

# Review of TVET Education in Afghanistan

Fatema Haidari<sup>1</sup>, Mortaza Kazemi<sup>2</sup>

<sup>1</sup>Department of Gender and Women Studies  
Kabul University  
Kabul Afghanistan

<sup>2</sup>Institute of International and Comparative Education (IICE)  
Zhejiang Normal University  
Zhejiang, China

fatema.farnaz20@gmail.com, mortezakazimi3@gmail.com

**Abstract-** Technical and Vocational Education and Training (TVET) is crucially vital in competitive, knowledge driven economy and rapidly changing job markets. Gap and mismatch of job requirements and what the education and training are providing leads to skills gaps, unemployment and less developed and broken economy. From global perspective, knowledge driven economy made the TVET significantly important for economic prosperity and sustainable development of each country. Hence, the primary objective of this study is to review the history, ups-and-downs, challenges, and future perspective of TVET in Afghanistan. Present study has been reviewed the TVET education based on three standpoints such as accessibility, quality and efficacy. The result shown that in spite of recent development in TVET education in Afghanistan, there is a lot needs to be done to make the system based on employers need and job market requirements. The high rate of unemployment and the practice of traditional methods in many industries demonstrate the mismatch of education system, particularly TVET with the job markets. Moreover, the study will help the TVET practitioners, teachers and students to have a clear vision about TVET in Afghanistan.

**Keywords-** TVET history, accessibility, quality & efficacy, challenges, and future prospective.

## I. INTRODUCTION

The importance of TVET and well-educated workforce is one of the crucial elements and the cornerstone in rapidly changing, competitiveness and increasingly knowledge-driven global economy. To employers and enterprises however, what matters is the relevance of education and training to the requirement of jobs markets world widely. Gap and mismatch between employers' need and what the education and training systems are providing lead to skill gaps, unemployment and less developed and competitive economy. However, many studies elaborated supportive role of TVET from different perspective to illustrate the benefit, importance and significance of TVET education and its critical role in the national and global sustainable development.

From global perspective, knowledge-based economy made the TVET crucially vital for economic prosperity and sustainable development of each nation. As Barnett & Coate (2005) argue that in twenty-first century individuals must acquire knowledge, skills, attitudes and dispositions to adopt to chaos and unknown circumstances (Barnett & Coate, 2005; as sited in Jones, 2018). Another factor is rapid technological change that accelerates the needs for high level skills and capabilities such as critical thinking, innovation and problem solving. For example, Beddie & Simon's (2017) analysis shows that over 50 per cent of inventors from 1986 to 2005 applicants patent in Melbourne Institute were likely to have vocational

educational backgrounds (Beddie & Simon, 2017; as sited in Jones, 2018).

In addition, climate change and production of high-level carbon dioxide through traditional infrastructures gave new momentum to TVET education. Many examples of sustainable development practices in school level are existing world widely, such as applying of "3Rs" (Reuse, Reduce, and Recycle) policy, or expansion model of "6Rs" (Reduce, Reuse, Renew, Recycle, Repair and Rethink) policy (Majumadar, no date; sited in (Paryono, 2017). Finally yet importantly, poverty alleviation and inclusive growth is globally matter, thusly, many scholars emphasize the role of TVET on poverty alleviation and balance growth. Wheelahan et al. (2016), state that vocational education's role is more important for individuals, groups and societies who suffer the most economic and social disadvantage and are most vulnerable (Wheelahan, Leesa and Moodie, 2016).

From national perspective, many scholars emphasized the role of TVET on economic development and human capital of one country. For instance, Alam (2007) notes that investment in education and training produces benefits for the individual and for society as a whole, thusly the return for society will be a skilled labor force that in turn enables global competitiveness and economic prosperity. In the same time, the return for individual will be a better career path, increased income and a better quality of life (Alam, 2007; as sited in Alam, 2008). As Fagerlind and Saha (1989), stated that the concept of human capital

suggest that education and training raises the productivity of employers and increase their incomes over their lifetime (Fagerlind & Saha, 1989; as cited in (Rufai, Audu et al.,2013).

