

# Promoting Rural Youth Employment in Afghanistan

## through Entrepreneurship Education and Vocational Training

### Opportunities for ITC in TVET in Afghanistan

John O'Sullivan  
Fareed-ud-Din Noori



International Labour Organization



International Training Centre

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Promoting Rural Youth Employment in Afghanistan through Entrepreneurship Education and Vocational Training:  
Opportunities for ITC in TVET in Afghanistan

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E-mail: [Publications@itcilo.org](mailto:Publications@itcilo.org)

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## Foreword to the Analytical Study on TVET in Afghanistan

Young people can be a significant force for change in fragile settings. This is even more true of a country like Afghanistan, where almost two thirds of the population are below the age of 24. However, young people are also one of the age groups hardest hit by crisis situations and may have more difficulty in finding a job, due to lack of education, lack of experience or lack of employable skills. For this reason, they are also the age group most at risk of radicalization and/or marginalization.

One of the most effective strategies for integrating young people into the labour force is to provide them with the skills they need to find decent work – or to create jobs of their own through entrepreneurship development and self-employment. In situations of fragility, however, there are additional challenges: young people may not prioritize education, especially if they are already providing for their families, if only partially. There therefore has to be a clear link between the vocational training offered and the level of employability and potential for rapid income generation that such skills training provides. To achieve this, it is important to accurately target the needs of young people, and strive to reduce any mismatch between the training provided and market demands.

This study was developed during the inception phase of the project “Promoting Rural Youth Employment in Afghanistan through Entrepreneurship Education and Vocational Training”, the aim of which is to provide a

detailed analysis of the current situation in the country. It focuses on Technical and Vocational Education and Training, and on opportunities for skills development for young men and women in Afghanistan, particularly in rural settings.

It aims to offer a deeper understanding of the present circumstances, including an analysis of the risks and challenges but also, more importantly, of the country’s assets and rich potential. It will serve as a starting point for the development of training activities designed to upgrade the skills of young men and women in Afghanistan, and so enable them to access the labour market.

Project activities are being developed in close consultation with the Ministry of Labour, Social Affairs, Martyrs and Disabled (MoLSAMD) and other local constituents, to ensure that key needs are covered and to better align them with local priorities.

Ahmad Shah Salehi,  
Deputy Minister, Ministry of Labour, Social  
Affairs, Martyrs and Disabled of the Islamic  
Republic of Afghanistan

Manzoor Khaliq,  
ILO Representative, Afghanistan

Andreas Klemmer  
Director, Training Department,  
ITCILO

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## Acknowledgements

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In addition, the colleagues of the Employment Policy and Analysis Programme at the International Training Centre of the ILO (ITCILO): Mr Joel Alcocer, (Senior Programme Officer), Ms Alessandra Molz (Senior Programme Officer), Ms Marta Makhoul (Technical Officer) and Ms Michela Albertazzi (Project Officer) provided valuable feedback and coordinated the overall work deliverables.

All the photographs in this report were taken by Fareed-ud-din Noori.

The International Training Centre of the ILO would like to thank all those individuals who contributed their time, assistance, and support to this project.

## Executive Summary

In the 15 years since the fall of the Taliban, Afghanistan has established a stable civilian unity Government, and all foreign forces have withdrawn. The economy is developing, and education has expanded dramatically from one million to ten million pupils, with the proportion of girls increasing from zero to 40%. Higher Education and TVET have also expanded in step.

But the political, security and economic situation remain precarious. Afghanistan is still one of the poorest countries in the world, with poor adult literacy, health, electricity and water services. The population is young and growing, with 22.5% aged between 15 and 24.

The labour force participation rate is 55%, the unemployment rate is 22%, and under-employment accounts for another 16%. Youth unemployment is worse at 27%. Most workers are self-employed.

Responsibilities for TVET are split between several ministries and components:

- The Deputy Ministry TVET (DM-TVET) controls 157 vocational schools, 127 higher-level institutes and 11 TVET special education facilities, together producing 17,000 graduates per year. It oversees another 56 private TVET institutes, giving a total of 351 TVET facilities.
- The Ministry of Labour, Social Affairs, Martyrs and Disabled (MoLSAMD) controls 46 Vocational Training Institutes together with sub-contract and other arrangements, teaching 44 occupations to 50,000 adults in total per year. MoLSAMD also directs the embryonic national qualifications system.
- The Ministry of Higher Education (MoHE) controls 25 public universities, and oversees another 27 private universities and 112 HE institutes, and all teacher training.

- Other ministries, at least 400 commercial training providers, numerous donors and NGOs, and a handful of large employers all contribute to a complex TVET landscape.

Despite considerable investment and expansion over recent years, TVET remains weak and fragile. Facilities are described as poor, especially workshops and equipment, some without even water or electricity. There have been improvements in teacher training and curricula, but much more remains to be done. There is no functioning system for recognition, registration, or accreditation of training providers, nor for assessment and certification of trainees. TVET is disconnected from real market needs, with little employer engagement. The result is that only about half of TVET graduates obtain gainful employment in their trained occupation. These matters are well recognised, and there is a new focus on quality and systems in both DM-TVET and MoLSAMD.

There are strong skills needs in many areas of the economy: construction of all forms, mining and energy, water systems, maintenance and repairs, agriculture and food processing, and services.

It is proposed that ITCILO enters this market by providing training programmes at four levels:

1. Strategic leadership of TVET
2. Institution leadership
3. Teacher training and development
4. Systems, Processes and Quality

ITC should work with the main ministries and donors, collaborating to bring about a much-needed systems and quality reform of the whole TVET system.

## Abbreviations and Acronyms

<b>ANQA</b>	Afghanistan National Qualifications Authority
<b>ANQF</b>	Afghanistan National Qualifications Framework
<b>ARTF</b>	Afghanistan Reconstruction Trust Fund
<b>ASDP</b>	Afghanistan Skills Development Project
<b>DM-TVET</b>	Deputy Ministry – Technical & Vocational Education & Training
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (the German international development agency)
<b>HE</b>	Higher Education
<b>IDA</b>	International Development Agency
<b>ILO</b>	International Labour Organisation
<b>ITC</b>	International Training Centre
<b>JICA</b>	Japan International Co-operation Agency
<b>MAIL</b>	Ministry of Agriculture, Irrigation and Livestock
<b>MoIA</b>	Ministry of Interior Affairs
<b>MoHE</b>	Ministry of Higher Education
<b>MoLSAMD</b>	Ministry of Labour, Social Affairs, Martyrs and Disabled
<b>MoPH</b>	Ministry of Public Health
<b>NGO</b>	Non-Governmental Organisation
<b>NOSS</b>	National Occupational Skills Standards
<b>NSDP</b>	National Skills Development Program
<b>TVET</b>	Technical & Vocational Education & Training
<b>USAID</b>	United States Assistance for International Development
<b>VTC</b>	Vocational Training Centre
<b>WB</b>	World Bank



# 1. Introduction

## 1.1 Background

Afghanistan is a large land-locked country, with extremes of climate and a mountainous terrain, prone to earthquakes, but rich in natural resources.

After decades of occupation and civil war, it was liberated from Taliban control in 2001 by a combination of local and foreign forces, resulting in a democratic constitution and government, supported by international donors. Most foreign forces withdrew in 2014.

With international assistance, general education has expanded enormously since 2001, from 1m pupils to around 10.5 million, and girls from zero to 40%, requiring a massive increase in school facilities and teachers. These students are now entering the labour market in large numbers, as are returning emigrants.

Despite considerable progress on many fronts, Afghanistan remains one of the poorest countries in the world, with low adult literacy, employment, health, and personal incomes. The condition of women, young people, disabled, orphans and other disadvantaged groups is especially critical, even more so in rural areas.

Technical and Vocational Education (TVET) has broadly kept pace with the expansion of general and higher education. But facilities such as workshops and laboratories remain poor, curricula and teaching methods remain in need of updating, and the whole system suffers from poor esteem, low quality and disconnection from the labour market.

ITC – ILO seeks to better understand the TVET situation, and to work with others to achieve a transformational reform of the capability and quality of TVET in Afghanistan, and thus contribute to the economic and social well-being of the country and the target groups.



## 1.2 Objectives

The International Training Centre (ITC) of the International Labour Organisation (ILO), part of the UN system, has requested this short study to help evaluate the opportunities for offering its services in Afghanistan. The overall aim is to promote youth employment through entrepreneurship, education and vocational training, with a special focus on women, rural areas, and other disadvantaged groups.

Particular objectives include:

- Describing the structure and characteristics of the working population, with participation rates for youth, women and disadvantaged groups in training and work
- Mapping the current TVET provision in Afghanistan, including training needs not currently provided
- Identifying the barriers to labour market entry for TVET graduates
- Identifying the constraints and opportunities for the development of TVET
- Mapping the economic opportunities and expanding sectors

- Identifying the key strategic options for an innovative training program for TVET in Afghanistan

### 1.3 Methodology

The project has been conducted mainly by desk research and telephone interviews. A large volume of information has been collected, listed in Annex A, but it should be noted that much of this is several years old. The work has been supplemented by a series of eight interviews with thirteen key stakeholders as listed in Annex B1, using the Interview Guide shown in Annex B2.

### 1.4 Security and political stability

This introduction would not be complete without a reference to the very difficult security situation in the country. It is reported that around 30% of the country is controlled by various anti-government forces, with another 20% disputed. The illegal cultivation, production and export of narcotics continues.<sup>1</sup>

Certain terrorist and extremist groups continue to oppose modern education in general, especially for women, and all music, dance and drama education.

Even Kabul, the capital city, is dangerous. There are no entertainment or social facilities for international staff, who are confined to well-guarded secure compounds, and travelling in armoured vehicles only when essential. Government officials are also reluctant to travel, especially to rural areas, fearful for their personal safety.

Within the timescale of this project the Parliament has dismissed seven cabinet Ministers, including the three most significant for TVET: Minister of Education, Minister of Higher Education, and Minister of Labour, Social Affairs, Martyrs and Disabled (MoLSAMD). This matter is now before the Supreme Court.

All this makes the development and management of education and TVET extremely difficult. In these circumstances it is remarkable that even some progress has been achieved.

### 1.5 What the CIA says<sup>2</sup>

Afghanistan's economy is recovering from decades of conflict. The economy has improved significantly since the fall of the Taliban regime in 2001 largely because of the infusion of international assistance, the recovery of the agricultural sector, and service sector growth. Despite the progress of the past few years, Afghanistan is extremely poor, landlocked, and highly dependent on foreign aid. Much of the population continues to suffer from shortages of housing, clean water, electricity, medical care, and jobs. Criminality, insecurity, weak governance, lack of infrastructure, and the Afghan Government's difficulty in extending rule of law to all parts of the country pose challenges to future economic growth. Afghanistan's living standards are among the lowest in the world.

