, and Public Health. These are 2-year scholarships providing either a Bachelor's degree or a Masters degree depending on the educational level of the student. These scholarships for tuition, room and board represent approximately US\$10,000.00 per student. This cuts the usual cost for participant training almost in half. The tremendous need is shown in that for every 300 Afghans that pass the TOEFL examination, only 20 can be accepted. This is due to the limitation of funds.

This is truly a unique model. Although expensive, the need to provide high level training for those Afghans who will fill leadership rolls in government, business and industry must be of equally high priority.

Other Considerations: There are other needs that do not necessarily fit into the categories discussed above, but should be

considered very important. The people of Afghanistan require complete rehabilitation. Further, the country requires complete redevelopment. The war torn country and the effects on the people and the land calls for environmental programs to teach the people how to protect and manage their natural resources. It would also help if the leadership in education, industry, business, health and agriculture could visit the US to observe American methods and technology with the idea of applying what they learn in their own country. This "transfer of technology" could plant the seeds of a dream of what Afghanistan can become and hopefully provide an incentive to work to make the dream come true.

TRAINING NEEDS OF WOMEN

This section on the training needs of Afghan women includes also a discussion of various types of programs provided by various foreign and Afghan organizations to meet the needs, with a brief preliminary assessment of some existing programs and their effectiveness in meeting the needs of Afghan women, their families and society--as possible within the time constraints of this Needs Assessment assignment).

The educational and training needs of Afghan women are vast and the programs available for them are very small. Our interviews with various expatriate and Afghan women and men, and our visits to the refugee camps and to various training programs and health facilities have pressed upon us the seriousness of the situation of women, and the urgent need to respond to their educational and health needs in particular.

A quick glance at the above chart outlining training programs for the Afghans reveals the wide gap among the opportunities available to females as compared to males, and the limited nature of female educational and training programs, both formal and non-formal. Very few programs target females, and most of those available to them are in traditional fields related to women's domestic functions. As for formal education, there are fewer schools for females at the primary and secondary levels, and practically no higher education worthy of the designation. Furthermore, with the exception of two business programs enrolling less than 60 women, there are no real vocational education and training programs for women. While males have access to a wide range of vocational and skills training programs, females are kept busy with traditional handicrafts that are often passed down from mother to daughter, but do not prepare them for any vocation. It is true the women earn an income from the funding agencies for making these handicrafts, but that income is only temporary and will stop once the funding dries up. But more on this later. Above all, very little is known about the levels and types of educational programs available for females inside Afghanistan. In short, the

needs are great among the refugees as they are across the borders.

The programs offered by various foreign and indigenous Afghan organizations are just a beginning and a mere drop in the bucket of what needs to be done for the masses of Afghan women. The educated ones are already involved in many of the existing programs. Ironically, a few women are able to benefit from several programs either concurrently or sequentially, while others are hardly affected. Some are active managing their indigenous Afghan female organizations that serve women. These are the highly educated Afghan women. Many are graduates of Kabul university in fields ranging from Engineering, medicine, commerce, education, etc. Some have had many years of work experience in teaching, medicine, and other fields. They run the three indigenous female Afghan NGO's (out of 56 NGO's in 1991): the AWRC (Afghan Women's Resource Center), the MSOA (Muslim Sisters Organization of Afghanistan - established in 1978), and a third one in Islamabad. The MSOA is said to be the oldest indigenous Afghan NGO, and the one with the largest volunteer base. These three organizations provide various services to Afghan women in Peshawar, Islamabad, the refugee camps and some provinces inside Afghanistan. They are managed by a group of committed hard-working educated women keen on developing the potential of Afghan women within the framework Islamic teachings and Afghan's cultural traditions. All wear Hijab (an emerging Islamic dress) even when in the company of other women.

Despite the prevailing notion about resistance to introducing educational and training programs for Afghan women, many unmet needs exist for training in the various economic sectors. The team heard over and over again, that the demand exceeds the supply for all existing programs. Less than 10 percent of those who apply for training programs get accepted because of space limitations. This is true of low-level literacy programs as it is of the highly developed health educator development programs, English language, or office business programs.

The most pressing needs are for education and health services and training. The depressingly high female illiteracy rate necessitates the introduction of basic literacy skills in schools and non-formal training programs; and poor health conditions puts a premium on health services and training.

