



# AFGHANISTAN RESOURCE CORRIDOR SKILLS STRATEGY DEVELOPMENT

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Program of Action  
World Bank - PSD  
30 September 2012



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1. Executive Summary
2. Needs Assessment
3. Current Initiatives by Donors
4. Program Synthesis
5. Pilot Program in Amu Darya Region
6. Action Plan
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The project was executed in three phases, corresponding to the following tasks. Each phase has its own Progress Report detailing the findings.

### Task 1

Evaluate the likely demand and supply of specific skills required by the upcoming wave of investments in the extractive industry in Afghanistan

### Task 2

Devise an action plan to ensure that the demand and supply for skills are adequately brought together via a mechanism for 'market making'

### Task 3

Perform a critical analysis of the requirements for additional initiatives by GIRoA and donors to address any skills gaps and further improve the balance of supply and demand over time for the sector.

The critical requirements of the extractive industry were analysed through needs assessments of educational institutes, students, and potential employers

- Work placement and practical training will be the biggest areas of intervention of the SSD program, as all interlocutors noted the impediments in those two areas
- Most major donors have at least a program in place to address skills development through their education or workforce initiatives. However, none of the currently existing programs is particularly focusing on skills related to the extractive industries. Nevertheless, their initiatives can address impediments for cross-sector skills needed mostly during the construction phase of extractive projects
- Coordination issues will require a dedicated project team in charge of the SSD program to liaise between donors/partners, the extractive companies, and recipients of assistance (Universities and TVETs)
- Private company participation in the program is a key success factor, as their participation is essential to address the work placement component as well as the practical training problems met by students
- Capacity building for teachers and assistance in the procurement of more modern laboratory equipment is also vital to increasing the quality of education received by the students in extractives-related qualifications

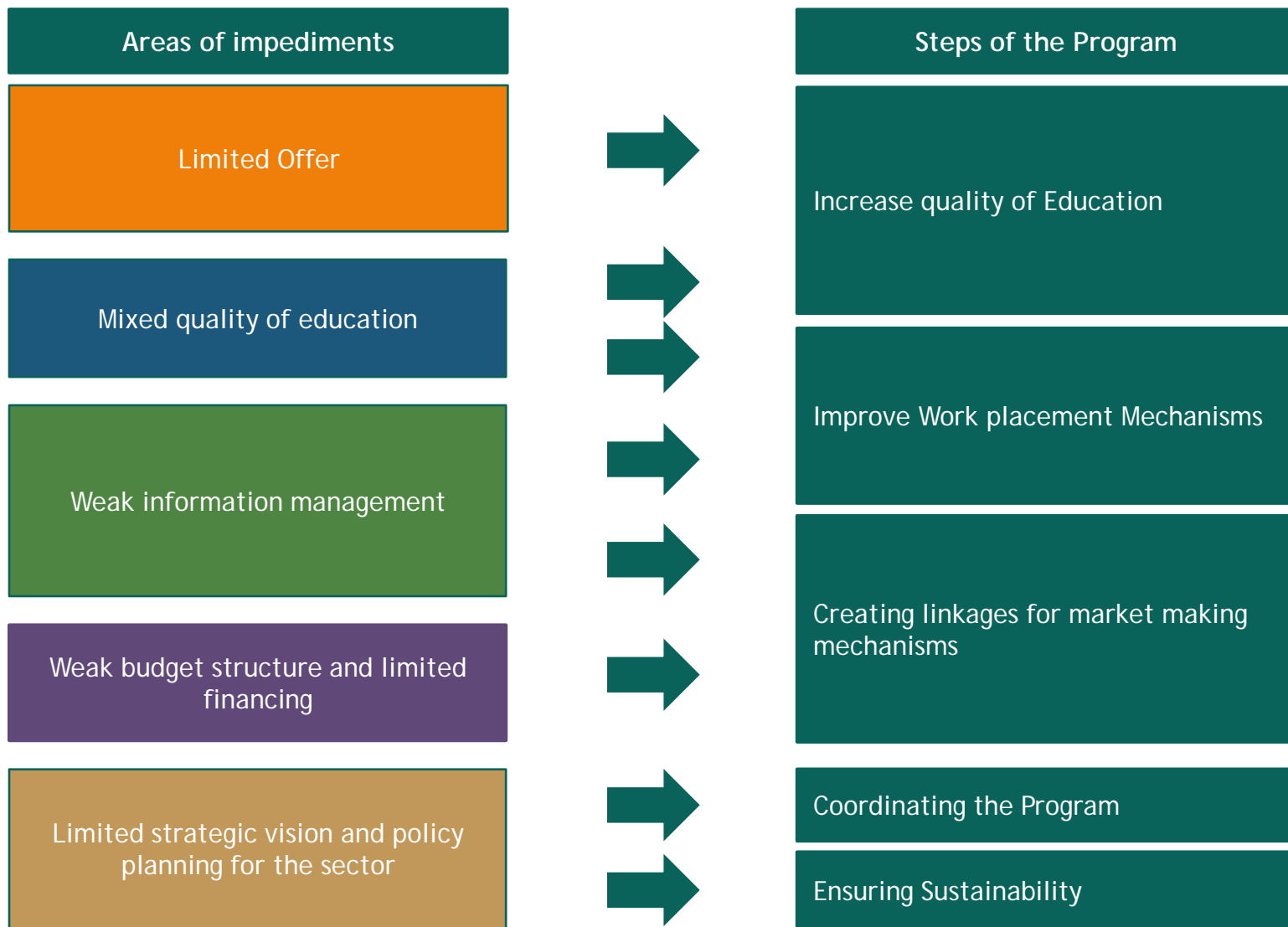
Major Challenges	Minor Challenges
<b>Limited Offer</b>	
<ul style="list-style-type: none"> <li>Poor practical training</li> <li>Gaps in territorial access to professional qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Lack of relevant qualifications</li> </ul>
<b>Mixed Quality of Education</b>	
<ul style="list-style-type: none"> <li>Lack of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Outdated / irrelevant curriculums</li> <li>Lack of professional qualifications/experience for teachers</li> <li>No certification of qualifications</li> <li>No standard qualification for TVET teachers</li> </ul>
	<div data-bbox="1006 768 1850 843" style="text-align: center;"><b>Weak information management</b></div> <ul style="list-style-type: none"> <li>No linkages between potential employers in the private sector and institutions</li> <li>Poor information and student management in educational institutes</li> <li>No central authority for qualifications certification</li> <li>Poor information on career paths or work opportunities</li> </ul>

**Lack of teachers...** : challenge that won't be fully addressed by the program, as the lack of teacher is a challenge in primary and secondary education as well as in higher education.

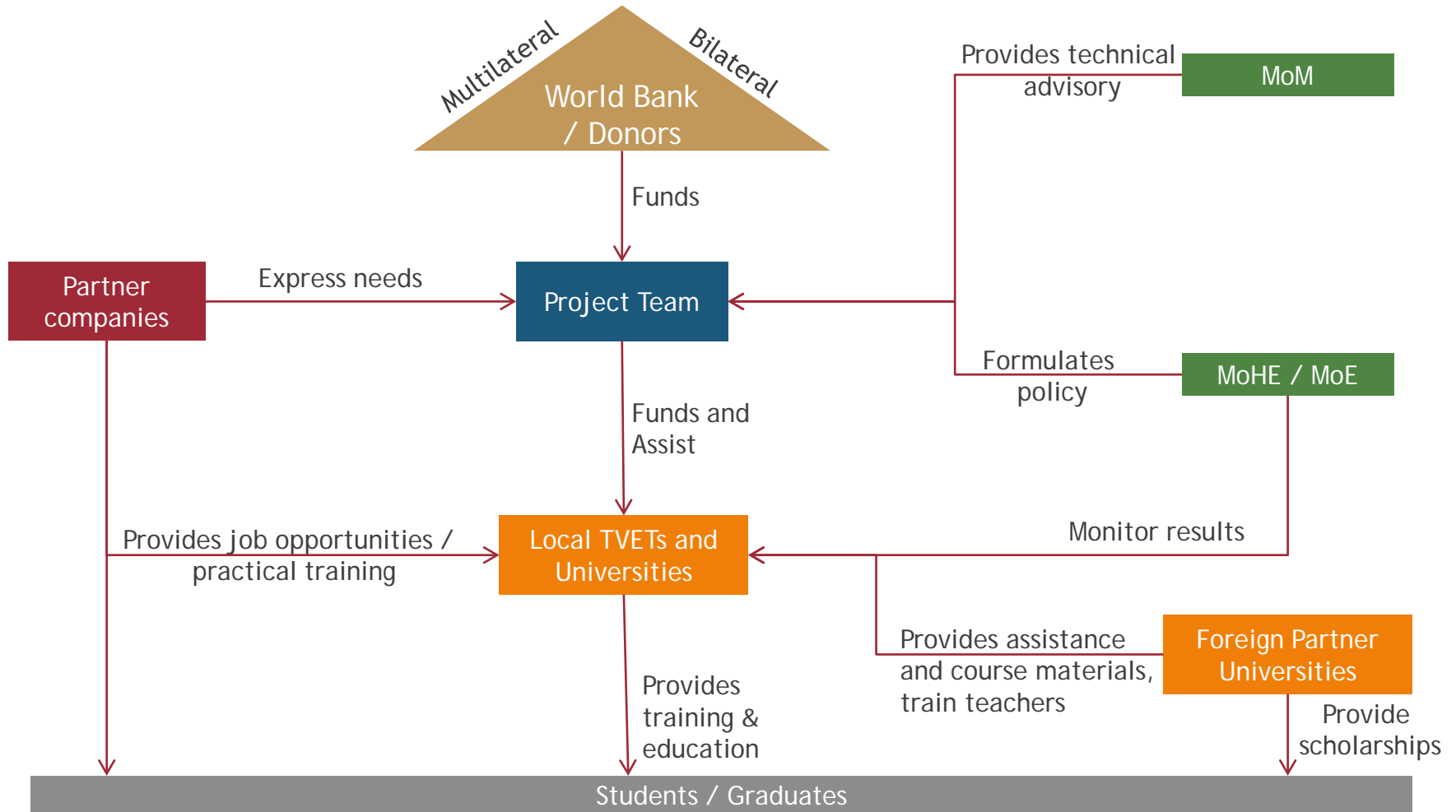
Major Challenges	Minor Challenges
<b>Weak budget structure and limited financing</b>	
<ul style="list-style-type: none"> <li>• <b>Limited access to grants/loans for students</b></li> <li>• Difficulty in self-financing education and obtaining qualifications for prospective students, given that the work experience post hoc would be the principal source of revenue</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of funding to establish basic schooling in some areas</li> </ul>
<b>Limited strategic vision and policy direction for the sector</b>	
<ul style="list-style-type: none"> <li>• Poor coordination of public/private initiatives in the sector</li> <li>• Security problems in some areas impede the development of medium-term vision</li> </ul>	<ul style="list-style-type: none"> <li>• Poor planning/policy for skills development in extractive industries</li> </ul>

