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AFGHANISTAN

Skills Training for Afghan Youth (STAY Positive)

DESIGN DOCUMENT:

Detailed Description of Project Activities

2 FEBRUARY 2011

This report was produced for review by the United States Agency for International Development (USAID). It was prepared by Education Development Center, Inc.

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Detailed Description of Project Activities

STAY Positive is an associate award (306-A-00-10-00524-00) under the EQUIP3 Leader Award (GDG-A-00-03-00010-00).

This document is the result of a six-month assessment, design and planning process conducted through a collaborative and consultative process. Participants in this process included a team of education and workforce development consultants, home office technical experts, long-term international and national project staff, Government of the Islamic Republic of Afghanistan partners and USAID technical staff.

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ACRONYMS

ACCC	Afghan Canadian Community Centre
ADA	Afghanistan Development Association
ADS	USAID Automated Directives System
AED	Academy for Education Development
AFAD	Afghans for Afghanistan Development
ANDS	Afghanistan National Development Strategy
ANQA	Afghanistan National Qualification Authority
ANQF	Afghanistan National Qualification Framework
AO	Assistance objective
AOTR	Agreement Officer of Technical Representative
AREU	Afghanistan Research and Evaluation Unit
ATVI	Afghanistan Technical and Vocational Institute
AUAF	American University of Afghanistan
AYNCA	Afghanistan Youths National Coordination Assembly
BBC	British Broadcasting Corporation
BEFA	Basic Education for Afghanistan
CBO	Community-based organization
CDC	Community Development Center
CDP	Capacity Development Program
CHA	Coordination for Humanitarian Assistance
COP	Chief of Party
CTTC	Champion Technical Training Centre
DHSA	Development Humanitarian Services for Afghanistan
DoLSAMD	District of Labor, Social Affairs, Martyrs, and Disabled
DMTA	Deputy Minister of Youth Affairs
DQA	Data quality assessment
EDC	Education Development Center, Inc.
EQUIP	Educational Quality Improvement Program
EVI	Eco Ventures International
FAO	Food and Agriculture Organization
FPO	Field Program Officer
GIRoA	Government of the Islamic Republic of Afghanistan
GTZ	German Technical Assistance
HAFO	Humanitarian Assistance and Facilitation Organization
HRD	Human Resource Development
ICT	Information and communication technology
INGO	International Non-government Organization
IR	Intermediate Result
IRC	International Rescue Committee
JCMB	Joint Coordination and Monitoring Board
KCC	Kunar Construction Center
MAIL	Ministry of Agriculture, Irrigation and Livestock
MoE	Ministry of Education
MoHE	Ministry of Higher Education
M & E	Monitoring and evaluation
MoICY	Ministry of Information, Culture and Youth

MoPH	Ministry of Public Health
MoLSAMD	Ministry of Labor, Social Affairs, Martyrs and Disabled
MOU	Memorandum of Understanding
MoWA	Ministry of Women Affairs
MRRD	Ministry of Rural Rehabilitation and Development
NAPWA	National Action Plan for the Women of Afghanistan
NESP	National Education Strategy Plan
NFE-LW	Nonformal Education for Life and Work
NGO	Non-governmental organization
NSDP	National Skill Development Program
OJT	On-the-job training
PIRS	Performance indicator reference sheet
PMP	Performance Management Plan
PRT	Provincial Reconstruction Team
RC	Regional Coordinator
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
RFP	Request for proposal
RFA	Request for Agreement
SO	Strategic objective
STAY	Skills Training for Afghan Youth
TAF	The Asia Foundation
TVET	Technical and Vocational Education Training
UN	United Nations
UNICEF	United Nations International Children Emergency Fund
USAID	United States Agency for International Development
USG	United States Government
WDSSS	Welfare and Development Society for Social Services
WSEO	Work Skills and Employment Opportunities
YEP	Youth Empowerment Program
YIAA	Youth in Action Association
YICC	Youth Information and Contact Center
YDC	Youth Development Council

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1. Executive Summary

1.1 Background and Rationale

In January 2010, USAID|Afghanistan issued a Request for Agreement (RFA) to the Education Development Center, Inc. (EDC) for the Skills Training for Afghan Youth (STAY) project. This was issued as an Associate Award Cooperative Agreement under the EQUIP 3 Leader Award. The RFA provided a scope of work focused on addressing the needs of marginalized youth in insecure areas of Afghanistan: a lost generation of “highly vulnerable, disenfranchised, under-skilled, uneducated, neglected young people.” Almost 70 % of the population of Afghanistan is under the age of 25, and many of them are out of school with low literacy and numeracy skills. This marginalized group of youth is vulnerable to the threat posed by the insurgency. These youth face a daunting intersection of challenges.

Economic Distress / Downturn

Due to the volatile security situation and the shrinking economies in provinces, such as Kandahar province, that have more youth than jobs, there is a pressing need to provide youth with education and skills for work and life. In addition, the exclusion of females from educational and economic opportunities deprives young women of the chance for personal and professional development, eliminates an important source of income for the family, and excludes their contributions to the development of their communities. Exacerbated by high unemployment and under-employment, the lure of illicit opportunities for income can result in disenfranchised youth joining the insurgents and further destabilizing the country.

Low Literacy/Numeracy

Addressing the needs of Afghan youth is crucial to the development of Afghanistan. The number of youth who are barely literate and have low numeracy skills is shocking. In Kandahar province, of youth aged 15-24, only 2.7% of females are literate while for young males it is 22.5%. In Nangarhar, more youth are literate (females 15.5% and males 48%), but the figures suggest a bleak future.

Negative Perception of Youth

Afghan youth suffer from social isolation leading to a lack of self-esteem, financial dependence on their family and not being able to speak in front of elders. Many community elders, sadly, look at youth as a threat. As a result, youth are not involved in decision-making, and out-of-school youth generally do not even participate in community youth groups.

Limited Opportunities for Young Women

For young illiterate females, social and cultural isolation result in extremely low quality of life. There are few economic opportunities for young women, and those that do exist are usually restricted to the home. Because of culturally mandated gender separation, there are few opportunities for female youth mentoring. This is compounded by both limited income-generating opportunities and limited linkages to marketing opportunities. In this barren mix of minimal chances for a better life, there are many psychosocial issues such as early marriage and pregnancy, domestic violence and depression that need to be addressed.

In response to these issues facing the youth of Afghanistan and the USAID RFA, EDC responded with a technical application dated April 8, 2010. The technical application provided a plan for an initial four-month design phase to be implemented on the ground in Afghanistan in order to finalize the design of the project in collaboration with USAID and Government of the Islamic Republic of Afghanistan (GIROA) partners. USAID followed by USAID issue of Cooperative Agreement dated June 17, 2010.

During the Design Phase, EDC and its Afghan partners developed the STAY Positive project (*MOSBAT Bodan*, or *بودن مثبت*, in Dari and *MOSBAT Osedal*, or *والی مثبت* in Pashto), a strategic approach to providing young men and women with opportunities for technical, vocational and functional skills training coupled with non-formal education, life skills, work readiness skills and opportunities for youth networking and greater engagement in their communities.

The resulting design of the project is presented here.

1.2 Guiding Principals

STAY Positive's design is based on the following core principles:

Asset-based approach to youth development

Youth should be viewed as assets rather than problems. STAY Positive will build the capacity of local youth-serving organizations to take such an assets-based approach to youth development.

Targeting the most vulnerable and at-risk youth

The most vulnerable at-risk youth pose the greatest risk to stability and growth of their communities. STAY Positive will target its assistance to out-of-school youth living in the conflict areas of the South and East. The program will pay special attention to gender issues and make a special effort to recruit and address the needs of female youth.

Youth as partners

Youth need to take part in the decisions that lead to the design, implementation and evaluation of youth programs. Youth will be given important roles as part of the project implementation team, and feedback from youth participants will be a major part of the project monitoring and evaluation activities. STAY Positive will engage youth at all levels of the project, e.g. as members of project advisory boards, as consultants on the design and use of youth education materials, and as leaders of local youth councils.

Evidence-informed design

During the design phase, STAY Positive worked to understand the resources and constraints to effective youth programming on a community-by-community basis by involving young people in identifying individual and community needs and assets. Labor market assessments of young males in Nangarhar and Kandahar and females in Nangarhar were also conducted. A labor market assessment of females in Kandahar is to follow, contingent upon a more permissive security environment. In addition, STAY Positive conducted community-based assessments of local youth organizations and a review of the status of existing government and non-

governmental youth policies and programs. This cross-sectoral information has provided invaluable information for the project design.

Demand-driven programming

The design of STAY Positive makes the needed connections between demand and supply factors. STAY Positive will work with the local business community and education providers to ensure that the nature of livelihood programs is relevant to the workforce needs of employers.

Practical application of skills leads to training retention and long-term success

The project will include an accompaniment program. The goals are to enhance the practical application of job skills training to enable youth to secure employment, and to support the development of their work and life pathways.

Build the capacity of local and national institutions to implement programs

STAY Positive's design and implementation plans describe a comprehensive approach to partnership that includes building the capacity of government institutions, national and regional level youth-serving organizations, vocational and technical training institutions, and local youth council and community development councils.

Scaling up and sustainability

STAY Positive will module programs in the first year and then scale-up. These include an alternative basic education certificate program (to be undertaken in collaboration with the MoE) and youth-focused skills training activities that could be scaled up by local youth-serving organizations and MoLSAMD and supported by the Deputy Minister of Youth at MoICY.

Gender equity

STAY Positive will provide strategies and tools that are appropriate to meet the developmental needs of both young women and men. Although the program goal is the same for men and women, the approach is different for each group that will be reflected in the gender plan.

1.3 Program Overview

STAY Positive has designed this project to address the needs of Afghan youth in consultation with its GIRoA counterparts, guidance from USAID/Afghanistan and in discussion with a myriad of nongovernment organizations (NGOs) and private sector companies. Through assessments, studies and consultations during the design phase, the concept evolved and more fully developed from the original technical application – clearly demonstrating the importance of gathering information from the field to develop a solid project design. The STAY Positive project will be comprised of the following components with the below-stated vision, goal, target beneficiaries and geographic focus.

Component A

Afghanistan Technical and Vocational Institute: Technical and Vocational Education and Training (TVET) Institutional Capacity Building

Component B

Kunar Vocational Organization (KVO): Provincial Reconstruction Team (PRT) TVET Transition and Sustainability

Component C

Education and Workforce Development for Out-of-School Youth

- Element 1: Work Skills and Employment Opportunities (WSEO)
- Element 2: Nonformal Education for Life and Work (NFE-LW)
- Youth Networking and Community Engagement

Crosscutting Themes

- Gender
- Institutional Strengthening

Vision

To mobilize and strengthen youth to contribute to the economic development and security of Afghanistan.

Goal

To engage and prepare youth for their roles in the world of work, society, and family life.

Target beneficiaries

Out-of-school youth ages 15-24 years old.¹ This will include youth of this age group enrolling in ATVI as well as KVO. Without these two institutions, youth might have remained in the out-of-school category

Geographic Focus

Insecure districts in the South and East. Kabul will also be included through ATVI activities.

1.4 Summary of Program Components

Crosscutting Themes

STAY Positive has determined that two themes need to be addressed across all three components to ensure successful and equitable implementation.

Gender Equity

Recognizing that prescriptive gender roles have had a strong impact on female Afghan youth, from significantly lower literacy rates and social isolation to a lack of opportunity for income-generating activities, each component will need specific attention to gender equity. A Gender Manager has been hired, gender-specific studies have been undertaken and a gender action plan has been drafted. Gender specific approaches and mechanism will be utilized to ensure activities equitably reach young woman, and will even include work with ATVI to improve the recruitment of female faculty and staff.

¹ The original technical application targeted youth 15-25. However, this has been slightly adjusted to the ages of 15-24 to be in alignment with the UN definition of youth. This age range is not envisioned to restrict participation, but simply to allow for an easier comparison to other projects and statistics. STAY Positive aims to have ~80% of beneficiaries fall in that range. Despite wanting to align with international standards, EDC acknowledges it will also have to align with the two Government of the Islamic Republic of Afghanistan definitions of youth: *Naw-jawan*/pre-youth, 12-17 and *jawan*/youth, 18-25.

Institutional Strengthening

In order to have impact beyond the life of the project, it is critical for STAY Positive to integrate institutional strengthening into all aspects of the project.

Significant technical assistance will be provided to ATVI and KVO to develop their organizational capacity to operate self-sufficiently, effectively and efficiently, especially in terms of operational and financial institutional strengthening. This focus will improve sustainability of their institutions, from broadening their revenue bases to improving their financial institutions so they can more easily receive funding from future donors.

The needs of youth, especially out-of-school youth, need to be moved from the margins to the mainstream of Afghanistan government agencies, and community-serving national and international organizations. Providing NGO and GIRA partners with capacity building in serving this segment of the population will have an impact in how they do business, even after the close of STAY Positive. It will also simply be necessary in order for these partners to implement STAY Positive activities as envisioned.

Component A

Afghanistan Technical and Vocational Institute: Technical and Vocational Education and Training (TVET) Institutional Capacity Building

Afghanistan Technical and Vocational Institute (ATVI) runs two-year technical and vocational education and training (TVET) programs in the key sectors of horticulture, construction, information and communications technology (ICT) and vehicle maintenance. ATVI has two campuses, one in Kabul and another in the eastern province of Laghman. This is the only component of the program that targets in-school youth.

STAY Positive is providing operational funding to the ATVI. Additionally, based on self-organizational self-assessments and an assessment conducted by a consultant, it has been determined STAY Positive will provide ATVI with technical assistance in governance, staff/faculty development, forming working groups for program review and developing a business plan with sustainability benchmarks. Furthermore, STAY Positive will help explore the linkages of the 2+2 program with the American University of Afghanistan (AUAF). The capacity building activities at ATVI and the future options available through the 2+2 can serve as a model for other institutions and organizations.

Component B

Kunar Vocational Organization (KVO): Provincial Reconstruction Team (PRT) TVET Transition and Sustainability

KVO, formerly Kunar Construction Center, was established in 2007 as a stabilization initiative by the Kunar Provincial Reconstruction Team (PRT). KVO provides three-month vocational training to out-of-school youth in this Eastern province. STAY Positive will provide operational funding and help transition this stabilization project to a sustainable development project. An

assessment was also conducted to determine the technical assistance needs of KVO, which will largely focus on the development of its administrative systems, staff and faculty and sustainability benchmarks. During the Design Phase, STAY Positive also supported KCC become registered as an NGO, KVO.

Component C

Education and Workforce Development for Out-of-School Youth

Afghan youth who have been denied the opportunity for primary schooling and skills training are increasingly being marginalized and involved in the insurgency. Focusing on the South and East (Kandahar, Nangarhar, Helmand), this project component addresses the unique and vastly unmet educational and workforce development needs for youth ages 15 to 24. STAY Positive's holistic approach will address these youths' needs by providing nonformal education, including literacy, numeracy, life skills and work readiness coupled with workforce skills training to offer youth different productive pathways, such as higher education, apprenticeships, entrepreneurship and employment.

Based on findings from provincial labor market assessments and youth-focused group discussions, STAY Positive will develop and deliver this program through partnerships with local NGO's and private businesses, the project will deliver a specially tailored integrated program with two primary elements: Nonformal Education for Life and Work (NFE-LW) and Work Skills and Employment Opportunities (WSEO).

Work and Life Pathways

One of the primary methodologies to ensure a fully integrated program is delivered to youth will include the use of Work and Life Pathway Counselors who will work with beneficiaries throughout their participation. STAY Positive will aim to change the life trajectory of youth from a world of limited opportunities to a more positive and hopeful view of the future. To achieve this transformation, STAY Positive will help youth set realistic goals for what they want to achieve in life, understand the path they must follow to reach their goals, develop the self-confidence needed to pursue their path, build needed knowledge and skills and become resilient in the face of change that may slow their journey.

Element 1: Work Skills and Employment Opportunities (WSEO)

The WSEO element will deliver market-driven technical skills and work opportunities based on findings of labor market assessments in Kandahar and Nangarhar (targeted at both male and female youth) and ongoing rapid labor market assessments. The WSEO element will deliver training packages in selected technical skills areas aligned to the National Skills Development Program (NSDP) standards of the Ministry of Labor, Social Affairs, Martyrs and the Disabled (MoLSAMD). WSEO will also provide self-employment and entrepreneurship modules adapted for Afghanistan, providing multiple pathways to employment. In addition, WSEO will support work experience initiatives such as job shadowing and apprenticeships that are accompanied by mentoring and that lead to job placement opportunities.

Element 2: Nonformal Education for Life and Work (NFE-LW)

The Nonformal Education for Life and Work element offers courses combining literacy and numeracy with work readiness and life skills. STAY Positive will meet its learners "where they

are” by offering content that is differentiated at beginning, intermediate and advanced literacy levels while being responsive to income-generation needs. For beginning learners, instruction will lead to Grade 3-level equivalency, and for both beginning and intermediate learners, STAY Positive will offer regular livelihood/vocational skills programs. For advanced learners, at least one course in English and computer literacy will be offered.

- Information and communication technologies (ICTs) will be used as appropriate to effectively reach beneficiaries.

Youth Networking and Community Engagement

Opportunities for youth networking and community engagement will be integrated into both the WSEO and NFE-LW elements, with a special emphasis on service learning.

1.5 Alignment to Government Priorities

STAY Positive is committed to close collaboration with the United States Government (USG) and the Government of the Islamic Republic of Afghanistan (GIROA). This commitment began with the close collaborative process that involved both of these key stakeholders receiving the results of studies and assessments undertaken and providing detailed input on the project design. This process helped to further bring the project goals and activities in line with government priorities. Government partners will be partners in implementation, monitoring and evaluation activities, and will have representatives on the project Strategic Advisory Board. Government engagement is fully outlined in section 3.4 – Government Engagement.

Key GIROA partners, working groups and forums

- Ministry of Education (MoE)
 - Deputy Ministry of Technical Vocational Education and Training (DTVET)
 - TVET Working Group
 - Literacy and Non-Formal Education Department
- Ministry of Labor, Social Affairs, Martyrs and the Disabled (MoLSAMD)
 - National Skills Development Program (NSDP)
 - Employment Support Taskforce
- Ministry of Women’s Affairs (MoWA)
- Ministry of Public Health (MoPH)
- Ministry of Information and Culture (MIC)
 - Deputy Ministry of Youth Affairs (DMYA)
 - National Youth Policy Working group
- Ministry of Agriculture, Irrigation and Livestock (MAIL)

Alignment with GIROA Priorities

- Afghanistan National Development Strategy (ANDS)
- National Action Plan for the Women of Afghanistan (NAPWA)
- Kabul Conference and Kabul Process
 - Human Resources Development (HRD) Cluster
 - National Priority Programs (NPP)

Alignment with USG Priorities in Afghanistan

- Support to the Counter-Insurgency and Stabilization Policies
- USAID|Afghanistan Goal: Stable and Effective Afghan-led Development
 - Assistance Objective (AO) 3: Improved access to quality education
 - AO4: A developed business climate that enables private investment, job creation and financial independence
- Collaboration with Regional Civ-Mil Platforms in the South and East
- Collaboration with Provincial Reconstruction Teams (PRTs) in Helmand, Kandahar, Kunar Laghman and Nangarhar
- Building off existing/prior USAID-funded project successes
 - Use of Learning for Community Empowerment Program 2 village facilitators
 - Gaining community support through Community Development Councils (CDCs)
 - Skills training in gem cutting and silk worm production in Kandahar through the Afghanistan Small and Medium Enterprise Development (ASMED) program
 - Joint programming on youth participation in municipality working sessions with the Regional Afghan Municipalities Program for Urban Populations (RAMP UP)
 - Job placement through the Community Development Program (CDP) Cash-for-Work project

2. Design

2.1 Design Phase Activities

From the outset of the design phase, STAY Positive consulted with its United States Agency for International Development (USAID) Education Team Agreement Officer's Technical Representative (AOTR), Grace Lang, for advice on with which GIRoA ministries to engage, with whom to share programmatic concepts and with which other USAID sectors, such as Economic Growth, to coordinate. There has been weekly involvement and guidance by USAID on the direction of the design of the project. This level of involvement and consultation continued with Cristina Caltagirone as she took over the role of AOTR from January 15, 2011.

In response to the Kabul Conference call for host country ownership, and following the advice of Grace Lang, STAY Positive linked with the Human Resources Development Cluster,² the Deputy Ministry of Youth Affairs (DMYA) of the Ministry of Information and Culture (MIC) and later with the Ministry of Agriculture, Irrigation and Livestock (MAIL). STAY Positive conducted two consultative workshops with representatives of HRDC and DMYA to co-design the project and build cross-sector ownership among these partners (see Annex 2-Comments from vetting Sessions with Ministries). STAY Positive aims to facilitate a mechanism for coordination between these ministries to jointly deliver better services to youth, particularly out-of-school youth, and this is seen as an important first step.

In addition to reviewing current policy and program documents of youth programs in Afghanistan, STAY Positive met with a host of international partners and donors to explore

² The HRDC is comprised of the Ministries of Education (MoE), Higher Education (MoHE), Women's Affairs (MoWA), Public Health (MoPH) and Labor, Social Affairs, Martyrs and the Disabled (MoLSAMD).

program coordination to avoid duplication and to learn of their ongoing programs and best practices. STAY Positive reached out to United Nations (UN) agencies such as UN Habitat and United Nations International (UNICEF) as well as organizations such as the German Technical Assistance (GTZ), Academy of Education Development (AED), Mercy Corps and International Rescue Committee (IRC) to determine if there were complementary activities that STAY Positive could provide. (See Annex 1 – List of Contacts.)

STAY Positive established initial linkages with Provincial Reconstruction Teams (PRTs) in the South (Kandahar) and East (Kunar, Nangarhar). With USAID, STAY Positive had preliminary meetings with Regional Command-East (RC-E) staff in Kabul. USAID technical staff Land and Caltagirone informed RC-South in Kandahar of STAY Positive’s upcoming presence in the province, and STAY Positive national staff did further presentations to Kandahar PRT staff, local NGOs and private sector representatives. A similar trip is in the process of being scheduled, in coordination with AOTR (Caltagirone), to RC-E in Nangarhar. STAY Positive also met with and briefed Kunar PRT USAID Field Program Officer (FPO) and Deputy FPO about its upcoming relationship with the KVO, both in Kunar and Kabul. Project staff will continue to build relationships with FPOs at all relevant PRTs to learn what civil-military (civ-mil) initiatives are taking place in the provinces, and how all concerned actors can work together.

STAY Positive, through its partner EcoVentures International (EVI), conducted labor market assessments in Kandahar and Jalalabad. STAY Positive also conducted a female youth labor market assessment in Nangarhar, with an assessment in Kandahar to follow, contingent on security. STAY Positive also conducted focus groups with young men and women in the Nangarhar and Kandahar provinces to identify needs, challenges, aspirations, assets, concerns and ideas about the way forward.

2.2 Design Outcomes

During the design phase, in accordance with Education Development Center (EDC) proposed outcomes, STAY Positive delivered the following:

Technical Outcomes

1. Design Assessments

No	File Name (Soft Copy)	Report Title (Hard Copy)	Date	Author(s)	Description/Focus
1	Survey Report-(Kandahar)(Aug 2010).pdf/docx	Final Report of Kandahar Survey -Aug 2010	Aug-10	Muzhgan Wasiq	Overview of Kandahar focus groups assessments
2	NFE-LW-Review(Sep 2010).pdf/docx	Review of Non-formal, Literacy and Learning Programs in Afghanistan	Sep-10	Lisa Deyo	Overview, Best Practices, and Lessons Learn, Literacy for Community Empowerment Skills Development Framework

3	Draft-Gender-Design-Framework (Sep 2010).pdf/docx	DRAFT Gender Design Framework	Sep-10	Khatera Afghan	Identifying goal, approaching strategy, obstacles and challenges, and possible solution that will help STAY Positive to approach women in target regions.
4	Vocational-Ed-Assessment-Report (Sep 2010).pdf/docx	Vocational Education and Training - MoLSAMD and TVET Assessment and Design	26-Sep-10	Gerald Boardman	Gathering and examining essential information on Vocational Providers related to government agencies, private providers and NGOs (non-government organizations) that work on out-of-school youth vocational training.
5	KCC-Assessment-Report(Sep 2010).pdf/docx	Kunar Construction Center (KCC) Assessment and Design: (Non-Formal Education)	26-Sep-10	Gerald Boardman	Gathering and examining essential information related to an institutional assessment of the Kunar Construction Center (KCC) in preparation for development of future design strategies
6	NFE-LW-Recommendations (Sep 2010).pdf/docx	Non Formal Education Youth Networking and Community Engagement Recommendations for the Design of Basic Education Component	Sep-10	Lisa Deyo	Recommendation to develop NFE-LW element of STAY Positive program and design strategies and related key implementation activities
7	Youth Networking and Community Engagement (YNCE) Nangarhar Survey Report (Sep 2010).pdf/docx	Youth Networking and Community Engagement Nangarhar Survey Report: Focus Groups, CDCs, NGOs/CSOs, Youth Councils, Community Leaders & Mullahs	Sep-10	Niamatullah Sayer Hamidullah Afghan Hemayatullah Rahil Ahmad Ilyas Sahar Moniba Sharifi & Siddiq	Overview of Nangarhar focus groups assessments

8	EVI-Youth-Labor-Market-Assessment-(Nangarhar-Kandahar)(Sep 2010).pdf/docx	Local Youth Labor Market Assessment in Nangarhar Province and Kandahar Province	Sep-10	EcoVentures International (EVI): Barbara Everdene, Matthew Griffith	The assessment was conducted to contribute to the program design by providing profiles of youth needs and resources at different levels. At the design phase, STAY Positive worked to understand the resources and constraints to effective youth programming on a community-by-community basis by involving young people themselves in identifying individual and community needs and assets. The survey includes focus group interviews with young boys and girls in both provinces.
9	ATVI-Assessment-Report (Sep 2010).pdf/docx	Afghanistan Technical Vocational Institute (ATVI) Assessment and Design (Formal Education)	26-Sep-10	Gerald Boardman	Gathering and examining essential information related to an Institutional Assessment and an Organizational Capacity Assessment of the Afghan Technical Vocational Institute (ATVI), along with identification of future design strategies and related key implementation activities
10	NFE-LW-Materials-Development (Sep 2010)	Nonformal Education for Life and Work (NFE-LW) Materials Development and Training Design: Budget Implications and Overview	Sep-10	Lisa Deyo	STAY will recruit a 10-person materials development and training team staff. The team will be supervised by a basic education program manager. A materials development manager will oversee the work of the team, ensure consistency and quality, and coordinate with the training team. On the materials development team will be one specialist in non-formal literacy education, one youth outreach specialist, and a work readiness specialist.
11	Youth Networking and Community Engagement (YNCE) Final Report (Oct 2010).pdf/docx	STAY Positive Design Summary: Youth Networking & Community Engagement	6-Oct-10	Trae Stewart	The document describes the YNCE activities and infusion of activities with NFE-LA and WSEO and linkages with NGO/CBOs and GIRoA partners

12	Nangarhar Female Youth Labor Market Assessment (Oct 2010).pdf/docx	Female Youth Labor Market Assessment-Nangarhar Province	21-Oct-10	Belquis Ahmady	Data and information concerning workforce and entrepreneurship opportunities for women within the formal and informal labor markets, including home-based production and income-generating activities
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2. GIRoA Design Workshops
3. USAID Design Workshops
4. Kandahar Trip Report
5. Kunar Trip Reports
6. Identification of best practices
7. Identification and implementation of rapid startup activities
8. Identification of Key Terrain Districts in the South and East in which STAY Positive will operate
9. Staffing plan
10. Identification of associate partner organization and potential sub-grantee applicants.
11. Draft SOW with HRDC
12. Draft Project Performance Management Plan (PMP) – goals, objectives and results for each project component and the project as a whole
13. Implementation plan (previously referred to as “workplan”)
14. Project budget, including revisions, notes
15. Branding Strategy and Marking Plan
16. “Afghan Out-of-School Youth: In Their Own Voices” (a booklet presenting findings from qualitative research)

Operational Outcomes

1. Grant Thornton Financial and Operations Review Reports
2. ATVI Subcontract Agreement (Apr-Aug 2010)
3. ATVI Subcontract Agreement – Modification 1 (Sept-Nov 2010)
4. Draft KVO In-Kind Sub-Grant Agreement (Oct-Jan)
5. Security Plan
6. Security Contingency Plan (Nov 2010)
7. Threat and Security Assessment for STAY Positive House and Offices
8. Operations Plan

Documentation of these outcomes and deliverables has been submitted to the AOTR over the course of the previous four months.

3. Technical Approach

3.1 Vision, Goal and Objectives

STAY Positive’s overall vision and goal are articulated in terms of the program components and elements as presented in Section 4 and the results language and causal pathways as mapped in relation to one another in Annex 4 – STAY Positive Causal Pathways.

Vision: To mobilize and strengthen youth to contribute to the economic development and security of Afghanistan.

Goal: To engage and prepare youth for their roles in the world of work, society, and family life.

Objective 1: To support the development of a self-sustaining, highly functional technical vocational institute that provides youth with the critical shortfall of market-driven skills needed to become productive members of the Afghan economy and reinforce the foundation of democracy by expanding the middle class.

Objective 2: To support stabilization of the Eastern region by strengthening short-term construction skills training for vulnerable male youth and men.³

Objective 3: To provide out-of-school youth aged 15-24 in the South and East with better education, skills training and access to employment and to promote their community involvement.

3.2 Geographic Focus

STAY Positive will operate in the following provinces and districts:

Kabul	Kandahar	Kunar	Laghman	Nangarhar	Helmand
Kabul City	Kandahar City	Shigal	Mihtarlam	Jalalabad City	Lashkargah City
	Arghandab			Behsood	Nawa
	Dand			Shinvar	Grishk
	Daman				

Support to Afghanistan Technical Vocational Institute (ATVI, Component A) will be provided for both of their campuses in Kabul and in Mihtarlam, Laghman. Support to Kunar Vocational Organization (KVO, Component B) will be provided at the campus in Shigal, Kunar.

For Component C – Education and Workforce Development for Out-of-School Youth, STAY Positive activities will be conducted at both district and village levels. Cohort 1 will be selected in month one of project implementation and will focus on Kandahar and Nangarhar provinces to

³ This objective was developed based on the assessment of Kunar Construction Center, before it was registered as Kunar Vocational Organization, with a broader vision to expand beyond only men receiving construction training. Shortly after implementation, a new objective will be developed in concert with KVO.

be followed by Helmand province in a later cohort. Recommended villages will be made based on security and in consultation with implementing partners and other stakeholders and sent to USAID for approval.

In year 2 of the project, additional villages and partners will be selected in consultation with USAID and GIRoA. Selection priority will be based on ‘Lessons Learned’ from Cohort 1, security considerations, partner interest and availability, and Key Terrain District access.



3.3 Beneficiaries

The vast majority (at least 80%) of the estimated 40,000 beneficiaries will be illiterate or low-literate youth in the designated districts. Specifically this will include approximately 650 out-of-school youth who will graduate from Kunar Vocational Organization (KVO) and another 5,000 youth who will graduate from the Kabul and Laghman campuses of Afghanistan Technical Vocational Institutes (ATVI). The Education and Workforce Development component aims to reach approximately ten percent of the illiterate in the target districts, or 36,000 young men and women (see chart below for derivation of illiterate youth). Indirect beneficiaries will be their families, communities, and government entities and other organizations providing services to youth.

Province/ District	Total Population*	Youth 15-24*	Literacy Rate* (youth 15-24)		Illiterate Youth 15-24*		Sub- totals
			Males	Females	Males	Females	
Kandahar	990,100	257,426	22.5%	2.7%	99,753	125,238	225,990
Kandahar City	468,200	121,732			47,171	59,223	106,394
Arghandab	26,400	6,864			2,660	3,339	5,999
Dand	unknown						
Daman	12,700	3,302			1,280	1,606	2,886
Sub-total	507,300	131,898			51,110	64,168	115,279
Nangarhar	1,342,514	349,054	48.0%	15.5%	90,754	174,527	265,281
Jalalabad City	205,423	53,410			13,887	26,705	40,592
Behsood	118,934	30,923			8,040	15,461	23,501
Shinvar	64,872	16,867			4,385	8,433	12,819
Sub-total	389,229	101,200			161,895	206,861	368,757
Helmand	1,441,769	374,860	9.1%	0.9%	170,374	185,743	356,117
Lashkargah City	201,546	52,402			23,817	25,965	49,782
Nawa	89,814	23,352			10,613	11,571	22,184
Grishk	166,827	110,106			50,043	54,557	104,601
Sub-total	458,187	185,859			84,473	92,093	176,566
Total					161,895	206,861	368,757

Note: The Total Population, Literacy Rate and Illiterate Youth data are based on Ministry of Rural Rehabilitation and Development (MRRD) provincial profiles. The Population Reference Bureau estimates 10,000,000 Afghans being 10-24. The 10,000,000 figure is based on the Afghan National Statistics Office estimate that 40% of the estimated 25,000,000 Afghan population is 10-24. The Afghan National Statistics Office then estimated that 66% of the 10-24 group is 15-24.

Targets and benchmarks for beneficiaries reached will be specified in the final Performance Management Plan (PMP) and will be subject to USAID concurrence with the program design, results framework and budget, as well as an assessment of the capacity of local implementing partners.

3.4 Government Engagement & Alignment to Government Priorities

STAY Positive is committed to close collaboration with the United States Government (USG) and the Government of the Islamic Republic of Afghanistan (GIRoA). This commitment began with the close collaborative process that involved both of these key stakeholders receiving the results of studies and assessments undertaken and providing detailed input on the project design. This process helped to further bringing the project goals and activities in line with government priorities. Government partners will be partners in implementation, monitoring and evaluation activities, and will have representatives on the project Strategic Advisory Board.

United States Government (USG)

Support to USG Stabilization Policies and Civ-Mil Collaboration

STAY Positive will directly contribute to the USG Afghanistan and Pakistan Regional Stabilization Strategy that seeks to build the capacity of Afghan institutions to withstand and diminish the threat posed by extremist as well as to deliver high impact economic assistance to create jobs, reduce the funding that the Taliban receives from poppy cultivation and draw insurgents off the battlefield. Engaging youth and building their skills to lead productive fulfilling adult lives is critical to achieving these goals.

The USG initiatives to overhaul Afghanistan assistance and strengthen Afghan governance are supported by the project, which promotes Afghan leadership and invests in capacity building efforts. Our staffing plan reflects our commitment to building Afghan capacity. International staff will be paired with local deputies with a goal of transferring knowledge and skills so that Afghan staff are able to continue contributing to the development of youth upon STAY Positive's completion. For the Education and Workforce Development for Out-of-School Youth elements, internationals are budgeted, but a shadowing program will be followed whereby an Afghan will be hired and mentored to assume the position after approximately one year. The same concept applies to the crosscutting intervention of institutional strengthening, which will ensure significant technical support is provided to ATVI, KCC, local implementing partners and key GIROA ministries at both the national and sub-national levels.

STAY Positive will provide educational opportunities for at-risk youth who have received limited formal education. This will increase youths' chances of finding licit jobs, and will diminish the influence of extremists. Vocational training will provide businesses with skilled workers in areas that are currently lacking, thus strengthening Afghanistan's private sector helping to build an economic foundation for Afghanistan's future.

STAY Positive will increase opportunities for Afghan women and girls opportunities for women to contribute to the reconstruction of their country. We will improve young women's access to education, strengthen and expand economic opportunities for women, and empower women to actively participate in their communities. We will develop livelihood opportunities for female youth matching their interests and aptitudes with labor market demand.

Another stabilization strategy is to decentralize programs to the provincial and district level. Furthermore, as part of the of the counterinsurgency (COIN) strategy, the 80 most populated districts have been identified as key terrain districts. The strategy being to, Clear, Hold and Build. To support these efforts STAY Positive will be working at the district level primarily in those in the Build districts of the South and East.

