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

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

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

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## Forward

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

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

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

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

Mary Anne Javed  
May, 1994

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## **I. Workshop Opening**

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

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

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

## **III. History of Vocational Education in Afghanistan (by Dr. Reynolds)**

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

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

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

### **B. History**

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

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

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

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

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

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

#### TYPES OF PROGRAMS

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

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

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

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

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

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

## **CURRICULUM**

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

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

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

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

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

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

## **PROGRAM ASSESSMENT**

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

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

## **SPECIAL PROGRAMS**

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

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

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

**A. Discussion Question: Which portions of the old system should be maintained and which portions should be modified?**

(A summary of comments from all groups is presented below:)

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

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

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

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

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

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

#### D. Problems

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

#### Philosophy of Vocational Education (by Dr. Reynolds)

##### A. Presentation of definitions of philosophy

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

##### B. Philosophy of Vocational Education

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

#### C. Philosophy of Vocational Education (Group Discussion)

##### A. What is it?

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

##### B. Who is it for?

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

##### C. Why provide it?

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

6. To provide the means to rebuild the country and to meet the basic needs of the people.

7. To train people to fill the skilled jobs needed urgently and in the future.

D. How long does it take?

Five months-three years, depending upon the trade and the kind of training.

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

A. Formal: programs which takes place during the regular school day.

B. Non-Formal: those which take place outside the regular school day.

C. Work Experiences within vocational education programs

1. Observation: students go to the industry where the trade/skill is in practice, and talk with the workers in that area, and find out about the job, the job conditions, salary, job satisfaction. This is especially good for first year students.

2. Shadowing: the student follows a worker in his field for 1/2 or 1 day to see what that worker does, how he does it, etc.

3. Sandwich program: part-time in school and part-time in industry.

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

4. OJT: can have a variety of forms, from simple to complex tasks.

5. Apprenticeship: different than other forms of training in that there is a contract between the apprentice (worker) and the company. Usually only large companies have this, and the contract indicates the kind of training to be provided (it is actually a kind of outline). It will indicate the system for progression from one skill level to another within the complete skill, salary (usually considerably less than a full-fledged craftsman, maybe as low as 1/2), and the progression of salary levels. A journeyman is an individual who has completed an apprenticeship.

6. Who designs, implements, and monitors apprenticeships? In most countries it falls under the Ministry of Labor or the Department of Labor. It can come from the Industries Councils, or other governing body from the industries.

There must be a monitoring body, however, because it prevents abuse of the system, e.g., stacking the industry with apprentices in order to save

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

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

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

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

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

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

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

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

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

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

**A. How to conduct the survey**

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

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

## XI. Advisory Councils (L. Dr. Reynolds)

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

## XII. Advisory Councils (Group Discussion)

### A. Who?

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

**B. How many?**

At least one person from each trade/skill area

**C. Selection criteria**

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

**D. How should they be selected?**

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

**E. What shall be their task?**

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

**F. Why have an Advisory council?**

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

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

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

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

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

te: This has already been done by the ILO, and Department of  
or (US), so those can be used at least as a basis, though the  
cess will be different because the tools will differ, the  
ilities will differ, etc.]

#### B. Considerations regarding curriculum development

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

#### Conducting a Job/Trade Analysis and Curriculum Development Considerations (Group Discussion)

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

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

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

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

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

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

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

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

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

10. Safety/first aid kit

11. Utilities

G. Purchasing Tools and Supplies

1. Selection should be by a specialist

2. Compare prices/quality of what is available

3. Consider:

a. Quality

b. Necessity

c. Cost

d. Availability

e. Transport cost

f. Easy handling

g. Quantity

4. When purchasing, get several quotations, and consider buying used items from auctions

H. Implement cost-savings measures:

1. Schedule the phases of construction

2. Make sure that size is appropriate to the need (both current and projected needs).

3. Involve students in the construction and building making sure that equipment and facilities are appropriate, but make sure that they work under the supervision of hired, trained builders.

4. Seek local (individual and government) contributions of materials, supplies, and even labor in the constructing and furnishing of the facility.

