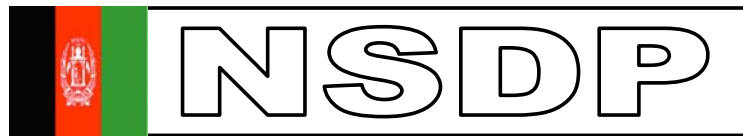**The Islamic Republic of Afghanistan**
Ministry of Labor, Social Affairs, Martyrs and Disabled

**National Skills Development Program**

# Baseline Data for the Quality of TVET Provision in Afghanistan

**May 2009**

# Contents

# EXECUTIVE SUMMARY

This study is based on data collected from a wide range of 'intentional' Technical and Vocational Education and Training (TVET) providers in Afghanistan. It is based on reported data provided against questionnaires which were based on the Asia-Pacific Accreditation Certification Commission (APACC) system for TVET institutions, developed by the Colombo Plan Staff College (CPSC) for Technical Education. This was used by the National Skills Development Program (NSDP) to design a GIS-based database for TVET institution registration and assessment.

Note that the data is self reported and a full inspection of all institutions was not carried out by the enumerators. However, approximately 20% of the institutions, selected geographically and by sector, were followed up and assessed in detail in order to provide some level of validity of the reported data.

The Public Sector, Private Sector and NGOs all provide training services in Afghanistan. However, they operate independently and without any common framework. There are few linkages and bridges and little consultation with key stakeholders, such as employers.

Standard curricula are not available and there is no sector-wide registration or standards setting/accreditation system, and no national training-of-trainers provision. Sector wise, there is very   limited information available for decision makers.

The study aimed to collect baseline data and information on the TVET providers at provincial level from across the country. This information is the first step in the process of registration and accreditation of vocational training institutions and can be used by TVET planners and policy makers.

The study was solely focused on TVET schools and centers rather than professional institutions either managed or affiliated to the Ministry of Higher Education (MHE).

The APACC identifies seven criteria for evaluation. These cover performance related to:

- Governance and Management
- Teaching and Learning
- Faculty and Staff
- Research and Development
- Extension, consultancy and linkages
- Resources
- Support for Students

Each criterion has its indicators and elements to measure such things as  administrative structure, faculty and staff qualifications, management system, institutional objectives, curriculum, syllabus, instructional material, teaching methods, staff development, system of recruitment, research and development, dissemination and outputs, extension, consultancy,

linkage with industries, financial management, classrooms, library collection, tools/equipment, facilities and laboratories, technology, counselor and student ratio, and student services.

In this study the training institutions were divided into three categories - Public, Private, and NGOs. A total 498 training institutions across the country were studied. Out of these 67 are managed by the public sector, 98 by NGOs, and 333 by the private sector.

17,350 trainees were enrolled in public institutions, 30,557 in NGO institutions and 148,727 in private institutions.

The evaluation provides an overall average score, alongside disaggregated scores, for Public, Private, and NGOs training institutions, for each criterion, as follows:

1. **Governance and management:** (100 marks total)

    Overall average score: 61 (61%)
    NGO provider average score: 68 (68%)
    Public provider average score: 57 (57%)
    Private provider average 59 (59%)

2. **Teaching and learning:** (250 Marks total)

    Overall average score: 124 (49%)
    NGO provider average score: 136 (54%)
    Public provider average score: 111 (44%)
    Private provider average: 123 (49%)

3. **Faculty and staff:** (150 Marks total)

    Overall average score: 58 (38%)
    NGO provider average score: 62 (41%)
    Public provider average score: 60 (40%)
    Private provider average: 56 (37%)

4. **Research and development:** (100 Marks total)
    Overall average score: 15 (15%)
    (All providers performed poorly under this criterion)

5. **Extension, Consultancy and Linkages:** (100 Marks total)
    Overall average score: 17 (17%)
    (All providers performed poorly under this criterion)

6.      **Resources:** (100 Marks total)

>       Overall average score: 59 (59%)
>       NGO provider average score: 70 (70%)
>       Public provider average score: 51 (51%)
>       Private provider average: 57 (57%)


7.      **Support for students:** (100 Marks total)

>       Overall average score: 53 (53%)
>       NGO provider average score: 49 (49%)
>       Public provider average score: 42 (42%)
>       Private provider average: 56 (56%)


Overall, the TVET institutions meet 37% of the full marks of the APACC Accreditation Criteria – indicating that training institutions urgently need improving.

It is hoped that this report will help policy makers to focus on up-grading and capacity building training institutions and help donors in directing funding in a worthwhile manner.

The TVET providers have been provided with the feedback from the study and it is hoped that this will start an extended period of engagement which will assist them in improving the provision. This will eventually develop into a formal system of accreditation – which is planned under the World Bank's Afghanistan Skills Development Project (ASDP)[1].

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[1] This project, which commenced in 2008, is expected to introduce new legislation which will create independent standards setting and regulatory Boards covering general education and skills development. Part of the Boards' mandate will be to accredit providers.

# 1. INTRODUCTION

At present, the training institutions provide very limited information to the policy makers with regard to the provision of the TVET system. Standard curricula do not exist, training of trainers facilities are not available and there is no registration or accreditation system. Certification is 'in-house' and there are no common standards from which trainees or employees can gauge level of study or achievement.

This study represents the first attempt to register TVET providers across the sector, collect essential baseline information and to gauge their performance

The study was carried out by the Monitoring and Evaluation Team of the NSDP and the collected data was entered into the GIS-Database that has been designed based on the APACC Accreditation Manual[2] developed by the Colombo Plan Staff College (CPSC) for technical education. (Afghanistan has been a member of CPSC since 1963.)

## 1.1    Background

The aim of this study was to collect baseline data and information on the present status of the training provider institutions across the country. Over 498 training institutions were studied. Out of them 67 were public, 98 run by NGOs, and 333 operated by the private sector. During the study it was found that 17,350 trainees were enrolled public institutions, 30,757 in NGO institutions, and 148,729 in the private sector.  A total of over 200,000 trainees were enrolled in the 537 training institutions.

This study should also be of value to the World Bank's Afghanistan Skills Development Project (ASDP) which, under Component 1, will establish a National Qualifications Authority (ANQA), a National Qualifications Framework (ANQF) and independent regulatory Boards, including a Board for TVET[3].

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[2] The Manual is published by Asia Pacific Accreditation and Certification Commission of CPSC in 2007.
[3] The process for establishment of the ANQA, ANQF and regulatory boards for Primary, Secondary, Islamic, Higher Education and Technical Education has already been started under component one of the ASDP funded by the WB. This is being led by the Committee on Skills Policy chaired by the First Vice President.

# 2.  METHODOLOGY

In order to collect the baseline data a questionnaire was developed based on the seven criteria of the APACC Accreditation Manual. The criteria consist of indicators and elements which cover:

- Governance and Management.
- Teaching and Learning
- Faculty and Staff
- Research and Development.
- Extension, Consultancy and Linkages.
- Resources
- Support for Students.

A two-day training course was provided to 13 enumerators and 5 regional officers of the NSDP stationed in Kabul, Hirat, Jalalabad, Shaberghan, and Kunduz provinces. In addition, a guideline for filling of the questionnaire was developed and distributed to the enumerators and to the regional officers. See Annex 1 for the questionnaire.

The questionnaire was translated into local languages (Pashto and Dari). Over 600 copies were printed and the enumerators were introduced to the provincial officers and logistic support was provided. They were supervised and led by the Project Team Leader who was stationed in the NSDP central office but who had frequent missions to provinces. The enumerators also received support from the provincial departments of MoLSAMD.

The questionnaires were explained and distributed to the training institutions and were collected after 2-5 days. The data was briefly checked during the questionnaire collection time.

## 2.1    Study Limitations

The data were collected only from the readily accessible training institutions. Additional limitations that faced enumerators were mainly security issues and road obstructions due to winter weather. It is estimated the majority of public and NGOs TVET providers were covered by this study, but until it becomes a legal requirement to register and accredit training centers under one Authority a complete picture will not emerge.

Note that the data is self reported and a full inspection was not carried out by the enumerators[4].

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[4] Full accreditation-type inspections require the inputs of numerous experts who are familiar with, and can judge, specific aspects of good practice. Such experts are not available in Afghanistan at present.

**2.2     Scope of the Study**

Total 600 copies of the questionnaire were distributed to 600 training institutions throughout the 31 provinces. Out of them 541 responded and 498 were entered into the database. These are listed in Annex 2.

The study was solely focused on TVET schools and centers rather than professional institutions either managed or affiliated to the Ministry of Higher Education (MHE).

**2.3     Selection of the training institutions**

The following criteria were applied in selection of the training institutions:

- All public TVET providers.
- All 'intentional' NGO TVET providers.
- Private training centers covering computer and English language training courses under the conditions of the students number over 150, the teacher number over 5 and establishment period over 6-month, and those offering courses such as carpet weaving, tailoring, carpentry and other technical skills and having not less than 10 trainees and not less than 2 trainers with at least 6-month duration of establishment.

# 3.     SUMMARY OF THE SECTOR

**3.1     Public Institutions**

During the study, 67 public training institutions were visited.  These institutions are generally located in urban area, especially in the 5 big cities such Hirat, Kabul, Kandahar, Mazar, and Jalalabad. Provision of the public training institutions is similar in methodology and in subjects. Courses offered cover agriculture, administration and finance, carpentry, mechanical technician, metalworking, electrical technicians, electronics and construction.

Some ministries have established their own training institutions for responding to their own needs. The training institutions of the Ministry of Energy and Water, Telecommunication Training Center of the Ministry of Telecommunication and Information Technology can be mentioned as examples.

**3.2     Private Sector Institutions**

The study covered 333 private training providers. The private sector training institutions are spread widely throughout the country. Excluding the private universities the majority focus on computer literacy and English language. Some also cover school subjects such as mathematics and some cover calligraphy, carving, and tailoring.

The academic duration varies from 3-month to one year, depending the nature and complexity of skills. A high percentage of the trainees are school leavers who want to add to their skills and knowledge.

### 3.3    NGO Training Institutions

A total of 98 NGO training institutions were visited.  The NGOs apply both center based and apprenticeship methods of training and cover range of basic skills training covering agriculture, industry and the services sector. A small number offer courses in such things as administration and finance.

During the data collection it was found that only a very few well-established TVET NGOs are available as most rely on donor funding which is often sporadic.

Table 1 summaries the current provision

## Table1: Summary of the Current Skills Provision

| Public Sector Training Providers | NGOS | Private Sector (This sector is the largest provider of skills training) |
|---|---|---|
| 50 Voc. Schools. (MOE)<br>20 Training centres (MOLSAMD)<br>A number of specialised training centres for public sector employees.<br><br>Approx. 17,000 students enrolled<br><br>Course duration varies from around 6 months to 5 years<br><br>Located mainly in urban areas | Over 100 National and International NGOs<br><br>Approx. 30,000 students are enrolled<br><br>Most offer  basic vocational skills Courses.<br><br>Course duration varies from around 3 to 18  months<br><br>Both rural and urban coverage. | Many 100s provide formal computer literacy and English language learning. Very few offer TVET.  There is an increasing number of private, higher education institutes offering academic courses such as management and accounting etc.<br><br>Approx 150,000 students are enrolled<br><br>Course duration varies from months to years.<br>Covers both rural and urban areas<br><br>(Note that 100s of 1000s of individuals are undertaking informal apprenticeships in small workshops across the country.) |

# 4. FINDINGS

## 4.1 Number of Training Institutions

The baseline study was conducted throughout the country. It was found that most of the training institutions are located in provincial capitals, particularly in the in the five big Cities of Kabul, Kandahar, Jalalalabad, Mazar-e-Sharif, and Hirat.

Graph (1) shows the number of private, NGOs and public training institutions.

Graph (1)

Types of TVET Providers

| Type | Number |
|------|--------|
| NGO | 98 |
| Public | 67 |
| Private | 333 |
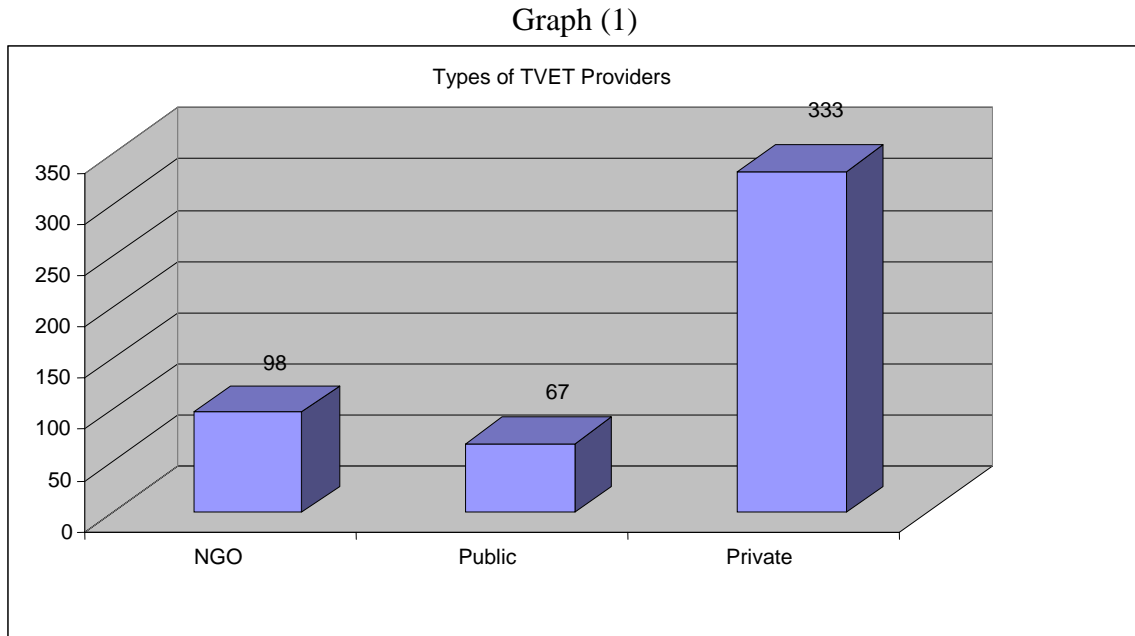
## 4.2    Number of Trainees by Type of Training Institution

Graph 2 shows that 148,729 trainees are enrolled in private sector training institutions, 30,557 trainees in the NGO institutions and 17,350 in the publicly managed institutions.

**Graph 2**
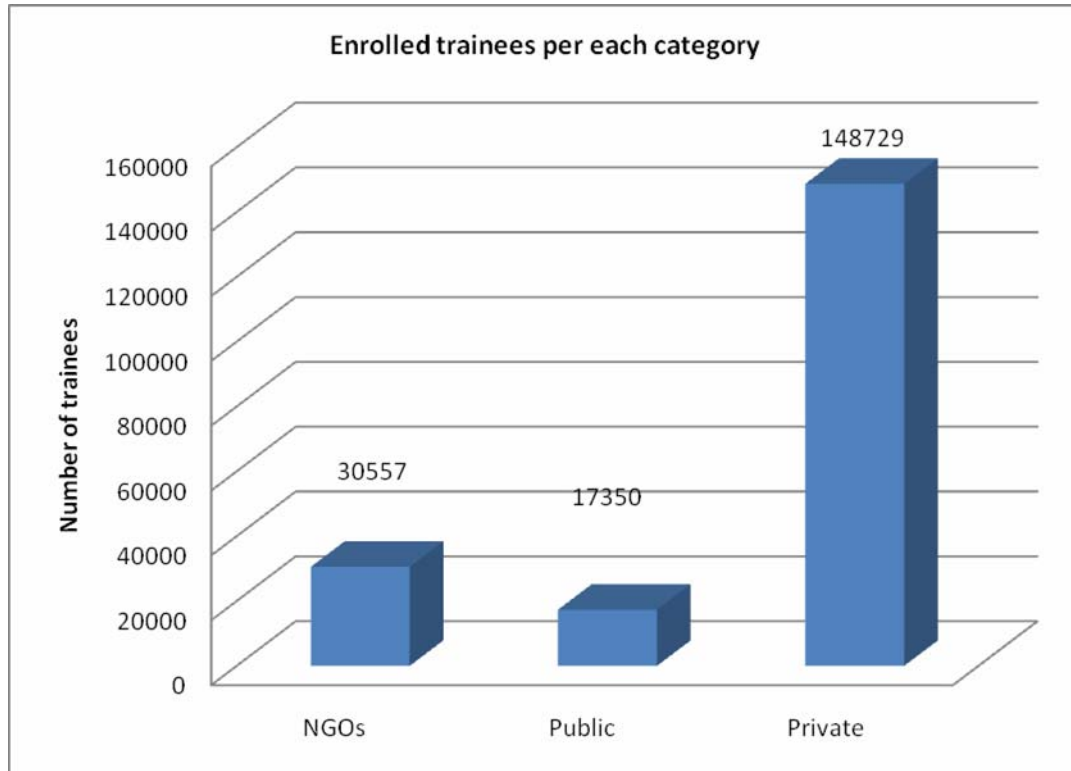


### 4.3    Scoring against the seven criteria developed by APACC

As mentioned above, the study used the following seven APACC criteria to assess the institutions:
Governance and Management,
Teaching and Learning,
Institution Members and Staff,
Research and Development,
Extension, Consultancy and Linkages,
Resources,
Support to Students.

