

# Afghanistan VT Sector

Facts and Figures

On-going Initiatives (WB - USD 70 Million)

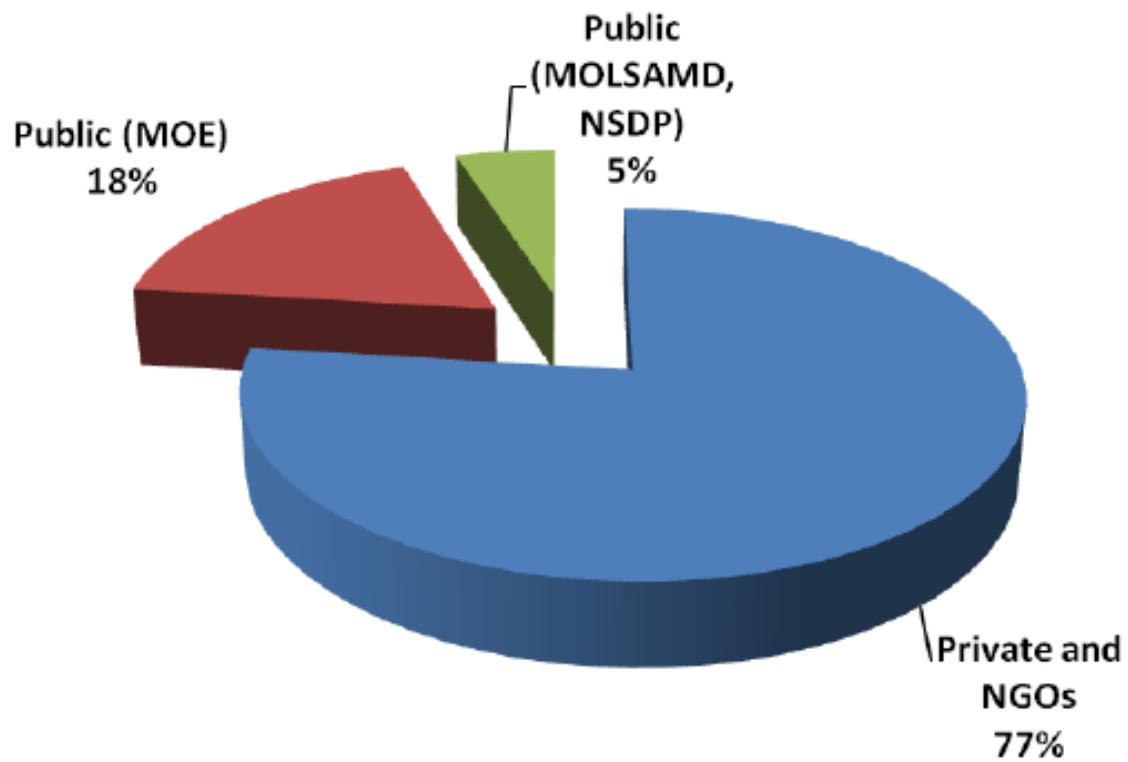
PPT by no means inclusive

# Facts & Figures

- A competency based training (CBT) to replace the curricula based training
- No regulatory body (nor independent certification).
- Second class education (citizens' perception) and low female trainees
- Theoretical and mostly center based.
- Poor physical condition of lab, workshops, equipment for trainings
- Traditional apprenticeship avg. 7 yrs.
- The share of formal TVET in education budget is small at about 6% of MoE budget despite the fact that provision of TVET training is more costly than general education.
- Informal TVET is concerned, MOLSAMD spending currently represents 0.7% of total government expenditures.
- Only 25% of firms have any contact with educational training institutes.
- Past experience as criteria for employment of staff in the LM

# TVET in Afghanistan – Actors

- Ministry of Education
  - Grade 9/12 - Grade 14
  - 11 Technical Ministries (MRRD, MoWE, MoWA, MoAviation & etc)
- Ministry of Labor and Social Affairs
  - Short-term
- Ministry of Higher Education
  - Community College
- Committee on Education and Skills Policy
  - Regulatory capacity (ANQF)
- NGOs and Private
  - Both diploma and certificate programs



**Graph 2. TVET Providers, 2011**

Guiding documents...

# Number & Geographic spread

	All students		All students in Grade 14	
	Formal	Informal	Formal	Informal
Male	51,234	91,626	10,246	31,288
Female	12,495	53,095	3,466	30,420
Total	63,729	144,721	13,712	61,708

**Formal – Urban centric:** Most of 210 TVET formal institutes and schools are located in provincial centers and urban areas, with an average of 5 formal TVET institutes per province (except Kabul a total of 27 TVET institutes and high schools).

**Informal – Urban, semi-urban and rural (ad hoc):** 34 MoLSAMD training centers, mostly located in urban areas of provinces, are inactive. Private TVET training provided by NGOs are often short term and target specific segments of society leaving a significant share of the population with no training opportunities.