Moreover, the contribution of TVET on agricultural productivity is undeniable. Whereabouts Afghanistan is an agricultural country, therefore the role of TVET become crucially vital. As USA Food and Agriculture Organization (FAO) states that agriculture can build national economic development, slowly but strongly, with a solid foundation (FAO, 1997; cited in Alam, 2008). Therefore, to have a productive and professional agriculture sector, the contribution of TVET becomes necessary to train professional work force for modern and innovative agricultural mechanism. As well as, enable them to use modern technology in term of using fertilizer, chemicals, preparing soil for cultivation and making drains and cannels for irrigation. Nikiko (2001) argues that to prepare productive farmers, well-timed training and relevant education need to contribute the achievement of such professional objectives, accordingly. Nikiko added that if the farmers being trained properly, the production of cultivation could be doubled than present, and enable them to cultivate various type of crops and livestock because the contribution of training may help them to come out from the old superstition and way of farming (Nikiko.S., 2011; as cited in Alam, 2008).

In addition, Afghanistan has more than 3 million out of school children, therefore the flexible nature of TVET education enable the government, its partners and other education provider to overcome with this obstacle on the way of education for all. Notwithstanding, Colin (1999) suggest that TVE not only prepares skilled work force but also provides general education to the students (Colin, 1999; cited in Alam, 2008). Similarly, UNESCO (2013), stated that TVET education is not just to prepare students for work, but preparing them for life too, thus, this is why it is so important to provide it to all and make it accessible (UNESCO, 2013; cited in UNIESCO-EU, 2015).

From theoretical perspective Grubb and Ryan (1999) categorized TVET into four levels such as pre-employment training, upgrade training, retraining and remedial TVET training (Cedefop, 2011). However, the most common type of TVET service that provide by MoE is pre-employment, which train the students and trainees before entering into job market. Other type of TVET education such as upgrade training, retraining and remedial TVET are providing by Ministry of Labor, Social Affairs, Martyrs and Disabled (MoLSAMD), private enterprises and national and international NGOs. According to Jeong (1999) workers need to be trained before joining at the labor force in order to be more productive and to fulfill their tasks properly. In the other hand, Atcharena and Caillods (1999) claim that workers need to be trained before joining to the labor force, they also need in-service training to maintain up-to-date skills

(Alam, 2008). However, in Afghanistan the public TVET institution focused more on pre-service training, thusly, in the near future will cased underemployment and unemployment of dozen work forces.

## II. HISTORY OF TVET EDUCATION

Primarily the TVET Education for most of its history was on-the-job activities. For instance, in the first phase of human history, when people were struggling for survival as hunters and gatherers, the new generation as new member of community were doubtless inducted into what were literally 'life skills' by their elders. Some of them were better than other in the training and teaching novice, thusly, this caused what it called 'works segmentation'. In second phase of humankind history, when they were striving as farmers, the needs for more specialist workers in different spheres of life accelerated the segmentation of the work force into diverse occupations. Therefore, the institutions of apprenticeship were born. Alongside the history, by coming of the industrial revolution, TVET education become more important for production and industry oriented economy (Hager, 2007). However, TVET in its history faced with ups and downs through the changing of ideas and theories about education and learning, thus it reveals that what happened in the traditional TVET world widely.

### 1. TVET in Afghanistan:

Technical and vocational education in Afghanistan formed one of five levels of education that have been provided in the public and private institutions. Technical and vocational educational program are delivering in formal education led by MoE, which train individual theoretically and practically for business and other vocational field to develop and expand their knowledge, ability and skills to prepare them for job market and tertiary education as well. Students are entering in TVET institution from grade tenth up to fourteen, after that if the student overall scores are 80% or greater they can participate in another specialized exam to continue their higher education in the universities (Sherzad, 2017).