Each of the criterion is measured by indicators and elements.

As a part of the NSDP activities a database was developed based on the Accreditation Manual of the APACC and which captures the seven criteria based on indicators and elements as shown below.

## 4.4    Governance and Management

This criterion is based on the institution's system of governance and management to manage the existing operations and to respond to development and change. The criterion consists of the following indicators and its elements.

| Indicators | Elements |
|---|---|
| **Indicator A:** Administrative Structure and Bodies | 1.  The institution mission and vision are written and communicated to the institution community (administrator, governing board members, faculty, staff, parents, and students. |
| | 2.  The Policy-making body demonstrates support to the institution's operations and programs. |
| | 3. The policy-making body is highly involved in formulation of policy matters pertaining to the institution. |
| | 4. The quality Management System is maintained under well-defined policies and procedures. |
| | 5. The Administrative Committees/Bodies is highly involved in the decision making designed o support TVET Programs. |
| | 6. The Academic Committee/Bodies are highly involved in the decision making involving academic matters (curriculum development, grading system, supervision of teaching etc.) |
| **Indicator B:** Qualifications of Administrative Staff | The administrative staffs, particularly the support staff are qualified, competent, well trained and experienced in their respective works. |
| **Indicator C:** Management Systems and Procedures | 1. The institution adopts and institutional development plan and well-coordinated academic and administrative operational plan. |
| | 2. The budget of the institution is well-prepared, judiciously allocated, effectively utilized, clearly accounted its development an fairly audited |
| | 3. The institution has a viable, sustainable and appropriate income generating strategy to support its development plan. |
| | 4. Resources and supplies are regularly available, managed and controlled. |
| | 5. The processes or systems of supply and records management are well-defined. |

As shown in Graph 3, the average score is 61% with NGOs scoring 68%, the public sector 57% and the private sector 60%.

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**Graph 3**



Governance and Management

Indicator values by provider: NGOs 68, Private 60, Public 57, Avrage for all providers 61, Weighted pionts 100.
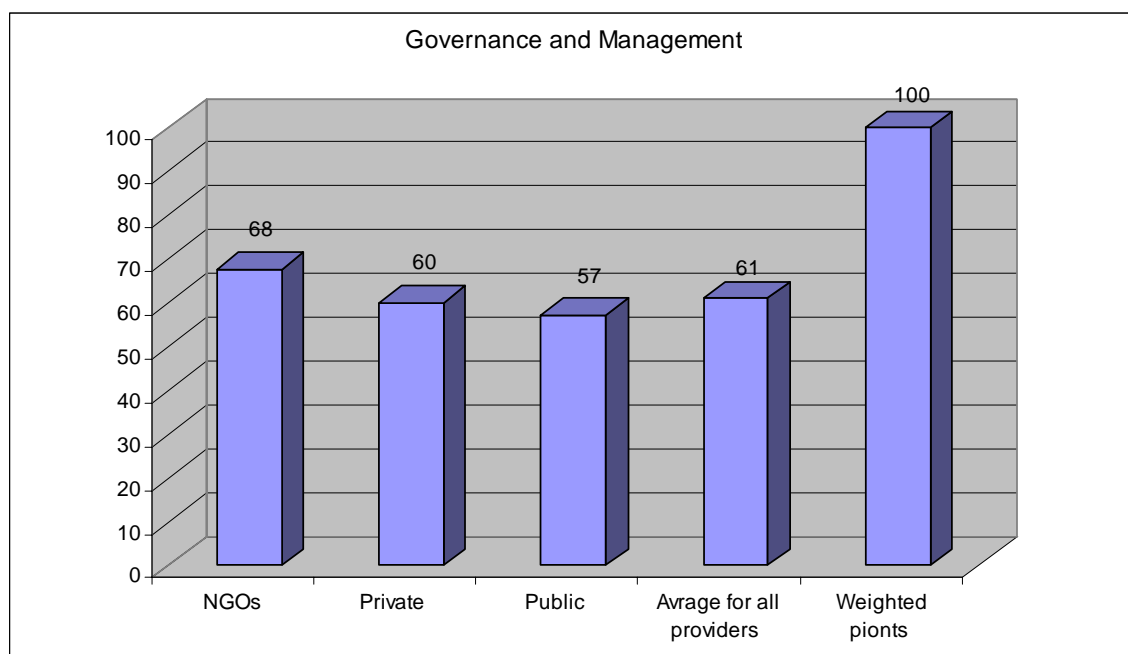
## Indicator A: Administrative Structure and Bodies

The training institutions run by NGOs indicate vision, involvement of policy makers of their organizations and support is provided to the training institutions. Administrative bodies of the institutions are involved in design of projects and provide support to management. The NGO's curriculum varies from institution to institution and most of the training institutions lacking grading system and Academic Committees. Supervision from projects is carried out with little academic knowledge.

The training institutions operated by the public sector appear to have a clear vision, but the vision is outdated. The system is highly centralized and decisions are made by the policy makers which delays daily activities of the institutions and prevents innovation. The ministries administrative bodies are involved in design of projects and institution's management lacks authority. Curricula of the institutions are old and are not based on the needs of the labor market and not updated to the economic policies of the state. The Academic Committees still apply the old rules and regulations.

The training institutions managed by the private sector divide into two categories of well organized and of less organized. The organized institutions indicate clear vision. Decisions and policies are made by a team rather than individuals and their administrative bodies are professional and involved in design of projects. Curriculums of the institutions are up-dated and taught by relatively well qualified trainers, but the number of these institutions is few. The number of the less organized institutions is high but low in quality and mostly concentrated on English language and computer literacy. Curriculums of the institutions are not standard and have not been approved by a qualified institution. Class system is applied,

but there are lack of academic knowledge of trainers and academic committees are not present to up-grade the institutions.

**Indicator B: Qualifications of Administrative Staff**

Most of the NGOs staff is temporary and depends on the donor fund. The appointment of staff of the National NGOs is mostly based on personal relationships rather than qualifications and experience. The staff of the international NGOs is generally competent, well trained and experienced compared to the public sector training institutions.

The institutions operate by public sector is permanent and are set up for VET training. The numbers of the institutions are inadequate and mostly limited to big cities. The academic and administrative staff are aged, out of date and have little energy to support trainees.

The staff of the institutions managed by the private sector is divided into two categories. The higher academic institutions employ well-trained and enthusiastic staff

**Indicator C: Management Systems and Procedures**

The NGOs fund and operations depends on donors. Therefore, they adjust and develop their plans based on the requirements of donors and are capable to well-prepare budget and expenditures. In the past, there was not impendent auditing company in Afghanistan, therefore, the NGOs auditing have been newly started. Some NGOs shows proper auditing reports, but lack sustainable and appropriate income generation strategies and development plans.

The management system of the public managed training institutions are centralized and their procedures are old, bureaucratic, time consuming, and lack of managerial authority and not responsive to the current situation. The institutions do not have independent development plans. The institutions' budgets are also centralized and are spent through the central office signatures. Income of the institutions goes to the central bank account of the government and the institutions are not authorized to use the income for their development plans. The resources are regular provided by the government but on insufficient scale. The supply record system is well defined and understandable.

The private sector institutions are generally well organized and have both proper and well-defined development and budget plans. The financial resources are regular and provided through the students fees. The supply record system is well defined and understandable.

**4.5    Teaching and Learning**

Each training institution is required to clearly defined its mission, and adopt academic technical/vocational programs with set objectives and learning outcomes at appropriate levels; and has effective mechanism of delivery and testing to ensure success in meeting these objectives and enable trainees to achieve the intended outcome.

| Indicators | Elements |
|---|---|
| **Indicator A:** Institutional Objectives | The institution's teaching and learning system is consistent with national and local government goals. |
| **Indicator B:** Curriculum | 1. The curriculum is regularly reviewed and revised to accommodate emerging trends. |
| | 2. The faculty, staff, industry and other world of work, experts, and resource persons, students and alumni and other stakeholders participate in the curriculum revision. |
| **Indicator C:** Syllabus | There is a clear and updated syllabus for each subject disseminated to students. |
| **Indicator D:** Instructional Materials | 1. Teaching and learning is enhanced by the availability of printed and non-print instructional materials, access to networked computer facilities, use of audio-visual aids and other advanced technologies. |
| | 2. The staff possesses relevant academic qualifications and experience needed for their job. |
| | 3. The instructional materials provided are sufficient to the needs of he students and compliant with the government requirements. |
| **Indicator E:** Teaching Methods and Techniques | Instruction is continuously improved through the adoption of varied and innovative teaching methods and techniques. |
| **Indicator F:** Other Related Teaching – Learning Indicators. | The institution has an effective system of monitoring and evaluating the following teaching and learning processes to assess their effectiveness and relevance: delivery of instruction, utilization of laboratories,/workshops/industrial training/on-the job training, student assessment, faculty performance evaluation and life long learning programs. |

Graph 4 shows that the training institutions earned 124 marks out of 250. The NGOs scored 136 marks, the private sector 123 marks, and the public sector 111 marks.

**Graph 4**

**Teaching and Learning**

| Category | Value |
|---|---|
| NGOs | 136 |
| Private | 123 |
| Public | 111 |
| Average for all providers | 124 |
| Weighted points | 250 |
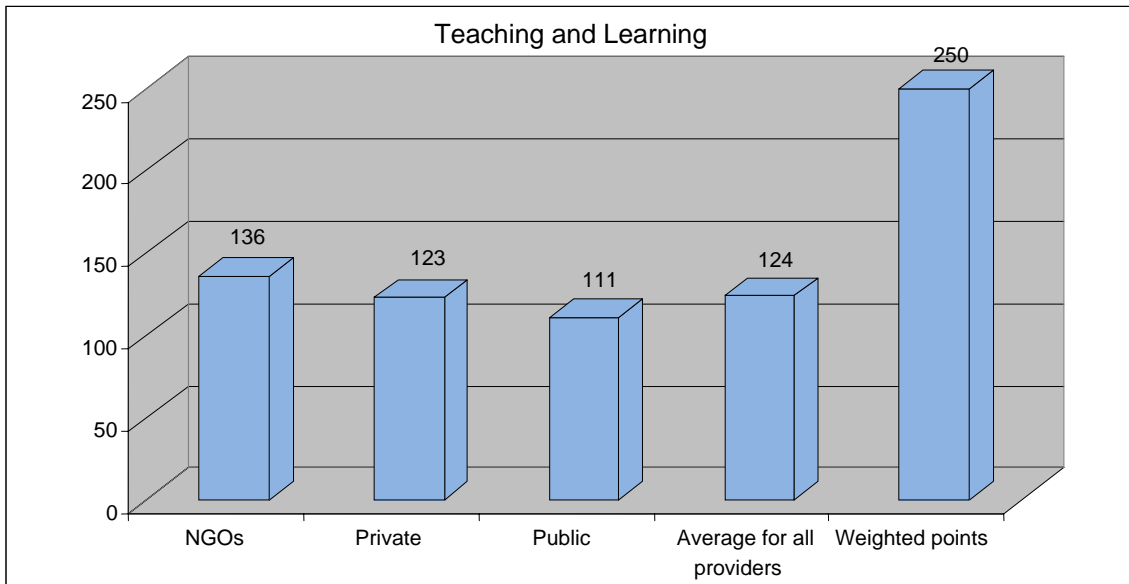
## Indicator A: Institutional Objectives

Even though the NGOs objectives are varied from project to project and depend on donor funds and requirements, they still clearly define the project objectives and implementation strategies. The private sector set up clear objectives and expansion plans and set up institutional objectives on market needs, but the public sector objectives are set up by the ministries rather than the training institutions and teach the same skills regardless of tested demand. The chances for introduction of new and market oriented skills are limited in the public sector.

## Indicator B: Curriculum

The curriculum and teaching methods vary widely from one training institution to another. The NGOs curricula have been either copied from other countries or developed by expert with little attention to the Afghanistan context.

The private sector adjusts the curricula based on the need of the market and tries to satisfy students and needs of labor market. The private sector has tried to include new subjects in the curricula.

The curriculum in public sector is not regularly reviewed and not revised by the training institutions. It is old and is not based on the need of the market. However, there are some exceptions such as the Afghan Korea Vocational Training Centre under the MOLSAMD, and those developed by JICA

## Indicator C:  Syllabus

Responses from the training institutions show that only in the more academic parts of the private sector syllabuses are regularly updated.

**Indicator D:  Instructional Materials**

The NGO-managed training institutions, and particularly international NGOs, provide some support to develop up-to-date instructional materials and teaching methodologies and this has influenced students' learning in a positive way.

Most of the higher academic private centers use adequate instructional materials.

The majority of publicly-managed training institutions use very outdated instructional materials. However, there are some exceptions such as the Afghan Korea Vocational Training Centre under the MOLSAMD, and those developed by JICA

**Indicator E:  Teaching Methods and Techniques**

In terms of applied methods and techniques, International NGOs have often tried to adopt innovative teaching methods, but this is not the case with the majority of local NGOs.

Again, most of the higher academic private centers use improved teaching methods and techniques.

Generally, the public sector lacks effective methodology. However, there are some exceptions such as the Afghan Korea Vocational Training Centre under the MOLSAMD, and those developed by JICA

**Indicator F:  Other Related Teaching – Learning Indicators**

In general the training institutions have not developed effective systems to monitor and evaluate teaching and learning processes and to assess their effectiveness and relevance.

## 4.6   Faculty and Staff

The standard of the institution is greatly measured by the qualification of the faculty members and staff. The institution maintains high ranking faculty members in terms of their academic qualifications, experience and professional competence. It maintains an effective system of recruiting, maintaining and developing an adequate number of highly qualified and appropriate faculty members and staff.

| Indicators | Elements |
|---|---|
| **Indicator A** Qualifications and Job Descriptions of Faculty Members and Staff | 1. The faculty members have the academic qualifications and experience relevant to the courses they are assigned to teach. |
| | 2. The staff possesses relevant academic qualifications and experience needed for their job. |
| **Indicator B** Faculty Members Assignment and Load | 1. Teaching load/assignment normally allows time to prepare lessons, check papers and other course requirements, advise students, conduct research and extension activities, and perform other related activities. Teacher-student minimum ratio for theory class should be 1:20; and for practical, 1:8 is desirable. |
| **Indicator C** Faculty and staff Development Program | 1. The institution has adopted and implemented an effective Faculty and Staff Development Program. |
| **Indicator D** Systems of Recruitment, Development and Evaluation | 1. There exists and effective procedure of recruiting the best qualified faculty members using as criteria their relevant academic qualifications, teaching, competence, scholarly and technical works, industrial experience and professionalism. |
| | 2. The institution maintains an attractive system of compensating and rewarding the faculty members and staff in compliance with the set norms. |
| | 3. An effective faculty members and staff performance evaluation system based on objective criteria is maintained. |
| | 4. Involvement of stakeholders in the selection and hiring of faculty members and staff is ensured. |
| | 5. The institution has adopted a program of scholarship send its faculty members and staff for their professional development through training programs or higher degrees. |

Graph 5 shows that NGOs scored 62 marks out of 150 and show a higher level of qualification and experience of the faculty members and staff

The public manage training institutions obtained 60 marks out of 150 and the private sector managed institutions got 56 marks.

