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## UNESCO - a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners and responding to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.

## The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to “**ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**”. The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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## ABOUT THIS PROFILE

This profile has been compiled by UNESCO-UNEVOC in 2021. Last update in April 2021.

Please use our [update form](#)  to inform us of any issues or submit updates. Thank you for helping to improve this service.

The UNESCO-UNEVOC TVET Country Profiles aim to provide concise, reliable and up-to-date information on TVET systems worldwide. Dynamic TVET diagrams illustrate education systems and the role of TVET at a glance. Statistical data can easily be compared across countries. Please help us improve the profiles by using the feedback form.

## KEY STATISTICS

## Vocational education

Enrolment in secondary vocational, both sexes (number)

21.9 thousand



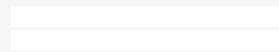
Of which female (%)

13.2%

## SDG4

Participation in education and training in the previous year

-



Participation in vocational education (youth)

0.2%

## General education

Net Enrolment Rate, secondary education, male (%)

62.9%



For female students

36.7%

## Education finance

Government expenditure on education (% of total)

10.9%



On vocational education (% of total)

-

## Socio-economic

GDP (current USD)

20.1 billion



GDP growth (annual %)

-2.4%

## Labour Market

Unemployment (%)

13.3%



Unemployment, youth (%), modeled ILO estimate

20.2%

## Literacy

Youth literacy rate, population 15-24 years, both sexes (%)

55.9%



Labor force participation rate, total (% of total...)

33.7%

## Demography

Total Population

39.8 million



Population aged 15-24 years (%)

22%

## Vocational education

Afghanistan

## Secondary education

Enrolment in secondary vocational, both sexes (number)

Source: World Bank / UIS

21.9 thousand  
(2018)

Percentage of students who are female (%)

Source: World Bank / UIS

13.2  
(2018)

## Upper secondary education (ISCED 3)

Students enrolled in vocational programmes, both sexes (%)

Source: UNESCO Institute for Statistics

0.8  
(2018)

Percentage of students who are female (%)

Source: UNESCO Institute for Statistics

0.2  
(2018)

## Tertiary education (ISCED 5)

Population with at least short-cycle tertiary degree, both sexes (%). ISCED 5

Source: UNESCO Institute for Statistics

-

Population with at least short-cycle tertiary degree, female (%). ISCED 5

Source: UNESCO Institute for Statistics

-

## SDG4

### Afghanistan

Target 4.3.1 - Participation of youth and adults in formal and non-formal education and training in the previous 12 months.

Both sexes (%)

Source: UNESCO Institute for Statistics



-

Male (%)

Source: UNESCO Institute for Statistics



-

Female (%)

Source: UNESCO Institute for Statistics



-

Target 4.3.3 - Participation in technical and vocational programmes, 15-24 year-olds.

Both sexes (%)

Source: UNESCO Institute for Statistics



0.2  
(2017)

Male (%)

Source: UNESCO Institute for Statistics



0.4  
(2017)

Female (%)

Source: UNESCO Institute for Statistics



0.1  
(2017)

## General education

### Afghanistan

Primary education (ISCED 1)

Gross Enrolment Rate (%)

Source: UNESCO Institute for Statistics



106.7  
(2019)

Students who are female (%)

Source: UNESCO Institute for Statistics



85.4  
(2019)

Secondary education, all programs

Net Enrolment Rate, secondary education, male (%)

Source: World Bank / UIS



62.9  
(2018)

Net Enrolment Rate, secondary education, female (%)

Source: World Bank / UIS



36.7  
(2018)

Gross Enrolment Rate (%)

Source: World Bank / UIS



55.4  
(2018)

Percentage of students who are female (%)

Source: World Bank / UIS



40  
(2018)

Higher secondary (ISCED-3)

Gross Enrolment Rate (%)

Source: World Bank / UIS



40.8  
(2018)

## Students who are female (%)

Source: World Bank / UIS

28.5  
(2018)

## Tertiary education (ISCED 5-8)

## Gross Enrolment Rate

Source: UNESCO Institute for Statistics

10.6  
(2020)

## Students who are female (%)

Source: UNESCO Institute for Statistics

5.8  
(2020)

## Education finance

## Afghanistan

## Government expenditure

## Expenditure (% of total)

Source: UNESCO Institute for Statistics

10.9  
(2021)