5. Use appropriate but low cost materials, and don't buy more than is needed.

6. Design a system which ensures that equipment and tools are well maintained, and properly repaired.

7. Look at many sources/catalogs--compare prices before buying.

8. Make purchases early, buying according to what is needed first.

9. Obtain price quotes/bids on all items to get the best buy.

10. Determine a system for the distribution and return of tools/supplies.

11. Provide instruction sheets so that tools/machines are properly used.

I. Implement quantity and quality control mechanisms to ensure ongoing credibility of the vocational education facility as well as its graduates.

1. Contract with government organizations and NGOs for the repair of their vehicles (quality).

2. Develop finance and inventory systems which track the purchase and use of expendable and non-expendable equipment and supplies.

3. Conduct routine internal and periodic external audits of finances and inventory, including expendable as well as non-expendable inventory.

## J. Planning for the Future

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

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

### A. Requirements for Vocational Teachers in other countries

1. Secondary diploma (minimum academic requirement)
2. Skill requirement: 3-5 years of work experience as full time employee in field of expertise
3. Must have served an apprenticeship
4. Some countries require satisfactory completion of a competency exam.
5. Complete required courses in teacher training.
  - a. Methods of teaching
  - b. Curriculum development
  - c. Psychology of Learning
  - d. Audiovisual and instruction materials

### B. Selection Criteria for Afghanistan

1. Teachers
  - a. 5-6 years' work experience
  - b. Teaching experience
2. Administrators (Principal, Director)
  - a. Work experience (related to industry)
  - b. BA degree
  - c. Must have technical background

### C. Upgrading Staff (Teachers)

1. Offer in-service training programs
2. Priority need for methods training courses
3. Maintain records for:
  - a. Work experience
  - b. Staff development courses
  - c. Teaching experience

### D. Upgrading Administrators

1. Maintain records regarding schedule of in-service development needs/courses
2. Ongoing evaluation of management skills
3. Monitor careful maintenance of personnel profiles, and their own staff development and professional performance

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

#### E. Subjective vs. Objective Evaluation

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

### II. Staff Selection, Development, and Assessment (Group Discussion)

- A. In small towns, consult or utilize:
  1. Mullahs
  2. Businessmen
  3. Elders
  4. Shopkeepers, people in the mosque
  5. Announcements--radio, magazine, newspaper stating position, job requirements
  6. Professional councils
  7. Social network--councils, friends
- B. Requirements for recruitment
  1. Work experience
  2. Diploma
  3. Attitude--rely heavily on references from others
  4. Skills
  5. Probationary period of 3-6 months
  6. Apprenticeship (consider with work experience)
- C. How/Where to recruit
  1. Mosque
  2. Professional colleagues--networking
  3. Businesses
- D. Selection Criteria
  1. Experiences
  2. Physical fitness
  3. Good relations with local community
  4. Own tools
  5. Determine qualifications
  6. Results of interviews of qualified individuals by selection committee
  7. In applicants, consider:
    - a. Personal background
    - b. Level of education

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

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

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

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

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

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

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

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

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

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

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

D. Student organization within each shop

Superintendent

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

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

A. Planning

1. Gives Direction
2. Saves time

B. Goals: general, immeasurable statements of intent.

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

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

- d. Is electrical power available?
- e. Is the community going to buy what you produce? (industrial machines, water pumps, farm equipment, etc. need for spare parts).
- f. Determine the level of competition.  
For example, can the community absorb another motor repair shop?

D. Traditional considerations for Afghanistan:

1. Be friendly with the local people.
2. Charge the lowest price possible.
3. Provide the highest quality possible.

E. Plan for community participation (advisory committees)

- F. Plan community involvement, i.e., tell the community what you want to do. For example, plan workshop that is for-profit, but that also provides training for children ("mini" apprenticeship).  
Example: month one--orientation; month two--motor tear down

G. Determine resources needed (have your curriculum in mind).

- H. Facilities/utilities, curriculum, tools, supplies (Keep these in mind when you plan your building). Think about each trade you intend to include, the space each requires, etc.

