Afghanistan
Technical and Vocational Education Training (TVET) Providers Inventory

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Front Cover Photo: ATVI Kabul (Photo courtesy of Mohammad Fahim Khalid)
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<tr>
<td>ABA</td>
<td>Afghan Builders Association</td>
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<tr>
<td>ACCA</td>
<td>Association of Chartered Certified Accounting</td>
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<td>ACCI</td>
<td>Afghan Chamber of Commerce and Industries</td>
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<td>ADB</td>
<td>Asian Development Bank</td>
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<td>AIBF</td>
<td>Afghan Institute of Banking and Finance</td>
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<td>AISA</td>
<td>Afghanistan Investment Support Agency</td>
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<td>ANQA/F</td>
<td>Afghan National Qualification Authority/Framework</td>
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<td>AREDP</td>
<td>Afghanistan Rural Enterprise Development Program</td>
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<td>ARTF</td>
<td>Afghan Reconstruction Trust Fund</td>
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<td>ATTTTC</td>
<td>Agriculture Technical Training College</td>
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<td>ATVI</td>
<td>Afghanistan Technical and Vocational Institute</td>
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<td>AUAF</td>
<td>American University of Afghanistan</td>
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<td>AWDP</td>
<td>Afghan Workforce Development Project</td>
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<td>CAT</td>
<td>Certified Accounting Technician</td>
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<td>CDP</td>
<td>Capacity Development Program</td>
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<td>CESP</td>
<td>Committee on Education &amp; Skills Policy</td>
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<td>CTTC</td>
<td>Champion Technical Training Center</td>
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<td>DFID</td>
<td>Department for International Development</td>
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<td>DM-TVET</td>
<td>Deputy Ministry Technical and Vocational Education and Training</td>
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<td>EDC</td>
<td>Education Development Center</td>
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<tr>
<td>GiRoA</td>
<td>Government of Islamic Republic of Afghanistan</td>
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<td>GIZ</td>
<td>Deutsche Gesellschaft für Internationale Zusammenarbeit</td>
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<td>GoNL</td>
<td>Government of Netherlands</td>
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<td>HRD</td>
<td>Human Resource Development</td>
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<td>HRDB</td>
<td>Human Resource Development Board</td>
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<td>ICDL</td>
<td>International Computer Driving License</td>
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<td>ICT</td>
<td>Information Communication Technology</td>
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<td>ILO</td>
<td>International Labor Organization</td>
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<td>INGO</td>
<td>International Non-Governmental Organization</td>
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<td>JICA</td>
<td>Japanese International Cooperation Agency</td>
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<tr>
<td>KVO</td>
<td>Kunar Vocational Organization (also known as Kunar Construction Center)</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>MoHE</td>
<td>Ministry of Higher Education</td>
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<td>MoJ</td>
<td>Ministry of Justice</td>
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<td>MoLSAMD</td>
<td>Ministry of Labor, Social Affairs, Martyrs and Disabled</td>
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<td>MoWA</td>
<td>Ministry of Women Affairs</td>
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<td>MRRD</td>
<td>Ministry of Rural Rehabilitation and Development</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>NIMA</td>
<td>National Institute for Management and Accounting</td>
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<td>Acronym</td>
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<td>NSDP</td>
<td>National Skills Development Program</td>
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<td>OEG</td>
<td>Office of Economic Growth</td>
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<td>PRT</td>
<td>Provincial Reconstruction Team</td>
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<td>QA</td>
<td>Qualifications Authority</td>
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<td>RFP</td>
<td>Request for Proposal</td>
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<td>SAB</td>
<td>Solidarité Afghanistan Belgique</td>
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<td>SME</td>
<td>Small and Medium Enterprise</td>
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<td>SOW</td>
<td>Scope of Work</td>
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<td>STAY</td>
<td>Skill Training for Afghanistan Youth</td>
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<td>TA</td>
<td>Technical Assistance</td>
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<td>TOT</td>
<td>Training of Trainers</td>
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<td>TT</td>
<td>Teacher Training</td>
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<td>TTA</td>
<td>Teacher Training Academy</td>
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<td>TTTA</td>
<td>Technical Teachers Training Academy</td>
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<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNDP</td>
<td>United Nations Development Project</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific, and Cultural Organization</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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1. Executive Summary

With 35% unemployment and a staggering 68% of the population under 25 years of age\(^1\), Afghanistan is in desperate need of building its training and vocational institutions to aid the transition from social recovery to economic growth. Through building these institutions, the country may begin to shape a workforce that is responsive to labor market needs. The USAID Office of Economic Growth’s (OEG) new Afghanistan Workforce Development Program (AWDP)\(^2\) which is anticipated to begin in early 2012 was conceived to address this need. The goal of the AWDP is to increase job placement, wages, labor productivity and meaningful workforce participation.

The objective of the Technical and Vocational Education and Training (TVET) Inventory consultancy was to assemble a foundation of information and tools to guide strategy and accelerate implementation of AWDP. To accomplish this, TVET consultants conducted interviews with key stakeholders and hired a local research firm to survey 400 TVET providers (non-government) in the urban and peri-urban provinces of Herat, Kabul, Kandahar, Jalalabad, Mazar-i-Sharif and Kunduz. Limitations of this survey include questionable veracity due to self-reporting; responses influenced by cultural unfamiliarity with surveys; low capacity of the local research firm; very limited time in which to conduct the survey.

Results of interviews and surveys point to a TVET sector that is disorganized and disconnected from workforce needs. Donor-driven activities tend to focus on building capacity within Ministries and establishing institutes with marginal sustainability. Meanwhile, direct provision of TVET lacks real engagement with employers and market needs. As a result, training “supply” does not meet workforce “demand” in either type or level of skill.

TVET provision in Afghanistan is characterized by training in a very limited number of topics at a rudimentary level of proficiency. The majority of TVET provision is focused on basic skill levels for trades, computer usage and English language. TVET providers only contact employers to place graduates; there is no corroboration of training that meets employer needs. An obvious example of this missed opportunity exists with Afghanistan’s booming construction industry. The low-paid, unskilled construction workers are Afghan, while the higher-paid, skilled workforce is imported. Yet, less than 10% of TVET provision in Afghanistan targets this gap.

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\(^2\) [https://www.fbo.gov/index?s=opportunity&mode=form&id=241e64c32b85ce65325c8b2e46164dd0&tab=core&cview=1](https://www.fbo.gov/index?s=opportunity&mode=form&id=241e64c32b85ce65325c8b2e46164dd0&tab=core&cview=1)
While little emphasis is given to elevating proficiencies in existing occupations, even less emphasis has been placed on training in emerging occupations and skills. Without training in emerging skills, the economic growth that has occurred in Afghanistan in the past few years is likely to stall. For example, hundreds of businesses have acquired modern production machinery yet there does not appear to be TVET for modern equipment repair. The same is true for medical and office equipment repair.

Approximately 25% of TVET participants are female, closely mirroring the percentage of female trainers. Most female participation is through the informal sector, where women are trained in traditional occupations such as sewing, handicrafts, carpet weaving and beautician services. Anecdotal evidence suggests that while these skills may contribute to subsistence livelihoods, they do little for workforce development. If a commitment is made to increasing women’s workforce participation, it needs to begin with a participatory appraisal be conducted with potential female TVET students, TVET providers, and employers to develop realistic objectives and approaches.

If a workforce development project did nothing more than facilitate relationships, it would be a huge step in the right direction. While the first order of relationship-building should address employer needs, other relationships can address how TVET providers meet those needs. Examples of such relationships may include organizations offering international certifications; international equipment manufacturers that can work with local TVET providers on training in repair; international educational institutes that have opportunities for extending teacher training and curricula; opportunities for distance learning and on-line exchanges through video conferencing.

Under-utilization of on-line resources is a major development hindrance for TVET development. While internet access is acknowledged as a challenge in most areas, support to expand ‘virtual learning’ is a more efficient approach than erecting new buildings. Well-over 50% of TVET survey respondents claim to utilize internet, yet only one reported using on-line resources in developing curricula. Lack of in-country expertise and the enormous challenge of physical movement in Afghanistan implores TVET providers to increase use of distance learning and on-line resources.

Rather than spread AWDP’s limited resources across all TVET providers, AWDP would do well to target those that have already achieved a level of success. Based on surveys, site visits and interviews, some TVET providers are distinctive in their potential to achieve progress in workforce development directed toward the larger objective of economic growth. Specific opportunities for entry points with these TVET providers are described in Annex O.

In addition to this report, products resulting from this consultancy include the TVET Provider Directory, an Excel spreadsheet with raw survey data, profiles of distinctive TVET providers, and original surveys conducted with over 400 TVET providers.
2. Introduction

2.1 Background

With 35% unemployment and a staggering 68% of the population under 25 years of age, Afghanistan is in desperate need of building its training and vocational institutions to aid the transition from social recovery to economic growth. In order to realize this aspiration, institutional capacity of vocational and technical education and training (TVET) institutions must be built. In so doing, the country may begin to shape a workforce that is responsive to labor market needs.

It is estimated that 70% of the vocational education and training in Afghanistan is provided through private sector training businesses and NGOs. However, a full inventory and analysis of the training provided by private and NGO TVET providers is not available. This information is needed in order to create a comprehensive picture of the various TVET-related programs, their (possible) synergies with other training providers, their potential to meet labor market requirements and methods to strengthen service delivery. The inventory targets six primary metropolitan regions where the USAID Afghanistan Workforce Development Program (AWDP) will be initially focused: Herat, Kabul, Kandahar, Jalalabad, Mazar-i-Sharif and Kunduz.

Currently, USAID and other donor projects are supporting TVET training through formal and informal training activities. The OEG’s new Afghanistan Workforce Development Program (AWDP) which is anticipated to begin in early 2012 is one of these programs. The overarching goal of the AWDP is to increase job placement, salaries/wages, increase labor productivity and self-employment opportunities for Afghan men and women.

The goals of the AWDP will be met by:

- Providing grants and technical resources to design training strategies
- Introducing new teaching methods and curricula
- Increasing proficiency and number technical teachers
- Build institutional capacity of TVET providers.

The project will focus predominately on the formal labor market in urban and peri-urban areas with a secondary focus on rural and informal labor sectors.

2.2 Purpose of Assignment

The objective of the TVET Inventory assignment was to compile information about the type of trainees, capacity, activities and effectiveness of TVET providers in the urban and peri-urban provinces of Herat, Kabul, Kandahar, Jalalabad, Mazar-i-Sharif and Kunduz. USAID explicitly limited focus to the “supply side” of workforce development, as it is conducting procurement of a “demand side” survey of labor market needs.

\[SOW\] provided in contracting TVET Inventory
The TVET Inventory, analysis and recommendations are intended to assist AWDP to quickly understand the current status of TVET initiatives and structures and to help USAID identify investment opportunities that show promise for having a rapid and significant impact on workforce development. The SOW for this assignment is contained in Annex A.

2.3 Methodology

In completing this assignment, the TVET Team conducted an extensive literature review, interviews with key stakeholders, surveys of 400 TVET providers. A bibliography of documents and web sites reviewed is contained in Annex P. Leveraging information gleaned through the literature review, interviews were conducted with almost 30 stakeholders (who are not direct providers of TVET) based in Kabul. Interviews were conducted primarily in English by American TVET consultants Suzanne Savage and Stephanie Brennan. Stakeholders included GIRoA Ministries and agencies, NGOs, donors, and implementing organizations. Summaries of stakeholder meetings are contained in Annex C. Although stakeholders’ web sites and project documents describe their intended roles and activities, personal interviews often painted a more realistic picture.

Information accumulated through stakeholders served as a critical backdrop in the development of surveys and interviews with TVET providers. As a result, the TVET Team looked more closely at the nature of relationships between training and workforce needs and approaches to sustainability. Stakeholder discussions were conducted with a conversational approach to put interviewees at ease and to elicit frank conversation. A Stakeholder Interview Guide (Annex D) and TVET Inventory Project Brief (Annex F) were sent to stakeholders prior to conducting meetings in order to make discussions more fruitful.

In order to get a 360° view of TVET and workforce development, the TVET Team met with six of Afghanistan’s larger private sector employers. Of these, three employers are in telecommunications, two are in banking and one produces garments. Ranging in size from 500 to 4,500 employees, these companies conduct extensive in-house training for employees. As such, they represent both the demand and supply sides of TVET. Interviews with employers were intended to determine approaches used by large employers to satisfy training needs. These interviews also endeavored to identify opportunities to develop a tighter connection between employers and TVET providers. See Annex G for a list of employers interviewed and Annex H, Employer Interview Guide.

2.3.1 TVET Provider Survey

In order to survey TVET providers, a local research firm was contracted through a competitive process. Annex I contains the RFP issued for contracting. The TVET Team assembled a list of over 900 TVET providers whose contact information was culled from prior surveys; firms registered with AISA; training providers contracted through NSDP; and training providers discovered through internet searching.
In determining a target number of TVET providers to survey, consultants considered the number of TVET providers identified through prior surveys conducted in 2009 by NSDP and Altai Consulting (a local research firm) and the amount of time in which to complete the survey, input and cleanse data, and produce a final TVET Directory and report. Based on these factors, the TVET Team proposed a target of 400 surveys in Kabul, Jalalabad, Herat, Mazar-i-Sharif, Kandahar and Kunduz. A survey instrument was designed with input from USAID that attempted to illicit a depth of meaningful information during an interview of 45-60 minutes.

Surveys were conducted during the first two weeks of October 2011 by over 20 local surveyors. Expat consultants accompanied surveyors for two days each in Jalalabad, Mazar-i-Sharif and Herat for quality assurance and to conduct more in-depth surveys to explore areas of opportunity. The security situation in Kandahar and Kunduz precluded expats travel to these regions.

From the original contact list, over 160 were unable to be contacted by phone or email, with an additional 130 no longer in business or not providing training. Of those remaining, 178 elected not to participate in the survey. In most cases, non-participation stemmed from the cultural suspicion of strangers asking questions. Unfortunately, this caution is warranted in Afghanistan, given the delicate security situation and violent attacks based on business success, belief systems and association. Over 400 surveys were completed, thus forming the basis for quantitative findings.

2.3.2 Limitations

The limitations of this consultancy include:

- Limited time (eight weeks) in which to structure and conduct baseline primary research in Afghanistan. Even in developed countries, eight weeks would be considered a short period of time in which to conduct such extensive primary research.
- Self-reporting by TVET providers. Some survey responses were found to be contradictory, unreliable, and incomplete. To the extent possible, consultants attempted to cleanse and rationalize data.
- Limited capacity of local research firm. Time constraints for responding to the Survey RFP resulted in only four proposals from local research firms. Without sufficient time to re-release or extend the deadline further, TVET consultants selected the firm that appeared most apt to succeed. It was quickly apparent that

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4 Despite repeated requests, the Professional Development Institute (PDI) at the American University of Afghanistan (AUAF) (which is almost exclusively USAID-funded) finally assented to participate a week after the deadline when data analysis had already concluded. PDI did however participate in an in-depth interview.
the firm lacked sufficient capacity. TVET Consultants made every attempt to mitigate this situation.

Major challenges encountered during this assignment included:

- Difficulty making contact with TVET providers. Few organizations (both providers and stakeholders) in Afghanistan have central phone or email contacts, and can only be contacted through an individual. Tracking down the correct person within an organization, finding their contact information, and securing meetings took considerable time.
- Reluctance of TVET providers to participate in the survey. Given the insecurity of the country and cultural reticence to disclose information, some TVET providers were unwilling to participate in the survey. In one instance, police detained a surveyor for questioning.
- Cultural unfamiliarity with answering questions directly and answering questions posed by strangers. This cultural sensitivity led to significant anomalous responses that were often contradictory, and questions that remained unanswered.
- Compressed time in which to complete the survey. Numerous high profile security incidents occurred during the period of this assignment that paralyzed movement for days at a time in both Kabul and in the field. This resulted in reducing preparation and training time for surveyors and cancelling a full day of in-depth TVET provider interviews in Mazar-i-Sharif.

The western practice of answering survey questions with direct answers is unfamiliar to most Afghans. As a result, survey respondents frequently talked around concepts without directly answering a question, or responded with contradictory, and in some cases fabricated, answers. Local surveyors reported difficulty in eliciting direct and reasonable responses to survey questions; respondents were often more focused on answering in a way that would secure future funding. While this situation could have been somewhat mitigated by increased surveyor training, the duration of the project did not allow this luxury. Furthermore, expat consultants accompanying local surveyors in the field experienced similar challenges, which may point to the cultural issue rather than a training issue.

In retrospect, the assignment may have been too ambitious for a first foray into profiling TVET providers. In an attempt to gather as much information as possible from TVET providers, the survey asked questions that attempted to profile students, trainers, topics, organizational capacity and engagement with employers. While conducting field visits, consultants observed that respondents had difficulty switching topics several times within an hour interview. As a result, some responses were conflicting, unreliable, or unanswered. Time constraints were such that the one week allowed for data cleansing was concurrent with the time allowed for data analysis. Additional time could have expanded the pool of proposals, allowed more time survey testing, surveyor training, and data cleansing.
3. The Big Picture

Efforts in TVET development in Afghanistan appear disconnected. Donor-driven activities tend to be exactly that, donor-driven, characterized by initiatives for capacity building within Ministries and for establishing TVET institutions without local ownership or buy-in for sustainability. For example, in 2007 the ILO established nine Employment Service Centers around the country on behalf of the Ministry of Labor. Despite their apparent success, the Centers closed when donor funding ended. Similarly, JICA established nine TVET institutes around the country in 2007. By 2009, these institutes had fallen into such disrepair that UNDP undertook refurbishing. Without a plan or resources for sustainability, the centers ceased operations shortly thereafter.

In the meantime, TVET provision remains woefully estranged from the very core of its purpose: creating a workforce that can make a meaningful contribution to economic growth. Training provision is characterized by a lack of engagement between trainers and employers so that training “supply” (type and level of skill) appropriately addresses training “demand” (workforce skills and occupations). Instead, handfuls of well-intentioned NGOs continue to train men in basic construction skills and to train women in sewing. While these skills have potential to contribute to subsistence livelihood, they lack connection with workforce demands for higher levels of proficiency. For the most part, workers who are highly skilled or specialized are not available locally and must be imported from Pakistan, India and Iran.

At the other end of the spectrum is a proliferation of training centers, institutes and universities providing training in English, computers, general management and journalism. Employers interviewed report that entry-level graduates from institutes of higher education require three to six months of training, a significant financial burden for employers.

In an effort toward a more coordinated effort, donors have put substantial time and financial resources into capacity-building for the MoE and MoLSAMD, which have given rise to several TVET initiatives. The DM-TVET was created within the MoE to register, accredit and oversee public and private TVET training provision. A Human Resource Development (HRD) Board consisting of several Ministries and donors has resulted in a complex bureaucratic structure that, thus far, lacks a clear objective, definition of roles, responsibilities, and milestones with which to measure progress, and process for decision-making. In the meantime, a National TVET Strategy is being developed with the intent to provide more definition. As of the most recent draft, dated August 15, 2011, the National TVET strategy lacks evidence of direction with which to guide TVET development.

Based on surveys conducted in 2008 and 2009, little of substance has changed in TVET in Afghanistan in the past five years. In 2009, NSDP conducted a baseline survey of 498 public, private and NGO TVET providers entitled, Quality of TVET Provision in Afghanistan. The survey, conducted through self-reporting, covered the following areas:
Across the board, NGOs ranked higher than public or private TVET providers. Institutions self-reported meeting indicators for most of these areas at levels between 40% and 60%. It is interesting to note that criteria measuring *Linkages with Industry*, which is at the very heart of TVET impact, was met at a level of only 17%. Based on interviews conducted during this assignment, little has changed in this area of TVET in the past few years.

As illustrated in *Diagram 1: TVET Stakeholders and Engagement* resources tend to be concentrated on capacity building for public sector structures and to a lesser extent, direct training. At this point, few resources are directed toward what is perhaps the most critical link in workforce development, *linkages with employers and specific labor market needs*. 
Diagram 1: TVET Stakeholders and Engagement
3.1 TVET Stakeholders (non-Providers)

3.1.1 HRDB and National TVET Strategy

In the past three to four years the GIRoA has constructed a hierarchy of structures to coordinate and guide Human Resource Development which, among other areas, includes TVET and workforce development (see Diagram 2: HRD Board). Most stakeholders interviewed are frustrated with a lack of vision and progress for TVET. The common sentiment is that these structures have so far been ineffective, with results going little further than setting new meetings. Task forces and working groups reportedly have no specific mandates, activities, accountability or milestones.

Diagram 2: HRD Board

Structure of Human Resource Development Board

The Human Resource Development Board (HRDB) is intended to coordinate issues pertaining to human resource development, serve as a platform for strategic dialogue, support a framework for education and skills development, and coordinate donor aid. The HRD Board includes the Ministries of Education, Higher Education, Labor, Social Affairs, Martyrs and Disabled, Women’s Affairs and Finance, and development partners.\(^5\)

The role of the Steering Committee is to oversee HRDB task forces and working groups and to make recommendations on policy and programming based on input from the working groups. The Steering Committee has 25-30 members including Ministries, donors, local

\(^5\) HRD Terms of Reference, 27 April 2010, courtesy of GIZ.
NGOs, private sector and UN agencies. In addition, HRDB has six Technical Working Groups to provide recommendations to the Steering Committee on policy, programming, funding, alignment and coordination. Finally, the HRDB has five Task Forces that include stakeholders who have technical expertise in the areas of TVET Strategy, Curriculum Development, Teacher Training, Donor Mapping, and Employer Engagement.

Over the past year, a number of consultants have worked on the National TVET Strategy. The effort is currently being led by UNESCO. At this point, the draft strategy has no local ownership, either by a Ministry or the HRDB, and reads more like a collection of thoughts on what should be rather than providing strategic direction in how to achieve goals or objectives. In fact, neither the end goal nor parameters for resources, roles or responsibilities are specified.