Limited access to... : major challenges that won't be fully addressed by the program

The challenges faced by private sector development are addressed by the strategic objectives of the program

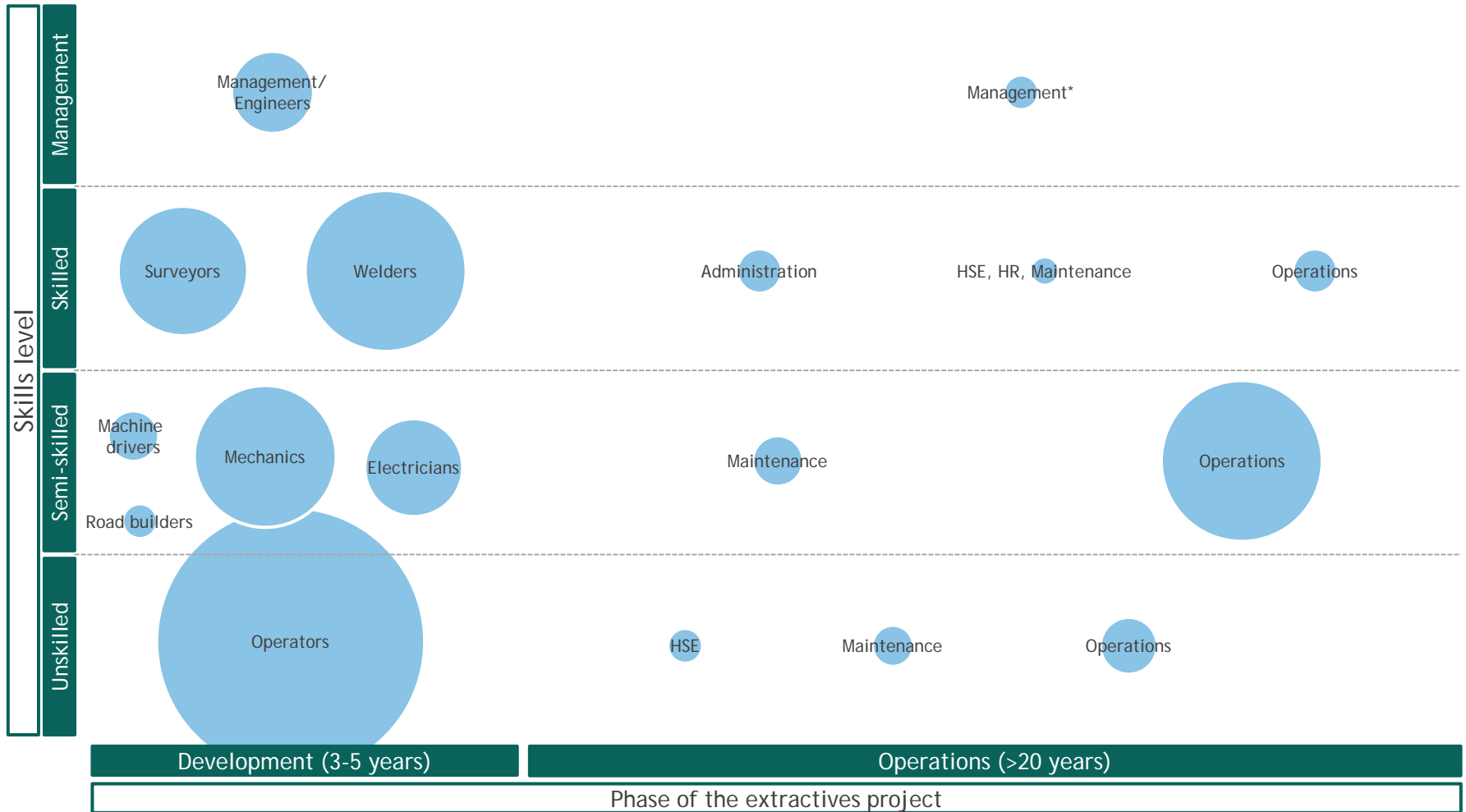


Potential roles and relationships between stakeholders are summarised below





Priority skills were chosen through an analysis of the needs for extractive operations, based on estimated volumes for mining operations



\* Aggregates administration, HSE, HR, maintenance and operations management

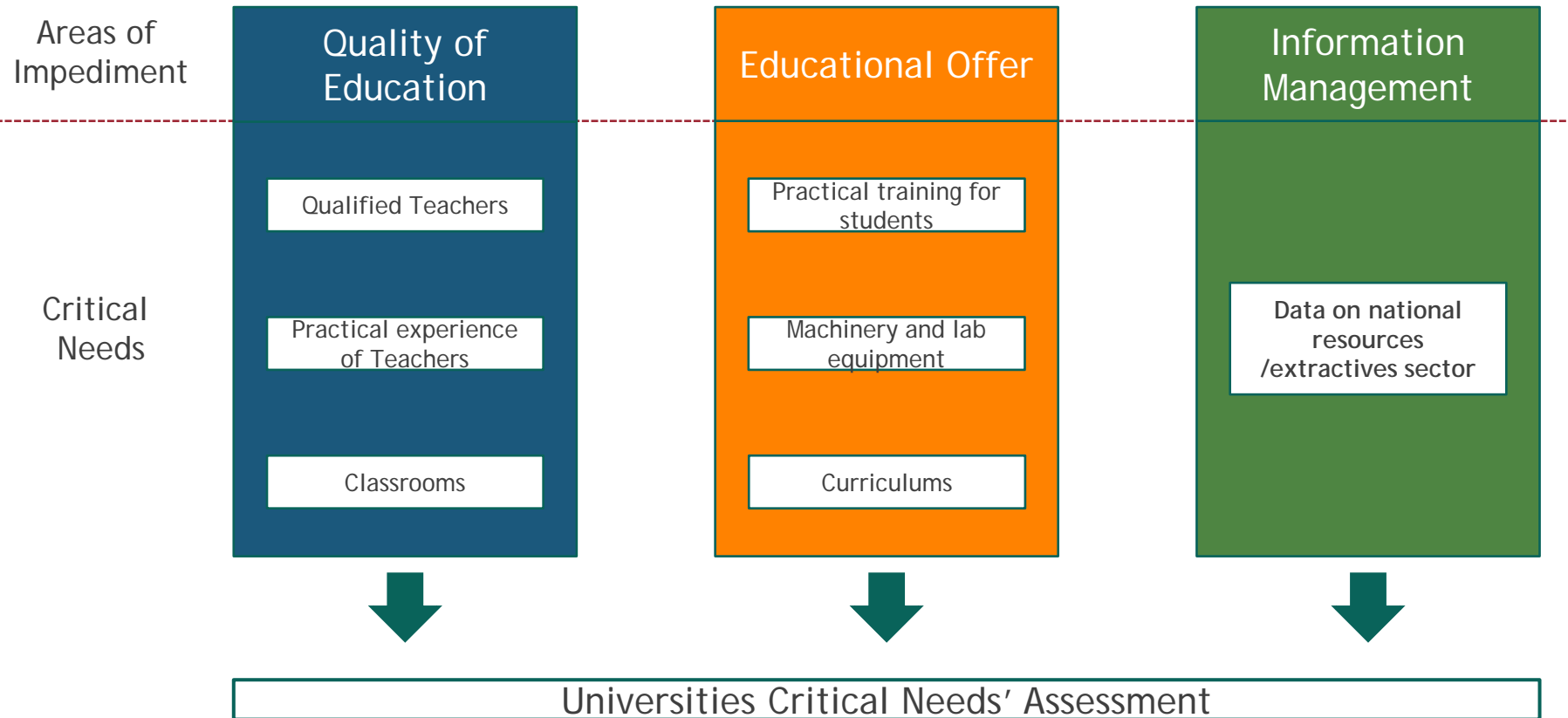
● represents 100 positions. Bubble size is proportional to volume of positions needed.

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The assessment of actors and stakeholders allowed us to draw a picture of the state of education in Afghanistan as it relates to skills needed in Extractive industries

- Major Universities in Afghanistan have programmes related to Geology, Mining and/or Oil&Gas. However, the students and the teachers in those fields lack practical experience. Overall, Infrastructure (Classrooms and laboratory equipment) is not always available at expected standards to provide graduates for world-class extractive projects
- Vocational training in skills directly related to Extractive industries are still in their early stages, and try to build on the forecasted demand in that sector
- No national initiative in Education is trying to specifically address the upcoming demand in skills related to the extractive industries projects
- Education for low to mid-level skills needed during Construction phase of the project exists and those programmes have trained an indeterminate number of students in the last years
- Education for skills related to management positions are mostly aimed at Business Administration and banking.
- Education for low to high level skills related to Health, Safety and Environment are currently non-existent in Afghanistan
- Students are aware that mining sector will be the next factor of growth on the labour market, but they show a lack of knowledge about non-State actors in that field
- Most major donors have at least a program in place to address skills development through their education or workforce initiatives. However, none of the currently existing programs is particularly focusing on skills related to the extractive industries

7 critical needs were identified during the assessment. Addressing them will allow to overcome the impediments for better market making mechanisms in skills sector.



While the larger universities are attempting to address their critical needs, smaller universities and TVETs are lacking in most categories.