I. Consider human resource needs--how much faculty in each division?

J. Determine where to obtain resources

1. Not including donors, provincial bodies, local community.
2. What would you expect each group to provide?
  - a. The provincial body, for example, may provide a building and/or land, equipment.
  - b. The local community might provide tools, land, labor for construction, etc.
  - c. Business and industry may contribute something, and merchants may contribute.
  - d. You may have to use your own money.
  - e. Sell shares in your company/make it a partnership.
  - f. Charge student fees. Evening students are more likely to be able to pay.
  - g. In Afghanistan, small businesses don't have to pay customs for small equipment/tools brought into the country.
  - h. Consider cost-recovery techniques while considering resources.

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

F. Parameters of the discussion:

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

G. Group 1

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

H. Group 2

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

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

#### I. Group 3

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

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

### **A. Funding Sources**

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

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

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

### **B. Fund allocation**

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

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

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

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

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

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

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

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

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

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

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

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

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

L. Vocational Industrial Clubs of America (VICA)

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

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

A. Group I Proposal

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

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

#### B. Group II Proposal

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

## Group III Proposal

### 1. Phase I

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

### 2. Phase II

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

### 3. Phase III

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

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

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

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

### **A. From whom can assistance be requested?**

1. Bilateral and multilateral organizations usually work with governments and ministries.
2. Governments who wanted to help developing countries but who wanted a faster way to get into a country and get things started without working within the confines of two bureaucracies encouraged the formation of private voluntary organizations (PVOs).
3. NGOs also facilitated working in developing countries, in order to get the work done faster than doing it through bilateral/multilateral organizations.
4. Educational institutions.
5. Private business.

### **B. On what basis of priority are projects/countries considered for funding?**

1. "The poorest of the poor" is a major consideration.
2. Environmental enhancement is an important consideration.
3. Women's programs (WID) are popular funding options.
4. Handicapped programs receive high priority for funding.
5. Projects which target the unemployed may receive priority consideration.
6. Democratization projects.
7. Projects which target illiterates receive high priority.
8. Entrepreneurship promotion.
9. Drugs.
10. General health and general education.
11. Vocational and technical training /business development.

### **C. Funding Practices**

1. Most donors want some degree of matching funds on your part.
2. Donors want to know other potential donors whom you've talked to.

### **D. Proposal format**

1. The first category of your proposal for funding should relate to the needs assessment, and should have very detailed information about the needs.
2. Based on your needs statement, then specify what you want to do.

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

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

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

#### D. Needs

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

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

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

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

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

**B. Process**

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

**C. Example:**

Goal: Open Vocational Educational Center

Obstacles

No teachers available

Machinery not available

Weather

Lack of funds

Helps

People are very interested

Reconstruction need is urgent

BTS graduates

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

A. Event: the 14 yr war in Afghanistan.

B. Aftermath:

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

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

D. Loss:

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

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

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

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

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

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

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

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

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

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

vocational education, we will think first about the learner.

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

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

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

# APPENDICES

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

Name	Work Station	Province	Language	Group
Mr. Naziri	P. BTS	Kabul	Pashtu	1
Mr. Kausari	P. BTS	Kabul	Dari	
Mr. Latif	P. BTS	Wardak	Pashtu	
Mr. Ezzatullah	Main Office	Wardak	Pashtu	
Mr. Wali	P. BTS	Kabul	Pashtu	
Mr. Ehsan	Q. BTS	Baghlan	Dari	
Mr. Adibullah	P. BTS	Kabul	Dari	
Mr. Saeed Sadiq	P. BTS	Kabul	Dari	
Mr. Memarzai	Q. BTS	Kandahar	Pashtu	2
Mr. Akram	G. BTS	Ghazni	Dari	
Mr. Omari	P. BTS	Kabul	Dari	
Mr. Ishaq Khan	P. BTS	Parwan	Dari	
Mr. Karim	P. BTS	Helmand	Pashtu	
Mr. Karyar	Q. BTS	Wardak	Pashtu	
Mr. Merajuddin	P. BTS	Kabul	Dari	
Mr. Osmani	Main Office	Balkh	Dari	

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

ase review the following statements and check the column under the  
t best represents your knowledge of the topic as follows:

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

Planning Vocational Education (VE)

A

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

Staff Selection and Development

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

Student Support Services

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

Facilities, Equipment and Supplies

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

Scope of VE Program

A

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

Financing Vocational Education

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

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

Workshop Objectives

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

**F. Review means of financing vocational training.**

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

**Outcomes of the Workshop**

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

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

Small Group Discussion Guide

**Topic:** Philosophy of VE  
Manpower Studies

**1. Action:**

Discuss each item covered in the presentation on the topic.