In an attempt to establish minimum standards for private TVET institutes, DM-TVET and MoHE have developed registration criteria for institutes providing one-year and four-year diplomas as a “stamp of approval” of legitimacy and quality for prospective students. Registration criteria include review of curricula, teacher credentials and facilities. At this point, the criteria does not include student competency. Registration criteria are contained in Annex J. As of early October 2011, DM-TVET reports that 42 TVET institutions are registered with MoE and 90 are in the process of registration. Despite this, a full 52% of the TVET Provider Survey respondents (over 200) indicated that they are registered with the MoE.

Given Afghanistan’s large unemployed population, particularly among youth and in geographic areas considered socio-politically vulnerable, the GIRoA issued a directive to construct 200 new TVET district schools, 34 provincial TVET institutes, and for “240,000 students made employable through demand-driven skills development.”6 As a result, Ministry implementers MoE/DM-TVET and MoLSAMD are singularly focused on achieving these numbers. MoLSAMD, through NSDP, has contracted over 75 NGOs to conduct short-course training in basic skills; typically auto repair and construction for men and sewing for women. Although training was supposed to be based on needs of the local labor market, the surveys looked more at the existing supply and extrapolated a number of people that might be absorbed. As a result, 42,000 people were trained at generally the same minimal skill level in the same few occupations.7

This approach to vocational training is flooding the market and driving down wages. While this training has undoubtedly contributed to some people’s ability to generate income, it falls short of providing a robust infusion of higher-level skill to propel real economic growth. As a Director in one Ministry observed, “How is it that we have trained all these people in

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7 Ministry of Labor, NSDP Program TVET Project Brief from Inception Till 2011
construction and all the construction workers building my house are from Pakistan because the contractor cannot find qualified Afghans?”

3.2 TVET Providers

Quantifying TVET in Afghanistan presents significant challenges as TVET is in early stages of defining and organizing itself. Provision of TVET is through a variety of institutions, which can register through MoE, MoHE, AISA, ACCI, MoJ; registration of TVET providers with these organizations is not aggregated in a central location. Reported numbers of public, private and NGO TVET providers vary widely; dates and parameters of statistics are frequently undefined. Contributing to the difficulty in definitively quantifying TVET is the existence of public institutions that are non-operational and private training centers that pop-up and close down frequently. From a list of 900 TVET Provider contacts compiled from 2007 through present, approximately half could not be reached (although it is unknown precisely how many of these are out of business). The average age of private TVET providers surveyed is three years; the average age of NGOs is five years.

The MoE is in the early stages of registering private TVET providers, and hopes to have all private TVET providers registered by 2013. In the meantime, registration is not required for operation. The number of public institutes, including government institutes and training centers, range between 142 and 62. The information below gives a flavor of the wide disparity in TVET statistics:

Chart 1 TVET by the Numbers

<table>
<thead>
<tr>
<th>TVET Enrollment – Private, NGO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2011 - <strong>138,000 TOTAL enrollment</strong> of 400 organizations providing TVET (self-reported, primary data collected through TVET Inventory)</td>
</tr>
<tr>
<td>• 2011 - <strong>150,000 in private</strong> TVET (National TVET Strategy Draft 15 Aug 2011)</td>
</tr>
<tr>
<td>• 2011 - <strong>30,000 in Basic Skills</strong> training by NGOs (National TVET Strategy Draft 15 Aug 2011)</td>
</tr>
<tr>
<td>• 2010 - <strong>136,589 in NGO</strong> NSDP funded training (77,774 M/ 58,815 F) (2010 NSDP List)</td>
</tr>
<tr>
<td>• 2009 – <strong>30,557 in NGO</strong> training (NSDP Survey on Baseline Data for Quality TVET)</td>
</tr>
<tr>
<td>• 2009 - <strong>3,021 in private</strong> (2,289 M/732 F) (MoE Education Report 2009-10, CSO website)</td>
</tr>
<tr>
<td>• 2009 – <strong>148,727 in private</strong> TVET (NSDP Survey on Baseline Data for Quality TVET)</td>
</tr>
<tr>
<td>• 2007 - <strong>12,000 in NGO</strong> NSDP funded (NSDP website)</td>
</tr>
</tbody>
</table>
In addition to TVET provided through established entities, donor contractors provide an enormous amount of technical and vocational training on an ad hoc basis via trainers that are hired directly through the project. According to contractors, this practice is followed for two reasons: working through established institutions is more costly and established institutions do not have trainers meeting proficiency requirements. While these reasons are certainly valid, the practice effectively competes with established TVET institutions and circumvents developing their capacity.
While many Ministries have their own institutes providing training in technical and sector-specific skills, these institutes are not consistently included when reporting on numbers of TVET institutes. Such ministries include the Ministry of Information and Technology, Ministry of Public Works, Ministry of Transportation and Aviation, Ministry of Finance, Ministry of Education, Ministry of Agriculture, Irrigation and Livestock, and the Ministry of Interior Affairs.

Furthermore, some universities such as AUAF, Khurasan and Bakhtar Institute of Higher Education have programs for continuing education resulting in very specific technical competencies, although attendance figures are not disaggregated to reflect this.

Another source of TVET provision is employers themselves. Employers in the high-growth industries of banking and telecommunications have built extensive in-house training programs. This typically includes three to six months of general training in workplace decorum, critical thinking, and job specific skills for entry-level employees. These high-growth companies recognize the value of supervisory and middle-management skills required for continued growth and typically send employees out of the country for this type of training. The situation is similar for highly technical skills specific to electrical engineering for telecommunications and for highly specialized areas required for banking.

Manufacturing companies tend to take a more traditional, relationship-based approach to filling the management gap. Instead of intentionally investing in developing supervisory skills, these companies put their trusted senior employees in supervisory roles, regardless of their management skills. Based on interviews, SME business growth is often stagnant due to the lack of middle management; as most SME management staff do not have formal business education themselves, they have not been able to fully recognize the need for trained supervisors and middle managers.

4. TVET Provider Inventory

Surveys were conducted with over 400 organizations that are direct providers of TVET. In the process, an additional 200 TVET providers were identified but not surveyed due to time limitations, inability to contact, or refusal to participate in the survey. The enormity of conducting primary research in Afghanistan with over 400 respondents cannot be overestimated.

With limited time to conduct surveys, priority was given to established private institutes, centers offering training in construction skills, TVET providers conducting training in niche skills, NGOs that have high credibility, and established English and Computer training centers with good reputations. Lower priority was given to the small “street side” English

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8 Although the Ministry of Mines has not yet established the National Institute of Mining in Afghanistan (Rock School), 43 engineers have completed training at the Indian School of Mines (ISM) in India. Training includes familiarization with challenges to mining in remote areas.
and computer training centers, which have relatively low credibility and questionable commercial staying power. Chart 2 shows the type of TVET providers surveyed by region.

**Chart 2 Surveys by Region and Type of Organization**

<table>
<thead>
<tr>
<th>Province</th>
<th>Private</th>
<th>Public-Government</th>
<th>Public-Private</th>
<th>NGO</th>
<th>Assoc</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balkh</td>
<td>30</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Herat</td>
<td>25</td>
<td>5</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>Kabul</td>
<td>123</td>
<td>8</td>
<td>22</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>163</td>
</tr>
<tr>
<td>Kandahar</td>
<td>30</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Kunduz</td>
<td>34</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>13</td>
<td>22</td>
<td>82</td>
</tr>
<tr>
<td>Nangarhar</td>
<td>49</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>291</td>
<td>30</td>
<td>29</td>
<td>25</td>
<td>18</td>
<td>26</td>
<td>419</td>
</tr>
</tbody>
</table>

*some duplication due to double registration.*

**Chart 3 TVET Trainings by Categories**

- English: 28.05%
- ICT/Computers: 18.65%
- Business: 17.39%
- Textiles/Tailoring: 7.36%
- Construction: 5.58%
- Mechanics: 5.45%
- Agriculture: 4.31%
- Carpet Weaving: 4.19%
- Electronics repairs: 3.58%
- Handicrafts: 2.79%
- Gemstones: 0.83%
- Marble: 0.38%
- Other: 1.27%
The results of the TVET Inventory are provided through several tools for ease of use:

TVET Directory providing contact information for 600 TVET providers, indicating 400 that were surveyed. This directory also lists contact information for Ministries and donors involved in TVET. This directory is a stand-alone document on CD and hard copy, separate from this report. (Directory data is also provided on an Excel spreadsheet to facilitate import into other applications such as for mass email.)

1. Excel spreadsheet containing raw survey data that may be manipulated to analyze data according to users' specific areas of interest. The amount and format of information require this file to be provided separately in electronic format on CD.

2. TVET Provider Profiles highlighting areas of opportunity for engagement with promising TVET providers are contained in Annex O.

3. Hard copies of surveys as reference for discussion with individual TVET providers. Selected documents reviewed for this consultancy, provided on CD.

As with any survey in which data is self-reported without a means of verification, responses include a number of incongruities. Nonetheless, the data provides some metric to use as a baseline for characterizing the TVET sector. While the intent of the survey was to gather information to profile TVET providers both individually and collectively, the very process conducting contains some valuable lessons that are worth noting.

A wide variety of factors influenced the quality of survey responses. As mentioned earlier in this report, both social norms and the security situation in Afghanistan discourage the practice (and comfort level) of questioning by strangers. While surveyors presented a letter introducing the survey and its purpose, such extensive questioning on behalf of an outsider does little to assuage concern.

With this unique opportunity for direct engagement with TVET providers, the survey endeavored to capture both breadth and depth of information. Based on field monitoring by consultants, a narrower range of questions may have garnered a higher quality of responses, as participants had difficulty switching discussion focus from students to training topics to donor support to trainer qualification to facilities to private sector engagement within a single conversation. Survey and interview experience indicates respondent attention flagging after 45 minutes; the TVET survey was no exception. In many cases surveyors were unable to move respondents from topic to topic, and as a result, a number of questions went unanswered as respondents felt they had devoted sufficient time to the survey.

From the perspective of the new AWDP project, the most valuable information may well be the TVET Directory and Provider Profiles. These profiles are the result of in-depth field interviews in which consultants identified specific entry points through which AWDP may work with some of the more promising TVET providers. While these providers represent a wide range of capacity and approaches to TVET, they share the elements of internal vision.
that has driven their organizational growth, and willingness to try new approaches to move from simply providing training to developing a workforce based on market demand.

A summary of survey responses is contained in Annex N. While the data provides a broad brush stroke of TVET, determining causal factors would require a significant level of in-depth interviews focused on a narrow range of topics. Nonetheless, responses offer some insight into the TVET landscape.

The lack of diversity of training topics offered through TVET in Afghanistan (as shown in Chart 3) helps to explain the slow progress in developing a vibrant workforce. An important aspect Chart 3 Across all provinces surveyed, English is the most common training subject in TVET, offered by 17% - 36% of TVET providers surveyed. English is closely followed by computer training, offered by an average of 20% of providers surveyed. Kunduz is an exception, where computer training is offered by only 2% of TVET providers surveyed, yet construction is offered by 20%.

The boom in construction in Afghanistan is an opportunity to develop a workforce qualified to address this industry’s needs. It is surprising then that only 9% of respondents (37/407) provide training in construction skills. Although no construction training providers were identified in Mazar-i-Sharif, a visit to the city reveals extensive construction activity. Upon enquiring about construction labor, the TVET consultant was informed that most construction labor in Mazar is imported from Turkey. Chart 4, highlighting characteristics of construction-focused TVET, point to some areas of opportunity for TVET-focused workforce development.

Chart 4 Construction TVET Providers

<table>
<thead>
<tr>
<th>Construction Skills TVET Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 73% have <strong>full time trainers</strong>, significantly higher than the average 54%</td>
</tr>
<tr>
<td>• 38% of trainers have <strong>Masters degrees</strong>, significantly higher than the average 9%</td>
</tr>
<tr>
<td>• 16% use <strong>international trainers</strong>, more than double the average of 7%</td>
</tr>
<tr>
<td>• 25% employ <strong>Pakistani trainers</strong>, almost double the average 13%</td>
</tr>
<tr>
<td>• Trainers are <strong>paid almost double</strong> the amount (22,549/month Af) of the average trainer salary (13,358/month Af)</td>
</tr>
<tr>
<td>• 61% use <strong>internet in training</strong>, significantly higher than the average of 48%</td>
</tr>
<tr>
<td>• 75% <strong>conduct supervisor training</strong>, significantly higher than the average of 53%</td>
</tr>
<tr>
<td>• 71% <strong>conduct business training in conjunction</strong> with technical skills, significantly more than the average of 45%</td>
</tr>
</tbody>
</table>
## Chart 5 “What Type of Training Do You Conduct?”

<table>
<thead>
<tr>
<th>Regions</th>
<th>Construction</th>
<th>ICT/ Computers</th>
<th>Mechanics</th>
<th>Business</th>
<th>English</th>
<th>Carpet Weaving</th>
<th>Agriculture</th>
<th>Electronics repairs</th>
<th>Textiles/Tailoring</th>
<th>Handicrafts</th>
<th>Gemstones</th>
<th>Marble</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>6%</td>
<td>19%</td>
<td>5%</td>
<td>17%</td>
<td>28%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>7%</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Kabul</td>
<td>5%</td>
<td>15%</td>
<td>7%</td>
<td>21%</td>
<td>32%</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Jalalabad</td>
<td>9%</td>
<td>26%</td>
<td>4%</td>
<td>21%</td>
<td>29%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Herat</td>
<td>3%</td>
<td>20%</td>
<td>6%</td>
<td>8%</td>
<td>17%</td>
<td>8%</td>
<td>10%</td>
<td>5%</td>
<td>20%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Mazar</td>
<td>0%</td>
<td>20%</td>
<td>5%</td>
<td>8%</td>
<td>19%</td>
<td>11%</td>
<td>2%</td>
<td>5%</td>
<td>19%</td>
<td>6%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Kunduz</td>
<td>20%</td>
<td>2%</td>
<td>7%</td>
<td>18%</td>
<td>36%</td>
<td>0%</td>
<td>7%</td>
<td>0%</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Kandahar</td>
<td>4%</td>
<td>25%</td>
<td>2%</td>
<td>17%</td>
<td>24%</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
</tr>
</tbody>
</table>

### Type of Training By Province

- **Construction**
- **ICT/ Computers**
- **Mechanics**
- **Business**
- **English**
- **Carpet Weaving**
- **Agriculture**
- **Electronics repairs**
- **Textiles/Tailoring**
- **Handicrafts**
- **Gemstones**
- **Marble**
- **Other**
In looking at organizational capacity and sustainability, a surprising 100% of NGOs surveyed and 89% of private institutions report having a strategic or business plan. With private TVET providers representing almost 75% of respondents, a corresponding percent of respondents (78% average) report that they do not receive donor funding, as illustrated in Chart 6. The highest percentage of respondents receiving donor funding was reported in Herat at 40%, which is disproportionately high relative to the 23% of total surveys conducted with NGOs in Herat. In exploring possibilities for commercial sustainability, the survey asked, “Who pays for training?” (illustrated in Chart 7). In all provinces, responses are closely correlated with the percentage of private TVET providers surveyed. For example, in Jalalabad, 94% of respondents were commercial TVET providers and 85% of respondents report that students pay for training. An exception to this is Kunduz, where 41% of surveys were conducted with commercial TVET providers, yet 100% report that students pay for training.

**Chart 6 Funding by Region**

Donor Funding by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>No Donor Funding</th>
<th>Donor Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kandahar</td>
<td>68%</td>
<td>32%</td>
</tr>
<tr>
<td>Kunduz</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>Mazar</td>
<td>68%</td>
<td>32%</td>
</tr>
<tr>
<td>Herat</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Jalalabad</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>Kabul</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>All</td>
<td>78%</td>
<td>22%</td>
</tr>
</tbody>
</table>

**Chart 7 Who Pays for Training**

Who Pays for the Training?

<table>
<thead>
<tr>
<th>Region</th>
<th>Other</th>
<th>Students</th>
<th>Govt</th>
<th>Donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kandahar</td>
<td>0%</td>
<td>14%</td>
<td>64%</td>
<td>0%</td>
</tr>
<tr>
<td>Kunduz</td>
<td>0%</td>
<td>21%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Mazar</td>
<td>19%</td>
<td>19%</td>
<td>27%</td>
<td>42%</td>
</tr>
<tr>
<td>Herat</td>
<td>8%</td>
<td>16%</td>
<td>32%</td>
<td>43%</td>
</tr>
<tr>
<td>Jalalabad</td>
<td>3%</td>
<td>8%</td>
<td>32%</td>
<td>43%</td>
</tr>
<tr>
<td>Kabul</td>
<td>5%</td>
<td>10%</td>
<td>16%</td>
<td>69%</td>
</tr>
<tr>
<td>All</td>
<td>5%</td>
<td>10%</td>
<td>19%</td>
<td>66%</td>
</tr>
</tbody>
</table>
Regional points of interest include:

In Jalalabad, TVET providers report the highest percentage of business training (21% shared with Kabul), and tend to conduct short course training, with 82% reporting training in terms of days (compared to 54% total).

In Herat, 20% of TVET providers report that they conduct training in tailoring and 83% report that they do not coordinate with the private sector, both of which could correlate to the higher than average percentage of NGOs surveyed in the province.

In Mazar-i-Sharif, 68% of TVET providers report conducting training activities primarily for women. While they conduct almost three times more “practical only” (no classroom) training (41% vs. average of 15%), they are only half as likely to combine business training with skills training (20% vs. 45% average).

Kunduz reports the lowest percentage of computer training at only 2%, and the highest percent of handicraft training, 11%. Kunduz TVET providers are three times more likely to train at only one level of skill proficiency (61% vs. 20% average).

In Kandahar, 41% of TVET providers surveyed provide transportation, vs. 17% average for all. Surprisingly, Kandahar has the highest percentage of computer training (29%) and is more than twice as likely to use international trainers (17%).

5. Findings

5.1 Weak Link with Market Needs

TVET in Afghanistan is more about existing trainers and curricula than it is about identifying and addressing emerging needs in the labor market. Although all TVET providers interviewed claim to know labor market needs, none talk directly to employers in order to revise or develop training to fit employers’ needs. Instead, TVET providers talk to employers only when they are trying to place graduates. Although employers report being generally satisfied with the quality of entry-level workers, employers are nonetheless burdened with training employees for three to six months before they are productive. TVET providers could be offering a valuable and cost-saving service to employers. Instead, they have put themselves in the position of asking for favors of employers when placing interns and apprentices. As a result employers view acceptance of interns and apprentices as a favor to the TVET provider.

All TVET providers interviewed report graduate employment at 75%-80% based on anecdotal knowledge; very few have a systematic approach to tracking this information. For most white collar workers, subsequent training for higher-level technical skills is acquired outside the country, typically at the expense of the employer. For industries like
construction that rely heavily upon tradesmen, companies import workers from Pakistan, India and Turkey to perform jobs that require superior technical skills.

In the meantime, government TVET training initiatives such as those implemented through NSDP training centers and through local NGOs are training thousands and thousands of people in the same few skills at the same rudimentary skill level. While these organizations claim to conduct training based on local labor market surveys, their response is to increase the supply of skills that already exist rather than to identify skill areas in which there is unmet demand. One NGO worker reported discontinuing training in sewing skills for women in Herat Province. “Every NGO is teaching women to sew and giving them sewing machines at the end of training,” he explained. “There are so many women sewing that there is no one left to sell to: women just sew for their own families now.”

5.2 Emerging Occupations and Skills

While little emphasis is given to elevating proficiencies in existing occupations, even less emphasis has been placed on training in emerging occupations and skills. Without addressing needs for new skills, the economic growth that has occurred in Afghanistan in the past few years is likely to stall. For example, hundreds of businesses have acquired modern production machinery to manufacture everything from soft drinks to garments. Yet across industries, business owners express concern at the lack of Afghans who are trained to repair modern machinery.

A similar situation exists in health care. According to a donor representative, every public hospital has a room full of non-functioning medical equipment that has been purchased over the past 10 years with donor funding. The cost of importing repair people from Germany, the U.S., India and Japan (where the equipment is manufactured) is prohibitive. This presents an excellent opportunity for demand-driven TVET. Unfortunately, there is currently no training program teaching Afghans how to calibrate, maintain or repair this delicate equipment. Similar examples exist for other types of modern equipment. One has to be in Afghanistan only a matter of weeks to witness piles of inoperative office machinery, air conditioners, and other electronic and mechanical equipment.

Business owners are concerned at the lack of people trained to repair equipment.
In addition to the absence of specific technical skills, the workforce in Afghanistan also suffers from a lack of supervisory skill and middle management, skills that are essential for businesses to grow. Companies in the high-growth industries of banking and telecommunications spend significant resources developing these skills in-house through structured training, coaching and mentoring programs. However, manufacturing and construction businesses that follow less-sophisticated management practices and operate on narrower profit margins are not able to make necessary investments in developing internal human resources. Instead, employees with the best technical skills assume the role of supervisor. Only one of the TVET providers interviewed, Khurasan Institute of Higher Learning, has supervisory skills training as part of its curriculum. The combination of skills in time and process management, scheduling and planning work and workers, and working to objectives are critical for developing a management workforce that will drive economic growth.

“Street side” English language and computer training centers have proliferated in recent years in response to the requirement for almost anyone working above the level of basic tradesman to have minimum levels of competency in computers and English. While these centers fill a need, the vast majority train at the same basic level of how a computer works (ICDL) and basic skills to communicate in English. An obvious unmet need for international employers in Afghanistan is for training and certification in English language interpretation and translation. Likewise, technology-based problem-solving through creating (or even using) on-line resources was not found among any TVET providers interviewed.