### 2. Historical Review:

Modern vocational school in Afghanistan were developed after WW II, as first technical, agricultural and commercial were established in Kabul, sequentially Craft School (1923), Mechanical School (1937), Agricultural School (1944), Commercial School (1948), Technical School (1951), Belqis Vocational School for girls (1959), public Administration School (1959) and Hotel Management School (1963). Moreover, the first vocational school in the province level were established via five-year education development plan (1956-1961), for instance two mechanical schools in Kandahar and Khost and a craft school in Farah provinces (Samady, 2001, p. 47).

Although Samady (2001) claimed that in 1960s and 1970s, technical and vocational education developed more rapidly

to train skilled labor force for economic development of country. Baha & Baha (2008) argue that due to lack of technical facilities in the country, development of TVE was slow compared to the general education of K-12 (Zarjon Baha & Bahawodin Baha, 2008). Samady (2001) study shows that most of the TVET provision was for day students as well as residential facilities for boarding students (Samady, 2001). Notwithstanding, most of the TVET institutions were established and developed with support of other countries such as USA, the USSR, Germany, the United Kingdom, and other external bilateral and multilateral technical assistants (Samady, 2001; Baha & Baha, 2008).

Additionally, 1964 democratic reform gave the permission to the foreign institutions to create their own schools in the country. In 1976, republic constitution made free general secondary, vocational and higher education (Zahirpour, 2012; p.15). Furthermore, in that course of time, vocational education was acting as alternative for those whom couldn't pass the national college entrance exam, thusly, the rate of employability was decreased (Sherzad, 2017; p. 7). Nevertheless, during the USSR puppet regime, literacy campaign was held, some of the textbooks contained age-related and occupational needs of the users (Zahirpour, 2012; P. 16).

However, the educational system downgraded systematically during the communist regime (1978 to 1992), and many male students above the age of 15<sup>th</sup> were either conscripted to military or left the country to avoid military drafting. Moreover, after withdrawal of Soviet Union forces from Afghanistan in 1989, and collapse of communist government in 1992, a chaotic situation, and condition of civil war prevailed in the country. Therefore, the building and other facilities of the higher educational institutions including TVET damaged or totally destroyed (Zarjon Baha & Bahawodin Baha, 2008).

According to Andishmand (2011) in the first half of the nineties of the Mujahedeen government, growth on education sector was remarkable. For instance, in 1994 and 1995, in teacher training colleges 5,300 female and male students were studying (Andishmand, 2011; sited in Sherzad, 2017), but due to lack of clear plan and policy, it lasted for a short period of time. However, during Taliban regime (1996- 2001) was the darkest time for education sector. Alongside with the general education growth, TVET exponential changes have been tangible since 2001. In that course of time, there were only 1,500 male students in TVET School, while now there are 98 schools in 32 provinces with a nearly 26,000 students, of which 16% are female students (MoE, 2011; sited in Zahirpour, 2012).

### 3. Accessibility:

Samady (2001) stated that in 1950 there were 1880 students in the MoE vocational schools. Moreover, the enrollment rate was increased to 6,000 students including

650 girls in 1975, in addition, there was 2 vocational school and 32 teachers in 1940, that had been increased to 22 vocational schools in 1980 and 1,262 teachers thereby. However, still the general education had appealed noticeable amount of students and the contribution of TVET in 1980 was 10% comparably (Samady, 2001). Saif Samady, President of the Department of Technical and Vocational Education in 1965 reported that all vocational schools and institution in the country had a capacity of 5,180 places for the skilled workers and technicians to be trained. Similarly, the Kabul University had 1,430 places for training of engineers (Samady, 1965; sited in Samady, 2001).

Since 2001, the provision of TVET become more favorable and tangible, therefor in 2001 there were only 1,500 male students in TVET schools, whereas in 2009 there was 65 high school and institutes (39 high schools & 26 institutes) it increased to 102 (65 high schools & 37 institutes) in 2010 and 142 (94 high schools & 48 institutes) in 2011. Since 2002, the TVET providers paid attention more on the provincial level, according to ESPR in (2002), nearly half of all public TVET institutions are based in Kabul. Whereas, in 2011, 96% of TVET high school (Grade 10- 12) and 63% of TVET institutions (Grade 13-14) are in the provinces. In terms of (MOLSAMD's) TVET centers, it is difficult to find the real number of centers, because most of them were /are short-term programs and in some cases, they were not working after a period of time.