## Expenditure on vocational education (% of total government expenditure)

Source: UNESCO Institute for Statistics



-

## Socio-economic

## Afghanistan

## Gross Domestic Product

## GDP (current USD)

Source: World Bank

20.1  
billion  
(2020)

## GDP growth (annual %)

Source: UNESCO Institute for Statistics

-2.4  
(2020)

## GDP per capita (current USD)

Source: UNESCO Institute for Statistics

516.7  
(2020)

## By sector

## Agriculture, value added (% GDP)

Source: World Bank

26.8  
(2020)

## Industry, value added (% GDP)

Source: World Bank

7.7  
(2020)

## Services, value added (% GDP)

Source: World Bank

54.7  
(2020)

# Labour Market

Afghanistan

## Employment

Labor force participation rate (% of total pop. ages 15+)

Source: World Bank / ILOSTAT



41.4  
(2021)

Labor force participation rate (% of total population ages 15-24)

Source: World Bank / ILOSTAT



33.7  
(2021)

Vulnerable employment, total (%)

Source: World Bank / ILOSTAT



79.4  
(2019)

Youth unemployment (%)

Source: World Bank / ILOSTAT



27.8  
(2021)

## Gender-wise Employment Indicators

Unemployment, male (% of male labor force)

Source: World Bank / ILOSTAT



12.1  
(2021)

Unemployment, female (% of female labor force)

Source: World Bank / ILOSTAT



19.1  
(2021)

Unemployment, youth male (% of male labor force ages 15-24)

Source: World Bank / ILOSTAT



18.6  
(2021)

Unemployment, youth female (% of female labor force ages 15-24)

Source: World Bank / ILOSTAT



26.4  
(2021)

Labor force participation rate, male (%)

Source: World Bank / ILOSTAT



66.5  
(2021)

Labor force participation rate, female (%)

Source: World Bank / ILOSTAT



14.8  
(2021)

Labor force participation rate, male (% of male population aged 15-24)

Source: World Bank / ILOSTAT



52  
(2021)

Labor force participation rate, female (% of female population aged 15-24)

Source: World Bank / ILOSTAT



14.5  
(2021)

Vulnerable employment, male (% of male employment)

Source: World Bank / ILOSTAT



76.7  
(2019)

Vulnerable employment, female (% of female employment)

Source: World Bank / ILOSTAT



89.5  
(2019)

Youth unemployment, male (%)

Source: World Bank / ILOSTAT



8.9  
(2021)

Youth unemployment, female (%)

Source: World Bank / ILOSTAT



8.9  
(2021)

Employment, Sectoral Indicators

Employment in agriculture (%)

Source: World Development Indicators



42.5  
(2019)

Employment in agriculture, male (% of male employment)

Source: World Bank / ILOSTAT



36.6  
(2019)

Employment in agriculture, female (% of female employment)

Source: World Bank / ILOSTAT



65  
(2019)

Employment in services (%)

Source: World Bank / ILOSTAT



39  
(2019)

Employment in services, male (% of male employment)

Source: World Bank / ILOSTAT



46.5  
(2019)

Employment in services, female (% of female employment)

Source: World Bank / ILOSTAT



46.5  
(2019)

Employment in industry (%)

Source: World Bank / ILOSTAT



18.5  
(2019)

Employment in industry, male (% of male employment)

Source: World Bank / ILOSTAT



16.9  
(2019)

Employment in industry, female (% of female employment)

Source: World Bank / ILOSTAT



25  
(2019)

Self-employed (%)

Source: World Bank / ILOSTAT



82.2  
(2019)

Self-employed, male (% of male employment) (Modeled ILO Estimate)

Source: World Bank / ILOSTAT



79.7  
(2019)

Self-employed, female (% of female employment) (Modeled ILO Estimate)

Source: World Bank / ILOSTAT



79.7  
(2019)

Literacy

Afghanistan

Literacy

Youth literacy rate, population 15-24 years, both sexes (%)

Source: UNESCO Institute for Statistics



55.9  
(2021)

Labor force participation rate (% of total population ages 15-24)

Source: World Bank / ILOSTAT



33.7  
(2021)

## Demography

Afghanistan

### Population

Total Population

Source: UNESCO Institute for Statistics



39.8  
million  
(2021)

Population aged 15-24 years (thousands)

Source: UNESCO Institute for Statistics



8.3  
thousand  
(2019)

Population aged 15-24 years (%)

Source: UNESCO Institute for Statistics



22  
(2019)

Population growth (annual, %)

Source: UNESCO Institute for Statistics



2.3  
(2021)