Project activities will be implemented in close collaboration with USAID Field Program Officers and Afghan Deputy Field Program Officers based on Provincial Reconstruction Teams (PRTs). FPOs and DFPOs will be consulted on target area priorities and areas of collaboration at the provincial, district and community level. FPOs will help facilitate strategic planning sessions with USG stakeholders, military units and local government and community stakeholders. Specifically, STAY Positive will collaborate with the following:

East	South
Regional Command – East (RC-E)	Regional Command – South (RC-S)
Kunar PRT	Kandahar PRT
Nangarhar PRT	Helmand PRT
Daman	

*Alignment
to USAID*

Development Goals in Afghanistan

The STAY Positive project is clearly in line with the goals of the USAID|Afghanistan mission. In the recently approved Post Performance Management Plan 2011-2015, the overarching goal is, “Stable and Effective Afghan-led Development.” This project is a collaboration of USAID’s Education and Economic Growth teams which meets the unique, vastly unmet needs for out-of-school youth ages 15 to 24 in education and workforce development. The project is closely aligned with the assistance objectives (AO) of these teams:

Education AO3: Improved access to quality education.

Economic Growth AO4: A developed business climate that enables private investment, job creation and financial independence

Building off existing/prior USAID-funded project successes

STAY Positive is committed to working with and building off the successes of other USAID-funded programs to avoid duplication and complement each other’s activities. STAY Positive has had discussions with DAI’s Afghanistan Small and Medium Enterprise Development (ASMED) program exploring work skills and employment opportunities for young males and females in gemstone cutting and silk work production in Kandahar. STAY Positive has also reached out to DAI’s RAMP-UP Municipal Strengthening Program to explore possible joint interventions in youth participating in viewing municipality working sessions. STAY Positive will soon meet with USAID’s Community Development Program (CDP) Cash-for-Work Program to explore linkages with job placement. Below is a summary of other areas for collaboration with other USAID-funded projects.

- Use of Learning for Community Empowerment Program 2 village facilitators
- Gaining community support through Community Development Councils (CDCs)
- Skills training in gem cutting and silk worm production in Kandahar through the Afghanistan Small and Medium Enterprise Development (ASMED) program
- Joint programming on youth participation in municipality working sessions with the Regional Afghan Municipalities Program for Urban Populations (RAMP UP)
- Job placement through the Community Development Program (CDP) Cash-for-Work project

Government of the Islamic Republic of Afghanistan (GIROA)

This program design is the result of consultative process with key GIROA ministries and deputy ministries. During the Design Phase, GIROA partners were presented with findings of studies and assessments, and participated in workshops to provide detailed input on the initial program design. Moving forward, STAY Positive will continue to engage GIROA partners in implementation, monitoring and evaluation of the project. Key GIROA staff will also be invited to join the project’s Strategic Advisory Board.

STAY Positive is committed to continuing this collaborative approach with GIROA, including sharing resources of the project with government partners. This includes sharing the results of

future studies and assessments and inviting key government staff to STAY Positive trainings. Building the capacity of ministries is of strategic importance. There are pressing needs at the government-level to support youth-focused programs, such as designing policies and programs that better serve youth, especially out of school youth. GIRoA has limited resources and has requested capacity building at the national- and provincial-levels.

In addition, there is a need to work with the concerned GIRoA ministries to revise curricula, develop training packages and train vocational teachers.

STAY Positive will offer professional development-training packages, tools and delivery models. The concerned GIRoA ministries will be involved in presentations and forums, working together with STAY on financial and program reviews and receiving technical assistance in planning and policy review.

Key GIRoA partners, working groups and forums

The collaboration with government entities will vary across program elements and across provinces and districts.

Below is a list of key government ministry and deputy ministry partners, key committees, forums and working groups with which STAY Positive and/or its AOTR is already engaging:

- Ministry of Education (MoE)
 - Deputy Ministry of Technical Vocational Education and Training (DTVET)
 - TVET Working Group
 - Literacy and Non-Formal Education Department
- Ministry of Labor, Social Affairs, Martyrs and the Disabled (MoLSAMD)
 - National Skills Development Program (NSDP)
 - Employment Support Taskforce
- Ministry of Women’s Affairs (MoWA)
- Ministry of Public Health (MoPH)
- Ministry of Information and Culture (MIC)
 - Deputy Ministry of Youth Affairs (DMYA)
 - National Youth Policy Working group
- Ministry of Agriculture, Irrigation and Livestock (MAIL)

**These ministries are part of the Human Resources Development Cluster (HRDC).*

GIRoA Offers of Support

For successful implementation, it is crucial for GIRoA to provide resources and staffing, in addition to input on design. To date, GIRoA partners have agreed to provide the following:

- MoE to provide office space in target provinces.
- MoWA, MoE and MoLSAMD staff to conduct monitoring and evaluation activities at district level.
- MoWA to introduce STAY Positive to DoWA directors in target provinces and outreach assistance to women in districts and villages.
- DYMA personnel to provide assistance at provincial level.
- MAIL Program Director will:
 - Provide STAY Positive with curriculum developed in the field of agriculture, livestock, horticulture and irrigation.
 - Introduce STAY Positive to Directorate of Agriculture, Irrigation and Livestock (DAIL) at the provincial levels.

- Prepare a list of all INGOs and NGOs working in agricultural field in target provinces.
- HRDC takes an active role in the delivery of STAY programming.
- All relevant ministries to participate in a cross ministry capacity-building group and monthly meeting to share information and receive training on advanced training methodologies.

Alignment with GIROA Priorities

Kabul Conference and Kabul Process

To contribute to the Kabul Conference and Kabul Process goal of Afghan ownership and leadership, STAY Positive supports Afghan-led programs with STAY Positive resources and technical knowledge. STAY Positive, working within the framework of the GIROA's National Priority Programs, such as the National Skills Development Program. The project has been designed in close collaboration with relevant ministries and will be implemented in cooperation with ministry directorates at the provincial level, with assistance from district officials. GIROA partners will assume oversight responsibilities, and accountability, for monitoring progress and providing valuable input into implementation and midcourse corrections.

Afghanistan National Development Strategy (ANDS)

The ANDS 2008-2013 is a strategy for security, governance, economic growth and poverty reduction. It is an Afghan-owned blueprint to meet the Afghanistan Compact benchmarks and realize the Millennium Development Goals. STAY Positive specifically supports Goal 2: Governance, Rule of Law and Human Rights: *by supporting the NAPWA; enhancing the participation of youth in governance*, and Goal 3: Economic and Social Development: *by instilling youth with a sense of confidence in a secure and productive future and increasing their role in the economical and social recovery of Afghanistan; and cross-cutting issues such as gender equity and capacity building*.

Human Resources Development Cluster (HRDC)

GIROA launched a new initiative called the "Cabinet Clusters" system. Various government ministries have been organized into several clusters to identify the gaps in the ANDS implementation and identify priorities for addressing these gaps by either scaling-up of existing programs or the development of new programs, such as STAY Positive. Of the four clusters, STAY Positive is most closely aligned with the HRDC, which was formed to address rampant unemployment and slow economic growth and inadequate basic services delivery. HRDC is comprised of the Ministry of Education (MoE), Ministry of Higher Education (MoHE), Ministry of Labor, Social Affairs, Martyrs and the Disabled (MoLSAMD), Ministry of Women's Affairs (MoWA) and Ministry of Public Health (MoPH).

National Action Plan for the Women of Afghanistan (NAPWA)

STAY Positive will contribute to advancing the rights of Afghan women, with a particular focus on expanding economic opportunities and improving basic service delivery in education. STAY Positive is working closely with representatives of MoWA to ensure that program activities for women are provided with their safety and security in mind and are appropriate, effective and equitable.

3.5 Implementing Partners

EDC, as the leader for STAY Positive under the EQUIP 3, will work with the following principal implementing partners.

- Mercy Corps International;
- Other NGOs/international non-government organizations (INGOs) selected as a result of proposals submitted as part of a competitive bidding process (illustrative partner organizations are identified below in the discussion of the three Program Elements).

STAY Positive will use the following process for selecting local implementation partners. We estimate that this will take two months:

- Develop an request for proposal (RFP) and proposal evaluation criteria;
- Expand preliminary list of potential bidders (see 5.3.2);
- Develop criteria for selecting those to invite to submit proposals and to attend a bidder’s workshop;
- Send bidder’s workshop invitations, with follow up phone calls as needed, to encourage their attendance;
- Create a proposal review committee;
- For those who submit a letter of interest, send an RFP;
- Hold the one-day bidders workshop in Kabul to which promising potential sub-contractors (or grantees) are invited - at this meeting describe the STAY Positive project, the training models (Section 5.3.5), the proposal submission process, and ask for letters of interest;
- Receive and review proposals; and
- Begin contracting process for those selected.

3.6 Rules of Engagement

STAY Positive will monitor closely its procedures in the “door-to-door” process of engaging at the provincial/district/village level. In most cases, the protocols to be followed will be those of the lead local implementing partner, which will have ample experience in applying proper operating procedures for the locality. STAY Positive, as part of due diligence with partners/sub-grantees, will review procedures and pass down additional requirements or steps emanating from evolving USAID and GIRoA policies/directives and security considerations.

Illustratively, the following steps will be followed to obtain approval for activities and permission for youth to participate:

1. Chief of Party (COP) and Afghan Deputy COP (DCOP) meet with provincial governor and deliver a letter from the Ministry of the Economy approving STAY Positive to provide governor with first-hand information on program and obtain his concurrence and support. STAY Positive partners designated to be involved in the activity may accompany the COP or be identified through consultation with the Governor or at an appropriate level below, depending on the situation;
2. Request the governor to indicate the line directorates of the ministries to be involved. At a

minimum: MoLSAMD, DMYA, MoE and MoWA;

3. Obtain the directorates' agreement with the project and referral to the Provincial Council;
4. Obtain the approval of the Provincial Council and agreement to accompany STAY Positive on a visit to the District Governor;
5. Seek District Governor's support and a convening of a district *shura* (a meeting of representatives from each village *shura*);
6. Visit the designated village level, where the lead persons will identify the youth who meet STAY Positive target criteria;
7. Activate program in the village. This is now possible because the village *shura* (composed of mullah, malik and elders) will already have informed heads of families. Families will decide if their youth can participate. The decision will most often be driven by the male elders' appraisal of benefits, applicable incentives, and opportunity costs—both long-term and short-term.

Since a wrong move by STAY Positive, or local resistance at any step, could delay, suspend or put a stop to the program at a locality the COP will exercise sign off on (a) the designation of implementing partners per technical area and locality (ensuring that these have been vetted with the key stakeholders) and (b) that the “door to door” procedures of implementing partners are consistent with STAY Positive steps as described above, up to date, and scrupulously followed.

In addition, STAY Positive will meet regularly with FPOs and others at PRTs to brief them on the program and obtain feedback on program plans and locations. In some instances, FPOs or other development advisors at PRTs may undertake monitoring for or participate in other appropriate ways in the STAY Positive program.

4. Program Components and Elements

STAY Positive is organized in three components and includes two major program elements and crosscutting themes. These are as follows:

Component A

Afghanistan Technical and Vocational Institute: Technical and Vocational Education and Training (TVET) Institutional Capacity Building

Component B

Kunar Vocational Organization (KVO): Provincial Reconstruction Team (PRT) TVET Transition and Sustainability

Component C

Education and Workforce Development for Out-of-School Youth

- Element 1: Work Skills and Employment Opportunities (WSEO)
- Element 2: Nonformal Education for Life and Work (NFE-LW)
- Youth Networking and Community Engagement

Crosscutting Themes

- Gender
- Institutional Strengthening

Each of the program areas is discussed below.

4.1 Component A – Afghanistan Technical Vocational Institute: Technical and Vocational Education and Training (TVET) Institutional Capacity Building

Goal: To support the development of a self-sustaining, highly functional technical vocational institute that provides youth with the critical shortfall of market-driven skills needed to become productive members of the Afghan economy and reinforce the foundation of democracy by expanding the middle class.

4.1.1 Background

The Afghanistan Technical Vocational Institute (ATVI) is a coeducational 13-14 level formal education technical vocational institute that is the product of a public/private partnership between ANHAM LLC affiliate of Knowlogy International, and the Government of the Islamic Republic of Afghanistan (GIRoA). The donating company provided an initial amount of approximately \$1.8 million to build and start the school, and the Ministry of Education made (MoE) public land available through a 10-year no-cost lease. ATVI began operations in April 2007 and was registered as an NGO. In 2008, the facility was expanded and a satellite campus constructed in Laghman under the USAID-financed Capacity Development Program (CDP). The Laghman campus is also constructed on MoE land made available on a 10-year no-cost lease arrangement. ATVI-Kabul campus currently has 2,325 trainees enrolled in five program areas in a double shift. ATVI-Laghman campus has approximately 600 male trainees following the same five program areas. ATVI is primarily funded (about 90%) by USAID (and since April 2010, handled through EDC). There is a need for improved governance, staff development, some curriculum development and a more sustainable operation. In the short-term, STAY Positive will continue to provide financial and technical support as ATVI transitions to a more sustainable operation under the management of the MoE.

4.1.2 Assessment

Below is a summary of key conclusions related to emerging needs and trends gleaned from the assessment EDC undertook during the Design Phase. These areas provide the base for the ATVI design strategies.

Governance

- Governance and management are a high priority and need more work – qualifications of administrative staff are good but steps need to be taken to put a more formal governance structure in place and to implement a governance/board training program – ATVI is working on this; and
- There is need for follow-on verification of the governance/management items related to the USAID Organizational Capacity Assessment Self-Report.

Broaden Revenue Base

- Resources are a high priority and work is needed to build a broader revenue base and a more sustainable institution;
- There is need for implementation of increased mechanisms of cost-recovery, income-generating strategies, profit-centers and development of a business plan;
- There is need to develop sustainability benchmarks to broaden the base of support; and
- There is need to examine the use of a government sponsored and structured financial-aid package as a way to increase government financial responsibility.

Market Outreach and On-the-Job Training (OJT)

- Extension/linkages are a high priority and more needs to be done, especially linkages with industry – ATVI is working on this;
- There is need to develop a more extended set of private partnerships and work to include more OJT and internship exchanges with the private partners;
- There is need to link with the private sector so training is more market-driven with greater job relevance and an improved match of graduates to job opportunities; and
- There is need to improve the role and function of the Career Counseling Center to link more closer with the private sector employers.

Quality of Instruction/Program

- Staff development is a priority and staff are participating in some professional development programs but more work is needed in the teaching skills area;
- There is need for increased staff development and enhanced program quality;
- There is an increasing number of females attending ATVI, resulting in a need for some cultural and gender awareness training in classroom management; and
- The curriculum needs more practical work;

Student Support

- Support to students is a priority – the library is being expanded but there is a need for a guidance and counseling unit and an improved career counseling department.

4.1.3 Technical Assistance Activities

ATVI has expanded very quickly over the past couple of years and now is the time to take a serious look at quality; thus, it is prudent to strengthen governance, financial revenue sources, outreach/linkage activities and related program support structures in a move toward more quality assurance and sustainability.

The facilities and programs of ATVI need to be integrated with GIRoA by 2016 via some form of a more formal public/private partnership; thus, it is important to begin to examine the issues for phasing in the government so the transition is smooth. Illustrative options include: 1) examine ways that the GIRoA can provide government sponsored ‘needs-based’ scholarships; 2) examine ways that ATVI can remain as a state/government owned entity and receive a contribution from the government based on a formula allocation system but have its own governance, i.e., Board of Directors and General Assembly, similar to Ariana and the Afghan Energy Co.; and 3) there is a salary differential between current ATVI trainers and government vocational trainer salaries – possibly, the government could provide the salaries of the junior trainers at the government rate? STAY Positive will work with ATVI to broaden its base of support and move toward a more diversified and sustainable revenue model. To this end, the project will take steps to ensure

greater accountability and transparency in the use of the donor funds provided to ATVI. This will include (a) encouraging greater attention to timely submission of specific deliverables and meeting of benchmarks and (b) a phasing out of USAID support for general operating costs.

Any time a program is dependent on a single donor, it can be an issue as donor priorities change. Steps need to be taken to ensure accountability of the funds provided through EDC to ATVI in terms of specific deliverables/benchmarks and a phasing out of USAID support for general operating costs. As identified by the assessment, there is a need to broaden the base of support for ATVI and move toward a more sustainable revenue source. In summary, STAY Positive will assist in building the capacity of ATVI. Funding and monitoring of ATVI will be on-going activities. Key capacity-building activities planned for ATVI are as follows:

Enhancing Program Quality and Institutional Capacity

1. **Staff Development** – develop a baseline in terms of the current level of teaching skills and rollout a faculty development program. STAY Positive will provide training in 4-5 specific teaching strategies (e.g., large and small group teaching techniques, active learning, problem-based learning, continuous assessment, gender sensitivity, and positive reinforcement) that will enhance the quality of instruction. Multiple trainings will be needed to accommodate both the senior trainers (16) and junior trainers (30) and some representatives from selected Afghan NGOs that will be sitting in.
2. **Institutional Development** – develop and rollout an institutional development package. Teaching skills of the ATVI trainers as well as the MoLSAMD and TVET vocational trainers are, in general, weak, especially in the provinces. The teachers need improved teaching knowledge and practices. STAY Positive will conduct a classroom assessment baseline on instructional practices at ATVI and provide professional staff development to response to identified needs. STAY Positive will develop and use a scaled-down vocational staff development-training model.
3. **Governance/Board Capacity** - provide board training/workshop, i.e., to further strengthen the governance capacity of the ATVI Board of Directors and General Assembly in their role and function.
4. **Market Outreach Capacity** – provide further development of the career counseling unit; i.e., develop a guidance and counseling sub-unit, work closely with the trainees in arranging OJT and employment opportunities, improve networking with the private sector in identifying employment needs, and facilitate exchanges and an understanding of mutual benefits (corporate social responsibility).
5. **Curriculum Relevance** - review and update the curriculum in terms of relevance to private sector needs and specific contractor needs ('Afghans first' policy) – ATVI needs to employ more of their graduates in the private sector and this means (a) more focused training to specific employer needs (especially in the infrastructure area) (b) more practical training via OJT and internship (especially in the business management area). The project will assist Technical and Vocational Education and Training (TVET)/MoLSAMD and other providers to make vocational training curricula more relevant to existing and emerging work opportunities/employment options in the designated project areas. STAY Positive will review, make recommendations, and assist in curriculum adaptations and updates in the job-skills-training areas in which the project is

offering training—with the intention of ensuring a better fit between the curriculum and the labor market.

6. Skill Training Camps – develop and rollout short-term skill-training summer awareness camps for selected youth from the other STAY Positive program trainings.

Developing Sustainability

1. Financial Cost-Analysis - conduct a cost analysis: cost/trainee, cost/graduate, and cost/employment; develop clear definition of the revenue sources and cost categories.
2. Benchmarks/Business Plan – develop a financial re-structuring mechanism (one-third/government, one-third/tuition and fees, and one-third/ private) for providing more accountability in terms of specific deliverables related to STAY Positive funds being provided to ATVI; set benchmarks to begin to phase out USAID support for general operating costs; work to identify an ‘exit’ plan/business plan to develop step-by-step-benchmarks over the next five/six years for greater involvement of the government, increased fees/tuition, and enhanced nonformal short term income generation, profit-centers, and cost-recovery mechanisms.
3. MOE Involvement - MOE will participate as a member of all official ATVI financial reviews (e.g., follow-on on-site verification of ATVI Capacity Organization Assessment items) and will be officially represented on the ATVI Board of Director.
4. Development of a 2+2 program (two years at ATVI followed by two years at the American University of Afghanistan) - Set up an ATVI and American University of Afghanistan (AUAF) working group to determine feasibility of a 2 + 2 program between ATVI and AUAF; review the Business and ICT programs at both ATVI and AUAF to identify specific action steps needed for program alignment and quality upgrade for transferability; and develop an articulation agreement for a 2+2 program in Business Management and Information, Communication, and Technology (ICT).

4.1.4 Government of the Islamic Republic of Afghanistan (GIROA)

The key GIROA interlocutors for this component are the following:

- Ministry of Labor, Social Affairs, Martyrs and Disabled (MoLSAMD), especially the National Skills Development Program and possibly MoLSAMD’s National Skills Development Directorate;
- Ministry of Education (MoE), especially the Deputy Ministry of TVET; and
- Ministry of Higher Education (MoHE). USAID provides funding for the ATVI, 13-14 grade, and the AUAF, 13-16 grade. There is interest in the development of a 2 + 2 program between these two institutions. Since ATVI reports through the Ministry of Education/TVET and AUAF through the Ministry of Higher Education, there is a need for a Memorandum of Understanding (MOU) between these two Ministries as well as an articulation agreement between the two cooperating institutions of learning.

4.1.5 Major Outcomes Anticipated

End of 2011. STAY Positive will have completed the scheduled capacity building activities at ATVI and developed a plan for the transition to the MoE.

Impact – End of Project. ATVI will be a sustainable institution with broadened revenue sources, strengthened managerial and governance capacity, and improved quality of instruction. The impact will be measured through the results and indicators specified in Section 6.

4.2 Component B – Kunar Vocational Organization: Provincial Reconstruction Team (PRT) TVET Transition and Sustainability

Goal: To support stabilization of the Eastern region by strengthening short-term construction skills training for vulnerable male youth and men.

4.2.1 Background

KCC was established in the summer of 2007. The commander of the Kunar PRT approached USAID with a request to help establish a construction training center (KCC) in Kunar Province. The PRT secured a piece of community land at no cost and prepared to request funding for the construction of two halls and to refurbish an existing building. The PRT requested USAID to help develop a program and to facilitate in the operation of the center. From these early discussions, a partnership was formed between the PRT and USAID through its subcontractor Capacity Development Program (and since April 2010, EDC), a local construction company, and the area's local government. The KCC/Shigal district began in March of 2008 in the area of construction skills. USAID, through EDC, provides the funding for the center. The training is three months in length and for out-of-school youth. There is a need for further staff development along with some curriculum updates and a more sustainable operation. In the short-term, STAY Positive will continue to provide financial and technical support. To date there have been 913 graduates.

4.2.2 Assessment

Below are the key summary conclusions related to emerging KCC needs and trends gleaned from the EDC KCC Assessment and Design Report, August 2011. They are organized by area of need, i.e., governance, revenue base, market outreach, quality of instruction, and student support. These areas will provide the basis for the KCC design strategies.

Governance/Management

- There is need to create a more formalized advisory committee; and
- There is need to document 'lessons learned' for improved transportability and scalability of the governance model (tripartite partnership- government/donor/private).

Revenue Base

- There is need to look at ways to make the Center more financially independent;
- There is need for developing a MOU/contract with MoLSAMD, registering as an NGO, or both.

Market Outreach

- There is need for a more standard skills-development market-based curriculum that follows the MoLSAMD guidelines; trainers have used a lot of discretion in creating their own curriculum;
- Employers are satisfied with the graduates but they would like improved work readiness skills – attendance, dress, behavior, and so on;
- Employers would like improved literacy and numeracy; and
- Community and provincial involvement/linkage has been good; the community and parents are involved and are supportive; and there is outreach to employers and the community.

Quality of Instruction

- There is a need to improve quality assurance through staff development, especially for improving teaching skills.

Student Support

- KCC is targeting the vulnerable, out-of-school youth; thus, a need exist to better identify and track an indicator that can answer the question – is the program affecting stabilization; and
- There is a need to replace or repair certain equipment; a need for more tools, related resources and materials for teaching; and need for a library.

4.2.3 Technical Assistance Activities

Training out-of-school youth followed by employment is the focus of activity for this component. The key to KCC success is to ensure that its graduates get jobs. The skill level of the trainee must be raised to where the trainee is sought by an employer and the graduate can be a contributing member of society. The trainee has minimal education, few skills, possibly no work experience, and no prospects. The training center opportunity provides a positive alternative to joining the insurgency. The greatest impact is in those unstable areas where unskilled youth are being recruited by anti-government groups.

Since teaching skills of the KCC trainers are weak, the project will provide professional staff development, especially teaching skills. A classroom assessment baseline will be conducted on classroom instruction. This will be followed by developing a scaled-down vocational staff development training model and assessment tools to track the effectiveness of the training. If the KCC model and assessment tools are successful, recommendations will be provided for adapting them as a training of trainers (TOT) model for provincial-level vocational education trainers teaching out-of-school hard-to-reach youth in unstable areas.

KCC is currently dependent on USAID funding through EDC for its general operating costs. The project will assist KCC to look at the option of qualifying for government funding through an official registration with MoLSAMD and supplementing this with some self-generating fund activity, such as, through their Material Testing Lab and some customized private employer training contracts. Key capacity-building activities planned for KCC are as follows:

Improving Quality, Effectiveness and Transportability

1. Orientation and Staff Development – a small group of representatives from select Afghan NGOs and INGOs along with selected Ministry-level representatives to provide input on developing a staff development program that can be delivered at the provincial vocational training center level.

2. Working Group - a working group composed of the NGO/INGO and Ministry-level representatives attending the staff development program held at ATVI will carry on the process of adapting materials and workshop format for delivery to KCC and other vocational training centers.
3. Staff Development Training and Classroom Effectiveness - working with the provincial-level MoLSAMD representative and select KCC staff, the project will develop a baseline in terms of the current level of teaching skills at KCC, roll-out the faculty development program for KCC. The project will provide follow-on feedback with the KCC trainers and monitoring of quality and effectiveness. This will entail multiple visits over two to three months following the training. It will lead to a document describing the training and development process and a draft of a transportable TOT model for provincial-level trainers.
4. Lessons Learned/Best Practice Guide - write a "Lessons Learned/Best Practices" Guide for the KCC program. Since the Champion Technical Trades Center (Jalalabad) has succeeded in building some successful self-generating income activities, Champion will also be visited to identify 'best practices' applicable to the KCC type setting.

Promoting Sustainability

1. Benchmarks/Business Plan – work with KCC, provincial officials, and the Ministries, especially MoLSAMD, to develop a step-by-step process/plan with specific transitional benchmarks leading to a sustainable KCC in three years.

4.2.4 Government of the Islamic Republic of Afghanistan (GIROA)

- Ministry of Labor, Social Affairs, Martyrs and Disabled (MoLSAMD), especially the National Skills Development Program, and possibly MoLSAMD's National Skills Development Directorate, which are key to the sustainability of this component.

4.2.5 Major Outcomes Anticipated

End of 2011. STAY Positive will have completed the scheduled capacity-building activities for KCC and begun the process of assisting KCC to register with MoLSAMD and move to a more diversified and sustainable funding base. KCC will have in place an effective, on-going process for staff development. A KCC model, informed by best practice, will be framed and available for application in other provincial-level vocational training programs.

End of Project. KCC will be a more sustainable institution with strengthened managerial system/board of directors and improved quality of instruction. The results and indicators leading to impact are specified in the performance management plan.

4.3 Component C – Education and Workforce Development for Out-of-School Youth

Goal: To equip out-of-school youth aged 15-24 in the South and East with better education, skills training and access to employment, and to enable their community involvement.

Component C is composed of two program elements and one crosscutting intervention: Program Element 1 – Work Skills and Employment Opportunities, Program Element 2 – Nonformal Education for Life and Work, and an intervention that will cut across Component C activities, Youth Networking and Community Engagement.

4.4 Component C, Element 1: Work Skills and Employment Opportunities (WSEO)

Intermediate Result: Enhanced technical skills and work opportunities provided for out-of-school youth in insecure areas.

What is it?

For STAY Positive, *employment opportunities* will occur through the following:

- Self-employment;
- Entrepreneurship and micro-enterprise development;
- Full-time and part-time Jobs in the wage economy; and
- Enhanced livelihood.

STAY Positive’s approach in this program element includes:

Direct Services to Youth

- **Work Skills Training** to enhance work skills for increased opportunities for employment, largely for non-literate or low-literate out-of-school youth (aged 15-24);
- **Work Accompaniment and Mentoring** to enhance the practical application of training, enable youth to secure employment, and support growth on their work and life pathway;
- **Work Experience and Employment**--for example, apprenticeships and work shadowing; and
- **Linkages to Employment** both entry-level wage employment and enhanced self-employment and entrepreneurship.

Youth Services Infrastructure Strengthening

- **Capacity building** for selected GIRoA Ministries, training centers, and key stakeholders;
- **Training package development**, drawing upon and adapting as necessary the best content and training materials currently in use.
- **Training of trainers using new or enhanced training packages.**

4.4.1 Direct Services to Youth

STAY Positive will develop a comprehensive set of services to reach youth in insecure areas of Afghanistan. These services will enable youth to prepare for, find, and succeed in wage employment or self-employment.

Work Skills Training

STAY Positive will provide short-term, market-driven work skills training in core growth sectors. The Youth Labor Market Assessment conducted by EVI for this design exercise identified work opportunities that demonstrate the best prospects for employment for STAY Positive male program completers. A second study for females was also completed. Work skills training will be concentrated in the following vocational areas:

1. Building trades (e.g., masonry, carpentry, dry walling, and plumbing);
2. Retail sales, distribution and service;
3. Agricultural assistance, food processing and manufacturing;
4. Small machine maintenance and repair service.

Livelihood Skills. In addition, training opportunities will be mounted to develop specific livelihood skills. These will include:

Illustrative Livelihood Skills for Training	
Men	(modernized, more technical) livestock, dairy, fruit and nut growing
Women	Poultry raising, embroidery piecework, gem polishing

Cross-Functional Skills. Some participants will receive training in what are called cross-functional skills. These skills are useful in a variety of businesses and include:

Illustrative Cross-Functional Skills	
Sales and Customer Relations	<ul style="list-style-type: none"> • Sales and Marketing • Customer Service • Networking • Communication and Negotiation
Office or Site Administration	<ul style="list-style-type: none"> • Administrative Support Skills • Cash Flow Management • Inventory Management • Record-Keeping • Creativity and innovation • Problem solving

Modern Business Technology	<ul style="list-style-type: none"> • Computers and Internet⁴ • Use of Email • Basic English for Computers/Business
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Work Readiness. The STAY Positive Program Element 2, Nonformal Education for Life and Work, will develop for Afghanistan a state-of-the-art youth work readiness training package that is derived from those used successfully with out-of-school youth in USAID EQUIP3 programs in Rwanda, East Timor, and Liberia. This will be provided by a STAY Positive trained staff member of a local implementing partner that has been contracted to do training or basic education. This training package will be an integral part of Program Element 1, Work Skills and Employment Opportunities, activities and Program Element 2, Nonformal Education for Life and Work, activities.

Mentoring. STAY Positive youth participants will receive work-related mentoring (vocational counseling). This will be provided by a staff member of a local implementing partner. From when participants enroll, standing on the edge of family poverty, hopelessness, and unemployment, the mentor helps them, through regular individual and small group meetings, to move from one stepping stone at a time, to reach the bank of employment opportunities, hope, and personal and family growth. These stepping stones include work readiness, literacy, numeracy and other basic skills, life skills, specific work skills training, apprenticeship, self-employment and skills connections to employers. While not every participant will take the same path, with the help of the mentor, each will have thought about a path, made a work and life pathway plan, and steadily work toward reaching each new stepping stone.

Self-Employment/Entrepreneurship. Interested participants who are headed for self-employment will be offered training by the local implementing partner to enhance their skills and prospects for success. This will be in the form of short-term training delivered by local implementing partners using self-employment, enhanced self-employment, and entrepreneurship modules. STAY Positive will package and pre-test these modules, which will be adapted from existing materials.

Work Accompaniment and Mentoring

Graduates of STAY Positive training will, after completing training or entering or returning to employment, receive pre-employment or on-the-job support and technical assistance as needed. These meetings will:

- Help training graduates secure full-time or part-time employment;
- Explore with graduates' employers, and with the graduates: opportunities for advancement in the workplace, scholarships, and on-the-job training opportunities;

⁴ There is a well-established approach which combines basic literacy with learning basic computer skills (e.g. word processing) that is documented for example in these two books:

Stone, Antonia. *Keystrokes to Literacy: Using the Computer as a Learning tool for Adult Beginning Readers* <http://www.alibris.com/search/books/qwork/3537248/used/Keystrokes%20to%20Literacy%3A%20Using%20the%20Computer%20as%20a%20Learning%20Tool%20for%20Adult%20Beginning%20Readers> and Quann, Stephen and Satin, Diana. *Learning Computers, Speaking English* <http://www.press.umich.edu/titleDetailDesc.do?id=332090>

- Help interested graduates identify sources of micro-finance to start or expand businesses; and
- Link those who are self-employed in the same kinds of business to meet regularly, share challenges and strategies for meeting these challenges, and possibly to join together to form micro-enterprises.

Work Experience and Employment

The project will build local, ongoing relationships between the work skills training program and local employers. STAY Positive will:

- Ask employers for input into the training curriculum or instructional materials;
- Determine employers’ interest in forming a local employer council in order to provide continuing advice on the relevance and effectiveness of the training program;
- Assist in organizing job fairs where graduates meet employers.

4.4.2 Youth Services Infrastructure Strengthening

STAY Positive will provide significant capacity building and professional development to partner organizations and staff to ensure ownership—and ultimately, sustainability—of the program. The focus in the first year will be the training of skills instructors working in the pilot training programs. The focus in the second year will be on the training of instructors in the new and supplementary work skills training programs.

This training, conducted by trainers who have themselves been trained by the national STAY Positive training staff, will include topics such as:

- Using an instructional approach that integrates basic literacy and numeracy with work skills training;
- Balancing classroom and practice in instruction;
- Using a standards-based and competency-based approach to teaching;
- Building skills to work with low-literate, impoverished youth.

Local Implementing Partners for WSEO Element

STAY Positive will enter into agreements with NGOs who are best equipped in a project locality to deliver the skills training, work accompaniment counseling, and work experience and employment activities outlined above. The assessment work conducted as part of this design exercise identified an illustrative list of NGOs for select Cohort 1 districts in Kandahar and Nangarhar. Helmand districts will be included later as a part of Cohort 2. The process for selecting implementing partners, determining scopes of work and budgets, awarding of sub-agreements, and performance monitoring is outlined in Section 4.6 – Rules of Engagement.

Kandahar - NGOs

Coordination for Humanitarian Assistance (CHA) - core area: agriculture, also education and health divisions, rural women and men - all ages, strong focus on youth.
Mercy Corps - poultry, agricultural extension training and short courses, micro-finance, rural women and men, youth are included, radio broadcasts on pesticides, etc.
Afghanistan Development Association (ADA) – agriculture/livestock, livelihood, women and men, active since 1990 in South.
FLAG International in Afghanistan – An international NGO providing technical and management

consulting service for U.S. and international companies; provides agricultural training, including training for youth, and links agriculture producer to markets and supports private sector businesses.

Helping Afghan Farmers Organization/Humanitarian Assistance and Facilitating Organization (HAFO) - targets 90% uneducated, all ages including out-of-school youth, agricultural training/poultry farming, nonformal skills training short courses are supplemented by literacy, numeracy and business training.

Afghan Canadian Community Centre (ACCC) – employment-oriented, primary focus on young women, experience with teaching English and computers, and offers Internet lab in Kandahar City at no charge.

Development Humanitarian Services for Afghanistan (DHSA) (Also in Herat) - serves ex-combatants, focus is on project-based work, skills training in water sanitation, irrigation, also conduct vocational education, teacher training and radio broadcasts.

Nangarhar - NGOs

Afghanistan Development Association (ADA) - agriculture/livestock, livelihood, women and men, active since 1990 in the south.

FLAG International in Afghanistan - An international NGO providing technical and management consulting service for U.S. and international companies; provides agricultural training, including training for youth, and links agriculture producer to markets and supports private sector businesses.

Champion Technical Training Center (CTC) – Jalalabad, started as nonformal and moving to add formal, provides customized training for companies, mostly short-term (2-weeks and longer), mostly higher level training although beginning to add some introductory skills training.

Basic Education for Afghanistan Nangarhar (BEFA) - primarily literacy and numeracy for out-of-school male and female youth, village-based, strong ties to the community, do not do work skills training, possibly could be linked to a livelihood program.

Afghans for Afghanistan Development (AFAD) – Nangarhar women and disadvantaged, conduct some skills training, vulnerable population group, a new NGO registered 2008.