5.3 Teacher Training and Curricula Development

Without exception, every stakeholder and TVET provider cited technical teacher training as the most critical element for strengthening TVET. The country has had virtually no systemic approach for upgrading technical teacher training or curricula. Pedagogical approaches using practice-based learning are typically employed only by training organizations that have received donor support. Curricula in local languages are extremely outdated, providing instruction for operating and repairing machinery that is obsolete. For the most part, modern curricula do not exist in local languages. Hence, modern concepts and pedagogical approaches may only be taught and learned by those who understand foreign languages. Among the almost 30 TVET providers personally interviewed, very few indicate that they create their own curricula based on subject knowledge. Most report using curricula handed down over the years.

Several TVET providers, as well as Ministries interviewed, expressed the value of developing relationships with foreign entities in order to leverage curricula, trainers, and internationally recognized certification.
A few new technical teacher training initiatives have begun, including:

- **GIZ** is building a stand-alone public sector Teacher Training Academy (TTA) focusing on training in trades (e.g., plumbing, electric). The program is 2 ½ years in length with curricula supplied by GIZ in subject matter, methodology, testing and soft skills. The program currently has 120 technical teacher trainees and plans to expand to 300 trainees in 2013.

- **Government of Netherlands** is building an Agricultural Teacher Training College that is expected to be complete in 2012. Curricula will be supplied by Wageningen University with in-service training and institutional management through Purdue University and PIN (an NGO based in the Czech Republic). Starting with 30 Afghan teachers currently undergoing training in the Netherlands, the college will eventually have annual capacity for 300 teacher trainers.

- **ATVI** is building its own Teacher Training Faculty that will train top level students graduating from the TVET program. This faculty will be operational by early 2012 and intends to start with an accelerated program allowing teachers to begin working within a year while continuing to receive training for another year.

- **Khurasan Institute of Higher Learning** has agreements with Ataturk University in Turkey and Stratford University in Virginia to conduct faculty exchange that will elevate teachers’ knowledge of subject matter and practice-based teaching methodology.

The teacher training activities undertaken by ATVI and Khurasan were initiated internally to address the institutes’ own aspirations for growth and improvement. ATVI leveraged resources in the U.S. to develop the curricula, while Khurasan leveraged resources from a Turkish educational institution for curricula as well as in-person training utilizing foreign expertise. These approaches do not rely on external funding for sustainability.

In discussions regarding the public sector initiatives however, sustainability issues were raised both by Ministries and donors. At some point, public sector partners will be required to assume management and financial operation of the institutes. In the meantime, donors have already experienced the teacher trainers’ expectations for salaries higher than that paid by the public sector. The well-founded fear is that teachers trained through these institutes will leave the public sector for higher paid positions with NGOs and donors.

### 5.4 Under-Utilization of On-line and International Resources

While institutes, training centers, and NGOs proudly display their computer centers, few actually leverage the international training resources accessible therein. The internet has vast training resources that can be downloaded or streamed at no charge, including *YouTube* videos on everything from repairing a carburetor on a Toyota to creating a web site. Full training courses and materials can be found on-line for topics ranging from IT security to
accounting. Free resources are available for diagnosing everything from orchard infestations to human skin conditions. “How to” designs are available for jewelry, plumbing schematics, and furniture. For TVET providers willing to pay, training packages and franchises can be purchased that offer international certifications. Yet only one TVET provider interviewed, NanoNet, utilizes on-line resources to develop training.

Very few training courses directed towards international certification are available in Afghanistan. The only ones discovered during the course of this consultancy were the ubiquitous ICDL, only CAT and ACCA, (U.K.-based accounting certification), Cisco Networking, and international HR Management certification (through SHRM).

Lack of in-country expertise and the enormous challenge of physical movement in Afghanistan beg the question of distance learning. The answer is that no legislative framework exists within the country to support it. Individuals can access and benefit from distance learning originating outside the country yet there is no legal basis for providing it through a registered TVET provider. Nonetheless, the highly regarded financial industry association, AIBF, and the bank, AIB, both utilize foreign-based distance learning programs for training in high-level financial practices. Course work is conducted on line with some AIBF staff members trained to provide face-to-face support. AIBF reported that 79 of its trainees in the distance learning courses are Ministry employees; the Director of Planning and Policy at the MoE is himself using distance learning for CAT accreditation. While the benefits of distance learning appear to be recognized, the issue of developing a legislative framework to facilitate it has been neglected.

5.5 Facilities, Equipment, Materials

Large TVET and academic institutes are overflowing with students. Kabul University, a public institution, is running three shifts of classes with students spilling into the hallways to attend lectures. Private TVET institutes such as ATVI, Khurasan, Bakhtar University, and AUAF also appear to be close to their physical limits for enrollment. ATVI and Khurasan have constructed new buildings on campus to accommodate increasing enrollment. Khurasan has no further room for on-site expansion and is attempting to work with government authorities to lease larger facilities. In 2010 ATVI opened a new branch in Laghman that by 2011 had 600 students; it is planning controlled expansion to other provinces. Bakhtar is operating three shifts of classes to accommodate enrollment. The smaller and more specialized TVET providers conduct most classes in the early morning and late afternoon. Site visits to these centers revealed very little mid-day training. Alternatively, NGO training centers that work with predominately illiterate, unemployed populations conduct the majority of training during mid-day hours and not at night.

Funding expansion for facilities requires significant capital investment. In other countries, this type of expansion is funded through endowments or financing, neither of which is
available to these Afghan institutions. The predicament of limited capacity for training can be viewed in similar terms as that of limited production capacity for a manufacturing company. In the case of TVET providers however, the limited growth of private TVET institutes feeds a cycle which in turn limits development of a trained workforce.

The GIRoA recognizes the need for increased capacity and has committed to building 34 provincial and 200 district TVET institutes by 2013; however, funding sources have not yet been identified. While DM-TVET seeks donors to fund construction of these buildings, funding teacher salaries, operations and maintenance will need to be addressed. It is interesting to note that JICA established nine TVET institutes for the government in 2007. Each institute was designed for 140 students. Transportation capacity limits student attendance to 100. The institutes were so poorly maintained that in 2009 they were refurnished by UNDP. A visit to the TVET institute in Mazar-i-Sharif (October 2011) required calling someone with a key to the building as the facility is not operating. The center was well-equipped with sewing machines. According to JICA, a tenth TVET institute was completed this year; however, as of this report date none of the institutes are operating due to lack of funding. JICA is attempting to secure operating funds to re-open however the issue of long-term funding for operations remains unresolved.

Other than a few TVET providers using highly specialized equipment, most providers that were visited have appropriately modern equipment and materials for training. For example Spinghar University/Science Institute, which trains in a variety of medical practices, has classrooms that appear well-equipped with microscopes and lab supplies; however, both the institute and the population its graduates serve could benefit from updated equipment and technology. Likewise, Umar Engineering, which trains in specific skills for civil engineering, has basic equipment which it adds to each year; however training with more modern equipment would yield graduates who are more competitive with imported civil construction workers. Adding new modern equipment would require commensurate teacher training and curricula modification.

5.6 Reinvest vs. Reinvent

The stability-focus of foreign assistance to Afghanistan since 2009 has been at the expense of institutionalizing new initiatives and approaches that could have a more lasting impact. Both TVET providers and government stakeholders expressed frustration with donors’ continuously starting initiatives that stop when funding ends, while bypassing opportunities to invest in existing local entities with demonstrated staying power. While many TVET providers have capacity and resources to institutionalize some donor-initiated approaches, the issue of sustainability was not raised by the donor. Khurasan Institute, which implemented a fixed-term internship program on behalf of USAID/ASMED, has continued the practice and took the concept a step further by establishing a job placement center. Alternatively, Balkh BDS, a company that implemented the same program, was disappointed
that the program ended because it was so valuable to both students and employers. Upon probing the possibility of continuing the program in collaboration with the private sector, they admitted that the idea had never occurred to them: they had simply considered it a donor project that they were paid to implement.

Further evidence of short-lived donor-led initiatives supported with significant financial and time resources is abundant. For example, in 2007, the ILO funded nine Employment Service Centers throughout the country on behalf of MoLSAM that, while considered successful, closed when funding stopped. Similarly, both donors and Ministry partners involved in establishing Teacher Training institutes and NIMA express concern with sustainability once donor funding and management ends. In the meantime, a number of private sector TVET institutes such as ATVI, Khurasan, Bakhtar, Umar Engineering and NanoNet have managed to demonstrate staying power and develop good reputations.

5.7 Standards and Certifications

Establishing standards and certifications for TVET can have significant positive impact, including helping trainees to select a provider meeting requirements and an indication for employers to determine graduates’ competency. It is interesting to note that none of the stakeholders interviewed about the qualifications mentioned involvement of employers in the process.

The ANQF/ANQA effort establishing a Qualifications Framework (QA) that will be implemented by the Qualifications Authority (QA) is being led by NSDP, which will transform into Qualification Authority once Parliament approves the framework (anticipated in 2012). The ANQF design team is in the process of developing standard operating procedures to guide how the ANQA will function. Certification and standards will cover curricula, teacher qualifications, and competency levels of graduates. Adoption of standards by all TVET providers is anticipated to take three to four years (2015/2016). Given the late stage of development of ANQF/ANQA and significant personal investment by NSDP staff, it would be unwise for new donors or stakeholders to invest resources into this area of TVET.

5.8 Women’s Participation

Based on survey results, women represent approximately 25-30% of all TVET trainees, which closely mirrors the percentage of female trainers. For informal TVET training conducted by NGOs, participation rises dramatically to approximately 50%. Unknown however, is the real number of female TVET graduates who subsequently enter the workforce, or in what capacity. The Ministry of Women’s Affairs (MoWA) is alarmingly unengaged in TVET and women’s workforce development; however, they expressed a lack of confidence in other Ministries’ TVET activities. According to MoWA, most training for
women teaches “personal” rather than employable skills and no pre- or post- surveys are conducted to measure the impact of training on women’s wages or employment.

The largest percentage of females in TVET are in the informal sector, participating in training in more traditional female occupations such as sewing, handicrafts, carpet weaving and beautician services. Most NGO training programs pair skill training with literacy which, depending on the skill, may be more valuable. Some NGOs pair skills with basic training in business start-up. Anecdotal evidence suggests that women graduating from these programs are most likely to use their skills for subsistence income-generation rather than as full-fledged workforce entrants. In fact, so many women are being trained in the same skills that income has eroded due to over-supply of production of indistinguishable character. A separate study would be required to ground this information in data rather than anecdotal evidence.

Exceptions to this occur through socially responsible businesses that are engaged in commercial production of garments and home décor. These TVET providers train women for the express purpose of employing them, either at their own production facility or by piece work done at their homes based on the company’s design and quality specifications. Among these commercial endeavors:

- Tarsian & Blinkley employs 500 females at their Kabul factory to produce uniforms fulfilling their contract with the Afghan National Army.
- Naweed Home Décor employs 30 disabled women in Jalalabad to produce bed linens that the company sells through distributors.
- AWSBD employs a core of 45 women (some of whom work from home) to produce garments for its Jalalabad shop.

For the most part, female enrollment at formal, private TVET institutions remains relatively low, hovering between 5% and 20%. Not surprisingly, female enrollment seems to have a close correlation with the prevalence of female trainers. Despite the generally low female enrollment, a few have made significant inroads in preparing women for less traditional roles and occupations. ATVI, for example, has 40% female enrollment with women pursuing diplomas in construction and agriculture. Bakhtar Institute has a women’s leadership and empowerment program in cooperation with Georgetown University. Bakhtar works closely with AIBF, which has a women’s forum for female professionals working in finance and banking. Although AUAF
is technically implementing Goldman Sachs’ *10,000 Women* program, at the time of this report the program was without a director and was unable to provide information on the program activities or status.

6. Recommendations

A few common themes have emerged that form the basis of the following recommendations. These recommendations are designed to assist AWDP in accelerating project implementation. First among these recommendations is targeted, rather than scatter-shot assistance. It is recommended that AWDP focus on supporting a few key TVET providers in each city. Rather than spread AWDP’s limited resources across all TVET providers, AWDP would do well to target those that have already achieved a level of success through their vision and effort, and support these institutions’ further growth.

AWDP has a valuable opportunity to achieve a depth of intervention with TVET providers that has not previously been available due to USG strategic focus on stability rather than development. In fact, both TVET providers and stakeholders have been vocal in their disappointment with the ‘hit-and-run’ approach to assistance which in their opinion has little long-term impact. Although AWDP is scheduled for four years, a strategic approach can lay the foundation for long-term impact. To fully embrace this opportunity, AWDP would be well-advised to focus on achieving a depth of impact rather than spreading resources too thinly. One approach would be to carefully select a target group of TVET providers to create individualized development plans for the four years of implementation, with grants dependent upon achieving milestones. Some general areas of recommendations are highlighted below.

6.1 Linkages

If a workforce development project did nothing more than facilitate relationships among employers, local and international TVET providers, it would be a huge step in the right direction. As described in this report, the opportunities are rife to better align TVET supply and demand. Outstanding among models of development are training programs that start with the employer, or demand. Rather than assuming a general “market need” these training programs have a specific employment situation identified and train accordingly. A hefty 60% of survey respondents report working with the private sector to identify workforce training needs. Upon further probing during personal interviews however, none could name a single employer that had been contacted other than to request placement of a graduate. An exception to that practice is the RAADA NGO in Herat that linked carpet weavers with carpet buyers to get a better understanding of market needs. Based on interviews, it appears that demand-driven training in Afghanistan is limited to industry employers with in-house training programs and TVET providers with a commercial arm.
Culturally, Afghans are not inclined to form strategic partnerships based strictly on business criteria. On the contrary, alliances have historically been strictly along family, ethnic and dogmatic lines. In urban areas, both providers and employers appear interested and willing to engage in strategic partnerships; however, the challenges involved in simply identifying contacts, setting up meetings and conducting exploratory conversations are substantial (as experienced during this assignment). These challenges may diminish dramatically with the presence of AWDP advisors who can guide partners in identifying mechanisms for developing more demand-driven training. Such a process could include either one-on-one meetings or small gatherings of appropriate employers and providers. For NGO training centers operating in more rural areas, a similar approach can be followed to identify buyers along the producers’ value chains and facilitate meetings to identify and fill specific training gaps that will result in regular, contract, or production-based employment.

Some of the larger, well-established TVET institutes have established relationships with international partners for teacher training, curricula and certification. AWDP can nurture these relationships by supporting more frequent or larger numbers of teacher and student exchanges, as well as encouraging expanded on-line exchanges though video conferencing and additional on-line training programs and resources. Likewise, AWDP can assist mid-to smaller level, stand-alone training centers to identify skills required by specific employers and identify international training franchises and packages that fill identified niches.

A tertiary benefit to fostering TVET/employer relationships could be solving TVET providers’ limited physical space that prevents them from increasing enrollment. For example, most private TVET providers conduct courses in the evening to accommodate the high percentage of working students. In fact, many employers allow employees to leave work early to attend class. If relationships were cultivated, private sector employers might be willing to allow a TVET provider to use a conference or meeting room after work hours. This arrangement could serve the dual purpose of students becoming more familiar with workplace environments, particularly for would-be interns. Such an arrangement could also ease transportation issues for students living in areas further away from main campuses.

6.2 Enabling Environment for Private TVET

Private TVET providers are not overly-burdened by government restrictions, nor are they burdened with meeting standards of quality. Other than the non-mandatory registration with MoE, they are treated as other private businesses. The corollary to this is that there are no accommodations within the legal framework to facilitate growth of these businesses that serve a critical function in social and economic development.

The topic of distance learning was raised in meeting after meeting as an efficient way to expand TVET capacity and elevate quality through international certification and with Afghan institutes extending courses into other areas. While internet access is acknowledged
as a challenge for most locales, support to expand ‘virtual learning’ is a more efficient approach than erecting new buildings. Furthermore, its benefits can spill over to other areas of economic growth that could offset the many challenges of physical movement that hamper commerce in Afghanistan. Investing in communications infrastructure and increasing its meaningful use can lay the foundation for increasing employment in ways that teaching sewing and auto repair cannot. It can lead to increasing employment opportunities outside Kabul, increasing employment opportunities for women, and facilitating transactions with government and business. With so many Ministry employees already attending distance learning through AIBF, distance learning does not appear to be a contentious issue. Instead, it appears to simply be overlooked as a potential solution to address limited TVET (and other educational) capacity.

For institutes that definitively require additional physical facilities, AWDP could support them through standard SME assistance with access to financing (providing loan guarantees or offsetting interest charges) and planning for next stage growth.

As mentioned earlier, private TVET institutions are treated like other SMEs, which mean that they adhere to the same tax code as restaurants, travel agents and manufacturing companies. While this may be a “fair” application of tax code, it does nothing to encourage growth through enrollment or reinvesting in quality of service, including teacher training, curricula and materials. Working with the government to facilitate preferential taxation for private TVET providers may free-up funds to increase capacity and improve quality. The scope of this assignment did not allow for discussion with TVET providers to explore this avenue.

6.3 Women’s Participation

To the extent possible, data collected through the TVET survey is gender-disaggregated; however, the survey did not endeavor to investigate causal factors. The issues surrounding women’s workforce participation in Afghanistan are immensely complex, rooted in social structures that belie Western values. It should be recognized that women’s participation in TVET and women’s participation in the workforce can be quite different. While male and female graduates’ rates of employment were reported as generally the same, deeper investigation may reveal something different. If AWDP intends to make a commitment to increasing women’s workforce participation, it is recommended that a participatory appraisal be conducted with potential female TVET students, TVET providers, and employers to develop realistic objectives and approaches.
6.4 Simple Things

Sometimes the most obvious things are overlooked. The recommendations listed below are low-cost, yet can effectively solve a myriad of development challenges.

1. Fixed Contact Information

A major hindrance to conducting any kind of activity in Afghanistan, and one that certainly limits effectiveness of workforce development, is the lack of fixed contact information. Most organizations rely on personal email address and cell phone number. This posed a significant challenge in contacting TVET providers during this consultancy, and inevitably makes it difficult for students, partners, employers, donors or anyone attempting to make contact.

AWDP should require any TVET provider it works with to establish a fixed organizational email (with a person assigned to check and respond) and a fixed cell number for a phone that remains at the office of the TVET provider.

2. Promote On-line Information Access

Throughout this consultancy, employers, USAID implementing partners, donors and stakeholders expressed interest in getting access to the TVET Directory. Many expressed lack of awareness of TVET providers as a reason for directly hiring trainers, thereby foregoing an opportunity to build local institutional capacity of TVET providers. The TVET consultants established the domain tvet-afghanistan.info (to use for email correspondence during this consultancy) for $2.18. This domain could be adopted by AWDP to post the TVET Directory and make information on TVET providers globally accessible. The site could also post the application process and criteria established by DM-TVET for registering with the MoE (currently only available by visiting the MoE office in Kabul). Broad access to information has driven economic development around the world. AWDP could help Afghanistan take a revolutionary step in this direction by simply making information widely available.

3. Mentoring More Valuable than Money

While some TVET providers could benefit from financial assistance to upgrade specific technical equipment, the overwhelming need of TVET providers is for mentoring. The most urgent requirement for building a relevant workforce is to engage employers, identify needed skills, and institutionalize a feedback loop. The distinctive TVET providers are internally motivated but in general, lack ideas. They would benefit tremendously from one-on-one advising to get new ideas for training topics and business models. As an alternative to the standard grant model, AWDP could offer grants for one-on-one advisory service to assist TVET providers become more resourceful and relevant.
7. Opportunities

7.1 Emerging Skills and Occupations

While Ministries, donor-sponsored projects and TVET providers continue to churn out more and more graduates with the same skills that already exist, the macro view is ignored. Workforce development needs to consider skills and occupations that do not already exist locally. In the meantime, skills and talent are imported when businesses can afford it. When businesses cannot afford to import skills that are unavailable locally, the consequences are a ripple effect that hampers social and economic growth. A similar situation exists with supervisory and management skills: the need exists, but is not recognized (with the exception of more sophisticated high-growth companies). SME owners express hindrances to growth that are clearly attributable to the lack of trained supervisors and middle management, yet they are unable to articulate this as a solution.

A few examples of emerging skills and occupations that are needed (but not yet recognized) in Afghanistan include:

1. Professional-level interpreter/translator training and certification
2. Mid- to high-level skilled trades in construction
3. Modern equipment repair (e.g., office equipment, manufacturing equipment, air conditioning)
4. Medical equipment repair.

7.2 Distinctive TVET Providers

Based on surveys, site visits and interviews, some TVET providers stand out as good opportunities for investment. These providers are distinctive in their potential to achieve progress in workforce development directed toward the larger objective of economic growth (rather than a livelihoods approach focused on low-level skills). **Annex O** profiles these distinctive TVET providers, highlighting their target trainees and entry points for AWDP investment.

The TVET survey asked providers to list the top three areas in which they need assistance to become more successful (results are illustrated in Chart 8). The top priority was “Equipment and Materials,” indicated by 35% of respondents with “Facilities” ranking second (17%) and teacher training ranking third (14%). Despite this, in-depth interviews with providers indicated very different priorities. Providers that were interviewed by consultants overwhelmingly cited the need to improve teacher skills and methodologies, and the desire to access international resources as their most important issues for growth and long-term sustainability.
Exceptions to this included Spinghar University/Medical Institute care and Umar Engineering. These institutes would be likely to increase both enrollment and the quality of graduates with updated technical equipment. For most organizations, the most significant long-term impact could be achieved by AWDP facilitating relationships for TVET providers with employers to develop demand-driven training and with international entities to improve technical skills and training methodologies for trainers. TVET providers will also benefit greatly with strategic assistance that identifies emerging occupations and skills and certifications that do not currently exist within the country.

Kabul

- ABA
- AIBF
- ATVI
- AUAF
- Bakhtar Institute of Higher Education
- Oriental Management Services
7.3 Private Sector Employers

Although the number of large private sector employers in Afghanistan is small, these companies conduct significant amounts of technical and vocational training for employees. These companies, concentrated in the high-growth sectors of banking and telecommunications, are helping to build Afghanistan’s professional workforce.