**Graph 5**
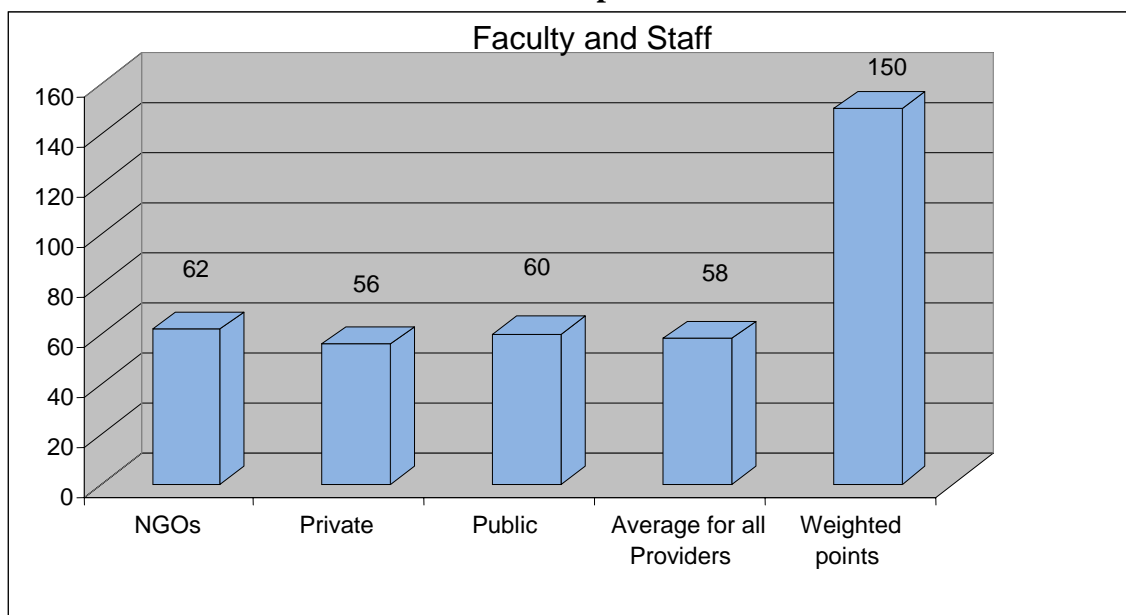


**Indicator A: Qualifications and Job Descriptions of Faculty Members and Staff**

The study shows that the institutions run by NGOs possess 28% of the total faculty members in terms of their appropriate academic qualifications and experience to teach the courses assigned to them. The NGOs generally provide the faculty members and staff with clear job descriptions as part of administrative regulations.

The publicly managed institutions have developed job descriptions for staff but these are not always applied and staff qualifications do not meet the average standards. However, some of the faculty members are qualified but their qualifications are not properly utilized. There are also serious motivational issues relating to pay differentials between the public and NGO sector.

Most of the private manage institutions do not provide their faculty members and staff with clear job descriptions as part of their administrative regulations.

**Indicator B: Faculty Members Assignment and Load**

The private sector managed institution members' workload and assignment go up and the faculty members work more hours every day and stay for longer hours in the training institutions. In contrast, percentage of the members' participation in seminars, workshops and in-service training are lower compared to NGOs and Private sector.

The faculty members of NGOs take second place in regards to assignments and load of work, but the public training organizations are excluded from this load and do not use much of time in the training institutions. The volume of workload for members and staff in NGOs and private providers exceeds than the standards work hours. Private and NGO faculty members do more assignments by staying for longer hours in the training institutions to prepare lessons, lesson plans, and check exam papers.

**Indicator C: Faculty and staff Development Program**

Some of the NGOs regularly develop faculty members and staff and put financial resources under faculty and staff capacity building budget lines.

In contrast, private and public institutions have not adopted and implemented effective faculty members and staff development programs to enhance and develop skills, teaching methods, and knowledge.

Some elements of the indicator show that some of the public institutions have faculty members and staff development programs as part of their strategic plan, but these are hard for most of the institutions to implement.

The privately managed training institutions do note generally have staff development programs.

In general, under the faculty members and staff development program, there are limited and irregular capacity building efforts exercised by the training institutions.

**Indicator D: Systems of Recruitment, Development and Evaluation**

In theory, both the public and NGOs training institutions possess effective procedures and policies for recruitment of qualified and experienced staff, but these procedures are manipulated and biased practices are considered.

Among the three type training institutions common and effective procedures for recruitment of academic, qualified, competent, and experienced professionals are either not existed and or not applied.

The private sector manage institutions do not have specific procedures for recruitment. Therefore, the director is making decision on recruitment of faculty members and staff. In most training institutions low salary and personal relation is preferred during selection of candidates. The training institutions (private, public and NGOs) have no rewarding and compensation system. Only trainees are awarded with letters of appreciation and holding gathering/ceremonies to praise their work.

The private sector managed training institutions still do not have an effective system in place to hold seminars and workshops to encourage members for participation in decision making discussions. Staff evaluation is not common and is nor part of their capacity building programs.

The public manage institutions maintain scholarship programs at low level for the trainees and the faculty members and staff. In the past 3-year only few scholarships have been awarded to students, faculty members, and staff.

## 4.7    *Research and Development (R & D)*

Research and Development is an avenue through which new knowledge is discovered, applied or verified and through which appropriate technologies are generated. The institution maintains environment that firmly supports Research and Development.

| Indicators | Elements |
|---|---|
| **Indicator A**<br>Program of Research and Development | 1. The institution has an official program for R&D based on its priorities, Mission/Vision, and national and regional thrusts. |
| | 2. The R&D of the institution is engaged in various types of research (basic research, operational study, technology packages, industry-based R&D and advanced research). |
| **Indicator B**<br>Faculty Participation | 1. The faculty members are actively involved in the planning, conduct and evaluation of R&D |
| **Indicator C**<br>Dissemination and Utilization of R&D Outputs | 1. The institution mains a program of reporting, dissemination, publication, implementation and utilization of R&D outputs and commercialization. |
| **Indicator D**<br>Management of Research and Development | 1. There is an adequate budget allocated for the institution's R&D activities. |
| | 2. The institution links with other agencies or organizations for the funding or undertaking of join R&D projects. |
| | 3. A system of monitoring and evaluation of R&D is operational. |
| | 4. A system of incentives exists to motivate the faculty members and staff to conduct R&D. |

Position of the public and private training institutions under this criterion indicates that a very limited number institutions conduct R&D. In general, this area of the institutions is very weak. As shown in Graph 6, the public training institutions got 14 marks, NGOs 15, and the privately managed institutions 16, out of 100.

**Graph 6**



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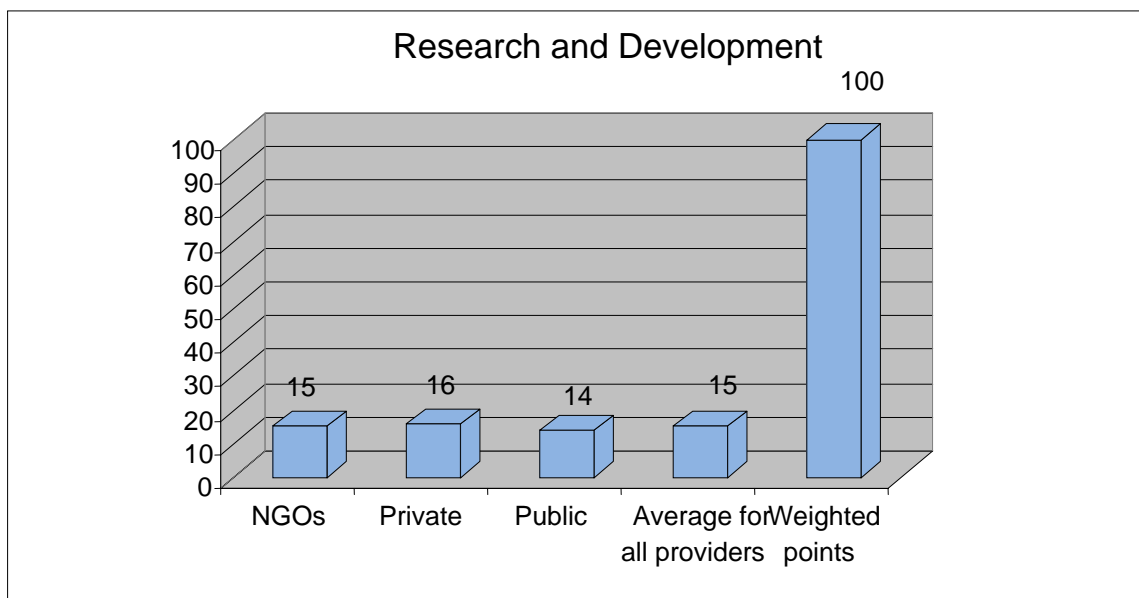
**Indicator A: Program of Research and Development**

Based on the indicator, some of the public, private, and NGOs manage training institutions are involved in basic R & D activities. This low level engagement keeps limited activities of reporting, dissemination, publication, and utilization of the R & D findings.

The public training institutions in the embodiment of some line ministries do have some research and development engagements as part of their regular institutional programs, but at low level and not on a regular basis.

Private and NGOs manage training institutions do not have organized and planned R&D programs to apply in community.

**Indicator B: Faculty Participation**

Even though the public running institutions have official programs for R&D generally they are not now in a position to get the staff involved in stable/actual and maintained research.

The private sector does not generally carry out R & D activities.
The international training NGOs do carry out some R&D but local training NGOs do not normally do so.

**Indicator C: Dissemination and Utilization of R&D Outputs**

Some of the public training institutions conduct basic and low level researches as part of their activities. Dissemination, utilization, reporting, and publication of the R & D outputs are also at low level. Therefore, the outputs/result of the researches do not benefit the community or the institutions themselves.

**Indicator D: Management of Research and Development**

The public manage training institutions allocate small budget for R&D activities which can not put them at the position to launch proper R& D activities. The institutions do not have linkages with other organizations, but seem to have been trying to establish such linkages with other institutions.

The private sector and the NGOs manage institutions do not maintain an environment that firmly supports an R & D process.

**4.8  Extension, Consultancy, and Linkages**

The presence of the institution should be recognized by community. Its image is enhanced by extending its expertise through extension and consultancy, and sharing of information, or getting support to its expertise through linkages.

**Extension**

The extension function of the institutions involves application of the existing and new knowledge and technology and those generated in the institutions to improve the quality of life of the people. Through the extension program, they are empowered with appropriate knowledge, skills and attitudes.

| Indicator | Elements |
|---|---|
| **Indicator A-**<br>Program of Extension | 1. The institution has an official Program of Extension based on community needs and its capability to provide the expertise. |
| | 2. The presence of the institution in the community is felt through its Program of Extension |
| | 3. The staff consistently performs planning, implementation, monitoring and evaluation of extension services in the community. |
| **Indicator B-**<br>Faculty Members Participation in Extension Projects | 1. The faculty members are actively involved in planning, implementation, monitoring and evaluation of extension services provided to the community. |
| **Indicator C-**<br>Management of Extension | 1. There is adequate funding for extension projects, and provision of other forms of support from the institution |
| | 2. The institution links with other agencies, organizations and industrial entities in the funding or conduct of extension activities. |

**Consultancy**

Availing of the services of the institution by community and industries by inviting its faculty members as consultants is recognition of the competence of the institution to provide expert services.

| Indicator | Elements |
|---|---|
| **Indicator-**<br>Consultancy Program | 1. The institution organizes a pool of experts to provide consultancy services along identified specializations. A record of an involvement of expert services provided by the institution is maintained. |
| | 2. Within the frame of income-generating projects the institution derives income from constancies rendered by its faculty members and constituents. |

**Linkages**

| Indicator | Elements |
|---|---|
| **Indicator A-**<br>Linkages with industry | Industry and community are involved in curricular design, implementation and evaluation, industrial internship, OJT and apprenticeship, collaborative R&D and consultancy projects and other activities. |
| **Indicator B-**<br>Consortia/Arrangements with Educational Institutions | The institution enters into consortia/arrangements with other educational institutions for the purpose of pursuing joint programs including research, extension and faculty/student exchanges. |

In general, the training institutions did not indicate that they are significantly involved in extension, consultancy and linkages. Graph 6 reflects this.

**Graph 6**

Extension, Consultancy and Linkages
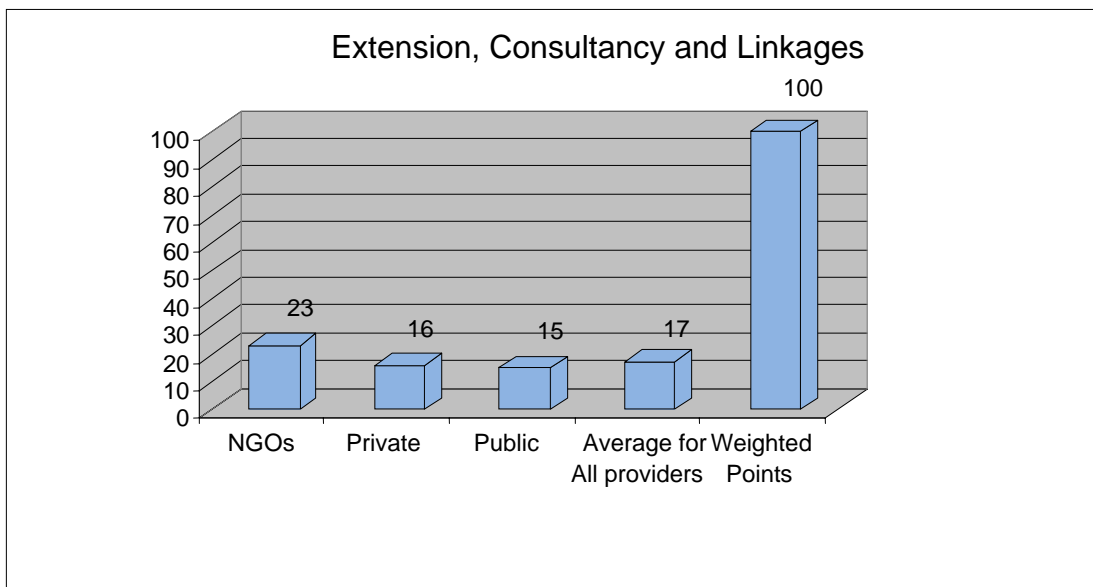


## 4.9 Resource

The institution provides an environment which is conductive to effective teaching and learning and which supports the educational programs offered by the institution. The adequacy of financial resources, physical plant and facilities, library, classrooms, workshops/laboratories, information technology, multi-media center and general education laboratories are paramount.