EDUCATION: TRAINING NEEDS AND CURRENT PROGRAMS

Several Afghan and international organizations provide various formal and non-formal education programs for female Afghan refugees. These range from very rudimentary literacy classes to primary, secondary, vocational and higher education, teacher training etc. Following is a summary of some of the information obtained by the Needs Assessment Team.

It must be noted at the outset that available statistics are unreliable, that the quality of the programs provided vary considerably, and the designation as to the level of education provided may be exaggerated, i.e. what is considered secondary or higher education may actually be of a much lower level than would be expected by the designation. We were unable to visit the schools due to summer vacation. But from what we have seen, and from the remarks made by various observers, the quality of instruction is very low because of the extremely low financial resources available to these institutions, and the shortage of qualified staff.

o The Need for Literacy

Literacy is one of the most pressing needs of Afghan women. Several organizations provide literacy classes to small groups of women in the camps. Most classes combine basic literacy skills, with health education and handicrafts. The female member of the needs assessment team visited the AWRC literacy class in the Akura Khatak camp No. 8, and was impressed by the cleanliness and organization of the classes, the enthusiasm of the teachers and students, and the obvious eagerness of the students to learn. Two classes were visited, each had 24 students sitting on floor mats in the two tents provided by the O\AID Rep. In the literacy class, all students had textbooks, the teacher had chalkboard and markers and was drilling the students. The level of teaching may be elementary, but the students were attentive and engaged. The craft class had women making crochet items, for which they receive the supplies, but they keep the finished product. The health class was not observed, but its effects were obvious in the cleanliness of all students who ranged in age from 16 to 50 years. This class lasts for four months, which is good enough to instill interest and a desire for learning, but may not guarantee literacy. We believe that these classes are very important not only for their formal teaching but also for instilling good habits, improved self-concept among the women, and raising their status in the family and community. The number of women affected, however, is very small.

o The Need for Formal Education

It is reported that among the refugees in Pakistan, there are 8,700 females enrolled in schools supported by the Pakistani Government, 7,070 are enrolled in schools operated by the MSOA (Muslim Sisters Organization of Afghanistan). The distribution of students among the various levels of schooling is not very clear. The number of female schools inside Afghanistan is not known.

Primary Education. There are currently a number of primary schools, with and without buildings, inside Afghanistan and in Pakistan. However the number of children enrolled in these schools is only a fraction of the total number of children of primary school age. The O/Aid/Rep supports a number of primary schools

inside Afghanistan by providing textbook materials and salary supplements to the teachers. Afghan NGO's run several primary schools. For instance, the MSOA (Muslim Sisters of Afghanistan) runs 16 primary schools in the camps, Peshawar and Islamabad, and 2 elementary schools in Karachi

Secondary Education. Secondary educational opportunities are extremely limited for both males and females, and there is virtually no system of female vocational education at this level.

The first female secondary school, the Lycee Malalai was founded by IRC in 1986. Enrollment at the school increased from 30 students in 1986 to over 200 in 1990, and 220 in 1991. The school is co-sponsored by Jamiat-i-Islami, an Afghan political party supportive of women's education. The school's facilities cannot accommodate all interested students and enrollment is limited to 220. The school runs a child care center for 40 children of staff, students, and other community members. The school has faced some opposition from extremist groups, but these seem to have been resolved.

The MSOA runs three high schools for female Afghan refugees: one school in Islamabad and two schools in Peshawar. Despite the progress in expanding secondary education for Afghan females, the school do face various difficulties and constraints.

Higher Education. Many of the people interviewed by the team indicated the need for some type of higher education for Afghan women to accommodate the graduates of the existing high schools for girls, as well as Afghan women whose higher education was interrupted by the war. Although some Afghan women are able to attend Pakistani universities space and resources are very limited and only a few are able to do so. The rest anxiously wait for some kind of higher education programs.

Before 1979, the University of Kabul was the only university in Afghanistan. Females constituted about 15 percent of the students. They were enrolled in a wide range of disciplines including engineering, medicine, pharmacy, veterinary medicine, the humanities and social sciences. Because of the war situation females have become a majority of the students at that university. Several Afghan female doctors and engineers currently live and work in Pakistan and Iran. Some are refugees in the United states. The female member of the Needs Assessment Team met several highly educated women engineers, doctors, teachers and veterinarian working in Peshawar.

Options for higher education for Afghan females outside Afghanistan are extremely limited. Refugees women may pursue higher education in Pakistani universities, but there are very few openings available to them, the well-off go abroad.