Only one of the large employers interviewed conducts managerial training (combining the skills of planning, project management and employee supervision) through a TVET provider. For most, this training is conducted by sending employees outside the country. This presents an opportunity to build partnerships between private sector companies and Afghan entities to create truly demand-driven training that serves the objectives of economic growth and increased productivity.

The companies listed below were interviewed during this assignment with the objective of identifying opportunities for AWDP to support demand-driven training initiatives.
Afghanistan International Bank (AIB) – 500 employees

AIB utilizes in-country technical training through AIBF utilizing distance learning through an institute in India for high-level technical skills. In addition, employees are sent to Pakistan, Dubai, and Germany for training in advanced level banking topics and banking software. The bank receives interns through several universities; over 50% of their employees are currently attending university. Upon hire, entry-level employees go through three months of on-the-job training. AIB is generally satisfied with the competency of entry-level employees.

Opportunity: support development of in-country banking training through AIBF, and in-country banking software training with ITCH or AUAF/PDI, ensuring consultative process with banks to address specific demands.

Afghan Wireless Communication Co. (AWCC) – 4,559 employees

AWCC recruits most entry-level staff from Kabul University and ICTC. Employees begin with three months of on-the-job training that includes both soft skills and technical skills specific to their position. The company is concerned with the high cost of training employees who subsequently take positions with their competitors. AWCC does not have a source for leadership, team-building and other soft skills training. Significant ICT and technical skills training is conducted in-house; supervisory training is provided abroad in Dubai, India and Turkey.

Opportunity: provide linkages for coordination with local TVET providers to for leadership and team-building, supervisory and mid-level management skills.

Azizi Bank – 2,300 employees

Azizi utilizes in-country technical training through AIBF, but courses are insufficient in quantity and level of proficiency. Demand for higher level training in risk management, audit, treasury, foreign currency, corporate banking, money laundering. Opportunity: support development of in-country banking training through AIBF, ensuring consultative process with banks to address specific demands.

MTN (Telecommunications) – 600 employees

MTN Worldwide (based in South Africa) develops employees throughout their career via MTN Academy, a combination of on-line and international training. New employees must become certified in English, which is completed online via the commercial training package, GlobalEnglish. Subsequent training for technical and management skills is conducted via e-learning, through visiting training teams and at international regional training centers.

Opportunity: facilitate linkages with local technical schools to train in GlobalEnglish and supply MTN with interns and entry-level graduates custom-trained for MTN-requirements.
Roshan (Telecommunications) - 1,290 employees

Expat staff from 17 countries work on two-year assignments directed toward knowledge transfer and nationalizing management positions. Roshan works with in-house resources and in-country training firms to develop leadership and management skills. Employees sent out of country to learn technical telecommunications skills. Currently they have 59 interns from Kabul University Engineering Faculty, Polytech, AUAF and ATVI. **Opportunity: support development of in-country technical telecommunications training through a technical institute or university, ensuring consultative process with telecoms to address specific demands.**

Tarsian & Blinkley – 700 employees

With hundreds of sewing and garment production machines, the company has extensive need for people trained in modern equipment repair. Foreign trainers were brought in last year to conduct a 3-month training program for 10 employees (five men and five women). The company needs more trained repair people with a higher level of skill. **Opportunity: facilitate relationships among production companies, technical institutes like ATVI, CTTC and international equipment manufacturers to develop courses/programs for modern equipment repair based on private sector requirements.**
Annex A Statement of Work

Statement of Work

POSITION: TVET Inventory Team

REPORTS TO: COP

JOB LOCATION Kabul & regions as required with remote work at outset

PERIOD OF PERFORMANCE: August 15, 2011 to November 15, 2011 (3 months)

GENERAL OBJECTIVE:
The objective of this assignment is to establish a current and comprehensive inventory of TVET providers in order to accelerate implementation of the USAID Afghanistan Workforce Development Program (AWDP) which is currently under procurement. The findings from this inventory will highlight important considerations for the design and implementation of USAID’s AWDP (in procurement) TVET skills development program. The findings may suggest new TVET guidelines, which could be useful for Afghanistan’s education and vocational skills training related Ministries to facilitate expansion of private sector and NGO TVET provision. These considerations can direct additional investment and institutional strengthening requirements of the public institutions responsible technical training capacity development, appropriate TVET regulation (credentialing of institutions and teachers and certifying courses) and promoting the expansion of private sector and NGO training providers.

The Inventory will contain the following information:

1. The characteristics of private sector and NGO TVET providers, most notably location, ownership, date of establishment, facilities and staffing;
2. Courses offered and skill levels, tuition fees, patterns of attendance (i.e., 1-6+ month courses or longer, open enrolment options), and certificates (if any) bestowed on finishers;
3. Institutional capacity (numbers of trainees/year) and productivity; drop-out and pass rates; number of trainees being employed after completion of courses;
4. The impact of government regulations on training providers specifically, and other public administration policies (i.e., business and NGO licensing requirements);
5. Estimate the overall size of private sector/NGO vocational training capacity (by specialty) for the country as a whole.

BACKGROUND AND JUSTIFICATION:
It is estimated that 70% of the vocational education and training in Afghanistan is provided through private sector training businesses and NGOs. However, a precise inventory (mapping) and analysis of the training provided by the private and NGO TVET sector providers is not available. This information is needed in order to create a comprehensive picture of the various TVET-related programs, their (possible) synergies with other training providers, their potential to meet labor market requirements in
providing viable skills training programs, and methods to strengthen this service delivery. The inventory will be limited to the six primary metropolitan regions where the AWDP will be initially focused (Herat, Kabul, Kandahar, Jalalabad, Mazar and Kunduz). The intent is to support a program implementation strategy and related activities that can assist in the capacity-building of MoLSAMD and private sector TVET training providers.

**RATIONALE:** Afghanistan is slowly building its training and vocational education institutions and workforce to overcome the adverse effects of 30 years of war and civil strife. Young adults comprise 30% of the population and will continue to do so for the next 25-30 years due to its current demographic momentum. Youth and young adults are the hope of the country to meet the challenges of the 21st century. This emphasis on youth, young adults and women especially cannot be realized without building the institutional capacity of the informal and formal technical vocational education and training institutions (TVET), to provide quality labor market-focused training programs that will facilitate the placement of Afghans into a specialized workforce to help put the country on the path toward sustained economic growth.

Currently, various USAID programs (OEG, Stab-U,OSSD, OAG and OIEE) are strengthening local training providers and institutions by supporting numerous formal and informal TVET training programs to meet on-the-job training requirements and unmet job placement opportunities. OEG’s new *Afghanistan Workforce Development Program (AWDP) (under procurement)* is one of these programs. The AWDP will address several capacity development challenges and complement other donor programs in workforce development and investments in the construction, agriculture, and public administration sectors. The over-arching goal of the AWDP is to increase job placements, salaries/wages and self-employment opportunities for Afghan men and women through the provision of market-driven technical skills training, business training and linkages to credit, business development support and job placement services.

The goals of the AWDP will be met by providing sufficient new resources for informal and formal sector training to, design training strategies, provide new teaching methods and curriculum, and increase teachers/trainers technical skills and building institutional capacity to support the formal (predominantly urban), rural and informal labor sectors, by boosting the technical expertise and delivery capacity of private and NGO training providers. Choices about where to invest in skills development should be based on evidence of meeting formal/informal employment job skill requirements with minimum resource outlay. Enterprise-based training should also be expanded, e.g., apprenticeships and institutional training to meet labor market defined requirements. Resources should be allocated to stand-alone training programs well grounded in the labor market, which target those who are in, or about to enter, the labor market.

**DETAILED RESPONSIBILITIES:**
It is anticipated that this assignment shall start in mid-August 2011 with expats beginning work on literature review, design of survey instrument, and survey sub-contractor procurement prior to arrival in-country. In-country work will be conducted in September and October with final reporting conducted remotely through mid-November.
Activities conducted during this assignment will include:

1. Literature review
2. Identify relevant TVET providers and stakeholders
3. Develop survey instrument
4. Design survey methodology
5. Conduct procurement of local research firm
6. Oversee surveyor training
7. Design survey reporting database/spreadsheet/format
8. Conduct stakeholder interviews and TVET site visits in Kabul, Herat, Jalalabad, Mazar-i-Sharif, and Kunduz (probably not Kandahar?)
9. Manage survey provider for quality control
10. Prepare final report

OUTPUTS AND DELIVERABLES:

1. Excel spreadsheet of survey data designed for ease of use, maximum functionality
2. Formatted directory of TVET providers with key information
3. Final report including observations and recommendations

QUALIFICATIONS:

The Evaluation Team shall consist of two expatriate specialists supported by one local staff member. Both expatriate specialists shall be familiar with USAID Bureau of Economic Growth. Both specialists will participate in identifying key informants, conducting interviews, developing survey instruments, and coordination/management of the local research firm.

The Team Leader will have a broad understanding of issues relative to private sector workforce development, experience in market research, and previous regional experience as team leader for USAID assessments. The Team Leader will have primary responsibility for structuring and managing activities within the assignment, organizing and writing the final report, and ensuring quality and timeliness of deliverables.

The TVET Inventory Specialist will have a broad understanding of issues relative to private sector workforce development, experience with database design, and previous regional experience working on USAID assessments. The TVET Inventory Specialist will have primary responsibility for structuring and supervising data collection, overseeing database/information design, identifying information resources, and ensuring quality and timeliness of data deliverables.
## Annex B

### TVET Work Plan Schedule

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<td>Japanese International Cooperation Agency (JICA)</td>
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TVET Provider Inventory

1. Organization’s involvement/role in TVET

2. Contacts for institutes, associations, training centers, companies, NGOs that should be contacted as part of this survey. (providers of apprenticeships OTJ training, certifications, training course, training program, etc.)

3. Is there an organization/initiative that trains trainers in methodology?

4. Specific TVET providers doing a good job.

5. Approaches to TVET that are successful (examples?)

6. Approaches to TVET that are not so successful.

7. Areas of workforce development that you think should be focused on. (e.g., training subjects, level of competency, different)

8. Changes in government regulation that could assist.

9. Existence and importance of standards and certifications for trainers and trainees.
Afghan Chamber of Commerce and Industry (ACCI) is being supported by GIZ and MoE to bridge the gap between TVET providers and private sector employers in order to make TVET more meaningful to workforce development.

ACCI has an MOU w/MoE to do internships for 2 TVET institutes through ACCI members. ACCI says they have placed 200 interns however they are not at a level that employers want to hire them.

“Every ACCI member business needs employees who have proficiency in English and computers, regardless of the employee’s technical area. Students coming out of these schools rarely have any proficiency.”

Note: TVET consultants repeatedly requested ACCI member contact information to include them in provider survey and employer survey, but ACCI did not provide information. GIZ reports similar lack of cooperation and lack of information sharing, despite their formal “partnership.”

Afghan National Qualifications Framework (ANQF) and National Quality Authority (NQA) are being established through the World Bank Afghanistan Skills Development Project (ASDP).

ANQF is a framework intended to standardize learning outcomes (levels of competency) and learner movement among levels of qualification in the educational system. In addition to establishing standards, the Framework includes establishing the ANQA, an independent agency with authority to implement and further develop the qualifications framework and certifications. Members of ANQA include Directors from the following Boards: Higher Education, TVET, Islamic Education, Secondary Education Basic Education, and Literacy Education/Non M Formal Training. The High Commission of Coordination (Ministries and Donors) will accredit TVET Institutions. The ANQF and ANQA are expected to be approved by Parliament in June 2012.

Status

- Currently establishing Standard Operating Procedures (SOPs) for each of the 6 Boards. SOPs will describe how to conduct operations, similar to ISO standards.
• Waiting for Parliament to approve framework.

**Recommendations for AWDP**

• Put efforts into strengthening existing institutes instead of starting new ones: “Everyone wants to start a new institution. This isn’t necessary.”
• “First and most important is teacher training”
• “Other than ATVI there is no private institute worth supporting.”

Afghanistan Rural Enterprise Development Program (AREDP) is a program funded through the Ministry of Rural Rehabilitation and Development (MRRD) by UNDP with the goal of job creation in rural areas. Activities are conducted through two approaches: 1) community enterprise development; and 2) support for SME growth. Program activities have just begun (the project was launched in April 2011) and it is too early to evaluate results. If the SME component does what they say they are going to, it will be a good follow-on to the USAID/ASMED project, providing much-needed depth of assistance for next stage growth for SMEs. AREDP is will operate in Parwan, Bamiyan, Herat, Nangarhar, Balkh, Helmand and Kandahar.

**Community Enterprise Development**

• Creating enterprise sector groups to facilitate delivery of technical assistance and create market linkages.
• TA for technical and business skills will be through local providers.
• Creating savings groups to facilitate group micro-lending.

**SME Development**

• Application process open twice per year for SMEs to participate.
• AREDP staff assists writing business plan.
• AREDP signs agreement with selected SME in which they do business development plan with graduated assistance and commitment of 2-3 years.
• Assistance includes technical or business/management (local or study visits) in 4 categories: basic, advanced, specialized, and technical.
• All training practical – most on-site.
• Facilitation of credit with 2 private banks, FMFB and Ghazafur (AREDP guarantees with bank but guarantee not public knowledge due to risk of non-payment).
• Currently 110 SMEs participating, 5-40 employees, majority have 10-20 employees.
Businesses in food processing, poultry, textile, dairy, recycling.

Opportunities for both upward and downward linkages with TVET:
- TVET grads could join community sector groups and get assistance in small business development.
- SMEs receiving assistance could hire TVET grads.

Recommendations for AWDP
- Provide an incentive for TVET institutes to have partnerships with employers (give TVET provider duplicate equipment as that of employers for whom they are training in skills).
- Avoid directly giving money or paying people for receiving training: ruins people and the economy.

ASDP/NIMA Meeting Notes

ASDP was started through the Afghan Reconstruction Trust Fund (ARTF), supported by USAID, World Bank and other donors. The National Institute of Management and Accounting (NIMA) was established in 2008 by ASDP to be the premier public management and accounting institute. The original plan for NIMA was to be affiliated with an accredited international university which would convey credibility and facilitate teacher training/shadowing and curricula. Contractor Maxwell Stamp selected Javiskala University of Finland; neither contractor nor Javiskala met deliverables and relationships with both were terminated. ASDP anticipates selection of a replacement contractor and university relationship in March 2012.

NIMA at a Glance
- 2-year diplomas in Management, Finance, ICT
- Graduates: 1,058 out of original 1,700
- 70% of graduates employed (tracked by NIMA attesting to diploma required by employers)
- Scaling down new student admission to 500 until they regroup
- All classes taught in English
- Teachers had been from India, Pakistan and Nepal; currently have Afghan, Pakistani and Indian teachers
- Local teachers paid $300-$400/month
- Hired 20 placement officers to line up internships, supervise internships
ATVI was established in 2006 as an American business by Amb. Roshan and Noor USA. In 2008 it registered as an NGO and is currently considered a public-private TVET. It operates under the aegis of MoE but has an independent Board of Directors and financial management. Dr. Omary, a founding Board member, is currently Sr. Consultant on ANQF/ANQA). ATVI started with $1.8 million private funds and USAID support through scholarships. It is currently receiving USAID support for governance through USAID/STAY and has received extensive support for construction training programs, materials and equipment through the U.S. Army Corps of Engineers.

**Status**
- Opened campus in Laghman in 2011 with 600 students
- Currently only 20% funded by tuition (% from other sources not disclosed)
- All trainers are Afghan
- Completed construction of materials testing lab in 2011
- Sell agriculture production from horticulture program
- Teacher Training faculty is currently under construction. Working with MoHE to get certification for teacher training program for ATVI grads. Selected TVET grads will go into an intensive 6 month training program to get them started teaching while doing continuing education to reach a higher level.

**Students**
- 2006/2007 - 600 students, 10% girls
- 2011 - 2,300 students, over 40% girls
- Costs approximately $1000 for each student/year
- 70% graduates employed after graduation
- 15% graduates go on to further studies

**Vision**
- Presented concept paper to “Kabul Conference 2010” to establish National TVET System with ATVI a center of excellence. (DM TVET intends to use ATVI as model for future TVET institutions)
- Wants to distinguish itself with ISO 9001 accreditation
- Plans for controlled expansion to new locations
- Expand programs from current 2 years to 5 years
Technical Assistance Needs

- Getting ISO 9001 certification
- Teacher Training on curriculum design and teaching methodology
- Help establish permanent job placement center

Recommendations for AWDP

- Set concrete manageable objectives that can be achieved within project timeframe instead of spreading little bits of money around
- Limit geographic areas
- Build on what has already been established to make it sustainable – go deep not wide
- Best way to support ATVI is through funding scholarships to students rather than direct funding

“Afghan institutions are experiencing significant frustration with USAID funding through contractors who spend all project time and funds re-learning the situation, repeatedly meeting with the same organization, and imposing lengthy investigative processes into operations without any tangible support or engagement.”

Note: ATVI is on the AWDP bid with Creative Associates

AUAF Meeting Notes

The Professional Development Institute provides continuing education to private sector professionals through customized programs. PDI is attempting to do training for international certifications that are required for organizations that need to meet International Financial Reporting Standards (IFRS), ACCA (chartered accountants) and CAT (bookkeeper). PDI sees sectors of transportation, private health and education as high growth sectors that will require highly specialized trained employees (note: PDI did not mention addressing these areas).

Current programs:

- Just started management training for women leaders in Min Ag
- Have only testing center in Afghanistan for Aviation/pilots
In the works:
- Proposal submitted to Chemonics TAFA project to conduct certification training for international freight forwarders
- Cisco certification

Wish list:
- Executive MBA targeting ministers
- Computer based testing center for international certifications such as ACCA (now only available in Peshawar)
- “Boot camp” training for office manager/admin

Note: it was difficult to differentiate between what PDI is actually doing, what they have in the pipeline and what are just ideas of things that could be done. Despite numerous phone and email contact (separately from the in-depth interview) including an email exchange with AUAF senior management, the survey was submitted a week late, after data analysis was underway. AUAF has a lot of potential for workforce development but it is obvious that PDI is not actively engaged with employers or emerging needs, nor does it have a coherent plan to effect this.

DM-TVET focuses on formal institutions serving the population aged 14-18. The main activity currently underway in the DM-TVET (within the Ministry of Education) is registering private TVET providers. DM-TVET said they are in process of transitioning up to 11 public TVET institutions to public/private institutions (based on the ATVI model) with autonomous financial and operations management; however, the actual status of this is unknown. DM TVET has been “instructed” by the government (Kabul Conference 2010) to establish 200 new TVET institutes and to make 240,000 people employable by 2013.

TVET Institutes
- 42 private providers registered with MoE
- 90 private providers in the process of registering
- 142 public TVET schools, only 10-15 of these in provinces
- 35,000 new entrants to TVET this year

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9 DM TVET indicated World Bank Support for this initiative
10 DM TVET indicated $25 million “uncommitted” support from USAID
TVET Licensing/Registration Requirements

- Requirements for private TVET institutes dependent upon factors focused more on physical characteristics than on quality of instruction. E.g., fire extinguisher, number of books in the library, number of credit hours, proximity to other schools, number of computers per student (see Annex J for registration requirements).
- Quality requirements are non-specific (i.e., students must participate), teachers with degrees.
- Registration requirements not available on-line.
- Listing of TVET providers not on-line. Registration can take 10 days if all requirements met.
- MoE does on-site check of curriculum, building and teachers.

DM TVET Target Sectors
1. Agriculture
2. Art (architecture, music)
3. Technical/mechanical
4. Commerce/business
5. ICT
6. Construction
7. Disabled

Recommendations for AWDP

- USAID should make longer term commitment to whomever they work with. Developing sustainable TVET systems does not happen with a one or two year project.
- Help establish relationships with international certifying organizations for levels of competency – it will give local institutes credibility.

Embassy of the Netherlands Agriculture Training Institute
Meeting Notes

9/29/2011
Anneloes Viveen, Second Secretary, Economic Affairs
Hans Van Otterloo, Project Manager, Dutch AG TVET

The Embassy of the Netherlands is establishing a Teacher Training College for Agriculture that is expected to open in 2012. The initiative is in partnership with Wageningen University (NL), the Ministry of Foreign Affairs, and the Ministry of Agriculture, and with technical collaboration from Purdue University and PIN (Czech NGO). The college will function semi-autonomously under MoE (DM TVET) with a Board consisting of government, donor, and private sector.
Status

- GoNL currently has 30 Afghan students studying in the Netherlands to become initial faculty of the college.
- Teacher graduates will teach at levels 13-14 at the country’s 20-25 agriculture high schools and ag/vet institutes.
- Developing curricula for 116 topics
- Constructing building next to GIZ’s TTTA, NIMA

Sustainability

- Teachers will sign contract to obliging them to teach for 2 years in return for training (to discourage emigration to NGO or private institute) mitigate offset training.
- Struggling with how to make sustainable through income.
- 25% of students coming out of age schools want to go into teaching; only 1% want to work in ministry.

GIZ/Industry Involvement Meeting Notes

9/18/2011
Abdoulie Jallow, Advisor for Industry Involvement Component

This component of the GIZ project is working with ACCI with the intent of improving linkages with industry. GIZ has developed a database of 25 sector associations and conducted round tables with 16 associations and the teacher training academy to identify training needs. GIZ plans to set up TVET web site and conduct a TVET exhibition this year in Kabul for both public and private providers.

GIZ is working with the public sector TVET through 5 components:

- Training Capacity – providing physical infrastructure, tools, materials, equipment to TVET institutions
- Teacher Training Academy – established in 2011 inside Kabul Mechanical Institute
- Curriculum Development – working with NSDP to develop short courses and supporting them in developing standards.
- Capacity Development for TVET DM (advisor is Maria Cooch)
- Industry Involvement in TVET (ACCI)
- Assessment and Certification – support for ANQA (qualification authority)

Observations

- Most TVET training focuses on very basic low level skills and huge need for “up skill” training for people already working to perform at higher level of proficiency.
- People trained at bottom of skill level but no one trained as supervisors or managers. SMEs have only owners and basic skill-level employees.
- Anticipate high demand for workers in water sector – practical skills in designing, building, maintenance of water supply systems, sanitation, industrial plumbing. Need practical in addition to theoretical.