✓ Existing but not sufficient

✓ Existing

	Universities					TVETs		
	Kabul University	Kabul Polytechnic	Jowzjan University	Balkh University	Bamyan University	Balkh Institute of Oil and Gas	Jawzjan, Oil and Gas Technological Institute	Logar Institute of Mines
Qualified teachers	✓	✓		✓				
Teachers with practical experience	✓	✓		✓				
Career Services	✓	✓			✓			
Practical training for students	✓	✓	✓	✓	✓	✓		
Machinery and laboratory equipment	✓	✓		✓	✓	✓		
Classrooms	✓	✓	✓	✓	✓	✓	✓	
Up-to-date curriculums	✓	✓		✓				

# UNIVERSITIES' CRITICAL NEEDS

A substantial gap exists between awareness of needs and actual needs, with a focus on information regarding the industry and not on soft infrastructure and training

	Universities				
	Kabul University	Kabul Polytechnic	Jowzjan University	Balkh University	Bamyan University
More qualified teachers	✓		✓		✓
Capacity building existing teachers	✓		✓	✓	✓
Career Services		✓	✓	✓	✓
Support improving practical training for students		✓	✓	✓	✓
Machinery and laboratory equipment			✓	✓	✓
Classrooms					
Access to up to date data on national resources /extractives sector	✓	✓	✓	✓	✓

- ✓ Needs identified by institute
- ✓ Needs identified by Altai field team

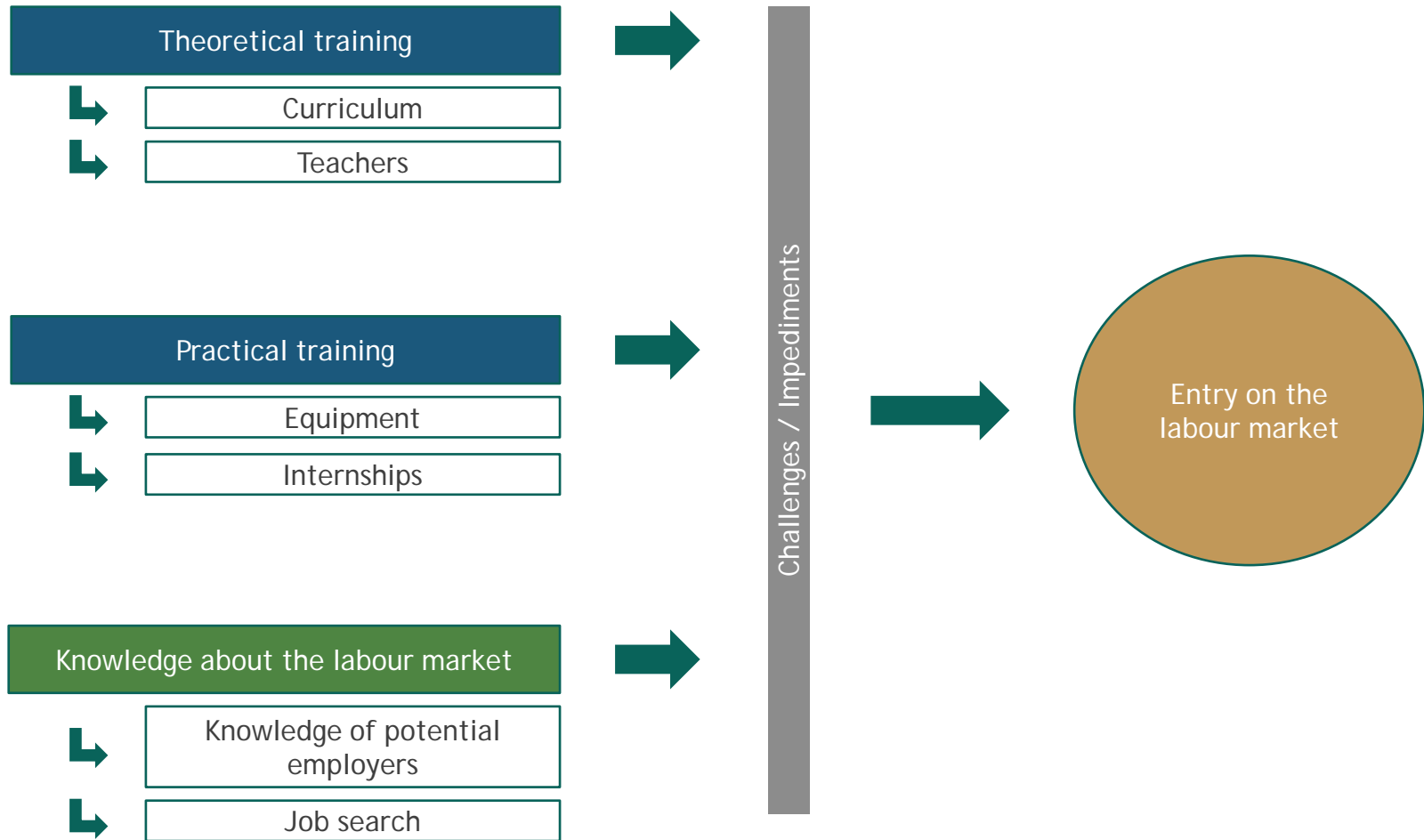
TVETs in Kabul, Balkh, Jawzjan, Logar and Bamiyan were interviewed during the project and were found to be very limited in their offerings

✓ Needs identified by institute

✓ Needs identified by Altai field team

	TVETs		
	Balkh Institute of Oil and Gas	Jawzjan, Oil and Gas Technological Institute	Logar Institute of Mines
More qualified teachers	✓	✓	✓
Capacity building existing teachers	✓	✓	✓
Career Services	✓	✓	✓
Support improving practical training for students	✓	✓	✓
Machinery and laboratory equipment		✓	✓
Classrooms			✓
Access to up to date data on national resources/extractives sector	✓	✓	✓

Student needs and perceptions were assessed through one-to-one interviews, with a focus on maximising the likelihood of entry into the labour market

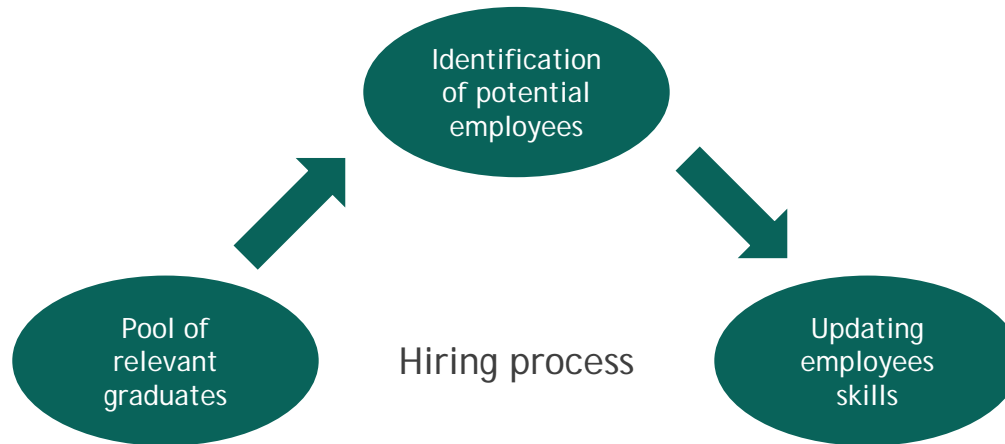




20 Students from different Higher Education Institutes were interviewed in Kabul. The findings of their relationship to the labour market are as follows

- Theoretical Training
  - Students express satisfaction at the level of theoretical training they receive
- Practical Training
  - Students receive a low level of practical training, and generally acknowledge the need for more practical training
  - Students have low access to equipment and material to practice their skills during their studies
  - Very few students in higher education have any work experience, and even less have relevant work experience
- Knowledge about the labour market
  - Students are aware that mining sector will be the next factor of growth on the labour market
  - Most students spontaneously mention Ministries as potential employers, showing a lack of knowledge about potential employers in the private sector
  - Students use of websites such as jobs.af or acbar.org to look for jobs. The other main means of job hunting are word of mouth and newspapers ads
- Challenges to enter the labour market
  - No job fairs are being held, thus creating a gap between potential employers and graduates. As a whole, students feel there is a lack of intermediaries between them and potential employers.
  - A lack of practical training and work experience is seen as an impediment to find a job
  - Most male students are ready to move to any part of the country to find a job, whereas female students are constrained by cultural reasons
  - The lack of relationships with powerful people is seen as a challenge when looking for a job, as nepotism seems to be widely used to get people into a professional position

The feedback given by potential employers of Afghan graduates in the extractive-related skills were analyzed through the prism of the hiring cycle



- At each step of the hiring process, potential employers have particular needs regarding their future employees
- We analysed the feedback given by 10 potential employers identified during the previous Private Sector Development assessment keeping in mind the course of the hiring process
- Overlaps between companies' needs, students' needs and universities' needs were identified
- The pool of relevant graduates needs to be easy of access for potential employers, and graduates' skills should match the requirements of companies
- The identification of potential employees will be made possible through partnerships and information sharing
- Updating employees skills seems critical as the newly hired graduates always need to adapt their skills to their employer's business

10 Companies identified as potential suppliers for extractive industries were interviewed. Their feedback about Afghan graduates are as follows

- Pre-Hiring Development
  - Several companies requested a meeting with MoHE regarding curriculum development in link with their needs
  - Regarding Engineering, Kabul University and Polytechnic are the most appreciated Universities in the country, with Nangarhar behind. Others were not mentioned
- Staff Identification
  - Companies are ready to hire graduates from Universities or TVETs with no work experience, and show a preference to hire Afghans when International from neighbouring countries compete
  - Companies usually have no relationships with Universities to facilitate the work placement of students. Companies are not proactive in that respect and expect Universities and Government to come to them
  - Companies usually find easy to hire semi-qualified staff, except in the areas where training is lacking : welding and electricity
  - Companies mainly use websites to advertise for jobs (jobs.af, acbar.org) when they don't rely on personal connections of their employees
- Staff Development
  - Some companies provide training in-house to their newly hired staff if needed
  - Some companies stress the fact that the curriculums lack English courses and technical software needed for their students when they're hired by companies who work with internationals

# Job Fairs could help bridge the gap between demand and supply in the extractive industries by offering a mutually beneficial venue

- An understanding gap exists both on the part of candidates and companies regarding positions needed and available, and skills needed and available

### Benefits to candidates

- Candidates can learn about potential employers and meet recruiters in a single location
- Job fairs held at Universities/Colleges tend to strengthen relationships between companies and educational institutions
- Candidates become informed about potential employers that were unknown to them before the job fair
- Candidates have a venue to practise marketing themselves to companies

### Benefits to companies

- Companies advertise the positions available, work placements or internships, and thus gain visibility on the job market
- Job fairs are opportunities for employers to meet face-to-face with potential candidates
- Job fairs are useful for companies' HR to inform prospects (and future employees) of their philosophy, mission, vision, values, main policies
- Job fairs help companies to find out about recruiting practices and requirements of other companies

### Limitations

- Job fairs can work only if companies are interested in spending resources in its organisations and have positions to advertise for the selected public of candidates
- Job fairs appear to be more effective to hire candidates for positions that are more transactional in nature (i.e. traditionally higher turnover, entry level, temporary, etc.)
- Job Fairs work better to hire entry-level candidates, but tend to be less effective in bringing together experienced candidates and their potential employers
- Careful planning of the venue, time and invited companies are key success factors for job fairs.