Solidarity Afghanistan Belgique (SAB) - teacher training and apprenticeships, skill training for male and female poultry farmers, and a perennial horticulture development project.

Public Training Centers. STAY Positive will also explore the option of working with public institutions, although STAY Positive may not contract directly with them. Working with a public institution allows for both setting up a model operation within the government and for building capacity within the government, which might be one way to achieve a sustainable contribution.

Kandahar – MoLSAMD Training Center - currently receiving some technical and financial assistance from JICA, would make a good model training center, serves both females and males, focus on target group of 18 to 28, works according to Afghan government standards, formerly served females mostly in the traditional trades, today offers a more extensive program, offers both informal and formal classes.

Jalalabad – DoLSAMD/MoLSAMD Training Center – 90% uneducated including 35% females and 5% disabled; 70 graduates per session with a program focus on computer, trades, embroidery, and carpet weaving; majority of staff qualified but traditional in their teaching, library resources and space is basic, majority of graduates are moving to self-employment.

Market Linkage and Assessment

STAY Positive’s provincial/district-level market assessments conducted in Nangarhar and Kandahar as part of the present design exercise pointed to the need to improve networking with the private sector. This will improve accuracy in identifying employment needs, facilitate richer

exchanges of information, and develop an improved understanding of mutual interests and benefits. The assessments also showed a need for a tool for training centers to use for local labor market assessments, better matching of demand to supply, and improved work-placement arrangements. STAY Positive will refine and document the local labor market assessment tool and train TVET and MoLSAMD representatives in its use.

4.4.3 Government of the Islamic Republic of Afghanistan (GIRoA)

STAY Positive will work closely with the GIRoA's division of responsibilities, established policies, programs, practices, and protocols affecting Element 1 activities.

Key GIRoA interlocutors for Element 1 are the following:

- Ministry of Labor, Social Affairs, Martyrs and Disabled (MoLSAMD), especially the National Skills Development Program, and possibly MoLSAMD's National Skills Development Directorate;
- Ministry of Education (MoE), especially TVET and the Literacy Department;
- Ministry of Women's Affairs (MoWA); and
- Afghanistan National Chamber of Commerce (a public/private organization).

4.4.4 Other Key Actors

Implementation of this project element will require understandings with many organizations. The most important are the following:

- Officials and stakeholders mentioned in Section 5;
- Community Development Centers (CDCs), youth associations, and other youth-serving organizations;
- Local private-sector employers, especially lead firms (referred to in the EVI assessments as 'youth opportunity accelerators') would employ STAY Positive training graduates and might also provide scholarships to program graduates, internships, in-kind support (e.g., IT or other equipment), and mentoring; and
- Financial service providers.

STAY Positive will participate in all umbrella type workforce development forums and networks for purposes of information sharing, coordination and cooperation, and identification of possible linkages for future implementations and value-added options.

4.4.5 Activities and Summary Timeline for WSEO

Skills Training. Skills training will start in June or July 2011 and run throughout the project's period of performance; in the first year it will consist of (3-4) model projects in Kandahar and Nangarhar, and will expand in the second year to include more and/or larger projects, based on first year findings, and also to include model projects in selected Helmand districts;

Skills Training Models. Illustrative models to be implemented in the first year:

1. Cross-cutting skills training for those who already have some vocational skills, such as work-related self presentation skills, customer service, inventorying and record-keeping, networking, negotiating, and problem solving, along with integrated basic education, work readiness and life skills, and youth networking and community engagement activities.

2. Building trades skills training integrated with literacy, numeracy or other basic education integrated with work readiness and life skills, and youth networking and community engagement activities.
3. Agricultural livelihood training for women or men integrated with literacy, numeracy, life skills and work readiness skills, and youth networking and community engagement activities.
4. Mobile phone repair for women or men integrated with literacy, numeracy, life skills and work readiness skills, and youth networking and community engagement activities.
5. Retail sales training along with integrated literacy, numeracy, life skills and work readiness skills, and youth networking and community engagement activities.
6. Provision of incentives (transportation and a meal, and where appropriate, a set of tools, possibly with an incentive payment at the end for successfully completing training) for work skills training, integrated literacy, numeracy, life skills, work readiness, and youth networking and community engagement activities.
7. Computer skills for low-literates, along with integrated literacy, numeracy, work readiness, life skills and youth networking and community engagement activities. This model will adapt a process described in the book *Keystrokes to Literacy* by Antonia Stone. The process, simultaneously teaching basic computer skills such as beginning word processing and basic literacy (learning letters of the alphabet and one-syllable words), is widely used in community-based programs in the U.S. and has good potential for low-literate youth in Afghanistan where access to computers is available.
8. Youth trained to develop microenterprises (such as Taa Bora solar lamp factories, solar cooker sales, or other appropriate technologies for Afghanistan) that employ out-of-school youth in manufacture, marketing, sales and maintenance, along with integrated literacy, numeracy, life skills, work readiness skills and youth networking and community engagement activities. This also includes entrepreneurial training and access to micro-finance.

Lessons Learned. STAY Positive staff will look at lessons learned from the models in September/October 2011 and use the findings for the design of programs to be delivered in the second year. Decisions will be based upon what works, cost per participant, and differential impact with respect to age groups and gender.

Geography/Security. Selection of models for application depending on locality will be made at the appropriate time in light of security and other geographical factors.

Beneficiaries. At least 35% will be women, primarily low-literate youth.

Links. STAY Positive supports the Afghanistan National Development Strategy (ANDS), National Education Strategic Plan (NESP), and National Action Plan for the Women of Afghanistan (NAPWA). STAY Positive representatives will attend related seminars/workshops, open forums and working groups on these national efforts as well as efforts related to

Developing Legal and Operational Framework for Afghanistan National Qualification Authority and Framework (ANQA and ANQF) and the National Skills Development Program.

Scenarios. At the end of 2011, STAY Positive will have measured the results of the work skills training models described above for application in the work skills training programs for 2012. Youth will have benefited from the new integrated work readiness training packages, cross-cutting skills modules, and three self-employment modules. The project will have provided initial training for implementing partner work experience specialists and mentors.

Impact. By the end of the STAY Positive project, at least 5000 male and female youth will have participated in work skills training. At least 70% will have completed training. At least 50% will have participated in work experience (job shadowing, apprenticeship). At least 80% of the graduates will have begun wage employment or have improved wage employment or will have begun or enhanced self-employment. At least 5% will have begun building their own businesses. The project will have generated a refined work-readiness curriculum and refined self-employment modules. At least 100 instructors will have received professional development/training. Youth who seek enhanced self-employment or who are building their businesses to obtain micro-loans will have benefitted from project assistance.

4.5 Program Element 2: Nonformal Education for Life and Work (NFE-LW)

Intermediate Result: Nonformal education equivalency, life skills and work readiness achieved by out-of-school youth.

The STAY Positive Nonformal Education for Life and Work (NFE-LW) program element will provide its target audience (i.e. out-of-school youth ages 15-24 in the East and South) with NFE basic education that balances existing literacy and life skills content with employability skills.⁵ This will enable learners to increase their current knowledge and productivity while, through Element 1, gaining access to a broad range of income-generating opportunities. Learners will be encouraged to ‘stay the course’ through hands-on practice of acquired skill sets (in literacy, numeracy, life skills and work readiness), community engagement activities, and, through Element 1, the provision of “learning while earning” options so that participants can see the immediate value-added and are motivated to remain enrolled in the STAY Positive program, Elements 1 and 2, from a participant perspective.

The NFE-LW element, like the Work Skills and Employment Opportunities element, is predicated on two core STAY Positive concepts: a “cross-functional skills approach” and teaching youth the skills that will provide them with a “comparative advantage.”

Under its ‘cross-functional’ approach, STAY Positive will create a composite NFE curriculum that includes literacy, numeracy, life skills and work readiness skills. Furthermore, to reach learners ‘where they are’, STAY Positive will apply a differentiated methodology that will provide its target audience access to both NFE content and livelihood skills⁶ from the very start of their participation in the program, regardless of their literacy level.

⁵ Namely, EDC’s work readiness curriculum and access to livelihoods training opportunities.

⁶ Namely, EDC’s work readiness curriculum and access to livelihoods training opportunities.

STAY Positive’s ‘comparative advantage’ in this Element will be to improve literacy outcomes by addressing the gaps and adapting the best practices from recent and current NFE programs in Afghanistan. Focusing on intensive materials development, rigorous assessment and a capacity building process involving trainers, local implementing partners and all levels of relevant GIRoA ministries, STAY Positive will leave a constructive and lasting legacy.

4.5.1 An Integrated NFE Package with Differentiated Services

STAY Positive will create an integrated package that combines existing curricula in literacy and numeracy along with life and work readiness skills customized to respond to specific provincial, urban/rural and gender variations and demands. During the design phase, EDC conducted a thorough assessment of the current NFE models in Afghanistan and identified the pedagogical and content-level strengths and weaknesses across each. One of the recurring criticisms of current programming is that it is not responsive to learner realities, particularly in terms of providing concrete linkages between literacy acquisition, skills development and work. A second flaw is that the extensive duration is often not practical for many learners, resulting in a high rate of attrition and low-levels of actual proficiency. A third limitation is the inability of current programming to respond flexibly to the differing life skill needs of men and women and the limited expansion of opportunities for women beyond traditional work in embroidery, tailoring and handicrafts.

The STAY Positive program will start several steps ahead. Not only will the project integrate the lessons learned and best practices from the various curricula, but the process of creating a composite NFE instructional materials package will enable a purposeful alignment of basic and functional literacy/numeracy content with explicit livelihoods development objectives. The latter will use EDC’s work readiness skill-set as the organizing framework in NFE (and in concert with skills training provided in Element 1.)

Additionally, STAY Positive will weave in life skills, offering both a rights-based, awareness-driven approach for topics of broader appeal, such as Islamic rights and values, peace studies and individual, family and community well being as well as applying a gender lens on topics such as reproductive health and early childhood development, communication, conflict-resolution and environmental awareness. Where possible, STAY

Establishing Synergies: STAY Positive and Afghan SMEs

To extend STAY’s impacts, the project will explore partnership opportunities with two or three leading not-for-profit Afghan small-medium enterprises (SMEs) that provide income opportunities for youth. One example is Zardozi (www.afghanartisans.com), an organization that provides skills training, raw materials and commissions-based market linkages to over 1,000 rural Afghan women either in resettlement communities or the Afghan/Pakistan border. Groups like Zardozi represent the “gold-standard” in the Afghan business sector – they offer long-term, solid business models and steady-growth performance metrics. They enjoy the trust of their members and excellent community-level associations and are further buttressed by a positive international reputation and rapidly growing client base. They are mission-driven, believe that men and women with income can be effective agents of development, and they encourage participants to invest in their children’s healthcare and schooling as well as in business-oriented objectives. As our research has shown, many of their members are currently illiterate, and there is great demand for access to literacy services. By working with such partners, STAY can help organizations like Zardozi realize their twin objectives of securing the welfare of their members while helping them to grow and expand from lower-paid piecemeal to higher paid, custom designed artisanal products. At the same time, STAY can enable its target population to benefit from Zardozi’s experience either through sharing business principles, replication of the model or placing STAY learners or graduates with the organization as apprentices or regular members.

Positive will draw on content, training models and existing providers of the PACE-A's Learning for Life, AKES' Mother's Literacy or other successfully completed/ongoing programs.

Above all, STAY Positive will be responsive to the needs of its learners. We recognize that learners think about success in terms of their own personal aims and that they consider multiple reasons when joining a literacy program. We also acknowledge that for cultural and social reasons, youth lack individual decision making control. For youth in Afghanistan, especially young women but also young men, family needs, demands and expectations play a pivotal role. Success for a youth learner's family might range from the ability to accurately track seed loans or embroidery/piece-work commissions, to communicating on behalf of the family with a health worker or brokering interactions with municipal government officials. Finally, EDC's experience with young people around the world has repeatedly underscored the importance of offering differentiated instruction when conducting nonformal basic education activities – i.e., offering a flexible learning system that meets the needs of youth in the same classroom at different levels of literacy or numeracy through less conventional, more relevant and affirmative ways.

STAY Positive also recognizes that youth, regardless of their educational level, need opportunities for “learning while earning.” Therefore, we will weave NFE pedagogical content together with work readiness and networking skills and periodic hands-on practice in applying both. This will be achieved through experiences that will enable youth to expand their knowledge and networks, apply their skills, develop entrepreneurial interests (for which they will receive training in Element 1), improve their contributions to their families and enhance their engagement with their communities.

For instance, for beginning learners, i.e., learners who are illiterate or demonstrate literacy levels below third grade, STAY Positive will focus on the acquisition of literacy skills up to third grade equivalency.

STAY Positive will augment this instruction with practical livelihoods-based concepts, conveyed through multi-media, and targeted training sessions designed for non-literate participants (derived from courses in use by Mercy Corps or the Food and Agriculture Organization (FAO) Women's Program). As one example of community outreach for this level of learner, youth may be asked to share the knowledge gained from the livelihood skills trainings with others.

For youth with an intermediate level of proficiency, i.e., between third and sixth grade, STAY Positive will provide vocational-specific (functional) literacy content, greater exposure to workforce development concepts and short- to medium-term livelihoods trainings. To strengthen acquired literacy and life skills and increase community engagement, high-performing youth might be provided income-generating opportunities as mentors or coaches to help their peers reach certification or equivalency. For other learners, STAY Positive will offer opportunities to participate in community engagement and youth networking activities through short projects that apply the skills learned through the NFE coursework.

For youth with Grade 6 or higher levels of academic achievement, STAY Positive will provide access to more sophisticated work readiness content and linkages to both wage employment and self employment, medium and long-term livelihoods, and vocational or skills training courses that will enable them to find work. Where feasible, and through its implementing partners or

highly engaged CDCs, STAY Positive will help these ‘advanced learners’ seek out opportunities, that may exist, for them to return to either the formal education system or to other equivalency options that may enable them to complete ninth or twelfth grade-level coursework. Youth at the advanced stage may be called on to demonstrate their leadership skills by engaging their peers across literacy levels in other forms of awareness building, micro-enterprise or skills transfer activities.

4.5.2 Materials Development and Dissemination

STAY Positive will augment its NFE-LW activities by offering rich, contextualized literacy and post-literacy⁷ materials that will be compiled, adapted and widely disseminated to assist learners in acquiring and maintaining basic and functional literacy skills. Where possible, STAY Positive will draw on existing content (such as the Afghan Education Program (AEP)/BBC resources) and augment it with learner-generated materials in the local language. It has been our experience that content often already exists but is either overlooked or inappropriately re-purposed for educational use. In the event that content is not readily available, (which we anticipate may be the case for livelihoods or work readiness specific topics, especially for young women), the STAY Positive team will undertake a new design process to generate, formatively evaluate, finalize and disseminate resources.

The integration of everyday sources of information and knowledge into materials ‘by learners, for-learners’ offers a powerful way to consolidate immediate literacy (reading, writing and numeracy) competencies. It also affords ample opportunity to rehearse newly acquired problem solving and critical thinking skills. By integrating functional literacy and work readiness content within learner materials, classes can simulate demanding situations that cut across NFE-LW content areas, such as how to conduct a village-level market survey, how to respond to customers, how to create and track budgets, or how to generate a receipt. Learner-centered approaches to literacy not only further motivate participants to engage confidently and actively in program activities, but (and perhaps more importantly) they underscore the immediate value that continued and regular participation in the program will confer.

The STAY Positive materials development activity will extend through the first year of the program. This will ensure that STAY Positive is able to amass a cache of tried and tested materials for use by basic, intermediate and advanced learners. The process will also provide literacy facilitators and community organizers ample experience in the design and production of high-quality materials.

Another component of the STAY Positive materials development effort will be the multi-channel use of ICT-based content for NFE learners and their communities. This may range from short audio dramas to segmented news/talk-show format radio broadcasts that provide exposure to topics relevant to the community: government plans for the province/district, livelihood

⁷ Many practitioners do not distinguish between 'post-literacy' and 'continuing education' although there is general agreement in the literature about the sometimes distinct, sometimes overlapping phases leading from a state of being illiterate to being literate. Bhola (1980) speaks of illiterate; pre-literate; literacy instruction in stages; post-literacy in stages; independent learner; and finally participant. Where such a distinction is drawn, 'continuing education' refers to those learning program designed to obtain for the learner access into the formal system of education and/or to cover the same curriculum as the schools, whereas 'post-literacy' refers to those subjects that are specifically adult in their orientation including social and economic development issues. Alan Rogers, Nov 1997. Serial No. 10, ISBN: 1 861920 70 9

opportunities, recognition of high-performing learners or youth contributions, and even supplementary instruction on particularly difficult NFE concepts or specific life skills. Short radio or MP3 vignettes highlighting particular types of work or scenario-based, skills enhancement demonstrations could be interspersed with other mobile-based/off-grid solutions for continued literacy practice. (See Section 4.5.5 on ICTs for more information).

4.5.3 Capacity Building and Institutionalization for Sustainability

To meet its objectives, STAY Positive will implement a rigorous training and mentoring program for NFE partner program staff intended to strengthen and “professionalize” NFE facilitators’ teaching skills. The STAY Positive training regimen will be distinguished by the fact that facilitators will benefit from both face-to-face and self-study training modules and that they will be awarded certificates upon completion. Support will be provided through quarterly district-level meetings, and follow-up will be conducted via mobile phone (or other ICT-based methods). Since flexibility and differentiation are paramount to the STAY Positive approach, and given the expected combination of learners with varied ability and proficiency, STAY Positive community-level staff (i.e., literacy facilitators and community mobilizers) will need to be well-prepared to handle the challenges of mixed-level groups along with the complex dynamics of gender and communal constraints and opportunities.

It is common practice in NFE implementation for instructors to use scripted lessons. When working with adults, however, scripts can limit flexibility, which is important in the STAY Positive approach. Therefore, STAY Positive will also provide its facilitators with a foundation in adult learning theories, learner-centered class management, active-learning practices and facilitation skills as well as scripted lessons. STAY Positive facilitators will be encouraged to understand that literacy is multifaceted and socially constructed and that literacy skills must be relevant to the real world of their participants. In this way, they will be supplied with the essential tools, content and materials that will enable them to help their learners meet milestones and master competencies in the ways in which they are most comfortable.

The Afghanistan Research and Evaluation Unit (AREU) report on Literacy Programs in Afghanistan noted that current approaches have significant weaknesses in the area of assessment. EDC’s consultations with UN-HABITAT, PACE-A partners and ministries further underscored the complexities involved in obtaining accurate data about learners, particularly in high-risk/insecure areas. Anecdotal evidence abounds that learners are benefiting, yet quantifying whether learners ‘come, stay and learn’ appears far more elusive.

STAY Positive will invest in modeling and disseminating EDC’s experiences with effective adult assessment practices, designing a set of easy to administer monitoring tools that will help track a sample of learners from baseline to equivalency, where feasible. The purpose is to demonstrate to NFE and GIRA partners good evaluation practice by prototyping the use of assessments for data-driven decision making purposes. During design discussions, ministry partners expressed an interest in being involved in assessment, and will involve Ministry staff to the extent they are available in the implementation of this assessment strategy.

Throughout the project, STAY Positive will provide partner support to Ministry stakeholders and district/provincial level implementing agencies through workshops and side-by-side activities. Our aim is to not only raise awareness and ensure buy-in, but also to create an ongoing feedback mechanism to improve project performance and efficiency.

In addition to provincial and national-level workshops, STAY Positive will participate in policy-level, consultative groups such as the NFE coordination body (that advises the MoE on literacy activities and progress against targets), the MoE Literacy Department's efforts to design adult literacy curriculum for fourth through sixth grade equivalency, and the MoICY efforts to finalize a draft national policy for youth.

Finally, for all interested parties, STAY Positive will conduct periodic workshops to raise awareness on salient topics related to nonformal education including (among others): curriculum and materials development, monitoring and assessment, and scale-up.

4.5.4 NFE-LW Activities

Beginning Learners (0-Grade 3 Level)

To demonstrate the value-add of participating in the STAY supported NFE program for beginning learners, STAY will offer:

- Two hours of basic literacy instruction over a 9-12 month period⁸ (derived from the UNESCO Afghan LEAD and/or UN-HABITAT Literacy and Community Empowerment Program Two (LCEP2) programs) plus life skills modules (derived from others such as learning for life (LfL), REFLECT or Come to Learn), depending on the partner and community demand). This will include:
 - One hour of integrated work readiness discussion, demonstration or practice over a 9 month period. The work readiness content will be introduced starting in the second month of the learner's enrollment and will extend through the end of the basic literacy instruction.
 - Exposure and application opportunities through hands-on, discrete activities that build on and reinforce literacy, life and work readiness skill sets through practical application at the individual, family or community levels. Activities will be small-scale and engaging and likely gender-segregated. By design, they will capitalize on the differentiation among learners -- youth with higher educational levels will be supported in working alongside those with lower-levels of literacy. The purpose is to ensure that both types of learners benefit from the application of teamwork, negotiation, organization and presentation skills, leading to gains in self confidence. (This is where STAY Positive integrates the youth networking and community engagement process at the village level.) These types of tasks will:
 - Be woven into the NFE-LW curriculum
 - Clearly delineate the role of learners with different levels of literacy
 - Be progressive, as applicable, and modular, i.e., steps to a larger-scale end product and a series of tasks designed to reinforce the concepts that are covered each month

⁸ Approximating 270 instructional days and between 1.5-2 hours of instruction per day; learners will receive between a minimum of 400 hours and a maximum of 520 contact hours.

- Developed in close consultation with the curriculum designer and partner trainers, as well as with youth participants
- Up to three 8-16 hour special events drawn from existing partner programs or delivered by guest instructors from the public, private and NGO sectors. These will be carefully selected based on youth and community demand and may focus on life skills, literacy or numeracy or work readiness, and will be geared toward even non-literate participants (both male and female). Topics may focus on livelihood skills such as animal husbandry (veterinary practices, care and nutrition, breeding, quality systems, etc.), or agriculture (pest management, horticulture, nutrient cycling in cropping systems, land management etc.).
- For beginning learners, STAY Positive will provide instruction leading to Grade 3 level equivalency.

Intermediate Learners (Grade 4-Grade 6)

For intermediate learners, STAY Positive will offer:

- One hour of work readiness training per day, 3 days/week (9 months)
- Regular livelihood/vocational skills provided by Element 1.
- STAY Positive may offset the opportunity cost of an intensive level of involvement by providing a scholarship upon successful completion of the program (as gauged by a test), or it may elect to set a different set of incentives following discussions with the CDC, community elders, and/or shura. Our research indicates that shorter (and/or accelerated) courses are likely better received and attended by learners; the daily time investment, however, will therefore be more intensive.

Advanced Learners (Grade 6-12)

For advanced learners, STAY Positive will offer:

- Short- to long-term vocational skills-training courses (based on demand as determined by labor market research findings and including at least one course in English and computer-literacy). These will be provided by national/provincial-level private or not-for-profit organizations with funding and oversight provided by staff from Element 1. On completion of their coursework, these youth will also be channeled to participate in the STAY Positive accompaniment program as explained in Element 1: Work Skills and Employment Opportunities.
- From the NFE-LW element, these youth will be required to participate in a work readiness training program that could be offered either before or after the vocational and skills training provided, or the work readiness training may be staggered so as to overlap with their accompaniment phase. Additionally, STAY Positive will attempt to link these youth with other opportunities to further their education and training. Flexibility and differentiation remains paramount to the STAY Positive approach; therefore, STAY Positive will work with the training providers and employers to establish the appropriate sequencing of the work readiness content during the overall training program.

4.5.5 Information and Communication Technology (ICT)

ICTs will be used to employ information and communication technologies to more effectively reach the target population with opportunities to gain work skills and nonformal education, specifically literacy, numeracy, work readiness, and life skills.

What is it?

STAY Positive will take an interactive, multi-media approach to using ICT's to support both the NFE-LW and Work Skills and Employment Opportunities program elements.

STAY Positive will apply ICT to:

- a) Help learners improve their content knowledge and gain access to post-literacy and livelihoods-based learning opportunities;
- b) Assist facilitators through field-level, pedagogical support; and
- c) Promote greater awareness of youth participation in community engagement activities.

Implementation – STAY Positive Audio and Video Series

In the first year, the medium deployed by STAY Positive will be radio broadcasts in Nangarhar and Kandahar. STAY Positive will produce radio programs for different key audiences, some broadcasts that can inform instructors as well as learners. Target audiences will include, for example, out-of-school young women and young men, both those in rural areas and urban areas. Budget permitting, in the second year we will distribute the radio broadcasts on MP3 players, tapes and/or CDs. We will also produce low-cost videos for training in livelihood-related skill sets.

STAY Positive will create three audio series and a video series as described in the section below:

- *Interactive Audio for NFE-LW*

This series will comprise twenty, 15-minute “lessons” that are intended for use by both facilitators and learners as a supplement to the NFE-LW classes. These programs will use a ‘dual audience approach’ to reach both facilitators and participants simultaneously. For instance, the audio host or narrator will address specific teaching/learning techniques by directly instructing the facilitator to carry out certain tasks following a prescribed series of steps during the course of the program (tasks may include tips on ways to provide constructive feedback, or arrangement strategies for group and pair-work etc). At the same time, learners will receive exposure to high-quality content through radio characters that focus on literacy/numeracy “hard-spots” and use a guided practice model to assist listeners in exercising specific literacy/numeracy competencies.

The programs will be developed in Kabul over a six to nine month development cycle and will be dispatched on a rolling basis to the provinces. EDC will recruit a diverse development team

and institute a feedback mechanism that will ensure contextual relevance and accessibility at the provincial and district level. The overall process will also involve conducting a rapid audience research survey to determine character, setting and focus⁹, mapping hard spots from the NFE-LW curriculum, training scriptwriters and production teams and writing, editing, translating, recording, producing, and finalizing scripts. All programs will be formatively evaluated and will be made available in the appropriate language. Although the initial development costs of the series will be high, it will require minimal training to use and will be a portable, one-to-many application that can be easily scaled up and used for self-study or post-literacy purposes as well.

- *STAY Positive Radio Drama*

This series is envisioned as a drama-based, broadcast-oriented radio program of twenty, 15-minute episodes that center on daily life choices and issues, particularly vis-a-vis youth education and livelihoods. The goal of the series will be to help young people and their families develop a greater awareness of their potential opportunities, and to instill hope and confidence in the future by using a positive, creative approach. Listeners will follow the ups and downs of a cast of fictional radio characters as they: navigate through difficult personal and economic circumstances; discover and negotiate their choices by applying specific interpersonal, communication and work readiness skills; apply evaluation options and make informed decisions; discover methods to cope with stress and emotions; and encounter and successfully address other difficulties occurring in daily life.

The program will be segmented to allow for talk-show style discussions on key aspects and to occasionally feature feedback or personal accounts from listeners (obtained through “voices from the field” journalism-style segment). Although the series will be designed for individual listeners, EDC will produce an ancillary facilitator booklet that will be used by STAY Positive community facilitators and mobilizers to guide audiences through discussions, exercises and reflections over a 20 or 30 minute period, following the broadcast of particular episodes. This, in turn, will serve to reinforce key concepts, create spaces for community-level discourse and, possibly, could help youth and their families formulate real-life applications from solutions devised by the radio characters.

- *STAY Positive Livelihoods Radio Series*

STAY Positive will produce a series of twenty 15-minute radio programs designed to provide youth with greater exposure to the types of diverse livelihoods and work opportunities that are available to them. The format will feature a combination of drama, first-person “success story” presentations and interviews with vocational experts, trainers and employers. The content would also weave together key ideas from the work readiness curriculum. Trades will be selected based on audience research and through consultations with MoLSAMD. Possible vocations could include modern agriculture, retail sales and service/marketing/franchise, commercial and industrial painting, plumbing, carpentry and other building trades, home-based or micro-factory manufacturing or repair enterprises, entrepreneurship, auto repair/driving and media-related professions. Youth would learn key details and aspects of the work, the educational requirements and earning potential, training and apprenticeship opportunities, and gain information about concrete steps to plan and realize vocational goals.

⁹ Depending on feedback, the series may also incorporate basic, communication skills (i.e., comprehension and conversational) in English – although this is not explicitly part of the NFE-LW curriculum.

- *STAY Positive Video Series*

Budget permitting, in year two STAY Positive will create a series of fifteen 15-minute interactive videos designed to help viewers sharpen specific work and/or livelihood-related skills. Depending on the profession, the video might use a case-study or scenario-based methodology¹⁰, or it might provide “practical exposure” for participants who are unable to access accompaniment or apprenticeship experiences first-hand (for reasons related to security, cost, distance or gender). In either instance, the presentation will be novel and engaging and will require participants to respond using active-learning and other learner-centered techniques. Videos will be produced in local language and EDC anticipates that, in addition to use by STAY Positive, these videos will also be in great demand with partners offering NSDP courses, at TVET centers and the MoE.

4.6 Component C, Youth Networking and Community Engagement (YNCE)

Work skills and employment opportunities along with nonformal education for life and work skills in community-based learning facilities will be supported by and infused with a crosscutting intervention: youth networking and community engagement (YNCE). The purpose of infusing these activities through both elements is to strengthen ability of out-of-school youth to network and actively participate in their communities.

How the youth networking and community engagement element will be integrated into and supportive of the other STAY Positive elements is described below.

What is it?

Positive Engagement in the Community – Opportunities for youth to engage positively in their communities will include:

- **Service Learning (basic education and life skills)** to engage in community outreach/service activities that contextualize select lessons from the basic education and/or life skills curriculum (e.g., youth could create some learning materials for the local school based on the local cultural practices?).
- **Service Learning (work readiness)** to engage in community outreach/service activities (e.g., tree planting, planning of a community garden, re-furbishing a community building, community clean up activity, public awareness campaign).

Socializing and Networking – to provide opportunities for youth to socialize and work together

Sponsoring Youth Events – sponsor a youth sports activity, organize a youth volunteer work day, hold a youth picnic in which youth meet and share ideas on how to work to improve community resources for youth, link with youth-serving community based organization (CBO)/NGO groups in the area).

Civic Responsibility – to introduce youth to basic concepts of and strategies for civic responsibility and engagement through related classroom activities.

¹⁰ An example of this might be a video that demonstrated common plumbing or electrical issues through a series of drama-based vignettes. Learners would be asked to make calculations and figure out solutions either individually, or in groups. The video might also demonstrate outcomes of common incorrect responses so that learners can ‘see’ the result of the error without having executed it themselves.

- **Developing civic skills** – introduce youth to general civic education topics (e.g., communication, leadership, volunteering, conflict resolution, peace building) and engage in an applied community activity; e.g., needs assessment, community mapping, organization of a meeting of youth to share ideas, collective problem-solving to resolve a community issue, and/or meet with CDC and/or youth development council (YDC) to discuss community youth needs and share ideas.

Principle Lines of Activity

The approach STAY Positive will use in delivering youth networking and engagement activities involves the following lines of activity:

Integrated Programmatic Approach. The youth networking and engagement activities will be integrated into each of the delivery models utilized in the STAY Positive project; one to three days per month will be devoted to a relevant youth networking and/or community engagement activity. The activity to be implemented could be as short as one hour or as long as one day with the remaining period devoted to identifying and planning the activity, orientation and preparation, and developing a brief action plan. Small grants could be utilized to subsidize the activity.

Built on Existing Assets and Resources. The youth networking and engagement facilitator and accompanying instructional packages/materials will be based on an adaptation of existing EDC and/or other donor or NGO/CBO youth training materials, government and other infrastructure, partnerships, and physical spaces.

Commitment to Gender Equality. The youth networking and engagement activities will use culturally sensitive gender strategies in all youth networking and community engagement projects. The gender issue will be reviewed specifically related to each activity and steps identified to ensure a gender and culturally sensitive activity in order to address the needs of young women and young men.

Consultations and Partnerships. STAY Positive will consult and partner with government ministries (Education, MoLSAMD, Deputy Ministry of Youth Affairs), youth directorates, community coordinating bodies, and local NGOs/CBOs in all community networking and engagement activities.

Development-Based Approach to Youth Development. STAY Positive views youth as having knowledge and abilities and will provide networking and engagement activities that enhance both the personal and skill development of the youth. The following will characterize the positive, assets-based approach:

- Create an environment in which the “class” feels more like a community gathering;
- Sensory/kinesthetic activities;
- Practical, applied activities;
- Enjoyable and fun (to reduce depression);
- Games and icebreakers (communication skills and other skills);
- Practice of critical thinking and analytic skills;
- Role play, dialogues and theater/drama;

- Skills application mimic what will be used in work, family, and community life; and
- Production of learner generated materials.

Implementation

1. STAY Positive Nonformal Education for Life and Work program staff will develop a nonformal ‘Youth Networking and Community Engagement’ facilitator’s guide on how to engage youth positively in their communities. The guide will provide a process and ideas for enabling youth to (a) connect with elders and others with whom they typically do not communicate, (b) contribute productively to their communities in ways likely to engender a positive reaction from family and community, (c) exchange ideas with peers to reduce feelings of isolation, (d) elicit positive feedback from interactions with instructors and each other, (e) participate in new kinds of activities and learn from new kinds of experiences, (f) learn about the world beyond their villages, (g) enjoy learning, and (f) develop self confidence and self esteem.
 - The guide will include a process for awarding mini-grants; proposal format, criteria for award, decision process, and a financial and program monitoring process;
 - Existing EDC youth engagement modules (Palestinian Youth Empowerment Program “RUWAAD”/West Bank, Out-of-school Youth Livelihood Initiative “IDEJEN”/ Haiti, Rwanda Youth Opportunity Network (RYON) and Preparing Youth for Work “PAS”/East Timor) and in-country INGO modules (Asia foundation and USAID/Youth Empowerment Project (YEP)) will be reviewed for possible adaptation to STAY Positive;
 - Instructional materials writers adapt selected modules for Afghanistan;
 - STAY Positive trains community mobilizers and classroom facilitators to use facilitator’s guide and adapted modules - six to eight days, topics to include civic responsibility, leadership, role of self in community, team building/team work, communication (active-listening and speaking), motivation, planning, psychosocial issues, conflict resolution, and healthy behaviors, followed by quarterly two-day refresher trainings;
 - Training sessions will integrate community-based and/or team-based activities and participatory learning approaches; separate trainings will be held for women and men; graduates may be selected as peer coaches for the follow-on training cycle;
 - Multiple cohorts will receive training conducted on an as needed basis, depending on
 - schedule and number of cohorts required;
 - Community engagement initiatives will be youth-led and based on needs identified during a community assessment (See Annex 3 for illustrative activities);
 - Initial target groups will be out-of-school youth (ages 15 to 24) in the Jalalabad and Kandahar areas selected for participation in the implementation of the Work Skills and Employment Opportunities and Basic Skills, Life Skills and Work Readiness elements;
 - All STAY Positive youth will participate in the Youth Networking and Community Engagement activities;
 - Youth Networking and Community Engagement activities to occur at least once each month as integral part of each on-going STAY Positive activity; and

- Other out-of-school youth may engage as volunteers in youth-led STAY Positive Youth Networking and Community Engagement activities.
2. STAY Positive program staff will identify and assess Afghan youth-serving CBOs/NGOs that currently work in key terrain districts and have experience or potential to deliver trainings as well as local community youth mobilizers who can be trained in the STAY Positive techniques.
 3. NGO/CBO local partners and/or local community youth mobilizers, in consultation with STAY Positive staff, will arrange schedule of services delivery and secure locations where trainings can be held; and existing Youth Information and Contact Centers (YICC) can provide spaces.
 4. STAY Positive manager works with monitoring and evaluation staff to design monitoring activities and local implementation partner facilitators will meet with the youth after each activity to reflect and discuss future learning and civic engagement options.;
 5. STAY Positive manager organizes a ‘Lessons Learned’ forum or national/region conference where implementation lessons are shared.

Implementing Partners

STAY Positive will be charged with the overall management, coordination, financial, and monitoring activities at the program level unless otherwise stated. For example, permanent STAY Positive program staff, including the recommended new Coordinators, will oversee district-based facilitators, part-time trainers and training package specialists.