The Muslim women's University, a grassroots effort, was established by the Organization of the Muslim Sisters of Afghanistan in 1990 to meet the needs for higher education among refugee Afghan women. It provides education in five fields: literature, science, education, Islamic Sharia, and medicine. But this is an impoverished institution that suffers from severe shortages of human, physical, and educational resources.

o The Need for English Language Skills

The existence of a large number of foreign assistance agencies serving Afghan people has heightened the need for female as well as female Afghans proficient in English. In recent years, these organizations had to rely on Afghans to operate and monitor projects inside Afghanistan and in Pakistan. Additionally, the number of Afghan NGO's has risen to 56 organizations that have to deal regularly with development assistance agencies especially when seeking funding for their own projects. Women and men alike write and negotiate proposals for funding and have to develop management and proposal writing skills. These skills are essential for the deforeignization efforts currently underway.

Various organizations meet the need for English language training by offering English language classes to Afghan men and women. These classes have been very popular and the demand often exceeds the supply. The most successful one has been the IRC English Language classes which started in _____. The female program enrolled 508 students in five levels of English in the first six-month term of 1990, and 586 in the second term of that year. Most of the students are still concentrated at the first three levels (beginner and levels 1 and 2).

Despite its accomplishments, the English language program for women is much more limited than that for men. Whereas women take nonspecialized English language classes, men have a wide array of specialized Language Development Programs such as the Journalism and Public Administration Programs. The course English for Special Purposes serving mostly Afghans working in indigenous and foreign NGO's and other organizations. Of the 758 Afghans who took the course only 20 were women, or less than 3 percent.

Gender-role stereotypes is evident in the language and other programs which view women mainly as teachers whereas men are provided with skills in proposal writing, administrative writing, communication skills, managing meetings and other related managerial skills. This is despite the fact that Afghan women are managing organizations, writing proposals, and communicating with various organizations. In fact, Afghan women founded the first indigenous Afghan NGO, the MSOA. It is realized that there is a concern over the sensitivity of programming for women, but women do attend the classes in large numbers, and they need the managerial skills provided to the men in the specialized English language

classes.

The Need for Pre- and In-Service Teacher Training

One of the most pressing needs of educational development in Afghanistan is for teachers of primary and secondary education. But very few programs exist to satisfy this need either at the pre- or in-service levels. Several organizations offer teacher training programs for men but not for women. The following are only two examples. The IRC (International Rescue Committee) has a teacher training program for male math and science teachers but not for women. The SCA (Swedish Committed for Afghanistan) develops curriculum materials and offers teacher training for male teachers, and developed teacher training books.

The UNO's Head Teachers Training Program provides in-service training to experienced, mature women teachers from inside Afghanistan, who then return to their province to train other teachers. The female member of the Needs Assessment Team and a representative from the O/AID/Rep visited the class and witnessed a lesson in teaching methods, conducted in Dari. A male teacher taught the five female head teachers ranged in age from 30 to 50 years. There was a high level of interaction between the teacher and the students. Duration of this in-service class is one month -- 24 working days. Another class is expected to start the end of July 1991 with 12 female head teachers. Obviously such a program can be expanded at little extra cost to include more women and serve a larger segment of the female teachers in service. The sensitivity involved in setting up such programs for women has been a major barrier. Further suggestions regarding teacher training are provided in a later section of this report.

HEALTH: TRAINING NEEDS AND CURRENT PROGRAMS

Health is a vital training area for the development of Afghan society. The health situation in the country is dismally poor, life expectancy is low, infant and maternal mortality rates are among the highest in the world, the war destroyed much of the country's health infrastructure, left hundreds of thousands maimed and disabled. The incidence of endemic diseases is very high: malaria, tuberculosis, skin disease, and diarrhea. These diseases are a leading cause of death. Overcrowding and poor sanitary conditions are major problems in the refugee camps as they are inside Afghanistan. There is a severe shortage of health personnel at all levels from highly skilled surgeons to paramedical personnel and basic health workers. Developing training programs for such personnel is essential for the rehabilitation and reconstruction of Afghan society.

O/AID/Rep has worked with various international donors as well as indigenous Afghan NGO's to expand and strengthen the health services inside Afghanistan and in Pakistan, and to train health

care providers in various categories. The Health Sector Support Project (HSSP) has been operating to fulfill its two primary objectives: 1) to expand the availability of primary health care and first aid services inside rural Afghanistan and among the refugees in Pakistan; and 2) to strengthen the capability of Afghans to plan, operate, and monitor the expanded health services in Afghanistan.