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### Several donors are involved in Skills Development, but none has a special focus on Extractive Industries

- Donors are involved in Skills Development on a national level, providing assistance for capacity building of teachers by providing scholarships to send them abroad for further training, or assisting on curriculum development.
- Donors focus on immediate impediments in the Education Sector. They are generally aware that mining is going to be the next big driver on Afghan Skills Market. However, in a context of decreasing funds, that sector is not seen as a priority, but more as an intervention to be made in the near future.
- GIZ is currently working mainly on capacity building for TVETs. Support from German Universities was given to Kabul University for curriculum development. German government expressed strong commitment to support Higher Education related to mining, but the details of their programs are not public yet.
- USAID works on two programs, AWDP aimed at Vocational training and HEP aimed at higher Education. However, the ability to reallocate any funding in those programs to extractive-relevant initiatives is limited.
- World Bank also funds programs aimed at vocational training (NSDP) and Higher Education (through Scholarships for faculty members training abroad).
- AusAID has expressed interest in capacity building in Mining-related governance and accountability, and will provide scholarships to MoM officials to be sent for training in Australia
- Other international actors provide curriculum support directed to chosen universities

A synthesis of several donors' initiatives is presented below

	Donors			
	GIZ	USAID	World Bank	AusAID
Curriculum development (TVET)	✓	✓	✓	
Teachers' training (TVET)	✓	✓	✓	
Basic equipment for practical training (TVET)	✓			
Training (TVET)			✓	
Curriculum support (Universities)	✓	✓		
Scholarships for faculty members (Universities)		✓	✓	
Capacity building for teachers	✓			✓
Support for Community Colleges		✓		
Trainings in Mining governance				✓

The following matrix synthesizes the current and potential initiatives of donors in line with the recommended Skills Development program

		Skills Development program	
		TVETs	Universities
GIZ	<ul style="list-style-type: none"> <li>Curriculum development in 7 fields : metal works, electrical works, carpentry, sanitation, IT, Business Administration and vehicle maintenance</li> <li>Established two training centers for TVET teachers in Kabul and Mazar-I Sharif, with minimal means</li> <li>GIZ is currently compiling a list of basic equipment that should be provided to TVET schools around the country, in order to allow practical training</li> </ul>	<ul style="list-style-type: none"> <li>German government has expressed strong commitment to support Universities in Balkh and the Government, but the details of their programs are not public yet</li> </ul>	
	<ul style="list-style-type: none"> <li>Training technical and vocational education teachers, particularly in finance, business administration and management skills</li> <li>Adapting technical and vocational education curriculum, as well as finance, business administration and management courses</li> <li>Capacity building of private and public sector training providers</li> <li>Helping partner Ministry of Education's DM-TVET build management capacity to monitor, evaluate and report</li> <li>Supporting labour market information networks and employment placement services</li> </ul>	<ul style="list-style-type: none"> <li>HEP will fund the introduction of community colleges in existing universities starting from 2013 to deliver 2-year degrees through evening classes</li> <li>HEP puts priority on training faculty members in Kabul Universities, particularly through scholarships abroad, enabling teachers to get PhDs or Masters</li> <li>Curriculum development support in higher education (Education, Public administration)</li> <li>Budget from international donors is not sufficient to ensure quality education in Afghanistan</li> <li>USAID has provided funding to send students and teachers from Kabul Polytechnic to India for practical training</li> </ul>	
USAID	<ul style="list-style-type: none"> <li>Training technical and vocational education teachers, particularly in finance, business administration and management skills</li> <li>Adapting technical and vocational education curriculum, as well as finance, business administration and management courses</li> <li>Capacity building of private and public sector training providers</li> <li>Helping partner Ministry of Education's DM-TVET build management capacity to monitor, evaluate and report</li> <li>Supporting labour market information networks and employment placement services</li> </ul>	<ul style="list-style-type: none"> <li>HEP will fund the introduction of community colleges in existing universities starting from 2013 to deliver 2-year degrees through evening classes</li> <li>HEP puts priority on training faculty members in Kabul Universities, particularly through scholarships abroad, enabling teachers to get PhDs or Masters</li> <li>Curriculum development support in higher education (Education, Public administration)</li> <li>Budget from international donors is not sufficient to ensure quality education in Afghanistan</li> <li>USAID has provided funding to send students and teachers from Kabul Polytechnic to India for practical training</li> </ul>	



The following matrix synthesizes the current and potential initiatives of donors in line with the recommended Skills Development program

		Skills Development program	
		TVETs	Universities
World Bank	<ul style="list-style-type: none"> <li>• WB funds NSDP, aimed at providing Vocational Training and designing a national TVET system, notably through the provision of requirements for training for approx. 90 skills (mainly in construction, agriculture, business and services)</li> <li>• NSDP outsources training to NGOs or private providers. Trainings are generally for low to mid-level skills, and aimed at illiterate people and women, who are also given literacy courses.</li> <li>• WB has a focus on capacity building for existing programs and institutes</li> </ul>	<ul style="list-style-type: none"> <li>• WB provides funding for scholarships used to train faculty members abroad (Public universities in Kabul)</li> </ul>	
Others			<ul style="list-style-type: none"> <li>• French Universities (Mining schools in Alès and Nancy) could be involved in curriculum support for mining related qualifications at Kabul Polytechnic</li> <li>• Balkh University has a partnership with the Asian Institute of Thailand to help with curriculum development</li> </ul>
Governance and Accountability			
AusAID	<ul style="list-style-type: none"> <li>• AusAID will provide scholarships from 2013 to send people from MoM to Australia to be trained in mining governance (regulatory mechanism building...), and will participate in capacity building at the lower levels of the MoM</li> <li>• AusAID aims at improving accountability and transparency in mining through support to NGOs, EITI and journalists to report on mining related issues</li> <li>• AusAID can participate in capacity building for teachers through their relationship with the International Mining for Development Centre (IM4DC) and their linkages with University of Queensland and University of West Australia</li> </ul>		

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The following matrix synthesizes the main objectives and actions of the Skills Development program

Outcomes	Skills Development program		
	Policy	Quality of education	Work Placement
Objectives	<ul style="list-style-type: none"> <li>Promoting awareness of the program in order to integrate skills development in Extractives in existing and upcoming programs</li> <li>Provide a coordination relay for skills development at the national level</li> <li>Develop monitoring practices at the national level</li> </ul>	<ul style="list-style-type: none"> <li>Provide assistance to develop relevant curriculums and qualifications</li> <li>Improve access to education in rural areas next to extractive sites</li> <li>Certify the qualifications</li> <li>Improve teachers' professional experience</li> </ul>	<ul style="list-style-type: none"> <li>Develop Career services</li> <li>Building linkages with foreign companies and mining institutions</li> <li>Creating formal partnerships between the MoM, MoHE, private companies and the relevant educational institutions.</li> </ul>
Actions / Tools	<ul style="list-style-type: none"> <li>Ensure that work experience initiatives are built into future contracts with foreign extractives companies</li> <li>Assessing local needs and providing necessary tools and funding to fill-in the territorial gaps</li> </ul>	<ul style="list-style-type: none"> <li>Develop partnerships between foreign mining schools and national institutes for curriculum development</li> <li>Funding teachers' training</li> <li>Develop partnerships with foreign or local actors to improve practical training of students</li> </ul>	<ul style="list-style-type: none"> <li>Development of job fairs</li> <li>Funding of career services centres dedicated to jobs in mining</li> <li>Creating linkages with foreign companies to enable high performing graduates to gain practical experience abroad</li> </ul>

Following strategic objectives will enable addressing the impediments existing in the quality and availability of extractive industries skillsets in Afghanistan.

- The strategic objectives will allow improvement of the skills sector related to extractive industries in three main areas:
  - Policy and strategic vision
    - » Promoting awareness of the program in order to integrate skills development in Extractive Industries in existing and upcoming national programs, through influence on priorities of programs when it relates to skills useful for extractive industries
    - » Provide a coordination relay for skills development at the national level, collaborating with MoE, MoHE and international donors active in this field
    - » Develop monitoring practices at the national level
  - Quality
    - » Provide assistance to develop relevant curriculums and qualifications
    - » Improve access to education in rural areas next to extractive sites
    - » Certify the qualifications
    - » Improve teachers' professional experience
  - Work Placement
    - » Develop Career services
    - » Building linkages with foreign companies and mining institutions
    - » Creating formal partnerships between the MoM, MoHE, private companies and the relevant educational institutions.

The challenges faced by private sector development are addressed by the strategic objectives of the program

Areas of impediments	Strategic Objectives	Steps of the Program
<ul style="list-style-type: none"> <li>Limited Offer</li> </ul>	<ul style="list-style-type: none"> <li>Develop / Establish relevant curriculums and qualifications</li> <li>Improve access to basic education next to extractive projects locations</li> </ul>	<p>Increase quality of Education</p>
<ul style="list-style-type: none"> <li>Mixed quality of education</li> </ul>	<ul style="list-style-type: none"> <li>Certification of qualifications and institutes</li> <li>Improve teacher training on mining related courses</li> </ul>	<p>Improve Work placement Mechanisms</p>
<ul style="list-style-type: none"> <li>Weak information management</li> </ul>	<ul style="list-style-type: none"> <li>Improving data management on a national level for institutions and qualifications related to the mining industry</li> <li>Facilitating partnerships between Afghan and foreign Institutes and investors</li> </ul>	<p>Creating linkages for market making mechanisms</p>
<ul style="list-style-type: none"> <li>Weak budget structure and limited financing</li> </ul>	<ul style="list-style-type: none"> <li>Creating formal partnerships between the MoM, private companies and the relevant educational institutions</li> </ul>	<p>Coordinating the Program</p>
<ul style="list-style-type: none"> <li>Limited strategic vision and policy planning for the sector</li> </ul>	<ul style="list-style-type: none"> <li>Coordinating the program and ensuring sustainability over time</li> <li>Ensuring replicability of the actions on other extractives projects</li> </ul>	<p>Ensuring Sustainability</p>