STAY Positive national program staff will identify and assess Afghan youth-serving CBOs/NGOs that currently work in key terrain districts and have experience or potential to deliver trainings.

STAY Positive will draft/adapt modules from *The Asia Foundation’s* (TAFs) work on peace education, mediation, anti-corruption, conflict resolution, and other human terrain issues; STAY Positive will also utilize TAFs materials on access to justice and women’s rights in Islam.

Partners will be charged with the mobilization, recruitment, scheduling, training, and reporting of participation – outputs, outcomes, and impacts within their assigned district/ province and will maintain STAY Positive spaces which will host STAY Positive activities and personnel.

Final partners have not been identified; however, there are several promising Ministry and local NGO/CBO partners. To determine final partners and their roles, program staff will need to follow-up with each potential partner and assess true outreach, organizational capacity, facilities, security, staffing, and experience.

A few illustrative partners are as follows:

Youth Information and Contact Centers (YICC) Managed by DMYA, office space, training experience, visits communities to announce youth events, operates in target provinces, only Kandahar City for women, and good reputation among community.

Wadan Focus on youth, health, connections with Maliks (elders), human rights and civic education; and operates in south and east.

Afghanistan Youths National Coordination Assembly (AYNCA) Trains members through TOT model, network with other NGOs in 34 provinces and Ministry of Justice and Ministry of Information and Culture, branch offices in target provinces, training experience, topical experience (leadership, peace building, volunteerism), and gender; and

Youth in Action Association (YIAA) Works in target activities and areas, good network of partners, including Deputy Ministry of Youth Affairs; and youth, training, and outreach focused.

4.7 Crosscutting Interventions: Gender and Institutional Strengthening

4.7.1 Gender

Objective: To utilize gender-specific approaches and mechanisms to equitably reach young woman with opportunities to gain nonformal education and work readiness, life and work skills.

[At the Kabul Conference], participants reiterated the centrality of women's rights, including political, economic and social equality, to the future of Afghanistan, as enshrined in the Constitution of the Islamic Republic of Afghanistan. Participants commended the mainstreaming of gender into all priority programs and reiterated their commitment to assist all national ministries and sub-national government bodies in implementing their respective responsibilities under the National Action Plan for the Women of Afghanistan (NAPWA), and to ensure that all training and civic education programs contribute to concrete advancements in its implementation.

Final English Communique, Kabul Conference, July 20, 2010

What is it?

Gender is the inclusion of specific strategies to equitably provide young woman with opportunities for education, work readiness and employment and to mainstream into all programs and activities. The STAY Positive goal is a minimum of 35 percent of young women as beneficiaries.

Implementation

In accordance with the Kabul Conference, ANDS, NAPWA, Afghan Constitution and other national and international commitments to equal rights and opportunities for women, STAY Positive employed a gender mainstreaming approach throughout its design phase. This included:

- Hiring a Program Manager for Gender;
- Consulting gender specialists;
- Reviewing current research on women in Kandahar and Nangarhar;
- Reviewing recent and current project documents and evaluations for best practices and lessons learned when working with women; and
- Conducting over 100 focus groups and interviews with young women, community elders and local organizations working for women in the STAY Positive target districts.

As a result of this research—and STAY Positive’s differentiated methodology designed to reach learners ‘where they are’—outreach to young women will be undertaken in accordance with cultural norms, and approaches to instruction will be customized for the districts in which female participants live, taking into account their security, safety, and mobility. In addition, both instructional materials and activities will be carefully adapted and/or developed to ensure interest, enjoyment and relevancy, starting with traditional activities (with market demand) that are comfortable and familiar to young women (and their families) and that will provide them with immediately perceived gains.

Since young village women in the target districts tend not to be aware of the wide range of occupations in which Afghan women are working, an early literacy and work readiness activity will be to provide them with a booklet illustrating (perhaps through cartoon characters) women working in a variety of fields, including veterinarians, midwives, police and army officers, business owners, artists, teachers and others). The text will be simple and accompanied by an oral version on audio cassette, which will include an introduction to each woman in the book by a husband, father, brother, uncle or mullah who expresses pride in the woman’s accomplishment, affirmation of her proper behavior and conduct, Islamic references to women’s right to education and testaments to ways in which the woman’s earnings have helped the family. Prior to use in villages, the booklet and cassette will be shared with village elders to ensure their acceptance. The twofold purpose of the booklet will be to incentivize learners to want to read the text themselves and to introduce them to successful, respected and highly regarded women working in the world outside the youth’s villages. (The same activity may be undertaken for young men as well, with male characters.)

While beginning with traditional pursuits, over time STAY Positive will also provide training in “gender neutral” fields, where appropriate, for income generating activities with a market demand. Some that may be considered and have proven successful in other projects include cell phone repair, solar paneling, midwifery, animal husbandry, agriculture, cage making, soccer ball sewing, food processing, food storage and cap sewing. STAY Positive will also explore micro-enterprise and entrepreneurship opportunities for young women with an interest in starting a business. In all cases, instructors will be trained to identify particularly talented young women with a high aptitude in a particular field and will refer them to STAY Positive in Kabul, where efforts will be undertaken to identify specialized training opportunities.

Throughout the literacy, numeracy, life skills and work readiness training, materials and activities will be assets-based, assisting young women to create individual pathways to life improvement, as well as relevant and responsive to their needs. Building on the cultural love of story telling, literacy lessons and readings will assume a story format, and young women will recognize themselves and their families and neighbors in the tales. Numeracy activities will involve pattern making—with one young woman developing a pattern that another must use to sew the piece—recipes, and other familiar tasks, and life skills will include Islamic rights and values, hygiene and nutrition, for example. Through workforce readiness lessons, young women will gain skills in time management, task organization, and communication and negotiation, all highly relevant to their lives.

All of STAY Positive’s indicators will be disaggregated by sex, and targets for women in the Non-Formal Education for Life and Work and Work Skills and Employment Opportunities Elements, as well as in the ATVI and KCC Components, will be established upfront.

Advancing the rights of Afghan women. Investing in women will help advance our focused civilian stabilization efforts and strengthen Afghan communities’ capacity to withstand the threat posed by extremism. Sustaining and expanding critical gains in women’s rights and empowering Afghan women are also critical to unleashing the full economic potential of the Afghan people. The key initiatives focus on women’s security; women’s leadership in the public and private sector; women’s access to judicial institutions, education, and health services; and women’s ability to take advantage of economic opportunities, especially in the agricultural sector. (From Stabilization Policy)

Advancing the rights of Afghan women and girls across all areas of effort, with particular focus on expanding economic opportunities, improving access to justice, improving basic service delivery in education and health, and increasing women’s participation in the political process. (From Stabilization Policy)

Implementing Partners

STAY Positive will be working with the Ministry-level HRDC (MoHE, MoWA, MoLSAMD, MoE), the DMYA and MAIL. The HRDC is organized around the shared belief that the government, private sector and civil society non-governmental organizations should join hands to form a coherent approach to the development of human resources capacity in Afghanistan and to speed up, support and sustain development of our country. Between the London and Kabul Conferences (January to July 2010), five HRDC ministries worked together on multiple levels to develop cluster vision and objectives that were followed by analyses of existing programs, identifying implementation bottlenecks and writing up of the five national priority programs. At the Joint Coordination and Monitoring Board (JCMB) and then the Kabul Conference in July 2010, support to the national priority programs was expressed by representatives of over 80 countries.

4.7.2 Institutional Strengthening

Objective: To strengthen the enabling environment for out-of-school youth.

What is it?

The needs of youth, especially out-of-school youth, need to be moved from the margins to the mainstream of Afghanistan government agencies, and community-serving national and international organizations. Some of these agencies, at national, provincial and district levels, and some of these local organizations, also need to increase their capacity to train trainers and develop instructional materials. In working with them as partners, we hope to raise the priority of the needs of out-of-school youth, and to help them strengthen training of trainers, curriculum and instructional materials development as these activities apply to out-of-school youth. We also plan to help two training centers to develop their organizational capacity to operate self-sufficiently, effectively, and efficiently.

Each Component and Element has embedded both NGO/CBO and Ministry-level institutional strengthening activities within its implementation activities (see Section 5). In addition, STAY Positive will employ the following Ministry-level institution strengthening activities to further strengthen the capacity of the Ministries.

Overall Strategies

Relevant Ministry representatives (all levels - central/provincial/district) will:

- Be invited to attend capacity-building professional staff training sessions that STAY Positive conducts;
- Join in STAY Positive presentations and working sessions;
- Take an active role in the delivery of the STAY Positive program, working with implementing partners at the provincial and district levels, especially, if public institutions are involved;
- Participate in the monitoring and evaluation process;
- Share tools developed or utilized in the implementation of the STAY Positive program (e.g., development of instructional materials, training models, and a local labor market assessment tool);
- Be asked to join a cross-Ministry (e.g., MoE, MoLSAMD/NSDP, MoWA, MAIL), capacity-building group either one convened by an experienced STAY Positive Master Trainer or a similar cross-Ministry group that may already exist, that will meet at least monthly to share training information and to participate in advanced trainings conducted by STAY Positive staff and consultants on state-of-the art training practices.
- Participate on a STAY Positive Advisory Council.

Specific Strategies

Illustrative Professional Development

- Provide MoE/TVET and MoLSAMD representatives with work readiness and work skills training
 1. Conduct work readiness training workshops – one and a half days per session, two sessions per year, 20 persons per session; and
 2. Conduct work skills training workshops – one and a half days per session, two sessions per year, 20 persons per session.
- Training of MoE/TVET and MoLSAMD representatives in use of a local market assessment tool
 3. Conduct local labor market assessment tool training – two to three days per session, one session per year, 15 participants per session).
- Assist MoE Literacy Department to complete a nonformal curriculum leading to a 6th grade equivalency with formal education
 4. Conduct literacy/numeracy equivalency workshop – one session first year (five days) and one session second year (three days), 20 persons per session.
- Assist MoWA with literacy life skills modules
 5. Conduct life skills module training workshop – one session first year (five days) and one session second year (three days), 20 persons per session.

Policy and Planning Support

- MoLSAMD/Policy, Planning and External Relation Directorate. To assist in increasing the planning capacity of the National Skills Directorate in the development of curriculum and training and to explore providing mentoring at the National and Provincial level.
- DMYA. To encourage greater government commitment to youth development and increase the likelihood for sustainability of STAY Positive program elements, the project will work with the *DMYA* in the review and development of youth policy initiatives. Up to now youth policy has been addressed as add-on pieces in some of the national strategic planning documents, such as the ANDS. The project will lend a helping hand to the Ministry's efforts to find a more visible presence for youth policy and provide assistance in framing new initiatives.
- Assist DMYA development/refinement of National Youth Policy Strategy
 6. Conduct working group workshop – five days per session, 2 sessions per year, 20 persons per session.

ATVI Involvement

STAY Positive will be strengthening the collaboration and involvement of the Ministry of Education with ATVI. Specific activities will include:

- Participate on the Board of Directors for ATVI;
- Participate in financial reviews conducted at ATVI;
- Participate in curriculum and staff development activities at ATVI – participate in a working group to develop a modified/scaled down professional development for staff that can be used for the vocational training centers;
- Work with ATVI in the development of a benchmarks/business plan for a broadened revenue base and financial re-structuring to include more profit centers, cost-recovery, and improved donor and MoE financial sharing partnership; and
- Work with ATVI and the Ministry of Higher Education to develop a “2 + 2” program (two years at ATVI followed by two years at AUAF).

5. Performance Management

Performance management represents an integral component of the STAY Positive project. The intent is to assess the performance of the project in terms of activity implementation, achievements (outputs, outcomes and impact), strengths and weaknesses, and lessons learned. The monitoring process will provide continuous feedback to program management to improve or adapt program planning and to respond to USAID reporting requirements.

In addition to the development of an effective monitoring system for tracking of project performance, both formative and summative evaluations will be carried out. Formative evaluations will assess the process of program implementation, track program inputs and outputs, monitor pace of implementation against plan, and provide periodic measures of program benefits. The summative evaluations will assess overall outputs and impact of the program.

The STAY Positive performance management system will provide a mechanism for continuous assessment and learning about the relative success of interventions. It will serve as a tool for maintaining constant awareness about progress relative to the results framework and resulting indicators as related to STAY Positive project goals and objectives so that operational constraints can be identified early on and mid-course corrections in programming can be made as necessary. The resulting indicators were developed first and foremost to ensure that monitoring information would be meaningful and demonstrate the relative effectiveness of targeted actions related to specific intermediate results (IRs) and sub-IRs. The indicators were developed through an extensive participatory process, with consideration being given not only to the qualities of meaningfulness and effectiveness, but also to practicality and economy. To this end, the indicators were developed with the full participation of the STAY Positive team and stakeholders.

Initially a STAY Positive Casual Pathways document linking program components and elements with activities, corresponding outputs, outcomes and impact was developed (see Annex 4). This was followed by development of a STAY Positive results framework with a vision, goal, strategic

objectives and intermediate results (IRs) linking to the USAID Afghanistan Mission Education Assistance Objective 3 (AO 3): Improved Access to Quality Education Services and Economic Growth AO 4: A Developed Business Climate that Enables Private Investment, Job Creation, and Financial Independence. [See draft Performance Management Plan (PMP), included as a separate document.] Illustrative indicators, including those corresponding to the USAID Afghanistan Foreign Assistance List and customized STAY Positive project-level indicators and related to the IRs, have been identified and are included in the draft PMP. A final set of indicators along with Performance Indicator Reference Sheets (PIRS), Data Quality Assessments (DQAs) forms and specific data collection techniques, instrumentation and targets will be developed upon approval of the STAY Positive Design Document and delivered within 30 days of the signing of the Design Document. Currently, templates are included for the PIRS and DQAs. The draft PMP follows the results frameworks and will help in guiding and monitoring the delivery and results of the project. Special ‘lessons learned’ studies are planned to guide future program actions and models to be scaled up.

Assessment studies were done initially to drive the design phase and will inform baselines and targets. The STAY Positive activities will be monitored regularly to gauge progress and adjust approach/activities as needed. A work plan related to the STAY Positive goals, objectives, intermediate results and activities is attached in Annex 5.

6. Program Organization and Management

6.1 Management Strategy

EDC’s management strategy is to ensure the current STAY Positive management responds fully to the requirements of the task order amendment. STAY Positive aims to meet its objectives while working in some of the most insecure and challenging areas in Afghanistan. STAY Positive is required to design interventions in a complex and fluid landscape, represented by an array of stakeholders, including the GIRoA, the PRTs, implementing partners, both local and international, and Afghan communities. It is essential to engage as many parties as possible and facilitate participatory consultations during all phases of strategic and operational planning.

In keeping with the Afghan First priority, experience has proven success is linked to community access and support, and this success requires Afghan knowledge and leadership. Part of STAY Positive’s management strategy for its Afghan staff is to focus its leadership and management training in managerial capacity building, leadership skills, gender-mainstreaming, ethics workshops and team building. Another key element of this strategy is the mentoring of Afghan senior staff. The support and encouragement of the mentoring is a performance objective of all expatriate core staff.

STAY Positive requires a group of highly experienced partners, who are specialized at working in the key terrain districts where the STAY Positive program will operate, have demonstrated results in these areas, and will agree to work together with STAY for a common cause. The project benefits from being able to draw on diverse constituencies and skills, appropriate resources, and targeted geographical representation in the provinces of Kandahar and Nangarhar in the first year and the potential for expansion to Helmand in the second year. The strategy will

allow EDC to technically blend the best of varied experiences into an integrated approach under a common project identify.

6.2 EDC Partnership and Institutional Roles

EDC has assembled the beginning of a strong team of partners. The partners selected, pending further discussion are:

- Education Development Center will provide the central management services to the project, including monitoring and evaluation.
- Mercy Corps International (MCI) will play a substantial role in Kandahar, where it is well established, having worked in the communities for years.

STAY Positive will work through Afghan organizations (NGOs and private sector institutions) to implement STAY Positive activities and will actively reach out to identify partners that have geographic presence and specialized skills required for the STAY program to achieve its goals. To date, no local NGOS or CBOs have been selected as potential partners. STAY Positive will reach out to a select group of NGOS and determine within the coming two months the appropriate NGO(s) with whom to work. In addition, STAY Positive will continue to consult with the concerned GIRoA ministries, especially the HRD-Cluster, in its selection of partners. Because of the fluid and kinetic environments in which STAY Positive works, the program, though remaining flexible and adaptable, has defined clear roles for partners and established systems to monitor its technical achievement and measure their performance.

STAY Positive will conduct regularly scheduled partners meetings to monitor progress and provide feedback on specific tasks as well as maintain open lines of communication for updating on the overall progress of the project.

6.3 Management Oversight and Communication

The COP, with support and guidance from EDC HQ, will work with the STAY Positive team to ensure the technical direction of the project is effective. The annual work plan will provide the means for the COP at the national level and partners in their provincial roles to participate in setting the agenda and assuming responsibility and accountability for implementing specific events and reaching specific outcomes.

STAY Positive will be led by the COP and assisted by an Afghan Deputy Chief of Party (DCOP), the Senior Program Director, the core technical components leads and the M&E Manager and a Finance Manager. Along with the Operations Director, they constitute the core management team.

The technical component managers will be responsible for the technical design, planning, training, delivery and oversight of their respective project elements and will ensure the delivery of an integrated approach. The COP, and his designee, will be responsible for communication with USAID/ Afghanistan. He is the principal interlocutor with the highest levels of the concerned GIRoA ministries, although the DCOP and SR. Program Director will be seated at the ministerial table as the integral voices of STAY Positive. In keeping with the participatory

management approach, component managers will engage substantively with their ministry counterparts involved in the STAY positive project.

MCI will field its own staff. MCI's field teams will work closely with the relevant STAY Positive technical units.

6.4 Staffing

Chief of Party

The Chief of Party provides overall management oversight and technical leadership for the implementation phase of the project. In coordination with EDC HQ, she is responsible for the technical, administrative and financial operations under the Cooperative Agreement. She ensures the timely completion of all technical and financial deliverables, as well as their quality and accuracy. She also leads consultations with all key stakeholders such as GIRoA counterparts, USAID/Kabul, PRTs, RC Platforms-South and East and with representatives of other relevant USAID-funded projects.

Peggy Poling, PhD Dr. Poling is a development professional with more than 20 years experience managing and implementing projects including three years in Afghanistan. She recently served as Chief of Party for the Education Reform Support Program (ERSP) in Jordan where she was responsible for the overall management of a complex education reform project that had four components: Early Childhood Education, Youth to Career, Professional Development and Data Use. Prior to her assignment in Jordan, Dr. Poling was Chief of Party of Accelerated Learning Program Plus (ALPP) in Liberia. She was responsible for the overall management of the project, including financial, human resources, administration, operations and monitoring systems. She provided the oversight for the development and implementation of all project components as well as the contract and program activities. Dr. Poling worked in close collaboration with USAID and Ministry of Education as well as other implementing institutions. She maintained an effective communications system for all stakeholders as related to the activities and the progress towards the achievement of the contract. Dr. Poling was the founding Provost for the American University of Afghanistan in Kabul. She provided vision for the development of the physical master plan as well as the academic master plan, was responsible for the day-to-day management of all university staff and programs including policies, strategic planning, and managing the budget. Her responsibilities included ensuring that all activities supported the accreditation process and she provided leadership for all startup activities for academic programs for both the university and the pre-academic program. Dr. Poling also served as Educational Advisor and Team Leader for USAID in Afghanistan where she managed a portfolio of more than \$150 million that included programs in school construction and rehabilitation, accelerated learning, teacher training, and textbooks production and distribution. Dr. Poling holds a Ph.D. in Adult Education, Vocational Education, Leadership Theories, Public Policy and Family Economics from Pennsylvania State University.

Deputy Chief of Party - TBA

As Deputy Chief of Party, he/she will manage the cross cutting interventions team and facilitate partnerships with local organizations and institutions and the relevant ministries. One of his/her principal roles is to develop the capacity of junior program staff. She/he will advise the COP on pertinent issues within the project and keep him abreast with local political, legal and economic

issues and how its ramifications that may affect the program's effectiveness. She/he reports to the Chief of Party.

Senior Program Director – TBA

The Senior Program Director will provide leadership and programmatic input for the effective implementation of STAY Positives technical activities. S/he is responsible for overseeing the development of component work plans and provides technical direction to the component managers. S/he also presents STAY Positive's technical approach and programming to GIRoA, NGOs and high-level USAID officials. S/he serves as the spokesperson for overall program design, gender mainstreaming and youth and community engagement.

Work Skills and Employment Opportunities Manager - TBA

The Work Skills and Employment Opportunities (WSEO) Manager will be responsible for implementing work skills and employment opportunities; conducting outreach for local NGO partners; coordinating ongoing assessments of employer needs for workforce skills; and working in close coordination with the Non-Formal Education Manager.

Non-Formal Education for Life and Work Manager – TBA

The Non-Formal Education Manager is responsible for implementing activities promoting nonformal education activities for life and work, including literacy and numeracy, life skills and work readiness. S/he will guide the process of identifying and developing NFE-LW materials, the capacity building of local NGO partners, providing inputs to strengthen GIRoA partners and working in close collaboration with the WESO Manager.

Operations Director

The Operations Director manages the day-to-day operational, financial and administrative systems in Kabul and in the designated provinces. He oversees the management of local facilities and resources as well as managing the financial team.

Dinesh Thakkar Mr. Thakkar is a seasoned manager with 20 years of experience, including over 10 years in program management and security sector reform in international settings. Mr. Thakkar has proven ability as a leader, directing and managing performance, and providing strategic advice on operational and risk management issues. He has a strong foundation in managing projects in post-conflict environments (including three years of experience in Afghanistan). Mr. Thakkar has extensive knowledge of US Government and international donor policies and procedures gained through working on projects funded by USAID, the US Department of State, and the UK Department for International Development (DFID). As Education Development Center's (EDC) Country Security Director on the USAID-funded Skills Training for Afghan Youth (STAY) project in Kabul Afghanistan, his responsibilities include managing security and safety issues as well as overseeing project logistics, procurement, and human resources. Mr. Thakkar supervises 50 local staff on the STAY project. As Project Manager on a DFID-funded community safety project in Serbia, Mr. Thakkar supervised the procurement of goods and services, oversaw sub-awards to local non-governmental organizations (NGOs), and was responsible for financial reporting and forecasting including managing a budget of US\$4 million. On the USAID-funded Local Government and Community Development (LGCD) project in Afghanistan, Mr. Thakkar was responsible for security and crises management as well as serving as Deputy Operations Manager. He managed the movement of all personnel and materials throughout Afghanistan, developed systems for security

and safety information to be collected and assessed, established excellent working relationships with partners (including international and national security agencies), and supervised a staff of 30.

Finance Manager

The Finance Manager maintains and updates accounting and financial control systems in accordance with regulations and works in close collaboration with the COP. She reports to the Operations Director. She is responsible for the preparation and submission of all periodic expenditure reports.

Anosha Noori Ms. Noori has five years of experience managing finances for donor-funded programs in Afghanistan. She has extensive knowledge of USAID regulations gained through serving as Senior Finance Officer on the USAID-funded Land Titling and Economic Restructuring in Afghanistan Project (LTERA) in Kabul. Ms. Noori was responsible for verifying the validity and accuracy of invoices, preparing monthly payrolls, supervising and supporting accountants, cash flow reporting, reconciling cash book and bank book in QuickBooks, and maintaining vendor accounts. For the European Commission (EC), Ms. Noori ensured the implementation of and compliance with the EC's financial policies, procedures, rules and regulations at both the main office and field offices. She participated in the preparation and implementation of the budget, established proper accounting procedures and systems and internal controls, and was responsible for audits. Ms. Noori also provided training to finance team members.

Monitoring and Evaluation Manager

The M&E Manager develops, implements and provides management and technical oversight of the STAY Positive M&E system. Ms. Maly will develop indicators, identify data requirements and sources, specify targets, develop data collection and analysis procedures, establish a reporting system and produce the project Performance Management Plan.

Christina Maly, MPH Ms. Maly is a monitoring and evaluation (M&E) Specialist with seven years of international experience. She recently served as M&E Officer for Catholic Medical Mission Board (CMMB) in Yambio, where she developed the M&E system for CMMB's first project in Southern Sudan. Ms. Maly established all data collection protocols, tools, databases and reporting loops to monitor and evaluate project progress and make recommendations for improvement. She reported monthly and quarterly on all project activities and outcomes to relevant government ministries, donor and CMMB headquarters. She also built local staff capacity on national and international standards for HIV testing and counseling; prevention of mother-to-child transmission of HIV; confidentiality; quality of care; and accurate data collection. As a Research Assistant in Uganda, Ms. Maly analyzed cross-sectional quantitative data from a cohort study using SPSS and STATA to examine gender specific predictors of consistent condom use in non-marital sex. She analyzed qualitative data from in-depth interviews on adolescent pregnancy using Atlas.ti and wrote report on results. Ms. Maly also has experience in youth development. For International Organization for Migration (IOM) in Vietnam, Ms. Maly developed funding proposals on HIV and mobility, positive youth development, ethnic minority integration, labor migration, and counter-trafficking for government and foundation donors. She represented IOM on United Nations Youth Theme Group and subgroup on Private-Public Partnerships for Youth Employment, focusing on development of joint UN programs.

6.5 Grants Management

During the implementation phase, STAY Positive will award grants to local NGOs to support NFE-LW and WESO activities. To develop the Grants Component and ensure discipline and rigor in its grant making, EDC will engage a Grants Specialist as a short-term technical advisor. Under the direction of the STAY Positive Grants Manager and with assistance from the Grants Specialist and the Grants Team at EDC HQ, the grants program will establish procedures for implementation, financial reporting and performance monitoring with inputs from both the M & E Manager and Finance Manager.

EDC will employ a Grants Manager and two Grants Assistants in the Kabul office to implement and provide oversight for the grants program. They will be supported by M & E specialists and non-formal education trainers in the key terrain districts. The grants program will consist [primarily of cash though in some cases in-kind] grants. For grants requiring in-kind goods or equipment, the EDC HQ Procurement Manager will work with the Grants Manager to ensure that in-kind grants are within the general policy framework agreed upon by the project team and USAID. The technical team will work closely with the Grants Team to ensure that grants are locally appropriate and the grantee has the capacity to handle the grant appropriately. With assistance from the Grants Manager, the Grants Specialist will develop a grants manual and training guide.

6.6 Home Office Support

EDC HQ will provide full support to the field in a timely manner. The project will be managed out of EDC's Washington office, through the International Development Division, under the direction of Senior Vice President, Larry Lai. The Project Director, Tom Chesney, is the lead backstop support for Stay Positive. Mr. Chesney, who has worked for EDC for more than five years, has served as DCOP for the EDC- managed \$74 million Decentralized Basic Education project in Indonesia.

Dr. Poling reports to Mr. Chesney, but they will form a partnership to manage the program. In turn, Mr. Chesney reports directly to Larry Lai. Mr. Chesney will provide support in ensuring STAY Positive is compliant with USAID rules and regulations and that the program is technically sound, there is diligent financial monitoring of monthly spending, and that needed cash gets to the field. In addition to responding to contractual queries and requests, Mr. Chesney will ensure that Dr. Poling and program staff have the resources and support they need. EDC HQ will conduct in-house audits twice a year to ensure program compliance and integrity.

Given the extreme importance of security in Afghanistan, Mr. Chesney, with the International Director of Security, will be actively involved in monitoring the state of the security situation in close coordination and consultation with the COP with the Kabul-based Security Manager. EDC has retained the services of a private international security firm that is under the direction of the Security Manager to ensure that all expat and national staff are secure in the workplace and that movement is planned in accordance with the ever-changing security environment.

EDC's Office of Sponsored Programs (OSP) will work closely with the COP and Project Director to monitor progress and compliance so that EDC delivers results on time and in full. The EDC OSP representative will first inform the COP and AOTR of whatever compliance

agreement and/or negotiation matters are at hand to make sure all concerned parties are aware of the issues.

7. ANNEXES

- Annex 1 List of Contacts
- Annex 2 Comments from Vetting Sessions with Ministries
- Annex 3 Illustrative Social Networking and Community Engagement Activities
- Annex 4 STAY Positive Causal Pathways – Activities, Outputs, Outcomes, and Impacts
- Annex 5 STAY Positive Work Plan
- Annex 6 Resumes of Proposed Personnel
- Annex 7 Organization Capabilities

ANNEX 1 LIST OF CONTACTS

Contact List

Non-Formal Education for Life and Work

S#	Name	Title	Agency
1	Muzhgan Wafiq Alokozai	Vice President/BDS	Impressive Consultancy Company
2	Manizha Wafeq	Director	Institute for the Economic Empowerment of Women
3	Fatema Arian	Project Director/Education	The Asia Foundation
4	Palwasha Kakar	Program Manager	Access to Justice and Women's Rights in Islam, The Asia Foundation
5	Mumtaza Abdurazzakova	Director	MoWA Initiatives to Strengthen Policy and Advocacy, The Asia Foundation
6	Guljan Zimarai	Chair	Afghan Women's Business Federation
7	Nasima Rahmani	Women's Rights Manager	Actionaid
8	Dr. Malghalara Khara	Social and Cultural Director	WoMA
9	Ramatullah Qurishi	Adviser	TVET
10	Jaahid Ataiy	Social Adviser	WoMA
11	Ezatulah Ahmadzai	Director of Kuchis	Ministry of border and tribal Affairs
12	Gul Jan	Director	AWBF
13	Dr. Alawi	Head of Children and Adolescents	Ministry of Public Health
14	Nasima Rahmani	Women's rights manager	Action Aid Afghanistan
15	Ned E.Kalb	COP	Purdue University
16	Hossai Andar	Member of Board	ACCI
17	Steven R. Eachus	DCOP	International Resources Group (IRG)
18	Ali M.Azimi	COP	International Resources Group (IRG)
19	Noor M.Seddiq	Procurement & Contract Manager	International Resources Group (IRG)
20	Bari Seddiqi	Senior M&E Manager	Deloitte
21	John Recchia	DCOP	Deloitte
22	Mark Grubb	COP	Deloitte
23	Thomas Ward	Management Advisor	Deloitte
24	John Champer	Team Leader	Checchi
25	Giorgio Brandolini	ADP East Team	Checchi
26	Tom Miller	ADP North Team	Checchi
27	James Philips	ADP South Team	Checchi
28	Gary E. Staats	COP	Advanced Engineering Associates, Inc (AEAI)
29	Edrees Saljuki	Financial Specialist	Advanced Engineering Associates, Inc (AEAI)
30	Suzanne M.Griffin	COP	Washington State University
31	Syed Muzaffar	DCOP	Washington State University
32	Scott Avery	DCOP	Washington State University
33	Dr. Tawab Stanikzai	DCOP	Association for Rural Development (ARD)
34	Greg Vaut	COP	Association for Rural Development (ARD)
35	Marghuba Safi	M&E Specialist	Citizen Network for Foreign Affairs (CNFA)
36	Rick Pierce	COP	Citizen Network for Foreign Affairs (CNFA)
37	Khahir Kakar	Project Administrator	Citizen Network for Foreign Affairs (CNFA)

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S#	Name	Title	Agency
38	Roger Hardister	Excutive Director	Global Partnerships For Afghanistan (GPFA)/Cornell University
39	Zundi Gul Zamani	Program Director	Global Partnerships For Afghanistan (GPFA)/Cornell University
40	Jim Fremming	Support M&E Coordinator	Checchi
41	Daniel Grey	COP	Louis Berger Group
42	David Hoehwer	Economist	Louis Berger Group
43	Jack Whippen	DCOP	Louis Berger Group
44	Dr.Ubaidullah Saadat	M&E Specialist	International City/ Country Management Association (ICMA)
45	Eric Bartz	Parliamentary Rep/Outreach Team Leader	State University of New York (SUNY)
46	Romualdo Tapfuma Mavedzenge	Legislative Technical Specialist	State University of New York (SUNY)
47	Taurai Kambeu	M&E Specialist	State University of New York (SUNY)
48	Faustino Cama	M&E Director	Chemonics
49	Maria de los A.Zelaya	DCOP	Chemonics
50	Catherine Northing	Manager	International Organaization for Migration (IOM)
51	Dr.Gordon Anderson	COF & Administration Office-Vice President	American Univ. of Afghanistan (AUAF)
52	Dr. Carol Prindle	Excutive Assistant to the Vice President/Finance & Administration	American Univ. of Afghanistan (AUAF)
53	Julio D.Ramirez de Arellano	COP	Creative Associates-BESST
54	Carmen Garriga	M&E Manager	Creative Associates
55	Mary Heslin	Grants Administrator	Wildlife Conservation Society (WCS)
56	Mohammad Shafiq Nickzad	Country Operations Manager	Wildlife Conservation Society (WCS)
57	Mohammad Arif Rahimy	Trainig & Capacity Building Officer	Wildlife Conservation Society (WCS)
58	Rohullah Amanzai	COP	International City/ Country Management Association (ICMA)
59	Enam Raufi	Program Manager	International City/ Country Management Association (ICMA)
60	Daniel Lee	Project Management Advisor	Deloitte
61	Matthew McGarry	Country Representative	Catholic Relief Services (CRS)
62	Stacy McCoy	Agro-Enterprise Program Manager	Catholic Relief Services (CRS)
63	Maruf Islam	Operation Advisor / Plus 14 officers	CARE International
64	Russ Fortier	COP	FUTURES Group
65	Bob Rice	Technical Advisor/Kabul Medical University	Academy for Educational Development (AED)
66	Micheal Blundell	DCOP	Academy for Educational Development (AED)
67	Richard T. Waugh	COP	Academy for Educational Development (AED)
68	Dr. Partamin	M&E and Research Manager	John Hopkins (JHPIEGO)
69	Dr.Nasrat Ansari	Technical Advisor	John Hopkins (JHPIEGO)
70	Sami Rumz	M&E Manager	Counterparts International
71	Suzana Paklar	COP	Counterparts International
72	Dimitar Stojkov		International Republican Institute (IRI)
73	Arash Barak		International Republican Institute (IRI)
74	Shirin Sahani	Resident Program Officer	International Republican Institute (IRI)
75	M.Salem Helali	COP	UN-Habitat
76	Omar Omarkhail	M&E Officer	UN-Habitat

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S#	Name	Title	Agency
77	William Thompson	COP	LGCD-Development Alternatives Inc. (DAI)
78	Monica McCleary	COTR	USAID/Stabilization-LGCD/DAI
79	Dr.Mubarakshah Mubarak	COP	Management Sciences for Health (MSH)
80	Paul Ickx	Consultant Advisor on Child Health	Management Sciences for Health (MSH)
81	Stephen Morgan	Director of Finance & Operations	Management Sciences for Health (MSH)
82	Alian Joyal	DCOP Country Program	Management Sciences for Health (MSH)
83	Douglas Palmer	Health Economic & Financing Director	Management Sciences for Health (MSH)
84	Sylvia L.E Vriesendorp	Technical Director for Management & Leadership	Management Sciences for Health (MSH)
85	Keith Roznowski	Program Manager	PACT/Internews
86	Devin O'Shaughnessy	Director of Governance	National Democratic Institute (NDI)
87	Brian O'Day	Political Party Expert	National Democratic Institute (NDI)
88	Andy M.A.Campbell	Resident Director for Elections	National Democratic Institute (NDI)
89	Susan B.Camduff	Country Director	National Democratic Institute (NDI)
90	Ali Ahmad	Project Management Specialist for Food-for- Peace	USAID
91	Nick Higgins	Office of Democracy and Governance	USAID
92	Erk Pacific	Governance Team Leader	USAID
93	Clay Epperson	Director	USAID
94	Nick Vivio	OPPD info Mgr	USAID
95	Sayed Aqa	Program Manager-OPPD	USAID
96	Grace Lang	Education Team Leader	USAID/OSSD
97	Sarah B. Mayanja	Education Advisor	USAID/OSSD
98	Roland Ramamonjisoa	Education Development & Outreach Specialist	USAID/OSSD
99	Fatima Toure	Education Advisor	USAID/OSSD
100	Brad Arsenault	COTR-LGCD	USAID/Stabilization
101	Lora Wentzel/Devel	Officer-OSSD	USAID/Health
102	M.Shahpor Ikram		USAID/Health
103	Tara Milani		USAID/Health
104	Mohammad Iqbal Halimi		USAID/Education
105	Nick D.Mills	COP	CARE International
106	Haqmal	M&E Manager	CARE International
107	Michael Jacobs		UC-DAVIS/Texas A&M
108	Andrea Muto		Checchi
109	Mary Crane		Checchi
110	Frederick C.Chace	COP	International Relief and Development (IRD)
111	Constance Kaplan	DCOP	International Foundation for Electoral System (IFES)
112	Ed Morgan	Public Outreach	International Foundation for Electoral System (IFES)
113	Rafael Lopez Pintor		International Foundation for Electoral System (IFES)
114	Belma Azra Ejupovic	/Senior Program Manager Europ & Asia	International Foundation for Electoral System (IFES)
115	Lara Burger	Prog.Specialist	The Asia Foundation
116	Mohammed Arif	Director of Cross Cutting issues/Aid Effectiveness	Chemonics