Moreover, the growth rate of enrolment in TVET institutions is noticeable. For example, the average growth rate, according to Education Joint Sector Review (EJSR) (2012) is 38% during (2009 – 2010). Still the rate of female enrolment is quiet low. However, the public enrolment is only about one-third of total students in TVET (29%). According to USAID findings, private sector enrolment estimated about 150,000 and NGO enrolment 30,000 in the draft National TVET strategy (EJSR, 2012). However, the graduate rate of public institutions is low than private and NGO TVET (71%) providers. Ministry of Labour, Social Affairs, Martyrs and (MOLSAMD) and National Skills Development Program (NSDP) graduation rate outnumbered the outputs of MoE because of non-formal and short-term TVET programs. Total number of graduated students in 2008 is 1,682 that increase up to 1,853 in 2009 and 2,457 in 2010 form public institutions (MoE). However, the MoE outputs rate is quiet low, which in 2010 constituted only 11% of the total 2009 TVET enrolment. Where it merely formed 3% compared to TVET graduates (89,711) from 400 TVET institutions according to USAID study.

Furthermore, in 2015 academic year, there were 263 technical and vocational schools and institutes with a total number of 80,830 students and 4,229 teachers. Whereas it constituted 0.27% the proportion of total country

population. Additionally, in the aforementioned year, there were 318 teacher-training centers with total 3,369 numbers of teachers and 81,212 students (Sherzad, 2017, pp. 15-16). Because of lack of research and transparent reporting systems, accurate and united information about TVET education from 2016 until now is not accessible.

#### 4. Quality & Efficacy:

There were a number of factors as Samady (2001) stated that affecting the quality and efficacy of vocational training in Afghanistan. For example, there was no adequate industrial base in the country to provide the appropriate context and structure for the development of vocational training. Moreover, the economy was based on agriculture that was developed in traditional ways of farming with little modern agricultural technology. In addition, TVE had low prestige in the society and the provision of it was difficult because most of the TVET equipment had to be imported from other countries (Samady, 2001).

Joint NGO Briefing Paper (2016) reported, although the progress of TVET all over the country can be observed, thusly, the total enrollment in TVET is estimated at 238,000 students. Nevertheless, there is no adequate job placement for graduate students from TVET schools and institutions.

Moreover, the quality of skills acquired from TVET education is still poor and rarely match to the readily available job opportunities. The TVET curriculum is out of date and teachers are lack of competences and form other educational background rather than technical and vocational education. Therefore, the training is not linked to market needs and requirements (Popal & Hassany, 2016). Moreover, lack of coordination is another challenge in term of quality TVET provision. Because technical vocational education and training are providing by variety of service providers including private companies, national and international NGOs and organizations.

Therefore, these overlapping rather complimenting the program and training offered by variety of service providers (Popal & Hassany, 2016).

### III. CURRENT SITUATION OF TVET IN AFGHANISTAN

The TVET system in Afghanistan according to TVET Authority 2016 report has made some progress in recent years comparably, especially in terms of legal and policy framework, coordination, mechanisms on quality control, governance, capacity building of teachers and preparatory work related to the Afghanistan National Qualification Framework. Furthermore, similar progress happened in term of access to training, evidently by a five-fold increase in the number of enrollees in formal TVET centers in the past ten years. For instance, the number of enrolled

students in public TVET schools and institutes are 72935, of which 18% of them are female is significantly greater than what it was ten years before (female 3% and male students as total 2500) (TVET Authority, 2018).

Notwithstanding, In January 19, 2014 the first ever sector-wide TVET plan for the country launched by Ministry of Education, Ministry of Labor, Social Affairs, Martyrs, and Disabled, other line ministries, and contribution of UNESCO, which was envisaged to act as national framework and common platform for the next five years. The mainly aims of this policy was to ensure coordination, and facilitate close cooperation between all national TVET stakeholders (Co-MoE & MoLSMD, 2013).