Program development course

	Key Activities	Timeline	Hypothetical Actors	Cost
1. Preparing program coordination	<ul style="list-style-type: none"> <li>Setting up a project team</li> <li>Selecting skills to be developed and institutes to be assisted</li> <li>Developing monitoring and evaluation tools</li> <li>Securing a budget to run the action plan</li> </ul>	<ul style="list-style-type: none"> <li>Within the first month</li> <li>Month 1-3</li> <li>Month 2-4</li> <li>Month 1-4</li> </ul>	<ul style="list-style-type: none"> <li>WB</li> <li>Project Team</li> <li>3<sup>rd</sup> party</li> <li>Project Team</li> </ul>	<ul style="list-style-type: none"> <li>Negligible</li> <li>Negligible</li> <li>\$100,000</li> <li>Negligible</li> </ul>
2. Creating linkages for market making mechanisms	<ul style="list-style-type: none"> <li>Involving foreign investors and the MoM in the development of curriculums</li> <li>Creating partnerships between institutes and foreign investors, leading to improved career services</li> <li>Assist the MoHE in creating a mechanism for data collection</li> </ul>	<ul style="list-style-type: none"> <li>Month 4-9</li> <li>Month 4-9</li> <li>Month 5-8</li> </ul>	<ul style="list-style-type: none"> <li>Project Team</li> <li>Project Team</li> <li>3<sup>rd</sup> Party</li> </ul>	<ul style="list-style-type: none"> <li>Negligible</li> <li>Negligible</li> <li>\$100,000</li> </ul>
3. Increasing quality of education on priority skills	<ul style="list-style-type: none"> <li>Standardize teachers training and allowing them to gain practical experience</li> <li>Assessing needs for basic schooling next to mining sites and providing support</li> <li>Creating a forum for education providers to supply up-to-date curriculum and industry information</li> </ul>	<ul style="list-style-type: none"> <li>From month 6</li> <li>From month 4</li> <li>Month 5-7</li> </ul>	<ul style="list-style-type: none"> <li>MoE/MoHE</li> <li>MoE</li> <li>Project Team</li> </ul>	<ul style="list-style-type: none"> <li>To be assessed</li> <li>\$200,000</li> <li>\$30,000</li> </ul>
4. Improve work placement mechanisms	<ul style="list-style-type: none"> <li>Use partnerships to facilitate practical training and dissemination of job offerings among students</li> <li>Creating job fairs in selected institutions</li> <li>Mapping out career paths for the extractive industries and developing a career guide for students</li> </ul>	<ul style="list-style-type: none"> <li>From month 12</li> <li>From month 6</li> <li>Month 6-9</li> </ul>	<ul style="list-style-type: none"> <li>Project Team</li> <li>MoHE</li> <li>Project Team</li> </ul>	<ul style="list-style-type: none"> <li>Negligible</li> <li>\$25,000/job fair</li> <li>To be assessed</li> </ul>
5. Ensuring sustainability	<ul style="list-style-type: none"> <li>Monitoring and evaluation of SSD program to allow tweaking for the next cycle</li> <li>Organize a feedback session with Institutes representatives</li> <li>Preparing the next cycle of the program by building on experience learned from work with pilot selected institutions</li> </ul>	<ul style="list-style-type: none"> <li>Every 3 month</li> <li>Month 12-15-18</li> <li>From month 16</li> </ul>	<ul style="list-style-type: none"> <li>Project Team</li> <li>Project Team</li> <li>3<sup>rd</sup> Party</li> </ul>	<ul style="list-style-type: none"> <li>\$100,000</li> <li>Negligible</li> <li>Negligible</li> </ul>

## Skills Development Program

## Timeline

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Ongoing	
<b>1. Preparing program coordination</b>																				
Setting up a project team	■																			
Selecting skills to be developed and institutes to be assisted		■	■																	
Developing monitoring and evaluation tools		■	■	■																
Securing a budget to run the action plan	■	■	■	■																
<b>2. Creating linkages for market making mechanism</b>																				
Involving foreign investors and the MoM in the development of curriculums				■	■	■	■	■	■											■
Creating partnerships between institutes and foreign investors, leading to improved career services				■	■	■	■	■	■											
Assist the MoHE in creating a mechanism for data collection					■	■	■	■												
<b>3. Increasing quality of education on priority skills</b>																				
Standardize teachers training and allowing them to gain practical experience						■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assessing needs for basic schooling next to mining sites and providing support				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Providing technical and material assistance to selected institutes					■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Creating a forum for education providers to supply up-to-date curriculum and industry information					■	■	■													■
<b>4. Improving work placement</b>																				
Use partnerships to facilitate practical training and dissemination of job offerings among students																				■
Creating job fairs in selected institutions									■	■	■	■	■	■	■	■	■	■	■	■
Mapping out career paths for the extractive industries and developing a career guide for students									■	■	■									
<b>5. Ensuring sustainability</b>																				
Monitoring and evaluation of SSD program to allow tweaking for the next cycle								■				■				■				■
Organize a feedback session with Institutes representatives													■			■				
Preparing the next cycle of the program by building on experience learned from work with pilot selected institutions																				■

Each square in the timeline represents one month

1. Executive Summary
2. Needs Assessment
3. Current Initiatives by Donors
4. Program Synthesis
5. Pilot Program in Amu Darya Region
6. Action Plan
7. Appendix



The Amu Darya region is highly likely to provide opportunities in the near term, but will require the following actions to harmonise skills needed and skills available.

Action	Responsible
1. Conduct information campaigns on campus / TVETs / websites, to inform graduates regarding specific job categories, opportunities, and the means of applying	
2. Persuade / require CNPCI-W to conduct recruiting discussions (or job fairs) at universities and local TVETs, and assist them with the logistics of arranging the discussions	
3. Link TVETs and universities to CNPCI-W to form an internship and apprenticeship program. Start the discussions now so the program is ready for the next academic year.	
4. Introduce local universities / TVETs to foreign universities and institutions, as well as CNPCI-W, to begin revising their curriculum in key disciplines.	
5. Raise funding from donors - using unutilized funds in existing projects or requesting new projects - for the above. \$200,000 USD will be needed over the next 6 months, and \$350,000 USD over the next two years.	

### With the Amu Darya project already underway, a pilot program is needed to ensure Afghan graduates can be employed on Amu Darya's Oil & Gas fields

- A Pilot Program is needed in the 3 following areas in order to ensure quick-wins in the field of skills development and employment in the extractive industries
- Those quick wins in Amu Darya will boost the credibility and visibility of the skills development program in the extractive industries sector

#### Work Placement

- Work placement services are needed to create the linkages between the students and CNPCI-W.
- Work placement enable students to make the transition between academic studies and the workplace effectively, putting theory into practice and equipping them with the skills needed to work in a professional environment.
- Work placement takes the form of arrangements between host employers and a university/TVET, to provide students with information on needed skills, internship opportunities, and full-time job opportunities.

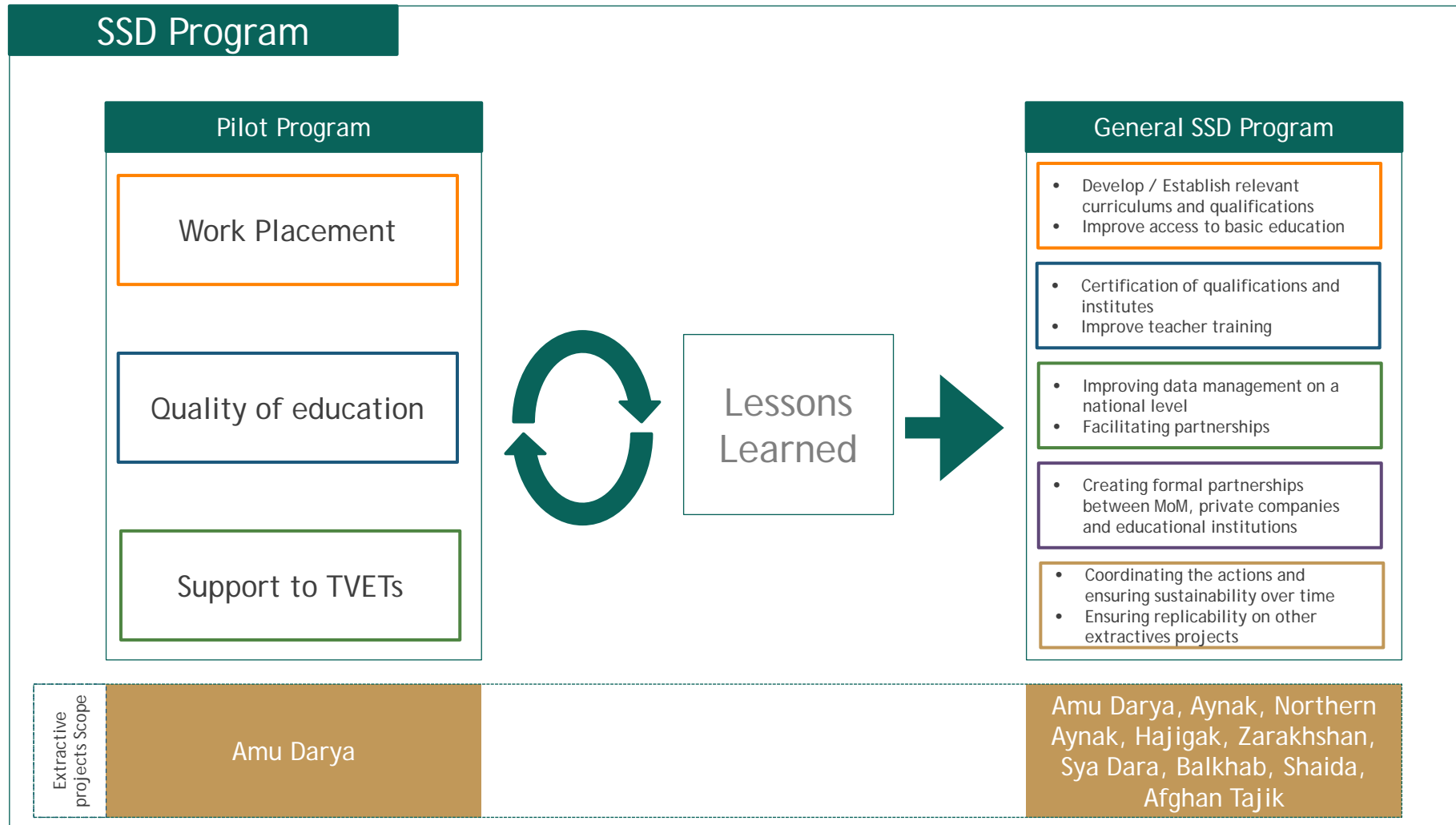
#### Quality of Education

- Immediate interventions on the quality of education in Balkh, Sar-i Pul, Faryab, Jawzjan are key to increasing levels of adequacy between students and CNPCI-W, and could serve as a pilot for broader actions on the medium-term

#### Support to TVETs

- Focus needs to be put on cross-sector skills in fields recognized as priority by several stakeholders:
  - Metal works
  - Electrical works
  - Carpentry
  - Sanitation
  - IT
  - Business Administration
  - Vehicle and machinery maintenance
- TVETs could be supported to buy equipment/material for practical training

Pilot Program is designed to respond to challenges identified for SSD Program, with a special focus to get short-term results and buy-in on Amu Darya project



# A project team needs to be created in order to coordinate the Pilot Programme and liaise with Educational Institutes

- The project team in charge of the Pilot Programme will have the following responsibilities :
  - Implementing the action plan for Pilot Programme aimed at obtaining quick-wins in the skills sector development, with a focus on Amu Darya project
  - The project team will be in charge of liaisons with Educational Institutes to follow their progress in implementing the recommended actions
  - Liaising with institutional stakeholders and NGOs interested by the implementation of the Pilot Programme. Most importantly, the project team will have regular meetings with MoM, MoE and MoHE, as well as with the selected Universities and TVETs Institutes
  - Collecting data about employment in the mining and Oil&Gas sector from foreign investors, in order to publicise them to students.
  - Collecting data about the results of the actions, in order to ensure that lessons can be learned for the next phase of Skills Sector Development program