**2. Recorder:**

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

**3. Participation:**

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

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

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

**5. Procedure:**

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

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

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

**7. Discussion items for Manpower Studies**

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

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

Competency Based Curriculum  
Sample Objective

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

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

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

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

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

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

**Example: Auto Mechanics Job Profile:**

Task Completed

**Running Gear**

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

**Lubrication**

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

**Electrical Systems**

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

**Fuel Systems**

Etc.

Needs Help    Acceptable    Superior

	Needs Help	Acceptable	Superior
1.1 Remove, repair, remount tires		/	
1.2 Evaluate, adjust steering alignment	/		
1.3 Replace and adjust brake shoes		/	
1.4 Replace and adjust pads and disc		/	
1.5 Replace bent tie rod		/	
2.2 Lubricate all fittings			
2.3 Drain, replace engine oil & filter			
3.1 Locate and replace burned fuses			/
3.2 Evaluate trouble in ignition system	/		
3.3 Repair starter malfunction	/		

Afghanistan Human Resources Development Project  
 Vocational Education Workshop

Sunday, 13 February 1994

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

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

Vocational Training in Afghanistan  
1967

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

Vocational Training Secondary Schools

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

History

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

Guide for Historical Review  
of  
Vocational Education in Afghanistan

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

Afghanistan Human Resources Development Project  
 Vocational Education Workshop

Monday, 14 February 1994

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

**Small Group Discussion Guide**  
**Monday February 14, 1994**

**Topic:**     Developing A Philosophy of VE  
              Manpower Needs Analysis

**Discussion Questions:**

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

**Topic:**     Advisory Councils  
              Curriculum Development

**Discussion Questions:**

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

**Topic:**     Organizing a VE Program

**Discussion Questions:**

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

Afghanistan Human Resources Development Project  
 Vocational Education Workshop

Tuesday, 15 February 1994

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

Small Group Discussion Guide  
February 15, 1994

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

**Discussion Questions:**

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

**Topic:**     Student Support Services

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

**Topic:**     Shop Planning and Equipping

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

Afghanistan Human Resources Development Project  
 Vocational Education Workshop

Wednesday, 16 February 1994

Time	Topic of Session / Content / Expectation
0900 - 1030 45 min 45 min	Presentation: Shop Planning Small Group Discussions: Outline the procedure for planning and equipping a new vocational shop in Afghanistan
1030 - 1045	Break
1045 - 1145 45 min 15 min	Full Group Discussion: Individual groups report on above topics Presentation: Alternative VE Program
1145 - 1200	Break
1200 - 1330 15 min 35 min 40 min	Continue Presentation: Alternative VE Program Small Group Discussions: Identify VE program most likely to succeed in Afghanistan Full Group Discussion: Individual groups report on above topics

Small Group Discussion Guide  
February 16, 1994

**Topic:** Alternative VE Programs

**Discussion Topics:**

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

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

**Discussion Topics:**

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

Afghanistan Human Resources Development Project  
Vocational Education Workshop

Thursday, 17 February 1994

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

February 17, 1994

**Topic:** Financing VE

**Discussion Topics:**

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

**Topic:** Cost Recovery

**Discussion Topics:**

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

## WEEK 1 TOPICS

HISTORY OF VOCATIONAL EDUCATION IN AFGHANISTAN

PLANNING VOCATIONAL EDUCATION

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

STAFF SELECTION, DEVELOPMENT AND ASSESSMENT

STUDENT SUPPORT SERVICES

SHOP PLANNING AND EQUIPPING

ALTERNATIVE VE PROGRAMS

FINANCING VOCATIONAL EDUCATION

COST RECOVERY PROGRAMS

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### ACTIVITY

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

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

**OBJECTIVES:**

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

## FORCE-FIELD ANALYSIS

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

### STEPS IN FORCE-FIELD ANALYSIS:

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

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

### EXAMPLE 1:

WHAT WOULD YOU LIKE TO ACHIEVE ?

