Agricultural TVET in Afghanistan

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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)