## Pilot Programme

## Timeline (weeks)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
<b>1. Preparing program management</b>																								
Creating a project team	█	█	█																					
Creating linkages with institutional partners	█	█	█																					
Creating a data collection mechanism for follow-up of results	█	█	█	█	█	█																		
<b>2. Work Placement</b>																								
Creating a position for career services in every institute	█	█	█																					
Creating partnerships between CNPCI-W and Educational Institutes	█	█	█	█	█	█	█	█	█	█	█	█												
Creating an online repository of job offers				█	█	█	█	█	█	█	█	█												
Development of a career guide	█	█	█	█	█	█	█	█	█	█	█	█												
Informing on career opportunities at the TVET training center in Mazar-I Sharif	█	█	█	█	█	█	█	█	█	█	█	█												
<b>3. TVETs</b>																								
Providing assistance to the TVET training center in Mazar-I Sharif	█	█	█	█	█	█	█	█	█	█	█	█												
Assessment of needs of existing TVETs in target provinces				█	█	█	█	█	█	█	█	█												
Assess the feasibility of a regional TVET school with a particular focus in mining				█	█	█	█	█	█	█	█	█												
<b>4. Improving Quality of Education</b>																								
Revising curriculums with CNPCI-W inputs									█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Contact foreign institutes for support on curriculum development/updating	█	█	█	█	█	█	█	█	█	█	█	█												
Assessment of the needs in Laboratory equipment and practical training to students and teachers				█	█	█	█	█	█	█	█	█												
Providing refresher courses to teachers										█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Providing teachers' training abroad in partner Universities										█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

Each square in the timeline represents one week

Portions of the Pilot Programme could be undertaken rapidly, with no additional funding by the NRRCP Secretariat Team.

Actions to be undertaken with minimal additional funding requirements	Actions for which additional funding is required
<ul style="list-style-type: none"> <li>• Creating partnerships between educational institutes and CNPCI-W, in order to create linkages for graduates employment or practical trainings</li> <li>• Discussing partnerships between Afghan and foreign Universities</li> <li>• Creating links for skills development between MoE and MoM</li> <li>• Exchange knowledge with foreign Universities about curriculums and career services as it relates to extractive industries</li> <li>• Development of a career guide</li> <li>• Secure participation of CNPCI-W to revise the curriculums</li> <li>• Discuss partnership with websites such as jobs.af and acbar.org for job postings</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of positions for career services in targeted institutes</li> <li>• Creation of a website to relay job offers in extractive industries</li> <li>• Distributing the career guide to students and graduates</li> <li>• Listing and assessing existing TVETs in Balkh, Sar-i Pul, Faryab, Jawzjan provinces</li> <li>• Assessing the feasibility of a provincial TVET school with a particular focus on extractives in the same provinces</li> <li>• Assessment of the needs in laboratory equipment and practical training</li> <li>• Provide teacher training abroad</li> </ul>

- Funding could be provided by the World Bank, GIZ, AusAID, and/or USAID through their ongoing projects in the area of skills development

Pilot Program should be realized in the vicinity of Amu Darya to ensure positions are filled with Afghan Nationals.

Area	Actions	Responsible	Timeframe
Career Services	<ul style="list-style-type: none"> <li>• A position for career services should be created in the following Institutes, and necessary support should be provided to the institutes in order to fund, fill in the position and train the personnel in charge of work placement:                             <ul style="list-style-type: none"> <li>- Balkh Institute of Oil&amp;Gas</li> <li>- Balkh University</li> <li>- Jawzjan University</li> <li>- Jawzjan Institute of Oil&amp;Gas</li> <li>- Kabul Polytechnic</li> </ul> </li> <li>• MoM should facilitate discussions/partnerships between CNPCI-W and the aforementioned institutes in order to create linkages between the demand and supply on skills market related to Amu Darya project.</li> <li>• Creation of a website acting as a repository of all job offers in extractive industries in Afghanistan. The existence of the website should be publicized during the career information actions mentioned below.</li> <li>• Partner with jobs.af or acbar.org to publicize employment information and job offers in the extractive industries, as those are the primary source or information for Afghan graduates</li> </ul>	<p>MoHE</p> <p>MoM</p> <p>MoM</p> <p>MoM</p>	<p>Month 1</p> <p>Month 1-3</p> <p>Month 2-4</p> <p>Month 1-2</p>
Career information	<ul style="list-style-type: none"> <li>• Development of a career guide to be distributed to the students of Higher Education Institutes and TVET schools in the provinces where Amu Darya project is taking place (Balkh, Sar-i Pul, Faryab, Jawzjan)</li> <li>• Information on career opportunities at Amu Darya should be given at the TVET Teacher Training Centre as soon as it is open (November 2012). Teachers will then be able to publicize opportunities to their students</li> </ul>	<p>MoM/ MoE/ MoHE</p> <p>MoE/GIZ</p>	<p>Month 1-3</p> <p>November 2012</p>

Work placements are of three types, requiring different efforts from potential employers and Career Services embedded in Educational Institutes

	Internships	Apprenticeship	Full-time
Partnerships	<ul style="list-style-type: none"> <li>Partnership should require some type of commitment from partner companies, as well as provide them with incentives to join the pilot program.</li> <li>Partnerships between educational institute and CNPCI-W + subcontractors to CNPCI-W</li> <li>Content of the partnership should depend on type of work placement</li> </ul>		
Duration	<ul style="list-style-type: none"> <li>Short internships could last between 2 weeks - 3 months, and could be built into curricula and class schedule</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeships should last 6 month to 2 years to be effective. They must be incorporated into curricula</li> </ul>	<ul style="list-style-type: none"> <li>Full-time work placement occurs at the end of studies, for a first job</li> </ul>
Funding	<ul style="list-style-type: none"> <li>Low Funding need. Host company or Donor could pay for transport/food/lodging expenses based on willingness</li> </ul>	<ul style="list-style-type: none"> <li>High funding requirement. Apprenticeship should be paid by a donor for the time of placement until sustainable</li> </ul>	<ul style="list-style-type: none"> <li>Candidate receives regular salary when hired</li> </ul>
Role of Career Services	<ul style="list-style-type: none"> <li>Advertising existing opportunities</li> <li>Liaising between students and companies for available positions and assisting companies in setting recruitment standards and attracting the best candidates</li> <li>Enforcing minimum recruitment standards for student selection</li> </ul>		
Outreach	<ul style="list-style-type: none"> <li>Outreach is done by the Career Services, through the following tools:                             <ul style="list-style-type: none"> <li>Job Fairs</li> <li>Career Guide and other literature aimed at students</li> <li>Teachers are trained and informed by Career Services to advertise Work Placements to students</li> </ul> </li> </ul>		



Work placements and internships should be presented as a win-win strategy to CNPCI-W, allowing graduates to gain experience and the company to better its local image

- Partnerships created between CNPCI-W and selected Institutes in the north (Balkh and Jawzjan Universities / Institutes of Oil & Gas) will allow selected students to be sent to work there for work placements/Internships
- CNPCI-W can express its HR needs to the project team, in terms of positions that could be filled for work placements and internships. Depending on the position, work placements could last for 6 months to a year, and internships from one to 6 months. The duration of internships should be integrated in curriculums if non-existent.
- The willingness of CNPCI-W to fund placement programmes initially is unlikely unless positioned as consistent with their training requirements
- Students in the selected Institutes will be presented with the offers by the respective career services in their institutes
- Career services should operate a first screening based on minimum academic criteria agreed upon with listing companies. A final selection should be operated by CNPCI-W's internal HR
- As part of the agreement between CNPCI-W, the Institutes and the MoM, Graduates and interns should be provided with a "trainee" salary. If working on site, the company should provide them housing/food. This salary may need to be subsidised in whole or in part.
- Work placement is a huge challenge as companies in Afghanistan have few or no experience in this mechanism. Significant outreach efforts are required when discussing partnerships with such companies, or approaching them for collaboration, stressing the mutual benefits of such work placements and internships

## A position for Career Services should be created in the selected institutes in the vicinity of Amu Darya project locations

- The position for career services in selected institutes will be the main point of relay of information on careers in extractive industries for students
- Career services will also act as a facilitator of relationships between CNPCI-W and the Educational Institute
- Career services will be responsible for :
  - Gathering information about available positions at CNPCI-W and at other companies potentially suppliers to CNPCI-W
  - Advertising potential opportunities for employment/work placement/internships to the students
  - Developing short career guides in line with each curriculum taught at the institute
  - Organizing potential career presentations to students once a year
  - Organizing job fairs once a year to facilitate meetings between potential employers and graduates. The job fairs should be held during the second part of academic year as it is more effective to reconcile needs of employers and graduates
  - Providing help to students on the administrative aspects of internships and work placements

Pilot Program is to be realized in TVET schools in the northern provinces, to ensure adequate supply of skilled and semi-skilled workers

Area	Actions	Responsible	Timeframe
TVETs	<ul style="list-style-type: none"> <li>Assistance should be provided to MoE/GIZ in the prospect of the opening of the TVET teachers training centre in Mazar-I Sharif in November. The goal is to provide equipment, better infrastructure and teachers' trainers with a good practical experience of their fields.</li> <li>Existing TVETs in Balkh, Sar-i Pul, Faryab, Jawzjan provinces should be listed and assessed when they offer cross-sector skills. The goal of the assessment is to know the current state of their offer and their needs in terms of infrastructure, teachers, equipment</li> <li>Assess the feasibility of a regional TVET school with a particular focus in mining that should be established in the provincial capitals (Mazar-I Sharif, Sheberghan, Sar-I Pul, Maimana). Those schools should be able to provide a good level of practical training, thanks to equipment allowing students to be trained on their practical skills</li> </ul>	<p>WB</p> <p>MoE/GIZ/Third Party</p> <p>MoE/Third Party</p>	<p>November 2012</p> <p>Month 2-5</p> <p>Month 3-6</p>

Pilot Program should be taken in the vicinity of Amu Darya to ensure positions are filled with Afghan Nationals.