Major health needs in rural Afghanistan have been identified by the HSSP as follows: 1) first aid and emergency care, including treatment for mine-related injuries; 2) mine-awareness education; 3) maternal child and health services (including immunization, oral rehydration, prenatal care, child-spacing, growth monitoring, health and nutrition education; 4) simple curative services for endemic diseases such as conjunctivitis, anemia, TB, acute respiratory illnesses, diarrhea, measles and malaria. Two basic components of the HSSP operations have been the Management Sciences for Health (MSH). The project carries out a wide range of training programs for Afghans with emphasis on the training of basic health workers (BHW's) males and females.

Numerous other international and indigenous Afghan organizations provide basic preventive health and curative medical services inside Afghanistan and among the refugees in Afghanistan. Many provide various types of training of health workers male and female. The HRD Project Needs Assessment team interviewed many key individuals connected with both the HSSP, the United Nations organization, the IRC, Save the Children, and other organizations providing training for Afghan health workers. Visits were made to clinics in the refugee camps at Hangu and in Peshawar city. These visits heightened our awareness of the vast training needs in the health sector particularly for females, the primary health care providers for their families and community.

These needs were underscored in a report of the World Health Organization entitled: Health for All by the Year 2000. The report argues that improving the health standards of men, women and children requires the involvement of women both as providers and recipient of health care. Women can also play a major role in preventive health through improvement in nutritional and sanitation practices. Their training needs must be met through health education, the training of health care providers, and the provision of health care services with emphasis on preventive health and primary health care. In the case of Afghanistan this is especially important because of the prevailing bias against the treatment of female patients by male health care providers. A number of bilateral and multilateral, government and nongovernmental organizations strive to meet the health needs of the Afghans by providing services and training of health personnel at the professional and paraprofessional levels.

Existing health manpower training programs include the following:

- o Training of basic health care providers with emphasis on traditional birth attendants (TBA's known as Daya's). Several such programs are provided by foreign and indigenous NGO's including the IRC,
- o Training of health Educators;
- o The IRC's Female Health Workers Program (FHWs) offers training for females, with a focus on pregnant women, mothers, and young children. The FHW is trained to attend and assist home deliveries; refer children and pregnant women to the MCH (Maternal and Child Health Program for antenatal care, immunization, care of high-risk pregnancy cases, and post-natal care; and deliver a broad range of health education lessons in homes. A total of 1076 have been trained including 512 in 1990. FHWs attended 2,065 births in 1990 (32 percent of the births for the year, with an increase of 12 percent over 1989). IRC hopes that by increasing the number of trained FHWs, the number of attended births will increase thus leading to a reduction in infant mortality rates.
- o The SCA (Swedish Committee for Afghanistan) trains health care workers who rerun to Afghanistan to provide health education to rural populations.

Several thousand traditional health care providers have been trained in these programs, but it is very difficult to evaluate their effectiveness in improving the health conditions among the Afghan people. The female member of the needs Assessment team witnessed a TBA training demonstration in a refugee camp in Hangu. Three women were trained by one daya (TBA) in her home using the training kit provided by the IRC. The training was good and should be effective in getting the message through to the trainees regarding hygienic and safety procedures to be followed during and after delivery. But when asked how many babies they deliver, the trainers mentioned 7 babies in a month, the three other women delivered about three babies each in their immediate families. So, the number of women affected by the programs is still very small. Women get paid to receive the training, but there is no evidence to indicate that they practice what they learn outside their families.

Despite the available programs, there is still a major need for health care providers for basic curative health care to staff the growing number of hospitals and clinics in and outside Afghanistan. For instance, over the past few years several hospitals and clinics have been opened and are operated by Afghans in Peshawar, the refugee camps, and inside Afghanistan providing services to thousands of men, women and children. All suffer from