ANNEX 1 LIST OF CONTACTS

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118	Mary Frances Muzzi	Manager	Chemonics
119	Abdul Hai Sofizada,	Consultant, Education Unity, Human Development Sector, South Asia Region	The World Bank
Work Skills and Employment Opportunities			
1	Christine Mulligan	Country Director	Mercy Corps
2	Michael McKean	Director of Programs	Mercy Corps
3	David Henks	Finance Director	Mercy Corps
4	Dr. Sardar	Program Manager -Kandahar	PM -Kandahar
5	Rahmatullah Zahin	Project Management Specialist	
6	Zack Ratemo	Financial Sector Development Team	USAID Economic Growth Office
7	Abdullah Sawiz	Project Management Specialist	USAID Economic Growth Office
8	Zdravko Sami	Business Development and Competitiveness Team Leader	USAID Economic Growth Office
9	Christopher McDermott	Education Team Leader	Office of Social Sector Development (OSSD)
10	Christina Caltagirone	Senior Education Specialist	USAID/OSSD
11	Michelle Morgan	Chief of Party	ASMED-DAI
12	Sayed Usman	Deputy Chief of Party	ASMED-DAI
13	Waheed Safi	Director General	Policy Planning & External Relations
14	Mohammad Sarwar Azizi	Deputy Minister, TVET & Sr. Technical Advisor to the Minis	Ministry of Education
15	Abdul Hai Sofizada	Consultant	Education Unity, Human Development Sector, South Asia Reg.The World Bank
16	Sergiy Illarionov	Senior Development Officer	UNAMA
17	Rezaul Hassan	Governance Officer	UNAMA
18	Michael Sachsse	Senior Technical Advisor	TVET
19	Elyas Hashemi	Private Sector Development Advisor	UKAID Department for International Development (DFID)
20	Hossai Andar	Member of Board	ACCI
Labor Market Assessment			
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3	Elizabeth Vallette	Sr. Business Development Manager	Peace Dividend Trust
4	Andrew Wietecha	Project Manager	
5	Akbar Ahmadzai	Business Development Operations Manager	
6	Laiq Samim	Program Manager	Zardozi
7	Dr. Kerry Jane Wilson	Director	
8	Royce Wiles	Coordinator, Information Resources	
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11	Engineer Abdul Karim Safi	Director, Investment Support	AISA
12	Altaf Ladak	COO	Roshan
13	Shireen Rahmani	Director Human Resources	Roshan
14	Joanna Block	President	Kiron Global Strategies

ANNEX 1 LIST OF CONTACTS

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16	Maria Kuc	Advisor-TVET	German Technical Cooperation (GTZ)
17	Saeed Parto	Director of Research	Afghanistan Public Policy Research (APPRO)
18	Touba Alam	President	Fazilat Consulting
19	Shumsa Tahseen	Consultant	Altai Consulting
20	Zorica Skakum	Project Development Manager	International Relief and Development (IRD)
21	Rahmatullah Zahin	Project Management Specialist	USAID Economic Growth
22	James Whitaker	Economist	USAID Economic Growth
23	Professor Lutfullah Safi	Senior Advisor for General Education	Ministry of Education
ATVI/KCC /Ministries			
1	Najib K. Omary	Team Leader and Sr. Consultant	Consultancy Services for Developing Legal and Operational Framework for ANQA &ANQF, Afghanistan
2	Kenneth Holland	Dean	Rinker Center for International Programs, Ball State Unvieristy, Indiana, US
3	Kerrin Barrett	Education Specialist	Staff Development, Distance Education, Education Technology, Afghanistan
4	Ambassador (ret.) Sardar Roshan	CEO	Afghan Technical Vocational Institute, Afghanistan
5	Abdul Basir Oria	Advisor	High Office of Oversight & Corruption, Afghanistan
6	Ahmad Reshad Popal	Admin/Finance Manager	Afghan Technical Vocational Institute, Afghanistan
7	Eng. Moh. Salim Qayum	Team leader & Advisor to Ministry (former Deputy Minister/TVET, Afghanistan	Afghan Technical Vocational Institute, Afghanistan
8	Prof. Aminullah Amin	CEO	Afghan Technical Vocational Institute, Afghanistan
9	Julie Barker Lebo	Assistant Professor	Ball State Univeristy, Indiana, US
10	Joanna Block	President	Kiron Global Strategies, Washington D.C., US
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13	Renu Jain	Education Advisor	OSSD/USAID
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17	Rahim Wardak	NSDP Team Leader	TVET-NSDP
18	Abdul Mukhtar	Manager and Representative of Advisory Board and Head of KCC	Kunar Construction Center
19	Rich Mason	Monitoring and Evaluation Coordinator	Checchi Afghanistan Support Project
20	Brian Conway	Coordinator	Kunar Construction Center
21	Larry Goldman	Senior Program Officer	Global Education Center- AED: Washington DC

**Summary of Ministry Design Workshop 1
(Group discussion notes)**

Workshop Group Discussion

Representatives – STAY, USAID, MoWA, MoLSAMD, MoE, NSDP, HRD Cluster, and ANDS

Date: 6th Oct 2010

Location: Checchi Conference Room

Non-Formal Education

1. Suggestions for partners

a. Who are effective partners for each element?

Answer:

- CHA,
- CTI (currently training police, but wants provide training to non-military people as well),
- Afghan Center,
- UN-Habitat, and
- YICC.

b. Who is doing similar work?

Answer:

- YICC,
- Afghan Center,
- UN-Habitat,
- CHA

c. Who are the government actors?

Answer:

- MoWA, MoE, MoRRD, MoBTA, and MoLSAMD

2. Identification of outstanding issues

a. Upcoming research and/or new initiatives that would complement STAY-Positive?

- a. Government
- b. NGO
- c. Research institutes
- d. Others

Answers:

- NRVA studies of Center Statistic Office,
- ARU
- Education in flames of faire (a study done by MoE),
- Literacy deputy ministry initiative study,
- Accelerating Learning – MoE,
- Female Teachers Re-placement, and
- Skill and Literacy Integrate Program

Gender Considerations

1. How will the approach differ between young men and women?

Answer:

- It is very easy to approach men, but not women, particularly in distracts

2. How can young women meet safely for project activities?

Answer:

- Women can meet safely though: Shura's approval, provision of Incentive, recruiting female trainers only, and recruiting female trainers from the same community (if we can find educated women who are willing to train other women)

3. How to get support of family for participation?

Answer:

- We can have the support of families only when we: provide incentive, get the approval of the Shura, especially the religious leader (Mullah) who has the greatest influence over families in the country sides
- Discussing the neutrality and significance of the program with the elders of the families (after we get Shura's approval)

4. Linkages between project elements?

Answer:

- In formal education students follow their teachers, fortunately in non-formal education teachers follow the subtends (this can provide more opportunities for youth)
- The program should be designed in a such a way where the non-formal education and job skill move side by side (they should be combine)
- Using educated or semi-educated youths to build closer relationship with illiterate youths
- Using already existing youths' centers, if there are no such centers it would be helpful if STAY establish such centers

Workforce Development

Suggestions for partners

Who are effective partners for each element?

Who is doing similar work?

Who are the government actors?

National Level

- Ministry of Agriculture (developing poultry and food processing standards in coordination with FAO). Their training is non-formal, through extension workers
- Ministry of Women's Affairs
- In addition to the National Skills Development Program, located within MoLSAMD, but working with several Ministries, MoLSAMD has a General Directorate of Skills Development. Officially it is responsible for 22 vocational training centers but many of these, due in large part to lack of funding, are not functioning. When donors were involved (e.g. Japanese funder) they may have been functional.
- Ministry of Education among other services, through TVET they have technical and vocational training skills that largely offer agricultural training.

South

HAFO, (Helping Afghan Farmers Organization, changing its name to the Humanitarian Assistance and Facilitating Organization). Provides agricultural training to women and men. Poultry farming for meat and eggs.

East

SAB (*Solidarite Afghanistan Belgium*)

In addition to offering apprenticeships and skills training for male and female poultry farmers, their current projects include (from their website):

- Perennial Horticulture Development Project
- In-service training for teachers
- Support to Teachers Training Centers
- Literacy
- Partnership with the Ministry of Education

1. Identification of outstanding issues (See Other Comments below. Some of these could be outstanding issues, although there was not time to discuss this question explicitly.)

2. Upcoming research and/or new initiatives that would complement STAY Positive?

- a. Government
- b. NGO
- c. Research institutes
- d. Others?
 - GTZ has been working with TVET on developing curriculum and teacher training

- USAID IRD project
- Italian Embassy. Note, in Kabul they sponsored a project in which they taught women, including young women, to build solar lamps. They also sponsored training for women to repair mobile phones, and to make furniture, and to do gem cutting in their homes. The training was provided at a center, however.
- Harakat, a national NGO funded by DFID and USAID, has submitted a concept to expand the standards development unit
- TVET Working Group sponsored by UNAMA
- HRD Cluster

Other Comments

Q. Could the Ministries identify a model training center that we could use to showcase best training practices?

A. This might be a challenge as it is difficult for people in rural areas to go to the cities where these exist.

Q. Could the data that NSDP has collected on income change of participants in its projects be used as baseline data for this project?

If MoLSAMD could hire permanent staff of a vocational training school(s) and then, through the STAY POSITIVE project their capacity could be built that might be one way to achieve a sustainable contribution. However, capacity building of short-term staff that do not have permanent positions is not sustainable. Such a model might also be stronger if financial incentives could be provided to government staff to participate in training

The NSDP standard for serving women is 35%. They have reached 38.5%.

Youth Networking & Community Engagement

Participants: Mr. Quraishi from MoE, Hosay and Saboor from EDC.

1. Suggestions for partners

- Who are effective partners for each element?
 - MoE, DMoYA, MoLSAMD, MoWA and NSDP can be the good partners for the STAY.
 - In south and east the line departments of aforementioned Ministries and organizations should be involved.
 - In south ALKRO, ADA, AGEF, ACTD and CIDA will be the potential partners.
 - In East the AABRAR will be a good partner (The information is still needed to find out the potential partners in east).
- Who is doing similar work?
 - NSDP, TVET, UNICEF, UNFPA, UNISCO, UN-HABITAT and MoLSAMD have somehow the similar projects as STAY in National level.
 - In south CIDA is ready for partnership of such programs and Deputy Ministry of Youth have training programs for women. MoLSAMD also has some training programs.

- In East no Information was available (Government should be contacted for getting information).
 - c. Who are the government actors?
 - MoE, DMoYA, MoLSAMD, MoWA and NSDP should be involved.
- 2. Upcoming research and/or new initiative that would complement STAY Positive?**
- a. Government
 - TVET, NSDP and MoE plan to conduct somehow similar researches.
 - b. NGO
 - LKRO and UNILO will conduct the research in national level.
 - CIDA will conduct a survey in southern region.
 - LKRO has fund from Save the Children /UK to implement a project on child labor.
 - In east UNICEF is implanting a project through xxxxxxxx local (The line department of government should be contacted to provide the further information).
 - c. Research institutes
 - ARUE is potential research institution
- 3. Gender Consideration**
- a. How will the approach differ between youth women and men?
 - Integration should be in equal opportunity in national level.
 - The women should be reached through local government authorities, family, CDC and influential elders.
 - b. How can young women meet safely for project activity?
 - Family values should be identified and known. It is also important to utilize the community existing structures.
 - Men and women should have access to available opportunities separately. This is important to respect the community and family values.
 - c. How to move beyond the traditional work for women?
 - Solar system, food processing and food storage will be an expedient moving beyond the traditional work for women.
 - Promoting the product of local embroidery by women in the market. A linkage should be created between these women and market.
 - Advocacy from different aspects through media in the light of Islam to get support of the families for active participation of the women.
- 4. Linkages between project elements**
- There should be holistic and comprehensive approach
 - The project should be sustainable
 - Information should be collected from the relevant stakeholders and get advantage of their experiences and lesson learned

- The trainings should be provided according to the needs of the community
- This is important to involve the private sector for implementing of any projects
- Before designing of any project existing structures should be studied.

Summary of Ministry Design Workshop 2

Workshop group discussion

Representatives – STAY, USAID, Ministry of Woman Affairs, MoLSAMD, MoE/Provincial/District, NSDP, HRD Cluster, and ANDS
Date: 11th Oct 2010
Location: Checchi Guest house

Government support and coordination:

The following points were suggested by Dr. Wadood Afghan and Dr. Khara from the Youth Networking and Community Engagement group:

- Government should have the chaired role;
- There must not be coordination only between STAY Positive and government but also specific roles must be given to the partner so that they can play their role for better coordination;
- Discuss the field level issues for coordination;
- While getting into provinces and districts level there must be close; coordination between program and line directorates. They must know what STAY Positive is doing for them to support the program;
- Program has to be introduced by government to people;
- MoWA can help the program reach the female participants through their directorate in district and province level;
- Women shuras can help in women participation;
- DMoYA can support through their learning centers and line departments. (they need a letter, protocol or MOU between STAY Positive and ministries which will help STAY Positive to implement their programs without facing any problem and with the support of government);
- TVET can support by giving their schools for vocational training; and Government can support in terms of data sharing, resources, evaluation and monitoring.

The following points were suggested by the non-formal education group:

- Coordination does not mean to meet only, when asking the Afghan government to support the project, since it is an Afghan government project we need to determine the role of each ministry we would be working with;
- Afghan ministries can help the program in areas such as, monitoring, data collection, evaluation, etc.;
- STAY Positive should design the program with respect to Islamic and country law (Afghan constitution) and meet the standards of relevant ministries STAY Positive would be working with; and
- The Afghan government would also support the program by issuing reliable certificates to the program beneficiaries through the relevant ministries. (It would be more appropriate if the program beneficiaries are issued ONE certificate stamped and recognized by MoE and MoLSAMD instead of two different certificates from two aforementioned ministries).

The following points were suggested by the work force development group

- Taking help from all those NGOs which they are running and operating the same program and having similar activities;
- Certification process is not yet applicable; therefore, it has no value and recognition at the moment. The training contents should meet the standard of MoE for giving an education equivalency certificate. Standard are not fully and completely developed yet, it might be taking some more times for the completion;
- Government will provide STAY Positive the following support and cooperation.
- Political Support;
- Providing learning materials and facilities; and
- Monitoring and evaluation

Incentives:

The following points were in regard to the incentive suggested by the youth networking and community engagement group

- They support the incentives which will motivate the participants and their families;
- There were two different views on types of incentives MoWA supports kind incentives and DMoY supports cash incentives;
- The amount of incentive could be equal to a governmental employees salary per month that is 3000Afs;
- Incentives could be given per month;
- Incentives should be given according to attendance which will make them more punctual to the program and their classes; and
- There must be a tool kit after finishing the program for the participants and these tool kits must be given to them in front of their elders and community to reduce the risk of selling the tool kits by participants.

The following points were suggested by the work force development group:

- Incentives should not be given to participant due to following reasons since it a negative impact:
- They will not be actively taking part in the training session because their intention is to get the incentive only;
- Their attention will be converted toward to monetary reward such as gift and money, and would pay less attention to the training contents and learning materials;
- The following points suggested by the non-formal education group;
- Paying incentive is one of the best way to attract trainees and have their families support;
- Incentive should be paid to the participants in term of cash in the end of each month; and
- Duration of trainings per day.

The followings points were suggested by the Youth Networking and Community Engagement Group

- Two hours or more according to the participants interest and capability;
- According to the curriculum and
- This must be discussed with community.

The following points were suggested by the non-formal education group:

- The training program should be designed according to trainees' needs and capacity,
- Two to three hrs are the best duration for training, and
- The training duration should needs to flexible, particularly for female trainees.

The following points were suggested by the work force development group:

- Depending on the types of training, eight hours per day is more common – literacy type of training is mostly conducted for five hours per day; Following are the duration of training courses;
- Short-term training course is designed for six months;
- Middle training course is designed for one year;
- Long term training course is designed for eighteen months;
- Two to three hours has been suggested by the non-formal education group

NGO Partner

The following points were suggested by the youth networking and community engagement group:

- It is very good to have a local implementing partner as they are more aware of the situation and know how to reach the people;
- Partner must worked in those geographical locations that STAY Positive is going to start working;
- Partner must be trust worthy and well known in community;
- It is better to have local NGO then INGO as there have been many problems regarding INGOs that they support Christianity etc.;
- The work force development group suggested implementing the program through NSDP and WDSSS offices;
- The non-formal education group suggested implementing the program through a local NGO rather than an international organization.

The following points were suggested by the non-formal education group:

- The program should be sub-contracted to LOCAL rather than an international organization, and
- The local partner should be registered and be a reliable NGO with good reputation and experience in the relevant projects.

Family and community support:

The following points in regard to the incentive suggested by the YO&CE Group

- Family must be involved (they must know what is the program doing and what will their youth learn from this program and how this program can help them and change their lives);
- Community elders must support the program (if they accept the program and tell the community to support and participate youth and their families will support as well);
- If program is introduced by government community families will support;
- Program must be culturally acceptable for them;
- Center based training center;
- Female facilitator for female (facilitator must be from a well known and trustworthy family);
- Facilitator must be from same community who knows their way of living very well;
- To get the support of family and community use schools or community elders' house;
- It is better to reach people through CDCs, Religious leaders and to reach the CDCs and religious leader we must contact MRRD where they will arrange meeting with Shoras, religious leaders and CDCs; and
- Set up an office in provinces at MoE or MoLSAMD with few staff.

The following points suggested by the work force development group:

- To stick on our promises made and through community mobilizer as a linkage and facilitator between STAY Positive and the community members.

The following points suggested by the non- formal education group:

- The significance of the program should be discussed with village shura and CDC to gain their support regarding female participants;
- STAY Positive local partners should meet with the families through CDC and shuras, particularly in Friday pray time in the mosques;
- It would be very helpful if STAY Positive can find female trainers who are able and willing to train from the same community, if not then STAY Positive should hire someone who has a good understanding of the community 's culture, language, way of living, way of interacting, etc, and
- The program should recruit X number of mister trainers, who not only train the trainers, but also monitor trainers performance.

Beyond traditional work for women:

- Teach skills that women can do and their family supports them
- Cage making (for birds)
- Ball making/sewing
- Solar system
- Designing skills
- Food processing
- Food storage
- Cap sewing

Results from STAY Positive:

- Reach the goal of 70% (Note: this most likely means 70% of eligible young people participate and graduate);
- Networking and linkages between youth groups;
- Income generation of families;
- Reduce risky behavior (youth become employed and engaged in community activities that will keep them away from risky behavior such as drug use, illegal activities and crime);
- High literacy rate;
- Decrease the gap and distance between government and youth;
- Youth become self sufficient;
- Increase in self esteem and confidence and 90% of participating youth become employed; and
- Program to grow to other provinces.

Sustainability of program:

- Promote the volunteerism;
- Engagement in community;
- Apply the skills learned and teach others too;
- Use Islamic reference to tell them the importance of unity and working together;
- Give ownership to government; and
- Align to NSDP, etc

Other issues rose during discussion:

- Women can have networking programs. They can be brought together when a group work is given to them. Or they can help their community by using their skills and getting together to solve problem;
- There must be a contract between participants and program that they will sign and committee to complete the program;
- Literacy and skills training must go parallel; and
- To address the psychosocial problems there must be psychosocial counselors or facilitators must be training in counseling to help.

ANNEX 3 – ILLUSTRATIVE SOCIAL NETWORKING AND COMMUNITY ENGAGEMENT ACTIVITIES

- Fieldtrips
- Creating sports leagues/clubs; coaching children (cricket, football)
- Conducting oral histories
- Drawing family tree
- Documenting community history
- Mending clothes in orphanage or following pattern to make clothes for community, kids, poor—uses math, literacy
- Fashion design/make own pattern to share with others (you make a pattern, give to someone else to make, accountable to each other on both ends)
- Use of games in the curriculum - work together, leadership role/co-op learning
- Tutoring of others
- Community theater/art projects
- Hygiene (safe trash disposal, hand washing)
- Community gardening
- Health screenings, organized by youth and assisting local health folks
- Traditional culture celebrations
- Poetry clubs
- Discussion circles
- Volunteer activities/community service
- Clean water activities through well development
- Harvest assistance
- Writing and sharing recipes and doing cooking (cross gender application) nutrition (teach others, outreach to community)
- Texting cell phones as literacy practice, combine with job skill - fixing cell phones
- Poster to celebrate occasions (depends on budget)
- Toasts/speeches at weddings
- Baby books
- Word walls, flash cards
- Design cards (e.g., Mother's day) make youth look good; literacy a good thing
- Mapping (home, village)
- Theater
- Puppet shows for kids
- Superstitions
- Math logs (hygiene, population counts in community) - combine with mapping
- Language experience approach - conflicts faced by children, draw, then write script, using problem solving/conflict resolution techniques, work in teams (divide the tasks and accountable to groups)
- Solar power - heat water for community, sanitation, community laundry area
- Inter-district communication

ANNEX 4 STAY POSITIVE CAUSAL PATHWAYS--ACTIVITIES, OUTPUTS, OUTCOMES, AND IMPACTS

Elements & Activities	Output	Outcome	Impact
Nonformal Education for Life and Work			
STAY APPROACH: CROSS-FUNCTIONALITY			
Differentiated NFE-LW instruction			
	Nonformal education package delivered (functional literacy & numeracy, life skills, work readiness skills and linkages to youth networking & community engagement & livelihoods activities)	1. Participants have acquired cross-functional/transferable skills	Youth have increased awareness of life and work opportunities
		1.1 Min of 3rd grade equivalency achieved	Youth have increased awareness of Islamic rights and values
		1.2 Functional literacy competencies achieved	Youth have increased self-confidence
		1.3 Work readiness skills competencies achieved	Participants are more responsive and adaptable to market demands and succeed and advance in their work as a result of acquiring cross-functional/transferable skills (e.g., communication skills, teamwork, problem solving, planning, English, ICT)
		1.4 Life skills competencies demonstrated	
STAY APPROACH: COMPARATIVE ADVANTAGE			
Materials Adaptation and Production			
Adapt work readiness curriculum	Materials adapted, developed, disseminated	Value add of being STAY participant recognized (relevance / links to livelihoods, etc - learning while earning)	Improved retention in program
Capacity building			
Conduct high quality training (community developers, STAY staff, facilitators, ToT)	Training manuals and programs developed for NFE package	Programs skillfully delivered	Cadre of competent instructors developed
Design assessment tool for integrated NFE programming	Qualitative and quantitative instrument developed to measure literacy level		Integrated STAY program evidenced as effective
1. Support and coordinate partner NGOs and GIRoA	Workshops/Trainings provided on NFE-LW		

ANNEX 4 STAY POSITIVE CAUSAL PATHWAYS--ACTIVITIES, OUTPUTS, OUTCOMES, AND IMPACTS

Elements & Activities	Output	Outcome	Impact
1.1 Coordination - GIRoA		Mechanism for inter-ministerial collaboration developed	HRD cluster better able to respond to the needs of the population
1.2 Coordination - NGO partners	Best practices dissemination forum held	Gaps identified, duplication avoided, clearinghouse of materials established	
Work Skills & Employment Opportunities			
Mentoring (Vocational Counseling)			
	Mentors Trained	Life & Work Pathway Plans Developed by each participant	Increased awareness and knowledge of employment options by participants and their families
			Increased belief in one's self
Work Skills Training			
Youth Services Infrastructure Strengthening	Instructors trained	Improved instruction	Participants complete training and move into accompaniment phase
	Training packages and facilitators' guides adapted and improved	Training packages and guides disseminated and in-use by trainers	
Direct Services to Youth	Participation and Completion of training	Skills and knowledge acquired	
Work Experience and Apprenticeships			
Youth Services Infrastructure Strengthening	Development of structured process for learning through apprenticeships	New/Strengthened model of apprenticeship developed and disseminated (includes specific acquisition knowledge and skills) and in use by private sector partners	Youth have a more structured, learner-friendly work environment with clearer milestones to gaining technical competence
Direct Services to Youth	Accompaniment opportunities identified and/or created	Graduates/participants placed in work opportunities where on-the-job training will be provided by employer	Participants demonstrate practical competence in trained skill area
		Graduates/participants obtain practical Job Shadowing placements where they can gain a better understanding of required skills	Participants can experience the application of theoretical principles, making their learning experience more relevant
		Graduates/participants obtain Apprenticeships where they can apply and hone skills learned	Participants attain more knowledge and skills from apprenticeships using new model (see language above)

ANNEX 4 STAY POSITIVE CAUSAL PATHWAYS--ACTIVITIES, OUTPUTS, OUTCOMES, AND IMPACTS

Elements & Activities	Output	Outcome	Impact
Self-Employment/Entrepreneurship Training			
Youth Services Infrastructure Strengthening	Self-employment & entrepreneurship modules adapted and improved	New/Strengthened modules of self-employment and entrepreneurship developed and disseminated	New modules enable STAY-Positive and relevant government and private sector training facilities to better equip entrepreneurs to attain higher and more stable incomes
	STAY-Positive partner instructors trained in self-employment & entrepreneurship modules (other stakeholders may attend)	Increased instructor competence in training concepts and skills of self-employment and entrepreneurship	Cadre of competent instructors developed, enhancing learner competency at scale
	Establish linkages to existing micro-credit programs / create micro-credit programs	Participants have access to micro-credit & repay on-time	Participants have financial capital to start a viable micro-enterprise
Direct Services to Youth	Participants Enroll in and Complete Intro to Self-Employment Training	Participants workshop ideas for and/or start self-employment	Participants earn income from self-employment
	Participants Enroll in and Complete Enhanced Self-Employment Training	Participants take a more strategic and structured approach to self-employment	Participants realize better and more stable incomes
	Participants Enroll in and Complete Entrepreneurship/Micro-enterprise	Participants develop a business plan and in some cases apply for loans to implement plan	Participants have started a business that employs others and realizes a profit
Market Linkages			
Youth Services Infrastructure Strengthening	Develop adaptable local market trend analysis tool and methodology	Analyze and strategically adapt program to local market trends	STAY+ Program is responsive to local and regional labor market needs
	Government and other relevant stakeholders (including partners) are provided with and trained in the use of the local market trend analysis tool	Trend analysis tool is disseminated to and used by government and STAY+ partners	Government and partner organizations are better empowered to align their programs to local and regional labor market needs
	Existing small companies used as recruiting mechanism for out-of-school youth participation in STAY-Positive program (strengthening skill sets of their labor pools)	Small companies have access to more qualified candidates/ strengthened labor pool (after program completion)	Strengthened firm competitiveness

ANNEX 4 STAY POSITIVE CAUSAL PATHWAYS--ACTIVITIES, OUTPUTS, OUTCOMES, AND IMPACTS

Elements & Activities	Output	Outcome	Impact
Direct Services to Youth	Indirect advocacy messages on alternative (demand-driven) and culturally appropriate work opportunities to households developed for out-of-school female youth	Families of young women approve of young women building better skill sets and applying them in commercial value chains and/or places of business (depending on location)	Female participants are able to apply their newfound skills in commercial value chains and/or places of business, participate in the economy and earn direct income
	Advocacy messages on demand-driven and culturally appropriate work opportunities to private sector partners developed for out-of-school female youth	Private sector partners/prospective employers are willing to employ and/or commission work from young women	Employers view female participants as qualified for positions within their supply chain and/or places of business (depending on location) and actively provide work opportunities
	Out-of-school female youth are trained in specific demand-driven vocational skills and in gender-sensitive marketing models and techniques	Out-of-school female youth find innovative strategies to have more direct access to higher value markets	Women have increased income
	Employers are briefed on the STAY+ program and the skills and literacy accomplishments of participants, with benefits of partnering with STAY+ highlighted	Employers understand the skills and capabilities of out-of-school youth that have participated in/completed the STAY+ program	Employers view participants as qualified for positions beyond manual labor and are willing to provide work experience opportunities
	Roster of lead firms willing to hire participants developed and supporting relationships formed	Connect participants to employers (work experience opps, employment)	Participants involved in work in identified key sectors (retail sales/customer service; construction; agriculture; food processing/mfgr)
	Life and work pathway plans are reviewed by Market Specialists, who provide suggestions and options based on current labor market opportunities	Life & work pathway plans are adapted to reflect results of local market analysis	Participants have improved/increased work opportunities

ANNEX 4 STAY POSITIVE CAUSAL PATHWAYS--ACTIVITIES, OUTPUTS, OUTCOMES, AND IMPACTS

Elements & Activities	Output	Outcome	Impact
	Connect businesses to program (make training packages more relevant to business owners' needs, engage in training activities, access to facilities, other mutually beneficial activities explored)	Partner firms are vested in the STAY+ program and provide meaningful feedback on tools and processes	Partner firms are supportive of and engaged in the STAY+ program at multiple levels and STAY+ is actively meeting their needs (strengthening their competitiveness)
Youth Networking & Community Engagement			
Infusion of YNCE activities into Nonformal Education for Life & Work (NFE-LW) and Work Skills and Employment Opportunities (WSEO) elements			
	Community-based activities developed to contextualize course content (NFE-LW, WSEO, socializing & networking, civic responsibility)	Youth demonstrate NFE-LW & WSEO skills in community-based activities	Youth enjoy enhanced position within the community & community has improved perception of youth
	Facilitators trained on infused curriculum		
Build capacity of local partner NGO/CBOs, Local Youth Councils (LYC) and Provincial Youth Directorates (PYD), including Youth Information and Communications Centers (YICC), and others deliver youth-oriented programming			
	Training packages and facilitator guides developed	Better/more youth-orientated programming delivered	Youth enjoy enhanced position within the community
	Mechanism for creating network of youth-serving organizations developed and process facilitated	Enhanced collaboration amongst youth-serving organizations	Needs of youth better served
Collaborate with Deputy Ministry of Youth Affairs (DMYA) and other stakeholders to draft updated national youth policy			
	STAY-Positive represented in the policy development process (e.g., join working group)	National youth policy draft developed	GIROA awareness of youth issues increased

ANNEX 5 STAY POSITIVE WORK PLAN

SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	
STAY Positive Goal: To engage and prepare youth for their roles in the world of work, society and family life.																			
PROGRAM																			
SO1 (Component A/ATVI): To support the development of a self-sustaining, highly functional technical and vocational institute that provides youth with the critical shortfall of market-driven skills needed to become productive members of the Afghan economy and reinforce the foundation of democracy by expanding the middle class in the country.																			
IR1.1: High-quality technical and vocational programs that respond to the needs of the market and Afghan youth.																			
Conduct Staff Development - develop a baseline in terms of the current level of teaching skills and roll-out a modified form of the Higher Education Project (HEP) faculty development program.		x	x																
Develop Market Outreach - provide further development of career counseling unit, develop guidance and counseling unit, and work closely with trainees and market place in arranging OJT and employment opportunities.						x	x	x	x	x									
Review Curriculum Relevancy - review and update the curriculum in terms of relevancy to market demand (specific company needs) and 'Afghans first' Policy.				x	x	x													
Review ICT and Bus. Mgt. Programs - review the ICT and Business Management programs at ATVI and AUAF to determine action steps needed for program alignment and quality upgrades for transferability of credits.	x	x																	
IR1.2: Youth have opportunities for employment and advanced education.																			
Pilot Youth Skill Training Camps - develop and roll-out a pilot short-term skill-training summer awareness camp at ATVI for selected youth from the other STAY program trainings.								x	x										
Develop Articulation Agreement - develop an Articulation Agreement between ATVI and AUAF for the implementation of a '2 +2' program in ICT and Bus. Management.			x	x															
Organize '2 + 2' Working Group - set up an ATVI and American University of Afghanistan (AUAF) working group to determine feasibility of a '2+2' program between ATVI and AUAF.	x																		
IR1.3: Institution financial and governance structures strengthened.																			
Conduct Institutional Development - roll-out the HEP Institutional Development package that has been provided to other institutions of higher education in Afghanistan.			x	x															
Conduct Governance Board Training - arrange and conduct governance board training workshop to further strengthen the governance capacity of ATVI						x	x												
Conduct Economic Cost-Analysis - an education-economics specialist will conduct a cost analysis - cost/trainee, cost/graduate, and cost/employment analysis of the ATVI trainees.			x	x															
Develop Business/Benchmarks Plan - develop a financial re-structuring business plan with specific benchmarks for a broadened revenue base (government/income-generation/donor) to improve sustainability and increase accountability related to the funding agencies.				x	x	x													
Financial/Governance Participation - A MOE representative will participate as a member on the official ATVI financial reviews and						x	x												
SO2 (Component B / KCC): To support stabilization of the Eastern region by strengthening short-term construction skills training for vulnerable male youth and men.																			
IR2.1: Strengthened quality of short-term training programs that responds to the needs of the regional construction industries and vulnerable male youth and men.																			