Therefore, the overarching situation and lack of coordination prevented almost by declaration of aforementioned strategy plan. However, currently there are three types of training that are providing by MoE, MoLASMD and private sectors such as; formal TVET (from Grade tenth up to fourteenth), which refers to regular students and institutions, with a unified formal curriculum that has been approved by TVET authority. Second type of TVET is informal TVET, which is also providing by TVET authority in order to provide theoretical understanding to complement the practical training received via apprenticeships. Third type TVET is non-formal programs, which is providing by MoLASMD and NGO's. However, this training is short term and ranging from 3-9 months in terms of pre-service or in-service for students and apprentices (TVET Authority, 2018).

#### 1. Accessibility:

The provision of TVET via schools and institutions has been increased by the time. For instance, in 2015 the total number of formal public and private institutions was 334, of which private institutes was 40 and public institutions was 294, whereas in 2016 it increased by 17 to 351 that 16 of the 17 new institutions were private institutions, therefore, there was only one new public TVET institution in 2017. However, in 2015, all 34 provinces have at least one TVET institution with Kabul City and Nangerhar considered to be the two provinces with the most school and institutes, 28 and 20 respectively (TVET Authority, 2018). Additionally, in the present total number of TVET schools and institutions are 301, of which 130 institutions, 161 public TVET schools and 10 public TVET special education schools. Moreover, there are 56 private TVET institutions in the same course of time (TVET Authority, 2019).

Total TVET enrolment rate in 2016 was 78,667, which shows 3,123 decrease from 2015's total enrollment of 81,790 (TVET Authority, 2018). Although the NESP III target for TVET enrollment in 2017 was 82,400, but according to new data in 2018, the rate of enrollment decreased to 68,202 students in both public and private TVET institutions (TVET Authority, 2019). The data



shown a noticeable decrease in retention, repeater and success rate whereas the dropout and permanent absent rate highly increased in 2015 than in 2016 (TVET Authority, 2018).

### 2. Quality and Efficacy:

There has been increased in the number of TVET teachers from 3649 in 2015 to 3926 in 2016 both tashkeel and contracted positions, therefore, 17% of tashkeel and contracted teacher were female in 2017 with a small increase in 2015's 16%. Furthermore, as 2016 TVET Authority reported, the pupil –to–teacher ratio for formal TVET institutions is 19 to 1, which presently 19 provinces have a pupil –to –teacher ratio of 19 to 1 or lower.

There is a small increase (1%) in the qualification of TVET teachers, which 73% of TVET Authority's teachers hold a bachelor degree in 2016. Furthermore, there has been increased in the number of TVET-Authority (TVET-A) owned building in 2016 than in 2015, which increased from 73 to 82. Although the target that has been assigned by NESP III to achieve an average of 0.3 workshop per formal TVET center by 2018, the average number of workshop per formal TVET centers in 2016 was 0.185 which is far away (TVET Authority , 2018).

### 3. New Practices:

Germen Cooperation with Afghanistan (GIZ) in its new program set up a range of teacher training centers and provided equipment for those centers that were in-need of. In 2011, with support of GIZ, the first TVET Teacher Training Academy (TTTA) was set up in Kabul, thusly, in 2012; another TTTA was opened in Mazar-e Sharif. Therefore, around 1,100 students of which 30 of them are women are undergoing a five semester courses equipping them to teach in vocation schools (GIZ, 2014). Furthermore, nearly 3,400 students has enrolled at both centers by 2017, whom almost 39% were women. In 2016, 370 students, 47 per cent of them were women, had completed their training (GIZ, 2019).

There have been agreement to train traditional apprenticeship signed in 2014 between Deputy Ministry, the Federation of Afghanistan's Craftsmen & Traders and the project will enable more than 500 apprentices to attend in vocational training in their second year (GIZ, 2019). As GIZ (2014) report stated, between 35 and 60 per cent of young people in Afghanistan work for several years as informal apprentices at the 500,000 or so craft and commercial enterprises in the bazar. Therefore, GIZ initiated a program to train them, thusly; the first 916 apprentices have been attending the vocational colleges in Kabul and Mazar-e Sharif since March 2015 (GIZ, 2017).