shortages of female medical and paramedical personnel. In a refugee camp hospital visited by the female member of the Needs Assessment team in Hangu, the attending physician, a Pakistani doctor, indicated the need for additional staff since she herself is too overworked to provide adequate medical care to the vast numbers of women seen there daily. She examines 150 cases in one day! The women and children waiting to see a doctor were anxious to discuss their medical problems with the American women visitors. Signs of disease were very visible, especially eye and skin disease. Interestingly, once women get used to the idea of going to a clinic they do so often as it becomes a physical and psychological outlet for them. The clinic takes advantage of this situation to provide nutritional and health education to the women as they wait to see a doctor. Another medical facility visited was the Afghan Obstetrics and Gynecology hospital in Peshawar, a modest hospital with 24 beds for in-patients and facilities for outpatients. The hospital has extremely limited physical facilities, women are sent home within 10 hours of a normal delivery, no care is available for premature infants, and supplies are minuscule. The hospital was opened in 1984 with support from IRC (the International Rescue Committee). At the time of our visit, the leading Afghan surgeon in the hospital was on her way to the U.S. as part of the UNO's Weber Scholarship Program to pursue her studies in public health. The male director of the hospital expressed the need for medical staff to come for short periods to train current staff, provide more specialized services, and supervise students in training. He also expressed the need for more space, and had in hand a proposal for a training program for nurses to be carried out in conjunction with the hospital's program.

Through the support of CARE, a German committed, Afghan Nothilfe's hospital in Peshawar (AN) provides one- and two-year nursing courses. It is reported that more than 600 male and female students have graduated from the program. The specific number of female graduates or trainees is not available.

These medical facilities in Pakistan and Afghanistan need medical and paramedical staff. If well-supported and equipped, they can provide both training and employment opportunities for medical and paramedical personnel.

Furthermore, the Afghan males and females whose medical education was disrupted by the war aspire to continue their education and pursue their chosen profession.

COMMERCE AND INDUSTRY: TRAINING NEEDS AND CURRENT PROGRAMS

The Afghan economy has been destroyed by the war and the reconstruction is a daunting challenge. Both men and women should be allowed to contribute to the reconstruction of commercial and industrial sectors. The involvement of women may be difficult, but this should not prevent the development of training programs to

upgrade the skills of women and train them for gainful employment, including self-employment. This is an area where female education and training falls short because the emphasis is heavily biased towards males for traditional male occupations of carpentry, masonry, electrical wiring, automotive repair and the like. This is not just because of the sensitivity of developing appropriate programs for women, but also because of misconceptions and gender-role stereotypes among the Afghan's and the funding agencies as well. While vocational and technical education and training is essential for reconstruction, men receive most of the training while a few hundred women are kept busy with handicraft projects that are provided by almost every development assistance agency as well as the indigenous NGO's. Only two business classes came to our attention, and these are also biased in favor of males. Following is a brief description of these programs.

o The Need for Office Business Skills.

The two programs providing office business skills to Afghan women are offered through the MTP of UNO's office in Peshawar and the International Rescue Committee (IRE).

The UNO (University of Nebraska at Omaha) Manpower Training Project (MTP) is supported by the ESSP (Educational Sector Support Project of O\AID\Rep) At the time of the team's visit, the program had 34 students enrolled, most in their teens. The Program started in June 1991, was in operation for just two weeks when visited by the female member of the Needs Assessment Team who observed two classes in operation. The curriculum includes office management skills including typing in Dari and English, accounting, book-keeping, etc. There seems to be a great demand for this type of training as only a small number of those who apply are accepted in the program. Over two hundred women applied for the program, only 34 were accepted. This is despite minimal publicity for the program. We were unable to assess whether there existed any differences between the curricula offered for males and females.

A similar program provided by the IRC, was apparently weakened by the introduction of the UNO program which offered better salaries as well as a stipend, and was able to attract teaching staff and faculty away from the IRC program. The IRC Women's Public Administration Program provides courses in typing, computer software, office management, advanced computer class, business administration, accounting and related subjects.

The above two programs are excellent models of the HRD development programs that can be expanded and strengthened. We were told that graduates are able to find jobs, often with foreign assistance agencies. The need is there, and the demand far exceeds the supply.

Yet, greater attention is given by all funding agencies,

indigenous and foreign, to training of females in the traditional handicrafts which have little growth potential, a very small market, and keep women locked up in their traditional occupations.

o The Need for Income-Generating Skills.

Handicrafts. This is the most commonly available income-generating activity for Afghan women. Almost every foreign and indigenous organization provide some female handicraft activity. Some programs supply the women with kits for making various types of needlework and then receive the finished product for which they are paid a sum of money. Such programs provide women with a source of income, but they encourage dependency, since the minute the supply of kits is stopped, the women lose this source of income. Little effort is placed in helping women develop entrepreneurial skills: learning how to go about buying the items themselves and then manufacturing and marketing them. Other programs provide training as well, either in the women's homes or in a training Center in the camps.