Population ages 65 and above (%)

Source: World Bank



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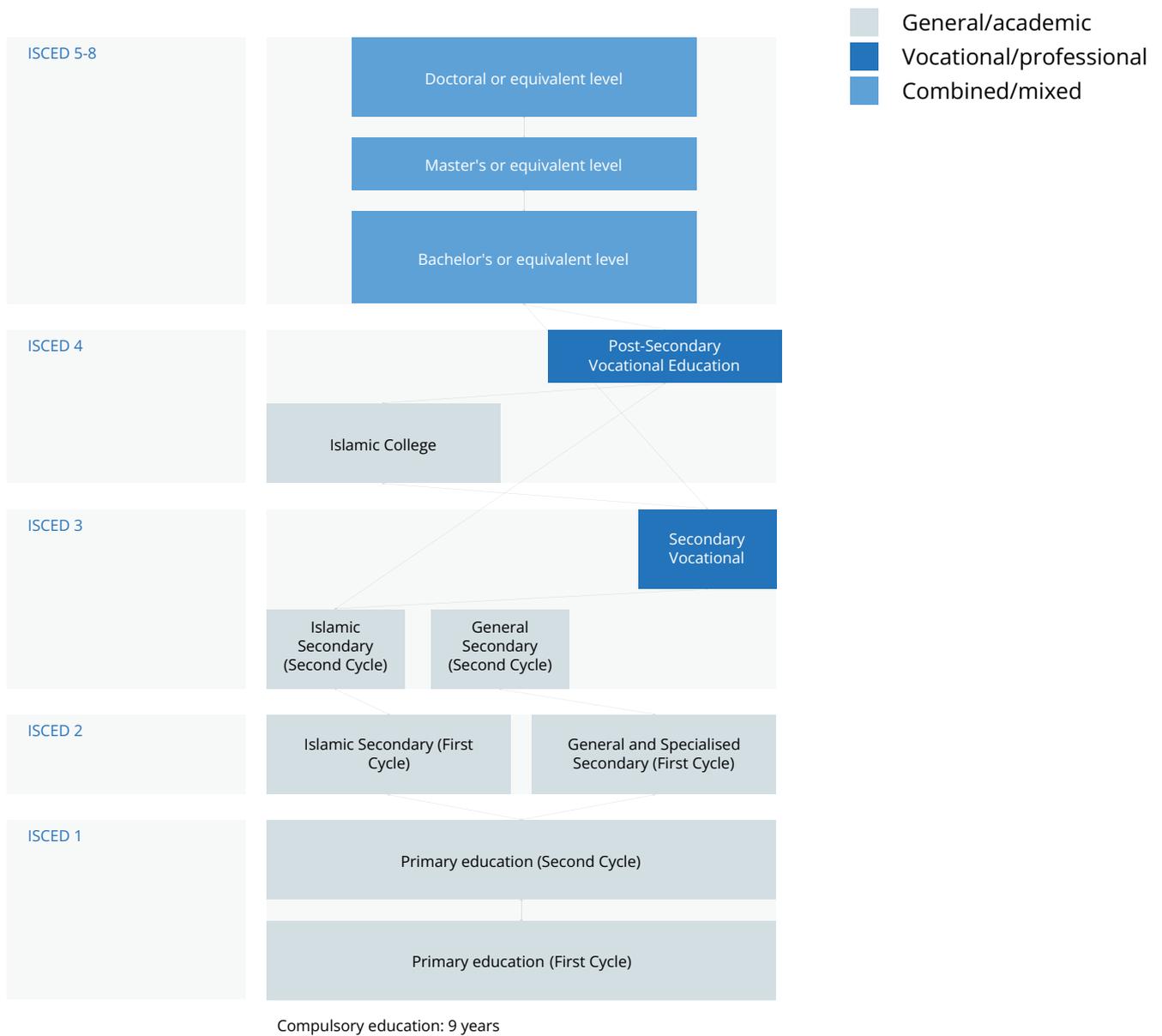
Median Age of Population

Source: UNDESA



18.4  
(2020)

## FORMAL EDUCATION SYSTEM



Source: compiled by UNESCO-UNEVOC from UNESCO-IBE (2011). World Data on Education VII Ed. 2010/11. Islamic Republic of Afghanistan. Geneva: UNESCO-IBE. See the online version of the profile for more details on each item

## National Qualifications Framework

Afghanistan National Qualifications Framework (ANQF)

