

A photograph of a hillside village in Afghanistan. The houses are built on terraced levels, made of mud-brick. In the foreground, a group of people, including men and women, are gathered in a green field, possibly engaged in agricultural work or a community activity. The sky is clear and blue.

# Agricultural TVET in Afghanistan

hans van otterloo - project manager



WAGENINGENUR  
*For quality of life*



# topics

- ▶ background
  - ▶ afghanistan / agriculture / education
- ▶ project
  - ▶ achievements / challenges
  - ▶ CD / women
- ▶ lessons
  - ▶ project management / ATE

# afghanistan

- ▶ 'it's complicated'
- ▶ if victory looks like this ...
- ▶ bottom 10 GDP/cap, top spot for corruption
- ▶ it's not all doom and gloom
- ▶ building boom, education, health care
- ▶ kabul wasn't built in one day (are our expectations realistic)

# agriculture

- ▶ 30 years of war
- ▶ state of agriculture already poor before 1979
- ▶ 80% of population is rural
- ▶ 25% of population received food aid (2011)
- ▶ extension reaches 1% of farmers/year
- ▶ infrastructure and value chains broken
- ▶ limited scope for commercial farming

# education

- ▶ from 1 mln in 2001 to > 8 million students now
- ▶ 30% - 40% are women
- ▶ some 80.000 - 100.000 in higher education
- ▶ some 80.000 in TVET
- ▶ some 80 - 100 agricultural TVET schools
- ▶ access to tertiary education for only 1 in 5
- ▶ big drop-off in attendance around grade 6

Agricultural High Schools  
(grades 10 - 12)

new curriculum  
& text books

in-service ToT    pre-service ToT

material support

Curriculum  
Development

Teacher Training  
NAEC  
(grades 13 - 14)

Direct Support

master training & technical assistance

Wageningen University

# some figures

- ▶ € 21 million dutch funding for 2011 - 2016
- ▶ 31 master students trained in Wageningen
- ▶ curriculum for NAEC developed
- ▶ accreditation imminent
- ▶ 300 students from 23 provinces, 800 in 2016
- ▶ some 12 subject matters for AHs revised
- ▶ 3 expat staff, some 30 lecturers

# curriculum development for AHs

- ▶ from Wageningen to Kabul (is a long way)
  - ▶ cook or carpenter
- ▶ adopt or adjust
  - ▶ existing curriculum not competence based
  - ▶ focus of current curriculum purely technical
  - ▶ introduce commercial skills, food processing
  - ▶ introduce pedagogics
- ▶ no shared view of agriculture
- ▶ no shared view of the 'workforce'



# national agriculture education college

- ▶ teacher training for AH teachers
  - ▶ 31 masters from Wageningen
  - ▶ quality vs sustainability
- ▶ vocational training
  - ▶ I'd rather be a professor
- ▶ sustainability
  - ▶ will govt. raise sufficient revenue post 2014?
  - ▶ semi-autonomous set up under a Board

# women

- ▶ 'it's complicated'
  - ▶ 'not islamic', family decides, segregated infrastructure needed
  - ▶ some groups do favor female education
  - ▶ risk for the whole project?
- ▶ prep course for girls from Kabul only
  - ▶ but will they teach?

# agricultural technical education

(how to improve relevancy of skills-oriented education)

- ▶ give teachers the skills to adopt to local needs
  - ▶ teach underlying principles of agriculture
  - ▶ pedagogics
- ▶ value chain approach
  - ▶ commercial skills, food processing
- ▶ find your change agent
  - ▶ students demand quality education
  - ▶ students appreciate practical training

# project management

(or how to achieve your goals under conditions of extreme uncertainty)

- ▶ long term objectives and short term plans
- ▶ incremental (no big bang)
- ▶ small team (dutch and german approach)
- ▶ don't aim for perfection - organize on the trot
- ▶ ensure the donor is on board (10 yr horizon)
- ▶ walk the talk (don't hide behind high walls)





questions?