The problem with most of these programs is that they promote dependency rather than self-sufficiency, they focus on items that have a limited market, they have no long-term effects on the women, and finally, they may not be cost-effectiveness--most of the programs are heavily subsidized by the funding agencies, and overhead cost may be very high.

AGRICULTURE: TRAINING NEEDS AND CURRENT PROGRAMS

The rebuilding of Afghanistan will require the rebuilding of the agriculture sector a task in which women must play a major role because of the high male casualties of the war. Therefore, agriculture support projects must involve women in a meaningful way. Despite the prevailing misconception that Afghan women have no role in agriculture, I was told that women indeed play a major role in agriculture. In one province, women do 70 percent of the wheat planting and harvesting. They take care of farm animals as well, and process food, milk products which they sell to others, mostly neighbors. During a trip to the Hangu camp, we encountered many women working in the fields: some were collecting wood bark off the trees (firewood), others were caring for farm animals, others hauling water. Some carried heavy loads of firewood on their heads. Obviously, Afghan women do work in the fields. Inside Afghanistan, the situation differs from one province to another. In some provinces women do not do much farm work, whereas in others they do most of it: from preparing the soil for planting to harvesting.

Yet, at the time of the visit of the Needs' Assessment team, there were no programs designed to improve the skills of women farmers as most of the focus has been on home crafts. It is true

that women's reproductive and domestic functions consume most of their time and energy, but they still have to perform the additional job of cultivating the land, harvesting, food processing (drying of fruit and other products) and caring for farm animals.

Poultry Projects. Two highly successful poultry projects help meet the needs of rural women for income-generating skills. The women receive a loan of 50 chicks and feed. One project requires that the woman have a place to accommodate the chickens, other provide a cage. Most of the beneficiaries of these projects are widows or wives of disabled men. The women repay the loan once the chicken produce eggs for sale. It was reported that the projects have a high success rate and many women have repaid their loans. The female member of the Team visited two small poultry farms and saw many happy people around, mostly males though. These are the intermediaries between the women and the project delivery organization.

Once again, the main income-generating activity provided for farm women is in the area of handicrafts. Some receive literacy and health education but not much else. Some do help their husbands Gabions (wire nets used to make boxes that are filled with rocks and used in construction and irrigation projects).

SUMMARY CONCERNING TRAINING NEEDS OF WOMEN

The above discussion reveals the magnitudes of the training needs of Afghan women in four economic sectors. The programs currently available to meet the needs affect only a small portion of the urban and rural female populations. Most of the projects are carried out among the refugees in Pakistan because of the difficulties involved in providing training and services inside Afghanistan. Realistically, the training will have to focus on the refugee population, estimated at about four million, most of whom are females.

No attempt is made at this time to prioritize the needs. We have indicated that education and health needs are of primary importance, so are the needs relating to income generation for the poor. In a later section of this report, we offer some recommendations regarding programs that best address those needs.

V. RECOMMENDATIONS

The training needs presented above for both men and women are essential to the rehabilitation and reconstruction of Afghanistan and the Afghan people. Although a great list of additional needs exist, the Team believes that the needs presented are those deserving the highest priority for inclusion in O/AID/Rep's Human Resource Development project. The core consideration has been

vocational training with strong attention to expanded training opportunities for women.

Further, the Team has carefully considered the concept of bringing many of the various training activities for non-project employed Afghans under the umbrella of a Human Resource Development project. We agree with the umbrella concept and recommend that this be structured into the project design. The following are programs for both men and women that the Team recommends be considered for inclusion under a HRD umbrella of training projects. The programs are closely related and representative of the kinds of vocational training appropriately regarded as human resource development.

HRD UMBRELLA OF TRAINING PROJECTS

Education:	UNO	* Teacher Training * Literacy Training
Health:	IRC	* Community Health Workers * Female Health Visitors
Industry & Business	UNO	* Manpower Training Programs * Business Programs
	IRC	* Self-Reliance Programs * Public Administration * Assistant Engineers * Construction Supervisors * Construction Engineering * Professional Development * Handicrafts
Agriculture:	DAI	* Agriculture Training
	IRC	* Agriculture & Poultry Trng.
Participant Training	UNO	* Weber Scholarship Program
Other Considerations:		Other efforts considered appropriate by O/AID/Rep such as environmental programs, mine awareness, and special workshops and seminars.