Area	Actions	Responsible	Timeframe
Curriculum	<ul style="list-style-type: none"> <li>CNPCI-W should contribute to the revision of curriculums in those institutes for qualifications deemed necessary on the project. MoM is to collect the needs from HR service at CNPCI-W and liaise with MoE and MoHE to ensure consistency of expectations and qualifications offered in the aforementioned institutes of higher education.</li> </ul>	MoM/ CNPCI-W	Month 3-9
	<ul style="list-style-type: none"> <li>Contact foreign institutes for support on Curriculum development</li> </ul>	MoHE / MoM	Month 1-3
Practical aspect of Education	<ul style="list-style-type: none"> <li>Assessment of the needs in laboratory equipment and practical training to students and teachers for the following institutions:                             <ul style="list-style-type: none"> <li>Balkh Institute of Oil&amp;Gas</li> <li>Balkh University</li> <li>Jawzjan University</li> <li>Jawzjan Institute of Oil&amp;Gas</li> <li>Kabul Polytechnic</li> <li>Kabul University</li> </ul> </li> </ul>	MoE / MoHE / Third Party	Month 2-4
Teacher's Training	<ul style="list-style-type: none"> <li>Refresher courses to be provided to teachers in the aforementioned institutes, with a component dedicated to practical experience. Where they are not available in country, experts could be brought in with the help of AusAID or GIZ.</li> </ul>	MoE/MoHE	Month 3-12
	<ul style="list-style-type: none"> <li>Provide teacher's training abroad by building on experience at Balkh University with the Asian Institute of Thailand. Approximately 20 teachers for each University should be sent abroad in partner Universities</li> </ul>	WB/MoHE	Month 3-12

1. Executive Summary
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Program coordination will be needed in order to facilitate information sharing and coordination of actions between stakeholders

### Strategic Objective

- Coordinating and monitoring the SSD program

### Operational Objectives

- Setting up a vehicle acting as a Project team for the Skills Strategy Development
- Selecting the targeted skills to be developed and the Institutes to be assisted
- Develop a monitoring and evaluation process for the SSD program
- Securing a budget to run the committee and implement the actions

### Challenges Addressed

Limited Offer

Mixed quality of education

Weak information management

Weak budget structure and limited financing

Limited strategic vision and policy direction

Operational objective	Actions	Responsible	Timeframe	Cost
Setting up a project team acting as a Project team for the Skills Strategy Development	<ul style="list-style-type: none"> <li>A project team is formed with people from the National Resource Secretariat at MoM, and representatives from MoE and MoHE</li> <li>Representatives from Ministry of Mines, MoE, MoHE, MCC, CNPCI-W and donors involved in skills development and education in the targeted areas are consulted on a regular basis in order to coordinate actions</li> <li>Donors active in Education sector are interviewed in order to understand what their objectives and budgets are, and how could their actions should be coordinated with the SSD program</li> </ul>	<p>WB</p> <p>Project team</p> <p>Project team</p>	<p>Short-term</p> <p>Short-term</p> <p>Short-term</p>	<p>Negligible</p> <p>Negligible</p> <p>Negligible</p>
Selecting the targeted skills to be developed and the Institutes to be assisted	<ul style="list-style-type: none"> <li>Project team selects skills to be targeted during the program, based on needs expressed by foreign investors and results of assessment conducted during the previous phase of the project</li> <li>From the skills selected, targeted Institutes are selected to focus on during the course of the implementation of the project. Those institutes are considered as pilots, and particular care should be given to the development actions, as the results of the action plan towards those institutes will be assessed and applied during the next phase of the SSD project, in other regions of Afghanistan</li> </ul>	<p>Project team</p> <p>Project team</p>	<p>Short-term</p> <p>Short-term</p>	<p>Negligible</p> <p>Negligible</p>

Operational objective	Actions	Responsible	Timeframe	Cost
Develop a monitoring and evaluation process for the SSD program	<ul style="list-style-type: none"> <li>Project team identifies key performance indicators (KPIs) for measuring change in skills development</li> <li>Develop a data gathering method in order to monitor the program</li> <li>Track scale of work placement</li> <li>Assess the progress made by the local TVETs and Institutes during the implementation of the program, identify problem areas and take corrective actions</li> </ul>	Project team  3 <sup>rd</sup> Party  MoE/MoHE 3 <sup>rd</sup> Party/ MoE/MoHE	Short-term  Short-term  Ongoing Every six month	Negligible  \$100,000  To be assessed
Securing a budget to run the committee and implement the actions	<ul style="list-style-type: none"> <li>From roles and responsibilities definition, each stakeholder ensures budget is secured to detach representatives to the Project team</li> <li>International funding for investment is to be found and allocated on the basis of program design and needs assessments coordinated by the Project team</li> </ul>	MoE, MoHE, MoM, WB  WB/Project team	Short-term  By month 6	Negligible  Negligible



Formal linkages will be needed in order to improve the balance of skills supply and demand from Aynak and Amu Darya

### Strategic Objective

- Creating formal partnerships between the MoM, private companies and the relevant educational institutions

### Operational Objectives

- Involving private companies and the MoM in the development of the practical component of curricula.
- Creating linkages with foreign companies to enable high performing graduates to gain practical experience abroad.
- Improving Career Services where available through supporting hiring and training of placement staff

### Challenges Addressed

Limited Offer

Mixed quality of education

Weak information management

Weak budget structure and limited financing

Limited strategic vision and policy direction

## STEP 2. : CREATING LINKAGES FOR MARKET MAKING MECHANISM

Operational objective	Actions	Responsible	Timeframe	Cost
Involving private companies and the MoM in the development of the practical component of curricula	<ul style="list-style-type: none"> <li>MoE, MoM, MoHE, MCC and CNPCI-W each designate a representative in order to gather the technical needs of foreign investors related to the contents of curriculums. Existing curriculums are then adapted based on the results of that expression of needs</li> </ul>	MoE, MoM, MoHE, MCC and CNPCI-W	Month 4-9	To be assessed
Creating linkages with foreign companies to enable graduates and training staff to gain practical experience	<ul style="list-style-type: none"> <li>Foreign investors partner with institutes in order to build a partnership allowing students to gain practical experience during their studies through internships</li> <li>The partnerships created are also used to share up-to-date information about the extractive industries latest technical developments with the training staff.</li> </ul>	Project team, MoM, MoE, MoHE	Short-term	Negligible
		Project team	Month-5-7	\$30,000
Improving Career Services	<ul style="list-style-type: none"> <li>Assist the MoHE in creating a mechanism to collect data regarding the enrollment, training results and work placement</li> <li>Development of career services and internships facilitation at the institute level, public or private, with the help of MoHE and MoM through training, and where necessary, funding career services programmes</li> </ul>	MoHE/3 <sup>rd</sup> Party	Months 5-8	\$100,000
		Project team/WB/MoM/MoHE	From month 3	\$15,000/year/institute

Quality of Education will be increased and standardized in order to fill in the gaps on the supply side.

### Strategic Objective

- Certify Qualifications and Institutes
- Improve teacher training and work experience
- Improve access to basic education next to extractive projects locations

### Operational Objectives

- Standardize teacher training and allow them to get practical experience and training abroad when needed
- Launching certification processes of qualifications and Institutes
- Improve quality of qualifications
- Creating a forum for education providers, to supply them with up-to-date and standardized data on extractives industries.

### Challenges Addressed

Limited Offer

Mixed quality of education

Weak information management

Weak budget structure and limited financing

Limited strategic vision and policy direction

## STEP 3 : INCREASING QUALITY OF EDUCATION ON PRIORITY SKILLS

Operational objective	Actions	Responsible	Timeframe	Cost
Standardize teacher training and allow them to get practical experience and training abroad when needed	<ul style="list-style-type: none"> <li>• Providing refresher courses for teachers, with a focus on TVET staff</li> <li>• Establishing a teacher training course for the extractives sector</li> <li>• Providing teacher training scholarships abroad, which include a practical component, for TVETs and Universities providing mining and management related courses in Kabul, Balkh and Jawzjan</li> </ul>	MoE, MoHE	From month 6	To be assessed
		MoE, MoHE	From month 6	To be assessed
		Project team	From Month 3	To be assessed for 100 teachers approx.
Improve quality of education	<ul style="list-style-type: none"> <li>• Disseminate up-to-date and standardized curriculums for existing priority skills in Kabul and Balkh</li> <li>• Complete an assessment of primary and secondary schools close to the extraction sites (Amu Darya and Mes Aynak) and providing any necessary support</li> <li>• Assess the detailed needs of qualifications offered at Balkh University, Balkh Institute of Oil and Gas, Jawzjan University, Jawzjan Institute of Oil and Gas and Kabul Institutes surveyed, regarding priority skills chosen during the previous step, and provide all necessary support (training staff in-country or abroad, curriculum updating, studying materials...)</li> <li>• For technical qualifications, conduct an assessment of the machinery and laboratory equipment, and use partnerships and/or donor funding to provide target institutes with needed equipment and staff training in order to use them</li> </ul>	Project team	From month 6	Negligible
		MoE / 3 <sup>rd</sup> Party	Month 3-6	To be assessed
		Project team/3 <sup>rd</sup> Party	Month 2-5	\$60,000
		Project team/3 <sup>rd</sup> Party	Month 2-5	To be assessed

Operational objective	Actions	Responsible	Timeframe	Cost
Launching certification processes of qualifications and Institutes	<ul style="list-style-type: none"> <li>Establishing a masters degree in Geology</li> <li>With the help of Donors, facilitating partnerships between target Afghan Institutes and foreign institutes to offer joint certifications for targeted qualifications.</li> </ul>	MoHE Project team	Month 2-12 Month 2-12	To be assessed Negligible
Creating a forum for education providers, to supply them with up-to-date and standardized data on extractives industries.	<ul style="list-style-type: none"> <li>A website/forum is created with participation from Donors and industry players to provide teacher and students with up-to-date and standardized data on extractives industries, with a focus on copper and oil &amp; gas at first.</li> <li>Create a partnership with jobs.af or acbar.org to publicize employment opportunities in extractive sectors. These sites could offer a special section for extractive industries</li> <li>Creating and maintaining an independent, formal, publically available ranking of all public and private professional and semi-professional qualifications related to the extractives industry</li> </ul>	Project team	Month 1-6	\$30,000
		Project team	Month 1-2	Negligible
		Project team/MoE/MoHE/3 <sup>rd</sup> Party	From month 6	To be assessed

Quality of Education will be increased and standardized in order to fill in the gaps on the supply side.