**Recommended approach for AWDP:**
- Start in Kabul where it is easier to get established and monitor activity. Once project has realized successful model then expand to other geographies.
- Build cadre of local trainers

*Note: GIZ has not experienced a high level of cooperation with ACCI.*

**GIZ/Teacher Training Meeting Notes**

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This component of the GIZ TVET project focuses on building public sector capacity for technical teacher training in subjects such as plumbing, electrical wiring and repair, carpentry, etc., which require a distinctively different approach than other types of subjects. GIZ is working with DM TVET to establish a Technical Teacher Training Academy in Kabul (currently on the grounds of Kabul Mechanical Institute but soon to have a separate location) which will include facilities and equipment. Plans are to expand to Mazar-i-Sharif next year. The project is training teachers, headmasters, school supervisors and DM TVET staff. GIZ is concerned with sustainability of TTTA and keeping teachers who have been trained in the TVET system. They are currently paying the TTTA Director’s salary and it is likely that she will leave when that is over. They are paying 50% of teacher salaries.

**Direct Teacher Training**
- 38 TVET teachers are currently undergoing 1800 hours of training
- Subjects: soft skills, methodology, testing and grading, subject matter training
- GIZ is paying 50% of teachers’ salaries while they undergo training through 2013; thereafter DM TVET will pay
- Anticipate training 300 teachers per year as of 2013
- Conducting research to identify trainers to bring into program
- GIZ is providing all curricula in modular training components
The ILO was an original supporter of the World Bank ASDP; however, as ASDP activities went afield of the original plan ILO support has diminished. ILO has not been involved in TVET recently but is starting an activity with DFID to conduct a labor market survey scheduled to begin in mid-October 2011.

**Employment Service Centers**

In 2007 ILO established nine Employment Service Centers in partnership with MoL. Although centers were considered successful they closed when donor funding ended. Services included assistance with CVs, identifying gaps in training and directing people toward training programs. The ILO wants to again establish 22 centers in regions and this time the ILO will be looking at how to make them sustainable.

**Future**

The ILO hopes to conduct an “establishment survey” that identifies/inventories existing businesses and their workforce needs. This would be a follow-on to the ADB study in 2009 that conducted the inventory but did not provide analysis. ILO wants to build the capacity of the Central Statistics Organization and Ministry of Labor to analyze this data.

MoWA does not appear to have any national level strategy, program or approach for training women in workforce skills. Some provincial offices get funding from donors and hire trainers for a specific activity which tend toward the “traditional” skills of sewing, carpet weaving and handicrafts. Ms. Habibi believes that most training that has been conducted for women is irrelevant, as it does not result in employable skills. Furthermore, no pre- or post-surveys are conducted to determine what effectiveness.
The National Skills Development Program (NSDP) was established in 2004 as Component 3 of the World Bank Afghanistan Skills Development Project (ASDP) with the objective of training 150,000 people in technical and vocational skills. NSDP is housed within MoLSAMD and is focused on building technical and vocational skills for the unemployed, less educated and illiterate population. As such, NSDP conducts training at its own sites and has funded short-course basic skills training in auto and bike repair, carpentry, welding and trades. NSDP is responsible for implementing the Kabul Conference 2010 goal of 240,000 TVET trainees. NSDP is slated to evolve into the National Vocational and Education Training Authority (NVETA) that will oversee policy, planning, standards and certifications of TVET organizations, trainers and qualification of trainees.

Current activities:

- Developing standards for training and levels of competency for specific skills within 5 sectors: Agriculture, social, construction, services, businesses
- Establishing testing certification process – working with DM TVET, ILO and UNESCO to determine how (Anticipate that standards will be adopted by all TVET providers within 3-4 years)
- Providing training in curriculum development to TVET providers (if TVET providers ask)

Direct Training

- $500 - $600 cost to train each student
- Has directly contracted 75 local and international NGOs to conduct skills training. Most of these training organizations work on an as-funded project basis. Training provider selection criteria:
  - TVET providers’ market assessments
  - Guarantee of 75% employment after graduation (*note: no apparent accountability for this*)
  - 30% females
  - 3% disabled
  - All students required to do apprenticeships
Recommendation for AWDP:
Need to move toward longer commitment that will help institutionalize TVET resources. Currently most TVET is provided by NGOs and contractors only on a project basis when a donor provides funding.

*Note: According to Nasry, AWDP is same as NSDP and USAID should just funnel money through NSDP as implementation will be more cost effective.*

UNESCO Meeting Notes

**9/26/2011**  
Abdul Hai Sofizada, Program Coordinator  
Bob Duffy, TVET Consultant

UNESCO work is primarily focused on moving the National TVET Strategy forward. They are also doing capacity building for DM TVET, NSDP, MoHE and MoLSAMD through M&E, vocational/technical teacher training and curriculum development.

**National TVET Strategy**
Key Ministries in the strategy are MoLSAMD, MoWA, MoE and MinAg. Currently UNESCO is facilitating the process of creating an umbrella strategy and helping the various Ministries determine their respective roles and authorities.

**Teacher training**
- UNESCO has trained 15 instructors from vocational training centers in class instruction, methodology and student evaluation. They are sending these same instructors to Iran for a month to see how teacher training is done there. MoHE and MoE are in conflict over who has jurisdiction over teacher training.
- In 2007 ILO established 9 Employment Service Centers that are now closed. JICA funded vocational training centers in the regions that are now closed.
- DFID and ILO are supposed to be doing a labor market survey in conjunction with the Central Office of Statistics (although this is not yet begun).

USAID/Health Meeting Notes

**9/25/2011**  
Susan Brock, Health Advisor  
Eric Jankowski  
Zahir Rahmatullah

This meeting was conducted to explore areas of TVET relative to health care, as it is a growing industry and one with potentially positive social implications for women as TVET participants and beneficiaries. Health care training is overseen by the Ministry of Public Health and Ministry of Higher Education through public and private institutes. Two-year
degrees available for lab tech, midwifery, nursing, pharmacy. Need exists for medical equipment repair and medical records specialists. Facilities more likely to pay for equipment repair.

**Need: Bio medical equipment repair**

Almost all medical facilities have a room full of equipment that is not in use and not because no one knows how to calibrate, determine why they are not working or to repair them. Most equipment from Germany, Japan, U.S. and India. If local repair were available hospitals could afford to repair equipment. Motivation for hospitals to repair equipment is diminishing donor funding; new equipment will not be so readily purchased.

**Recommendation to AWDP: Private-Public partnership to train cohort of repair technicians**

- Work through established TVET institute
- Identify interested students
- Gather non-functioning equipment from some facilities for practical repair demonstration work
- Contact manufacturers of equipment to come to conduct training for trainers on repairing their equipment
- Offer manufacturers “preferred vendor” status for donor purchasing
- Coordinate/disseminate info through health donors working group

*Resources required: Initiative, motivation and high level of coordination. Contacting manufacturers, institute with training room to accommodate equipment, coordination with MoH and medical facilities with broken equipment.*

**USAID/STAY Meeting Notes**

Originally slated to operate from 2010-2013, the USAID/Skills Training for Afghan Youth (STAY+) was originally designed to offer basic education, life skills, and workforce readiness for out-of-work youth, and to strengthen capacity of ATVI and the Kunar Vocational Organization (KVO). Activities to directly train youth were never initiated and STAY has focused on capacity building for ATVI. STAY+ is being phased-out early with an end date of 12/2011.

**ATVI**

- Capacity building for financial management
- Direct funding for some operations
• Conducting graduation ceremony
• TA in creating a good Board

KVO
• Capacity building for financial management
• Funding 100% of operations
• TA in developing a Board
• TA in enrollment management (record keeping)

Kunar Vocational Organization (KVO) – also known as Kunar Construction Center
• Established 2008 with support of US Army Corps of Engineers. Currently sole funding source is USAID.
• Government and the local community donated the land; Kunar PRT provided buildings and testing lab; USAID funded training and management of the Center.
• Was supposed to be “given” to ATVI but was “given” to community instead; as a result ATVI and community have somewhat contentious relationship.
• Trains in basic construction skills: electrical work, carpentry, plumbing, painting, masonry, and rebar placement.
• 3 month training sessions provide only basic skill, not sufficient level of proficiency to make graduates competitive or to meet workforce needs.

USAID/STAY + Observations
• Teacher training is of utmost importance to TVET, critical to TVET development.
• KVO is not sustainable without outside funding but could survive if it became part of ATVI, which it should do.
• KVO programs are 3 months which is sufficient for basic skills but not for proficiency level needed in the labor market.

Recommendations for AWDP
• Invest in what has already been established and figure out how to make it work rather than abandoning and reinventing or spending a lot of time setting up temporary structures for implementation.
• ATVI needs embedded finance person – even a local who has previously worked on USAID programs and understands the accounting requirements – to build their capacity in financial management.
• USAID would be well-advised to participate with ATVI in planning rather than just deciding what ATVI should do.
• ATVI needs technical assistance in fund raising.
• “If USAID would make a long term investment in ATVI as a flagship TVET they could make real progress in workforce development.”
The objective of the TVET Provider Inventory is to inventory and map non-government TVET providers including private sector institutes, educational institutions, associations and sector companies that provide technical or vocational training. This information will be used to create a comprehensive picture of the various TVET-related programs to identify possible synergies with other training providers, to identify their potential to meet labor market requirements, and to identify approaches to strengthen service delivery. The inventory will be focus on Herat, Kabul, Kandahar, Jalalabad, Mazar and Kunduz.

Findings of this inventory will highlight considerations for the design and implementation of the USAID-funded Afghanistan Workforce Development Program (AWDP) scheduled to begin in late 2011. In addition, the findings may suggest new TVET guidelines for training-related Ministries to facilitate expansion of demand-driven private sector NGO TVET provision. Findings may also point to areas in which to direct investment and institutional strengthening for standardization, certifications and credentialing institutions and teachers.

The inventory will obtain the following information:

1. The characteristics of private sector and NGO TVET providers;
2. Courses offered, skill levels, fees, attendance, certifications;
3. Institutional capacity and quality of training;
4. The impact of government regulations on TVET.

Vocational education and training prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation, or vocation. It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques or technology. Vocational education can be at the secondary or post-secondary level and can interact with the apprenticeship system.

Workforce development refers to programs and policies that promote the mastery of new job-related knowledge and skills, access to employment opportunities, and real jobs. The objectives, within which a workforce program takes place, can range from increased productivity within a specific industry to strengthening the effectiveness of secondary school education.

For a full description of AWDP go to www.usaid.gov
## Annex G  Employers Interview List

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Organization</th>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-Sep-2011</td>
<td>9:00 AM</td>
<td>Tarsian &amp; Blinkley</td>
<td>Nasrullah Rahmati</td>
<td>Director</td>
<td>0700286331</td>
<td><a href="mailto:tandbkabul@yahoo.com">tandbkabul@yahoo.com</a></td>
</tr>
<tr>
<td>9-Oct-2011</td>
<td>9:00 AM</td>
<td>Mobile Telephone Network (MTN)</td>
<td>Sayed Jamaluddin Sahibzada</td>
<td>Senior Manager - OD &amp; Learning</td>
<td>0772221432/077 223 1432</td>
<td><a href="mailto:ssahibzada@mtn.com.af">ssahibzada@mtn.com.af</a></td>
</tr>
<tr>
<td>9-Oct-2011</td>
<td>11:00 AM</td>
<td>Afghanistan International Bank (AIB)</td>
<td>Ahmad Seyar Qaderi</td>
<td>Human Resources Officer</td>
<td>0786027617</td>
<td><a href="mailto:Seyar.Qaderi@aib.af">Seyar.Qaderi@aib.af</a></td>
</tr>
<tr>
<td>9-Oct-2011</td>
<td>2:00 PM</td>
<td>Azizi Bank</td>
<td>Inamullah Fayez</td>
<td>Training Coordinator</td>
<td>0797999912/0772076654</td>
<td><a href="mailto:training@azizibank.af">training@azizibank.af</a></td>
</tr>
<tr>
<td>13-Oct-2011</td>
<td>10:00 AM</td>
<td>Afghan Wireless Communication Company (AWCC)</td>
<td>Mohammad Nadir Abdullah</td>
<td>HR/Administration Manager</td>
<td>0700801500</td>
<td><a href="mailto:Nadir.Abdullah@afghan-wireless.com">Nadir.Abdullah@afghan-wireless.com</a></td>
</tr>
<tr>
<td>16-Oct-2011</td>
<td>4:00 PM</td>
<td>Roshan (Tele Company)</td>
<td>Shireen Rahmani</td>
<td>HR Director</td>
<td>0799992650</td>
<td><a href="mailto:shireen.rahmani@roshan.af">shireen.rahmani@roshan.af</a></td>
</tr>
</tbody>
</table>
Thank you for agreeing to participate in this survey. The purpose is to provide an accurate picture of technical and vocational training in Afghanistan and how employers are addressing these needs within their companies. We appreciate your time and interest in providing this information. If you don’t know the answer to a specific question please answer Don’t Know (DK) or Not applicable (NA) and go on to the next question.

### Contact & General Information:

<table>
<thead>
<tr>
<th>Owner / Manager / Director</th>
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<tbody>
<tr>
<td>Address</td>
</tr>
<tr>
<td>City</td>
</tr>
<tr>
<td>Phone 1</td>
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<tr>
<td>email (s)</td>
</tr>
<tr>
<td>Website</td>
</tr>
<tr>
<td>Interviewee</td>
</tr>
<tr>
<td>Phone 1</td>
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<tr>
<td>email2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Is training conducted when employees first join the company? Is it on-the-job or separate? How long before new hires are considered competent?</td>
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<tr>
<td>2</td>
<td>How are trainees evaluated? What happens if they cannot successfully complete the training?</td>
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<tr>
<td>3</td>
<td>Are trainees paid for the time they are in training?</td>
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<tr>
<td>4</td>
<td>What type of training do you conduct for employees: Machinery operations, soft skills, supervisor training, office skills, literacy?</td>
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</tr>
<tr>
<td>5</td>
<td>Do you conduct on-going training or one-time? Is training single-skill or multiple skills (i.e., technical and soft skills) Is training single or multiple levels?</td>
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<td></td>
<td>Question</td>
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<tr>
<td>6</td>
<td>Is training on-the-job or through separate courses?</td>
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<tr>
<td>7</td>
<td>How often do your training programs take place? (Ongoing? Specific schedules? / Quarterly / Annually?) How long do they last? Days / weeks / months?</td>
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</tr>
<tr>
<td>8</td>
<td>How else could your staff be trained?</td>
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<tr>
<td>9</td>
<td>Do you know of other employers providing similar training?</td>
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<tr>
<td>10</td>
<td>How and when are new training courses or topics developed?</td>
<td></td>
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<tr>
<td>11</td>
<td>Where/ When does training take place? During normal working hours? In the production environment?</td>
<td></td>
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<tr>
<td>12</td>
<td>Is training conducted in one city or multiple cities?</td>
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<tr>
<td>13</td>
<td>Is your training provided in groups or one-on-one?</td>
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<tr>
<td>14</td>
<td>Who conducts the training? (Senior Staff / outside trainers/other?)</td>
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<tr>
<td>15</td>
<td>How are trainers trained? How are they evaluated?</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>How are your managers trained?</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Do you have same or different training programs for male and female employees? Is training conducted separately or together? Are your female employees trained by female trainers?</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Is there a skill area for which you cannot find trainers?</td>
<td></td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Is there a type of training that TVET providers should conduct that would make trainees more employable by your company?</td>
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<tr>
<td>Have you hired any employees who are graduates of any TVET institutions (Public or Private)?</td>
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<tr>
<td>Do you have a relationship with any TVET institutions for internships?</td>
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<tr>
<td>Do you have a relationship with any TVET institutions to communicate your workforce needs?</td>
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<tr>
<td>What needs to be done to make TVET programs (either in-house) or outside more successful?</td>
<td></td>
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</tr>
</tbody>
</table>
I. Disclaimer:

The information contained in this Request for proposals (RFP) (hereinafter referred to as RFP) document is provided to the bidders, by Afghanistan Small and Medium Enterprise Development project (hereinafter referred to as “ASMED”). The purpose of this RFP document is to provide bidder(s) with information to assist in the formulation of their proposals. This RFP document does not claim to contain all the information each bidder may require. Each bidder should conduct its own assessment and analysis and should check the accuracy, reliability and completeness of the information in this RFP document and where necessary obtain independent advice from appropriate sources.

ASMED may, at its own discretion, but without being under any obligation to do so, update, amend or supplement the information in this RFP document.

II. Purpose:

The objective of this assignment is to establish a current inventory of non-government TVET providers. (TVET providers can include private sector TVET institutes, educational institutions, associations and companies that provide technical or vocational training). This information will be used to guide future USAID workforce development activities.

The inventory will obtain the following information:

1. The characteristics of private sector and NGO TVET providers;
2. Courses offered and skill levels, tuition fees, patterns of attendance, and certificates (if any) bestowed on finishers;
3. Institutional capacity and quality of training;
4. The impact of government regulations on training;
5. Estimate the overall size of private sector/NGO vocational training capacity (by specialty) for the country as a whole.
III. Background:

It is estimated that 70% of the vocational education and training in Afghanistan is provided through private sector training businesses and NGOs. However, a precise inventory (mapping) and analysis of the training provided by the private and NGO TVET sector providers is not available. This information is needed in order to create a comprehensive picture of the various TVET-related programs, their (possible) synergies with other training providers, their potential to meet labor market requirements in providing viable skills training programs, and methods to strengthen this service delivery. The inventory will be limited to the six primary metropolitan regions where the AWDP will be initially focused (Herat, Kabul, Kandahar, Jalalabad, Mazar and Kunduz). The intent is to support a program implementation strategy and related activities that can assist in the capacity-building of MoLSAMD and private sector TVET training providers.

IV. Statement of Work:

The scope of this project includes working with two ASMED expat consultants to design a survey and database, compile a list of interviewees, conduct surveys, translate survey results into English and enter data into the database.

The vendor will conduct approximately 400 surveys in Herat, Jalalabad, Mazar-i-Sharif, Kabul, Kandahar, and Kunduz over a 2 week period beginning in late September/early October. ASMED consultants will accompany surveyors for 2-3 days in Herat, Jalalabad, Mazar-i-Sharif and Kabul.

1. Finalize a survey based on a framework of survey topic areas provided by ASMED (attached).
2. Design survey collection instrument consistent with database design.
3. Translate survey to Dari and Pashto.
4. Design and develop database in user-friendly format that facilitates correlation analysis.
5. Conduct surveyor training.
6. Contribute to identification of interviewees including non-government affiliated TVET institutions, educational institutions, associations and companies that provide technical and vocational training. (ASMED currently has a list of several hundred organizations and will rely on the vendor to ascertain appropriateness of their inclusion in the survey and to gather contact information for making appointments.)
7. Conduct training for surveyors.
8. Test survey instrument and refine accordingly.
9. Make appointments with interviewees and conduct surveys of approximately 1 hour each.
10. Translate survey responses into English.
11. Enter data into database.

V. Project Deliverables:

1. Survey instrument in English, Dari and Pashto.
2. Database design and development.
3. List of interviewees and contact information in English.
4. Four hundred completed surveys from Herat, Jalalabad, Mazar-i-Sharif, Kabul, Kandahar and Kunduz.
5. Database populated with data from all surveys conducted.

VI. Project Timeframe:

Project deliverables must be completed by October 20. Anticipated delays in completion should be communicated to ASMED as soon as they are recognized.

VII. Eligibility Requirements:

Only business development or services organizations (NGOs, associations, cooperatives) and business consulting firms with a valid license or registration in Afghanistan will be considered eligible to submit their proposals. A copy of business/organization license or registration should be submitted with the proposal.
VIII. Instructions to Bidders:

A. Clarification and Amendment of RFP Documents:
The bidder should register on www.AfghanBids.com and add the “RFP: TVET (Technical/Vocational Education and Training) Survey” project on their watch list. Bidders may request a clarification of RFP document on the project discussion board at AfghanBids.com.

ASMED will respond by on the discussion board to such requests.

If you intend to bid on this RFP and wish to receive updates and responses to RFP questions, register on AfghanBids.com and add the “RFP: TVET (Technical/Vocational Education and Training) Survey” project on your watch list.

B. Deadline for Submission: 09/14/2011. Proposal should be uploaded in PDF format on AfghanBids.com. Bids received after the closing date will not be evaluated.

C. Cover Page and Markings:
The cover page for your bid should be on your company letterhead and MUST contain the following information:

1. Project Title: TVET (Technical/Vocational Education and Training) Survey
2. Reference: ASMED124/KAB
3. Company Name:
4. Company Address:
5. Name of Company’s authorized representative:
6. Telephone No, Cellular Phone #, Email address:
7. Total Proposed Price:
8. Duration of Validity of Bid (Quotation):
9. Payment terms:
10. Acceptance of Tax Withholding Statement and TIN
11. Signature, Date and time

Based on the Income Tax Law of Islamic Republic of Afghanistan ASMED must withhold the Business Receipt Tax (BRT) from the total payments to all its subcontractors. The BRT is 2% for firms registered with AISA or MoCI and 7% for non-registered firms. In order to be eligible for a contract award, you must include as part of the cover page submission your consent on this matter. Either of the following statements may be used:

“*(Name of Company)* agrees that ASMED shall withhold 2% or 7% of the total of the total contract award amount to be paid to the Ministry of Finance as a Business Receipt Tax Withholding on behalf of the company. Our Tax Payer Identification Number for this purpose is *(TIN)*.”

OR

“Based on our registration as a (form of registration such as Association, NGO), *(Name of Organization)* is exempted from payment of the Business Receipt Tax based on the Income Tax Law of Islamic Republic of Afghanistan. A copy of our organization’s registration certificate is attached to this proposal for supporting documentation.”