1 United States Central Intelligence Agency World Fact Book

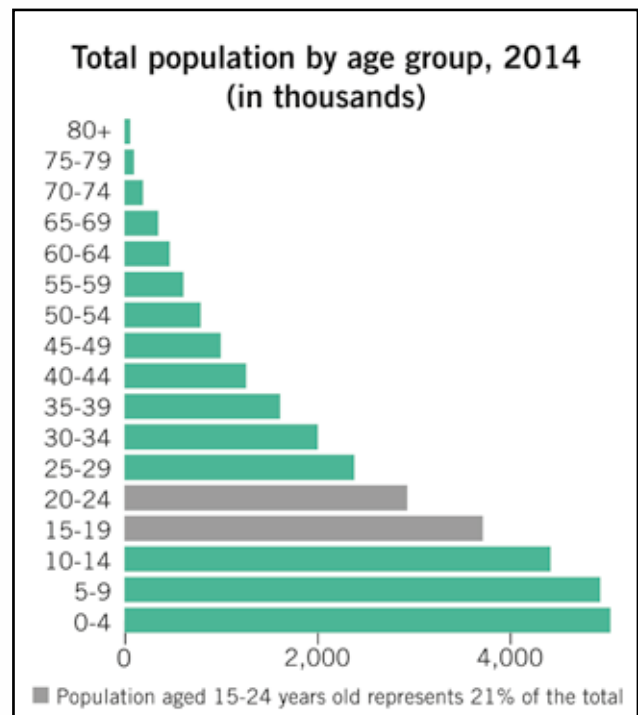
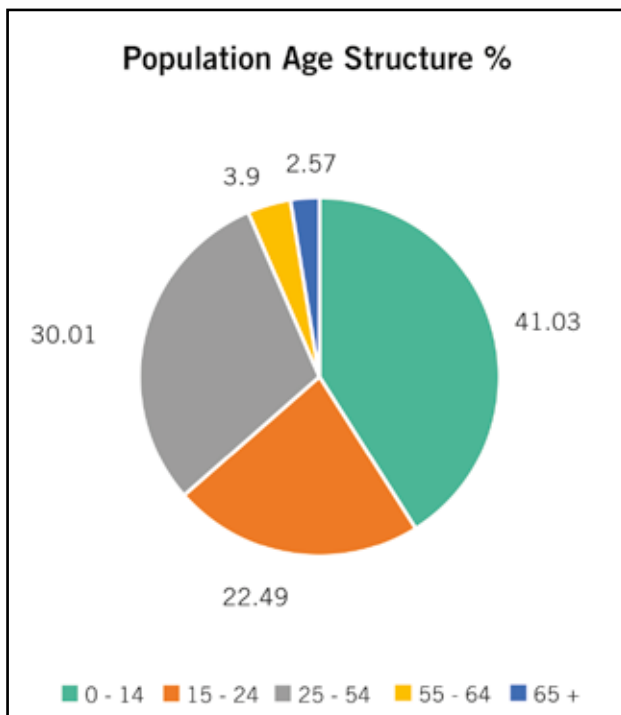
2 United States Central Intelligence Agency World Fact Book

## 2. Economy, Employment and Education

### 2.1 Population

The total population of Afghanistan is uncertain. The CIA estimate for July 2016 is 33.3 million.<sup>3</sup> The Government of Afghanistan prefers its own lower 2014 estimate of 28 million.<sup>4</sup> The CIA also estimates that the population is growing rapidly, at 2.3% per year.

In any event the population is very young, with 41% of the population aged under 14, and another 22.5% aged 15-24, that is 7.5 million young people of employable age, the main focus of this study. Of this group, 3.82m (51%) are male, 3.68m (49%) are female (all CIA figures). Only 6.5% of the population are aged over 55.



<sup>3</sup> CIA World Fact Book July 2016

<sup>4</sup> Afghanistan Living Conditions Survey ALCS 2014

### Provinces and Cities

Badakhshan – (Faizabad)	Jowzjan – (Sheberghan)	Panjshir – (Bazarak)
Badghis – (Qaleh-ye Now)	Kabul – (Kabul)	Paktia – (Gardez)
Baghlan – (Pol-e Khomri)	Kandahar – (Kandahar)	Paktika – (Sharan)
Balkh – (Mazar-e-Shariff)	Kapisa – (Mahmud-e-Raqi)	Parwan – (Charikar)
Bamian – (Bamian)	Khost (Khost)	Samangan – (Aybak)
Daikondi – (Nili)	Konar – (Asadabad)	Sar-i Pol – (Sar-i Pol)
Farah – (Farah)	Kunduz – (Kunduz)	Takhar – (Taloqan)
Faryab – (Maymana)	Laghman – (Mehtar Lam)	Uruzgan – (Tarin Kowt)
Ghazni – (Ghazni)	Lowgar – (Pol-e Alam)	Wardak – (Meydan Shahr)
Ghowr – (Ferozkoh)	Nangarhar – (Jalalabad)	Zabol – (Qalat)
Helmand – (Lashkar Gah)	Nimruz – (Zaranj)	
Herat – (Herat)	Nuristan – (Nuristan)	

### Population distribution

Afghanistan is divided administratively into 34 provinces, shown overleaf, and listed alphabetically above with their principal city.

27% of the population live in urban areas, which are growing at 4% per year. The population

distribution is very uneven, with just a handful of cities and vast very sparse areas. The capital city, Kabul, is by far the largest population centre with 4.6 m people. There are four other large cities: Mazar-e-Shariff, Herat, Kandahar and Jalalabad.

The population and its density by province is listed in Annex C, and illustrated overleaf.

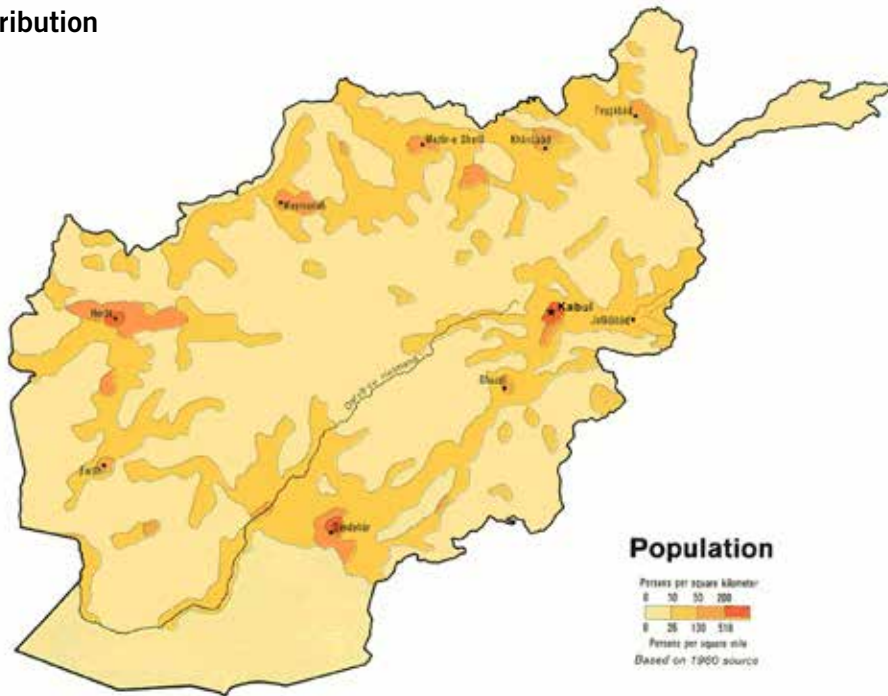
### Afghanistan: Provinces



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ReliefWeb  
Email: maps@reliefweb.int

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### Population Distribution



Source: www.clipart.com

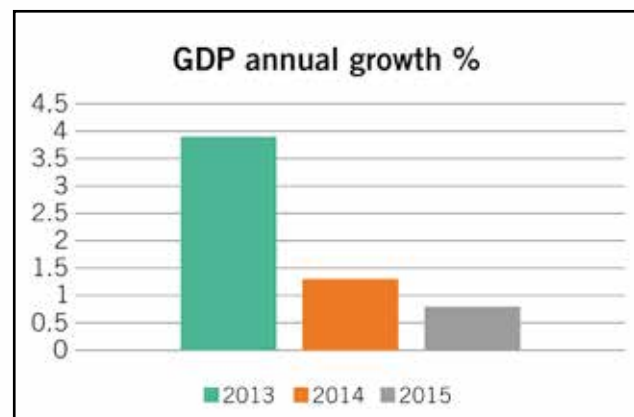
### Disabled people

As a result of decades of conflict, and continuing problems with landmines, Afghanistan has a high proportion of disabled people. According to a 2005 survey,<sup>5</sup> 4.7% of the population (1.2 million) are disabled, with 2.7% severely so (600,000). A more recent report puts the latter figure at 800,000,<sup>6</sup> half of them children. One in five households are affected, 75% of them in rural or poor semi-urban areas.<sup>7</sup>

Most of these people are illiterate, unemployed, and lacking access to health facilities or education. 200,000 children do not go to school, 72% have never had any education. Disabled women and girls suffer double discrimination.

## 2.2 Economy

The Afghanistan economy remains weak and fragile, heavily dependent on international assistance. The withdrawal of foreign forces in 2014 has led to a slowing in the growth rate from 3.9% in 2013 to just 0.8% in 2015, meaning that total GDP grew from \$61.5 billion in 2014 to \$62.0 billion in 2015 (all in 2015 US\$ at purchasing power parity).<sup>8</sup>



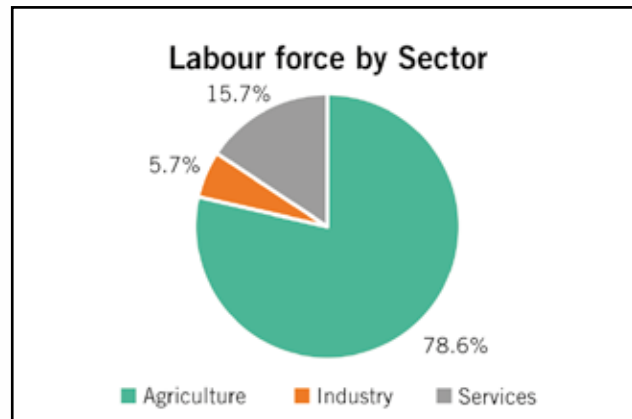
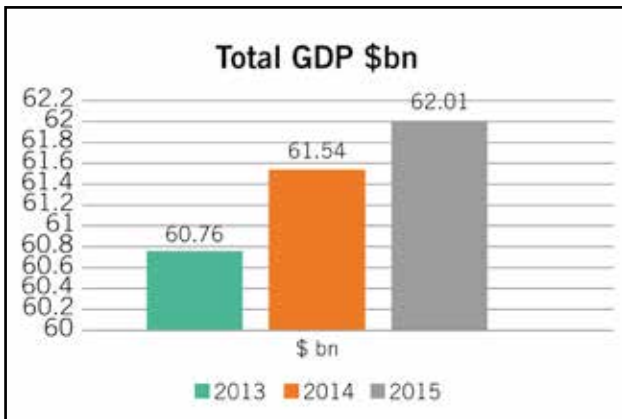
5 Government of Afghanistan and Handicap International, 2005