There is considerable duplication of effort among all of the providers of services and training for Afghans. Even in the list presented above, there are duplications. However, this could be healthy and effective providing the various programs are closely coordinated by the HRD Project. With appropriate coordination, duplication can be minimized, the delivery system can become more cost effective, training quality can be maximized, and programs can more readily respond to changing Afghan needs.

SPECIFIC RECOMMENDATIONS CONCERNING WOMEN

EDUCATION

Recommendations regarding training programs for girls and women must take into consideration the constraints discussed above, the existing and anticipated demand for educational and health personnel to serve the needs of the millions of women and children currently unaffected by any educational, training or health programs. Furthermore, recognizing that the core of the HRD project will be vocational training, and in view of the existing needs for literacy and formal education for females, the vast health needs, and the appeal of the teaching and medical professions for Muslim females, we recommend the following human resources development programs to be incorporated under the HRD project.

o Help Expand and Strengthen Existing Teacher Education Programs

Of the approximately 3,884,000 children of primary school age (6-13 years) in Afghanistan, Pakistan, and Iran, only a very small fraction, less than 15 percent receive any kind of formal education. The majority of those who are deprived of education are female. To enhance educational opportunities of females of primary school age, to improve access and retention of these children, require vast educational facilities as well as teaching and administrative personnel. Therefore, teacher education should be a major component of the new HRD Project.

A three-tier system of teacher education is recommended:

- a. Secondary-level teacher training institutes (TTIs) to train primary teachers.
- b. Two-year junior colleges to prepare teachers for lower secondary education.
- c. Four-year teacher education programs to train upper secondary teachers.
- d. In-service education for teachers, head teachers and principals. The ESSP's Master teacher Program provided under the MTP is a model program that can be replicated inside Afghanistan. Increasing the number of Master teachers trained through the Master Teacher program of UNO should facilitate this effort.

o Help Expand Secondary Educational Opportunities for Females

To alleviate the quantitative and qualitative deficiencies of female secondary education inside and outside Afghanistan, the new HRD Project should support the expansion and improvement of female secondary education. This may include, but should not be limited to, support for IRC and Afghan NGO's female secondary education programs in and out of Afghanistan. The project may provide laboratory and library material, textbooks, in-service teacher education, and salary supplements. Support for boarding and transportation facilities has been indicated and may be considered for support.

o Help Expand Higher Education Opportunities for Females

In view of the existing and anticipated demand for higher education for women, the HRD Project can contribute to the development of a cadre of highly educated Afghan women to form the female leadership in a rehabilitated Afghanistan. We recommend support for one or more of the following types of higher education programs for women.

- a. Establish a network of women's colleges to satisfy the needs particularly in the educational, health, and commercial sectors. It is realized that a revitalized Kabul University is perceived as the main center of high-level manpower development in Afghanistan. But there is also a need for a women's university or a network of women's colleges that may form the core of such a university in the future. Kabul university will continue as a co-educational institution, to be supplemented by the proposed system of women's colleges or a women's university. Three types of programs are appropriate: 1) two-year colleges in the fields of education and allied medical sciences and technology, including nursing; 2) Four-year colleges of education, science, humanities and social sciences; and 3) a women's medical college which may share the faculty and facilities, including the teaching hospital, with Kabul university.

However, given the uncertainty of the current situation, we recommend that such colleges begin operation in Pakistan, to be later moved inside Afghanistan. The logistic difficulties of moving facilities and staff can certainly be overcome. Through this effort, the HRD project will help rejuvenate Afghanistan's higher education in a democratic state. In this connection, we recommend support of the existing grass-roots Women's Islamic University in Peshawar particularly its teacher education and medical programs.

- o Increase female access and participation in the UNO Participant Education and Weber Scholarship programs. The

Afghan women interviewed for the Needs Assessment were highly supportive of such a program, but unaware of its existence. They indicated a desire to participate if given such an opportunity. Efforts must be made to include U.S. women's colleges in the program to minimize resistance to this mode of foreign study. The American Association of University Women (AAUW), which has a scholarship program designed specifically for women, can be approached to sponsor Afghan women for study in the U.S.