**Financial Resources**

| Indicator | Elements |
|---|---|
| **Indicator A** Financial Resources | 1. The institution secures adequate financial resources for its maintenance and operation (excluding salary of faculty and staff) to achieve the objectives and for future development. |
| | 2. The annual budget is increased base on the needs of the institution. |
| **Indicator B** Financial Management | 1. There is a mechanism to ensure proper financial management through external audits. |
| | 2. There is a available system of income-generation aside from having the recurring budget. |
| | 3. The key persons of the institution (like heads of departments) participate in budget preparation, allocation, management and control |

**Physical Plant and Facilities**

| Indicator | Elements |
|---|---|
| **Indicator A**<br>School Campus | The school campus is located in a wholesome environment, safe from traffic and transportation hazards, sufficiently free from noise, dust, smoke and other polluting and distracting elements. |
| **Indicator B**<br>Classrooms | 1. The size and number of classrooms are sufficient to accommodate the students enrolled in the institution prescribed by the national standards. |
| | 2. The classrooms are properly equipped withy furniture and audio-video aids as prescribed by the national standards. |
| **Indicator C**<br>Other Facilities and Conditions | The buildings, offices, guidance and counseling units, hostels and dormitories are functionally designed and constructed of strong and durable materials to withstand earthquakes, typhoons and fire hazards and other natural and man-made calamities. |

**Library**

| Indicator | Elements |
|---|---|
| **Indicator A-**<br>Library Collection | The library is supplied with varied and adequate collection (print and non-print) and instructional materials to serve the needs of the faculty members, staff, students and other clientele. The library supplements its collection through consortia, networking, library cooperative activities resource-sharing with other libraries. |
| **Indicator B**<br>Library Space and Facilities | The library provides comfortable and accessible space and appropriate facilities, including internet facilities to serve the institution's population. |
| **Indicator C**<br>Library Management System | The library management is efficient in providing services to the students, faculty and staff and other clientele. Efforts are being made to switch to electronic/ digital library. |
| **Indicator D-**<br>Other Related Library Matters | 1. Adequate budget is allocated for the operation of the library. |
| | 2. There is sufficient number of highly qualified library staff. |

**Workshops/Laboratories**

| Indicators | Elements |
|---|---|
| **Indicator A**<br>Equipment/Tools and Supplies/Materials | 1. The equipment/tools and supplies/materials are adequately provided in accordance with the prescribed requirements. |
| | 2. The equipment/tools and supplies/materials are properly checked and cleaned. |
| **Indicator B**<br>Workshops/Laboratories management | 1. The laboratories and workshops comprise of spacious, properly equipped, and well-ventilated structures in accordance with the prescribed requirements. |
| | 2. Provisions to minimize exposure to risks and to prevent accidents are effective. |

**Information Technology**

| Indicators | Elements |
|---|---|
| **Indicator A**<br>Computers and Licensed Software | Adequate numbers of high capacity computers, equipped with internet connection and required licensed software are provide to satisfy the requirements. |
| **Indicator B**<br>Other Information Technology Units | 1. Functional multi-media center is available to satisfy the instructional requirements. |
| | 2. Information technology equipment is well-maintained and properly kept. |
| | 3. There are adequate number of knowledgeable and experienced teachers and technicians to maintain and operate the equipment. |

The public and private manage training institutions are financially poor compared to NGOs. As shown in Graph 7, the NGOs scored 70 marks out of 200 and the public and private institutions scored 51 and 57 respectively.

**Graph 7**
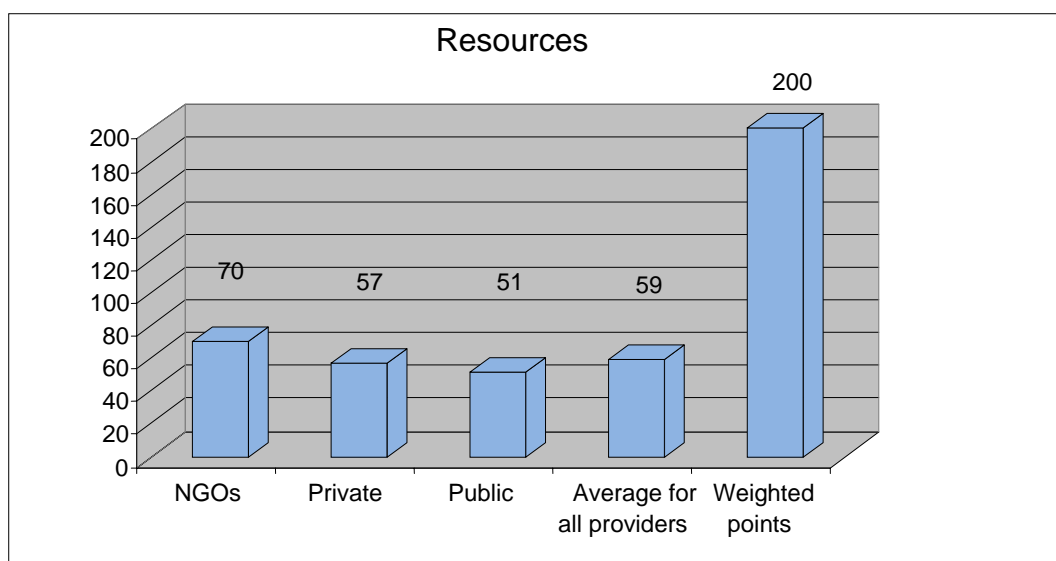


### 4.9.1   Financial Resource:

**Indicator A: Financial Resources**

Although public training institutions have taken steps to secure adequate financial resources for their maintenance and operation, but, most of them are significantly underfunded. All public training institutions depend upon line-ministry funding.

The NGOs training institutions are well-financed by donors, but on a project-to-project basis.

The private sector training institutions have their own funding sources and mainly rely on student fees.

**Indicator B: Financial Management**

None of the training institutions pointed out to have been externally audited. This indicates that there is no appropriate mechanism to ensure proper financial management through external audits.

Financial part of the public manage training institutions is managed by their line ministries and management of the training institutions are not dealing with the financial part.

The system of income-generation to back up institutions financially has not been made part of institutions financial system. The private training institutions, as part of their policy, charge trainees for fee to reimburse expenses and make benefits.

## 4.9.2 Physical Plant and Facilities

### Indicator A: School Campus

The public training institution campuses are generally spacious and well located. However, most of the facilities are run down and student and staff facilities are often poorly managed. However, there are some exceptions such as the Afghan Korea Vocational Training Centre under the MOLSAMD, and those developed by JICA.

Most private and NGO run institutions are located in rented apartments, many having limited space.

### Indicator B: Classrooms

The size and number of classrooms of the public training institutions are generally sufficient but most are over-subscribed. The classrooms generally have adequate furniture, but are not equipped with audio-video aids.

The NGOs and the private institution classrooms are not standardized as most of them are in rented buildings. This often makes the classrooms cramped and substandard.

### Indicator C: Other Facilities and Conditions

The private and NGO sector run institutions do not generally possess compounds for dormitories and hostels and the physical infrastructure of these institutions is not generally designed for training purposes. The publicly managed training institutions have facilities such as proper designed buildings, offices, and dormitories, although many need extensive renovation. Exceptions include the Afghan Korea Vocational Training Centre under the MOLSAMD, and those developed by JICA, and some newly constructed private TVET centers.

### 4.9.3  Library

**Indicator A**: **Library Collection**

Only a few public training institutions have functioning and up-to-date libraries. The private sector and the NGOs institutions have either limited or have not library collection.

### 4.9.4      Workshops/Laboratories

**Indicator A:  Equipment/Tools and Supplies/Materials**

The NGOs generally have adequate tools and equipment since these are provided as part of funded training contracts. Public and private providers generally lack sufficient tools and equipment although there are notable exceptions such as the Afghan Korea Vocational Training Centre under the MOLSAMD, and those developed by JICA, in the public sector, and the Afghan Vocational Training Institute in the private sector. In most cases there is limited capacity to repair, maintain and replace equipment.

**Indicator B:  Workshops/Laboratories management.**

## 4.9.5      Information Technology

**Indicator A:  Computers and Licensed Software**

This provision develops rapidly in many private and NGO providers having information technology provision. There are a limited number of centers in the public sector.

## 4.10    Support to students

Students are the main customers of educational institutions. It is the responsibility of the institution to develop not only the intellectual ability of the student but his total personality as well. Towards this end, a robust program of student personnel services is designed to help the student, throughout his academic life, attain his maximum potential and become a worthy member of the society. Student support services complement the academic program.

| Indicators | Elements |
|---|---|
| **Indicator A** Guidance Counselor-Student Ratio | There exists a guidance and counseling program available to students. The guidance counselor-student ratio is in compliance with prescribed requirements. |
| **Indicator B** Student Services | 1. There is a well-organized, properly administered and adequately staffed student services unit. |
| | 2. The institution adopts an established system of student recruitment, selection and admission that is widely disseminated and implemented. |
| | 3. A retention program provides for retaining the services of the most deserving students. |
| | 4. The institution has a well-defined and continuing scholarship program and grants which enable deserving students needing assistance to finish a diploma or a degree. |
| | 5. Aside from the regular student services program, there exists a variety of curricular and extra- curricular activities such as social and cultural activities that contribute to student development and meeting social needs of the students. |
| | 6. The institution maintains an effective employment and placement program. |
| | 7. Students are encouraged to participate in policy/decision-making affecting their welfare. |
| | 8. Institutions should have well-defined mechanism in collaboration with financial institutions for offering study loans. |
| | 9. The institution provides services to promote health, sports and social needs of the students. |

Graph 8 indicates that the average score for support to students is 53 out of 100. Private sector training institutions scored an average of 56 marks, the NGOs 49 marks and the public sector 42 marks.  The elements of the indicator reveal that private sector and NGOs training institutions have the highest employment rates.

**Graph 8**

## Support to Students

| Category | Value |
|---|---|
| NGOs | 49 |
| Private | 56 |
| Public | 42 |
| Average for all providers | 53 |
| Weighted points | 100 |
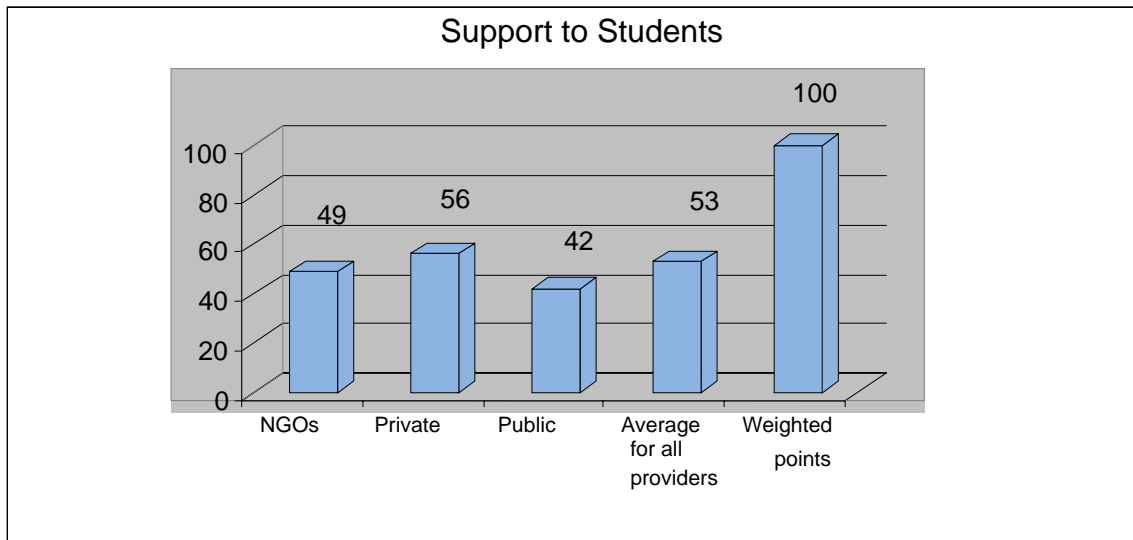
### Indicator A: Guidance Counselor-Student Ratio

Student departments are available in public institutions. It provides only guidance to students and not counseling. The private sector and NGOs institutions generally do not have guidance and counseling programs.

### Indicator B: Student Services

The student services units (as a separate center for students support) do not exist in private sector and NGOs training institutions, but they have developed mechanisms through which required services to students have been made available.

The public, NGOs, and private sector training institutions have each adopted its own system that maintains students recruitment, selection and admission.

The public sector has a scholarship-type reward system where first grade trainees are entitled to free semester. There are also a number of scholarships available for study abroad.

Generally, hostels are only maintained by public institutions although some private institutions have this facility. Students who come from the provinces are allowed to benefit from these services.

The institutions have not developed yet a mechanism in collaboration with financial institutions for offering study loans to student. This system actually does not exist in institutions in Afghanistan, so students are not accustomed to loan system.

As far as health support, sports and social needs of the students, most institutes do not provide these.

**Annex -1:   TVET provider questionnaire**

*Section:       The Profile of the Institution*

**1. Information about the Institution**

1. Name of Institution:

       Name of any parent institution:

       Address:

       Telephone No:

       Fax No:

       E-mail:

2. Status of the Institution (Please tick)

       Autonomous Centre:

       Government Centre:

       Non Government Centre:

       Other (please specify):

3. Law/Ordinance that created the Institution, and date.

4. Information about the Head of the Institution

       Name:

       Position:

       Address:

       Telephone No:

       Fax No:

       E-Mail:

5. Information for Communication about Other Important Officials (at least four)

6. Any Quality Management System adopted by the institution? Please specify.

7. Vision/Mission Statement of the Institution:

8. Area of the Institution (sq m)

Total Area:

Built-up Area:

9. GPS based information about the institution:

Longitude:

Latitude:

Altitude:

10. Other Campuses of the Institution

11. Classification of current TVET programs offered (Please tick)

## Section2:    Criteria-Based Data and Assessment

### Criterion I:    Governance and Management

The institution's system of governance and management is sufficient to manage existing operations, and to respond to development and change.

### Indicator A:    Administrative Structure and Bodies

1.    How frequent does the institution communicate its vision and mission to stakeholders (administrators, governing board members, student, parents, faculty, staff and community)?
2.    How often does the highest-policy making body (Governing Board, Board of Regents, etc.) meet to discuss decision/policy matters of the institution?
3.    What percentage of the policy-making body members are involved in formulation of policy matters pertaining to the institution?
4.    How often is the Quality Management System of your institution reviewed and updated to conform to well-defined policies and procedures?
5.    How much is the involvement of the institution's Administrative Committees in the decision making designed to support the TVET programs? Please base your answers on the average percentage attendance of the committee members, type . of decision (unanimous, by majority, etc), new initiatives undertaken, benchmarked institutions and the regional/national thrust areas.
6.     How much is the involvement of the institution's Academic Committees in deciding academic matters like curriculum development, grading system, supervision of teaching, etc.?

### Indicator B:    Qualifications of Administrative Staff

What percentage of Administrative Staff is competent in their respective works?.)

### Indicator C:    Management Systems and Procedures

1.    How many projects/programs were planned in the past three (3) years?
     Based from the planned projects/programs, how many were implemented?
2.    How often does the Financial Management Officials meet to discuss budget planning and allocation, and other financial management activities?
3.    Indicate how much percentage of the institution's income-generated funds is allocated for its development plans?
4.    How often does the institution's resources and supplies undergo inventory?
5.    How often are communications and records updated for easy retrieval?

## Criterion II.        Teaching and Learning

Does the institution have a clearly defined mission, and has it adopted academic/ technical/ vocational programs with set objectives and learning outcomes at appropriate levels; and does it have effective mechanism of delivery and testing to ensure success in meeting these objectives and enable students to achieve the intended outcomes.

### Indicator A:  Institutional Objectives

Describe how your institution complies with any national standards with regards to your teaching and learning system.

**Indicator B:     Curriculum**

How often does your institution review and revise the curriculum? What is the frequency of involvement of the faculty and staff, industry and other world of work, experts and resource persons, students and alumni and other stakeholders?

**Indicator C:     Syllabus**

How often are syllabuses updated and revised?

**Indicator D:     Instructional Materials**

Is teaching and learning enhanced by the availability of print and non-print instructional materials, access to networked computer facilities, use of audiovisual aids and other advanced technologies?

**Indicator E:     Teaching Methods and Techniques**

To what extent do the faculty members adopt the following teaching methods and techniques? (Brainstorming, Case Study, Experience Sharing, Experiments, Film Showing, Group Discussion, Problem Solving, Simulations, Workshops, Interactive Learning.)