ANQF LEVELS	LITERACY AND BASIC EDUCATION	SECONDARY AND HIGHER EDUCATION	TVET	ISLAMIC EDUCATION
L8		HE/Ph.D.		
L7		HE/Master		
L6		HE/Bachelor degree		

L5		Tertiary education/ grade 14 diploma	Tertiary TVET/ grade 14 diploma	Tertiary Islamic education/grade14 diploma
L4		Advanced certificate, high school/ grade 12	Advanced certificate, TVET high school	Advanced certificate, Islamic highschool
L3	Intermediate education/ Grade 9 certificate		Intermediate vocational education and training certificate	Intermediate Islamic education/grade 9 certificate
L2	School preparation literacy LC Progression literacy LB Foundation literacy LA		Vocational training certificate	
L1	Basic level		Apprenticeship	

**Source:**

European Centre for the Development of Vocational Training, European Training Foundation, United Nations Educational, Scientific and Cultural Organisation, and UNESCO Institute for Lifelong Learning, 2019, [Global inventory of regional and national qualifications frameworks, 2019, Volume II: National and regional cases](#) ↗

## NON-FORMAL TVET

TVET is currently being provided by both public as well as private institutions. The majority of the formal public TVET service providers are under the authority of the TVET Authority, however there are several public TVET institutions which are under the authority of other government ministries. TVET Authority has made efforts to bring reforms to TVET delivery that could result in greater provision of skilled human capital vital for the economic development.

The Ministry of Labor and Social Affairs, a number of other government agencies and non-governmental organizations offer non-formal short-term training. Informal TVET is also delivered by the private sector, usually through apprenticeships and short-term on the job training.

The Afghan National Qualifications Authority (ANQA) and TVET Board (as the first board created under the ANQF) facilitate the recognition and appreciation of distinctions between different forms of learning and their specific contributions to the entire spectrum of education and training. The ANQF and TVET Board are expected to promote lifelong learning – specifically the recognition of non-formal and informal learning – as a right. The aim is to motivate adults to continue learning and to remedy a situation where, under the existing qualifications system, only non-formal and informal learning that is equivalent to Grade 6 of formal school is recognized, and only on the condition that the learner is of a suitable age for the level which he/she is assessed and that the learner continues his/her education in a formal school. The majority of Afghan people gain training and education in non-formal or NGO-run training centres. Workers in the informal economy generally acquire skills by serving as apprentices with masters, fathers or brothers. This learning will be officially recognized or certified through the qualifications framework. A recognition system for the informal sector linked to the ANQF is envisaged. In the meantime, the National Skills Development Project (NSDP) has established a methodology for the assessment of skills based on a competency-based training approach. The assessment includes identification of competences, and collection of evidence on performance and knowledge that can be compared to the required occupational standards. Only if competences are demonstrated will a certificate be issued; otherwise, the learner is recommended to do a further training course. Non-formal education and training is offered mainly by the Ministry of Education, the Ministry of Labour and Social Affairs, and by NGOs. The updating of standards with a focus on occupational skills standards is undertaken by these ministries.

**Source:** European Centre for the Development of Vocational Training, European Training Foundation, United Nations Educational, Scientific and Cultural Organisation, and UNESCO Institute for Lifelong Learning, 2019, [Global inventory of regional and national qualifications frameworks](#) ↗

## OTHER USEFUL STATISTICS

[National Statistics and Information Authority of Afghanistan](#) ↗

## KEY TVET POLICY DOCUMENTS

## 5-Year TVET Strategy - Provincial Education Directors Discuss Objectives and Challenges [↗](#)

2020

In December 2020, almost 70 officials of the Technical and Vocational Education and Training Authority (TVET-A) took part in a conference in Kabul, including women. Participants included the Provincial Education Directors (PEDs) from thirty-four provinces and school headmasters. TVET-A presented TVET's five-year strategy to their PEDs to enable them to plan for 2021. This is the eighth biannual PED coordination conference.

## Draft TVET Law [↗](#)

2020

Draft of TVET Law of Afghanistan has been prepared by the Technical and Vocational Education and Training Authority

## Afghanistan National Peace and Development Framework, (ANPDF II) 2021 to 2025 [↗](#)

2020

Afghanistan National Peace and Development Framework II (ANPDF II) focuses on three broad objectives: peace building, state building, and market building. The document outlines Afghanistan's vision for achieving self-reliance, economic growth and peace as it moves into the second half of Afghanistan's decade of transformation from 2021 to 2025. It lays out the need for a refreshed human capital development programme to, among other things, improve equitable access to TVET, strengthen quality assurance and relevancy of TVET and reform the TVET management system through the TVET Strategy 2020-2024.