Moreover, Afghanistan Workforce Development Program has been developed an interesting venture, which provide training for Afghan women as 'master trainers'. There applicants women completed a seven days master trainer's course and acquired the key components to assessing

employers' labor market needs and developing corresponding job training curricula. This in turn, help the TVET provider to follow market needs and build workers' capacity specifically to that and gives them the opportunity to learn what their employers requires (ILO, 2017).

### 4. Current TVET Challenges:

According to Asia Foundation study, over 70 per cent of Afghan youth cite unemployment as their biggest problem (TVET Authority, 2019). Therefore, there is an acute demand for skilled and semi-skilled professional work force in the country to overcome the poverty and realize the desired transformation. Nevertheless, there is insufficient capacity in the county for standard and high-quality vocational training. In the same time, existing TVET often misses the mark as the curriculum does not match the need of the job market and trainer lack the required skilled (GIZ, 2017: TVET Authority, 2019). Actually there is no standardized TVET curriculum, each training provider has their own curriculum which employed by different manners across Afghanistan (MEC, 2017). Furthermore, TVET as a sub-sector has been under stress of war and under-investment in both new knowledge and infrastructure (ILO, 2017).

However, access to TVET education in Afghanistan is severely hampered by the lack of adequate and properly equipped learning facilities and spaces and is still really low compared to the number of applicant's Afghan youth (ILO, 2017). The more concern is about the social-economic situation, which few families can manage their life without contribution of their adolescent children to the family income. For the female, even it is more difficult, especially for the young women to learn a skill or pursue a career within patriarchal and conservative context (GIZ, 2019). Therefore, the participation of girls remains a raises issue related to the sociocultural constraint they are facing and the relevance of the training opportunity offered to them (ILO, 2017).

## IV. FUTURE PROSPECTS OF TVET IN AFGHANISTAN

TVET Authority has been developed the first ever TVET strategy plan in January 19, 2014 based on research, situational analysis and need assessment from different points such as economic, political, social and technological perspectives. In addition, the primary goals of aforementioned strategy plan were to formulate market-friendly labor regulation, facilitate sustainable decent work, literacy for labor and skill development.

Moreover, the strategy aimed to work towards a modern, relevant, responsive, inclusive and equitable TVET system to promote more employment of better quality individuals, higher productivity for enterprises, and growth and development of society as a whole. However, the strategy

plan asserted its future vision in four certain and focal points such as (1) reinforce governance; (2) increase access; (3) improve quality; and (4) strengthen financing (Co-MoE & MoLSMD, 2013).

Although the above mentioned goals and objectives sat up in 2014, but based on many reports and researches analysis, there is still challenges in governance, accessibility, quality and finance of TVET system that determine the function and responsiveness of TVET system in Afghanistan.

For example, World Bank (2017), survey revealed that 39.1 per cent of the Afghanistan population lives in poverty, whereas the proportion of working age population that who are economically productive is relatively low at 43.4%, thusly, there is an urgent need to create job opportunity (World Bank, 2017: sited in TVET Authority, 2018). Moreover, another fact that underpinned current chaos situation is that almost half (47.5%) of Afghanistan population are under 15 years old (ALCS, 2016) and each year 400,000 people enter the job market (TVET Authority, 2018).

### 1. Reinforce Governance and Finance:

As TVET strategy plan (2014) stated that a clear system of governance is crucially vital for the TVET system to ensure effective and meaningful contribution of various TVET stakeholders, to guarantee that the system is steered with competence, and to draw on the wide range of available TVET expertise in Afghanistan (Co-MoE & MoLSMD, 2013). However, the TVET provision in Afghanistan is the domain of multiple stakeholders including public and private organizations and institutions. Therefore, to balance coordination and coherent between these various stakeholders remains a challenge in the way of accessible, responsive and quality TVET education. Notwithstanding, it is the responsibility of government of Afghanistan (generally) and TVET Authority (particularly) to formulate a transparent and clear system of provision and supervision of TVET in Afghanistan.