- o Expand the Participant Education Program to include scholarships for study in universities in Islamic countries. This should allow Afghan women whose education was interrupted by the war to continue their education in universities in Islamic countries, such as Saudi Arabia which maintains a separate system of higher female education. The new HRD project could act as a clearinghouse for such an expanded project. It may also provide English language instruction, for instance, to enable Afghan women to study medical education in a Saudi medical college where teaching is conducted in English. Financial support for these students, both for education and housing in all-female dormitories, should be arranged with Saudi universities. Such a study-abroad program may be more acceptable than programs of study in Western universities. It can certainly supplement them.
- o Promote the development and dissemination of teaching materials for higher education: textbook development and translation, and provide support for library and laboratory facilities etc.

All the above recommendations are in line with the O/AID/Rep policy of anticipated support for in-country and foreign participant training.

HEALTH

As stated earlier, the health needs of Afghan women and their children are extensive. Therefore, training female health care providers should be a major component of the new HRD project to help improve health standards, reduce the incidence of endemic diseases, reduce infant and maternal mortality rates, and increase life expectancy. The availability of well-qualified female health care providers should increase the access to medical care by Muslim women who refuse to be treated by males. In this regard we offer the following recommendations:

- o Expand and strengthen the existing health training programs in order to increase the number and quality of trained health care providers. Two examples are the Women's Health Educator Trainer Program of the IRC and the Basic Health Worker program

of the MSH (Management Sciences for Health).

- o Introduce new types of training of female laboratory technicians, nurses, opticians, physical therapists, and dental hygienists. Some of these programs may be offered in conjunction with existing hospitals and clinics where the trainees can undertake their practical training and find jobs after graduation. In this connection, the HRD project may consider supporting the female nursing program proposed by the director of the Ob/Gyn clinic in Peshawar or initiate its own program.
- o Provide refresher classes for practicing Afghan female physicians.
- o Sponsor female nurses from the U.S. to spend a period of time in hospitals or clinics serving Afghan refugees. These professional women can provide training for Afghan female health care workers in these facilities and help provide quality health care.
- o Provide laboratory and medical equipments to serve the needs of the trainees.
- o Support the translation of medical and other health teaching books and pamphlets into Pashto and Dari.

COMMERCE AND INDUSTRY

In view of the limited access of females to training opportunities related to commerce and industry, and with full realization of existing cultural and financial constraints, we recommend that the HRD project foster and support women's access to training activities with better employment prospects than the traditional handicraft, and those that serve the rehabilitation and reconstruction of Afghanistan, as well as those that encourage self-employment. In this connection, we recommend the following.

- o Expand and diversify the business education programs available for women, and encourage greater access. Both the IRC and MTP business education programs for women are highly successful and popular and can absorb larger numbers of females without risking decline in quality. Females should be trained not just for support office positions but also in management-related skills.
- o expanding the scope of traditional female handicrafts training to to focus on items that have a local market such as the making of school uniforms and bags, and increase support for carpet making projects.

- o Support projects that involve women in non-traditional projects such as the IRC's Materials Development Silk Screen Project to produce training materials related to education and health. This will fit with women's traditional association with education, health, and handicrafts, and should make greater contribution to the rehabilitation and reconstruction of the country. The initial planning for such a project should be coordinated with supportive female and male Afghan NGO's.
- o Support and acknowledge women's participation in the home-production of construction material such as the gabions which are produced in the homes by men and women. The IRC's Gabion Project supported through the self-reliance program is a highly successful project involving women but without acknowledging their contribution.
- o Encourage and support women's involvement in small-scale food-processing such as dry food products.

AGRICULTURE

In the agricultural sector, it is important to provide greater support for women's involvement in agriculture-related training programs. The two poultry projects for women, provided by the IRC and AWRC, have been highly successful. Support for similar projects should be encouraged. Support and training should also be provided for projects that help farm family income by providing production-related extension for home-vegetable gardens and orchards, and encourage the formation of producer groups. Additionally, all agricultural support projects should have a female component.

General Recommendation

To set the ground work for nontraditional projects for women, the HRD project may support a survey of Afghan women's participation in formal and non-formal economic activities. For instance, it should be useful to find out the extent and history of women's participation in industry (in textiles and raisin processing) and in agriculture. Female NGO's should be involved in such surveys.

It is also recommended that the new umbrella organization of the HRD project include a separate section devoted to women in development programs which should be responsible for coordinating, approving and monitoring women's training programs.