TO OPEN A VOCATIONAL EDUCATION CENTER IN KABUL

WHAT OBSTACLES PREVENT YOU FROM DOING IT?

WHAT WOULD HELP YOU DO IT?

THERE ARE NO TEACHERS AVAILABLE

THERE ARE BTS GRADUATES

MACHINERY IS NOT AVAILABLE

FOR SOME SKILLS SIMPLE TOOL CAN BE USED

STUDENTS ARE ILLITERATE

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

EXAMPLE 2:

WHAT WOULD YOU LIKE TO ACHIEVE ?

TO USE MY SHOP TO TRAIN STUDENTS TO BE ELECTRICIANS

WHAT OBSTACLES PREVENT YOU  
FROM DOING IT?

WHAT WOULD HELP YOU DO IT?

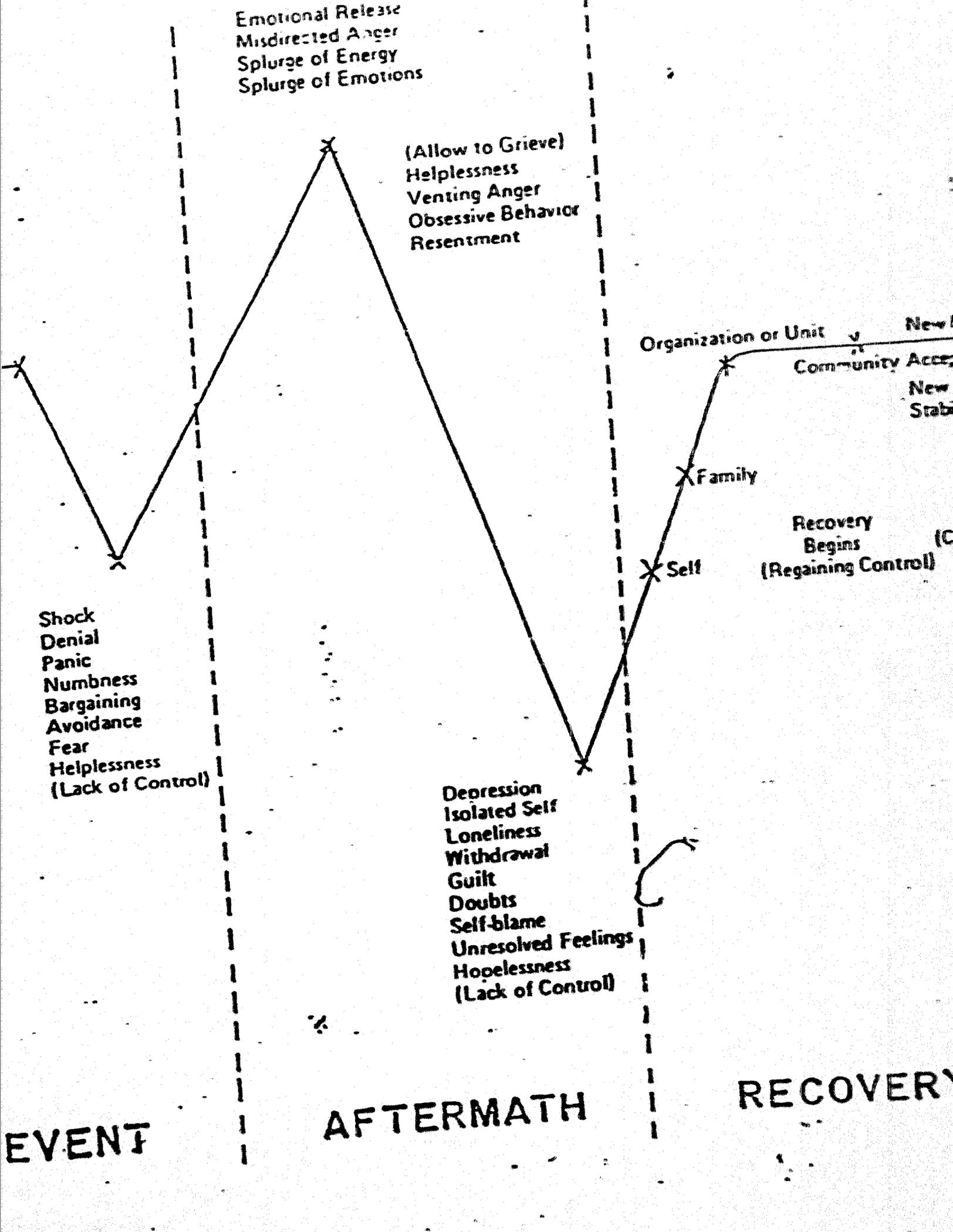
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GROUP ACTIVITY: COMPLETE A FORCE-FIELD ANALYSIS.