Proposals should be organized into sections corresponding to the sections presented in D. Technical Evaluation Criteria, and numbered accordingly. Please note that there is page limitation imposed in the Technical Proposal. Proposing organizations should ensure that proposals are well-written and easy to read. Please only include the requested information and avoid submitting extraneous content. Any pages exceed the page limit for each section of the proposal will not be evaluated.

Proposals shall be written in English and typed on standard A4 paper, single spaced, with each page numbered consecutively. Cover pages, dividers, tables of contents and the following attachments are not subject to the page limit:
D. Technical Evaluation Criteria

Proposals will be evaluated according to the following criteria. The relative importance of each individual criterion is indicated by the number of points assigned and a total of 150 points are possible for each submission. Bidders should note that these criteria serve to: (a) identify the significant factors which bidders should address in their proposals, and (b) set the standard against which all proposals will be evaluated. Points will also reflect the overall presentation of the proposal, which should be clear, complete, well organized, and well written. Most importantly, proposals should address all the requirements listed in the RFP.

1. Technical Approach (page limitation 2, points possible 25)

Bidders will submit a technical approach describing how they will structure and implement the activity which convincingly demonstrates an understanding of the project requirements and describes how the bidder intends to achieve the specific objectives described in the Statement of Work (SOW). The narrative technical approach must set forth the Bidder’s conceptual approach and methodology for the achievement of the overall activity objectives.

This section will be evaluated on the extent to which the technical approach is clear, logical, well-conceived, technically sound, reflects appreciation for the likely problems to be encountered, and directly addresses the objectives identified in the Statement of Work.

2. Database Design (page limitation 2, possible points 20)

Bidders will submit recommendations for design and development of a database using a widely accessible computer program/application that is user-friendly, exportable to other applications, and enables data manipulation and correlation for easy analysis (e.g., relationship between age of trainees and cost of training, relationship between course structure and post graduate employment, relationship between trainer background and coordination with employers, etc.).

This section will be evaluated on the extent to which the Bidder demonstrates an understanding of requirements and demonstrates experience successfully developing a similar database. It is critical that the Bidder does not over-engineer or overcomplicate the database design and development process.

3. Personnel Capability and Experience (page limitation 2, points possible 25)

The technical proposal shall include an overall staffing plan for the program which demonstrates how the bidder will staff the project and roles and responsibilities of the proposed personnel. Success of this project is highly dependent upon surveyors’ ability to understand the objective and use of information gathered, their ability to elicit responses that address survey questions, and their ability to recognize contradictory responses and get clarification. In light of this, the bidder shall explain how these issues will be addressed and its technical staffing expertise and staff capacity to undertake the project.

Functions of Key Personnel will include project supervision, surveyor supervision, and database design and development. The bidder will submit current resumes for Key Personnel that details the individual’s qualifications and experience. Resumes may not exceed more than four pages in length and shall be in chronological order starting with most recent experience.

This section will be marked on the extent to which the staffing plan incorporates Key Personnel which have the ability to effectively achieve program objectives. (Proposed Key Personnel will be assessed on the appropriateness of their experience in positions similar to that for which they are proposed, their success in those positions and their academic and professional background, and familiarity with the
region.) Scoring will also reflect the overall capacity of the Key Personnel to effectively achieve program objectives.

4. Past Performance and References (page limitation 2, points possible 20)

The proposal should provide a detailed account of the bidder’s track record in implementing similar activities to those outlined in the SOW. This information should include information regarding any major sub-contracted projects and include a list of not less than five relevant projects within the last three years that are similar in size, scope and objectives to the above SOW.

At a minimum the list should include for each reference:

(a) The name of the organization,
(b) The activity title,
(c) A brief description of the activity,
(d) The period of performance, (start and completion dates)
(e) The award amount (contract budget),
(f) The name and contact information of each organization for which the service was performed.

This section will be evaluated on the extent to which the proposal demonstrates the extent to which the bidder has previously successfully implemented similar programs and how lessons learned from previous programs could be applied to this activity. Scores will also reflect the bidders’ ability to deliver projects on time. This criterion will take into account ASMED’s prior experience with the firm’s ability to deliver.

4. Draft Work Plan (page limitation 1, points possible 10)

Bidders should present a draft work plan that clearly presents a timeline for accomplishing each stage of the activity, including all tasks and deliverables. The timeline may be presented as a table or figure. Because award and contract signing dates may be uncertain, bidders should present his timeline in terms of days or weeks after contract award. For example:

<table>
<thead>
<tr>
<th>Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Week</td>
<td>1</td>
<td>2</td>
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</table>

The draft work plan should also include a management section describing how the bidder will organize and manage the activity, including roles and responsibilities of team members, and any special considerations that should be taken into account in delivering this activity such as gender considerations, transport and logistics issues, etc.

This section will be scored on how well tasks required to accomplish the work are thought out and clearly presented, as well as reasonableness of delivery dates for deliverables defined in section V. Deliverables.

5. Proposed Budget (points possible 50)

The bidder shall submit a Cost Proposal, which is separate from the Technical Proposal. The Cost Proposal should contain a detailed budget that includes the following elements:

(a) Salaries including international and national consultants, title, work days, daily rate, total;
(b) Other Direct Costs (communication, transportation, stationary cost);
(c) Profits;
(d) Total Contract Amount;

(This is an abbreviated RFP version.)
Annex J  Registration Criteria
Source: Zekrullah Taibi, Head of Policy & Planning Unit, DMTVET, MoE

Guideline and Standards for Establishing of Private Professional, Technical, Art and Vocational Schools and Institutes – Deputy Ministry of Technical, Vocational Education and Training, Ministry of Education

This guideline is prepared for improving the coordination and quality of services of private schools and institutes on the following areas:

**Building of Institute:** as per article 21 of private educational institutions’ regulation:

Private vocational, technical, professional and art institutions for baccalaureate and associate (Thirteen, Fourteen Grade) degrees has to fulfill the following standards:

Private technical, vocational, professional, and art schools of baccalaureate levels has to complete the following criteria’s:

The school’s building has to complete the standards of ministry of education

There has to be 36 credit hours each for 45 minutes in a week

The teachers has to be at least at professional baccalaureate level with an average of 75% based on relevant fields and more than two years of teaching working experience

The classes has to be limited to 30 student per class

The classes has to be mostly participatory and students has to participate actively

The classes has to be equipped with relevant equipments, labs and lab materials

The library has to be equipped with at least 1000 source books and has to be sufficient big for study

The school has to be equipped with a computer lab and has to be accessible for students, the computers has to be sufficient, at least one computer per two students

The school has to be equipped with sufficient equipments and teaching and practice materials such as audio, visual, and tangibles based on relevant field of study

The educational environment has to be sufficient big and appropriate

The educational environment has to be secure and appropriate and has to be equipped with the relevant tools

The school has to be equipped and staffed for sport tools and equipments and professional sport teachers

The school has to be equipped and staffed with the basic health services and professionals

The school has to be equipped with the fire distinguisher and system

The school has to have at least one modern toilet per 50 student

The students has to be provided for healthy drinking water

The schools has to have relevant practical tools and has to be equipped with the machinery, educational raw materials, base on relevant field of study
The school has to be located in an appropriate location

The school has to be located at least in distance of 500 meters from same field public school and 200 meters from same field private school

Technical, Vocational, Professional, and Art Higher Education Institutes has to complete the following cafeteria’s for Associate Level (Grade Thirteen and Fourteen)

The building has to complete the standards of the ministry of education

There has to be 40 credit hours each for 45 minutes in a week

The teachers has to hold at least a bachelor with an average of 75% on relevant field based on pedagogy standards, the teachers shouldn’t have failure marks for more than two subjects

The classes has to be limited to 30 student per class

the classes has to be mostly participatory and the students has to take part actively

The classes has to be equipped with relevant equipments and labs and lab materials

The library has to be equipped with at least 2000 source books and has to be sufficient big for study

The institute has to be equipped with a computer lab and has to be accessible for students, the computers has to be sufficient e.g. one computer per student

The institute has to be equipped with sufficient equipments and teaching and practice materials such as audio, visual, and tangibles base on relevant field of study

The institute has to have relevant fields departments in accordance to the ministry of education curriculum such as technical, professional, vocational, and art

The educational environment has to be sufficient big and appropriate

The educational environment has to be secure and appropriate and has to be equipped and staffed with the relevant tools and staff.

The institute has to be equipped and staffed for sport tools and professional sport teachers

The institute has to be equipped and staffed with the basic health services and professionals

Institute has to be equipped with the fire distinguisher and the system

The institute has to have at least one modern toilet per 40 student

The students has to be provided for healthy drinking water

The institutes has to have relevant practical tools and has to be equipped with the relevant machinery, educational raw materials, in accordance to the relevant field of study

The institute has to be located in an appropriate location

The institute has to have educational council

The institute has to be located at least in distance of 500 meters from same field public institute and 200 meters from same field private institute

Net Interns Students: for new registered students the following points has to be considered:
While registering new students the students has to be provided with registration form and has to be guided

After filling the registration form and returning back to the school/institute, the Conkore Exam (New Intern Student Exam) where the representative of the monitoring and evaluation from the deputy ministry of technical, vocational and professional education would be present, has to be taken

The students who pass the exam their educational documents certification has to be requested from relevant educational institutions

After confirmation from the relevant educational institutions the authorization of schools and programs directorate of the deputy ministry of technical, vocational education and training has to be requested for all the students as a group.

After authorization and order from the schools and programs directorate with attached list of students, the basis book for new registered students has to be prepared and the identification card for students has to be distributed.

**Implementation of Educational Plan:** following points has to be considered for the implementation of educational plan

The approved educational plan has to be implemented completely (100%)

The weekly schedule for examination on the basis educational plan has to be prepared in accordance to the provided sample and has to be sent for approval in two copies to the private schools unit

If any subject is added to the educational plan, the authorization of curriculum development directorate of the deputy ministry of technical, vocational, and training has to be taken prior to the addition and implementation

**Conducting/Taking the Examinations:** the following points have to be considered:

Prior to the conducting of semester exams, its schedule has to be prepared and has to be sent in two copies for the approval of private schools unit

During the semester’s exams, the presence of monitoring and evolution representative of the deputy ministry is must and they have to be invited for.

The approval of the monitoring and evaluation representative has be taken in each exam mark sheet (Shuqa).

The exams has to be conducted in accordance to the terms of technical and professional educations schools and institutes

Two copies of the mark sheets for each semester has to be sent to the private schools unit for implementation and proof read and approval.

By completion of fourth semester the governmental exam (the exam of partial fulfillment such as presentation of internship reports, and research thesis for the degree) has to be taken, the presence of the monitoring and evaluation unit representative is must and has to be invited for participation

By end of the fourth semester students has to be assigned to write a monograph (research thesis), project and has to be introduced for practical work (stajh), and its mark has to be part of their governmental exam
Graduation: the list of all graduates has to be prepared in accordance to the provided sample and has to be sent to the directorate of private school and program affairs in four copies for approval.

Documentation and Books: the following points has to be considered:

All the teaching affairs documents such as forms, charts and lists has to be prepared in accordance to the provided standard sample, the institutes/schools shall not prepare such documents by their own.

Prepare the registrar book

The registrar book or books of receipt and submission of library (Ketab Moina) has to be prepared.

Base registrar book has to be prepared.

Entrance and exit Book for documentation (Warida and Sadira) has to be prepared.

Book of receipt has to be prepared.

Book of new interns students identification has to be prepared.

Book of graduates has to be kept.

Books agenda and minutes of meeting with academic staff to be prepared and kept.

Book of departments meting has to be prepared and kept.

Above mentioned books has to be signed and stamped.

Practical Work: School and Institute have to consider the following points;

The workshops for practical work has to be established in school/institute in accordance to the relevant field of study.

Providing exposure visits for students.

Preparation and implementation of practical work plan for students.

General Issues: all the schools and institutes has to be aware from all the guidelines, procedures, terms and regulations which are prepared in accordance to the education law of the ministry of education, and has to act accordingly.

In case of any problem in implementation of the guideline or any inconsistency get touch with the relevant departments of deputy ministry for technical, vocational education and training.

Kind Regards

Ghulam Sakhi Berangi

General Manager of Private Schools
Annex K

TVET Inventory Survey Preliminary Outline

Survey Topic Areas

1. TVET Provider Characteristics
   a. Location
   b. Single or multiple locations
   c. Date established or date they began training
   d. Ownership (e.g., private sector, profit/non-profit/government affiliated)
   e. Is training the organization’s primary activity? (e.g., training company, institute of higher learning, association, firm that has formalized training for own employees or individuals to supply production)
   f. Number of trainers, staff (% m/f)
   g. Strategic plan for organization or training programs
   h. Funding from international donors
   i. Facilities – classroom or lab facilities; does org own the facility
   j. Gender served (e.g., male only, female only, mixed)
   k. Facilities separate for males and females

2. Courses
   a. Programs (e.g., construction, ICT, garment manufacturing)
   b. Courses (e.g., electrical wiring, carpentry, CAD/CAM, customer service)
   c. Do technical programs include courses for complementary skills (e.g., small business start-up & management, supervisory skills, literacy, English, computer user, soft skills)
   d. Source of training materials (internally created, purchased, electronic - view)
   e. Standard curricula and/or syllabus
   f. Skill level attained (e.g., entry level, master level)
   g. Certifications/accreditations
   h. How is level of competency required by employers determined
   i. Is competency at completion tested and how
   j. Duration and structure of programs and courses (e.g., intensive all day every day, few hours per day, weeks/months)
   k. Percentage of classroom time vs. practical application
   l. Enrollment requirements (e.g., literacy, schooling, etc.)
   m. Tuition cost and who pays (e.g., trainee, government, NGO, employer)

3. Capacity
   a. Number of trainees per year (% m/f)
   b. Number of courses taught per year
   c. Trainee/trainer ratio
d. Number of trainers (% m/f)
e. Experience of trainers (e.g., experience working subject area, trained as trainer, etc.)
f. Contract (ad hoc) or staff trainers
g. Nationality of trainers
h. Trainer retention
i. Trainee completion rate (drop-out)
j. Is job placement or wage increase tracked and if so how
k. Number of trainees placed into job within 2 months of course/program completion (% m/f)
l. Starting salary of graduates

4. Government regulation
   a. Licensed or accredited by government
   b. Costs related to meeting government regulations
   c. Ease of licensing, etc.

5. Outreach & coordination
   a. With other training/education providers (to get students, for complementary courses, etc.)
   b. With private sector
      i. To develop course/program topics
      ii. To place graduates in jobs
      iii. Internship program
   c. Where do students come from (advertising, referrals, employers, educational institutions)

6. Students
   a. Age
   b. Sex
   c. Education level
   d. Employment status upon enrollment

7. Women
   a. Trainers’ gender
   b. Types of vocation
   c. Subsequent employment
   d. Transportation
   e. Facilities
   f. Time of day training

8. Success Factors/needs
   a. How does the institution define its success
   b. To what do they attribute their success
   c. What would make them more successful
   d. What is preventing them from being more successful
   e. Suggestions for how government can improve situation
To: Ministry of Education, NSDP and other Organizations in Afghanistan

Dear Sir/Madam,

DAI’s Afghanistan Small and Medium Enterprise Development (ASMED) program has been asked by United States Agency for International Development (USAID) to conduct a survey from September – November 2011, of private Technical Vocational Training Education and Training (TVET) Centers in Herat, Kabul, Kandahar, Jalalabad, Mazar-i-Sharif and Kunduz.

The objective of the TVET Provider Inventory is to inventory and map non-government TVET providers including private sector institutes, educational institutions, associations and sector companies that provide technical or vocational training.

Findings of this inventory will highlight considerations for the design and implementation of the USAID-funded Afghanistan Workforce Development Program (AWDP) scheduled to begin in late 2011.

For this purpose ASMED has selected Beacon Consultancy Company as the implementer of the survey. Therefore, we humbly request your assistance and flexibility to answer the questionnaire.

Note: This letter valid until November 15, 2011.

Sincerely,

Suzanne Savage
DAI ASMED
TVET Inventory Team Leader
Kabul, Afghanistan
sue@tvet-afghanistan.info
079 352 6675
Thank you for agreeing to participate in this survey. The purpose is to provide an accurate picture of TVET providers in Afghanistan including your capabilities, successes, barriers and needs of this important education sector. We appreciate your time and interest in providing this information. If you don't know the answer to a specific question please answer Don't Know (DK), Not applicable (NA) or Refuse to Answer (RA) and go on to the next question.

### 01 Contact & General Information:

<table>
<thead>
<tr>
<th>1.01</th>
<th>Training Institution Name</th>
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<tbody>
<tr>
<td>1.02</td>
<td>Owner / Manager / Director</td>
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<tr>
<td>1.03</td>
<td>Address</td>
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<tr>
<td>1.04</td>
<td>City / District</td>
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<tr>
<td>1.06</td>
<td>Phone 1</td>
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<tr>
<td>1.07</td>
<td>Phone 2</td>
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<tr>
<td>1.08</td>
<td>email (s)</td>
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<tr>
<td>1.09</td>
<td>website</td>
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<tr>
<td>1.10</td>
<td>Interviewee</td>
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<tr>
<td>1.11</td>
<td>Title</td>
</tr>
<tr>
<td>1.12</td>
<td>Phone 1</td>
</tr>
<tr>
<td>1.13</td>
<td>Phone 2</td>
</tr>
<tr>
<td>1.14</td>
<td>email2</td>
</tr>
<tr>
<td>1.15</td>
<td>Year Established</td>
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<tr>
<td>1.16</td>
<td>Women’s Owned Business?</td>
</tr>
<tr>
<td>1.17</td>
<td>Primarily for Women’s Training?</td>
</tr>
<tr>
<td>1.18</td>
<td>Status:</td>
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### 02 Background

| 2.01 | Is your Training Center a: | Single Location | Headquarters | Regional Office | Ad hoc |
| 2.02 | Other location(s): |
| 2.03 | Name of Parent organization: |
| 2.04 | Is Training your primary activity? | Yes | No |
| 2.05 | What type of Training do you do (check all that apply.) Please add details for others. Use page of page if necessary | Construction | ICT | Mechanics | Business | English |
| | | Carpet Weaving | Agriculture | Electronics repairs |
| | | Textiles/Tailoring | Handicrafts | Gemstones | Marble |
| | | Other : |
### Afghanistan TVET Providers Inventory

**November 2011**

<table>
<thead>
<tr>
<th>2.06</th>
<th>How many full time staff do you employ?</th>
<th>Total ______ % Male ______ % Female ______</th>
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<tr>
<td>2.07</td>
<td>How many students are enrolled this year?</td>
<td>Total ______ % Male ______ % Female ______</td>
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<tr>
<td>2.08</td>
<td>How many graduates last year?</td>
<td>Total ______ % Male ______ % Female ______</td>
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<tr>
<td>2.9</td>
<td>How many graduates total?</td>
<td>Total ______ % Male ______ % Female ______</td>
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<tr>
<th>2.10</th>
<th>How are you registered?</th>
<th>Min of Ed</th>
<th>Min of HE</th>
<th>AISA</th>
<th>Other ______</th>
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<tr>
<td></td>
<td></td>
<td>Not Registered</td>
<td>In Progress</td>
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<tr>
<th>2.11</th>
<th>Are you Donor Funded?</th>
<th>Yes</th>
<th>No</th>
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<td>If yes, from what organization(s)?</td>
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<th>2.12</th>
<th>What percentage of your training is donor funded?</th>
<th>None</th>
<th>up to 25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76%-99%</th>
<th>100%</th>
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<th>2.13</th>
<th>Have you received donor funding in the past?</th>
<th>Yes</th>
<th>No</th>
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<td>If yes, from what organization(s)?</td>
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<tr>
<th>2.14</th>
<th>What percentage of your past training was donor funded?</th>
<th>None</th>
<th>up to 25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76%-99%</th>
<th>100%</th>
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<tr>
<th>2.15</th>
<th>Do you have a business plan or strategic plan to continue your training programs?</th>
<th>Yes</th>
<th>No</th>
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</table>

#### Facilities

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<tr>
<th>3.01</th>
<th>Do you own / rent your facilities?</th>
<th>Own</th>
<th>Rent</th>
<th>Govt supplied</th>
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<td>Approx Size</td>
<td>m3___________</td>
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</table>

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<tr>
<th>3.02</th>
<th>Is this a permanent site?</th>
<th>Yes</th>
<th>No, Part time</th>
<th>only for this training.</th>
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<tr>
<th>3.03</th>
<th>How much space do you have available?</th>
<th>Rooms for</th>
<th># of students</th>
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<tr>
<th>3.04</th>
<th>What special equipment do you have? (List)</th>
<th># Computers?</th>
<th>Technical machines?</th>
<th>Labs?</th>
<th>Other?</th>
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</thead>
</table>

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<thead>
<tr>
<th>3.05</th>
<th>Do you have Internet for training?</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3.06</th>
<th>Do you have your own generator?</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3.07</th>
<th>How are women’s training provided?</th>
<th>Not provided</th>
<th>With men</th>
<th>Different times &amp; rooms</th>
<th>Other</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3.08</th>
<th>Do you have dormitories?</th>
<th>Yes</th>
<th>No (If yes)</th>
<th>Male?</th>
<th>Yes</th>
<th>No</th>
<th>Female?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3.09</th>
<th>Are they currently being used?</th>
<th>% Used</th>
<th>Full</th>
<th>Male: % Used</th>
<th>Full</th>
<th>Female: % Used</th>
<th>Full</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3.10</th>
<th>Any transportation provided?</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
</table>