**Indicator F:     Other Related Teaching-Learning Indicators**

What is the frequency of monitoring and evaluating different teaching and learning processes to assess the effectiveness and relevance?

# Criterion Ill.        Faculty and Staff

The standard of the institution is greatly measured by the qualification of the faculty members and staff. The institution maintains high ranking faculty members in terms of their academic qualifications, experience and professional competence. It maintains an effective system of recruiting, maintaining and developing an adequate number of highly qualified and appropriate faculty members and staff..

**Indicator A:     Qualifications and Job Descriptions of Faculty Members and Staff**

1. What percent of total faculty members possess the appropriate academic qualifications and experience to teach the courses assigned to them?

2. What percent of total staff possess the appropriate academic qualifications and experience required of their job?

**Indicator B:     Faculty Members Assignment and Load**

What percentage of the faculty members' workload and assignments comply with the established government or institutional standards?

**Indicator C:     Faculty and Staff Development Program**

What percentage of the faculty members and staff participated in the development program through attendance in seminars, workshops, in-service training, etc. in the last three years?

**Indicator D:   Systems of Recruitment, Compensation, Staff Development and Evaluation**

1.  How compliant is your institution in observing the system of recruiting faculty member and staff?

2.  Does your institution follow a set system in compensating and rewarding the faculty members and staff? If yes, what is the percentage of compliance against the set norms?

3.  How often are the faculty members and staff evaluated with regards to their performance?

4.  What is the average percentage involvement of stakeholders in the selection and recruitment process of faculty members and staff?

5.  How many scholarship grants through training programs or higher degrees were provided to faculty members and staff for the past three years?

# Criterion IV:     Research and Development

Research and Development (R&D) is an avenue through which new knowledge is discovered, applied or verified and through which appropriate technologies are generated. The institution maintains an environment that firmly supports R&D.

**Indicator A:     Program of Research and Development (R&D)**

1. Indicate the percentage of compliance of R&D programs with regards to observance to national and regional thrusts.

2. Which of the following R&D activities is the institution engaged in? Please check all appropriate activities:

   Basic Research

   Operational Study

   Technology Packages

   Industry-based R&D

   Advanced Research

**Indicator B:     Faculty Participation**

What percentage of the faculty members is actively engaged in R&D? Please consider only those faculty members who have completed at least one (1) R&D activity in the past three (3) years while calculating the percentage involvement.

**Indicator C:     Dissemination and Utilization of R&D Outputs**

Does the institution maintain its program of reporting, dissemination, publication and utilization?

**Indicator D:     Management of R&D**

1. How many percent of the institution's budget is allocated for R&D programs?

2. Number of institutional linkages with other agencies in the funding or undertaking joint R&D projects for the past three (3) years.

3. How often does the R&D program undergo monitoring and evaluation process?

4. What percentage of the research project's income is provided as incentives to motivate the faculty members and staff to conduct R&D programs?

## Criterion V- Extension, Consultancy and Linkages

The presence of the institution should be recognized by the community. Its image is enhanced by extending its expertise through Extension and Consultancy and sharing or getting support to its expertise through Linkages.

**Indicator A:     Program of Extension**

1.     How many times in a year does the institution provide extension services based on the community needs? Also indicate the number of beneficiaries as per the following.

2.     How many research results were utilized as extension inputs during the past three (3) years by the community?

3.    How often does the designated extension' staff perform the planning, implementation, monitoring and evaluation of extension services in the community?

**Indicator B:     Faculty Members Participation in Extension Projects**

1**.**     What percentage of faculty members are involved in planning, implementation, monitoring and evaluation of extension services in the community?

**Indicator C:     Management of Extension**

1.   How much of the total budget of the institution is allocated to extension projects?

**2.**   How many Memorandum of Agreement (MOA) were signed and implemented in the last three (3) years with other agencies, organizations and industrial entities for the funding or conduct of extension projects in the community?

**3.   Indicator A:        Linkage with Industry**

Indicate the number of industries (large or medium scale) as per the following table which have been involved during the past three (3) years in activities like, curriculum design, implementation and evaluation; industrial training of faculty, staff and students including on-the-job training, apprenticeship; and other activities like collaborative R&D and consultancy projects, extension lectures etc.

**Indicator B:     Consortia/Arrangements with Educational Institutions**

How many consortia/arrangements were established with other educational institutions for promoting student exchanges, faculty exchanges, conducting joint research and engaging in joint extension activities in the past three (3) years?

# Criterion VI. Resources

The institution provides an environment which is conducive to effective teaching and learning and which supports the educational programs offered by the institution. The adequacy of financial resources, physical plant and facilities, library, classrooms, workshops/laboratories, information technology, multi-media center and general education laboratories are paramount.

### Indicator A:     Financial Resources

1. What percentage of the total financial resources is made available for the operation and maintenance (excluding salary of faculty and staff) of the institute in order to achieve the laid down objectives as also for the future development?

2. By how much percent did the annual budget of the institution increase on an average for the past five (5) years?

### Indicator B:     Financial Management

1. What is the frequency of conduct of external audits to ensure proper financial management?

2. What percentage of the income generating projects including consultancy, extension services augment the annual budget?

**3.** What is the percentage participation of key persons (like heads of departments) in the process of budget preparation, allocation, management and control?

## 4.   Indicator A:     School Campus

1. How compliant is the institution with the standards set by the government on area and location?

## Indicator B:  Classroom

1. What is the percentage of compliance of the institution as regard to the standards on size of classrooms set by the government?

2.  How are equipped classrooms vis-à-vis the national standards in terms of furniture and audio-video aids?

### Indicator C:     Other Facilities and Conditions

1. How compliant are the buildings, offices, guidance and counseling units, hostels and dormitories, in terms of design and strong and durable materials to withstand earthquakes, typhoons and fire hazards and other natural and man-made calamities? Are these structures checked for safety and security measures or for replacement?
2. Does the food service provide sanitary food at reasonable prices?

**Indicator A:     Library Collection**

1.  How adequate, vis-à-vis the national standards, is the library in terms of : collection (print and non-print), variety and updated instructional material (less than 5 years old) to serve the needs of the faculty members, staff and students? Does the institute supplement its collection through consortia, networking, library cooperative activities and resource-sharing with other libraries?

**Indicator B:     Library Space and Facilities**

1.  Are the various library facilities like adequate and comfortable space for library staff and students, internet and reprographic facilities, current newspapers and magazines, furniture and fixtures made available?

**Indicator C:     Library Management System**

1.  How efficient is the library management system in providing services to the students, faculty, staff and other clientele including switching over to electronic/digital library?

## Indicator D:  Other Related Library Matters

1.  What percentage of the annual budget is allocated to the operation of the library?

2. Is the quantity and quality of library staff in terms of their number and qualifications consistent with the national standards?

**Indicator A:     Equipment/Tools and Supplies and Materials**

1. Are the required equipment/tools and major supplies/materials made available in accordance with the prescribed national standards?

2. How often are the equipment/tools and supplies/materials checked and cleaned?

**Indicator B:     Workshops/Laboratories Management**

1.  Do the laboratories/workshops have adequate space, are well-ventilated and properly maintained in accordance with the prescribed requirements?

2.  Are there provisions to minimize exposure to risks and to prevent accidents? If yes, indicate their percentage of conformance to the national standards.

**Indicator A-Computers and Licensed Software**

1.  Please indicate institution's adequacy in terms of number of state-of-the-art computers, equipped with internet connections and required licensed software.

## Indicator B:  Other information Technology Units

1.  Does the institution have a functional multi-media center to satisfy the instructional requirements? If yes, indicate its percentage adequacy in terms of instructional requirements.

2.  Indicate the frequency of maintenance of information technology equipment?

3.  Indicate the adequacy and quality of competent teachers and technicians in ICT in terms of their number, qualifications and experience vis-à-vis the prescribed standards.

# Criterion VII. Support to Students

Students are the main customers of educational institutions. It is the responsibility of the institution to develop not only the intellectual ability of the student but his total personality as well. Towards this end, a robust program of student personnel services is designed to help the student, throughout his academic life, attain his maximum potential and become a worthy member of the society. Student support services complement the academic program.

**Indicator A:    Guidance Counselor-Student Ratio**

1.    How compliant is the guidance counselor-student ratio with government requirements.

**Indicator B:    Student Services**

1.    Is the Student Services Unit properly administered and adequately staffed as per the prescribed requirements?

2.    Does the institution comply with the government requirements for the student recruitment, selection and admission, both in terms of the process as well as dissemination of information?

3.    Does the institution follow a retention program for the most deserving students?

4.    What percentage of the students during the last three (3) years were provided with continuing scholarship, grants and study loans which lead them to earn a certificate or diploma?

5.    How compliant is curricular and extra-curricular activities that contribute to student development with the government standards?

6.    What percentage of students during the last three (3) years was able to. get employment/self-employment within one year from graduation through the institutions' employment and placement program?

7.    What is the percentage involvement of students associations in major decision-making affecting their welfare?

8.    How many collaborations have been established in the last three (3) years with  financial institutions for offering study loans?

9.    How compliant is the institution in providing services to promote health, sports and social needs of the students to government standards?

**Annex –2: TVET Centers and Data**

**Annex-2**
**TVET Centers and Data**

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | Criteria | | | | | | | Total | Trade type |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 161 | Bharak Agriculture Lycee | لیسه زراعت بهارک | Badakhshan | 35 | Public | 81 | 135 | 67 | 5 | 7 | 57 | 39 | 391 | Vocational agriculture training and forestry |
| 162 | Ghazanfer Health Education center | انستیتوت علوم صحی غظنفر ریاست صحت عامه | Badakhshan | 50 | Public | 49 | 107 | 46 | 8 | 29 | 40 | 27 | 306 | Nursing services |
| 116 | Training Center/ MoLAMD | مدیریت اموزشی فنی و حرفوی ریاست کار | Badghees | 200 | Public | 38 | 121 | 57 | 0 | 1 | 38 | 37 | 292 | Tailoring, embroidery, carpet weaving |
| 117 | Women Affairs Training Center | مرکز حرفوی ریاست امورزنان | Badghees | 1800 | Public | 8 | 87 | 64 | 0 | 19 | 53 | 12 | 243 | Carpet weaving, embroidery, tailoring |
| 157 | Agriculture Lycee | لیسه مسلکی زراعت بغلان | Baghlan | 48 | Public | 93 | 236 | 97 | 62 | 71 | 121 | 93 | 773 | Agronomy, orchard, finance and bee keeping |
| 156 | Learning General Directorate center | مرکز آموزشی مدیریت عمومی آموزش | Baghlan | 140 | Public | 75 | 112 | 64 | 33 | 33 | 49 | 59 | 425 | Tailoring and lace making |
| 158 | Mechanic Lycee | لیسه میخانیکی پلخمری | Baghlan | 30 | Public | 43 | 87 | 46 | 19 | 22 | 53 | 66 | 336 | General electricity and vehicle repair |
| 137 | Marastoon Training Center | مدیریت مرستون | Balkh | 30 | Public | 69 | 163 | 66 | 35 | 44 | 67 | 35 | 479 | Carpet weaving, embroidery, bead making |
| 121 | Health Education Institute | انستیتوت علوم صحی بلخ | Balkh | 134 | Public | 67 | 167 | 79 | 0 | 0 | 90 | 44 | 447 | Nursing and midwifery |
| 99 | Women Affairs Department Training Center | مرکزآموزشی ریاست امورزنان | Bamyan | 100 | Public | 27 | 89 | 25 | 27 | 4 | 6 | 0 | 178 | Hair dressing, embroidery and tailoring |
| 126 | Agriculture Lycee | لیسه مسلکی زراعت فاریاب | Faryab | 72 | Public | 33 | 131 | 58 | 23 | 0 | 29 | 56 | 320 | Vital education,agronomy,extension,finance and computer |
| 129 | Training center/MoLSAMD | مرکز فنی و حرفوی ریاست کار.. | Faryab | 160 | Public | 59 | 107 | 54 | 0 | 0 | 35 | 53 | 308 | Bead weaving, carpet weaving, lace working |
| 125 | Red Crescent Society Center | ریاست سره میاشت فاریاب | Faryab | 30 | Public | 64 | 89 | 39 | 0 | 0 | 16 | 57 | 265 | Carpet/Glim weaving, embroidery, carpentry. |
| 127 | IAR/CSC Training Center | مرکز آموزشی اصلاحات اداری فاریاب | Faryab | 157 | Public | 36 | 121 | 62 | 0 | 0 | 34 | 0 | 253 | Business administration and computer |
| 128 | Information Technology Center | مدیریت IT ریاست مخابرات | Faryab | 48 | Public | 15 | 86 | 40 | 0 | 0 | 31 | 30 | 202 | Computer and internet programming |
| 130 | Women Affairs Center | ریاست امور زنان | Faryab | 100 | Public | 60 | 44 | 0 | 11 | 19 | 13 | 3 | 150 | Bead working, carpet weaving and Glim making |
| 119 | Behzad Industry and Vocational Lycee | لیسه مسلکی بهزاد و صنایع هرات | Herat | 50 | Public | 49 | 157 | 88 | 19 | 34 | 63 | 49 | 459 | Art teaching, ceramic and music |
| 118 | Herat Technical Institute | انستیتوت تخنیکی هرات | Herat | 300 | Public | 52 | 203 | 78 | 0 | 0 | 89 | 30 | 452 | Construction and Electrician |
| 120 | Agriculture and Veterinary Institute | انستیتوت زراعت و وترنری هرات | Herat | 216 | Public | 44 | 142 | 76 | 0 | 0 | 82 | 54 | 398 | Agronomy and veterinary |
| 136 | Agriculture Lycee | لیسه زراعت | Jawzjan | 500 | Public | 65 | 148 | 77 | 16 | 33 | 27 | 60 | 426 | Orchard, poultry and animal training |
| 138 | Communication Information Technology | ریاست مخابرات و تکنالوژی معلوماتی | Jawzjan | 74 | Public | 44 | 177 | 57 | 21 | 6 | 55 | 40 | 400 | Computer and internet training |
| 134 | Fuel and Gas Technology Lycee | لیسه تکنالوژی نفت و گاز | Jawzjan | 41 | Public | 58 | 67 | 96 | 3 | 5 | 52 | 29 | 310 | Vehicle repairing, fuel & gas well drilling, electricity |
| 164 | Traffic-Police Driving Training Center | آمریت رانندگی مدیت ترافیک جوزجان | Jawzjan | 15 | Public | 45 | 75 | 62 | 0 | 0 | 0 | 50 | 232 | Driving, traffic principles teaching |
| 135 | Red Crescent Society Center | ریاست سره میاشت | Jawzjan | 30 | Public | 62 | 28 | 58 | 7 | 11 | 0 | 20 | 186 | Tailoring, embroidery, carpet weaving |
| 107 | Vocational Trading Lycee of Kabul | لیسه مسلکی تجارت کابل | Kabul | 150 | Public | 71 | 181 | 47 | 41 | 63 | 75 | 50 | 548 | Accounting, finance, law and math, computer and English |
| 110 | Civil Aviation Institute | انستیتوت هوانوردی | Kabul | 100 | Public | 62 | 178 | 81 | 26 | 18 | 64 | 73 | 502 | Electro-mechanic atmosphere training and metrology |
| 102 | Agriculture/Veterinary High School | تعلیمات عالی زراعتی و وترنری | Kabul | 150 | Public | 71 | 94 | 87 | 35 | 35 | 84 | 63 | 469 | Agronomy, orchard, and veterinary |
| 101 | Blinds Vocational Training Lycee | لیسه مسلکی نا بینایان | Kabul | 14 | Public | 62 | 116 | 78 | 28 | 29 | 83 | 47 | 443 | Wiper making, computer training, tailoring and general edu. |
| 109 | Industrial (Sanaee) Lycee | لیسه ترمیم ماشین آلات صنعتی | Kabul | 350 | Public | 54 | 128 | 67 | 10 | 20 | 48 | 47 | 374 | Car repair, electric equipment repair and machinery |
| 108 | Auto Mechanical vocational training Institute | آموزش تعلیمات حرفوی انستیتوت اتو میکانیک کابل | Kabul | 300 | Public | 63 | 65 | 54 | 18 | 25 | 69 | 67 | 361 | Electric mechanic and car mechanic |
| 100 | Women Vocational Training Lycee | لیسه مسلکی زنان | Kabul | 70 | Public | 49 | 135 | 76 | 6 | 13 | 8 | 39 | 326 | Domestic service, tailoring and computer study |
| 106 | Mechanic Institute of Kabul | انسیستوت میخانیکی کابل | Kabul | 206 | Public | 61 | 91 | 52 | 39 | 9 | 28 | 35 | 315 | Radion& TV electricity, vehicle repair and plumbing |
| 104 | National Construction Industry | انیستوت میخانیکی | Kabul | 97 | Public | 48 | 51 | 49 | 25 | 40 | 63 | 30 | 306 | Construction, carpentry and Art |
| 112 | Water and Energy Institute | انیستیتوت انرژی و آب | Kabul | 50 | Public | 62 | 88 | 52 | 0 | 0 | 61 | 40 | 303 | High power general electricity study |
| 103 | Light Industries Institute | انیستیتوت صنایع خفیفه | Kabul | 150 | Public | 28 | 63 | 42 | 29 | 1 | 17 | 40 | 220 | Textile technology, computer study and science |
| 105 | Finance and Administration Jamhooriat Lycee | لیسه اداره و اقتصاد جمهوریت | Kabul | 41 | Public | 52 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | Finance and administration, tailoring and computer study |
| 139 | Training center/MoLSAMD | مرکز اموزش ریاست کار واموراجتماعی | Kandahar | 350 | Public | 60 | 115 | 66 | 41 | 59 | 78 | 64 | 483 | Carpet weaving, embroidery, bag making |
| 140 | Health Education Institute | انستیتوت علوم صحی کندهار | Kandahar | 30 | Public | 83 | 171 | 85 | 8 | 36 | 84 | 7 | 474 | Nursing and midwifery |
| 141 | Training center/MoLSAMD | مرکز اموزش ریاست کار واموراجتماعی | Kandahar | 180 | Public | 64 | 118 | 73 | 35 | 26 | 88 | 59 | 463 | Carpentry, plumbing, electric drilling |