WHAT WOULD YOU LIKE TO ACHIEVE ?

WHAT OBSTACLES PREVENT YOU  
FROM DOING IT?

WHAT WOULD HELP YOU DO IT?



Emotional Release  
Misdirected Anger  
Splurge of Energy  
Splurge of Emotions

(Allow to Grieve)  
Helplessness  
Venting Anger  
Obsessive Behavior  
Resentment

Shock  
Denial  
Panic  
Numbness  
Bargaining  
Avoidance  
Fear  
Helplessness  
(Lack of Control)

Depression  
Isolated Self  
Loneliness  
Withdrawal  
Guilt  
Doubts  
Self-blame  
Unresolved Feelings  
Hopelessness  
(Lack of Control)

Organization or Unit  
Community Access  
New Stability  
New Stability

Recovery Begins  
(Regaining Control)

Family

Self

EVENT

AFTERMATH

RECOVERY

Schedule For Monday 2/21

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

Schedule For Tuesday 2/22

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

Vocational Education and Training Workshop  
February 13-24 Peshawar

Assignment Guide

Monday 21, 1994

Topic: Design A start-up Action Plan

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

Considerations

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

1. Describe Location and Project

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

2. Goals and Objectives.

3. Identify Needed Community Cooperation (include advisory guide for VE).

4. Assess Manpower or Market Needs.

5. Assess Availability of Students.

6. Identify Curriculum.

7. Describe Staffing Requirements.

8. Identify Facility Requirements (including utilities).

9. Describe Equipment Needs.

10. Describe Shop and Instructional Materials Needed.

11. Prepare a Draft Budget.

12. Identify Funding Sources (within Afghanistan).

13. Identify Donor Sources.

14. Identify Community Support Sources (land, buildings, supplies etc).

15. Develop an Organizational Structure (include organization chart).

16. Prepare a Development Schedule (specify action and time period).

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

## Workshop Schedule

Wednesday, February 23, 1994

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

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

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

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

Planning Vocational Education (VE)

A

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

Staff Selection and Development

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

Student Support Services

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

Facilities, Equipment and Supplies

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

Content of VE Program

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

Financing Vocational Education

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

Start-up of VE Programs

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

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

What content was most useful?

What content was least useful?

Other comments?

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

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

**Addresses  
Of Interest To Afghan VE**

National Center for Research in Vocational Education (NCRV)  
1995 University Ave. Suite 377      Dr. Charles Bensen, Director  
University of California      Phone: (415) 642-4004  
Berkeley CA 94704

National Occupational Competency Testing Institutes (NOCTI)  
409 Bishop Hall      Dr. Scott Whitener, Exec. Dir.  
Ferris State College      Phone: (616) 796-4695  
Big Rapids, Mi 49307

International Labor Office      ILO Pakistan  
Joachim Reichling Dir.      W. Dudley, Director  
Training Department      58, Khayabane Iqbal  
Geneva 22, Switzerland      F-8-2 Islamabad  
CH-11211 phone 4122-799-6831      Phone: 255966  
852420

Center For European Vocational Training Development (CEDEFOP)  
Jean Monet House,  
Bundesallee 22  
O-107-17, Berlin, Germany

Center For Occupational Research and Development  
601 Lake Air Drive      Daniel Hull, President  
Waco, TX 76710      Phone: (817) 772 8756

International Vocational Education and Training Association  
670-C Enterprise Dr      Ex Dir Valija Axlerod  
Westerville Ohio 43081      Phone: (614) 847-9550

Vocational Technical Education Consortium of States (VETEG)  
795 Peachtree St. N.E., 5th Floor  
Atlanta, GA 30365

American Vocational Association  
2020 N. 14th St  
Arlington, VA 22201