#### Teachers / Trainers:

<table>
<thead>
<tr>
<th>4.01</th>
<th>How many trainers do you have who are training now?</th>
<th>1-5</th>
<th>6-10</th>
<th>11-25</th>
<th>26-50</th>
<th>51-100</th>
<th>More than 100</th>
<th>Total number: ____________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.02</th>
<th>How many trainers are:</th>
<th>% Male</th>
<th>% Female</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.03</th>
<th>What is the average student/ trainers ratio / class size:</th>
<th>1 trainer to ______ students</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.04</td>
<td>How many of your trainers are? (nationality)</td>
<td>___Afghan ___ Pakistani ___ Indian ___ Iranian ___ European ___ USA/Canadian ___ Other</td>
</tr>
<tr>
<td>4.05</td>
<td>How many trainers are FT / PT?</td>
<td>% Full Time ________ % Part Time ________</td>
</tr>
<tr>
<td>4.06</td>
<td>How many trainers do you have with each degree?</td>
<td>___ General Education ___ TVET ___ Bachelors ___ Masters ___ PHD ___ Other</td>
</tr>
<tr>
<td>4.07</td>
<td>How much is an average trainer’s salary per month?</td>
<td>_____________ Afg /month</td>
</tr>
<tr>
<td>4.08</td>
<td>How do you train your trainers (Continuing education)?</td>
<td>[ ] Internally [ ] Externally [ ] International trainers [ ] Other</td>
</tr>
<tr>
<td>4.09</td>
<td>How often do you need to hire new trainers?</td>
<td>[ ] On-going [ ] Annually [ ] Quarterly [ ] Other</td>
</tr>
<tr>
<td>4.10</td>
<td>What is the average length of employment for trainers?</td>
<td>[ ] Less than 1 yr [ ] 1-2 yrs [ ] 3-5 yrs [ ] 6-10 yrs [ ] more than 10 yrs</td>
</tr>
<tr>
<td>4.11</td>
<td>Where else do your trainers have jobs?</td>
<td>[ ] Schools [ ] Govt [ ] Business [ ] Don’t know [ ] Other</td>
</tr>
</tbody>
</table>

5. Courses, Curriculum Development, Standards & Certification:

<p>| 5.01 | What Programs / Courses do you provide? | (Ask for list if possible.) Use back for list. |
| 5.02 | Do you provide Supervisory Training or Training for Middle Managers? | [ ] Yes [ ] No [ ] Not applicable |
| 5.03 | Do you provide business training in conjunction with technical / vocational training? | [ ] Yes [ ] No [ ] Not applicable |
| 5.04 | How long are most Programs? | _____ Days _____ Weeks _____ Months _____ Semester(s) _____ Years _____ Other: |
| 5.05 | Do most students attend Full time or Part Time? | [ ] Full Time [ ] Part Time [ ] Both equally |
| 5.06 | Who pays for the training? | [ ] Donors [ ] Govt [ ] Students [ ] Other |
| 5.07 | How is the curricula developed? | [ ] Internally [ ] Outside sources (Please explain) |
| 5.07 | In what language are the courses taught? Written materials provided? | [ ] Dari [ ] Pashtu [ ] English [ ] Other (please list) (check all that apply) |
| 5.09 | Is training? (practical = hands on) | [ ] Classroom only [ ] Classroom + practical [ ] Practical only |
| 5.10 | What is the duration of the practical work as a percentage of the total training? | [ ] None [ ] up to 25% [ ] 26-50% [ ] 51-75% [ ] 76%-99% [ ] 100% |
| 5.11 | How are the students evaluated? | [ ] Exams [ ] Practical work [ ] Both [ ] Other |</p>
<table>
<thead>
<tr>
<th>Questions</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have multiple levels of proficiency?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do students receive certificates?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are the certificates recognized / required by employers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are internships or “hands-on” training required for graduation?</td>
<td>Yes</td>
</tr>
<tr>
<td>Students / Graduate Employment:</td>
<td></td>
</tr>
<tr>
<td>How many students are enrolled currently?</td>
<td>Total % Male % Female</td>
</tr>
<tr>
<td>What is the age range of your students?</td>
<td>From years to years</td>
</tr>
<tr>
<td>How many students are currently employed?</td>
<td>%Total % Male % Female</td>
</tr>
<tr>
<td>How many students are illiterate?</td>
<td>%Total % Male % Female</td>
</tr>
<tr>
<td>What percentage of students did not complete school?</td>
<td>%Total % Male % Female</td>
</tr>
<tr>
<td>What are your enrollment requirements?</td>
<td>Literacy Graduate of Level</td>
</tr>
<tr>
<td>Number of latest graduates by Level?</td>
<td>% Vocational Training Certificate</td>
</tr>
<tr>
<td>(Answer only if you provide Traditional TVET Training. Non-traditional TVET training providers do not need to answer this question.)</td>
<td>% Intermediate Training Certificate</td>
</tr>
<tr>
<td>What percentage of students did not complete school?</td>
<td>% Total % Male % Female</td>
</tr>
<tr>
<td>What types of private sector business does your organization coordinate with?</td>
<td>Construction ICT Mechanics Carpet Industry</td>
</tr>
<tr>
<td>Agriculture Electronics Textiles/Tailoring ACCI</td>
<td></td>
</tr>
<tr>
<td>International Bus / NGO Other</td>
<td></td>
</tr>
<tr>
<td>How many students are involved in internships or hands-on training in the private sector?</td>
<td>None Total % Male % Female</td>
</tr>
<tr>
<td>What percentage of your graduates from last year are currently employed?</td>
<td>Total % Male % Female</td>
</tr>
<tr>
<td>What percentage of your TOTAL graduates (cumulative) are currently employed?</td>
<td>Total % Male % Female</td>
</tr>
<tr>
<td>Private Sector Collaboration / Internships / Jobs:</td>
<td></td>
</tr>
<tr>
<td>Does your organization collaborate with the private sector?</td>
<td>Yes</td>
</tr>
<tr>
<td>What types of private sector business does your organization coordinate with?</td>
<td>Construction ICT Mechanics Carpet Industry</td>
</tr>
<tr>
<td>Agriculture Electronics Textiles/Tailoring ACCI</td>
<td></td>
</tr>
<tr>
<td>International Bus / NGO Other</td>
<td></td>
</tr>
<tr>
<td>Does your organization work with the private sector to identify training needs?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does your organization work with the private sector to provide internship programs?</td>
<td>Yes</td>
</tr>
<tr>
<td>How are internships initiated?</td>
<td>By Us</td>
</tr>
<tr>
<td>Don’t track this information</td>
<td></td>
</tr>
<tr>
<td>7.06</td>
<td>Do you do any basic business training for internship students?</td>
</tr>
<tr>
<td>7.07</td>
<td>Does your organization work with the private sector to place graduates?</td>
</tr>
<tr>
<td>7.08</td>
<td>Does your organization track graduate job placement?</td>
</tr>
<tr>
<td>7.09</td>
<td>If yes, how many were placed last year?</td>
</tr>
<tr>
<td>7.10</td>
<td>Does your organization have a career center / job placement department or center?</td>
</tr>
</tbody>
</table>

### 08 Success Factors / Needs / Gaps:

**8.01** What is your most successful training course / program?

**8.02** What do you think makes it successful?

**8.03** What kind of assistance could your organization use to become more successful?

- [ ] No assistance needed
- [ ] Technical Assistance
- [ ] Curriculum Development
- [ ] Teachers Training
- [ ] Trainer Recruiting
- [ ] Materials
- [ ] Equipment
- [ ] Facilities
- [ ] Private Sector Coordination
- [ ] Internship and Job Placement
- [ ] Certification & Standards
- [ ] International Accreditation/Affiliation
- [ ] Other Financial (for what?) _______________________________
- [ ] Other (please list)__________________________________(check all that apply)

**8.04** Which are the 3 most important and why? (in order of importance)

1. 
2. 
3.

**8.05** What is your biggest barrier to growth?

**8.06** What needs to be done to solve this?

### 09 Visual Verification (Done by Interviewer)

**9.01** Is the organization currently conducting training? | Yes | No | Comment: |

**9.02** What is the overall condition of the facilities, equipment, etc? (Circle) | Poor | Average | Excellent |

1 2 3 4 5 N/A

### 10 Other Comments/Suggestions / Discussion (Use back for more notes:)

**10.01**
# TVET Survey Findings

## Provider Survey Results

<table>
<thead>
<tr>
<th>Province</th>
<th># of Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kabul</td>
<td>177</td>
</tr>
<tr>
<td>Kunduz</td>
<td>49</td>
</tr>
<tr>
<td>Mazar</td>
<td>44</td>
</tr>
<tr>
<td>Herat</td>
<td>47</td>
</tr>
<tr>
<td>Kandahar</td>
<td>36</td>
</tr>
<tr>
<td>Jalalabad</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>407</strong></td>
</tr>
</tbody>
</table>

### Office Use Only:
- **Interviewer(s):** 23
- **Date:** Oct 2 – Oct 17
- **Survey Number:** 407
- **Survey Type:**
  - 98% Face to Face
  - 2% Email

## Contact & General Information:

<table>
<thead>
<tr>
<th>01</th>
<th></th>
<th>1.15</th>
<th>Year Established</th>
<th><strong>Av. 2005 (6 Years)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.16</td>
<td>Women’s Owned Business?</td>
<td>Yes 29% No 71%</td>
<td>1.17 Primarily for Women’s Training?</td>
</tr>
<tr>
<td></td>
<td>1.18</td>
<td>Status:</td>
<td>Private 70% Public/Govt 7% Public-Private 7% NGO 6% Assoc 4% Other: 6%</td>
<td></td>
</tr>
</tbody>
</table>

## Background

<table>
<thead>
<tr>
<th>02</th>
<th>2.01</th>
<th>Is your Training Center a:</th>
<th>Single Location 74% Headquarters 16% Regional Office 9% Ad hoc 2%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.04</td>
<td>Is Training your primary activity?</td>
<td>Yes 87% No 13%</td>
</tr>
<tr>
<td></td>
<td>2.05</td>
<td>What type of Training do you do (check all that apply.) Please add details for others. Use page of page if necessary</td>
<td>English 28% ICT / Computers 19% Business 17% Textiles / Tailoring 7% Construction 6% Mechanics 5% Electronics repairs 4% Carpet Weaving 4% Agriculture 4% Handicrafts 3% Gemstones 1% Marble 0.38% Other 1%</td>
</tr>
<tr>
<td>Question</td>
<td>Total</td>
<td>% Male</td>
<td>% Female</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>How many full time staff do you employ?</td>
<td>11,444</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>How many students are enrolled this year?</td>
<td>138,222</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>How many graduates last year?</td>
<td>89,711</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>How many graduates total?</td>
<td>208,000</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>How are you registered?</td>
<td>Min of Ed 52%</td>
<td>Min of HE 8%</td>
<td>AISA 17%</td>
</tr>
<tr>
<td>Are you Donor Funded?</td>
<td>Yes 22%</td>
<td>No 78%</td>
<td></td>
</tr>
<tr>
<td>What percentage of your training is donor funded?</td>
<td>None 76%</td>
<td>up to 25% 5%</td>
<td>26-50%-6%</td>
</tr>
<tr>
<td>Have you received donor funding in the past?</td>
<td>Yes 28%</td>
<td>No 72%</td>
<td></td>
</tr>
<tr>
<td>What percentage of your past training was donor funded?</td>
<td>None 72%</td>
<td>up to 25%-7%</td>
<td>26-50%- 5%</td>
</tr>
<tr>
<td>Do you have a business plan or strategic plan to continue your training programs?</td>
<td>Yes 88%</td>
<td>No 12%</td>
<td></td>
</tr>
<tr>
<td>Do you own / rent your facilities?</td>
<td>Own 12%</td>
<td>Rent 80%</td>
<td>Govt supplied 8%</td>
</tr>
<tr>
<td>Is this a permanent site?</td>
<td>Yes 60%</td>
<td>No 25%</td>
<td>Part time 4%</td>
</tr>
<tr>
<td>How much space do you have available?</td>
<td>9 Rooms(average)</td>
<td>for 63# of students (average)</td>
<td></td>
</tr>
<tr>
<td>What special equipment do you have? (List)</td>
<td># Computers? 313 Have computers (76%)</td>
<td>Technical machines? 206 Have technical equipment (50%)</td>
<td></td>
</tr>
<tr>
<td>Do you have Internet for training?</td>
<td>Yes 48%</td>
<td>No 43%</td>
<td>Sometimes 9%</td>
</tr>
<tr>
<td>Do you have your own generator?</td>
<td>Yes 69%</td>
<td>No 29%</td>
<td>Sometimes 2%</td>
</tr>
<tr>
<td>How are women’s training provided?</td>
<td>Not provided 15%</td>
<td>With men 40%</td>
<td>Different times &amp; rooms 38%</td>
</tr>
<tr>
<td>Do you have dormitories?</td>
<td>Yes 10%</td>
<td>No 90%</td>
<td>(If yes) Male? (Too small sample)</td>
</tr>
</tbody>
</table>
### Afghanistan TVET Providers Inventory

**November 2011**

<table>
<thead>
<tr>
<th>3.09</th>
<th>Are they currently being used?</th>
<th>[Too small sample]</th>
<th>Male: % (Too small sample)</th>
<th>Female: % (Too small sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10</td>
<td>Any transportation provided?</td>
<td>Yes <strong>17%</strong> No <strong>73%</strong> Sometimes <strong>10%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>04</th>
<th>Teachers / Trainers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.01</td>
<td>How many trainers do you have who are training now?</td>
</tr>
<tr>
<td>4.02</td>
<td>How many trainers are:</td>
</tr>
<tr>
<td>4.03</td>
<td>What is the average student/ trainers ratio / class size?</td>
</tr>
<tr>
<td>4.04</td>
<td>How many of your trainers are? (nationality)</td>
</tr>
<tr>
<td>4.05</td>
<td>How many trainers are FT / PT?</td>
</tr>
<tr>
<td>4.06</td>
<td>How many trainers do you have with each degree?</td>
</tr>
<tr>
<td>4.07</td>
<td>How much is an average trainer’s salary per month?</td>
</tr>
<tr>
<td>4.08</td>
<td>How do you train your trainers (Continuing education)?</td>
</tr>
<tr>
<td>4.09</td>
<td>How often do you need to hire new trainers?</td>
</tr>
<tr>
<td>4.10</td>
<td>What is the average length of employment for trainers?</td>
</tr>
<tr>
<td>4.11</td>
<td>Where else do your trainers have jobs?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>05</th>
<th>Courses, Curriculum Development, Standards &amp; Certification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.01</td>
<td>What Programs / Courses do you provide?</td>
</tr>
</tbody>
</table>
### Afghanistan TVET Providers Inventory | November 2011

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.02 Do you provide Supervisory Training or Training for Middle Managers?</td>
<td>53%</td>
<td>38%</td>
<td>9%</td>
</tr>
<tr>
<td>5.03 Do you provide business training in conjunction with technical / vocational training?</td>
<td>45%</td>
<td>47%</td>
<td>8%</td>
</tr>
<tr>
<td>5.04 How long are most Programs?</td>
<td>Days 5%</td>
<td>Weeks 10%</td>
<td>Months 42%</td>
</tr>
<tr>
<td></td>
<td>Semester(s) 20%</td>
<td>Years 18%</td>
<td>Other 6%</td>
</tr>
<tr>
<td>5.05 Do most students attend Full time or Part Time?</td>
<td>Full Time 19%</td>
<td>Part Time 53%</td>
<td>Both equally 28%</td>
</tr>
<tr>
<td>5.06 Who pays for the training?</td>
<td>Donors 19%</td>
<td>Govt 5%</td>
<td>Students 66%</td>
</tr>
<tr>
<td>5.07 How is the curricula developed?</td>
<td>Internally 90%</td>
<td>Outside sources 10%</td>
<td></td>
</tr>
<tr>
<td>5.08 In what language are the courses taught?</td>
<td>Dari 37%</td>
<td>Pashtu 29%</td>
<td>English 33%</td>
</tr>
<tr>
<td>(check all that apply)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.09 Is training? (practical = hands on)</td>
<td>Classroom only 15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom + practical 70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practical only 15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.10 What is the duration of the practical work as a percentage of the total training?</td>
<td>None 9%</td>
<td>up to 25% 20%</td>
<td>26-50% 31%</td>
</tr>
<tr>
<td></td>
<td>51-75% 26%</td>
<td>76%-99% 9%</td>
<td>100% 5%</td>
</tr>
<tr>
<td>5.11 How are the students evaluated?</td>
<td>Exams 32%</td>
<td>Practical work 25%</td>
<td>Both 42%</td>
</tr>
<tr>
<td>5.12 Do you have multiple levels of proficiency?</td>
<td>Yes 67%</td>
<td>No 20%</td>
<td>Not applicable 12%</td>
</tr>
<tr>
<td>5.13 Do students receive certificates?</td>
<td>Yes 88%</td>
<td>No 8%</td>
<td>Not applicable 4%</td>
</tr>
<tr>
<td>5.14 Are the certificates recognized / required by employers?</td>
<td>Yes 87%</td>
<td>No 8%</td>
<td>Not applicable 5%</td>
</tr>
<tr>
<td>5.15 Are internships or “hands-on” training required for graduation?</td>
<td>Yes 52%</td>
<td>No 38%</td>
<td>Not applicable 10%</td>
</tr>
</tbody>
</table>

### Students /Graduate Employment:

<table>
<thead>
<tr>
<th>Question</th>
<th>Total</th>
<th>% Male</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.01 How many students are enrolled currently?</td>
<td>138,627</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>6.02 What is the age range of your students?</td>
<td>15 years to 40 years (Average)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.03 How many students are currently employed?</td>
<td>43,824</td>
<td>% Male 75</td>
<td>% Female 25</td>
</tr>
<tr>
<td>(small sample size)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.04 How many students are illiterate?</td>
<td>6,884</td>
<td>% Male 55</td>
<td>% Female 45</td>
</tr>
<tr>
<td>(small sample size)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.05 What percentage of students did not complete school?</td>
<td>3800</td>
<td>% Male 63</td>
<td>% Female 37</td>
</tr>
<tr>
<td>Don’t track this information 4%</td>
<td>(small sample size)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 6.06 What are your enrollment requirements?
- **Literacy**: 46%
- **Graduate of 12th Level**: 10%
- **Entrance Exam**: 28%
- **Other**: 16%

### 6.07 Number of latest graduates by Level?
(Answer only if you provide Traditional TVET Training. Non-traditional TVET training providers do not need to answer this question.)
- **Vocational Training Certificate**: 26%
- **Intermediate Training Certificate**: 17%
- **Advanced TVET Certificate**: 13%
- **Grade 14 Diploma / Tertiary TVET**: 11%
- **Certificate of Participation**: 32%
- **Other**: 2%

### 6.08 How many students are involved in internships or hands-on training in the private sector?
- **None**: 57%
- **Total**: 175
- **% Male**: 63%
- **Female**: 37%

### 6.09 What percentage of your graduates from last year are currently employed?
- **Total**: 18,249
- **% Male**: 65%
- **% Female**: 35%

### 6.10 What percentage of your TOTAL graduates (cumulative) are currently employed?
- **Total**: 12,587
- **% Male**: 72%
- **% Female**: 28%

### 7.01 Does your organization collaborate with the private sector?
- **Yes**: 44%
- **No**: 56%

### 7.02 What types of private sector business does your organization coordinate with?
- **Construction**: 13%
- **ICT**: 18%
- **Mechanics**: 6%
- **Carpet Industry**: 8%
- **Agriculture**: 2%
- **Electronics**: 8%
- **Textiles / Tailoring**: 10%
- **ACCI**: 4%
- **International Bus / NGO**: 55%
- **Other**: 16%

### 7.03 Does your organization work with the private sector to identify training needs?
- **Yes**: 60%
- **No**: 40%

### 7.04 Does your organization work with the private sector to provide internship programs?
- **Yes**: 39%
- **No**: 61%

### 7.05 How are internships initiated?
- **By Us**: 57%
- **By Business**: 17%
- **Other**: 4%
- **Not Applicable**: 22%

### 7.06 Do you do any basic business training for internship students?
- **Yes**: 53%
- **No**: 47%

### 7.07 Does your organization work with the private sector to place graduates?
- **Yes**: 44%
- **No**: 55%

### 7.08 Does your organization track graduate job placement?
- **Yes**: 41%
- **No**: 59%

### 7.09 If yes, how many were placed last year?
- **8,102**
- **% Male**: 62%
- **% Female**: 38%

### 7.10 Does your organization have a career center / job placement department or center?
- **Yes**: 45%
- **No**: 55%

### 8.01 What is your most successful training course / program?
- **Qualitative**

### 8.02 What do you think makes it qualitative
### 8.03 What kind of assistance could your organization use to become more successful?

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No assistance needed</td>
<td>1%</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>6%</td>
</tr>
<tr>
<td>Trainer Recruiting</td>
<td>7%</td>
</tr>
<tr>
<td>Equipment</td>
<td>15%</td>
</tr>
<tr>
<td>Private Sector Coordination</td>
<td>6%</td>
</tr>
<tr>
<td>Certification &amp; Standards</td>
<td>5%</td>
</tr>
<tr>
<td>Technical Assistance</td>
<td>7%</td>
</tr>
<tr>
<td>Teachers Training</td>
<td>11%</td>
</tr>
<tr>
<td>Materials</td>
<td>15%</td>
</tr>
<tr>
<td>Facilities</td>
<td>13%</td>
</tr>
<tr>
<td>Internship and Job Placement</td>
<td>4%</td>
</tr>
<tr>
<td>International Accreditation/Affiliation</td>
<td>4%</td>
</tr>
<tr>
<td>Other Financial (for what?)</td>
<td>4%</td>
</tr>
<tr>
<td>Other (please list)</td>
<td>0%</td>
</tr>
</tbody>
</table>

### 8.04 Which are the 3 most important and why? (in order of importance)

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment &amp; Materials</td>
<td>187</td>
<td>35%</td>
</tr>
<tr>
<td>Facilities</td>
<td>92</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>279</td>
<td>53%</td>
</tr>
<tr>
<td>Financial</td>
<td>47</td>
<td>9%</td>
</tr>
<tr>
<td>Technical Assistance</td>
<td>31</td>
<td>6%</td>
</tr>
<tr>
<td>Curricula Development</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Private Sector Coordination</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Internships</td>
<td>17</td>
<td>3%</td>
</tr>
<tr>
<td>International Accreditation</td>
<td>14</td>
<td>3%</td>
</tr>
<tr>
<td>Certification</td>
<td>9</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>All</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Transportation</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Advertising</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Capacity Building</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Grand Count</td>
<td>533</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 8.05 What is your biggest barrier to growth?