TVET Authority should search and analyze new mechanism of financing such as input and output based, bottom-up or top-down and incremental or zero-based model. Furthermore, TVET stakeholders should formulate clear and transparent system of accountability to ensure the provision of training and attract the donors' supports.

### 2. Increase Accessibility and Quality:

Ministry of Education (2016), estimated that there are over 3.5 million children out of school. Moreover, of the 42% of children aged 5-14 attending school, more than half of them (51%) are also involved in child labor activities. of the 25% of children involved in child labor, less than one third of them are also attending school (31%) (MoE, 2016, p. 20). Therefore, demand for TVET education opportunities is enormous; some 800,000 young people flood onto the job market each year, whereas only 4% or

so of young people currently have a formal vocational qualification (GIZ, 2017). Nonetheless, the flexible nature of TVET education is a focal solution to overcome the aforementioned challenges.

The MoE strategy (as asserted in NESP III) is to involve the community into provision and monitoring of education accessibility. These will be responsible for encouraging communities to support the MoE by investing further in school construction via provision of skills and financially, and also to draw on the practical skills of community members such as agricultural skills, handicrafts, mechanical repair, and so on, to provide inputs to life skills instruction in learning centers (MoE, 2016, p. 51).

In addition, the contribution of NGO and private sectors are crucially vital to ensure accessibility and quality of TVET cross the country. There is some successful initiative experience of TVET provision by NGOs and private sectors. For example, GIZ has recently introduced new TVET training model, which fully embraces the informal economy and offer on-the-job training for those young people who are already working in the informal sectors (MEC, 2017, p. 54). Due to between 35 and 60% of young people in Afghanistan work for several years as informal apprentices at the 500,000 or so craft and commercial enterprises in the bazar, providing in-service training will highly contribute to overcome the challenge of underemployment and unemployment (GIZ, 2017).

Updating TVET curriculum and make it relevance to the market needs is another focal point in term of quality assurance. MoE asserted that to improve the labor market capacity and skills, the education providers should assess and strengthen linkages with industry, employer and SMEs, to improve the competency of graduate skilled to meet the market demands (MoE, 2016, p. 23). Involvement of various TVET providers in terms of policy setting, curriculum development and market capacity building will contribute to the TVET relevance and linkage with the labor market demands.

## V. CONCLUSION

The importance of TVET education and well-educated labor force is evidently the cornerstone in rapidly changing, competitiveness and increasingly knowledge-driven global economy. The contribution of TVET on sustainable development of the world, generally and each nation, particularly is undeniable. From global perspective, knowledge-based economy, rapidly changing technology, climate change, and poverty alleviation and overall growth made the TVET an integral part of education system. However, the role and function of TVET in Afghanistan as developing and war-torn country is contextual and its contribution is crucially vital, such as the contribution of TVET on socio-economic development, agricultural productivity, as opportunity for out of school and child labors.

However, TVET education in Afghanistan faced with ups and downs along its history, and was provided as traditional and on-the-job training for a long time. Therefore, modern vocational school in Afghanistan were developed after Second World War, as first technical, agricultural and commercial centers were established in Kabul around (1923), and at provisional level, the first vocational schools were established through five-year educational development plan (1956-1961). Moreover, between 1930 and 1970, when the country was stable, the educational system, generally and vocational education, particularly developed more rapidly to train skilled workforce for economic development of country. Nonetheless, from 1980 until 2001 there was no stable vocational and training system in Afghanistan.

Alongside with the general education growth, TVET exponential changes have been tangible since 2001. In that course of time, there were only 1,500 male students in TVET School, while in 2011 there were 98 schools in 32 provinces with a nearly 26,000 students, of which 16% are female students, further it increased to 263 TVET institutions with a total number of 80,830 students and 4,229 teachers. However, after 2015, there is a decrease in the rate of students' enrollment in TVET institutions, as data shown, 68, 202 students enrolled in public and private TVET institutions in 2018.