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total | Trade type |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 142 | Training center-/MoLSAMD | مرکزفنی و حرفوی ریاست کار | Kandahar | 200 | Public | 47 | 17 | 52 | 0 | 33 | 61 | 10 | 220 | Building electricity, AC and refrigerator repair |
| 113 | Vice Engineering Kapisa | معاونیت انجنیری کاپیسا | Kapisa | 720 | Public | 77 | 129 | 58 | 12 | 0 | 23 | 20 | 319 | Construction wiring, masonry, care repair and carpentry |
| 111 | Mechanic Lycee of Khost | لیسه میخانیکی خوست | Khost | 130 | Public | 58 | 49 | 71 | 0 | 0 | 46 | 21 | 245 | Electricity, vehicle maintenance and machinery |
| 145 | Industry Lycee | لسیه صنایع کنر | Kunar | 51 | Public | 51 | 37 | 62 | 0 | 0 | 38 | 57 | 245 | Carpentry |
| 151 | Afghan-JICA Training Center | مرکز آموزشی افغان جایکا | Kundoz | 230 | Public | 78 | 90 | 80 | 0 | 6 | 74 | 53 | 381 | AC and refrigeration repairing, computer, carpet weaving |
| 149 | Women trading Lycee | لیسه تجارت زنان | Kundoz | 120 | Public | 46 | 109 | 60 | 0 | 5 | 60 | 50 | 330 | Finance and trading |
| 150 | Agriculture Lycee | لیسه زراعت | Kundoz | 220 | Public | 59 | 90 | 51 | 10 | 5 | 34 | 29 | 278 | Agriculture and animal keeping |
| 152 | Information Department Training Center | مرکز اموزشی تکنا لوجي معلوماتي | Kundoz | 200 | Public | 60 | 107 | 20 | 0 | 0 | 36 | 40 | 263 | Computer study |
| 146 | Agriculture Lycee | لیسه مسلکی زراعت | Laghman | 37 | Public | 70 | 155 | 74 | 38 | 46 | 71 | 41 | 495 | Poultry, animal keeping, fish raising |
| 148 | Red Crescent Training Center | مرکز سره میاشت | Laghman | 150 | Public | 80 | 105 | 77 | 27 | 8 | 71 | 57 | 425 | Firs aid and preparatory training against incidents |
| 147 | Women Affairs Department Training Center | مرکز اموزشی ریاست امور زنان ولایت لغمان | Laghman | 926 | Public | 43 | 47 | 56 | 30 | 1 | 58 | 63 | 298 | Tailoring, literacy, lace working |
| 159 | Training center/MoLSAMD | مرکز فنی حرفوی ریاست .... ننگرهار | Ningarhar | 5865 | Public | 89 | 151 | 84 | 52 | 17 | 107 | 70 | 570 | Tailoring/embroidery, carpet making, carpentry & computer |
| 144 | Agriculture Lycee | لیسه زراعت ننگرهار | Ningarhar | 140 | Public | 71 | 193 | 84 | 44 | 26 | 58 | 63 | 539 | Agronomy, animal keeping |
| 154 | Freedom and Peace Trading Lycee | دصلح اوآزادی دتجارت لیسه | Ningarhar | 35 | Public | 49 | 88 | 85 | 0 | 0 | 75 | 40 | 337 | Trading and the principles' teaching |
| 153 | Technology and Information T. Center | دمخابراتو معلوماتي تکنالوژی...مرکز | Ningarhar | 70 | Public | 27 | 103 | 70 | 0 | 0 | 55 | 37 | 292 | Computer programming |
| 143 | Mechanic Lycee | لیسه میخانیکی ننگرهار | Ningarhar | 120 | Public | 36 | 81 | 41 | 0 | 0 | 23 | 36 | 237 | High power electricity vehicle repair and machinery |
| 114 | Training Center/MoLSAMD | مرکز آموزشی حرفوی ریاست کار | Paktia | 130 | Public | 75 | 124 | 73 | 0 | 0 | 88 | 37 | 397 | Plumbing, electronics, computer, embroidery |
| 115 | Training Center/MoLSAMD | مدیریت آموزشی فنی و حرفوی ریاست کار | Parwan | 60 | Public | 77 | 78 | 60 | 31 | 37 | 42 | 66 | 381 | Tailoring,embroidery,shoe making, carpentry, and painting |
| 122 | IAR/CSC Training Center | دفتر ولایتی کمسیون مستقل اصلاحات اداری سمنگان | Samangan | 240 | Public | 85 | 146 | 69 | 0 | 0 | 39 | 50 | 389 | English and computer teaching, basic administration skill |
| 123 | Vocational Lycee for Women | لیسه مسلکی زنان ولایت سمنگان | Samangan | 230 | Public | 59 | 125 | 66 | 0 | 0 | 52 | 44 | 346 | Management and administration |
| 124 | Training Center/MoLSAMD | ریاست کار و امور -مرکزحرفوی | Samangan | 100 | Public | 42 | 160 | 20 | 0 | 0 | 73 | 43 | 338 | Tailoring, vital literacy and computer study |
| 133 | Women Affairs Center | ریاشت امور زنان | Saripul | 200 | Public | 70 | 91 | 58 | 17 | 24 | 43 | 43 | 346 | Embroidery, tailoring and netting |
| 131 | Red Crescent Training Center | مدیریت پاسخ دهی ... حلال احمر | Saripul | 20 | Public | 45 | 64 | 22 | 0 | 41 | 15 | 10 | 197 | Tailoring, embroidery, tin making, and bicle repairing |
| 132 | General Directorate for vocational training | مدیریت عمومی آموزشی حرفوی.. | Saripul | 80 | Public | 40 | 93 | 7 | 0 | 9 | 5 | 14 | 168 | Literacy, tailoring and embroidery |
| 155 | Training center/MoLSAMD | مرکز حرفوی و فنی ریاست کار | Takhar | 120 | Public | 71 | 112 | 59 | 21 | 41 | 72 | 56 | 432 | Tailoring and embroidery |
| 447 | Volunteer Women Association Badakhshan | انجمن زنان رضاکار بدخشان و دفتر ولایتی بدخشان | Badakhshan | 100 | Private | 80 | 118 | 99 | 23 | 54 | 55 | 21 | 450 | Bee keeping, handimac, English and computer |
| 455 | Youths Culture and Training Association | مجتمع علمی و فرهنگی جوانان | Badakhshan | 1000 | Private | 64 | 152 | 69 | 0 | 0 | 60 | 60 | 405 | Computer and English language, Dari, Pashto and Arabic |
| 448 | Netting Women Association | مجتمع زنان بافندگی | Badakhshan | 40 | Private | 78 | 153 | 60 | 10 | 0 | 55 | 40 | 396 | Shall weaving |
| 446 | Afghanistan Youths Cultural Center | کانون فرهنگی جوانان افغانستان | Badakhshan | 200 | Private | 74 | 143 | 77 | 0 | 0 | 35 | 60 | 389 | English and Computer training, math |
| 490 | Afghanistan Youths training Center | مرکز فرهنگی جوانان افغانستان | Badakhshan | 200 | Private | 74 | 143 | 77 | 0 | 0 | 35 | 60 | 389 | Math and English language training and computer teaching |
| 453 | Aina-e-Khorasan Trainining Center | نهاد علمی و فرهنگی اینه خراسان | Badakhshan | 1500 | Private | 70 | 143 | 80 | 0 | 0 | 35 | 57 | 385 | English, Computer, chemistry, physics, and math |
| 456 | Youths Technology Center | مرکز اموزشی تکنالوژی جوانان | Badakhshan | 30 | Private | 64 | 143 | 77 | 0 | 0 | 35 | 57 | 376 | English and computer, math, physics, chemistry |
| 491 | Agha Khan Foundation training Center | دیارتمنت انکشاف حرفه بنیاد اغاخان | Badakhshan | 200 | Private | 65 | 146 | 66 | 5 | 6 | 40 | 47 | 375 | Tailoring, carpentry, electro-mechanic and auto mechanic |
| 452 | Tabish Training Center | کورس اموزشی تابش | Badakhshan | 500 | Private | 59 | 143 | 77 | 0 | 0 | 35 | 57 | 371 | English and computer learning, science subjects |
| 451 | Alflah Private School Training Center | مکتب خصوصی الفلاح | Badakhshan | 50 | Private | 71 | 113 | 77 | 0 | 0 | 35 | 57 | 353 | Computer and English classes |
| 450 | Aftab Learning Course | مرکز اموزشی افتاب | Badakhshan | 400 | Private | 63 | 113 | 77 | 0 | 0 | 35 | 57 | 345 | English, computer, math and geometry |
| 454 | Great Aryana Training Center | مرکز تعلیی و تربیوی اریانا بزرگ | Badakhshan | 500 | Private | 70 | 103 | 77 | 0 | 0 | 32 | 57 | 339 | Math and English language training |
| 457 | Badakhshan Technology Center | مرکز اموزشی تکنالوژی بدخشان | Badakhshan | 2000 | Private | 70 | 113 | 77 | 0 | 0 | 31 | 47 | 338 | Computer and foreign languages, physics, chemistry |
| 458 | Darwaz Rehabilitation Services Association | پروژه بازسازی خدماتی درواز | Badakhshan | 180 | Private | 52 | 111 | 53 | 7 | 29 | 12 | 26 | 290 | Tailoring, drawing and radio section |
| 224 | Computer Learning Course/Capacity Balding | کورس آموزشی کمپیوتر برای رشد ظرفیت ها | Badghees | 50 | Private | 46 | 157 | 39 | 11 | 0 | 67 | 33 | 353 | Computer and internet |
| 460 | Iqra Computer Science Lycee | لیسه اقراءکمپیوتر ساینس | Baghlan | 200 | Private | 63 | 109 | 86 | 43 | 57 | 120 | 67 | 545 | English, computer, chemistry and drawing |