Qualitative

### 8.06 What needs to be done to solve this?

Qualitative

### 9.01 Is the organization currently conducting training?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>91%</td>
<td>9%</td>
</tr>
</tbody>
</table>

### 9.02 What is the overall condition of the facilities, equipment, etc? (Circle)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>14%</td>
</tr>
<tr>
<td>Average</td>
<td>72%</td>
</tr>
<tr>
<td>Excellent</td>
<td>14%</td>
</tr>
</tbody>
</table>

### Other Comments/Suggestions / Discussion (Use back for more notes:)

Page 88
<table>
<thead>
<tr>
<th><strong>Annex O</strong> Provider Opportunities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Afghanistan Builders Association (ABA)</th>
<th>Kabul</th>
</tr>
</thead>
<tbody>
<tr>
<td>TVET Provider Profile</td>
<td><a href="http://www.aba.af">www.aba.af</a></td>
</tr>
</tbody>
</table>

**Type:** Association

**Training Target Market:** Skilled workers of member firms

**Training location:** Kabul - ABA Location and on-site

**Training Topics:** Safety Training (OSHA Standards), Construction Quality Management, Basic Construction Skills, Business Management, Financial Management, National Electronics Certifications (NEC)

**Current enrollment:** 100

**Trainers:** 10-11 Afghan trainers (part-time)

**Source of income:** Donors: USAID/ASMED, US Army Corps of Engineers (USACE)

Five years of training experience funded and directed by the US Army Corps of Engineers. Represent a significant percentage of the Construction Market with experience in developing needs-based programs. Experienced senior trainers also work in the Engineering Faculty of Kabul University. Training on multiple levels from basic skills certification to senior project management.

**Entry Point**

- Develop training to help local firms develop contracting skills to take advantage of construction procurements currently awarded to foreign firms.
- Facilitate stronger relationships with construction companies to identify training needs to reduce imported labor.
Afghanistan Institute of Banking and Finance (AIBF)  

TVET Provider Profile  
Kabul

Type: Association

Training Target Market: Mid-level professionals in banking and finance industry

Training location: Kabul - AIBF campus and bank locations


Current enrollment: 1300 per year

Trainers: Full time trainers: 4 Afghan and 2 international

Source of income: Donors: World Bank, Harakat, FAIDA (USAID)

Experienced and well-managed association enjoys excellent reputation among banking industry for delivering quality training. Provides custom and standard training directly to banking professionals through workshops, seminars, forums and roundtables and one-year diploma programs. Collaboration with International Institute for Teachers (Bangladesh Institute for Bank Management) and a new distance education program through Kampali University, Dar-e-Salam, which will be established with computer learning centers in the regions.

Entry Point

- Elevate technical skill and mid-level management professionalism in banking industry.
- New expansion plans into Islamic banking and support of women in banking.
- Focus on key private sector industries: banking and micro finance.
Afghan Technical Vocational Institute (ATVI)

TVET Provider Profile
Kabul
www.atvi.edu.af

**Type:** Public-Private (semi-autonomous with independent Board and financial management but under MoE)

**Training Target Market:** Post-secondary, objective 2-year diploma

**Training location:** Main campus in Kabul; branch in Laghman

**Training Topics:** ICT, English, horticulture, construction, business management, automotive repair

**Current enrollment:** 1,000 Kabul; 600 Laghman

**Trainers:** 94 Afghan trainers

**Source of income:** USAID, Army Corps of Engineers, tuition, private

Significant investment by USAID has paid off in apparently well-run, well-equipped institute that follows practice-based learning methods and has 40% female student population. Support from USAID/STAY has contributed to structured growth plans, improved financial management systems and stronger governance intended to increase private funding. Very open to new ideas and complementary programs. Teacher training faculty approved by MoHE, scheduled to start this year.

**Entry Point**

- Add programs for modern equipment repair and medical equipment repair through partnership with equipment manufacturers; elevate level of construction skills training including project management and supervision.
- Western mentality to follow-through with leads if they are assisted in facilitating relationships with employers or international training providers to develop demand-driven programs.
- Significant inclusion of women.
American University of Afghanistan (AUAF)

Type: Private 4-year University

Training Target Market: Educated, English-speaking, employed

Training location: Kabul

Training Topics: ICT, Political Science, Business, Non-academic Continuing Education courses in accounting and other subjects on request

Current enrollment: 1,104

Trainers: 26-50

Source of income: USAID, tuition, private

Started as a USAID project, has excellent reputation and significant unrealized potential in identifying workforce skills and developing programs to meet workforce demands. Seem to have lots of ideas but appear somewhat complacent in academia rather than tuning in to market demands, reinventing and recreating to remain relevant.

Entry Point

- Continuing education programs to build specific skills and middle management skills of professional workforce.
- Facilitate relationships with employers for dynamic, demand-driven professional workforce training.
- Encourage relationships through faculty-supervised research projects for USAID and USAID contractors.
Bakhtiar Institute of Higher Education

TVET Provider Profile
Kabul
www.bakhtiar.edu.af

**Type:** Private 4-year degree Institute of Higher Education

**Training Target Market:** 18-35, literate post-secondary students and young professionals

**Training location:** Bakhtiar Institute – 2 Kabul campuses

**Training Topics:** Certified Internal Audit, ACCA & CAT, corporate finance and taxation, ICT & Accounting Diplomas Programs, ACCA & CAT certification

**Current enrollment:** 3500 (26% female)

**Trainers:** 50

**Source of income:** Tuition

Closely aligned with financial and banking sector, offering extensive short course training in CAT and ACCA (UK accounting standards), Certified Internal Audit, corporate finance and taxation. Relationships with Oxford Brooks University (UK), Indira Ghandi National Open University (India) and Georgetown University (U.S.) for accredited “semi-distance” training and exchange programs for teachers and students. Women’s Empowerment and Leadership program through Georgetown offers promise to increase women in higher level positions in finance.

**Entry Point**

- Facilitate relationships with regional universities and institutes to expand “semi-distance” finance short courses.
- Support expansion of Women’s Empowerment and Leadership program with Georgetown.
Balkh BDS (Business Development Services) | TVET Provider Profile Mazar-i-Sharif www.balkhbds.com

**Type:** Private Training Center & BDS Consulting

**Training Target Market:** Urban, educated 17-30 year olds, typically employed

**Training location:** Mazar-i-Sharif, Balkh BDS Training Center

**Training Topics:** General business, accounting, QuickBooks, marketing, ICT, English. Vocational training to women (project basis): cultivating, candle making, cooking, and literacy.

**Current enrollment:** 40 students in ICT & accounting (2-3 month programs)

**Trainers:** 3 Afghan trainers

**Source of income:** Tuition, donors (USAID/ASMED, DFID)

Women-owned firm attempting to transition from donor-created BDS to an operationally sustainable private sector training center. Trainees are typically young employed diploma holders who need specific skills to use at work. Attempt to develop relationships with business community by regularly attending Chamber of Commerce events. Want to be responsive to needs expressed by trainees and business community to train in presentation and public speaking skills and professional selling skills.

**Entry Point**

- Facilitate acquisition of training packages and training skills (licensed packages or on-line resources) for developing selling skills, presentation skills, public speaking skills. Could be done in conjunction with training centers in other provinces, universities.
### Baran Institute of Health Science

**Type:** Private Company  
**Training Target Market:** Age 18-30 grade 12 graduates  
**Training location:** Herat City, Kabul  
**Training Topics:** Medical lab technicians, Midwifery, Nursing, Pharmacy, Radiology  
**Current enrollment:** 50  
**Trainers:** Afghan trainers  
**Source of income:** Tuition, private funding

Just establishing institute in Herat, awaiting equipment and in process of hiring trainers. Already have institute established in Kabul. Directors appear serious and dedicated to building institution that serves social needs as well as building a business.

**Entry Point**

- Elevate proficiency levels of health care trainers.  
- Main challenge finding skilled trainers in health care professions.  
- Professions that can employ women and improve maternal/child health.
CTTC (Champion Technical Training Center)

TVET Provider Profile
Jalalabad
www.cttc-af.org

Type: Private institute

Training Target Market: Urban and peri-urban, post-secondary

Training location: Jalalabad, Kabul

Training Topics: Plumbing, electrical wiring, carpentry, welding, masonry, greenhouse crops, marble and materials testing

Current enrollment: 2,000

Trainers: 43 Afghan trainers, some Americans through Army Corps of Engineers

Source of income: Army Corps of Engineers, USAID, other donors

Entry Point

• Strengthened relationships with employers to provide needs-based training to replace imported labor with local labor
<table>
<thead>
<tr>
<th><strong>Type:</strong></th>
<th>NGO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training Target Market:</strong></td>
<td>Returned refugees and highly vulnerable populations in peri-urban Herat, mostly illiterate</td>
</tr>
<tr>
<td><strong>Training location:</strong></td>
<td>7 vocational training centers around Herat City</td>
</tr>
</tbody>
</table>
| **Training Topics:** | Women: Carpet weaving, hairdressing, food preparation, sewing home décor, agriculture/small garden  
Men: carpentry, plumbing, electrical wiring, agriculture/small garden, hairdressing |
| **Current enrollment:** | 800 |
| **Trainers:** | Afghan trainers – over 100 on staff, some part time |
| **Source of income:** | Donors: Government of Germany, EU |

Extremely organized and apparently efficient operation with extensive reach into vulnerable peri-urban communities, Facilities are well-equipped.

**Opportunity**

**Entry point:**

- Elevate proficiency levels of skilled trades.
- Outreach into rural areas building on a foundation of production.
- Inclusion of women.
| IT Center Herat (ITCH) University of Herat | TVET Provider Profile Heart  
| | www.itch.hu.edu.af |
| **Type:** | Private center within public university |
| **Training Target Market:** | Urban and peri-urban university students |
| **Training location:** | Herat |
| **Training Topics:** | Network Administration, ICT – general |
| **Current enrollment:** | 25 |
| **Trainers:** | Afghan |
| **Source of income:** | Donor funding: DAAD Technical University Berlin |

Modern, large and relatively sophisticated IT facility recently outfitted with fiber optics, established as private center within Herat University, managed as part of university’s IT Directorate. Some nascent relationships with IBM, Google and Cisco to have center act as incubator for IT start-up businesses focusing on creating rather than just using. Young and ambitious director has benefitted from extensive training abroad.

**Entry Point**

- Facilitate stronger relationships with international IT partners; training teachers in specialized subjects
- Potential for IT center of excellence in country that could generate income by building customized applications for Afghan firms.
Khurasan Institute of Higher Learning

TVET Provider Profile
Jalalabad
www.khurasan.org

Type: Private 4-year university, MBA through Stratford University

Training Target Market: Urban and peri-urban, post-secondary

Training location: Jalalabad

Training Topics: ICT, Arabic and English Linguistics, Business Management,

Current enrollment: 470

Trainers: Afghan and Pakistani (in country), American and Turkish through relationships with Stratford University (USA) and Ataturk University (Turkey)

Source of income: Tuition

Progressive Chancellor/founder has vision and follow-through; developed relationship with Stratford University for curricula and channeling students into its MBA program; with Ataturk for teacher training in technical areas and to increase practice-based learning. Established job placement center and developed accounting courses specifically for members of construction company association. Enrollment limited by physical space constraints; seeking larger facility.

Entry Point

- Support further development of continuing education programs specifically tailored for business owners and managers.
- Facilitate lease of unused government real estate assets for expansion.
NAI Media Center

**TVET Provider Profile**

**Mazar-i-Sharif**

www.nai.org.af

<table>
<thead>
<tr>
<th>Type:</th>
<th>Private Media Training Center</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training Target Market:</strong></td>
<td>Broadcast and print journalism and production students and young professionals</td>
</tr>
<tr>
<td><strong>Training location:</strong></td>
<td>Mazar-i-Sharif, Kabul, Kandahar, Jalalabad, Herat</td>
</tr>
<tr>
<td><strong>Training Topics:</strong></td>
<td>Broadcast, radio and video journalism and production, “Youthwise” Training Program in video, photo and audio specifically targeted to 15-29 year olds.</td>
</tr>
<tr>
<td><strong>Current enrollment:</strong></td>
<td>700</td>
</tr>
<tr>
<td><strong>Trainers:</strong></td>
<td>5 Afghan trainers (Mazar), more in other locations</td>
</tr>
<tr>
<td><strong>Source of income:</strong></td>
<td>Donors: USAID/Internews, tuition</td>
</tr>
</tbody>
</table>

Training for students and young professionals directed toward creating and producing finished video and radio stories with a particular focus on building the freelance journalism and production sector. Facility has modern equipment for both learning and production use by freelancers.

**Entry Point**

- Facilitate stronger relationship with private sector media companies to meet market demand and transition to sustainability.
Nano Net

TVET Provider Profile
Herat

Type: Private Company, 5-10 month courses

Training Target Market: Young, urban, 18-30, literate

Training location: Herat city, single location

Training Topics: ICT (ICDL, networking, graphics, database)
                English Language (intensive speaking, TOEFL)
                German Language

Current enrollment: 800 – 1000/ year

Trainers: 25 Afghan trainers

Source of income: Tuition, private (no donor funding)

Staffed by young highly motivated and entrepreneurial trainers, English language curricula were developed internally based on their own experience learning English. The curricula is highly structured and intensive; good reputation for turning out proficiency in English Language. They are eager to expertise to offer higher level ICT training and have invested in sending 2 of their own trainings to India to gain further expertise to teach networking and database design.

Entry Point

- Develop targeted courses for computer and English language: interpretation and translation, specific demand-driven computer proficiencies
- Facilitate connection to employers to find out specific employer/labor market needs, identify resources for Nano Net to develop new trainings with demonstrated internal curricula development skills
Oriental/Opal Management Services

TVET Provider Profile
Kabul
www.oms.af

<table>
<thead>
<tr>
<th>Type:</th>
<th>Private construction company and training center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Target Market:</td>
<td>Construction employees</td>
</tr>
<tr>
<td>Training location:</td>
<td>Kabul Vocational Training Center - Industrial Area outside Kabul on the Jalalabad road. Education Learning Center – Kabul</td>
</tr>
<tr>
<td>Training Topics:</td>
<td>Rebar and cement construction, building construction, electrical wiring.</td>
</tr>
<tr>
<td>Current enrollment:</td>
<td>196</td>
</tr>
<tr>
<td>Trainers:</td>
<td>10</td>
</tr>
<tr>
<td>Source of income:</td>
<td>Revenue from building construction (USG contracts), donor grants for training</td>
</tr>
</tbody>
</table>

Supply trainees to military installations to work on construction projects.

Entry Point
- Facilitate relationships with private sector consulting firms to supply qualified construction workers with focus on replacing imported workers.
RAADA (Rehabilitation Association and Agriculture Development for Afghanistan) | TVET Provider Profile Heart
www.raada.org.af

Type: NGO

Training Target Market: Rural communities: individuals working in micro production,

Training location: Herat Province, several rural communities including Zendajan, Khoson

Training Topics: Silk cocoon production, carpet weaving, construction, agriculture

Current enrollment: 2000/year

Trainers: Afghan trainers – corral of on-call trainers but not permanent

Source of income: Donors: Christian Aid, EU, IRC, CRS, ARD

Has been working in same communities for several years so they have a good understanding of capacity needs and successful approaches, Most success with micro producers (predominately at bottom of value chain) already engaged in activity to elevate skills and build community cooperative structures for selling.

Entry Point

- Improve value chain inputs and elevate proficiency of skilled trades
- Facilitate stronger connection with buyers to identify input improvement/training needs.
- Outreach into rural areas building on a foundation of production.
- Inclusion of women
Remote HydroLight

<table>
<thead>
<tr>
<th>TVET Provider Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kabul</td>
</tr>
<tr>
<td><a href="http://www.remotehydrolight.com">www.remotehydrolight.com</a></td>
</tr>
</tbody>
</table>

**Type:** Private Sector Company with non-profit activities

**Training Target Market:** Skilled tradesmen

**Training location:** Kabul and installation sites throughout country

**Training Topics:**
- Hydropower surveys
- Hydropower turbine production
- Installation
- Maintenance
- Repair
- Upgrades

**Current enrollment:** 15

**Trainers:**
- Full Time Trainers – 3 Afghan, 2 foreign

**Source of income:**
- Revenue from hydropower equipment production
- Donor assistance through USAID/ASMED, US Army Corps of Engineers (USACE)

Company produces and installs hydropower systems for community-based hydropower in rural areas. Has on-going apprenticeship-style training with capacity to expand. Very down-and-dirty production workshop/training facility in difficult-to-reach location in outskirts of Kabul.

**Entry Point**

- Support to developing training to elevate proficiency to improve production quality and quality control.
- Facilitate relationship with ATVI to expand national competence in renewable energy; relationships with public and private sector purchasers of renewable energy.
Solidarité Afghanistan Belgique (SAB)  

TVET Provider Profile  
Jalalabad, Kabul

**Type:** INGO

**Training Target Market:** Uneducated, age 14-17 urban and peri-urban

**Training location:** Jalalabad and Kabul (11 provinces, each with several training locations)

**Training Topics:**
- Men: engine repair, vehicle painting, and wiring, small scale e.g.
- Women: hair dressing, silk, carpet weaving, sewing
- Both: link with BDS and micro finance to start own business

**Current enrollment:**

**Trainers:** Afghan (long-term, part-time based on current programs)

**Source of income:** Donors: NSDP, UNESCO

Well-known and good reputation for training in skilled trades, operating since 1985 in Afghanistan has deep roots into communities.

**Entry Point**

- Add multiple level proficiencies for skilled trades.
Spinghar University/Medical Science Institute | TVET Provider Profile
---|---
**Type:** | private 4-year University and 2-year institute
**Training Target Market:** | Urban and peri-urban, post-secondary
**Training location:** | Jalalabad
**Training Topics:** | 4-year general medicine, dentistry; 2-year medical lab technology, dental, radiology, ophthalmology, nursing
**Current enrollment:** | 4-year program 300 students; 2-year program 600 students
**Trainers:** | Afghan and Pakistani
**Source of income:** | Tuition

Management capability demonstrated through growth derived from tuition and private funding. On-site Spinghar Hospital provides opportunity for practice-based learning. Numerous classrooms with lab equipment need updating. USAID/RC-East recently met to discuss support.

**Entry Point**
- Support to upgrade trainers’ knowledge and abilities; support to upgrade hospital and training equipment.
- Significant inclusion of women.
Umar Engineering and Survey Institute

**TVET Provider Profile**

**Jalalabad**

<table>
<thead>
<tr>
<th>Type:</th>
<th>Private Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Target Market:</td>
<td>Civil Engineers</td>
</tr>
<tr>
<td>Training location:</td>
<td>Jalalabad</td>
</tr>
<tr>
<td>Training Topics:</td>
<td>Surveying, ETABS, Eagle Point, Auto Cad, GPS, MX Road, MS Project, Prima Vera, Civil 3D</td>
</tr>
<tr>
<td>Current enrollment:</td>
<td>200</td>
</tr>
<tr>
<td>Trainers:</td>
<td>6-10 Afghan</td>
</tr>
<tr>
<td>Source of income:</td>
<td>Tuition</td>
</tr>
</tbody>
</table>

Energetic and motivated staff training in highly specific skills and equipment for civil engineering, roads, canals, bridges.

**Entry Point**

- Upgrade equipment and training programs for modern construction and engineering techniques
Annex P  Documents Reviewed / Bibliography


CINOP Newsletter, Kabul Office. “ANQA / ANQF Project Newsletter 1” Vol 1 Issue 1, 2011.


Israel, R. “Workforce Development Program Guide.” Education Development Center (EDC) Global Learning Group: USAID.


Annex Q  Websites Visited

ABCD - Jobs in Afghanistan
http://abcd.af/about_us.php

Afghanistan Chamber of Commerce & Industries
www.acci.org.af/

Afghanistan Reconstruction and Development Services
http://www.ards.gov.af/

Afghanistan Technical Vocational Institute
www.atvi.edu.af

Altai Consulting
http://www.altaiconsulting.com/

CEFE Consulting and Ajeer Institute

Champion Technical Training Center
http://www.cttc-af.org/

Colombo Plan Staff College for Technician Education
http://www.cpsctech.org/member-countries

Committee on Education & Skills Policy
http://www.cesp.gov.af/

Gesellschaft für Internationale Zusammenarbeit (GiZ)
http://www.giz.de/

GlobalEnglish
http://www.globalenglish.com/

GiRoA Ministry of Education
http://english.moe.gov.af/

GiRoA Ministry of Higher Education
http://www.mohe.gov.af/

GiRoA Ministry of Labor, Social Affairs, Martyrs & Disabled
http://molsamd.gov.af/

GiRoA Ministry of Rural Rehabilitation & Development
Afghanistan TVET Providers Inventory

GI RoA Ministry of Women’s Affairs
www.mowa.gov.af

International Labor Organization

Japanese International Cooperation Agency-Afghanistan

Jobs In Afghanistan
http://www.jobs.af/

Karwan Institute of Higher Education
http://www.karwan.edu.af/

National Skills Development Program

Organization of Promoting Afghan Women’s Capabilities (OPAWC)
http://opawc.org/index.php

Oriental Management Services
http://oms.af/

Rana Institute of Higher Education
http://www.rihs.edu.af/

Remote HydroLight
http://remotehydrolight.com

The Agency Coordinating Body for Afghan Relief
http://www.acbar.org/

United Nations Development Program-Afghanistan

United Nations Educational, Scientific, and Cultural Organization (UNESCO)

United States Agency for International Development (USAID)-Afghanistan
http://afghanistan.usaid.gov