# An idea on nature & scope of the VT trainings...

Plumbing
Building Electricity
Masonry
Aluminum Fram Fabrication
Building Painting
Building Electric Wiring
Carpentry
Bar Bending
Construction Stone-Cutting
Arc Welding
Sheet Metal Fabrication
Metal Forming
Gas Welding
Steel Structure Fabrication
Welding Work Inspecting
Mechanical Draughting
Concrete Batching Plant
Core Curriculum
Basic Levels

Plumber	L1
Plumber	L2
Water Work Technician	L3
Plumbing Assistant Manager	L4
Plumbing Manger	L5

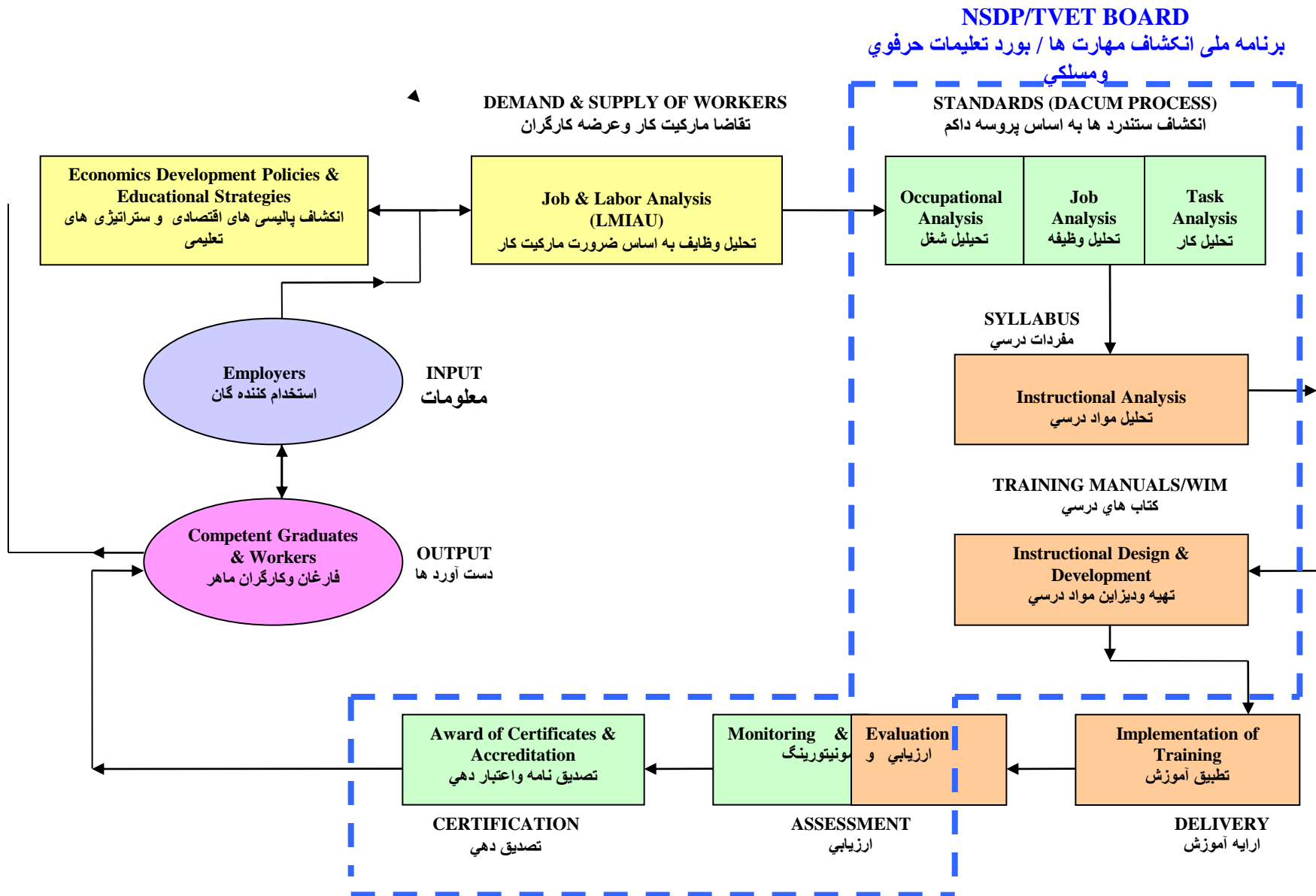
Building Construction Sector (46 trades)  
 Business and Commerce (42)  
 Agriculture (26)  
 Services (30)  
 Social work (6)  
 Mining (8)  
 Railway (8)  
 Industry Sector (7)  
 Training of Trainers (3)

**Basic to Level 5 (Equivalent to grade 14<sup>th</sup>)**

**Mostly Technician Level developed and in demand in LM**

Training of Trainers (ToT)				
Vocational Training	1	Vocational Training Officer	L3	
	2	Vocational Training Executive Manager	L4	
	3	Vocational Training Manager	L5	

# Process for the development of new training programs and curriculum





# WB On-going Initiatives (2014-2018)

**55 Million USD - Formal**

The objective of the Project is to increase the potential for employment and higher earnings of graduates from Technical and Vocational Education and Training (TVET) schools and institutes through improvements in the skills delivery system

Component 1: Strengthening of the TVET institutional system

Component 2: Improving performance of TVET Schools and Institutes

Component 3: Improving Teacher Competencies

Component 4: Project Management, Monitoring & Evaluation and Public Awareness

# WB On-going Initiatives (2014-2018)

## 55 Million USD - Formal

The objective of this project is to increase the potential for employment and higher earnings of targeted young Afghan women and men in rural and semi-urban areas through non-formal skills training”

Component 1: Improving the Quality of Non-formal Training and the Labor Market Outcomes of Trainees. Incentivize non-formal training providers to provide quality training to Afghan men and women and increase their job placement rates.

Component 2: Project Management, Capacity Building of MOLSAMD and M&E. Strengthening the capacity of NSDP/MOLSAMD for project implementation and monitoring. The NSDP's capacity to implement the project and its monitoring capacity will be strengthened while support will be provided to help improve MOLSAMD's capacity in planning and implementation.

Component 3: Piloting Entrepreneurship among Unskilled and Illiterate young Afghans. Many young Afghans, unskilled and illiterate are unprepared to compete in the labor market. This component will promote entrepreneurship among them to help improve their welfare status.

Coordination

Quality of training (Public and Private)

Certification

**THANK YOU!**