ANNEX 5 STAY POSITIVE WORK PLAN

SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2
Conduct Staff Development - conduct staff development training at KCC and support classroom implementation of the training.					x	x												
Identify Lessons Learned - develop a 'Lessons Learned/Best Practices' Guide for the KCC program.				x	x	x												
Participation/Orientation - KCC representatives will participate in the ATVI staff development program and assess how the materials might be modified so they can be delivered at the provincial training center level.		x																
IR2.2: Improved support to students.																		
IR2.3: Strengthened institutional management.																		
Develop Business/Benchmarks Plan - work with KCC, provincial officials, and the Ministries, especially MoLSAMD, to develop a business plan with transitional benchmarks leading to a sustainable KCC in three years.				x	x	x												
Feasibility of Replication/Scalability - Assess feasibility of piloting/replicating 'best practice' elements of the KCC tripartite (government/donor/private) vocational training model in another unstable area.										x	x	x	x					
Formalize a Board of Directors - work with KCC to formalize a Board of Directors and to officially register with MoLSAMD																		
SO3 (Component C): To provide out-of-school youth aged 15-24 in the South and East with opportunities for nonformal education, work skills and employment, and community engagement.																		
IR3.1: Nonformal education equivalency, life skills and work readiness achieved by out-of-school youth.																		
IR3.1.1: Integrated nonformal education (NFE), life skills and work readiness training that includes youth networking and community engagement and linkages to work skills and employment opportunities developed and provided.																		
Do initial assessments of learner levels (baseline)		x	x	x	x													
Develop and use easy-to-administer monitoring tools to track a sample of learners from baseline to equivalency					x	x	x			x			x	x	x	x	x	x
IR3.1.2: Qualified instructional materials writers hired and trained																		
Hire Instructional materials writers	x	x																
Train instructional materials writers		x	x	x														
Hire and train audio script writers						x	x	x	x	x								
Select and train youth with aptitude to record audio material									x	x	x	x	x	x	x	x		
IR3.1.3: Integrated instructional materials developed/adapted																		
Select 0-3 and 4-6 level literacy, numeracy and basic education curricula to use or adapt for each level		x	x	x	x	x												
Select life skills content & activities to use or adapt for each level and weave into NFE - use rights-based, awareness-driven content in line with learners' requests (i.e., Islamic rights, communication and conflict resolution skills, hygiene, etc.)		x	x	x	x	x												
For 0-3 and 4-6 levels, infuse instructional materials with work-related examples (align basic literacy/numeracy content with explicit work readiness objectives using EDC's work readiness skill-set as the organizing framework and in concert with skills training provided in Element 1)		x	x	x	x	x	x	x	x	x	x	x						
For intermediate/advanced learners, develop/adapt vocational-specific (functional) literacy content		x	x	x	x	x	x	x	x	x	x	x						
Develop and implement youth networking and community engagement activities related to NFE regularly		x	x	x	x	x			x			x	x	x	x	x	x	x

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SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	
Short audio/radio materials (dramas, vignettes, local news, talk shows) produced and aired/played on cassettes to reinforce instruction and enhance interest and engagement										x	x	x	x	x	x	x	x		
Develop nonformal ed theory and practice guide for facilitators					x	x	x	x											
IR3.1.4: Youth trained by qualified instructors in literacy, numeracy, life skills and work readiness.																			
With Element 1 staff, select implementing partners	x	x	x	x	x														
Implementing Partners trained in use of NFE-LW curriculum and instructional materials, including activities for hands on practice, and adult learning theory, learner-centered teaching, active learning practices				x	x	x	x	x			x	x	x	x	x	x	x	x	
Local Implementing Partner Mentors trained in using process for mapping work and life paths					x	x	x	x			x	x							
Instructors "graduate" from training and receive certificates									x			x	x	x	x	x	x	x	
Quarterly follow up support provided to instructors																			
IR3.1.5: Integrated NFE training package accepted by relevant government ministries.																			
Illiterate & low literate level graduates "pass" 3rd grade equivalency																			
Intermediate graduates demonstrate grade 6 competencies																	x	x	
Advanced learners, seek out paths to equivalency options or formal system that may enable them to complete 9th or 12th grade-level coursework																	x	x	x
STAY Positive graduates demonstrate improved socio-economic situation																	x	x	x
IR3.2: Enhanced technical skills and work opportunities provided for out-of-school youth.																			
IR3.2.1: Graduates' skills aligned with regional and local labor market demands.																			
Recruit and Hire Private Sector Partnerships Specialist, Labor Market Specialist, and Microenterprise and Microfinance Specialist	x																		
Orient and Train Private Sector Partnerships Specialist, Labor Market Specialist, and Microenterprise and Microfinance Specialist		x	x																
Create Job Descriptions for Cross-Cutting WSEO/NFE-LW Staff: Instructional Materials Coordinator, Master Trainer, and Instructional Materials Writers/Trainers	x																		
Recruit and Hire Instructional Materials Coordinator, Master Trainer, and Instructional Materials Writers/Trainers	x																		
Orient and Train Instructional Materials Coordinator, Master Trainer, and Instructional Materials Writers/Trainers		x	x																
Conduct regional construction and agriculture trades labor market studies to identify which trades to prioritize and adapt curriculum for.		x	x																
Conduct rapid labor market assessments per region on a quarterly basis; engage implementing partners and youth in identifying emerging work, job and/or microenterprise opportunities			x				x				x		x	x	x	x	x	x	
Review Life and work pathway planning guide to embed labor market methodology and highlight labor market opportunities		x	x	x															
Support labor market side of life and work pathways training to STAY staff and implementing partners			x	x															
Rapid labor market assessment methodology fact sheet/guide developed with templates for capturing and processing market information		x	x	x															

ANNEX 5 STAY POSITIVE WORK PLAN

SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2
STAY Positive project labor market researcher provides guide and training to Work Experience Coordinators on how to conduct local rapid labor market assessments.				x														
Conduct market research on potential buyers and end markets per female vocational training area, including developing a roster of firms willing to purchase products from women	x	x	x															
STAY Positive project labor market researcher provides guide and training to government partners					x													
Institutionalize a monthly technical coordination meeting with all implementing partners where WSEO division will determine needs/areas for training and technical assistance		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide technical assistance to all types of partners as needed			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Recruit and Hire Private Sector Partnerships Specialist, Labor Market Specialist, and Microenterprise and Microfinance Specialist	x																	
Orient and Train Private Sector Partnerships Specialist, Labor Market Specialist, and Microenterprise and Microfinance Specialist		x	x															
Create Job Descriptions for Cross-Cutting WSEO/NFE-LW Staff: Instructional Materials Coordinator, Master Trainer, and Instructional Materials Writers/Trainers	x																	
Recruit and Hire Instructional Materials Coordinator, Master Trainer, and Instructional Materials Writers/Trainers	x																	
Orient and Train Instructional Materials Coordinator, Master Trainer, and Instructional Materials Writers/Trainers		x	x															
Conduct regional construction and agriculture trades labor market studies to identify which trades to prioritize and adapt curriculum for.		x	x															
Conduct rapid labor market assessments per region on a quarterly basis; engage implementing partners and youth in identifying emerging work, job and/or microenterprise opportunities			x				x				x		x	x	x	x	x	
Review Life and work pathway planning guide to embed labor market methodology and highlight labor market opportunities		x	x	x														
Support labor market side of life and work pathways training to STAY staff and implementing partners			x	x														
Rapid labor market assessment methodology fact sheet/guide developed with templates for capturing and processing market information		x	x	x														
STAY Positive project labor market researcher provides guide and training to Work Experience Coordinators on how to conduct local rapid labor market assessments.				x														
Conduct market research on potential buyers and end markets per female vocational training area, including developing a roster of firms willing to purchase products from women	x	x	x															
STAY Positive project labor market researcher provides guide and training to government partners					x													
Institutionalize a monthly technical coordination meeting with all implementing partners where WSEO division will determine needs/areas for training and technical assistance		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide technical assistance to all types of partners as needed			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

ANNEX 5 STAY POSITIVE WORK PLAN

SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2
IR3.2.2: Enhanced opportunities for technical skill development.																		
Select 6-8 relevant, scalable and NSDP-aligned vocational trades for partner training/implementation (3-4 per year)	x											x						
Determine USAID procedures for selecting all implementing partners	x																	
Co-design RFP for implementing partners with NFE-LW Element staff	x																	
Publicly announce RFP (and send to list of potential NGO/INGO partner bidders) and pre-bid conference. Request short letter of interest. Follow up with phone calls as needed (Amend if necessary subject to more information on USAID competitive bidding procedures)	x																	
Prepare for and hold pre-bid conference to answer questions of potential implementing partners and provide information on the STAY Positive project and respective roles and responsibilities	x	x																
Create Proposal Review Committee from STAY Positive staff	x																	
Create evaluation criteria for assessing proposals (Proposal Review Committee)	x																	
Collect and assess proposals according to procedure and evaluation criteria (Proposal Review Committee)		x																
Choose successful bidders and identify them by model design, locations, numbers and gender(s) to be served		x																
Negotiate sub-award agreements and send letters confirming the agreements		x																
Plan, prepare for and hold STAY launch event(s) for/in consultation with GoA partners, implementing partners, and USAID / USG		x	x															
Support implementing partners to develop their workplans so that they include: orientation to STAY, integration of NFE and WSOE, scheduling, mobilization strategy, training, assessment, M&E, etc.			x	x									x					
Work with implementing partners on recruiting strategy (i.e. wherever possible encourage partners to recruit program participants from informal labor pool of existing small companies)			x	x														
Determine initial and ongoing technical assistance needed by each implementing partner (level of effort including: partner capacity, WSEO personnel, number of hours per quarter)				x														
Evaluate implementation models and use data to decide which models to scale up for year two, and how to do that most effectively											x	x						
Training Packages: Draft Scope of Work for Subject Matter Experts (SMEs) for each vocational training area selected		x								x								
Recruit and hire Subject Matter Experts (SMEs) for each vocational training area		x								x								
Support SMEs and writers to adapt and improve training packages for (1) each of the selected trades, (2) sales training, and (3) a cross-functional skills (record keeping, inventory management customer service skills) training package		x	x	x	x	x	x			x	x	x						
Create a Trainer Guide for each of the training packages (above)						x	x					x						
Design, prepare and run training workshop to build pedagogical capacity of STAY trainers (competency based and learner-centered training, with both theoretical (20%) and practical (80%))						x	x											

ANNEX 5 STAY POSITIVE WORK PLAN

SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2
Design, prepare and conduct training workshop (ToT) for implementing partners' trainers (Kabul)							x	x	x									
Prepare for and hold monthly technical coordination meeting with all implementing partners where WSEO division will determine needs/areas for training and technical assistance			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide technical assistance to all types of partners as needed			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Select 6-8 relevant, scalable and NSDP-aligned vocational trades for	x											x						
Determine USAID procedures for selecting all implementing partners	x																	
Co-design RFP for implementing partners with NFE-LW Element staff	x																	
Publicly announce RFP (and send to list of potential NGO/INGO partner bidders) and pre-bid conference. Request short letter of interest. Follow up with phone calls as needed (Amend if necessary subject to more information on USAID competitive bidding procedures)	x																	
Prepare for and hold pre-bid conference to answer questions of potential implementing partners and provide information on the STAY Positive project and respective roles and responsibilities	x	x																
Create Proposal Review Committee from STAY Positive staff	x																	
Create evaluation criteria for assessing proposals (Proposal Review Committee)	x																	
Collect and assess proposals according to procedure and evaluation criteria (Proposal Review Committee)		x																
Choose successful bidders and identify them by model design, locations, numbers and gender(s) to be served		x																
Negotiate sub-award agreements and send letters confirming the agreements		x																
Plan, prepare for and hold STAY launch event(s) for/in consultation with GoA partners, implementing partners, and USAID / USG		x	x															
Support implementing partners to develop their workplans so that they include: orientation to STAY, integration of NFE and WSOE, scheduling, mobilization strategy, training, assessment, M&E, etc.			x	x									x					
Work with implementing partners on recruiting strategy (i.e. wherever possible encourage partners to recruit program participants from informal labor pool of existing small companies)			x	x														
Determine initial and ongoing technical assistance needed by each implementing partner (level of effort including: partner capacity, WSEO personnel, number of hours per quarter)				x														
Evaluate implementation models and use data to decide which models to scale up for year two, and how to do that most effectively										x	x							
Training Packages: Draft Scope of Work for Subject Matter Experts (SMEs) for each vocational training area selected		x								x								
Recruit and hire Subject Matter Experts (SMEs) for each vocational training area		x								x								

ANNEX 5 STAY POSITIVE WORK PLAN

SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2
Support SMEs and writers to adapt and improve training packages for (1) each of the selected trades, (2) sales training, and (3) a cross-functional skills (record keeping, inventory management customer service skills) training package		x	x	x	x	x	x			x	x	x						
Create a Trainer Guide for each of the training packages (above)						x	x					x						
Design, prepare and run training workshop to build pedagogical capacity of STAY trainers (competency based and learner-centered training, with both theoretical (20%) and practical (80%) components)						x	x											
Design, prepare and conduct training workshop (ToT) for implementing partners' trainers (Kabul)							x	x	x									
Prepare for and hold monthly technical coordination meeting with all implementing partners where WSEO division will determine needs/areas for training and technical assistance			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Provide technical assistance to all types of partners as needed			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
IR3.2.3: Enhanced opportunities for work experience reinforced by an accompaniment phase leading to employment.																		
Apprenticeships. Develop and document a structured process through which out-of-school youth can learn through apprenticeships that includes work-related learning, aligned with NSDP standards, as well as work			x															
Develop a business case for the apprenticeship model			x	x														
Identify lead private sector firms that would see a mutual benefit in applying the new apprenticeship model			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Work with the implementing partners and lead firms to implement the new apprenticeship model			x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Identify and/or create accompaniment opportunities with implementing partner staff in regional locations (private and public sector); roster of lead firms willing to hire participants developed and supporting relationships formed			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Job shadowing. Develop private-sector sponsored opportunities (various lengths) for job skills training participants seeking wage employment to visit companies and accompany someone holding a position they are preparing for.					x	x	x	x					x					
Enhanced Cash for Work Opportunities. Identify and link participants to cash for work opportunities and work with program sponsor to introduce a Letter of Recommendation component for participants					x	x	x	x					x					
Provide training and technical assistance to implementing partners' Work Experience Coordinators on how to link youth to wage employment, i.e. develop a business case for program participants or graduates (STAY graduate fact sheet), meeting with lead firms and strategic employers that have high rate of hiring to present the case, and strategies for follow-up.				x														
Support writers to adapt and improve training packages for (1) Introduction to Self-Employment; (2) Enhanced Self-Employment; and (3) Microenterprise Development and Microfinance		x	x	x	x	x	x			x	x	x						
Create a Trainer Guide for each of the training packages (above)						x	x					x						

ANNEX 5 STAY POSITIVE WORK PLAN

SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	
Design, prepare and conduct training workshop (ToT) for implementing partners' trainers (Kabul) on above courses							x	x	x										
Coordinate field testing of modules by implementing partners whose Work Experience Coordinators are trained by STAY Positive staff to use them.									x	x	x								
Revise modules based on results of field test											x	x							
Train all implementing partners' Work Experience Coordinators to use these modules and given copies of them.												x	x	x					
Identify and assess innovative products suitable for introduction to Afghanistan and develop potential microenterprise business models (connect with sales and customer service training)		x	x	x															
Test market shortlist of innovative products with potential customer base, implementing partners and other stakeholders		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Develop fact sheets/guides per innovative product and train implementing partner staff in how to introduce them to program participant/entrepreneurs						x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide workshop for government partners' staff on how to use the Self Employment modules and they are given copies. Based on their needs, additional assistance may be provided in helping them to institutionalize the modules' use.														x					
Develop identification/recruiting mechanism with implementing partners to select potential entrepreneurs among program participants who would be interested in/capable of starting or enhancing micro-enterprises							x	x	x										
Micro-lending. Conduct market research on microloan products and providers available in regional locations (community banks, credit unions, microfinance institutions)		x	x	x															
Conduct assessments of potential microloan providers that offer loan products in the districts where self-employed and entrepreneur youth are being trained to determine(a) suitable option(s) for them			x	x	x														
Training of implementing partner staff (Work Experience Coordinators and Mentors) on microenterprise and microfinance tasks as above				x	x														
Co-introduce STAY program (with implementing partners) to microloan providers to collaborate in tailoring (a) microloan solution(s) for out-of-school youth program participants (entrepreneurs and microenterprise owners)					x	x	x												
Explore potential partnership with ASMED in terms of (1) referrals to microenterprise opportunities; (2) referrals to jobs created through new SME development; develop collaborative agreement and implement accordingly	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Develop indirect advocacy messages to households for out-of-school female youth, on alternative (demand-driven) and culturally appropriate work opportunities (in consultation with implementing partners)			x	x															
Develop advocacy messages to private sector partners about demand-driven and culturally appropriate work opportunities for out-of-school female youth			x	x															
Plan and provide training session for implementing partners on linking homebound women to markets				x	x														

ANNEX 5 STAY POSITIVE WORK PLAN

SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2
Co-develop strategies and supporting training guides or materials (as necessary) with partners per product/service area on (1) sales and delivery models; (2) quality standards and buyer requirements, (2) managing orders; (3) self-presentation, communication and negotiation (modified entrepreneurial course modules) and others as needed				X	X	X	X	X	X									
Follow up Training and Technical Assistance provided to Partners as needed; hold monthly technical coordination meetings with implementing partners.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Provide technical assistance to Lead Firms as needed			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Apprenticeships. Develop and document a structured process through which out-of-school youth can learn through apprenticeships that includes work-related learning, aligned with NSDP standards, as well as work			X															
Develop a business case for the apprenticeship model			X	X														
Identify lead private sector firms that would see a mutual benefit in applying the new apprenticeship model			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Work with the implementing partners and lead firms to implement the new apprenticeship model			X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Identify and/or create accompaniment opportunities with implementing partner staff in regional locations (private and public sector); roster of lead firms willing to hire participants developed and supporting relationships formed			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Job shadowing. Develop private-sector sponsored opportunities (various lengths) for job skills training participants seeking wage employment to visit companies and accompany someone holding a position they are preparing for.					X	X	X	X					X					
Enhanced Cash for Work Opportunities. Identify and link participants to cash for work opportunities and work with program sponsor to introduce a Letter of Recommendation component for participants					X	X	X	X					X					
Provide training and technical assistance to implementing partners' Work Experience Coordinators on how to link youth to wage employment, i.e. develop a business case for program participants or graduates (STAY graduate fact sheet), meeting with lead firms and strategic employers that have high rate of hiring to present the case, and strategies for follow-up.				X														
Support writers to adapt and improve training packages for (1) Introduction to Self-Employment; (2) Enhanced Self-Employment; and 3) Microenterprise Development and Microfinance		X	X	X	X	X	X		X	X	X							
Create a Trainer Guide for each of the training packages (above)						X	X					X						
Design, prepare and conduct training workshop (ToT) for implementing partners' trainers (Kabul) on above courses							X	X	X									
Coordinate field testing of modules by implementing partners whose Work Experience Coordinators are trained by STAY Positive staff to use them.									X	X	X							
Revise modules based on results of field test										X	X							
Train all implementing partners' Work Experience Coordinators to use these modules and given copies of them.											X	X	X					

ANNEX 5 STAY POSITIVE WORK PLAN

SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2
Identify and assess innovative products suitable for introduction to Afghanistan and develop potential microenterprise business models (connect with sales and customer service training)		x	x	x														
Test market shortlist of innovative products with potential customer base, implementing partners and other stakeholders		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Develop fact sheets/guides per innovative product and train implementing partner staff in how to introduce them to program participant/entrepreneurs						x	x	x	x	x	x	x	x	x	x	x	x	
Provide workshop for government partners' staff on how to use the Self Employment modules and they are given copies. Based on their needs, additional assistance may be provided in helping them to institutionalize the modules' use.													x					
Develop identification/recruiting mechanism with implementing partners to select potential entrepreneurs among program participants who would be interested in/capable of starting or enhancing micro-enterprises							x	x	x									
Micro-lending. Conduct market research on microloan products and providers available in regional locations (community banks, credit unions, microfinance institutions)		x	x	x														
Conduct assessments of potential microloan providers that offer loan products in the districts where self-employed and entrepreneur youth are being trained to determine(a) suitable option(s) for them			x	x	x													
Training of implementing partner staff (Work Experience Coordinators and Mentors) on microenterprise and microfinance tasks as above				x	x													
Co-introduce STAY program (with implementing partners) to					x	x	x											
Explore potential partnership with ASMED in terms of (1) referrals to microenterprise opportunities; (2) referrals to jobs created through new SME development; develop collaborative agreement and implement accordingly	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Develop indirect advocacy messages to households for out-of-school female youth, on alternative (demand-driven) and culturally appropriate work opportunities (in consultation with implementing partners)			x	x														
Develop advocacy messages to private sector partners about demand-driven and culturally appropriate work opportunities for out-of-school female youth			x	x														
Plan and provide training session for implementing partners on linking homebound women to markets				x	x													
Co-develop strategies and supporting training guides or materials (as necessary) with partners per product/service area on (1) sales and delivery models; (2) quality standards and buyer requirements, (2) managing orders; (3) self-presentation, communication and negotiation (modified entrepreneurial course modules) and others as needed				x	x	x	x	x	x									
Follow up Training and Technical Assistance provided to Partners as needed; hold monthly technical coordination meetings with implementing partners.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Provide technical assistance to Lead Firms as needed			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
IR3.3: Strengthened ability of out-of-school youth to network and actively participate in their communities.																		
Develop facilitator's guide for youth networking and community engagement (YNCE)	x	x	x															

ANNEX 5 STAY POSITIVE WORK PLAN

SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2
Develop a process for awarding small grants including: the proposal format, criteria for making awards, deciding who will make award decisions, and process for program and financial monitoring.									x	x	x	x	x	x	x	x	x	
Review EDC Idejen and Ruwaad programs, Asia foundation and YEP project youth topical modules related to civic responsibility for possible adaptation in STAY Positive.			x	x	x													
Adapt selected modules for Afghanistan						x	x	x										
Train community mobilizers and classroom facilitators to use facilitator's guide and adapted modules									x	x	x							
Identify and assess youth-serving NGOs and CBOs that can deliver community engagement activities, either Implementing partners or other local organizations with which implementing organizations can partner.						x	x	x										
Arrange schedule of services delivery and implementing partners deliver community engagement services									x	x	x	x	x	x				
Work with M&E staff to design monitoring activities and to carry them out.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Organize a Lessons Learned forum or national or regional conference where implementation lessons are shared.													x					
IR3.4: Strengthened enabling environment for out-of-school youth.																		
Invite Ministries to attend capacity-building professional staff training sessions			x	x	x	x	x	x	x									
Ministries join STAY Positive presentations and working sessions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
If public institutions are involved, they would take a lead role in delivery of work skills and employment opportunities a model(s) and STAY Positive would mentor and provide training and instructional materials packages.									x	x	x	x	x	x	x	x	x	x
Include Ministry representatives in STAY Positive M&E process			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Share tools developed and used (instructional materials packages, training models, delivery models, local labor market assessment tool)							x	x	x	x	x	x	x	x	x	x	x	x
Convene quarterly meetings of cross-Ministry capacity-building group (MoE, MoLSAMD, MoWA, and Deputy Ministry of Youth) to share training information, and to participate in advanced trainings conducted by international and local STAY Positive consultants.						x			x			x	x	x	x	x	x	x
Convene an advisory council and will invite two representatives from each of the Ministries, who will be selected by the HRD group, to attend regular quarterly meetings.			x			x			x			x	x	x	x	x	x	x
Conduct 5 training workshops per year for Ministry officials. Topics include: work skills training, work readiness skills training, local labor market assessment process, literacy and numeracy, and life skills.			x		x		x		x		x		x	x	x	x	x	x
Support and participate in DMYA working group to draft a national youth policy.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Participate in ATVI governance, financial reviews, curriculum updates, staff development, business plan and a 2+2 program	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Provide mentoring to curriculum and training officers at the MoLSAMD national and provincial levels.													x	x	x	x	x	x
Assist in increasing planning capacity of the MoLSAMD National			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

ANNEX 5 STAY POSITIVE WORK PLAN

SO, IR, Activity	Year 1 / 2011												Year 2 / 2011				Year 3 / 2012	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2
Training on Market Assessment Tool - STAY will document the market assessment tool it uses and train Ministry representatives (TVET/MoLSAMD) in the use of the tool	x	x	x															
Participation in STAY Activities - STAY will include TVET and MoLSAMD representatives in all staff development activities conducted at ATVI, KCC, and with other providers		x	x		x	x												
Establish Staff Development Working group - organize a working group of TVET/MoLSAMD representatives and NGO/CBO representatives to review the ATVI delivered staff development program and make necessary modifications for delivery to KCC and, possibly, other vocational providers.			x															
Facilitate Youth Policy Initiatives - work with the Ministry of Youth Affairs in review and further development of youth policy initiatives.									x	x	x	x	x					
Participation in other STAY Activities - STAY will include TVET and MoLSAMD representatives in all other related implementation activities (e.g., career counseling, market outreach/job training and placement, and curriculum development)							x	x	x	x	x	x	x					
Progress on developing 6th grade equivalency assessed						x	x	x										
Provide regular short-term technical assistance jump starts and assists to MoE Literacy Department in developing 6th grade equivalency									x				x	x	x	x	x	x
MONITORING & EVALUATION																		
Recruit M&E staff	x	x	x								x	x						
Design, develop, and field test MIS database	x	x	x										x					
Refine the database									x									
Adapt the Development Assets Profile (DAP) tool for Afghan out-of-school youth	x	x	x															
Refine data collection tools				x			x			x			x	x	x	x	x	x
Conduct field visit (Kandahar & Nangarhar)	x	x	x	x	x	x			x			x	x	x	x	x	x	x
Conduct field visit (Helmand & Mazar)												x	x	x	x	x	x	x
Conduct field visit (Kunar & Laghman)			x		x		x		x		x		x	x	x	x	x	x
Conduct internal DQA												x				x		x
Hold M&E capacity building workshop									x									
Conduct M&E orientation		x	x										x					
Establish methodology for data collection	x	x	x															
Compile data and conduct internal validity check for Afghan Info			x			x			x			x	x	x	x	x	x	x
Submit TraiNet and Afghan Info reports				x			x			x			x	x	x	x	x	x
Training on Afghan Info & TraiNet	x						x						x				x	
Provide M&E inputs for quarterly reports				x			x			x			x	x	x	x	x	x
Routine data collection	x	x	x	x	x	x		x		x		x	x	x	x	x	x	x
Routine data cleaning and logical consistency checks	x	x	x	x	x	x		x		x		x	x	x	x	x	x	x
Conduct baseline survey	x	x								x	x		x					
Conduct impact surveys													x				x	



NAME: RAJAN GILL

POSITION: CHIEF OF PARTY

SUMMARY OF QUALIFICATIONS

Mr. Gill is a highly effective manager with over 25 years of experience in youth development, education, local governance, and community mobilization. He has extensive knowledge of USG policies and procedures through nearly 20 years of experience managing and implementing projects for USAID. Mr. Gill has worked in Afghanistan for the past two and a half years. Prior to joining EDC, he served as Regional Director on the USAID Local Governance and Community Development Program, where he was responsible for leading and managing program activities in Helmand, Kandahar, Nimroz, Uruzgan, and Zabul. Mr. Gill worked with local governments and communities to build capacity and promote stability. He led a team of 14 expats and 101 national staff, and managed relations with a variety of local stakeholders including provincial governments, municipalities, line ministries, NGOs, and shuras. As part of this work, he also oversaw youth development projects that provide training for youth in literacy, motorbike and electronic equipment repair, and bicycle maintenance among other areas.

Mr. Gill has extensive project management experience. As Chief of Party on the \$40 million USAID Revitalization through Democratic Action-Economy project in Serbia, Mr. Gill worked to promote citizen participation in addressing critical needs for economic revitalization and local governance of their communities. He also supported youth health initiatives such as sex education and HIV awareness. On this project, Mr. Gill supervised a team of three expatriates and 80 national staff. Mr. Gill served as Chief of Party on a similar USAID-funded \$50 million program in Iraq that worked to encourage citizens to address issues that affect their communities. Mr. Gill supervised a diverse team of 15 expatriates and 200 local staff, and managed program activities in 30 communities across seven governates. Mr. Gill served as the Regional Director for the Middle East, Eurasia and Balkans for Save the Children where he supervised 13 country directors, two COPs and had over responsibility for 13 country offices and over 1,000 national staff, with an accumulative annual budget of over \$80 million.

Mr. Gill brings firsthand experience managing youth development programs. As Chief of Party on INJAZ (a project aimed at to create economic opportunities for Jordanian youth), Mr. Gill worked with the private sector and promoted youth involvement in the economy, through the creation of an internship program linked with local businesses. Over 9,000 youth participated in the program. One of INJAZ's key successes was the spin-off of youth development programs such as Najah (meaning "success" in Arabic), a program that increased the employability of Jordanian youth ages 18-24 through learning-by-doing, promoting entrepreneurship, career counseling, and supporting parents' to encourage their youth to stay in work. Mr. Gill holds a Masters in International Administration from the School for International Training in Vermont.

EDUCATION

MA, International Administration, School for International Training, Brattleboro, US, 1989.

BA, Education, Simon Fraser University, Burnaby, Canada, 1975.

EXPERIENCE

Regional Director-South, Local Governance and Community Development (LGCD), USAID, DAI, Kandahar, Afghanistan, 2008-2010. Provided management and strategic planning support for advances in community mobilization strategies, improved linkages between technical components (local governance, community development, local stabilization, agriculture and infrastructure, including construction and renovations), and a proactive approach to coordination with stakeholders (USAID, OTI, CIDA, civilian-military, Afghan government (GIRoA)). This also included buy-in not only from the provinces, municipalities and line ministries and Provincial Reconstruction Teams (PRTs) but also partners (local NGOs, shuras, international NGOs, UN). Exercised management responsibility for project implementation activities in the South with a primary focus on the development and implementation of approved subprojects in the region and coordination with stakeholders to resolve problems that arise. Worked with local governments and communities to promote stability in conflict zones. Increased capacity-building initiatives for both public sector and civil society groups, leading to increased ability of GIRoA to provide tangible assistance to rural communities. Managed 14 expats and 101 national staff and ensured that national staff were trained to take over future management positions. Responsible for overall South budget, procurement and project tracking systems. Revamped the South portfolio from \$2 million disbursed to \$11 million within a year.

Mr. Gill's activities under LGCD included:

- Building and supporting sub-national government institutions to be responsive to community needs by delivering essential services.
- Improving citizen participation in planning, decision-making and oversight.
- Improving sub-national government's transparency and accountability to citizens.
- Administering \$30+ million in sub contracts and grants including in-kind and community small grants and ensure all grants are in compliance with USAID rules.
- Overseeing youth development projects such as trainings of fighting-age youth in masonry, literacy, welding, plumbing, media and management training, motorbike and electronic equipment repair and bicycle maintenance. In addition, improved sports stadiums and supported youth sports activities, both male and female.

Chief of Party, Community Revitalization through Democratic Action/Economic (CRDA-E), USAID, America's Development Foundation (ADF), Novi Sad, Serbia, 2006-2010. Provided management oversight for a \$40 million USAID-funded project that promoted citizen participation in addressing critical needs for economic and social revitalization of their communities. The project had strong local economic development component which fostered economic growth and job creation. Implemented 160 agricultural projects (over \$4 million) in Vojvodina and Eastern Serbia to assist in the promotion of farm production and marketing linkages. Responsible for the formation of partnerships with local governments, private businesses and NGOs to increase access to economic infrastructure. Worked with the management team and unit heads to improve private sector growth to increase competitiveness and create new jobs. With the Local Economic Development (LED) strategy, provided assistance and training to municipalities to support economic development in their communities. Provided guidance in the development of a project tracking system to ensure rigor and integrity of 1,000+ projects. Designed an exit strategy and close down plan for ADF/CRDA-E.

Chief of Party/Country Representative, Community Action Program (CAP), USAID, ACDI/VOCA, Kirkuk, Iraq, 2003-2006. Responsible for management of a \$50 million dollar project designed to encourage Iraqi citizens to address issues that affect their communities. Responsible for the seven governates north of Baghdad including the cities of Mosul, Ba'quba, Fallujah, Samarra, Tikrit and Kirkuk. Secured the cooperation of the local government to ensure that the project complemented

ANNEX 6 RESUMES OF PROPOSED PERSONNEL

government efforts. Examples of projects implemented include rehabilitation of sewerage systems, apprenticeship programming, youth and unemployment training using a Junior Achievement model, conflict resolution projects, and advocacy training, media campaigns, creating radio stations, and in depth board and municipal local governance training. The projects generated local employment, increased income by hiring community residents to implement the projects and improved the local economy by using local businesses. Supervised 15 expatriates and 200 local staff.

Chief of Party, INJAZ, USAID, Save the Children, Amman Jordan, 2002-2003. Responsible for \$5 million program to create economic opportunities for Jordanian youth. Worked with private sector, promoted youths' involvement in economy, including creating internships program with local businesses for 7,000 youth. Coordinated with the Program Manager of JNEPI (Emergency Preparedness Initiative for Iraq), a consortium of five NGOs, (IMC, IRC, World Vision and Mercy Corps) to provide technical advice regarding Jordan and as need be, the Middle East in the build up to the war in Iraq.

Middle East/Eurasia & Balkans Regional Director, Save the Children, Beirut, Lebanon and Tunis, Tunisia, 1997-2002. Responsible for long-range strategic planning, overall program direction and growth, and management of all programs and operations within the Middle East (Palestine, Egypt, Jordan, and Lebanon) and Eurasia & the Balkans (Bosnia, Montenegro, Armenia, Azerbaijan, Tajikistan, Kosovo and Georgia). Also had managerial oversight of a \$50 million USAID-funded democracy and local governance NGO Service Center project in Egypt. Part of this civil society project strengthened the governance and leadership of Egyptian business associations and supported export growth through increased business competitiveness. Provided managerial oversight for similar civic society projects in Palestine and Georgia. Supervised and provided 13 Country Directors and two COPs. Responsible for staff development and career planning for all senior staff in the area. Oversaw the initiation of operations in new countries and provided close supervision of field office closures. Conducted management reviews and prioritized private budget allocations for field offices. Duties included facilitating cross-program linkages between the field offices.

Additional responsibilities included defining yearly expectations and regularly evaluating and supervising the field-based Regional Management Team as well as Country Directors. Also completed annual operational plans and oversaw control of expenditures within approved budget levels of approximately \$80 million per annum. Other duties included providing direction to the long, medium and short-term planning processes of the respective areas of operations. Provided proactive and timely advice to headquarters and field offices on evolving strategic program opportunities both in new countries and in countries where Save the Children was established. Worked closely with USAID missions and represented Save the Children's global and area strategies. Collaborated with various government ministries, national NGOs and UN agencies and developed programs in line with the USAID's strategic policies.

Country Director, Save the Children, Beirut, Lebanon, 1992-1997. After the civil war and the end of emergency programming, responsible for downsizing the office staff from 530 to 35. Worked closely with the US Embassy/Beirut, the Lebanese government, and various Lebanese factions including Amal and Hezbollah to minimize staff reduction tension. Restructured the office and introduced Grameen Bank's micro credit programming (now a spin-off micro credit institution with 8,000+ clients). Awarded USAID funding of \$5 million for program start-up. Also created youth development programs, specifically with a conflict resolution component. Received emergency funding of \$2 million for UN Habitat project for housing rehabilitation and community mobilization after the 1993 Israeli bombardment of south Lebanon.

Refugee Camp Manager, UNHCR, Silopi, Turkey, 1991-1992. Responsible for the security and maintenance of 9,000+ Iraqi Kurds on the Iraqi/Turkish border. Established emergency education

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programs for 1,000 Kurdish children. Worked on protection and repatriation issues. Met with European, Canadian and Australian delegations regarding third-country placement for the refugees.

Business Development Specialist, World Learning, Galang, Indonesia, 1990-1991. Developed a micro-business curriculum for Vietnamese and Cambodian asylum seekers. Increased local economy by developing best business practices for Vietnamese refugees and Indonesian shopkeepers. Supervised a staff of 44 teachers and administrators. Worked with UNHCR lawyers and social workers on repatriation and child protection issues.

College Instructor, Vancouver Community College, Vancouver, Canada, 1979-1990. Taught all levels of English as a Second Language from adult beginners to first year English literature for college preparation. Trained student teachers and developed curriculum for Intermediate and Advanced levels.

Teacher, MacArthur Park Secondary School, Kamloops, Canada, 1977-1979. Taught English and ESL to secondary school pupils.

Primary School Teacher. St. Sidwell Comprehensive School, Exeter England, 1976-1977. Taught 7-10 year old children.

Youth Worker, Department of Social Services, Vancouver Canada, 1975-1976. Placed street youth in safe shelters.



NAME: MARY FONTAINE

POSITION: SENIOR PROGRAM DIRECTOR

SUMMARY OF QUALIFICATIONS

Mary Fontaine is a seasoned manager with over 30 years of experience in international development. Her expertise includes youth development, education, gender mainstreaming, and project management. Ms. Fontaine has deep knowledge of Afghanistan gained through serving as the senior officer responsible for cross-cutting issues at USAID/Afghanistan. Her responsibilities included providing guidance on cross-cutting policies, strategies, programs, and activities. Ms. Fontaine drafted the Mission's strategic plan for gender and youth, and served as Mission Representative on international consultative groups for gender, youth, internally displaced persons (IDPs), and social protection. Ms. Fontaine has extensive program management experience. While at USAID/Afghanistan, she served as Cognizant Technical Officer for a capacity building activity for the Ministry of Women's Affairs, and a large shelter program implemented by the Bureau of Population, Refugees and Migration. Ms. Fontaine was the DCOP for a USAID-funded education reform program in Pakistan that focused on youth and adult literacy, policy, professional development for educators and administrators, and public private partnerships. She has long-term supervisory and Director-level experience in education and capacity building in Egypt, Bangladesh, and Iran. Ms. Fontaine holds a Masters in International Women's Studies with a focus on Islam from San Francisco State University.