6 Khaama Press, February 2013

7 Norad 2012

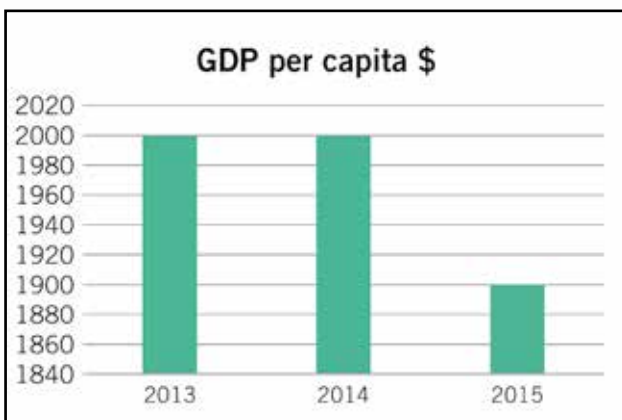
8 CIA World Fact Book





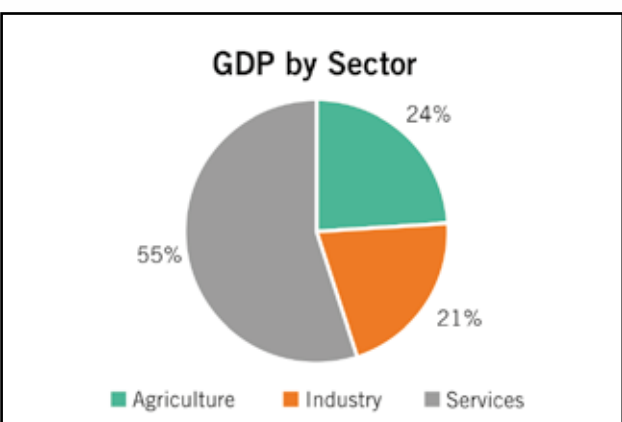
This has resulted in a fall in GDP *per capita* from \$2,000 to \$1,900. On this measure, Afghanistan is one of the poorest countries on Earth, ranking 206<sup>th</sup>.

More detailed breakdown of these broad divisions is not readily available, but the main components are:



- Agriculture**
  - poppies, opium
  - wheat, fruits, nuts
  - livestock, dairy
  - wool, mutton, sheepskins, lambskins
- Industry**
  - bricks, cement
  - soap
  - furniture
  - textiles, apparel, shoes
  - food products
  - non-alcoholic beverages, mineral water
  - carpets
  - natural gas, coal, copper
  - fertilizer

Services contribute over half of GDP, with Agriculture and Industry sharing the other half. But in terms of labour, agriculture dominates with almost 80% of the workforce, with small services and very small industry components.



The industrial production growth rate for 2014 was estimated at 1.2%. Exports account for 6.6% of GDP.

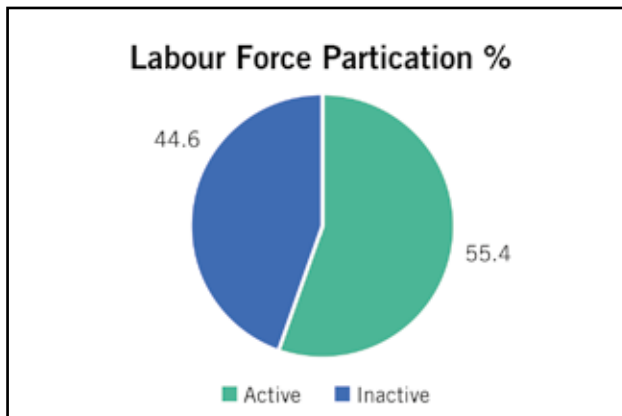
Data on growth sectors is also not easily available, but is discussed later in Section 4.1.

## 2.3 Employment

According to the Government's ALCS figures, the total working age population is 15 million. But only 55.4% of that group, or 8.5 million, participate in the labour force. The other 44.6% or 6.9 million people of working age are not economically active, perhaps because they are women, have family duties, are not fit to work, or choose not to do so.

Of this participating 8.5 million:

- 61.0 % (5.2 million) are employed
- 22.2 % (1.9 million) are unemployed

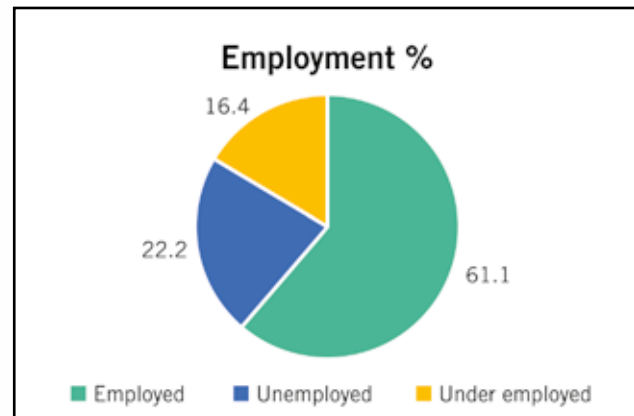


- 16.4 % (1.4 million) are under-employed

This means that 38.6 % or 3.3 million people are not gainfully employed. The youth unemployment rate is 5% worse than the above figure, at 27.4%.

Outside agriculture, only 10% of the waged workforce are women.

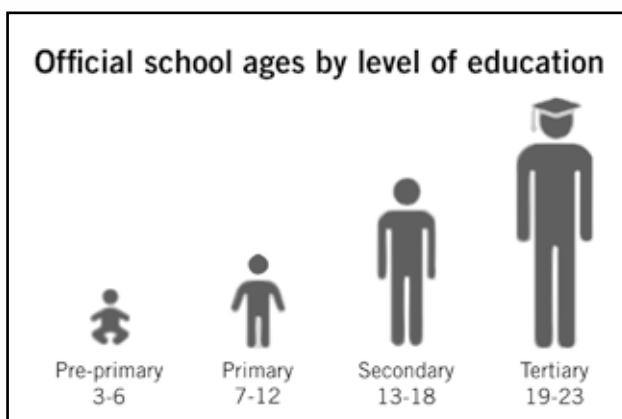
79% of workers are self-employed or are contributing to a family business. This is considered vulnerable employment. MoLSAMD estimates that two million additional jobs are needed to provide people with an adequate living.



## 2.4 Education

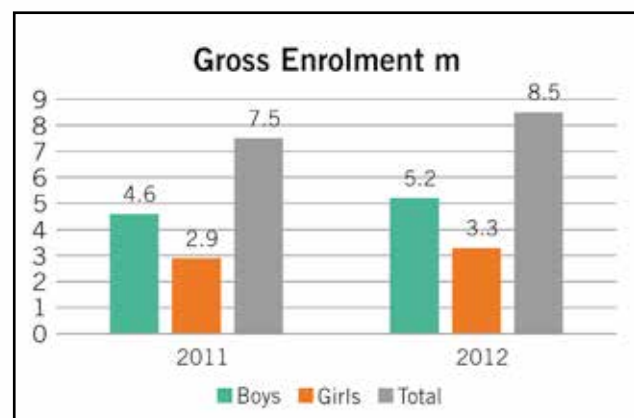
There are four tiers of education, illustrated here.

Compulsory education lasts nine years, from age 7 to age 15.



According to the Constitution, general education is free of charge, but there is also a small private sector.

UNICEF<sup>9</sup> reports that the total number of school pupils increased by one million to 8.5 million from 2011 to 2012, of which girls accounted for 39%.



9 UNICEF Annual Report 2013 - Afghanistan

UNESCO<sup>10</sup> has more recent data on student population by tier for 2014. This shows that 10.5 million pupils were in the main schools, with another 4.0m in pre-primary, and 3.2 m in higher education.

The gross enrolment ratio increased from 75% in 2011 to 79% in 2012 (but 92% for boys, 66% for girls).

Retention to Grade 5 increased in the same period from 53% to 64.5% (66.3% for boys, 61.8% for girls).

#### Student population by tier 2014

- Pre-primary 3.99 m
- Primary 5.66 m
- Secondary 4.85 m
- Higher 3.20 m

This means that around 20% of school age children have never been to school (and over 30% of girls). And of those that have enrolled, about one-third drop out before Grade 5.

Approximately one million pupils leave school every year to (attempt to) join the labour market or enter higher education.

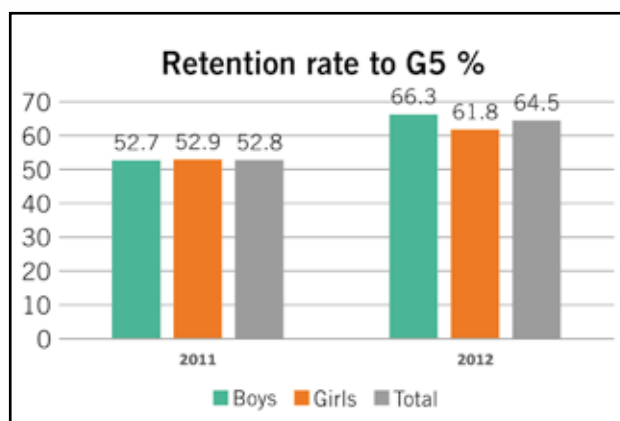
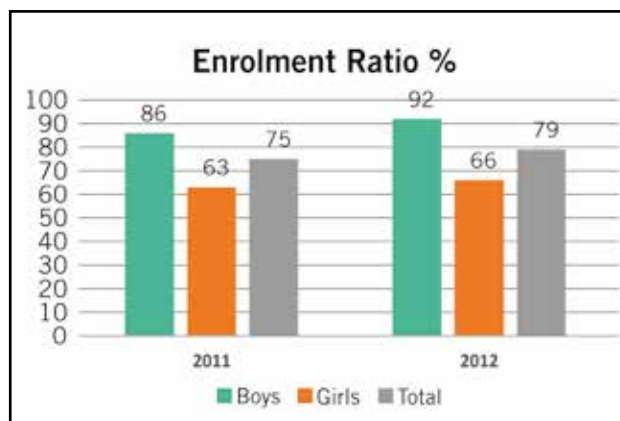
UNESCO also reports that 24,315 students graduated from university in 2014, 18% of those with teacher training degrees.