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total | Trade type |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 423 | Esteqlal Culture and Training Course | کورس آموزشی و فرهنگی استقلال | Baghlan | 160 | Private | 72 | 87 | 66 | 35 | 52 | 114 | 56 | 482 | Computer and English language training |
| 465 | Balwa Science Academy | اکادمی ساینس بلوا | Baghlan | 90 | Private | 76 | 155 | 62 | 35 | 48 | 74 | 29 | 479 | English and computer teaching, math |
| 422 | Trade Development Center | مرکز انکشاف تجارت | Baghlan | 300 | Private | 72 | 129 | 61 | 47 | 62 | 63 | 19 | 453 | Business administration, trading, computer and consulting |
| 459 | E L O C Training Center | پروگرام اموزشی انگلیسی کمپیوتر E L O C | Baghlan | 900 | Private | 73 | 131 | 71 | 57 | 53 | 44 | 24 | 453 | Computer,english language and science |
| 461 | Aryana Learning Center | مرکز اموزشی اریانا | Baghlan | 180 | Private | 27 | 142 | 81 | 21 | 49 | 68 | 29 | 417 | Computer, English, chemistry and drawing |
| 420 | Khowaja Kamala Wali Computer Course | کورس آموزشی و کمپیوتر خواجه کمال ولی | Baghlan | 200 | Private | 35 | 105 | 61 | 35 | 48 | 39 | 15 | 338 | English and computer training, drawing |
| 466 | Mazhar-e-Danish learning center | مرکز اموزش مظهر دانش | Baghlan | 300 | Private | 17 | 32 | 44 | 9 | 34 | 18 | 25 | 179 | Hard and soft ware, computer and English teaching. |
| 464 | Brothers Workshop | دستگاه برادران ورکشاف | Baghlan | 10 | Private | 17 | 61 | 26 | 0 | 7 | 21 | 21 | 153 | Engine repairing, painting cars and car portion provision |
| 462 | Sharif Panel Beating Company training Cente | دستگاه کپی کشی شریف | Baghlan | 20 | Private | 17 | 64 | 27 | 0 | 6 | 18 | 21 | 152 | Panel beating, painting cars and other vehicles |
| 463 | Hemat Engine Workshop | همت انجن ورکشاف | Baghlan | 12 | Private | 22 | 46 | 26 | 0 | 13 | 13 | 15 | 135 | Diesel and petrol engine-car repair, |
| 428 | Sadiq Technical Center | دستگاه تخنیکی صادق | Baghlan | 4 | Private | 2 | 17 | 8 | 15 | 33 | 17 | 15 | 107 | Boring work and steel drilling |
| 427 | Zabihullah Car Machinery Center | دستگاه ماشین های تیز رفتار ..... زبیح الله | Baghlan | 4 | Private | 16 | 18 | 10 | 11 | 7 | 15 | 25 | 102 | Auto machine repairing |
| 429 | Abdul Ghias Welding training Center | دستگاه ویلدنگ کاری عبدالغیاث | Baghlan | 2 | Private | 9 | 13 | 8 | 9 | 15 | 31 | 15 | 100 | Welding |
| 426 | Shakb and Reza brothers steel working cente | دستگاه فلزکاری برادران رضای و شکیب | Baghlan | 3 | Private | 9 | 13 | 10 | 6 | 16 | 22 | 15 | 91 | Auto mechanic, steel drilling |
| 424 | Auto Machine Repairing training Center | مرکز آموزشی ترمیم موتر | Baghlan | 2 | Private | 4 | 14 | 7 | 0 | 21 | 16 | 12 | 74 | Auto mechanic and wiring of vehicle |
| 425 | Vehicle Wiring and Machine Technical Center | دستگاه تخنیکی انجن موتر و ویرینگ کاری لعل | Baghlan | 4 | Private | 2 | 10 | 10 | 0 | 8 | 21 | 19 | 70 | Auto mechanic, steel drilling |
| 421 | Mesbahul Qur Aan Computer Center | مرکز آموزشی کمپیوتر مصباح القرآن | Baghlan | 40 | Private | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Hard and soft ware computer programming |
| 308 | Agriculture Vocational Training Center | لیسه مسلکی زراعت بلخ | Balkh | 41 | Private | 73 | 175 | 76 | 60 | 35 | 193 | 90 | 702 | orchard establishing, nursery |
| 327 | Fuel and Gas Institute | انستیتیوت نفت و گاز بلخ | Balkh | 160 | Public | 75 | 180 | 47 | 0 | 77 | 162 | 90 | 631 | Welding electro-mechanic, computer training |
| 333 | Payam-e-Academy | آموزشگاه پیام | Balkh | 250 | Private | 84 | 159 | 96 | 30 | 54 | 66 | 73 | 562 | Computer programming, calligraphy and English training |
| 336 | Institute of CCKO | انستستیوت CCKO | Balkh | 200 | Private | 59 | 166 | 82 | 26 | 45 | 118 | 50 | 546 | Information technology and computer program |
| 312 | Sobi Danish Academy | آموزشگاه صبح دانش | Balkh | 250 | Private | 78 | 188 | 97 | 1 | 36 | 71 | 70 | 541 | Stone carving, English and school subject teaching |
| 300 | Academy-e-Danish | اکادمی دانش | Balkh | 320 | Private | 82 | 155 | 69 | 39 | 56 | 46 | 70 | 517 | Computer and school subjects |
| 285 | Afghan America Cambridge Institute | انستیتیوت افغان امریکا کامبریج | Balkh | 310 | Private | 93 | 145 | 94 | 13 | 7 | 88 | 70 | 510 | Computer training, math and school subjects |
| 294 | ALC training Center | آموزشگاه عالی ALC | Balkh | 600 | Private | 73 | 136 | 71 | 41 | 54 | 94 | 31 | 500 | Admin., account, English, computer and fine arts |
| 305 | Payam-e-Danish Training Center | مرکز آموزشی پیام دانش | Balkh | 150 | Private | 62 | 128 | 74 | 19 | 64 | 88 | 64 | 499 | Tailoring, embroidery, computer and English language |
| 324 | Language Academy | آموزشگاه عالی لنگویچ | Balkh | 217 | Private | 68 | 137 | 65 | 13 | 32 | 109 | 70 | 494 | Carpet weaving, statue making, steel working |
| 296 | Amozish Gha-e-Lmar | آموزشگاه لمر | Balkh | 300 | Private | 56 | 127 | 76 | 16 | 0 | 135 | 34 | 489 | Turkish language, calligraphy and computer programming |
| 307 | B. B. Zainab Vocational Course | کورس آموزش حرفوی بی بی زینب | Balkh | 250 | Private | 56 | 170 | 56 | 26 | 38 | 82 | 43 | 471 | Tailoring, carpet weaving and Glim making |
| 241 | Andisha Cultural and Education Center | مرکز علمی و فرهنگی اندیشه | Balkh | 400 | Private | 73 | 158 | 66 | 0 | 55 | 57 | 51 | 460 | Computer and English language training, school subjects |
| 237 | Mustafa Parwani Reconstruction Center | موسسه بازسازی مصطفی پروانی | Balkh | 350 | Private | 82 | 80 | 65 | 0 | 79 | 125 | 28 | 459 | Carpet weaving, embroidery, handimac and tailoring |
| 290 | Ghafari Computer Academy | اکادمی کمپیوتر غفاری | Balkh | 200 | Private | 76 | 169 | 21 | 5 | 10 | 103 | 60 | 444 | Computer programming |
| 317 | Alberoni Training Center | مرکز آموزشی البیرونی | Balkh | 90 | Private | 57 | 183 | 70 | 49 | 31 | 51 | 0 | 441 | Hard and soft ware training |
| 295 | Sahar Danish training center | سهر دانش | Balkh | 300 | Private | 80 | 163 | 60 | 18 | 13 | 67 | 38 | 439 | English and computer, school subjects teaching |
| 311 | Yasar Driving Course | کورس رانندگی یاسر | Balkh | 35 | Private | 53 | 142 | 45 | 0 | 22 | 124 | 44 | 430 | Driving and vehicle repairing |
| 304 | FAO Training Center | تریننگ سنتر FAO | Balkh | 200 | Private | 45 | 85 | 74 | 26 | 5 | 146 | 44 | 425 | English and computer teaching |
| 274 | Azrukhsh Learning Center | آموزشگاه علمی آزرخش | Balkh | 500 | Private | 81 | 132 | 52 | 30 | 0 | 61 | 67 | 423 | Computer and English language teaching |
| 332 | Helal Vocational Training Center | مرکز تعلمی و تربیوی هلال | Balkh | 320 | Private | 62 | 90 | 78 | 15 | 32 | 89 | 56 | 422 | Tailoring, bead working, embroidery |
| 310 | Abu Ali Sena Balkhi Center | کانون فرهنگی ابو علی سینا ملخی | Balkh | 380 | Private | 75 | 137 | 71 | 29 | 31 | 57 | 20 | 420 | Dari language, calligraphy and English teaching |
| 323 | Mawlvi Bulkhi training center | مولوی بلخی | Balkh | 200 | Private | 70 | 105 | 66 | 8 | 48 | 79 | 44 | 420 | School subjects, computer and Tailoring |
| 321 | Sitaras Tailoring Center | مرکز آموزشی خیاطی ستاره ها | Balkh | 200 | Private | 74 | 152 | 39 | 0 | 52 | 41 | 50 | 408 | Bead working, circle making, embroidery and tailoring |

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total | Trade type |
|-----|--------------|----------------|----------|---------|---------------|---|---|---|---|---|---|---|-------|------------|
| 309 | Maihan Ferhanqistan training center | فرهنگستان میهن | Balkh | 170 | Private | 55 | 112 | 73 | 19 | 35 | 66 | 39 | 399 | Embroidery, tailoring, teaching school teaching |
| 329 | Pyam-e-Marefat | پیام معرفت | Balkh | 200 | Private | 35 | 170 | 70 | 0 | 0 | 70 | 40 | 385 | Computer teaching, skills , and school subjects |
| 337 | Habitat Training Center | خیاطی، گلدوزی و سواد اموزی | Balkh | 75 | Private | 63 | 84 | 66 | 37 | 40 | 49 | 44 | 383 | Tailoring, embroidery and literacy |
| 320 | Yoldozlar Carpet Weaving Center | موسسه قالین بافی یولدزلر ستارها | Balkh | 100 | Private | 81 | 138 | 57 | 16 | 0 | 40 | 47 | 379 | Carpet weaving, Glim making, threat painting |
| 303 | Zeenat Tailoring training center | آموزشگاه خیاطی زینت | Balkh | 63 | Private | 59 | 133 | 62 | 36 | 0 | 38 | 43 | 371 | Tailoring and math |
| 316 | Tamadon Cultural Academy | آموزشگاه علمی و فرهنگی تمدن | Balkh | 200 | Private | 54 | 141 | 46 | 4 | 7 | 76 | 40 | 368 | Social science, computer and English language |
| 239 | Development Council/Kodobarq area | شورای انکشافی ساحه رهایشی کودبرق | Balkh | 280 | Private | 68 | 143 | 61 | 17 | 5 | 56 | 10 | 360 | Computer and English, math, tailoring, electric services |
| 331 | Bag and Carpet Making Centre | دستگاه بیک دوزی و قالین بافی | Balkh | 50 | Private | 52 | 135 | 51 | 0 | 0 | 62 | 60 | 360 | Bag making, hand weaving, carpet weaving |
| 275 | Poya Learning Academy | آموزشگاه عالی پویا | Balkh | 50 | Private | 70 | 116 | 27 | 22 | 0 | 77 | 40 | 352 | English language and computer |
| 335 | Carpet Weaving Center | دستگاه قالین بافی | Balkh | 50 | Private | 52 | 138 | 57 | 14 | 0 | 54 | 26 | 341 | Carpet weaving |
| 238 | Computer Science and Management Institute | انستیتیوت اداره و کمپیوتر ساینس | Balkh | 170 | Private | 53 | 123 | 64 | 11 | 0 | 54 | 35 | 340 | Computer teaching and math |
| 297 | National Academy | اکادمی عالی جهان دانش | Balkh | 300 | Private | 28 | 129 | 20 | 0 | 0 | 100 | 50 | 327 | Computer and English language program |
| 299 | Roshan Tailoring training center | دستگاه خیاطی روشن | Balkh | 250 | Private | 63 | 132 | 40 | 6 | 0 | 45 | 34 | 327 | Tailoring and embroidery |
| 302 | Carpet and Literacy Course | کورس اموزش قالین بافی و سواد آموزی | Balkh | 48 | Private | 68 | 147 | 46 | 6 | 0 | 41 | 13 | 321 | Carpet weaving, tailoring, glimm shall netting |
| 298 | Tailoring Course | کورس آموزشی خیاطی | Balkh | 200 | Private | 51 | 108 | 43 | 29 | 0 | 45 | 27 | 303 | Tailoring and school subjects |
| 328 | Yakta learning center | یکتا مرکز اموزشی | Balkh | 200 | Private | 59 | 153 | 17 | 0 | 0 | 54 | 26 | 302 | Math, English and computer learning |
| 236 | Microsoft Academy | اکادمی مایکرو سافت | Balkh | 200 | Private | 37 | 133 | 53 | 6 | 0 | 63 | 7 | 299 | English and school subjects |
| 322 | Community Empowering Training Center | آمورش برای توانمندسازی اجتماع | Balkh | 55 | Private | 67 | 117 | 35 | 0 | 0 | 53 | 25 | 297 | Tailoring, embroidery and school subjects |
| 301 | Learning Associating/District four | مجتمع آموزشی ناحیه چهارم | Balkh | 200 | Private | 80 | 106 | 50 | 0 | 0 | 55 | 0 | 291 | Tailoring, embroidery, computer and English teaching |
| 306 | Haqiqat Supreme Academy | آموزشگاه عالی حقیقت | Balkh | 180 | Private | 59 | 79 | 57 | 15 | 0 | 42 | 32 | 284 | English, calligraphy, social science |
| 235 | Sediqi Pressure Cooker Making Center | شرکت دیگ بخارسازی صدیقی | Balkh | 30 | Private | 29 | 128 | 40 | 0 | 0 | 43 | 33 | 273 | Pressure cooker making, fast cooker making |
| 315 | Afghan United Course | کورس آموزشی افغان یونایتد | Balkh | 380 | Private | 54 | 79 | 41 | 33 | 0 | 35 | 27 | 269 | English and computer teaching |
| 276 | Khadeja tul Kubra Learning Course | کورس آموزشی خدیجه الکبرا | Balkh | 18 | Private | 8 | 84 | 25 | 12 | 36 | 51 | 51 | 267 | Tailoring, carpet weaving and lace working |
| 326 | Nowbhar Blkh Training Course | کورس آموزشی نونهار بلخ | Balkh | 220 | Private | 47 | 113 | 36 | 6 | 14 | 42 | 0 | 258 | English and computer training |
| 325 | Maihan Council for Displaced and Destitute | شورای اسیب دیدگان و بیجاشده گان میهن | Balkh | 150 | Private | 46 | 99 | 40 | 5 | 12 | 20 | 33 | 255 | Carpet weaving, vital literacy, circle making for carpet |
| 314 | Jack London Center | مرکز اموزشی جک لندن | Balkh | 400 | Private | 65 | 100 | 49 | 0 | 0 | 38 | 0 | 252 | English, computer, drawing, calligraphy |
| 291 | Hunaristan-e-Ruhullah | هنرستان روح الله | Balkh | 70 | Private | 23 | 115 | 24 | 12 | 18 | 59 | 0 | 251 | Drawing, calligraphy, |
| 240 | Tolo Wa Tafakoor Center | آموزشگاه طلوع و تفکر | Balkh | 180 | Private | 29 | 128 | 33 | 0 | 0 | 39 | 20 | 249 | English/computer programming, school subjects teaching |
| 293 | Amozish Gha-e-Sobh Naween | آموزشگاه صبح نوین | Balkh | 170 | Private | 54 | 110 | 0 | 0 | 0 | 44 | 30 | 238 | Computer and English training, school subjects |
| 334 | Arif Fashion Bag Making Center | دستگاه بیک دوزی عارف فیشن | Balkh | 100 | Private | 29 | 62 | 8 | 11 | 27 | 25 | 60 | 222 | Hand bag and suite case making |
| 330 | Arman-e-Jawanan Center | مرکز فرهنگی آرمان جوان | Balkh | 300 | Private | 24 | 103 | 0 | 0 | 9 | 20 | 20 | 176 | English and computer, natural science |
| 318 | Akrami Computer Course | کورس کمپیوتر اکرمی | Balkh | 100 | Private | 8 | 84 | 33 | 0 | 0 | 23 | 10 | 158 | Computer programming |
| 292 | Sapeda Tailoring Center | آرایشگاه سپیده مرکز آموزشی خیاطی | Balkh | 60 | Private | 16 | 21 | 0 | 0 | 22 | 2 | 0 | 61 | Jacket bead working, tailoring, hair dressing and designing |
| 242 | B. B. Najiba Training Center | دستگاه خیاطی و گلدوزی بی بی نجیبه | Balkh | 35 | Private | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Tailoring and embroidery |
| 319 | Freda Kochai Training Center | مرکز حرفوی فریده کوچی | Balkh | 640 | Private | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | computer and school subject teaching |
| 488 | Youths Council Syd Abad training center | مرکز آموزشی شورای جوانان سید آباد | Bamyan | 60 | Private | 77 | 107 | 82 | 29 | 46 | 86 | 75 | 505 | Embroidery, handimac and English language teaching |
| 169 | Meraj-i-Danish development foundation | بنیاد انکشافی معراج دانش | Bamyan | 160 | Private | 78 | 99 | 59 | 13 | 53 | 59 | 70 | 431 | English language teaching, math and calligraphy |
| 168 | JICA training Center | مرکز اموزشی وحرفوی جایکا | Bamyan | 230 | Private | 78 | 139 | 76 | 0 | 0 | 89 | 20 | 402 | electricity, plumbing, tailoring and embroidery |
| 167 | Wali Aser Learning Center | آموزشگاه ولیعصر | Bamyan | 800 | Private | 62 | 149 | 66 | 8 | 0 | 42 | 10 | 337 | Computer literacy, calligraphy and math teaching |
| 166 | Peace Messenger Training Center | پیام اوران صلح | Bamyan | 100 | Private | 79 | 146 | 91 | 3 | 0 | 0 | 0 | 319 | English, computer and internet learning |
| 482 | Community Empowering Training Association | موسسه توانمند سازی جامعه | Farah | 225 | Private | 95 | 113 | 60 | 54 | 80 | 112 | 67 | 576 | financial and administrative services teaching |