EDUCATION

MA, International Women's Studies (with a focus on Islam), San Francisco State University, San Francisco, CA, 1982.

BA, English, University of Minnesota, Minneapolis, MN, 1970.

EXPERIENCE

Project Director, Assistance to Basic Education (ABE-BE) IQC, USAID, The Mitchell Group (TMG), Washington, DC, 2009 – 2010. Oversaw all Task Orders under USAID's Assistance to Basic Education (ABE-BE) IQC, currently including educational access, quality, policy and public/private partnership activities in Pakistan, Ghana and Haiti. Monitored and assisted activity implementation to ensure achievement of results. Prepared programmatic reports. Represented TMG to USAID and stakeholders. Designed and developed activities worldwide in response to USAID Requests for Proposals. Served as gender specialist for all activities in which TMG was involved throughout the world, as well as programming specialist for Afghanistan, Pakistan, and other conflict and post-conflict countries in Africa.

Cross-Cutting Issues Advisor, USAID, Kabul, Afghanistan, 2007 – 2009. Served as the senior officer responsible for cross-cutting issues, providing guidance on cross-cutting policies, strategies, programs and activities. Provided a full range of consultative, advisory, information-gathering, analytical and evaluative technical services of broad scope and complexity on cross-cutting issues, analyzing complex situations to assist the development of USAID strategic plans and programs and assessing the impact of

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host country policies and practices on USAID programs. Informed the Afghan, international and American public and officials of cross-cutting issues and the work of USAID. Provided regular reports and information to the USG and served as control officer and liaison with high level delegations visiting Afghanistan. Worked closely with USAID /Afghanistan technical offices to ensure that cross-cutting issues were addressed in program designs.

Represented USAID at donor coordination and advisory meetings including the Afghanistan National Development Strategy (ANDS) working groups and the Donor Gender Coordination Group. Reviewed and revised the ANDS sector/mission strategies for gender, youth and IDPs and served as Mission representative on international consultative groups for gender, youth, IDPs, and social protection. Provided programmatic guidance and support for gender mainstreaming in all USAID activities, including review of action memos and proposals related to women and girls and other cross-cutting issues. Drafted the Mission's strategic plan for gender and youth. Aided the Mission in developing and carrying out its gender policy and implementation plan. Provided guidance on indicators, program monitoring plans and work plans relating to cross-cutting issues. Conducted site visits and monitored activities. Maintained current information on gender work. Oversaw anti-trafficking efforts. Monitored and reported on Congressional Earmarks for cross-cutting issues.

Program Analyst, Office of Development & Planning (DP), Planning, Outreach, Strategy, and Evaluation (POSE) Division, Africa Bureau, USAID, Washington, DC, 2005 – 2007. Served as strategic planning analyst for Africa Bureau in Washington and field Missions, with a primary responsibility for the education sector. Served as DP/POSE backstop for Eastern and Central Africa on Agency and Bureau programming strategies. Helped missions design programs, determine appropriate objectives and indicators, prepare performance monitoring plans, and monitor and evaluate specific activities. Worked with country desk officers to ensure accurate, complete, and timely communication with missions. Authored a Bureau reference guide on programming for youth. Provided technical, policy, and assessment input, guidance, and support to the Africa Bureau and to Missions. Reviewed program plans to ensure consistency with the new Strategic Framework for Foreign Assistance. Trained field staff in preparing country operating and monitoring plans and results frameworks. Reviewed and ensured accuracy, compliance with Agency policies, procedures, and strategies, and timely submission of Operating Plans and Congressional Budget Submissions.

Served on the “Investing in People” functional committee developing indicators for education, workforce development, and youth. Served as point person for producing the Africa Bureau's Performance and Accountability Report (PAR). Reviewed the Presidential Africa Education Initiative from both a policy and technical perspective. Served as liaison with other USAID bureaus and as representative to the Education Sector Council, the Youth and Workforce Development committees, the Muslim Outreach Committee, and the Middle East Working Committee. Developed processes and procedures for reviews of annual field reports and strategic plans. Cleared Agency-wide programs for activities implemented in “non-presence” African countries. Participated in USAID staff reviews and on staff selection committees, and worked with State Department and Office of the Director of Foreign Assistance on guidelines for and training in developing Operational Plans for the new Transformational Development/Diplomacy Framework for Foreign Assistance.

Deputy Project Director, Women in Development (WID) Gender Integration, USAID, Development and Training Services, Inc. (dTS), Washington, DC, 2004 – 2005. With Director, designed and oversaw technical research, writing, and activity development for USAID's Office of Women in Development (WID), including: collecting, synthesizing, and disseminating information in print and electronic formats, such as publications, databases, and web sites, on USAID Mission and

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global activities with a gender component within all Strategic Objectives and in all sectors—from education and health to trade and economic growth, trafficking, human/legal rights, democracy and governance, information and communication technologies, women in conflict, energy, etc. Designed activities and produced publications to inform the WID office of global gender strategies and activities undertaken by bilateral agencies, multilateral donors, and national and international NGOs around the world; ensured effective knowledge management of state-of-the-art approaches and strategies for mainstreaming gender into international development/aid programs. Assisted WID in developing strategic papers for future efforts, including education, and drafted the strategic paper for NGOs and civil society. Supported WID's involvement in global gender events, such as the 2005 Beijing+10 and Millennium Development Reviews.

Design Team Leader, Literacy and Community Empowerment Program (LCEP), USAID, Education Development Center, Kabul, Afghanistan, 2004 – 2004. Participated in and later led a five-person design team to develop a proposal and work plan for a USAID-funded Literacy and Community Empowerment Program to impart literacy skills to young women and men in villages and rural areas throughout Afghanistan. Oversaw development of literacy, governance, and income generation approaches, identified in-country partners and potential staff, prepared budget, served as liaison with USAID, Afghan Government, and local and national NGOs, helped devise effective collaboration and division of labor with primary implementation partners, and integrated development of a women's Teacher Training Institute into the work plan.

Deputy Chief of Party, Education Sector Reform Assistance (ESRA) Program, USAID, Education Development Center, Islamabad, Pakistan, 2002 – 2004. Deputy in charge of the USAID-funded education reform program focusing on policy and planning, professional development for educators and administrators, youth and adult literacy, and public private partnerships. Responsibilities included managing strategic aspects of work planning and coordination, resource allocation, staff supervision, monitoring and evaluation, USAID compliance and progress reporting, production of annual work plans, communications, documentation and dissemination of technical experiences, and representation with USAID, international partners, and Pakistani officials and local partners. Served on the Grants Committee to select subgrantee recipients, the National Literacy Steering Committee, the National ICT for Education Strategy Committee, and the USAID "Partner" Committee.

Primary resource person for designing ICT applications for all Program components. Designed and launched key ICT activities. Initiated and closed a substantial public-private partnership with Microsoft. Provided considerable input into design of ESRA web site and wrote all initial content. Produced reports and documentation for USAID. Worked effectively with local partners, including education foundations, NGOs, and the MOE. Successfully recruited and managed ICT staff. Oversaw selection of local educators to participate in U.S. training programs and designed and delivered, with USAID, orientation programs for participants. Managed budget, and directed the overall program in the COP's absence.

Director, Information Synthesis and Dissemination, Global Communications and Learning Systems Program (LearnLink), USAID, Academy for Educational Development, Washington, DC, 1999 – 2002. LearnLink developed ICT-based interventions and appropriate applications in developing country contexts and increased access to ICTs. Responsible for synthesizing information from field-based activities in all sectors, including activities designed to enhance teacher and participant training, create virtual communities of teachers and professionals in other fields, strengthen NGO and government ministry capacity, promote economic development, facilitate civic participation in municipal affairs and decentralize official services, enable public access to information, and increase opportunities for communication in disadvantaged communities. Also responsible for identifying, documenting, and

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disseminating lessons and best practices from field activities to policymakers and practitioners, contributing to the production of major models containing detailed guidelines for assessing, designing, implementing, monitoring, evaluating, and sustaining ICT activities, and managing and providing technical and evaluation assistance to telecenter activities in Ghana and Benin designed to provide learning opportunities to local communities of teachers, students, NGOs, small business groups, and local government agencies.

Field Office Director, Save the Children, Cairo, Egypt, 1994 - 1996. Assessed needs in education, health, economic and institutional development, with a focus on women and children, and designing programmatic responses. Ensured the management, implementation, monitoring, evaluation, and documentation of interventions. Recruited and managed staff in four field offices. Ensured financial management of projects and the Egypt program as a whole. Met programmatic and financial reporting requirements to donors and headquarters. Raised funds for new activities, and represented the organization to officials, donors, and the national/international development community. Expanded in-country network to include key individuals and organizations among donors, US and Egyptian officials, national and international NGOs, women leaders in Egypt, and the private sector.

Executive Director, United States Coalition for Education for All, Washington, DC, 1992 – 1994. Directed the operation and development of a private voluntary organization (PVO) charged with promoting communication and cooperation between educators in the U.S. and around the world. Designed and recommended to the Board of Directors activities to achieve organizational objectives. Implemented grant funded projects, including a major research study on engaging the mass media in education. Wrote grant proposals and programmatic and financial reports, and recruited and managed staff. Served as liaison with bilateral and multilateral development agencies and with domestic and international education organizations. Undertook outreach and partnership development with policymakers, media, and private sector companies. Directed Board development.

Regional Coordinator for South Asia, Salvation Army World Service Organization (SAWSO), Washington, DC, 1991 – 1992. Assessed development needs in South Asia (India, Pakistan, Bangladesh, and Sri Lanka) and designed/delivered responsive education, training, training-of-trainers, and technical assistance interventions in management and technical areas. Monitored project activities to ensure achievement of USAID-funded grant objectives. Wrote programmatic and financial reports. Served as liaison with U.S. PVOs and local NGOs, donor agencies and host governments; managed field office budget. Designed and delivered innovative and effective training programs on conducting needs assessments, setting objectives, decision-making, writing grant proposals, and other managerial functions for SAWSO officers and staff in South Asia.

Senior Manager of Curriculum Development, The Discovery Channel, Bethesda, Maryland, 1987 – 1991. Produced curriculum materials for an award-winning educational television series. Initiated and managed educational partnerships in support of the series. Undertook outreach to the educational community. Designed and delivered teacher training in using video in the classroom. Recruiting external consultants. Contributing to marketing campaigns, and managing staff and budget. Designed and produced 24 issues of a substantive curriculum guide for teachers using Discovery programming in the classroom. Created a database of nationwide curriculum objectives and advised on the selected of video programming targeted to those objectives. Initiated, designed and delivered a nationwide program to train teachers in the use of video programming in the classroom.

As Project Manager/Production, managed a new educational television series ("Assignment Discovery") from start-up through launch, including on-air design of program concept and establishment of

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implementation systems and timetables; screening, selecting, and scheduling documentary programs; acquiring programming and negotiating contracts with producers; managing the production budget; serving as liaison with outside production facilities and with internal departments; writing and editing scripts; and designing promotional tapes.

Consultant, The Ford Foundation, Cairo, Egypt, 1985 - 1986. Organized an audio/video/print reference center for the Foundation's Egypt headquarters in Cairo.

Assistant Representative, The Asia Foundation, Dhaka, Bangladesh, 1982 - 1985.

Formulated field office objectives in education and training, health and population, human rights, and economic development. Evaluated proposals from Bangladeshi groups and awarded, managed, and evaluated subgrants. Selected participants for educational and observational programs in the U.S. Wrote programmatic and financial reports. Contributed to fundraising for the Foundation. Prepared and managed program budgets. Served as liaison with national and international development groups. Represented the Foundation through public relations activities and partnership development efforts. Supervised staff; wrote grant proposals; and prepared and managed program budgets. Extended field office outreach to women's organizations in Bangladesh. Improved field office administrative systems. Wrote successful grant proposals for new programs and extensions for ongoing activities. Improved field office relations with local, national and international NGOs and with donors.

Advisor, Women's Organization of Iran, Tehran, Iran, 1976 – 1978. Prepared curriculum materials and designed educational programs for girls and women for use in educational institutions throughout Iran; conducted in-service training sessions for staff.

Curriculum Development Specialist, Imperial Iranian Air Force, Tehran, Iran, 1975 – 1976.

Designed and wrote English language textbooks for Iranian students; selected students for training at American educational institutions; and developed and conducted orientation workshops for students on American culture and customs prior to overseas training.

High School Teacher, Milford High School, Cincinnati, OH, 1972 – 1974. Designed and taught courses in English and media to high school students; developed and taught one of the first women's studies offered at the secondary level in the U.S.; served as a member of the curriculum committee to redesign the English curriculum; participated in the Milford Visual Literacy Program, a nationally known media literacy project.



NAME: BARBARA EVERDENE

POSITION: LIVELIHOODS DIRECTOR

SUMMARY OF QUALIFICATIONS

Ms. Everdene's experience includes adult education, coaching and facilitation; supply chain and procurement analysis; sustainability and corporate responsibility; technical writing; and project management. She has deep knowledge of the Afghan labor market and private sector gained through four years of professional management and consulting experience in Afghanistan. Ms. Everdene recently conducted a medicinal herb market study in Faryab, Afghanistan, where she identified and facilitated market linkages to private sector partners and key value chain actors, and built capacity in market research and facilitation of linkages. For Peace Dividend Trust (PDT), Ms. Everdene created an Afghan First program to link international buyers in Afghanistan to local Afghan suppliers and train suppliers in business development and procurement procedures. She developed a small and medium enterprise (SME) procurement and business training program; designed and facilitated an internal procurement training program; and established, trained and managed PDT's first Business Call Center. As Deputy Country Manager for Mennonite Economic Development Associates (MEDA), Ms. Everdene developed a business training and market development program for rural women producers in the horticultural sector in Afghanistan. She conducted extensive rural and urban market research, managed the technical partnership with the Afghan Women's Business Federation, and initiated a rural microcredit and savings program for women farmers. For Oxfam-Novib, Ms. Everdene led a market survey and sector analysis of local handicraft and textile production by women in Northern Afghanistan and designed a commercially sustainable project to increase incomes for female home producers. Ms. Everdene also has experience in curriculum development. In 2008, she developed a comprehensive procurement and business planning curriculum and program marketing material for SMEs in Afghanistan.

EDUCATION

MA, Planning, University of British Columbia, Vancouver, Canada, 2005.

BA, University of Victoria, Victoria, Canada, 1999.

EXPERIENCE

Market Development Analyst, Skills Training for Afghan Youth (STAY) Project, USAID, Eco-Ventures International, 2010. Conducting a labor market assessment in Eastern and Southern Afghanistan. The consultancy involves creating and delivering an innovative research training program and management of the assessment process based on participatory action research and accountability mechanisms. Final deliverables are a program design workshop to Education Development Center and USAID and a report with recommendations for building the market development approach into the design of the STAY project, as well as specific recommendations for channeling youth toward employment and entrepreneurial opportunities in fast growing sectors.

Market Development Analyst, Oxfam Novib, Coordination of Humanitarian Assistance (CHA), Faryab, Afghanistan, 2010. Conducting a medicinal herb market study in Northern Afghanistan

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(Faryab) for Oxfam Novib on behalf of its implementing organization Coordination of Humanitarian Assistance (CHA). The consultancy is an evaluation of a previous pilot that encountered implementation and sustainability challenges. Through a strategic action research methodology, the consultancy involves finding viable market linkages to jumpstart the program and build staff capacity in market research and facilitation of linkages to private sector partners and key value chain actors.

Market & Gender Analyst, Oxfam Novib, Kabul, Afghanistan, 2010. Conducting a gender and market evaluation of Afghanistan Development Association (ADA) program activities. The consultancy is focused on developing a gender framework for all programs, management training on gender and the market development approach and identifying specific strategies for re-designing and monitoring ADA's female-focused income generation interventions. Deliverables include a management training workshop and capacity development as well as program-specific recommendations.

Social Impact Analyst, Esposito Group, Abbotsford, Canada, 2010. Conducted a casino social impact assessment for the Esposito Group to inform their request for a resolution of support from the City of Abbotsford. The assessment included interviews with key stakeholders in Abbotsford, a review of gaming impacts provincially and more broadly with a particular focus on vulnerable populations, and recommendations for mitigating strategies.

Economic Analyst, Aga Khan Foundation, Egypt, 2010. Conducted a scoping mission to design a project in smallholder market gardening for rural in Aswan Governorate which included gender and market studies, a review of income generating activities, cost reduction/income generation modeling of gardening and next steps to implementation.

Sustainable Purchasing Analyst, City of Victoria, Victoria, Canada, 2009 – 2010. Conducted a five part sustainable purchasing (SP) background study, including: (1) an environmental scan of SP trends in local government; (2) benchmarking best practices in Canadian and American municipalities; (3) conducting an internal assessment of the City; (4) developing principles for an SP policy and supplier code of conduct; and (5) outlining a process, including the identification of resource needs, for policy development and implementation.

Supply Chain Analyst, Zardozi, Kabul, Afghanistan, 2009. Evaluated an Oxfam-Novib project in Kabul and Eastern Afghanistan to increase incomes for female producers in the garment sector and advised on interventions to improve the project's commercial sustainability.

Supply Chain Analyst, BC Hydro, Vancouver, Canada, 2009. In partnership with Reeve Consulting Inc., evaluated BC Hydro's draft Environmental and Social Requirements for Suppliers, providing recommendations on how BC Hydro could best align its standards to leading Northern American utilities and peers and international standards.

Technical Writer, Okanagan Basin Water Board, Kelowna, 2008. Edited a Groundwater Protection Manual for local government planners in British Columbia in consultation with expert contributors and an advisory committee.

Curriculum Editor, GTZ, Kabul, Afghanistan, 2008. Edited a gender training curriculum for the Government of Afghanistan, program marketing materials and donor final report for the German Technical Cooperation (GTZ).

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Curriculum Writer, Peace Dividend Trust (PDT), Kabul, Afghanistan, 2008. Developed a comprehensive procurement and business planning curriculum and program marketing material for small and medium enterprises in Afghanistan and advised staff trainer on a program work plan.

Deputy Country Manager, Peace Dividend Trust (PDT), Kabul, Afghanistan, 2007 – 2008. Technical focus on capacity development, program strategy and partnerships (business development). Created an Afghan First program to link international buyers in Afghanistan to local Afghan suppliers and train suppliers in business development and procurement procedures. Developed an SME procurement and business training program. Designed and facilitated an internal procurement training program. Designed and implemented an employee performance management system. Designed Afghan First toolkit for international buyers and Afghan Business Toolkit. Contributed to the successful design and launch of the Afghanistan Procurement. Established, trained and managed PDT's first Business Call Center.

Deputy Country Manager, Mennonite Economic Development Associates (MEDA), Kabul, Afghanistan, 2007. Technical focus on capacity development, program strategy, market linkages, and partnerships. Developed a business training and market development program for rural women producers in the horticultural sector in Afghanistan. Conducted extensive rural and urban market research as part of program start-up. Managed the technical partnership with the Afghan Women's Business Federation. Negotiated project participation with lead firm input suppliers and food processors. Initiated a rural microcredit and savings program for women farmers. Established and facilitated a market development peer learning group.

Supply Chain Analyst, Zardozi, Kabul, Afghanistan, 2007. Led a market survey and sector analysis of local handicraft and textile production by women in Northern Afghanistan and designed a commercially sustainable Oxfam-Novib project to increase incomes for female home producers.

Curriculum Writer & Trainer, Sustainability Purchasing Network (SPN), Vancouver, Canada, 2005-2007. Developed the curriculum, manuals and marketing materials for professional development workshops on sustainability procurement and facilitated workshops and peer learning events.

Technical Writer, Fraser Basin Council, Vancouver, Canada, 2006. Led a survey of waste management professionals, government specialists and First Nations on the status of waste reduction initiatives in British Columbia and identified action and advocacy areas for the Fraser Basin Council.

Procurement Analyst, VANOC, Vancouver, Canada, 2006. Co-developed a Sustainability Procurement Assessment Toolkit including surveys, questionnaires and assessment matrices for the Vancouver Organizing Committee for the 2010 Olympic Games.

Sustainability Analyst, BC Hydro, Vancouver, Canada, 2006. Conducted an eco-audit of corporate paper and toner use and developed a business case for paper reduction based on cost benefit analysis and behavioral change strategies.

Community Planner, Clark Sustainable Resource Developments Ltd. (CSRDL), Salmon Arm, Canada, 2005 – 2006. Conducted current planning and official community planning, as well as the following planning projects:

- Coordinated review of water quality issues in the Shuswap Basin
- Coordinated stakeholder consultation on waste management issues
- Developed a strategic plan for water quality & watershed management

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- Reviewed and edited planning bylaws

Technical Writer, Coast Capital Savings, Vancouver, Canada, 2005. Researched and wrote a three year Award and Recognition Strategy for Coast Capital Savings to reach its goal to be a recognized Canadian corporate leader.

Technical Writer, Alcan, Vancouver, Canada, 2005. Researched and wrote a report outlining common approaches and steps in sustainable purchasing with relevant case examples of best practices in Canada.

Grant Manager, West Coast Environmental Law, Vancouver, CA 2002-2005. Managed the administrative and financial side of the Environmental Dispute Resolution Fund and provided project management support to 100+ grant clients. Conducted quarterly and annual financial and program reporting. Provided grant-writing assistance to applicants. Evaluated and processed incoming applications. Developed administrative policies and procedures.



NAME: JOHNNY PARK

POSITION: OPERATIONS DIRECTOR

SUMMARY OF QUALIFICATIONS

Mr. Park has extensive experience managing and implementing development programs in conflict-and disaster-affected areas, including Afghanistan. He is well-versed in USAID rules and regulations having managed operations on USAID-funded projects for the past four years. Mr. Park served as the Acting Regional Operations Manager on the USAID-funded Local Governance and Community Development in Afghanistan. He was responsible for managing the day-to-day operations of the project office in Helmand. This included facilities management, providing logistical support to staff, financial and budget management, supervising operations staff, and overseeing grants. As the Humanitarian Assistance Program Manager for USAID in Sri Lanka, Mr. Park was responsible for the financial management of grants, including monitoring burn rates, managing budgets, and submitting financial reports. Mr. Park holds a Master of Public Health with a Dual Concentration in Biostatistics & International Health from Boston University.

EDUCATION

MA, Public Health with Dual Concentration in Biostatistics & International Health, Boston University, Boston, MA, 2004.

BA, Linguistics, University of California, San Diego, CA, 2001.

EXPERIENCE

Acting Regional Operations Manager, South, Local Governance and Community Development (LGCD), USAID, DAI, Kandahar/Helmand, Afghanistan, 2008 – 2010. Oversaw the overall management of the Helmand DAI office to enable program staff to focus more on implementation of program activities. This included facilities management, guidance for administration staff, and providing accurate inventory lists of DAI purchased materials. Provided logistical support so that projects could be implemented to achieve the program objectives. Responsible for program budgets, development of office policies, and practices. Provided training, guidance, and support to local national staff in Kandahar and Helmand, in order to build staff capacity and create a pool of trained, talented and committed employees. Ensured effective use and management of local staff resources. Conceptualized and implemented a plan to provide district-level logistical support to Nawa and Khaneshin districts in Helmand province. This represented the first ever logistical support for Southern districts provided by US government contractors. This support included staffing, connexes for office space, V-Sat communication, generators, and other key life support equipments. Worked with high level government and USAID officials and community leaders to identify development projects, deliver training, enhance technical capacity, and resolve community conflicts. Provide support to youth and women's community service organizations through research, field visits, grant making, and technical assistance. Programmed \$8 million (\$5 million on women and youth projects) to improve local governance and community development in two Afghani provinces in less than six months.

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Humanitarian Assistance Program Manager, USAID, Colombo, Sri Lanka, 2007 – 2008. Served as principal advisor working in collaboration with U.S. Embassy to coordinate and oversee all aspects of humanitarian assistance activities. Responsible for the financial management of grants, including monitoring burn rates, managing the budgets, and submitting financial reports to USAID. Facilitated the expansion and approval of funds and CTO and activity manager for a total of nine programs with a budget of \$10 million, including: Displaced Children and Orphans Fund (Save the Children), Victims of Torture Fund (Asia Foundation), Leahy War Victims Fund (Handicap International), Anti-Trafficking Prevention Program (IOM), Reintegration of Children Released from Armed Groups (UNICEF), Avian Influenza Preparedness (FAO), Construction of Recreational Parks (Sarvodaya), and HIV/AIDS prevention (AED). Orchestrated the successful generation of more than \$6.5 million for 4 major programs in 2008; developed and refined several programs that have strengthened the capacity of the Sri Lanka government, as well as improved rural poverty, basic education, and youth unemployment.

Head of Office, U.N. High Commissioner For Refugees (UNHCR), Ampara, Sri Lanka, 2007 – 2007. Promoted to establish and develop a new UNHCR field office to respond to the recent surge of internally displaced persons (IDP) in Eastern Sri Lanka. Directed all aspects of operations with responsibility for finance, administration, and guesthouse and office facilities. Represented U.N. by serving as focal point and chair for all coordination meetings and issues pertaining to IDPs and returnees in the district. Supported international and local NGOs, local government authorities, and military forces in addressing issues involving protection policies and humanitarian assistance. Responsible for logistical duties such as fleet management, resource allocation, facilities management, and information technology. Also undertook administrative duties such as recruiting and hiring, and managing budgets.

Associate Protection Officer, UNHCR, Jaffna, Sri Lanka, 2005 – 2006. Organized and oversaw all aspects of logistics and monitored daily activities to support success for conflict and tsunami IDP donor-related projects. Ensure the application of United Nations regulations, rules, directives and instructions and other statements of policy governing the matters pertaining to the administrative, financial, personnel affairs in all field offices. Developed and coordinated emergency shelters and camps, as well as formed international and local protection network and monitoring mechanisms in Jaffna. Worked closely with local authorities and provided training on Sexual Gender-Based Violence (SGBV), Guiding Principles of IDPs, International Human Rights Law, and systems for IDP case referrals. Drafted numerous articles and reports, as well as developed and implemented multiple surveys. Worked effectively in high-stress, unpredictable environment and during emergency situations; applied solid interpersonal, team collaboration, and organizational skills and swift decision making abilities.

Operations Coordinator, Circle of Health International (COHI), Batticaloa, Sri Lanka, 2004 – 2005. Established and managed all day-to-day operational and personnel issues for COHI in Sri Lanka. Managed personnel files, directed recruitment and hiring, and administered filing systems. Recruited all project staff and hired over 25 health care practitioners to work alongside the Ministry of Health. Organized and maintained an accurate inventory of all equipment and furniture procured under the program. Responsible for the administrative close down of the COHI office. Audited files prior to closeout, administered final lease and contract payments, and insured completion of all operational requirements on or before the closing date of the project. Played key role in the identification, establishment, and retention of partnerships with local NGOs, which resulted in the successful implementation and growth of COHI's MCH programs.

Emergency Medicine Research Associate, Boston Medical Center, Boston, MA, 2004. Served as contributing team member performing a direct observational study of occupational safety belt use among taxi drivers. Assisted Professor of Emergency Medicine in completing survey designs in Spanish and English. Coordinated and managed patient enrollment. Assembled research teams to support multiple data collection locations. Conducted statistical analysis using SAS. Successfully co-authored publication that detailed findings from the study.

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Jr. Logistics Officer, Comforting Hands Alliances For The Needy & Destitute, Islamabad, Pakistan, 2001–2002.

Research Assistant, Department. of Public Health, Tumbaco, Ecuador, 2001.

Enumerator, United States Bureau of The Census, San Diego, CA, 2000 – 2000.



NAME: DINESH THAKKAR

POSITION: SECURITY MANAGER

SUMMARY OF QUALIFICATIONS

Mr. Thakkar has 20 years of experience in the security field. He was the Safety Information Manager and Deputy Operations Manager for LGCD-Afghanistan. In this role he liaised with the ISAF and Afghan national security agencies. He was responsible for overseeing project security including managing static guard forces and coordinating regional movements in the absence of the Operations Manager. Mr. Thakkar served in a similar role for DynCorp International in Afghanistan where he worked as Security and Safety Information Analyst for the US Department of State Bureau for International Narcotics and Law Enforcement.

EXPERIENCE

Security & Safety Information Analyst & Safety Information Manager, Local Government & Community Development Project, USAID, DAI, Kabul, Afghanistan, 2009 – 2010. Established the 'Fusion Cell' and developed systems for security and safety information to be collected and assessed for dissemination. Responsible for developing and maintaining a range of information sources and established a good working relationship with other partners, including ISAF and Afghan National Security Agencies. Conducted environmental scanning and analysis, and provided analytical products – reports on trends and emerging threats, briefings and threat assessments, concerning security developments in Afghanistan. After bombing incidents at two Project sites 30 minutes apart (Kabul and Gardez), managed to lockdown activities at seven other offices countrywide, coordinated regional movements to safety and successfully organised the evacuation of staff in Gardez.

Security & Safety Information Analyst, US Dept of State, Bureau for International Narcotics & Law Enforcement (INL), DynCorp International, 2008 – 2009.

Business Development Manager, Zeus Development, 2006 – 2008.

Management Consultant & Programme Management – Security Sector, Community Based Policing – Community Safety Project, DFID, Ramesses Group Ltd., Belgrade, Serbia, 2003- 2006. Developed and implemented a national change program in Serbia. Developed a highly professional implementation team of consultants that included national consultants (Serbian), former UK superintendents and chief constable to set-up and evaluate pilot areas, over a three year period which tested various intelligence led policing and safety partnership initiatives for national implementation. This also included sites in the southern Serbia, which had significant community safety and security issues following the Kosovo conflict and institution building activities at the centre, capable of managing national implementation of the project. Having managed two annual DFID 'output to purpose' evaluations, that evidenced the project improved community Access to Justice and strategic sustainability, developed an effective exit strategy for the programme, which came to a successful conclusion in 2006. Responsible for developing business activities, building business alliances, and supporting the development and direction of the international consultancy division of the company (Ramesses).

Consultant & Project Manager, Balkans Security, Safety & Access to Justice Program, DFID, Balkans, 2003 – 2006.

Head of the Strategic Development Unit, Strategic Issues and Police Reform, OSCE Serbia & Montenegro, 2003. Provided advice on strategic issues to the Mission and Law Enforcement Dept concerning police reform and crisis management issues. Responsible for assisting the Police of both Republics (Serbia & Montenegro) with the development of strategic leadership, planning and change management. In January 2003 was appointed the Mission

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Anti-Trafficking Coordinator, facilitating the work of a multi disciplinary Task Force that included members of the Judiciary, Prime Minister's Office, State Prosecutor, Security Agencies, Civil Society and the Legal Profession.

As the Police Reform Coordinator produced a thematic report on police reform needs and gained agreement from both Governments (Serbia & Montenegro) on reform priorities, and successfully established the OSCE's role in Serbia and Montenegro as the lead organization coordinating police reform. Gained agreement on key priorities: accountability, border policing, community policing, education, forensic issues and organized crime. Successful coordination meant effective liaison with senior government officials including the Deputy Prime Minister, Ministers and their deputies, State Public Prosecutor and senior members of the Judiciary. This was further supported by the recruitment of specialist advisors and program managers to manage projects in each of the priority areas.

Key achievements included:

- Successfully planned and managed two Police Reform Conferences – resulting in the sponsorship of projects (value exceeding 4 million Euros).
- Developed and implemented an extensive Accountability Program incorporating parliamentary, independent external and internal oversight measures.
- Planned and guided the implementation of a comprehensive intelligence led policing program.
- Established working groups in each reform area that was led by national police leaders, which decided and reported on the progress of projects.

In addition, was also responsible for the department's annual budget: submissions, expenditure plans and overall budget management. The Law Enforcement Dept was the largest Dept in the Mission, in terms of numbers of staff, size of budget and number of extra budgetary contributions for reform projects, which showed his ability to manage complex financial matters.

Head of Division (Government Service Training) and Chief of Evaluations, Kosovo Police Service School (KPSS), Dept for Police Education & Development, Organization for Security and Co-operation (OSCE), Pristina, Kosovo, 1999-2001.

Management and Evaluation – OSCE Kosovo

As Head of Government Service Training Division at the OSCE's Kosovo Police Service School (KPSS), responsible for managing all non-police training activities that included facilitating training for the Kosovo Fire Service, Penal Management and the Institute for Civil Administration. The primary goal of the Division was to develop external training partnerships and broaden the School's public services training profile, thereby maximising the School's potential, benefiting of Kosovo. One key success was the coordination of the first multi-ethnic Kosovo Youth Congress 2001, in partnership with the International Rescue Committee (IRC) and UN Development Program (UNDP). The multi-ethnic event was highly successful with 120 youth participants from across Kosovo and a total of 200 additional guests attending the Post Conflict - Youth Participation Program.

Established and managed the Evaluation Section, responsible for the quality assurance dimension of KPSS products and processes with a particular emphasis on effectiveness, efficiency, and sustainable improvement.

Training Manager – OSCE Kosovo

Whilst Chief of General Police Training, successfully managed and implemented the Core Instruction Program. Managed the merger of 3 departments consisting of over 90 staff, responsible for 12 week training courses, commencing back to back every 6 weeks, and the development and testing of over 600 students in the areas of: criminal investigations, forensics, general policing, human rights and legal issues.

Police Custody Manager, Greater Manchester Police and Leicestershire Constabulary, Stockport, Manchester, 1995-1999.

Training Development – UK Policing

As a Curriculum Designer, designed and developed the National Management Training Course whilst working for the UK Home Office. Planned, researched and produced distance learning packages, classroom training material

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and field training material for police managers. Assisted in the validation and evaluation process of the program, and managed the production of materials produced by external consultants.

Researched and evaluated organizational needs of managers concerning, Equal Opportunity and Community/Race Relation training (EO/CRR). Designed and implemented a comprehensive Managing Diversity Programme, initially for all police managers and then for all members of the police service. Trained and supported other specialist trainers and conducted training seminars at Bramshill, the National Command Training Centre for senior police officers in EO/CRR.

Investigation and Police Management – UK Policing

Managed police teams of 25+ officers in busy inner city police areas. Supervised police response and investigations to a range of incidents including multiple fatal road traffic accidents, terrorist bomb incidents, armed robberies, murders, rapes, missing persons, child abductions, etc. Initiated and conducted numerous police operations targeting criminal activity and meeting community policing objectives / action plans.

Conducted numerous investigations ranging from simple thefts to serious crimes involving drug trafficking, vehicle crime, and firearms. Managed and performed multiple tasks including handling informants, gathering intelligence and evidence, interviewing suspects and victims, and producing and submitting complex prosecution files. As a detective in the Criminal Investigations Department, was involved in the intelligence analysis, investigation of company fraud, serious and organized crime, and corrupt practices involving police officers and solicitors. This involved covert policing operations, surveillance and protected witness scheme resulting in successful prosecution.



NAME: ANOSHA NOORI

POSITION: FINANCE MANAGER

SUMMARY OF QUALIFICATIONS

Ms. Noori has five years of experience managing finances for donor-funded programs in Afghanistan. She has extensive knowledge of USAID regulations gained through serving as Senior Finance Officer on the USAID-funded Land Titling and Economic Restructuring in Afghanistan Project (LTERA) in Kabul. Ms. Noori was responsible for verifying the validity and accuracy of invoices, preparing monthly payrolls, supervising and supporting accountants, cash flow reporting, reconciling cash book and bank book in QuickBooks, and maintaining vendor accounts. For the European Commission (EC), Ms. Noori ensured the implementation of and compliance with the EC's financial policies, procedures, rules and regulations at both the main office and field offices. She participated in the preparation and implementation of the budget, established proper accounting procedures and systems and internal controls, and was responsible for audits. Ms. Noori also provided training to finance team members.

EDUCATION

BA, Business Administration, 2007.

EXPERIENCE

Finance Manager, European Commission (EC), Kabul, Afghanistan, 2007 – 2010. Ensured the implementation and compliance of European Commission's financial policies, procedures, rules and regulations in both main and field offices. Provided regular and ad hoc financial information to the key management. Participated in preparation of budget, implementation of budget and ensuring transparency. Established proper accounting procedures and systems, internal controls to ensure that proper monitoring mechanisms are in place. Responsible for audits and visitors coming from the EC delegation. Ensured efficient local banking arrangements and compliance with local financial and banking regulations. Ensured that field offices' accounts were timely reconciled and regularly reviewed by designated officials. Responsible for training finance team staff.