Clearly favourable progress is being made:

- School populations continue to increase dramatically



©ITC/ILLO



- 1,700 new schools were constructed in the two years 2011 and 2012
- 22,000 new teachers were recruited in the same two years, of which 34% were female
- A new national curriculum was introduced in 2012

But severe problems remain:

- Over 2.3 million children do not attend school, 75% of them girls
- There is an uneven distribution of schools
- Infrastructure remains poor, e.g. secure perimeter walls, electricity, internet, water, segregated toilets
- Family, social and cultural factors undermine enrolment and progress at school
- The quality remains low, and achievement rates unsatisfactory, especially for the early grades

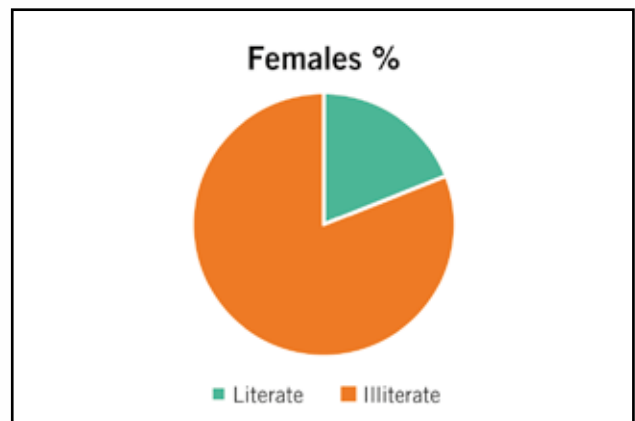
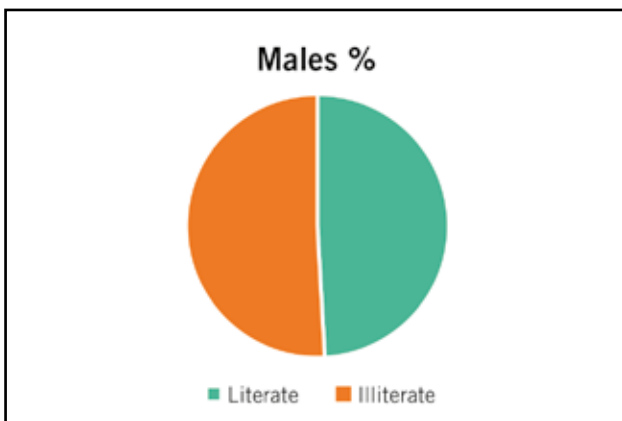
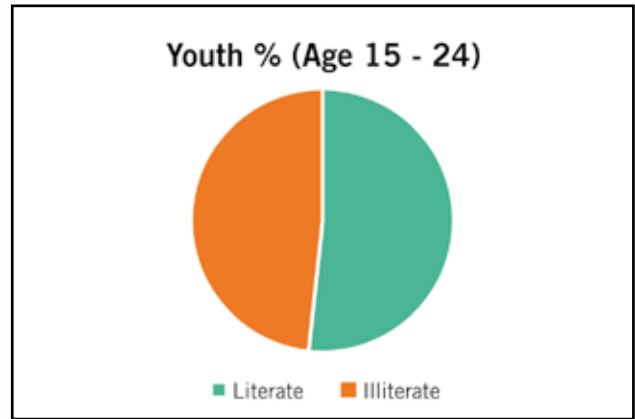
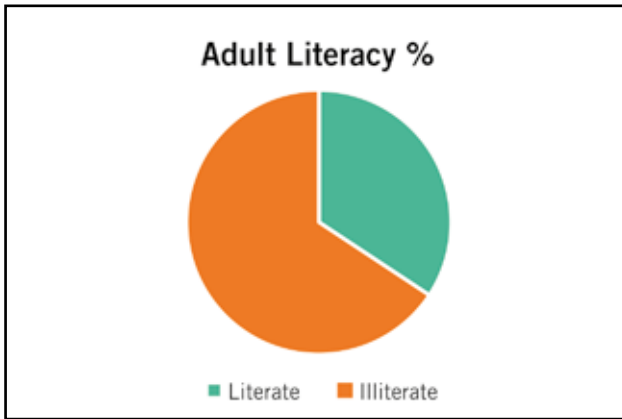
10 UNESCO Institute for Statistics



## 2.5 Literacy

The overall adult literacy (defined as aged over 15 and able to read and write) is 34.3%, according to Government ALCS figures. This means almost two-thirds of adults or 9.7 million adults are illiterate.

Females are considerably worse off with only 19% literacy and 5.9 million illiterate. The youth literacy rate is much better at 51.7% - but still only about half the population.



## 3. Technical and Vocational Education and Training (TVET)

### 3.1 Introduction to TVET

TVET is the main focus of this report. While clearly central to developing a competent and well-paid workforce, it does not enjoy the status or esteem of other branches of education or professional training.

Political responsibilities are fragmented across several ministries, as is the market structure. The main components are:

- Deputy Ministry of TVET (DM-TVET), part of the Ministry of Education, responsible for 157 vocational schools, 127 vocational institutes, and 11 vocational special education facilities, across all provinces.
- The Ministry of Labour, Social Affairs, Martyrs and Disabled (MoLSAMD), responsible for 46 Vocational Training Centers (VTCs) in 22 of the 34 provinces, and other training throughout the country. MoLSAMD also oversees the Afghanistan National Qualifications Authority (ANQA), its Framework (ANQF), and its National Occupational Skills Standards (NOSS).
- The Ministry of Higher Education (MoHE) which controls the 25 public universities, and oversees another 27 private universities and 11 HE Institutes. It also has lead responsibility for the training and in-service development of teachers.
- Other Ministries also provide vocational training for their specific sectors, eg Ministry of Defence for the Army, Ministry of Internal Affairs for the police, and Ministry of Health for doctors in its hospitals.
- There are at least 400 private training providers,<sup>11</sup> some quite large, but many small or very small, mainly providing English language and IT training of indifferent quality.

- Also operating in this complex landscape are many international donors and NGOs. As well as the major donors (World Bank, USAID, EU, DfID, GIZ), there are numerous others. Many of them sponsor some of the above-mentioned public or private training providers, thus interleaving another layer of complexity.

These components are discussed in the next sections. But it can be noted here that political and working relations between some of the foregoing have been strained at times, including between the three lead ministries, leading to poor co-operation.

In an effort to resolve this, a HR Cluster was established in 2011 with all the main TVET players, with some success. A Memorandum of Understanding was agreed between DM-TVET and MoLSAMD and appears to be working well. There is now a new proposal to establish an overall TVET Board responsible directly to the President.

### 3.2 Deputy Ministry of TVET (DM-TVET)

DM-TVET was established with World Bank support in 2008 as a new Deputy Ministry, to give more political and public focus to vocational education, and to provide vocational training for the new waves of school-leavers who were then beginning to emerge from the expansion of general education. It had previously operated as a directorate within the Ministry of Education. It inherited a small, dispirited and disillusioned system, mostly in Kabul and the major cities, teaching outdated Soviet-era curricula, only to boys, in poor quality buildings with no workshops, laboratories or equipment.

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<sup>11</sup> USAID Afghanistan TVET Providers Inventory – November 2011

Today, in partnership with Provincial Education Departments (PEDs), it operates:

- 157 vocational *schools*, providing full-time general secondary and vocational education in a specific vocational area, typically in four/ five-year courses at Grades 9 to 12.
- 127 vocational *institutes*, providing full-time senior secondary and vocational education, also in a specific subject area, usually in two-year courses at Grades 13 to 14.
- 11 vocational *special education* facilities, e.g. for deaf or blind children.
- It also oversees 56 *private* TVET institutes.

This chart shows the numbers of schools and institutes by province. All provinces are covered, but note that Kabul appears at both ends of the chart.

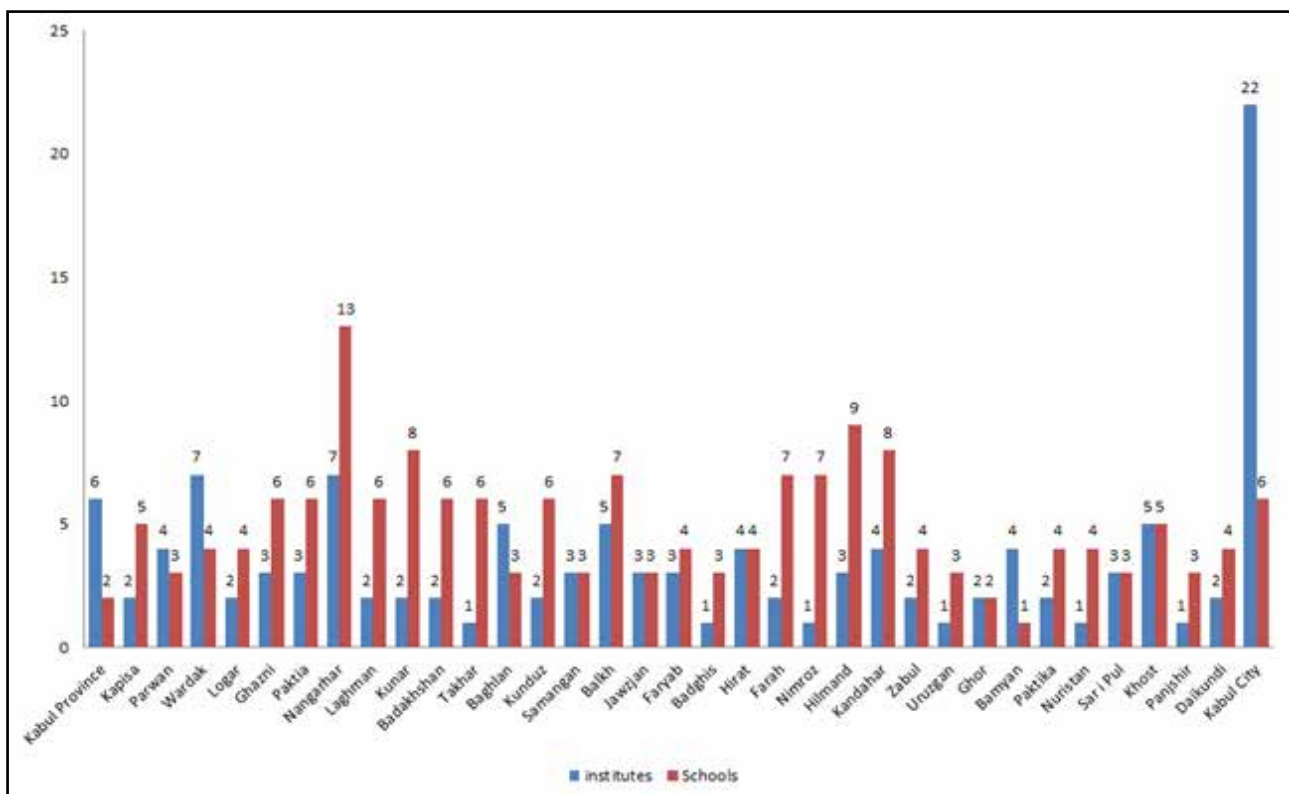
The total capacity of these 351 public providers is about 63,000 students, generating 5,000 school graduates and 12,000 institute graduates each year into the labour market or into higher education.

Facilities are described as improving although still poor.

Teachers are trained mainly by the MoHE in the Education faculties of various universities, but without subject-specific training. In order to address this issue, GIZ established a TVET Teacher Training *Academy* (TTTA) in Kabul in 2011, and a second in Mazar in 2013. DM-TVET established its own TVET Teacher Training *Institute* (TTTI), but this has poor facilities and is therefore less popular and is barely operating. In both cases, due to regulations the resulting TVET teachers can only teach up to Grade 6.

There is no functioning Quality Assurance system, so assessment and certification of students, and accreditation of providers, is haphazard.

Number of TVET schools and institutes by province



### Case study 1: TVET Teacher Training Academy

In order to meet the emergency demand for TVET teachers, GIZ established the TTTA in 2011, in modernised premises with new curricula, initially within the Kabul Mechanical Institute. 600 students applied, of which 180 were accepted for a 2 ½ year program. New premises were built in 2014. A second TTTA was opened in Mazar in 2013. But regulations have not allowed the new graduate TVET teachers to operate above Grade 6.