Although in 2014, the first ever TVET strategy plan has been developed to ensure governance, provision, supervision and sustainable financing of TVET system, lack of coordination, mismatch of curriculum and required job skilled, lack of funds and financing supports currently remain as obstacle on the way of accessible and quality TVET in Afghanistan. However, there is an acute demand for skilled and professional labor force in Afghanistan to take the country forward and realized the desired transformation. Therefore, it is the responsibility of TVET stakeholders to provide suitable and demand-based training for the future job seeker and labors. Furthermore, the government of Afghanistan should implement the TVET strategy plan to ensure accessibility, quality, transparency and accountability of TVET cross the country.

## REFERENCES

- [1] Alam, G. M. (2008). The role of technical and vocational education in the national development of Bangladesh. *Asia-Pacific Journal of Cooperative Education*, 25-44.
- [2] Audu Rufai, Igwe Christopher Obeta, & Onoh C.E.C. (2013). Human Capital Development in Technical Vocational Education (TVE) for Sustainable National Development. *Journal of Education and Practice*, 100-108.
- [3] Cedefop. (2011). the benefits of vocational education and training. Luxembourg: Office of the European Union.
- [4] Co-MoE & MoLSMD. (2013). National Technical and Vocational Education and Training (TVET) Strategy for Afghanistan. Kabul: Ministry of Education & Ministry of Labour, Social Affairs, Martyrs, and Disabled.
- [5] GIZ. (2014). Future Prospects Generated by Vocational Training: Skilled worker for the labour market. Kabul: GIZ.
- [6] GIZ. (2017). Supporting Technical and Vocational Education and Training (TVET) in Afghanistan. Kabul: GIZ.
- [7] GIZ. (2019, May 21). Supporting Technical and Vocational Education and Training in Afghanistan. Retrieved from GIZ in Afghanistan: <http://www.giz.de>
- [8] Hager, P. (2007). Towards a New Paradigm of Vocational Learning. ROUTLEDGE in association with GSE Research, 105-117.
- [9] ILO. (2017). Promoting Rural Youth Employment in Afghanistan through Entrepreneurship Education and Vocational Training. Kabul: International Training Center for the International Labour Organization.
- [10] MEC. (2017). Ministry-wide Vulnerability to Corruption Assessment of the Ministry of Education. Kabul: Independent Joint Anti-Corruption Monitoring and Evaluation Committee.
- [11] MoE. (2016). National Education Strategic Plan (2017-2021). Kabul: Ministry of Education.
- [12] Nahid Popal & Mohammad Alias Hassany. (2016). Development Gains in Education: the Stakes are high for Afghan Children. Kabul: Joint NGO Briefing Paper.
- [13] Paryono. (2017). the Importance of TVET and Its Contribution to Sustainable Development. AIP Publishing, 1-14.
- [14] Samady, S. R. (2001). Education and Afghan Society in the Twentieth Century. Paris: UNESCO.
- [15] Sherzad, A. R. (2017). Education in Afghanistan: Challenges and Suggestion for Improvement. Technische Universitat Berlin, 1-25.
- [16] TVET Authority. (2018). 2nd National Statistical Report on Formal TVET in Afghanistan 2016. Kabul: TVET Authority.
- [17] TVET Authority. (2019, May 21). Technical Vocational Education and Training. Retrieved from Technical Vocational Education and Training : <http://www.tveta.gov.af>
- [18] UNESCO. (2012). Technical and Vocational Education and Training 'Transforming TVET: Building skills for work and life'. Paris: UNESCO.
- [19] UNESCO-UNEVOC. (2004). Learning for Work, Citizenship and Sustainability. Bonn: UNESCO-UNEVOC.

- [20] Wheelahan, Leesa and Moodie. (2016). Gavin (2016) Global Trends in TVET: A Framework for social justice. Brussels: Education international.
- [21] Zarjon Baha & Bahawodin Baha. (2008). Technical Vocational and Engineering Education in Afghanistan. American Society for Engineering Education, 1-15.