Senior Finance Officer, Land Titling and Economic Restructuring in Afghanistan Project (LTERA), USAID, Emerging Markets Group (EMG), Kabul, Afghanistan, 2005. Verified the validity and accuracy of invoiced charges and reviewed support documents of each and every transaction. Ensured that all financial transactions were coded properly according to the approved budget. Prepared monthly payrolls, including deduction of taxes and advances. Responsible for updating and up grading of all Financial Systems including (Filing System, Advances Ledgers, Tax Tracking System, TIN forms, GRN and others). Supervised and provided support to Finance Assistants on daily basis. Responsible for Cash Flow reporting (Fund holding report) to the main office in Washington, DC. Responsible for reconciliations of cash book and bank book in QuickBooks. Ensured proper maintenance of vendor accounts and timely clearance of outstanding advances and other receivables. Undertook other duties assigned by management as needed.

Administrative/Finance Officer, Awaz Production, Kabul, Afghanistan, 2004. Prepared minutes, scheduled meetings, and maintained contact lists of related national and international

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institutions/agencies. Managed transport of program staff. Registered formal documents by organizational level. Translated all legal documents related to Parliamentary election, provided by Joint Electoral Management body. Dealt with the vouchers and daily expenditures. Maintained the assets list and inventory system. Followed up with clients for pending payments. Produced balance sheet for each project. Provided administrative backup for Finance Department.



NAME: CHRISTINA MALY

POSITION: MONITORING & EVALUATION MANAGER

SUMMARY OF QUALIFICATIONS

Ms. Maly is a monitoring and evaluation (M&E) Specialist with seven years of international experience. She recently served as M&E Officer for Catholic Medical Mission Board (CMMB) in Yambio, where she developed the M&E system for CMMB's first project in Southern Sudan. Ms. Maly established all data collection protocols, tools, databases and reporting loops to monitor and evaluate project progress and make recommendations for improvement. She reported monthly and quarterly on all project activities and outcomes to relevant government ministries, donor and CMMB headquarters. She also built local staff capacity on national and international standards for HIV testing and counseling; prevention of mother-to-child transmission of HIV; confidentiality; quality of care; and accurate data collection. As a Research Assistant in Uganda, Ms. Maly analyzed cross-sectional quantitative data from a cohort study using SPSS and STATA to examine gender specific predictors of consistent condom use in non-marital sex. She analyzed qualitative data from in-depth interviews on adolescent pregnancy using Atlas.ti and wrote report on results. Ms. Maly also has experience in youth development. For International Organization for Migration (IOM) in Vietnam, Ms. Maly developed funding proposals on HIV and mobility, positive youth development, ethnic minority integration, labor migration, and counter-trafficking for government and foundation donors. She represented IOM on United Nations Youth Theme Group and subgroup on Private-Public Partnerships for Youth Employment, focusing on development of joint UN programs.

EDUCATION

MA, Public Health, Columbia University, New York, NY, 2009.

BA, International Studies, University of Nebraska, Omaha, NE, 2002.

EXPERIENCE

Monitoring & Evaluation Officer, Catholic Medical Mission Board (CMMB), Yambio, Southern Sudan, 2009 – 2010. Coordinated and assisted with all aspects of launching CMMB's first project in Southern Sudan, including procurement, logistics, budgeting, staff recruitment, legal compliance and partnership development. Through intensive training, support and supervision, built national and international staff capacity on national and international standards for HIV testing & counseling; prevention of mother-to-child transmission of HIV; confidentiality; quality of care; and accurate data collection. Established all data collection protocols, tools, databases and reporting loops to monitor and evaluate project progress and make recommendations for improvement. Reported monthly and quarterly on all project activities and outcomes to relevant government ministries, donor and CMMB headquarters.

Project Assistant, School-Based Health Center Reproductive Health Project, Center for Community Health and Education, New York-Presbyterian Hospital / Columbia University New

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York, NY, 2009. Coordinated IUD referral process between school-based health centers and IUD referral center to ensure complete data collection and quality of care. Assisted with creation of IUD referral center, procedures and scheduling system, including development of data entry system to log and track IUD appointments and patient information. Planned and prepared large-scale trainings and analyzed training evaluation data using SPSS. Executed, tracked and reported project deliverables. Reviewed and contributed to program evaluation.

Health Educator/Research Assistant, Young Men's Health Clinic (YMC), 2008

Facilitated group HIV pre-test counseling and provided education on sexually transmitted infections and relevant community services to young men. Employed participatory research strategies to develop and field-test sexual and reproductive health education materials for young men. Conducted needs assessment of the YMC health education program. Promoted YMC through outreach activities at area high school. Created health educator guide detailing job duties, challenges and opportunities.

Research Assistant, Rakai Health Sciences Program (RHSP) Kalisizo, Uganda, 2008. Analyzed cross-sectional quantitative data from cohort study using SPSS and STATA to examine gender specific predictors of consistent condom use in non-marital sex. Drafted relevant manuscript for publication in peer-reviewed journal. Analyzed qualitative data from in-depth interviews on adolescent pregnancy using Atlas.ti and wrote report on results. Drafted program plan on intervention to reduce unintended adolescent pregnancy in the community, which may be used as a proposal for funding.

Resource Mobilization Officer, International Organization for Migration (IOM) Hanoi, Vietnam, 2006 –2007. Developed funding proposals on HIV and mobility, positive youth development, ethnic minority integration, labor migration, and counter-trafficking for government and foundation donors. Represented IOM on United Nations Youth Theme Group and subgroup on Private-Public Partnerships for Youth Employment, focusing on development of joint UN programs. Planned and organized United Nations Country Team HIV Learning Fair for 200 UN employees.

Editing Consultant, Various international and local NGOs, including PATH Hanoi, Vietnam, 2005 –2006. Edited bi-annual report, pilot project assessment to secure extended funding, website for re-launch and evaluation of 20-year immunization program for publishing and distribution.

High School English Language Teacher, Japan Exchange & Teaching Program (JET) Numazu & Gotemba, Japan, 2003 –2005. Planned and delivered English curricula and tripled elective enrollment over six months. Facilitated annual prefectural English teacher training for Japanese teachers of English. Only expatriate on panel to interview Japanese instructors for English teaching positions. Designed and organized prefectural seminar for over 300 foreign and Japanese teachers of English.

Sales & Marketing Associate, eFrame Technology Solutions Omaha, NE, 2002 – 2003. Evaluated and analyzed target market strategies and facilitated design of marketing materials. Top lead generator in business-to-business sales, averaging over 500 cold calls per week. Networked to establish and develop relationships with potential new clients.

Account Representative, Marketing Development & Sales Center, Union Pacific Railroad Omaha, NE, 2002 – 2002. Researched and evaluated market trends to determine company's actions. Analyzed data regarding logistical bottlenecking problem and collaborated with internal and external clients on ways to improve efficiency of existing processes regarding a \$10 million client.

ANNEX 7 ORGANIZATION CAPABILITIES

Organization Capabilities

EDC is pleased to partner with the Academy for Educational Development (AED) and Mercy Corps International (MCI) on the STAY Positive project. The following sections present the technical capabilities, management capabilities and experience in Afghanistan of each organization.

EDUCATION DEVELOPMENT CENTER (EDC)

Education Development Center, Inc. (EDC) is a non-profit educational research and management organization based in Newton, MA, with more than 350 projects in over 35 countries. Founded in 1958, EDC is dedicated to enhancing learning, promoting health, and fostering a deeper understanding of the world. Our award-winning programs and products, developed in collaboration with partners around the globe, consistently advance learning and healthy development for individuals of all ages. EDC's annual revenue of over \$145 million is supported by multilateral agencies such as the World Bank, UNDP and UNICEF; U.S. government agencies including USAID, the State Department's Bureau of Educational and Cultural Affairs and the Inter-American Foundation; host country governments; NGOs; foundations; and other agencies.

Our staff of over 1,517 professionals includes experts in youth livelihood development, basic education, technical and vocational education, formal and non-formal education, information and communication technologies, local capacity building, and management and administration. EDC has positioned itself as an expert institution in the youth and workforce development fields. The formulation of innovative and efficient approaches and practices to youth development and the inclusion of young people as partners have been determining factors for EDC's success. We have developed a unique flexible learning system for youth development, which areas of intervention range from youth assessment and skills development, basic education, livelihood generation and employment, youth empowerment, civic engagement, local capacity building, workforce assessment and development, gender, youth at risk and in conflict, and entrepreneurship.

Technical Capabilities

Following are descriptions of selected EDC international activities that have focused on youth in four areas: (1) in-school and out-of-school youth; (2) community participation and stakeholder capacity building; (3) workforce development for youth livelihood generation; and (4) information and communication technologies.

In-School and Out-of-School Children and Youth

The *Rwanda Youth Project (RYP)* provides youth, ages 14-24, in Rwanda's capital, Kigali, with market-relevant life and work readiness training and support, hands-on training opportunities, and links into the employment and self-employment job market over a four year period. The project goals are to: (1) empower youth with the necessary tools and resources to enter into a positive development pathway that will lead to increase lifelong livelihood opportunities; and (2) develop a thriving youth livelihood support system in Rwanda, so that youth, the Rwandan economy and the public and private institutions that support and benefit from youths' productive engagement in

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Rwandan society, can prosper. Graduates of the Rwanda Youth Project will have the opportunity to pursue a better livelihood by engaging in one or more of the following livelihood pathways: return to formal and/or non-formal education; gainful employment through a job or internship; or, starting a business and entering into further training to advance their livelihood pursuits. RYP will build institutional capacity and enabling local organizations to access international best practices that can help meet local needs.

Through the *Ghana Education Quality for All (EQUALL)* project, EDC is working to help institutions mobilize Ghana's capacity to provide quality education to every primary school-aged child. Part of EDC's work involves implementing activities designed to strengthen the quality and expand the coverage of complementary education in Ghana, and to create stronger linkages between non-formal and formal basic education programs. To achieve this, EDC has been working to strengthen the capacity of one of the strongest existing complementary education programs in Northern Ghana - School for Life (Sfl). This-month instructional program focuses on reaching children ages 6 to 14, who are not in school or who do not have access to schooling, to help them master core literacy and numeracy skills. 60 percent of those graduating from the Sfl program make a successful transition to formal school at the P3 or P4 levels.

The out-of-school youth population in Haiti is large and growing. Only two-thirds of 6- to 12-year-olds are enrolled in school, and because of Haiti's poor economic situation, the percentage of families that can send their children to school is declining. On the *Haiti Out-of-School Youth Livelihood Initiative (IDEJEN)* EDC is working to: (1) strengthen organizations preparing youth for livelihoods; (2) increase basic education and technical skills of out-of-school youth between the ages of 15 and 20; and (3) apply lessons learned from starter activities to a long-term strategy for serving out-of-school youth so that they can earn livelihoods and improve their economic conditions. The project has provided training and education to 650 children and aims to train over 25,000 by the end of the project.

Community Participation and Stakeholder Capacity Building

On the *Ghana Community School Alliance (CSA)*, EDC developed and implemented a framework of activities, such as community awareness and education campaigns and assistance in strengthening of School Management Committees and PTAs, designed to increase the interest and active involvement of parents and other community stakeholders in the education of their children. The Community Schools Alliances Project worked with over 347 schools in several parts of Ghana.

Mali's Regional Action Plan / Decision Making Project (RAP-DPM) assists the Ministry of Education (MoE) through capacity strengthening in planning, financial and budget management, and education objective and activity evaluation in each education academy or Académie d'Education (AE). RAP-DPM provides technical assistance to deconcentrated MoE entities, such as Centers for Pedagogical Animation and AEs, to better plan and manage activities and offer support to decentralized government structures at their levels. The project supports three objectives: (i) gender equality; (ii) HIV/AIDS, and; (iii) special challenges faced in the North.

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EDC was responsible for the education component of the USAID *Mali Youth Skills Development* project whose overall goal was to improve life skills and opportunities for Malians ages 0 to 24. We integrated practical work skills, health education and parent education into the curricula for government and community schools at all levels and helped promote community-based participation in education. EDC was also involved in policy dialogue on how the educational system can better foster skills development.

Workforce Development for Youth Livelihood Generation

EDC collaborated with USAID Nigeria and other stakeholders on the *Niger River Delta: Youth Education and Employment Potential Initiatives* to outline opportunities and design parameters of a major new Global Development Alliance (GDA) to address youth education, training and employment issues on a large scale, particularly in the Niger Delta. The assessment highlights some of the promising workforce and job creation approaches and projects in the region; it focuses on potential interventions that the Mission might consider sponsoring to strengthen workforce in the region; and provides recommendations for improving the relevance and quality of existing workforce education and training activities.

On the *Philippines Rapid Assessment of the 21st Century Out-of-School Youth Workforce project*, in partnership with local organizations such as SEAMEO-Innotech, was conducted to identify opportunities and challenges to engage unemployed out-of-school youth (OSY) (ages 15–24) in workforce and civil society in the Philippines' Autonomous Region of Muslim Mindano. The assessment provides relevant information to better understand the context in which OSY live and seek to develop livelihoods. It analyzes the demand and supply sides of the labor market and opportunities for employment/self-employment at a regional, national, and international level for these youth. It also looked at the existing formal and non-formal education and training programs and suggested strategies/programs for donor investment.

Palestinian youth can be, and already are, positive agents of change. Using this philosophy as its foundation, the *Youth & Community Initiatives Program for Palestinian Youth Project (RUWAAD)* aims to break new ground by promoting positive youth development through a series of youth-led projects in the West Bank / Gaza region. RUWAAD, which translates from Arabic into “pioneers,” engages youth as resources and leaders, seeing them as catalysts in the development of their communities. Technical vocational training and skills building is a major component of the RUWAAD project.

In 2002, EDC published a guidebook *Helping Children Outgrow War* that addresses educational reconstruction in post conflict settings. The book offers a series of case studies from around the world of successful interventions in post-conflict situations, while working within the framework of children's' well being and learning. The book is concerned with creating conditions - not in terms of physical infrastructure - but the environment for constructive learning in the wake of social violence. The book is intended for use by trainers and policy makers, for extraction of relevant examples of the ways that teachers, facilitators, community leaders, NGO workers and families help children outgrow war and ultimately rebuild their societies.

Information and Communication Technologies

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In the Democratic Republic of Congo on the *Using ICT to Improve Basic Education for Girls Project*, EDC is improving current educational methodologies by fostering learning processes that are rooted in experience, are integrated, use local knowledge and technologies, interact effectively with local development problems, and make appropriate use of information and communication technologies (ICTs). The project is building the capacity of trainers, teachers, and community leaders to: (1) create culturally appropriate and language-specific instructional materials for youths and adults based on sound and innovative pedagogy (project-based learning); (2) increase access to and leverage use of ICTs, and (5) leverage the use of ICTs to facilitate the better achievement of the project vision and mission.

EDC provides technical support and assistance to the *Macedonia Information and Communication Technology (ICT) for Education and Workforce Learning Development (EWorLD)* in Macedonia by offering leadership in the area of education and workforce development. Activities include design of an IT industry/education symposium, development of products and processes for e-school certification, and development guidelines and support for working groups that are responsible for sustaining the initiative.

Management Capabilities

EDC's steadily increasing business base and our past performance references demonstrate the capacity of our organization to meet the programmatic and administrative reporting requirements of donors in an effective and timely manner. EDC has an effective and sound fiscal management system, capable of on-line and detailed, monthly computerized accounting reports for each project, specifically developed to meet the needs of large and small projects. Experience with federal government grants and contracts of every size, and insights gained through numerous government audits, has enabled EDC to develop the kind of system that meets U.S. government requirements. Stability of personnel in the fiscal area, combined with constant upgrading of computer capability, make fiscal management one of EDC's strengths.

Afghanistan Experience

EDC implemented the USAID-funded *Afghanistan Literacy and Community Empowerment Program (LCEP)*. LCEP was an integrated community development initiative that included components in literacy, capacity building for income generation and local governance in Afghanistan. LCEP's basic functional literacy program was designed to meet the learning needs of community members, ages 10 - 25, as they prepared to participate in local governance and income-generating activities. Teachers in LCEP village Learning Centers provided purposeful, standards-based instruction in reading, writing, numeracy, interpersonal and other life skills in the context of community governance and economic development. LCEP provided training opportunities for community members in organizing and maintaining local savings banks and micro enterprises. Participants learned the specific skills needed to successfully manage savings initiatives and small businesses. The program also included strategies to ensure women's full participation.

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ACADEMY FOR EDUCATIONAL DEVELOPMENT (AED)

AED is a global leader in international development, with 2,000 staff, an annual budget of \$450 million, and over 250 ongoing projects in 150 countries. AED's work covers the broad range of development challenges in employment generation and poverty reduction, workforce development, youth development, economic growth and enterprise development, conflict resolution, education, and health, among other sectors. With project staff in more than 55 countries, including Afghanistan, AED has a solid reputation for supporting field-based project teams for rapid project start-up in country, from mobilizing local staff to setting up local project offices to quickly deploy consultants with needed expertise. AED also brings decades-long experience of implementing projects in Afghanistan to improve education and health, providing training to government, non-government and private sector professionals, and helping to prepare young women and men from some of the most disadvantaged regions to gain new skills leading to employment and increased leadership capacity.

Technical Capabilities

AED brings proven experience in supporting workforce development and employment generation among youth and initiating technical, vocational, and functional skills training activities to better meet labor market needs and increase youth employability.

Since 2008, under the \$150 million, USAID-funded *Federally Administered Tribal Areas (FATA) Livelihoods Development Program (LDP)*, AED has led a team of partners in improving the livelihoods and living conditions of FATA residents by addressing the region's lack of employment and income-earning opportunities, poor educational access and quality, high rates of illiteracy, lack of entrepreneurial skills, poor community infrastructure and lack of essential services. AED is facilitating in-country and US training programs for FATA citizens in education, trade skills and enterprise development. The program has also created 42,734 short-term jobs and 288 long-term jobs, 3,764 youths have been enrolled in life skills and literacy programs, and 419 students and trainees have been awarded scholarships and apprenticeships.

Under the *Advancing Learning and Employability for a Better Future Project (ALEF)*, AED worked in Morocco to connect 220,000 youth with employment opportunities by collaborating with public and private partners to strengthen the quality and relevance of basic education, women's literacy and vocational training, thereby increasing access to employment and broader civic integration. The project built the capacity of education and training institutions at all levels of the system to provide job counseling and placement services. Information and communication technologies were integrated into all project activities to strengthen the capacities of partners as well as provide students with important skills for tomorrow's job marketplace. By the project's end, ALEF reached approximately 1.25 million students and nearly 60,000 teachers as well as over 85,000 women and men through its literacy programs. Multiple public and private institutions have chosen to adopt the ALEF methods piloted and refined by AED and its partners to their programs nationwide.

AED is currently implementing a new US Department of Labor (DOL) initiative focusing on the *Promotion of Labor Rights and Employment in Pakistan (LREP)*. LREP emphasizes the

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importance of aligning market demands with the supply of young, often under-educated and jobless youth, through a set of activities including labor market surveys, vocational and entrepreneurship skills training, engagement with industry leaders and stakeholders, and jobs placement through employment services centers to maximize opportunities for career development and productive and long-term employment among youth and young adults.

Under a series of broad USAID participant training and capacity development contracts (e.g., *START* and *FORECAST*), AED has implemented 30 task orders resulting in over 12,200 training programs for more than 250,000 participants from 26 countries. Over 11,000 participants completed enterprise development training, and AED also designed and implemented a series of programs specifically for women entrepreneurs. Under the *FORECAST/Armenia Project*, AED has built local capacity through engaging diaspora members to train and mentor local workers in finance and accounting standards, enterprise development, and organizational management, resulting in 60% securing local employment. Through the *START/Higher Education Support Initiative Task Order (HESI)*, AED conducted a needs assessment of the Palestinian higher education community and arranged training for over 75 Ministry of Education and Higher Education staff on computer skills, human resources, project management, and strategic planning.

AED's implementation of the *Egyptian Education Reform Program (ERP)* modernized education in Egypt to better prepare youth to meet the demands of a global economy. As a result of ERP, AED and the Ministry of Education are developed a public awareness campaign to promote community involvement in educational reform, while using the Community Youth Mapping (CYM) process to encourage effective professional development and promote private sector involvement. Youth mappers acquire transferable skills such as critical thinking and data management, strengthen community perceptions of technical school students, and join an exclusive group of young people that are contributing to the development of their communities.

Under the *Youth Trust Project* in Haiti, AED provided training for out-of-school youth and adults in Community Youth Mapping (CYM) to assist youth and adults to identify formal and informal livelihood opportunities. Trainees used the information to help assess economic opportunities in their communities, as well as provide a baseline of data to local decision-makers and NGOs about how youth were earning incomes.

FATA LDP Highlights in Implementing Workforce Development Programs for Unemployed Youth

- 128 FATA youth have been provided apprenticeship opportunities and 31 youth have completed six months of on-the-job training.
- 100 youth (ages 18 – 25) have participated in eight week training programs in the US to build employment and leadership skills, as well as participated in cross-cultural exchanges with American students.
- 270 literacy centers for women have been established throughout the FATA region. The literacy centers are run by AED's local NGO partners.
- 24,821 short-term jobs have been created by AED's cash-for-work program for internally displaced persons and local FATA residents.

Management Capabilities

AED has managed a broad range of activities, from large multi-dimensional, multi-year, multi-partner activities, to small projects focused on a specific target. Management capabilities for projects of similar size and nature are presented below.

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As a capacity-development project, the *Afghanistan Higher Education Program (HEP)*, has been managed collaboratively with USAID and key stakeholders, including the Ministry of Higher Education and Afghan universities. Ministry officials and university administrators are fully engaged in the design and implementation of HEP training and support activities. The result is very strong support of HEP across the Afghan higher education community and a shared sense of ownership among key stakeholder groups. Moreover, HEP management is marked by a flexible approach to implementation that allows USAID, the Ministry of Higher Education, and AED and its implementing partners make adjustments to the work plan in order to address changing priorities and take advantage of emerging opportunities for improving Afghanistan's higher education system. This flexible approach is essential when working in conflict settings where security and political considerations often present implementation challenges.

AED currently also leads a nine-organization core team on the implementation of the \$350 million (ceiling) *FIELD-Support Leader with Associates (LWA)* and five associate awards (\$124 million,) including activities in Afghanistan and the West Bank and Gaza, focusing on poverty reduction, income and employment generation and improving the security of poor households. Within FIELD, AED has worked closely on the ground with local business leaders and organizations in the \$7.7 million *Small and Microfinance Assistance for Recovery and Transition Project* for the West Bank and Gaza is preserving the microfinance institutional infrastructure and assisting microfinance intermediaries in transitioning to sustainable growth with technical assistance to increase the development of improved products and services.

The *FIELD LWA* also features AED's ability to target interventions to appropriate audiences, including vulnerable youth. In its first year, the AED and its partner on the activity, ACDI/VOCA have awarded The \$15.9 million *Supporting Transformation by Reducing Insecurity and Vulnerability with Economic Strengthening Project* will work to identify effective means of improving the economic circumstances of vulnerable boys and girls. Between 2007 and 2012, the program will implement five field projects working in Sub-Saharan Africa and Asia. Elements to be explored include value chain interventions, savings-led finance models, and establishing appropriate micro-enterprise or wage employment alternatives for youth.

Afghanistan Experience

With our projects in Afghanistan dating back to 1977, AED has a history of working alongside, and managing, multiple organizations as an integrated team in some of the world's most difficult contexts. AED's current programs in Afghanistan also provide a sound basis and infrastructure to maximize investments and networks for the benefit of the STAY program activities.

AED's *HEP* activities are aimed at strengthening the capacity of leadership, staff, systems and structures of the Faculties of Education and the Ministry of Higher Education (MoHE) as a means to improve access to quality education across the country. HEP has been extremely successful in navigating the political and security challenges by working closely with the MoHE and local leadership to deliver effective trainings and to establish institutions and educational standards, professional competencies and a national strategy for teacher education and accreditation. To date, HEP has provided teacher training to more than 900 faculty members and administrators

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from the MoHE and from 16 higher education institutions, delivered institutional development workshops and English language trainings, facilitated short-term professional development training courses in the US for educators and administrators, and introduced linkages between higher education institutions in the US and Afghanistan. HEP has also established three fully-operational computer training labs in Afghanistan which have trained over 200 faculty members in computer literacy and syllabus design.

Under the USAID-funded *FIELD-Support LWA*, AED brings experience in improving the security of poor households through increased access to sustainable livelihoods opportunities. AED is currently leading a consortium of nine firms and working directly with public, private and community authorities to strengthen jobs and livelihood creation, microfinance and micro-enterprise development, and effective social safety net systems. The \$80 million *Agriculture, Rural Investment and Enterprise Strengthening Program for Afghanistan (ARIES)* is an initiative that AED, ACDI/VOCA, Shorebank International and WOCCU implemented to improve access to financing for Afghan Small and Medium Enterprises, particularly in the agricultural sector, through an investment fund by providing financing to medium-sized enterprises with solid business plans that demonstrate the greatest potential for providing sustainable employment for disadvantaged and vulnerable populations. After three years, the ARIES Program has disbursed 222,049 loans in the amount of US\$130.5 million through 119 financial service outlets in 24 of Afghanistan's 34 provinces. Forty-nine percent of borrowers were female. This program has created over 226,000 jobs.

Under the *Afghanistan Secure Futures Program (ASF)*, AED is improving the quality of informal apprenticeships, and thus supporting the development of a workforce that will more fully contribute to Afghanistan's economic growth. ASF is also linking small businesses to larger market players, business associations, and financial service providers, helping businesses to improve the quality and quantity of their work by helping small and micro-businesses in the Afghan construction industry access the financial services, skills and information they need to grow their businesses. Such measures to empower local businesses and link youth to economic opportunities will prove essential to STAY activities.

Currently, AED is working on the *Afghanistan Infrastructure and Rehabilitation* as a subcontractor to Louis Berger Group Black & Veatch to provide capacity building assistance in the form of technical assistance, physical support and infrastructure services for institutional strengthening across the Afghan government, the private sector, and local communities.

Under the *Rural Expansion of Afghanistan's Community-Based Healthcare Project (REACH)*, AED (as a subcontractor to Management Sciences for Health) worked with the Afghan Ministry of Health to ensure delivery of health services to rural women of reproductive age and their children under five. One of the tasks was to address the acute shortage of midwifery skills among health professionals through a comprehensive social marketing campaign and by building capacity of local NGOs through grants that support delivery of these health services.

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MERCY CORPS

Mercy Corps helps people in the world's toughest places turn the crises of natural disaster, poverty and conflict into opportunities for progress. Driven by local needs, our programs provide communities with the tools and support they require to transform their own lives. Our worldwide team of 3,700 professionals is improving the lives of 16.7 million people in more than 40 countries. Mercy Corps has worked directly with youth in the areas of economic development, civil society, conflict management and health in some of the most challenging development contexts around the globe. Mercy Corps currently operates 36 youth development projects in 18 countries worth approximately \$55 million.

Technical Capabilities

Young People Become More Engaged in the Development of Their Communities

Community mobilization, a process that empowers people to be their own agents of change, is a central approach to Mercy Corps' programming because it ensures lasting development impacts. Mercy Corps currently operates upwards of 50 projects with major community mobilization components in over 30 countries worth approximately \$300 million dollars. Our mobilization methodology ensures the meaningful participation of marginalized groups such as youth, women, and the disabled. We believe that youth, in particular, need opportunities to develop the capabilities to drive and sustain development – especially in fragile and transitional environments.

For instance, Mercy Corps' *Iraq Community Action Program (CAP)* places emphasis on engaging youth for community mobilization. Now in its third phase, Mercy Corps' CAP program has been operational since 2003 and represents an investment of over \$119 million from USAID. Through the program, Mercy Corps is helping over 550 communities form Community Action Groups (CAGs) to identify their own development priorities, including possible causes of conflict, and design and implement solutions in an inclusive, participatory manner. CAGs have already implemented over 1,500 projects including over 600 youth-focused transformative activities. Transformative activities have fostered and nurtured youth expression and innovation, improved access to information, encouraged community participation, and promoted learning and debate through sports competitions, newsletters, painting/drawing, essay contests, awareness campaigns, IT training, and community service.

With USAID funding, Mercy Corps is launching the new \$7.1 million *Tajikistan Stability Enhancement Program (TSEP)* which will mobilize a community-based response to strengthen local governance, improve community engagement, and create economic opportunities in conflict-prone, rural areas of the country. Disenfranchised youth are a primary focus of TSEP and are being engaged in every aspect of program implementation.

Recognizing the transformative power that youth can play in the development of their communities and the potential to create strong networks through new technology, Mercy Corps has developed the *Global Citizen Corps (GCC)*. The GCC is a multi-country leadership program that uses online engagement and community actions to help youth become more involved in positive development of themselves and their communities. Through digital stories, structured

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dialogues across continents, and leadership opportunities, young people discover peaceful ways to learn, communicate and contributed. GCC uses a web 2.0 portal that aggregates educational and user-generated content from mobile and other digital media into a single, youth-friendly platform. These tools offer a powerful avenue for mobilizing others to take actions worldwide. Ever year, over 3,000 trained GCC leaders in eight countries mobilize more than 10,000 peers in their actions projects.

Young People Gain Market-Driven Vocational Skills and Increase Access to Employment

Mercy Corps supports vocational training, apprenticeships, improved access to financial services, youth entrepreneurship and leadership, and mentoring to increase youth employment and economic development.

Our \$2.5 million, Support for *Kosovo's Youth Leaders (SKYL)* program is helping young people reach across ethnic lines to advance common interests, particularly economic interests. To date, SKYL has trained over 400 youth from various ethnic backgrounds in negotiation and job skills such as effective communication, problem-solving, and professional presentation. Over 150 youth have obtained more focused entrepreneurship and job skills; SKYL is successfully facilitating internship and apprenticeship placements for these participants.

In conflict-prone southern Kyrgyzstan, Mercy Corps' \$3.5 million *Collaborative Development Initiative (CDI)* increased young people's access to economic opportunities, thereby decreasing disenfranchisement of at-risk youth. CDI provided three-month vocational and problem-solving skills training for young men. A total of approximately 4,000 youth participated in CDI-facilitated activities, some 40 youth businesses were supported. Over 1,125 youth graduated from vocational training and 313 of them landed jobs within the first three months after graduation. In Tajikistan, the *Peaceful Communities Initiative (PCI)* improved youth opportunities within communities through vocational training, master-apprentice workshops, and seminars, as well as youth-driven initiatives. Over a thousand youth graduated from vocational training courses, and had a high rate of employment afterwards. In **Kyrgyzstan** and **Serbia**, Mercy Corps worked with Junior Achievement to engage more than 2,300 high school students and teachers to establish student companies and build entrepreneurial skills.

Ready-to-Go, Youth-Oriented Curriculum

Over the past several years, Mercy Corps has developed, field-tested and refined curriculum to support youth-oriented workforce development programs and improved life skills. Our training materials be easily adapted to the Afghan context. Illustrative examples of existing training modules are:

Workforce Development

interpersonal skills, working ethics, assertiveness, interviewing, and more.

Life Skills

Listening, decision-making, managing emotions, effective leadership, and more.

Young People Have Strengthened Skills to Negotiate Their Changing Environment

In areas where Mercy Corps operates, conflicts, disasters or extreme poverty have often prevented young people from acquiring basic education, vital information and the capacity to cope with

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necessary changes. Mercy Corps works with local institutions to increase young people's knowledge, life skills and resilience.

In China, Mercy Corps partnered with the Liangshan Yi for Empowerment (LYFE) Center to carry out a three-year program entitled *Giving Leadership Opportunities to Young Women (GLOW)*, funded by Nike. Skills training bases in Zhuhe and Xichang city offered marginalized Yi (ethnic minority) girls training on job skills, agriculture, health and language skills, and helped them adapt to modern life and establish self-initiative. As a result of the program some 95% of the girls improved their Mandarin skills and 91% have improved health and life skills while 223 women successfully landed jobs through coordination with the Yi Center, and many increased their incomes.

Mercy Corps' *Youth Education for Life Skills Phase II (YES)* provided over 13,000 youth across 358 communities in 7 counties in Liberia with literacy and life skills trainings. At the time of completion, the program was the largest of its kind ever undertaken in Liberia. Implementation provided war-affected youth from different backgrounds, ethnic groups, geographic locations, and sexes with a shared experience, knowledge, and skills that are better allowing them to become productive members of their communities.

Management Capabilities

Mercy Corps worldwide has extensive experience with implementing USAID-funded programming with appropriate compliance oversight. Worldwide, we are now implementing some 46 grants and cooperative agreements on behalf of USAID totaling upwards of \$340 million. Mercy Corps has strong management capability in Afghanistan including a team comprised of over 440 professionals – the bulk of them Afghan nationals. We have seven fully offices around the country including a main office in Kabul and implementation offices in Helmand and Kandahar. In addition to a fully-staffed in-country management and program team, Mercy Corps' South Asia desk officers and Regional Program Director will provide programmatic and financial oversight and our Technical Support Unit will be available for short-term technical assistance.

Afghanistan Experience

Mercy Corps has been working alongside the Afghan people for the past 23 years helping them improve rural livelihoods, recover rural economies, build their businesses, improve their health, educate their children and participate more fully in civil society. Throughout our entire history in the country, we have been present in the southern provinces of **Kandahar** and **Helmand** where we are known and trusted by communities. Over the past five years alone, Mercy Corps has been awarded and implemented more than 25 grants in Afghanistan that represent over \$114 million in development programming. We are currently working in more than 100 communities in northern, southern and eastern Afghanistan. Several examples of our numerous programs in the country are listed below.

Mercy Corps' DFID-funded *Helmand Agricultural Solutions for Improved Livelihoods (HASIL) program* focuses on strengthening sustainable licit livelihoods and forging constructive

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and productive relationships between government, civil society and the private sector. The program started in 2007 and the two phases of funding have totaled over \$8 million. As well as significant infrastructure rehabilitation and agriculture development components, HASIL provides Helmand residents with improved knowledge and skills that will increase their economic benefits derived from licit natural resource based livelihoods. Under this program, in December 2009, the newly constructed Helmand Agricultural High School in Lashkargah opened and more than 100 students are attending classes. Over the past 18 months, 206 students – both male and female – graduated from vocational training courses and are being offered employment placements and internships.

Mercy Corps is also implementing the *Afghanistan Agro-Business and Agriculture Development (AABAD)* Program which improved agricultural productivity by expanding access to markets, improving agricultural infrastructure, and building the technical capacity of numerous actors including rural agricultural communities, government officials, and small to medium sized agro-enterprises. The program worked with communities in Kunduz, Takhar, Kandahar and Helmand Provinces to strengthen both private sector and public sector systems for supporting high-value agricultural production, by creating fruit and nut tree nurseries, improving livestock health, and providing services through Mercy Corps' existing network of 22 Veterinary Field Units

Since 2005 Mercy Corps has supported the development of several Agricultural High Schools (AHS), in close cooperation with partners such as People In Need (PIN), Purdue University's Department for Youth Agricultural Education and the Afghan ministries of Agriculture and Education with funding leveraged from a number of donors including DFID, EC and the Czech government. Addressing critical constraints, Mercy Corps' assistance to agricultural high schools has been holistic, directly assisting central level ministries in curriculum development, teacher and administrative staff training, materials and equipment supply, and school rehabilitation.

Mercy Corps has identified access to finance as a major constraint to increasing production, providing inputs and marketing of products. In 2003, Mercy Corps established *Ariana Financial Services Group (AFS)*, one of the first microfinance institutions in Afghanistan providing high quality, fair-priced savings and loan products to clients to help so them start or expand their businesses, increase incomes and improve quality of life. Since that time, AFS has supported more than 45,000 clients with \$11.3 million in loans. AFS currently has some 11,000 active clients about two thirds of whom are women.