### Case study 2: National Institute of Management and Accounting (NIMA)

This was established by WB, USAID and other donors in 2008 on a large scale campus to be the premier public management and accounting institute. It was not a success, (in part because of problems between different groups of foreign teachers) and relationships with both the contractor and university partner were terminated.

It has since been reformulated on a smaller scale, and is now operating successfully.

A DM-TVET survey showed that only 30% of their graduates are hired in their subject area, while another 20% worked in other areas, with 50% unemployed. Some also progress to higher education. The reasons were stated to be as follows:

- Their training was not based on market needs, so students do not get what is needed
- They do not receive recognised certification
- It is not a regular or regulated market, so employers have no expectations

The focus for the next five years is on improving the quality of the system, rather than new construction. Improvements are needed to facilities, teachers, curricula, and “pathways to opportunities”.

There is a new initiative for a GIZ scheme to connect TVET students to the informal sector, in effect a form of apprenticeship, with formal assessment and certification.

## 3.3 Ministry of Labour, Social Affairs, Martyrs and Disabled (MoLSAMD)

Unlike DM-TVET which operates at school level, MoLSAMD provides Vocational Training Centers (VTCs) for adult learners through courses of less than one year, typically 6-9 months. Currently it operates 46 such VTCs in 22 provinces, and controls other rented and sub-contracted training throughout the country. One or two VTCs are added every year. As can be seen, all but four of the new centres have international sponsors.

These centres have trained 101,000 trainees over the last two years, with considerable emphasis on training females – 38,654 compared to 62,131 males. One-half of them take up employment in the informal sector, the progress of the other half being unknown.

Infrastructure is described as poor in many cases, for example no electricity (hence no power tools or internet), no water (hence no toilets or catering), and poor equipment.

There is a poor relationship with the private sector, with weak commitment from employers, and therefore there is little information on what skills are really needed in the market.

Teacher capability and capacity is described as the most critical issue. Teacher pay is low by comparison with other professional or graduate occupations.

Vocational Training Centers under MoLSAMD				
No	Province	Name of VTC	Quantity	Sponsor
1	Parwan	Afghan/Korea	1	Korea
2	Hirat	PRT and Afghan JICA VTCs of the MOSAMD	7	JICA
3	Kandahar	Afghan JICA, Afghan Iran, WB and Amadad Imam Khuminy VTCs		
4	JICA, Iran, WB,	Amadad Imam Khuminy		
4	Balkh	GIZ, Afghan Iran, WB and Amadad Imam khuminy VTCs	4	
5	Nangrahar	Afghan JICA	1	JICA
6	Kunduz	Afghan JICA and GIZ VTCs	2	JICA, GIZ
7	Bamyan	Afghan JICA and Afghan Iran VTCs	2	JICA, Iran
8	Paktya	Afghan JICA VTC	1	JICA
9	Jawzjan	Afghan JICA VTC	1	
10	Ghor	Afghan JICA VTC	1	
11	Nimroz	Amadad Imam Khuminy VTC	1	Amadad Imam Khuminy
12	Farah	Afghan Iran VTC	1	Iran
13	Baghlan	ACTED VTCs	3	ACTED
14	Badakhshan	GIZ VTCs	1	GIZ
15	Faryab	ACTED VTC	1	ACTED
16	Kunar	USAID VTC	1	USAID
17	Helmand	UAE VTCs	2	UAE
18	Kabul	Afghan Korea, Afghan JICA, WB, Amdad Ansar and GIZ VTCs	6	Korea, JICA, WB, Amdad Ansar, GIZ
19	Kapisa	VTC	1	Newly constructed under GIROA developmental budget
20	Laghman	VTC	1	
21	Ghazni	VTC	1	
22	Wardak	VTC	1	
		<b>Total</b>	<b>44</b>	

Training is provided in 44 occupations:

Occupations taught in VTCs in 2015					
Occupations	Months	No of courses	Occupations	Months	No of courses
Personal Computer repair	9	1	Agriculture	9	1
Construction	6	2	Hoya kaari *	9	1
Motor vehicle repair	6	2	Bead weaver	9	1
Plumber	6	2	Beautician	6	1
Jacket weaver	6	2	Carpet weaver	9	1
Tailoring	6	2	Bag weaving	9	1
English Language	9	1	Pasheme resha *	9	1
Building electrician	9	1	Embroidery	9	1
Metal work	6	2	Photography	9	1
Electrical Equip't Repair	6	2	Machine Embroidery	9	1
Generator repair	6	2	Water pump repair	9	1
Refrigerator repair	6	2	Tractor repair	9	1
Primary computer learning	6	2	Curtain maker	9	1
Advanced computer	9	2	Charma Dozi *	6	2
Painter	6	2	Shawl weaver	6	2
Cotton maker	6	2	Rug weaver	6	2
Mobile repair	6	2	Goldsmith	6	2
Motorcycle repair	6	2	Shash Taar *	6	2
Automotive wiring	6	2	Air condition repair	6	2
Carpenter	9	1	Metalsmith	6	2
Tinsmith	6	2	Bakery	6	2
Hand weaver	6	2	*	6	2

\* *local occupation*

These occupations can be compared with a labour market survey conducted for MoLSAMD in 2016. It can be seen that the occupations shown above in red do not correspond with market demand,

while some highlighted below in red are not taught. However, this data cannot be regarded as totally reliable, as it is well known, for example, that English language training is in strong demand.

### Labour Market Survey 2016

Construction	Carpet weaving	Construction m/c repair	Mobile phone Repair
Plumber	Packing Electrical Equip.	Carpenter	Car Repair
Television Repair	Shoe Maker	Embroider	Dubbing mixer
Computer Repair	Car Painter	Industrial m/c repair	Building Electrician
Tailoring	Making Hot Water Pkg	Metal fabricator	Furniture maker
UPVC fabricator	Refrigerator Repair	Hand embroider	Photography and filming
Motorcycle Repair	Building Painter	Carpet weaving with m/c	Electrical Equip Repair
Tinsmith	Automotive wiring	Beautician	
Water Refinery	Dent remover	Bar bender	
Air condition Repair	Industrial Electric	Designing	

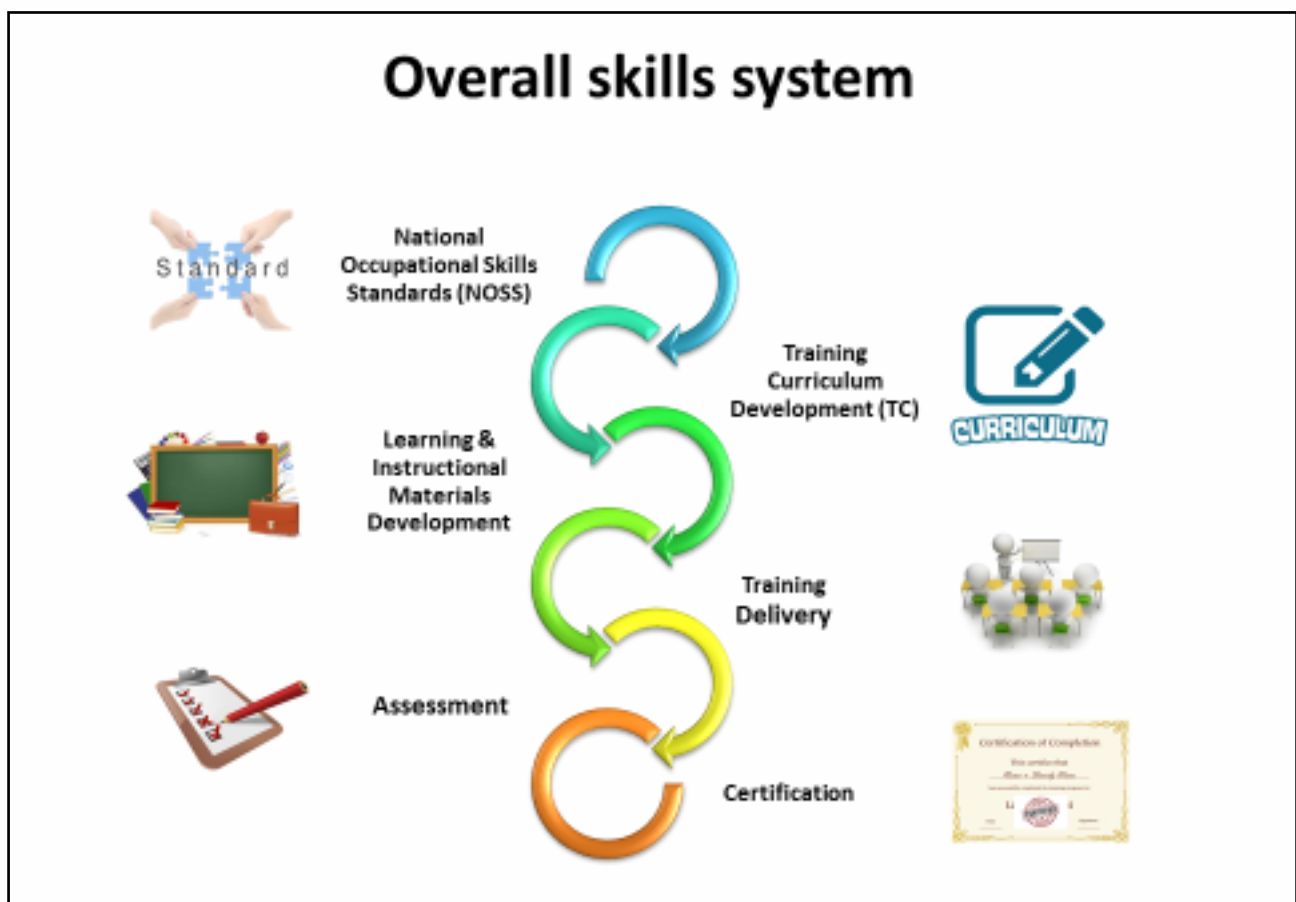
### The Skills “System”

In addition to its role in operating the VTCs, MoLSAMD has a vital role in overseeing a “systems approach” to vocational skills. The key elements are:

- The Afghanistan National Qualification Authority (ANQA) and its Afghanistan National Qualification Framework (ANQF) which has been formally introduced and endorsed. This is an overall classification scheme for skills and qualifications at different levels.
- The development of National Occupational Skills Standards (NOSS) which involve panels of employers defining precisely the skills needed at each level.
- The curricula, materials and training needed to deliver these skills.
- An assessment process to test individual trainees and to certify them.
- A quality assurance scheme including accreditation of the providers.
- Continuous monitoring and evaluation of the whole scheme.

The underlying theory is in line with international norms of competence-based training, and is well understood by the experts at MoLSAMD. They are to be commended for persevering in this endeavour, but for several reasons it seems not to be working well in practice, for the following reasons:

- Lack of awareness, the overall process is not so well understood outside, and in particular by employers, resulting in poor engagement and lack of involvement in the process
- There is no working assessment, certification, or accreditation process – attempts to establish this have not been successful
- Inadequate funding
- Poor management and operation of the VTCs





## “Quality Matters”

We close this MoLSAMD sub-section with a reference to a very recent and very comprehensive study conducted this year by UNESCO for MoLSAMD.<sup>12</sup> It runs to several volumes, providing a balanced and detailed analysis of the VTC sector, with clear recommendations for improving quality in ten priority areas.