### Strategic Objective

- Facilitating partnerships between Afghan Institutes and investors
- Improve work experience opportunities to make the Afghan workforce more desirable for foreign employers

### Operational Objectives

- Creating formal partnerships for internships and entry level jobs between the MoM, private companies and the relevant educational institutions.
- Facilitating the designation and training of staff members at target institutes, for work placement facilitation and monitoring
- Mapping out career paths for the extractives industry

### Challenges Addressed

Limited Offer

Mixed quality of education

Weak information management

Weak budget structure and limited financing

Limited strategic vision and policy direction

Operational objective	Actions	Responsible	Timeframe	Cost
Creating formal partnerships for internships and entry level jobs between the MoM, private companies and the relevant educational institutions.	<ul style="list-style-type: none"> <li>• Create territorial based and skills based partnerships between MCC and Kabul Universities and TVETS ; between CNPCI-W and Balkh and Jawzjan Institutes. The partnerships should include a component related to practical training of students.</li> <li>• Partnerships materialize through the creation of a central internet repository of internships and job offers</li> </ul>	Project team / MCC / CNPCI-W	From month 6	Negligible
		Project team/3 <sup>rd</sup> Party	Month 3-6	Negligible
Facilitating the designation and training of staff members at target institutes, for work placement facilitation and monitoring.	<ul style="list-style-type: none"> <li>• The partnerships created will be used to advertise for job openings with MCC and CNPCI-W in the selected institutes. The institutes will designate a personnel responsible for gathering the job offers and publicizing them to the students. When career services are available, they take care of that task</li> <li>• Job fairs will be organized once or twice a year, few months before graduation, to allow human resource staff from MCC and CNPCI-W to meet directly with the students interested in working for those companies.</li> </ul>	Project team/ Individual TVETs and Universities	From month 3	Negligible
		Project team/MCC/CNPCI-W	Every year	\$25,000/job fait
Mapping out career paths for the extractives industry	<ul style="list-style-type: none"> <li>• Mapping out career paths for the extractives industry and developing a short career guide to be distributed to students in target institutes.</li> <li>• Holding workshops for educators to improve their knowledge of career paths and improve their ability to mentor their students in this regard</li> <li>• Mapping out career paths for graduates from relevant courses to become teachers and publicizing this career option at the target institutes.</li> </ul>	Project team	Month 3-9	To be assessed
		WB/3 <sup>rd</sup> Party	From month 3	\$5-10,000/workshop
		Project team	Month 3-9	To be assessed

### Ensuring sustainability of the Skills Sector Development program

#### Strategic Objective

- Ensuring sustainability of the program over the course of Aynak and Amu Darya Projects
- Ensuring replicability of the actions on other extractives projects

#### Operational Objectives

- Monitoring and evaluation of the SSD program
- Transforming the focused actions for Mes Aynak and Amu Darya to broader ones for the next mining projects in Afghanistan

#### Challenges Addressed

Limited Offer

Mixed quality of education

Weak information management

Weak budget structure and limited financing

Limited strategic vision and policy direction



Operational objective	Actions	Responsible	Timeframe	Cost
Monitoring and evaluation of the SSD program	<ul style="list-style-type: none"> <li>• Compiling stakeholders' and companies' experience on the program to allow tweaking of the program along the extractive industries project cycle</li> <li>• Organize a feedback session with the Project team and institutes representatives</li> <li>• From the feedback collected, Project team produces a document focusing on lessons learned, from successes and failures on the program</li> </ul>	Project team	Every 3 month	Negligible
		Project team	Month 12-15-18	Negligible
		Project team/3 <sup>rd</sup> Party	Month 12-15-18	Negligible
Transforming the focused actions for Mes Aynak and Amu Darya to broader ones for the next mining projects in Afghanistan	<ul style="list-style-type: none"> <li>• The feedback document produced in the above action item is used to feed the preparation of the broader SSD program in other regions, in relation with other extractive industries projects</li> </ul>	Project team/3 <sup>rd</sup> Party	From month 16	Negligible

1. Executive Summary
2. Needs Assessment
3. Current Initiatives by Donors
4. Program Synthesis
5. Pilot Program in Amu Darya Region
6. Action Plan
7. Appendix

## Contact Information

- University Location : Qargha road, Kabul
- Person to contact
  - Name : Ezatullah Hameed
  - Position : President of Kabul Polytechnical University and teacher at the Oil&Gas department
  - Tel : 0799 200 452
  - E-mail :

## Additional Details

- 3,260 students currently enrolled at the Polytechnical University; 450 of whom in 3 departments related to mining and petroleum
- Received support from the World Bank from 2007 (\$3m), in order to :
  - Repair of Universitie’s infrastructure
  - Buy laboratory’s equipment
  - Build capacity; 30 professional teachers are to be sent to London, Thailand for master’s degrees.
- USAID provides supports to send some mining students gaining practical experience in India
- UNESCO is providing assistance for curriculum development
- Reports a need to increase the time and quality of practical studies. Currently, students in extractive related subjects get 20 days of practical studies during the whole course of their qualification.
- Students who can find a job in extractives are involved in the coal extraction sector

## Contact Information

- University Location : Kabul
- Person to contact
  - Name : M.Hadi Hedayati
  - Position : Vice chancellor for Administrative Affairs
  - Tel : 0785 504 620
  - E-mail : hhedayati@ku.edu.af

## Additional Details

- 18000 students are currently enrolled morning/day shift and 6000 students enrolled night shift
- 1250 students currently enrolled in the Geology department, which includes qualifications in Geology, Geography, Environmental Sciences/Disaster Management and hydro-metrology
- Kabul University would need to get some of its training staff getting PhDs to build capacity with the faculty members
- 10-15 lecturers go to Bonn University (Germany) every year for training
- Teachers don't have much practical experience, and none have work experience in the mining/petroleum sector
- The ratio student/teacher is too important and doesn't allow good study conditions for students, especially when it comes to research.
- Assistance for equipment and scholarships is received from the German government and USAID

## Contact Information

- University Location : Sheberghan
- Person to contact
  - Name : Momand Wali Mohammad Hasheem Sediqi
  - Position : Scientific Assistant
  - Tel : 0770 670 846
  - E-mail :

## Additional Details

- 3,600 Students currently enrolled, 750 of whom in the Geology and mines section
- Teachers of the construction faculty receive support for curriculum design from Kabul Polytechnic University
- Teachers of the Geology and Mines faculty have professional experience with Afghan Gas company
- Currently no laboratory equipment
- Currently only 1 teacher for 750 students
- University expressed a need of support for the practical training of its students

## Contact Information

- University Location : Mazar-I Sharif
- Person to contact
  - Name : Mohammad Naser
  - Position : Deputy Director General
  - Tel : 0700 503 844
  - E-mail :

## Additional Details

- 10,200 students currently enrolled in Balkh University, 600 of whom in the Geology and Mining faculty.
- Curriculums are designed with support from Germany and Thailand (Asia Institute)
- 18 Teachers sent to Thailand to get master's degree
- Other faculties include: Law, Computer Engineering, Medical, Education, Literature and language, Agriculture, Public Administration, Islamic Law, Journalism
- World Bank provides support for capacity building and laboratory equipment for all faculties since 2008
- UNESCO is providing assistance for curriculum development
- Practical training exists and is undertaken during internships with several organizations: Northern Coal, AGS or companies in Sheberghan and Mazar, cement factory in Baghlan, sugar factory, etc.

## Contact Information

- University Location : Bamiyan
- Person to contact
  - Name : Aziz ullah Yousufzai
  - Position : Provincial student affairs and supervisor
  - Tel : 0799 133 364
  - E-mail : Yousofi88@gmail.com

## Additional Details

- 2,630 Students currently enrolled (500 female students), 330 students currently enrolled in Geology faculty
- 20-25 computers in the whole university, and they're not being used because of the lack of electricity supply
- Other faculties include : Social Sciences, Agriculture and Educational training
- 1 qualified teacher for 330 students in the Geology faculty
- 2 Teachers are currently completing PhDs in Germany and Iran. They will return to teach with a deeper knowledge of the industry
- IOM provided support to pay teachers salaries during 4 years
- World Bank has pledged support but it has not materialized yet
- Bamiyan University expressed needs for all kinds of assistance and support : Laboratory, Technical assistance, Scholarships and long term training
- Students do not have the opportunity to do internships or to gain practical experience of any sort. Nonetheless, they are able to get fieldwork done on Hajigak site.
- Graduates from the Geology faculty go on to work at the MoM

## Contact Information

- Institute Location : Sheberghan
- Person to contact
  - Name : Shaheed Azrat Shah
  - Position : Academic affairs
  - Tel : 076 407 531
  - E-mail : Eng\_barlas@yahoo.com

## Additional Details

- 1,300 students currently enrolled, 323 of whom in the oil and gas section of the Institute
- Other sections include Construction, Power, Vehicle Maintenance
- The laboratories lack modern equipment
- No students from the Oil&Gas section have been graduated yet. The qualification on offer lasts 5 years



## Contact Information

- Institute Location : Mazar-i Sharif
- Person to contact
  - Name : Abass Khan
  - Position : President of the Institute
  - Tel : 0799 151 337
  - E-mail : Abbaskhan180@yahoo.com

## Additional Details

- 884 student are currently enrolled in the Institute
- The Institute offers 5 years qualifications.
- All qualifications were started two years ago, thus students won't be graduated before 2015
- Curriculums are designed based on old curriculums from the 1970's
- Support is given to help teachers get a master's degree abroad (US, Poland, Slovakia)
- No work placement service, and no possibility yet for practical training
- The Institute expressed needs for support in curriculum design, assistance in transportation costs for students as well as practical experience

## Contact Information

- Institute Location : Kabul
- Person to contact
  - Name : Mr Anwari
  - Position : Institute Manager
  - Tel : 0773 361 573
  - E-mail :

## Additional Details

- 1244 students are currently enrolled in the Institute
- The Institute offers qualifications in Electricity, Vehicle mechanics, Machine mechanics and metalworks
- Support was given for curriculum design by professional experts and UNESCO
- Currently no support is given to the Institute of Mechanics
- The Institute does not offer work placement services
- The Institute expressed needs of assistance from potential employers (private companies) to support them by giving equipment, tools, machinery and technical support

## Contact Information

- Institute Location : Qala-e Fatullah, Street 6, Kabul
- Person to contact
  - Name : Mohsina Noori
  - Position : Director
  - Tel : 0799 012 584
  - E-mail :

## Additional Details

- 650 students currently enrolled in the Institute
- The Institute offers 2 qualifications (16 months) in Banking and accounting
- Curriculums were designed with the help of MoE
- World Bank has provided support for the technical materials used at the Institute
- The Institute was approached by GIZ, which promised additional support
- The Institute doesn't provide work placement services, and doesn't help students to get internships. In their opinion, MoE should be the body responsible to facilitate Internships for the students

## Contact Information

- Institute Location : Pul-i-Alam
- Person to contact
  - Name : Mohammad Omer Sherzad
  - Position : Director/Teacher
  - Tel : 0700 033 070
  - E-mail :

## Additional Details

- The Institute was established recently and 175 students are currently enrolled
- The Institute offers only a two year qualification in mining.
- No school building, or facilities
- One teacher for 175 students
- Teacher has no practical experience
- No fieldwork for students
- The director of the Institute (who is also the sole employee of it for now), expressed need for support in finding and hiring teachers, getting scholarships for students, laboratory equipment for geology and chemistry subjects, and other training equipments such as projectors, library, internet...