## The National Technical and Vocational Education and Training Strategy (NTVETS) for Afghanistan 2013 - 2018 [↗](#)

2013

The National TVET Strategy has been developed with the Ministry of Education (MoE), Ministry of Labour, Social Affairs, Martyrs, and Disabled (MoLSAMD) and UNESCO in close collaboration with the members of the Human Resources Development Board (HRDB) TVET Working Group, including the Ministry of Higher Education (MoHE), Ministry of Women's Affairs (MoWA), development partners, civil society, and the private sector.

## GOVERNANCE

In Afghanistan, education and training institutions managed by the TVET Authority provide formal TVET. On the other hand, the Ministry of Labor and Social Affairs, a number of other government agencies and non-governmental organizations offer non-formal short-term training. Informal TVET is delivered by the private sector, usually through apprenticeships and short-term on the job training.

### Afghanistan National Qualifications Framework

Initiated in 2008 by the Government of Afghanistan, the Committee on Education and Skills Policy (CESP) was formed to lead the development of the Afghanistan National Qualifications Authority (ANQA), the Afghanistan National Qualifications Framework (ANQF) and the establishment of six regulatory boards, including the TVET Board, in the country. The secretariat of CESP has developed the legal and operational frameworks for the establishment of the ANQA and ANQF, which will put in place policies, structures, facilities and mechanisms to deliver relevant, equitable and cost-effective education and training in Afghanistan.

The ANQF has eight levels, which allow for a full range of qualification types in the education, training and skills development system. The level descriptors cover three areas:

1. knowledge and understanding,
2. practice and skills, i.e. applied knowledge and understanding,
3. attitudes and competences, further divided into generic cognitive skills; communication, ICT and numeracy skills; and autonomy, accountability and working with others.

ANQF LEVELS	LITERACY AND BASIC EDUCATION	SECONDARY AND HIGHER EDUCATION	TVET	ISLAMIC EDUCATION
L8		HE/Ph.D.		
L7		HE/Master		
L6		HE/Bachelor degree		
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L4		Advanced certificate, high school/grade 12	Advanced certificate, TVET high school	Advanced certificat Islamic high school
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L2	School preparation literacy LC Progression literacy LB Foundation literacy LA		Vocational training certificate	
L1	Basic level		Apprenticeship	

Sources:

- 
- CEDEFOP, ETF, UNESCO, UIL, [Global inventory of regional and national qualifications frameworks 2017](#) ↗, v. II: national and regional cases
  - European Centre for the Development of Vocational Training, European Training Foundation, United Nations Educational, Scientific and Cultural Organisation, and UNESCO Institute for Lifelong Learning, 2019, [Global inventory of regional and national qualifications frameworks](#) ↗

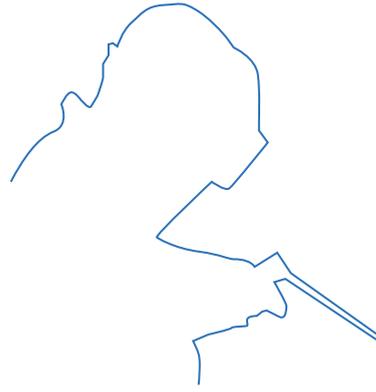
## FURTHER RESOURCES

- TVET Authority of Afghanistan, <https://tveta.gov.af/en>, (Accessed 4 March 2021).
- Ministry of Labor and Social Affairs, <https://molsa.gov.af/en>, (Accessed 4 March 2021)
- Afghanistan Chamber of Commerce and Investment, <https://acci.org.af/en/>, (Accessed 4 March 2021)

## UNEVOC NETWORK MEMBERS

Deputy Ministry of Technical Vocational  
Education and Training

The Policy and Programme  
Development Directorate is responsible  
for all programme planning,  
development budget and external  
relation of DMTVET. It ensures the...





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## TVET Country Profiles

The UNESCO-UNEVOC TVET Country Profiles are an online service. They aim to provide concise, reliable and up-to-date information on TVET systems worldwide, including key statistical data which can be compared across countries, major TVET policy documents, and information on governance of TVET. Dynamic diagrams illustrate education systems at a glance, aligned with ISCED levels.

Use the QR code to access this country profile online



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