Here is a quotation from the Executive Summary:

“The Non-formal TVET sector in Afghanistan is vibrant and committed in its task of meeting the skills needs of learners and employers. It demonstrates a wide range of good practice that, if adopted more widely, would form the basis of a robust national approach. There are, however, a number of tangible barriers and limitations that need to be addressed before effective vocational training organisations, delivering high-quality provision and sustainable employment outcomes becomes the norm.”

– *Lead Assessor for UNESCO*

It is encouraging to see this focus on quality, which is also under way at DM-TVET.

### Quality Matters - Recommendations

1. Annual Planning Cycle
2. Employer-led Programming
3. Evidence-based Programming
4. National Capital Planning
5. Post-training Support
6. Professional Development
7. Curriculum
8. Lesson Preparation
9. Learner Safety
10. The Role of Government



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<sup>12</sup> Quality Matters – Learning from the implementation of the Quality Assessment Framework. MoLSAMD and UNESCO



### 3.4 Ministry of Higher Education

A third Ministry, the Ministry of Higher Education, is also important for TVET, viz.:

- It controls 25 public universities, listed in Annex D1.<sup>13</sup> Total student numbers in the public system were 174,425 in 2015, of which 21% were women.<sup>14</sup> Annual graduations were 24,315 in 2014.<sup>15</sup>
- There are also 27 private universities (mostly in Kabul) and 112 private Higher Education Institutes, summarised by location in Annex D2, but again mostly in Kabul. Another source<sup>16</sup> ranks 26 of these universities (public and private), but it is not clear what criteria are being used (Annex D3).
- It has lead responsibility for initial teacher training and their ongoing professional development. It seems that none are specialist TVET teachers.

There are plans to establish an Afghanistan Quality Assurance and Accreditation Agency to oversee the QA arrangements (including self-assessment processes) at all public and private HE providers.

### 3.5 Other Ministries

In addition to the three lead ministries described above, some other ministries also provide training for their specific areas of responsibility, for example:

- The Ministry of Interior Affairs (MoIA) operates its Police Academy, a Staff College, and 28 education centres. It trains about 10,000 police officers per year in various short- and long-term courses.

- The Ministry of Public Health (MoPH) has a role with the medical universities and the major hospitals in the training of doctors, nurses and midwives, but the precise arrangements are unclear.
- The Ministry of Agriculture, Irrigation and Livestock (MAIL) operates an extension worker scheme involving Provincial Model Teaching Farms and Farm Field Schools, but their scale is unclear.
- Others include the Ministry of Information and Technology, Ministry of Public Works, Ministry of Transportation and Aviation, Ministry of Finance.

Apart from these observations, any further investigation is considered outside the scope of this project.

### 3.6 Private training providers

In addition to the above governmental provision, there is a large but haphazard commercial sector, of indifferent quality.

The most recent survey was conducted for USAID in late 2011.<sup>17</sup> The report expresses caution strongly on several grounds: weak experience and poor training of the survey team, little culture of completing surveys, and suspicion and mistrust of “officials” of any sort, all of which leads to questionable results.

The survey found between 400 and 600 such private training providers. Some are quite large, often linked to a trade body, but most are small or very small, typically a shop front with one or two classrooms upstairs.

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13 [www.mohe.gov.af](http://www.mohe.gov.af)

14 Afghan Central statistics Organization

15 UNESCO

16 2016 University Web Ranking [www.4icu.org/af](http://www.4icu.org/af)

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17 USAID: Afghanistan TVET Providers Inventory

The survey provides a partial analysis of the number of providers by region:

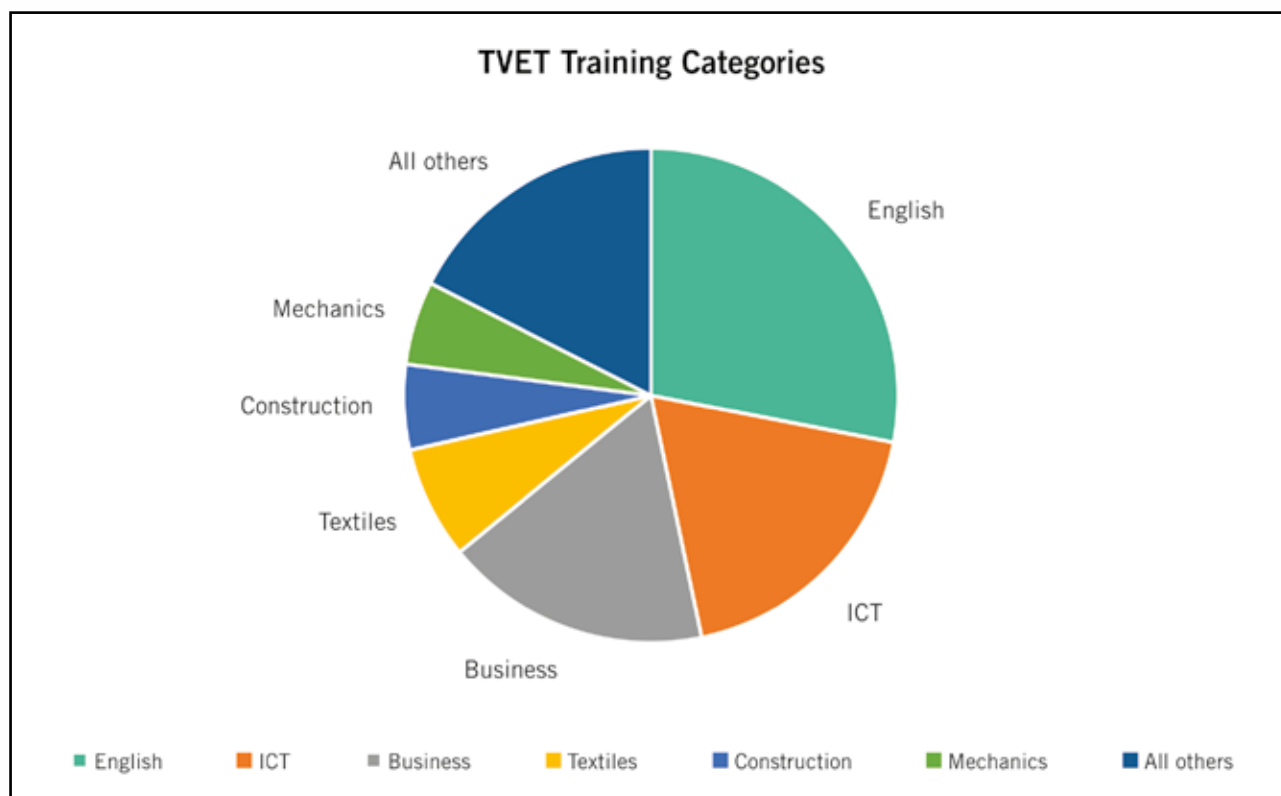
Occupations taught in VTCs in 2015							
Province	Private	Public - Government	Public -Private	NGO	Assoc	Other	Total
Balkh	30	6	1	3	0	0	40
Herat	25	5	1	10	3	2	46
Kabul	123	8	22	7	1	2	163
Kandahar	30	3	0	3	0	0	36
Kunduz	34	7	4	2	13	22	82
Nangarhar	49	1	1	0	1	0	52
<b>Total</b>	<b>291</b>	<b>30</b>	<b>29</b>	<b>25</b>	<b>18</b>	<b>26</b>	<b>419</b>

It lists the top subjects as:

- English – 28%
- ICT – 19%
- Business – 17%
- Textiles – 7%
- Construction – 6%

- Mechanics – 5%
- All others – 18 %

The USAID survey includes more information on just 19 of these training providers, selected either because of their scale, or innovation, or some point of interest. They are summarised overleaf.



The total capacity and annual output of these providers is uncertain (and these two measures are often confused). The USAID survey suggests a total enrolment of 138,000 while another report in the same year claims 150,000.<sup>18</sup> The survey goes on to report that (see box):

“Without exception, every stakeholder and TVET provider cited technical teacher training as the most critical element for strengthening TVET.”

Interviews and analysis for this project have confirmed that view today. The survey report is extremely critical of the relevance and quality of the training provided – see box at the end of this section. In particular there was no functioning recognition, registration or accreditation system, even though some providers claimed to be so accredited. Moreover there was no satisfactory assessment or certification system (of trainees), indeed no qualification or certification body. This project has confirmed that this position is unchanged.

### Selected private training providers

Name	Location	Topics	Capacity	Trainees/yr
Afghanistan Builders Assoc	Kabul	Construction	100	
Afg Inst of Banking & Finance	Kabul	Banking		1300
Afg. Technical Vocational Inst	Kabul Lagman	various	1000 600	
American University	Kabul	various	1104	
Bakhtar Inst of HE	Kabul	Accounting	3500	
Balkh Business Dev Services	Mazar-i-Sharif	Business	40	
Baran Inst of Health Science	Herat + Kabul	Medical	50	
Champion Technical Trg Ctre	Jalalabad Kabul	Construction	2000	
INGO Help	Herat	Various	800	
IT Center Herat	Herat	ICT	25	
Khurasan Inst of Higher Learning	Jalalabad	ICT, Arabic, Business	470	
NAI Media Center	5 locations	Media	700	
Nano Net	Herat	ICT		800 - 1000
Oriental/Opal Mgt Services	Kabul	Construction	196	
Rehab Assoc & Agriculture Dev	Herat	Various		2000
Remote HydroLight	Kabul	Hydropower	15	
Solidarité Afghan Belgique	Jalalabad Kabul, others	Various	?	
Spinghar Uni / Medical Sc Inst	Jalalabad	Medical	900	375
Umar Engineering Survey Inst	Jalalabad	Surveying	200	
<b>Total</b>			<b>11,700 +</b>	

<sup>18</sup> National TVET Strategy Draft 15 Aug 2011

There is one small but important exception to this generally poor provision. There is a very small number of large private employers in Afghanistan. They provide good quality training for their own employees, often using foreign trainers. They are concentrated in just four sectors:

- Banking
- Telecommunications
- Major international hotels
- Garment production

### 3.7 Role of Donors and NGOs

Clearly many donors are having a major influence on the expansion, development, and reform of TVET in Afghanistan. The most significant donors are:

- World Bank, International Development Agency (IDA) and Afghanistan Reconstruction Trust Fund (ARTF), through the Afghanistan Skills Development Project ASDP, now ASDPII with total value \$55m, and four components:
  - Component 1: Strengthening of the TVET institutional system
  - Component 2: Improving performance of TVET Schools and Institutes
  - Component 3: Improving Teacher Competences
  - Component 4: Project Management, Monitoring & Evaluation, and Public Awareness

- Somewhat confusingly, ASDP also funded the National Skills Development Program (NSDP) at MoLSAMD described above.
- The German international development agency GIZ, which has sponsored TVET since 2010, including support for several schools and institutes, TVET teacher training, employer engagement. GIZ is currently pioneering a new initiative to link TVET graduates to an apprenticeship scheme with the informal sector.
- USAID, for example the 2011 Inventory
- Danish government for agriculture
- Japan, Turkey, India, Iran, Korea, and others

In addition there are many donors and NGOs who provide training and capacity-building for their own staff and counterparts, as well as their role in sponsoring and financing both public and private TVET.



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### 3.8 Summary of TVET

Based on the limited data available, the following is an attempt to assess the volume of TVET being provided by the main components of the system. This data cannot be regarded as reliable.

The overall condition of the TVET system remains disappointing. This project has recorded significant increases in the volume of training over the last five years, and some very welcome improvements in quality. But the overall position appears only marginally different from this quotation from the USAID 2011 Survey.

Estimated Scale of TVET Provision			
Component	No of providers	Capacity	Graduates /year
DM-TVET			
• Vocational Schools	157	26,350	5,100
• Vocational Institutes	127	30,750	11,800
• Special Education	11		
MoLSAMD – Vocational Training Centers	46	?	7,000
Sub-contract, rental, donors, NGOs			43,000
Ministry of Higher Education			
• Public universities	25	174,425	24,300
• Private universities	27		
• Private Higher Education Institutes	112		
Other Ministries			
Private training providers	400 - 600	15,000 est	
Major employers	About 10		
Donors and NGOs	Thousands	Included above	

#### USAID TVET Providers Inventory – November 2011

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.

## 4. Opportunities and Risks

### 4.1 Skills needs of the economy

There is no organised system for collecting statistical data, but research, interviews and observation suggest that skills are required in the following areas:

- Construction, which remains very strong, especially the main trades of brick/block laying, electrical, plumbing, carpentry, plastering
- Maintenance and repair of mechanical and electrical equipment, including medical, office equipment, manufacturing equipment, automobiles, agricultural machinery, etc
- Mining, oil, gas, gold and precious stones
- Electricity generation
- Water supplies, sanitation, drainage systems, purification
- Food processing and packaging, e.g. to reduce waste and create higher value products
- Light manufacture, e.g. packaging, furniture (to reduce imports)
- Police, army, security
- Health, doctors, nurses, midwives, specialists
- Textiles, clothing, tailoring, embroidery, carpets, footwear (all women friendly occupations)
- Education, particularly qualified teachers and managers
- Banking, insurance
- Transport, including rail

### 4.2 Capabilities of ITCILO

ITC is the International Training Centre of the ILO, part of the United Nations system. It is based in large well-equipped education and residential facilities in Turin, Italy. It operates an extensive portfolio of training schemes relating to employment matters, aimed mainly at national and international officials.

It has already provided some courses for Afghanistan, and there is particular interest in the following:

- Skills Needs Anticipation and Matching (SNAM)
- The Future of Work Dialogue for young people in fragile states
- Promoting decent jobs in fragile and conflict affected settings
- Youth Employment
- Macroeconomic policies, jobs and inclusive growth

### 4.3 Opportunities for ITCILO

It seems clear that ITCILO is not well placed to provide actual skills training, for example in construction trades, although that is a major requirement. There are others that can provide that more easily and more economically. But there several other more strategic training opportunities that are compatible with ITC's existing portfolio:

#### ***Strategic leadership of TVET***

There is a critical objective of bringing together the political and business leadership of the country to achieve much better understanding of the importance of TVET in the economic and social development of Afghanistan, and how that could be achieved.

Such a programme could be delivered by a series of short workshops of a few days duration, say in Turin or Dubai, for Ministers, Deputy Ministers, Directors, business leaders, experts, donors and major providers.

A list of suggested topics is shown in the accompanying box.

#### **Strategic Leadership of TVET**

- LMI
- Employer engagement
- Qualifications Frameworks
- Occupational Standards
- Facilities Management
- Teacher Training,
- Registration, Recognition, Accreditation
- Assessment & Certification
- Monitoring & Evaluation

#### **Institution leadership**

There are now approaching 2,000 providers of TVET of various forms in Afghanistan – see Section 3.8 above. While a minority of these are well managed, it appears that the bulk of them are in need of improved leadership. There is thus a requirement for a programme aimed at Directors and other senior staff covering the principles of modern institution management.

#### **Institution Leadership**

- Employer engagement
- Staff development
- Performance appraisal
- Quality assurance, incl Self-assessment
- Community relations (incl parents)
- Facilities management
- Financial management

#### **Teacher training and development**

These TVET providers are staffed by tens of thousands of TVET teachers. Many of them are elderly, not formally qualified in teaching, often using traditional teaching methods. Although the younger generation of teachers may have a Bachelors or even a Masters degree in education, only rarely does it include any specialist TVET teaching.

Several interviewees for this project have emphasised that teacher training is the most severe bottleneck in the development of TVET.

The requirement is not just for initial teacher training, but for their ongoing professional development throughout their careers.

#### **TVET Teacher Training**

- Learning not Teaching
- Learning Outcomes
- Assessment not exams
- Action based learning
- Team work
- Student relations
- Integrated workshops / classrooms
- Use of IT for administration
- Use of Internet for learning
- English language

#### **Systems, Processes and Quality**

Finally, there is a fourth requirement, aimed at senior officials and specialists in the various systems and processes required. It would delve into more technical detail than the Strategic Leadership programme above. Although there is a good (theoretical) understanding of these processes among a small group of officials and donors, there is nowhere near enough critical mass to ensure routine understanding and operation, especially among employers and private sector employers. The courses should be in the form of workshops, with worked examples, detailed templates, checklists, case studies, and international study tours.



### TVET Systems & Processes

- Labour Market Information
- Education Management Information System
- Assessor training
- Verifier training
- Certification
- Registration processes
- Accreditation
- Monitoring & Evaluation

These four programmes are recommended to provide strategic insights and practical training to the delegates. The ultimate beneficiaries would be the TVET students and prospective employees in Afghanistan, and ultimately their employers, families and the national economy. These benefits should be measured by a longitudinal tracking system over, say, five years from graduation.

## 4.4 Threats, Risks, and Challenges

This section on opportunities would not be complete without an equivalent discussion of the challenges involved, of which there are many.

**Security.** At the head of the list is the security situation in the country, with a significant proportion of the country not fully under government control. This makes internal travel difficult, unsafe or impossible. Even within Kabul and the major cities, moving around the city requires planning, permission and precautions. International staff are confined to their (fairly) secure facilities, with no outside social or entertainment activities. This environment makes it difficult to attract foreign lecturers, experts or visitors.

**Political instability.** The national unity government created after the disputed 2014 presidential election appears to enjoy widespread public support. Nevertheless, party

political tensions remain. Within the short timescale of this project, the Parliament has dismissed seven cabinet ministers, including those for Education, HE, and MoLSAMD, the three key ministries for TVET.

**Corruption.** Although probably not as serious as it was, two interviewees mentioned this issue. Historically, access to the best schools, appointments to jobs including those in schools and colleges, and, worse still, actual school, college and university results were routinely purchased by those with power, influence or financial means. Computer software, even within education, is routinely not licensed and thus not maintained, and so is at risk from bugs, viruses and other malware, and therefore unsuitable for educational use.

**A crowded, fragmented and confused market place.** As can be seen from the previous section on TVET, many players of many types are involved in TVET. They bring different ideas, policies, practices and priorities. Co-ordination is weak and there is overlap, confusion, and sometimes tension between them.

**Languages.** Afghanistan has two main languages, both with Arabic alphabets: Dari (a form of Persian/Iranian) and Pashto. These are the main languages of education. Russian is also spoken (discreetly), and several others too. But modern educational materials and software are mostly in English. ITC will need to provide interpreters and translation.

**Economics.** Finally, funding for education is severely constrained, most especially for TVET, which seems less well favoured than general or higher education. Donor funding is generally for a fixed term or of fixed value. When that has expired, there is no sustainable means of continuation.

There is therefore a preference for international teachers and trainers from neighbouring countries on grounds of cost, notably from Iran, India and Pakistan.

There is also a culture of favouring new prestige buildings, rather than expenditure on systems, teaching, maintenance or quality.



## 5. Conclusions and Recommendations

### 5.1 Conclusions

With the help of international forces and donors, Afghanistan has made enormous progress since the fall of the Taliban in 2001. Education has expanded from just one million children to over ten million, of which the proportion of girls has increased from zero to 40%. The new unity Government is continuing this progress.

Nonetheless the country remains extremely poor, politically unstable, and dangerous because of terrorism and criminality. The withdrawal of international forces in 2014 has generated further economic turbulence.

As with education generally, TVET has expanded substantially in terms of volume. An estimated 1,800 providers release around 100,000 trainees into the labour market every year. Despite considerable progress, infrastructure and facilities remain poor, and curricula need updating to current market needs. Teacher training is especially critical. The various elements of quality assurance, such as accreditation of providers and assessment and certification of trainees, are virtually non-existent. Most importantly, the whole system is disconnected from market reality, with few working mechanisms for employer engagement.

As a result perhaps only half of TVET trainees obtain employment (or self-employment) in their trained occupation. The rest drift into involvement in other sectors, or into unemployment or under-employment, or perhaps into further education or training.

The overall system of ANQF and NOSS is well thought through, but ineffective for the above reasons.

### 5.2 Recommendations

These matters should not be seen as a reason for despair or withdrawal. On the contrary, Afghanistan needs all the help it can get.

It is considered that ITCILO can bring a unique perspective by offering its services in four precise areas described in the previous section, namely:

It would be important for ITCILO to establish a clear and strong position, rather than being seen as merely another training provider, adding yet more overlap and confusion. Some significant scaling will be necessary, sustained over several years.

ITC should also work “within the system”, that is collaborating with the Ministries, the main donors, and employers, rather than operating unilaterally or competitively. It would also be helpful if the training programme could be backed up by an ongoing virtual coaching programme in order to sustain and encourage participants.

1. Strategic leadership of TVET
2. Institution leadership
3. Teacher training and development
4. Systems, Processes and Quality

The overall aim would be to build a national consensus and ownership of the entire TVET system, with political and business leadership from the top, a common language, and support from donors, flowing all the way through to operations, teaching, and entry into work.



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## Annexes

### Annex A. References and Data Sources

Source	Date	Title	Remarks	Size
<b>General Afghanistan</b>				
CIA	Nov 2016	The World Fact Book - Afghanistan	Political and economic data, incl education	12 pp
UK Foreign & Commonwealth Office	Nov 2016	Afghanistan Travel Advice	Security, Health, Visa,	11 pp
<b>Economy, Employment, Education</b>				
MoLSAMD / ALCS	2014	Key Indicators of the Labour Market	Statistics summary	1 pp
UNICEF	2013	UNICEF Annual Report 2013 - Afghanistan		28 pp
Ministry of Higher Education	2010	National Higher Education Strategic Plan 2010 - 2014		6 pp
USAID	July 2016	Education Fact Sheet + website	Summary of USAID help	2 pp 2 pp
<b>TVET</b>				
UNESCO - UNEVOC	Aug 2012 updated 2015	World TVET Database Afghanistan	General overview of TVET	13 pp
National Center for Educational & Vocational Research	Sept 2014	Functional Analysis and General Concept of NCEVR	Concept Paper to establish NCEVR under DM-TVET	13 pp
Wikipedia	Approx 2009	TVET in Afghanistan, An Overview	General overview, current challenges, ASDP, plans	13 pp
USAID	Nov 2011	Afg TVET Providers Inventory	Comprehensive report with catalogue of 20 providers	112 pp
	Aug 2013 Dec 2013	Inauguration of TTTA Mazar Inauguration of TTTA Kabul	Two press releases	2 x 1p
Min Ed & MoLAMD	2013	National TVET Strategy for Afghanistan 2013-2018	Joint objectives	56 pp
HR Development Cluster	June 2012	Sustainable Decent Work Through Skills Development and Employment Policies for Job-Rich Growth	3 components, with Ministry responsibilities and budgets	65 pp
ASDP ILO	Oct 2015	Strengthening Skills Assessment and Certification for Afghanistan SACA	Report 1 –Report 2 – Curriculum Mapping	23 pp
<b>MoLSAMD and NSDP</b>				
MoLSAMD	Nov 2016	National TVET Objective	Presentation for Interview Guide	16 slides
MoLSAMD	Dec 2012	National Labour Policy	Objectives, priorities	43 pp

Source	Date	Title	Remarks	Size
MoLSAMD	?	List of Vocational Trg Centers	44 VTCs by Province	1 pp
MoLSAMD		List of occupations		1 pp
MoE, MoLSAMD, UNESCO, + others	Prob 2013	National TVET Strategy of Afghanistan 2013 - 2018	Comprehensive analysis and strategy	56 pp
MoLSAMD	2010	Summary of Tracer Study		1 slide
		Tracer Study Results: <ul style="list-style-type: none"> <li>• Agri – Baglan</li> <li>• Agri – Kundoz</li> <li>• Chronically Poor Women – Bandakhshan</li> <li>• Chronically Poor Women – Bamyar</li> <li>• Chronically Poor Women – Samangam</li> <li>• Youth Development Project – Kandahar</li> <li>• Youth Development Project – Khost</li> </ul>		various
MoLSAMD UNESCO	Oct 2016	Quality Matters – Overview and Recommendations for Quality Improvement	A balanced, comprehensive and up to date analysis, with many specific recommendations.	80 pp
		Quality Matters Part 1 – Findings & Analysis	Review of Quality Assessment Framework	58 pp
		Quality Matters Part 3 – Recommendations and Workplan	Learning from the implementation of the QAF	31 pp
NSDP	May 2009	NSDP Baseline Data for QA		c50 pp
NSDP	Dec 2012	NSDP Program Document		42 pp

## Annex B1. List of Interviewees

Name	Location	Trainees/yr
Mr Mohammad Hamayun Mohmand	ILO Mazar-i-Sharif (Road 2 Jobs project)	hamayun@ilo.org
Mr Manzoor Khaliq	ILO Kabul	khaliq@ilo.org
Mr Gabriel Bordado	ILO Delhi, Skills Specialist	bordado@ilo.org
Mr Mirwais Sarrah +	MoLSAMD, Senior Technical Advisor to Deputy Minister	mirwais.sarrah@gmail.com
Sayed Moh. Rafi Musawi	NOSS Dev Officer NSDP	musawirafi@gmail.com
Afif Nassery	NOSS Dev Officer NSDP	Afif.nassery@gmail.com
Fazel Ahmad Bahrami	MoLSAMD, Senior Technical Advisor to Deputy Minister	fazel_08@yahoo.com
Mr Jana Gul Hanify	Sen Program Specialist NSDP	jhanify@hotmail.com
Mr Anoop Kumar Satpathy	Senior Fellow, V.V. Giri National Labour Institute, India (Skills specialist, experience in Afghanistan)	anoop.kumarsatpathy@gmail.com
Mr Mr Delawar Darmal	Head of M&E and Planning, Acting Director of Policy and Development Programs DM-TVET	delawar.darmal@gmail.com
Mr. Majeed Jabarkhail	Sr. Financial Management Specialist ASDP	majeedjabarkhail@asdp.af
Mr. Abdullah Sarwary	Monitoring and Evaluation Specialist, ASDP	a.sarwary1@gmail.com
Mr Qahar Jalil	GIZ Mazar	qahar.jalil@giz.de

## Annex B2. Interview Guide

### Background

- International Labour Organization (ILO) is part of UN, with offices in Kabul and Mazar
- International Training Centre (ITC) is its training arm, with HQ in Turin. It provides a wide range of training courses and capacity development, including online, mainly concerning employment policies and related management issues.
- ITC wishes to explore whether and how it can offer its services in Afghanistan.

### This project

- Analyse the characteristics, developments, institutions, mechanisms for TVET
- Mapping of current TVET provision
- Focus on youth, women, and disadvantaged groups

### Information needed

- General economic, employment and education data (incl un/under-employment)
- Structure of TVET, inventory, locations, subjects, and capacities
- There is much information online, but mostly several years old. Is current data available?

### Issues to be discussed

- Relations with industry and employers, co-operation with the private sector
- What is missing? What does the market need?
- What works well, what does not, quality issues
- Teacher capacity and capability, teacher training for TVET
- Condition of training facilities, including workshops, labs,
- Barriers to employment, post-TVET
- Current / recent developments
- Economic opportunities, growth sectors in the economy
- Is there a role for ITC? What? Where?

## Annex C. Population and Density by Province

Province	Centres	Population 2015	Area (km <sup>2</sup> )	Population /sq km
Badakhshan	Fayzabad	950,953	44,059	21.58
Badghis	Qala i Naw	495,958	20,591	24.09
Baghlan	Puli Khumri	910,784	21,118	43.13
Balkh	Mazar-i-Sharif	1,325,659	17,249	76.85
Bamyan	Bamyan	447,218	14,175	31.55
Daykundi	Nili	424,339	18,088	23.46
Farah	Farah	507,405	48,471	10.47
Faryab	Maymana	998,147	20,293	49.19
Ghazni	Ghazni	1,228,831	22,915	53.63
Ghor	Chaghcharan	690,296	36,479	18.92
Helmand	Lashkar Gah	924,711	58,584	15.78
Herat	Herat	1,890,202	54,778	34.51
Jowzjan	Sheberghan	540,255	11,798	45.79
Kabul	Kabul	4,372,977	4,462	980.05
Kandahar	Kandahar	1,226,593	54,022	22.71
Kapisa	Mahmud-i-Raqi	441,010	1,842	239.42
Khost	Khost	574,582	4,152	138.39
Kunar	Asadabad	450,652	4,942	91.19
Kunduz	Kunduz	1,010,037	8,040	125.63
Laghman	Mihtarlam	445,588	3,843	115.95
Logar	Pul-i-Alam	392,045	3,880	101.04
Maidan Wardak	Maidan Shar	596,287	9,934	60.02
Nangarhar	Jalalabad	1,517,388	7,727	196.37
Nimruz	Zaranj	164,978	41,005	4.02
Nuristan	Parun	147,967	9,225	16.04
Paktia	Gardez	551,987	6,432	85.82
Paktika	Sharana	434,742	19,482	22.32
Panjshir	Bazarak	153,487	3,610	42.52
Parwan	Charikar	664,502	5,974	111.23
Samangan	Samangan	387,928	11,262	34.45
Sar-e Pol	Sar-e Pol	559,577	16,360	34.20
Takhar	Taloqan	983,336	12,333	79.73
Urozgan	Tarinkot	386,818	12,696	30.47
Zabul	Qalat	304,126	17,343	17.54
<b>Total</b>		<b>27,101,365</b>		

*Source:* Afghanistan online, and other sources

## Annex D1. Public Universities in Afghanistan

No	Name of University	Location
1	Kabul University	Kabul
2	Polytechnic University	Kabul
3	Kabul Education University	Kabul
4	Kabul Medical University	Kabul
5	Shaikh Zaid University	Khost
6	Ghazni University	Ghazni
7	Paktia University	Gardiz, Paktia
8	Nangarhar University	Jalalabad, Nangarhar
9	Takhar University	Taloqan, Takhar
10	Balkh University	Mazar-e-sharif, Balkh
11	Herat University	Herat
12	Kandahar University	Kandahar
13	Bamyan University	Bamyan
14	Al-beroni University	Mahmood Raqi, Kapisa
15	Laghman University	Mehtarlam, Laghman
16	Kunar University	Asad abad, Kunar
17	Faryab University	Maimana, Faryab
18	Parwan University	Charikar, Parwan
19	Badakhshan University	Faizabad, Badakhshan
20	Baghlan University	Pol-e-khumari, Baghlan
21	Helmand University	Lashkargah, Helmand
22	Jowzjan University	Sheberghan, Jowzjan
23	Samangan Institute of Higher Education	Aebak, Samangan
24	Panjshir Institute of Higher Education	Panjshir
25	Ghore Institute of Higher Education	Ghore

**Source:** [www.mohe.gov.af](http://www.mohe.gov.af) (accessed on 5/12/2016 at 08:07 PM)

## Annex D2. Private Universities and Higher Education Institutes

No	Province	Number of Universities	Number of HE Institutes
1	Kabul	17	53
2	Balkh	1	9
3	Takhar		4
4	Baghlan	1	2
5	Parwan		1
6	Kunar		1
7	Ghazni		4
8	Nimroz		1
9	Kunduz	1	5
10	Nangarhar	2	4
11	Herat	2	7
12	Paktia		1
13	Khost	1	3
14	Helmand	1	2
15	Jowazjan		3
16	Kandahar		4
17	Badakhshan		1
18	Samangan		1
19	Bamyan		1
20	Wardak		1
21	Badghis		2
22	Farah	1	1
23	Faryab		1

**Source:** [www.mohe.gov.af](http://www.mohe.gov.af) (accessed on 5/12/2016 on 09:00 PM)

## Annex D3. University Rankings

Ranking	University	Location
1	The American University of Afghanistan	Kabul
2	Kabul University	Kabul
3	Kardan University	Kabul
4	Herat University	Herat
5	Kabul Medical University	Kabul
6	Kabul Polytechnic University	Kabul
7	Bakhtar University	Kabul
8	Kateb University	Kabul
9	Salam University	Kabul
10	Nangarhar University	Jalalabad
11	Khost University	Khost
12	Takhar University	Taloqan
13	Kabul Education University	Kabul
14	Al Beroni University	Kesektan
15	Paktia University	Gardez
16	Bamiyan University	Bamyan
17	Bost University	Lashkar Gah
18	Parwan University	Charikar
19	Baghlan University	Baghlan
20	Ghazni University	Ghazni
21	Kandahar University	Kandahar
22	Jawzjan University	Sheberghan
23	Badakhshan University	Faizabad
24	Faryab University	Maymana
25	Khurasan University	Jalalabad
26	Kunduz University	Kunduz

**Source:** 2016 University Web Ranking [www.4icu.org/af](http://www.4icu.org/af)







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