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total | Trade type |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 481 | SDO Training Center | موسسه انکشافی سنای SDO | Farah | 144 | Private | 63 | 155 | 69 | 0 | 0 | 0 | 0 | 287 | mobile repairing, panel beating, TV,radio,engine repairing, |
| 483 | Afghan Training Center | مرکز اموزشی افغان | Farah | 300 | Private | 22 | 80 | 15 | 0 | 0 | 0 | 0 | 117 | English and computer and school subjects |
| 497 | Farah Training Center | مرکز آموزشی فراه | Farah | 500 | Private | 69 | 148 | 78 | 14 | 0 | 77 | 27 | 743 | Computer, English and math |
| 494 | Tawhed Training Center | مرکز علمی و فر هنگی توحید | Farah | 250 | Private | 55 | 160 | 79 | 21 | 56 | 120 | 71 | 562 | Computer literacy and English language |
| 495 | CHA Training Center | موسسه همکاری کمکهای انسانی CHA | Farah | 180 | Private | 72 | 169 | 44 | 0 | 0 | 0 | 0 | 285 | Carpet weaving/embroidery, hand netting, auto mechanic |
| 496 | ADA Vocational Center | مرکز حرفوی ADA | Farah | 300 | Private | 58 | 147 | 54 | 15 | 0 | 0 | 0 | 274 | Electricity, welding, carpet weaving, water pump repair |
| 272 | Women Cultural and Social Association | انجمن فرهنگی و اجتماعی زنان | Faryab | 1300 | Private | 84 | 180 | 70 | 15 | 16 | 21 | 37 | 423 | Bead working, carpet weaving, literacy and lace working |
| 262 | Andkhoy Training Centre | مرکز تعلیمی اند خوی موسسه تعلیمی جرمنی | Faryab | 1126 | Private | 61 | 139 | 51 | 0 | 0 | 76 | 60 | 387 | English, computer and literacy |
| 267 | Aydin Faryab Learning Academy | آموزشگاه عالی ایدین فاریاب | Faryab | 1000 | Private | 59 | 146 | 65 | 34 | 0 | 36 | 47 | 387 | Computer, English, religious study, chemistry and physics |
| 271 | Anjuman Farhangi Wa Amozishi | انجمن فرهنگی و آموزشی | Faryab | 170 | Private | 83 | 185 | 60 | 0 | 0 | 25 | 13 | 366 | English and computer |
| 264 | Destitute Protection Center Faryab | انجمن حمایت از بی نوایان فاریاب | Faryab | 500 | Private | 74 | 106 | 54 | 0 | 10 | 15 | 60 | 319 | Literacy, carpet weaving, machine netting |
| 270 | Payam-e-Sadat Center | آموزشگاه عالی پیام سعادت | Faryab | 340 | Private | 69 | 141 | 60 | 0 | 0 | 28 | 20 | 318 | English and computer, religious study and math |
| 263 | Saree Training Center | آموزشگاه عالی سریع | Faryab | 500 | Private | 58 | 121 | 43 | 0 | 0 | 32 | 30 | 284 | Hand writing skills, computer and math |
| 265 | Alam Azadi Training Center | مرکز آموزشی علمبردار ازادی | Faryab | 1000 | Private | 65 | 107 | 52 | 0 | 0 | 22 | 31 | 277 | computer and English, school subjects |
| 266 | Faizi Learning Academy | مرکز آموزشی فیضی | Faryab | 500 | Private | 55 | 109 | 42 | 10 | 0 | 34 | 20 | 270 | English, computer and math |
| 268 | Khorasan Learning Academy | آموزشگاه عالی خراسان | Faryab | 200 | Private | 60 | 85 | 42 | 0 | 0 | 24 | 24 | 235 | Computer, English and math |
| 273 | Faryab Learning Academy | آموزشگاه عالی فاریاب | Faryab | 400 | Private | 53 | 75 | 51 | 0 | 0 | 32 | 40 | 215 | English and computer, math |
| 269 | Qobash Voice Repairing Center | آموزشگاه ترمیم صوتی قوباش | Faryab | 30 | Private | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | electric and voice equipments maintenance |
| 493 | Marzi Khurshaid Center | آموزشگاه عالی مرز خورشید | Fayab | 160 | Private | 41 | 108 | 27 | 0 | 0 | 53 | 42 | 271 | Computer literacy & English language and school subjects |
| 203 | Noor Education Center | مرکز تعلیمی نور | Ghazni | 150 | Private | 64 | 222 | 107 | 61 | 55 | 144 | 57 | 710 | Training to know discrimination against women |
| 205 | Hadaf | مرکز حرفوی هدف | Ghazni | 150 | Private | 83 | 211 | 107 | 43 | 0 | 42 | 57 | 543 | Vocational training, tailoring/embroidery, and handimac |
| 210 | Haroon-u-Rasheed Learning Center | مرکز تعلیمی هارون الرشید | Ghazni | 40 | Private | 81 | 130 | 87 | 29 | 46 | 65 | 49 | 487 | Literacy, science and memorization of the holly Quran |
| 214 | Nasl-e- Aaenda Afghanistan | نسل آینده افغانستان | Ghazni | 60 | Private | 67 | 74 | 29 | 11 | 22 | 6 | 35 | 244 | handimac and literacy |
| 234 | Nano Nit Institute | نانونت انستیتوت | Herat | 850 | Private | 80 | 227 | 57 | 5 | 20 | 153 | 39 | 581 | English and computer, Networking IDL |
| 227 | Aryana Institute | انستیتیوت آموزشی آریانا | Herat | 500 | Private | 82 | 200 | 73 | 0 | 25 | 69 | 58 | 507 | English , French and computer |
| 231 | Afghan Learning Institute/ AIL | انستیتیوت آموزشی افغان Ail | Herat | 100 | Private | 73 | 163 | 75 | 0 | 10 | 101 | 80 | 502 | Tailoring, embroidery, carving, computer/English language |
| 226 | Azrakhsh Learning Center | آموزشگاه علمی آزرخش | Herat | 400 | Private | 62 | 199 | 72 | 0 | 22 | 67 | 68 | 490 | English and computer |
| 232 | Skills Training Center | مرکزی تربیوی مهارت ها | Herat | 600 | Private | 74 | 148 | 84 | 0 | 25 | 66 | 64 | 463 | English and computer, math and physics |
| 225 | Oxford Cultural and Educational Institute | انستیتیوت علمی فرهنگی آکسفورد | Herat | 250 | Private | 78 | 175 | 75 | 0 | 25 | 47 | 5657 | 457 | English and computer |
| 233 | Arya Technical Learning Center | مرکزی تربیوی تخنیکی اریا | Herat | 600 | Private | 73 | 111 | 61 | 0 | 33 | 91 | 70 | 439 | Carpentry, steel working, tin making, shoe making |
| 229 | Nelofar Hair Dressing Association | اتحادیه آرایشگران نیلوفر | Herat | 170 | Private | 50 | 119 | 86 | 0 | 31 | 68 | 64 | 418 | Hair dressing |
| 228 | Honar Sara-e-Bano Wan training centr | هنر سرای بانوان | Herat | 100 | Private | 57 | 144 | 74 | 0 | 15 | 54 | 68 | 412 | Tailoring, Crushnil making, macroma |
| 230 | Maleka Leering and Production Center | آموزشگاه وتولیدی ملکه | Herat | 150 | Private | 55 | 165 | 57 | 0 | 18 | 41 | 48 | 384 | Tailoring, deigning and styling |
| 261 | Jawzjan University Center | پوهنتون جوزجان | Jawzjan | 56 | Private | 64 | 153 | 77 | 38 | 3 | 106 | 53 | 484 | Internet English and computer |
| 280 | Amozish Gha-e- Aali Dana | آموزشگاه عالی دانا | Jawzjan | 30 | Private | 45 | 120 | 84 | 10 | 60 | 84 | 54 | 457 | Math, hand writing, computer and English language |
| 479 | Shekit Sabit Jawzjan | شرکت ثابت جوزجان | Jawzjan | 16 | Private | 57 | 167 | 61 | 35 | 25 | 9 | 49 | 403 | Carpet weaving |
| 278 | IRC Training Center | آموزشگاه عالی IRC | Jawzjan | 40 | Private | 81 | 125 | 70 | 0 | 4 | 44 | 0 | 324 | Computer programming and math |
| 313 | Anashtin Computer Center | کانون فرهنگی کمپیوتر انیشتین | Jawzjan | 180 | Private | 54 | 148 | 66 | 10 | 2 | 23 | 20 | 323 | Computer and English, internet training |
| 281 | Microsoft Center | مرکز آموزشی میکرو سافت | Jawzjan | 40 | Private | 43 | 148 | 53 | 5 | 0 | 27 | 13 | 289 | Soft and hard ware, computer and English language |
| 289 | Women Council Junbish Mili | شورای زنان جنبش ملی | Jawzjan | 30 | Private | 46 | 123 | 48 | 0 | 0 | 49 | 3 | 269 | Carpet weaving, tailoring, embroidery and computer |
| 492 | Youths Movement Council of Jawzjan | شورای ولایتی جوزجان جنبش جوانان افغانستان | Jawzjan | 50 | Private | 46 | 123 | 48 | 0 | 0 | 49 | 3 | 269 | Computer literacy and English language |

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | Criteria | | | | | | | Total | Trade type |
|-----|--------------|----------------|----------|---------|---------------|----|----|----|----|----|----|----|-------|------------|
| | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 286 | Estiqlal Training Course | مرکز آموزشی عالی استقلال | Jawzjan | 190 | Private | 62 | 121 | 33 | 0 | 0 | 4 | 30 | 250 | Math, English and hand writing |
| 288 | Afghanistan Women Support Project | پروژه کمک به رفا ه زنان افغانستان | Jawzjan | 25 | Private | 40 | 66 | 49 | 15 | 15 | 31 | 30 | 246 | Carpet weaving, embroidery, tailoring |
| 283 | Couse-e-Taraqi Watan | کورس ترقی وطن | Jawzjan | 50 | Private | 32 | 113 | 34 | 8 | 10 | 7 | 20 | 224 | Tailoring, lace working and bead working |
| 282 | Shams Course | کورس شمس | Jawzjan | 60 | Private | 41 | 103 | 21 | 0 | 4 | 40 | 7 | 216 | Computer and English, school subjects |
| 284 | Skills development for Afghans | انکشاف مهارتها برای افغانها | Jawzjan | 50 | Private | 52 | 50 | 41 | 18 | 2 | 19 | 27 | 209 | Wool processing, carpet weaving, beads working |
| 277 | IBM Computer | اکادمی کمپیوتر IBM | Jawzjan | 30 | Private | 16 | 47 | 10 | 5 | 0 | 31 | 3 | 112 | Computer programming |
| 279 | General Directorate for Skills Development | مدیریت عمومی انکشاف مهارتها | Jawzjan | 13 | Private | 61 | 0 | 0 | 6 | 0 | 0 | 0 | 67 | Carpet weaving, embroidery, tailoring |
| 176 | Afghan Information Technology | تکنالوژي معلوماتی افغان | Kabul | 560 | Private | 95 | 198 | 118 | 34 | 73 | 169 | 90 | 779 | English language, computer programming, finance/business |
| 179 | Burhan Institute | انستیتوت برهان | Kabul | 450 | Private | 86 | 176 | 111 | 58 | 78 | 160 | 67 | 736 | Computer/English language, administration and accounting |
| 170 | Mamozi Driving Center | کورس دریوری و تخنیکی مموزی | Kabul | 400 | Private | 69 | 182 | 65 | 55 | 51 | 83 | 61 | 566 | Auto-mechanic, driving |
| 216 | Nawa-e-Naweed learning center | مرکز اموزشی نوي نوید | Kabul | 400 | Private | 74 | 168 | 74 | 20 | 29 | 108 | 87 | 560 | Science subjects, computer, drawing, calligraphy |
| 434 | Nidai Afghan English Language Center | ز اموزش لسان انگلیسی نادیه افغان | Kabul | 500 | Private | 75 | 111 | 74 | 37 | 76 | 105 | 81 | 555 | English and Computer programs |
| 172 | Bharestan Aria Training Center | کورس بهارستان اریا | Kabul | 150 | Private | 83 | 138 | 58 | 55 | 53 | 66 | 41 | 494 | English language and computer teaching, teaching science |
| 192 | Carwan Institute | انستیتوت کاروان | Kabul | 200 | Private | 83 | 121 | 45 | 31 | 29 | 120 | 22 | 451 | Construction engineering, business administration |
| 484 | TOLO Naween training center | کز اموزش طلوع نوین | Kabul | 1000 | Private | 74 | 158 | 62 | 21 | 0 | 83 | 42 | 440 | English, entrance exam preparation, science subjects |
| 206 | Aryana Afghan Institute | انستیتوت اریانا افغان | Kabul | 800 | Private | 68 | 137 | 93 | 57 | 0 | 24 | 50 | 429 | Computer, Dari, Pashto and English and science subjects |
| 221 | Afghan Japan Learning Center | مرکز آموزشی افغان جاپان | Kabul | 130 | Private | 76 | 134 | 70 | 0 | 0 | 77 | 61 | 418 | Electricity, embroidery, wiring and computer learning |
| 419 | Afghan-Japan Kabul Training Center | مرکز آموزشی افغان جاپان | Kabul | 130 | Private | 76 | 134 | 70 | 0 | 0 | 77 | 61 | 418 | Steel work, electric wiring, computer and embroidery |
| 190 | Tolo-e-Aftab | طلوع آفتاب | Kabul | 400 | Private | 61 | 154 | 49 | 35 | 0 | 87 | 23 | 409 | Trading, English and computer, monitoring |
| 219 | Iqra Institute | انستیتوت آقرا | Kabul | 350 | Private | 68 | 140 | 52 | 0 | 13 | 72 | 60 | 405 | Computer and English language, DFA-DEL |
| 191 | Azher Learning Center | مرکز آ موزشی آژیر | Kabul | 560 | Private | 59 | 174 | 60 | 0 | 0 | 58 | 16 | 394 | Administration, trading, IT and English language |
| 433 | Hamed Wardak Training Center | کز اموزشی حمید وردگ | Kabul | 300 | Private | 67 | 131 | 49 | 28 | 30 | 30 | 44 | 379 | English and Computer programs |
| 178 | Hadaf Learning Association | مجتمع آموزش هدف | Kabul | 2000 | Private | 75 | 179 | 46 | 0 | 1 | 61 | 16 | 378 | Computer, math, internet, journalism and Arabic |
| 188 | Global Computer Institute | گلوبل کمپیوتر انستیتوت | Kabul | 360 | Private | 65 | 125 | 56 | 0 | 0 | 77 | 44 | 367 | Internet and computer programming |
| 171 | Rah Yan-i-Science Training Center | مرکز اموزشی راهیان ساینس | Kabul | 800 | Private | 78 | 134 | 68 | 39 | 0 | 32 | 13 | 364 | English language, drawing, and science subjects |
| 198 | Payam-e-Jawan training Center | آموزشگاه پیام جوان | Kabul | 100 | Private | 80 | 144 | 71 | 0 | 0 | 37 | 31 | 363 | Enlish, human rights issues and civil society teaching |
| 187 | Sorya Learning Institute | انستیتوت آموزشی سوریا | Kabul | 1500 | Private | 82 | 147 | 58 | 0 | 0 | 27 | 44 | 358 | Education science and math, English and computer |
| 173 | Khor shid Sahar Institute | انستیتوت خورشید سحر | Kabul | 200 | Private | 50 | 140 | 54 | 5 | 0 | 58 | 48 | 355 | English and computer teaching |
| 180 | Helal Vocational Training Center | مرکز اموزشی وحرفوی هلال | Kabul | 2000 | Private | 72 | 130 | 72 | 1 | 0 | 44 | 36 | 355 | Computer and English language, math and science subject |
| 174 | Afghanistan National Standards Course | کورس استندر های ملی افغانستان | Kabul | 40 | Private | 22 | 152 | 42 | 28 | 0 | 73 | 34 | 351 | Teaching admin., accounting and DEL- CIT- MSE |
| 445 | Bsharat Training Center | مرکز اموزشی بشارت | Kabul | 100 | Private | 66 | 96 | 44 | 47 | 45 | 35 | 14 | 347 | Administration, management and English language |
| 220 | Arzo Afghan Learning Center | مرکز آموزشی آرزو افغان | Kabul | 200 | Private | 60 | 175 | 29 | 15 | 3 | 45 | 17 | 344 | Computer and English teaching and science subject |
| 218 | Rahman Bbaba Khorasan Center | مرکز رحمان با خراسان | Kabul | 50 | Private | 65 | 140 | 66 | 0 | 0 | 26 | 45 | 342 | English, calligraphy, hand writing |
| 480 | Youths Vocational Training Center Afghanista | نهای حرفوی افغانستان جوانان | Kabul | 280 | Private | 71 | 105 | 59 | 23 | 3 | 46 | 33 | 340 | Driving, computer and English teaching |
| 211 | Saba Woon Institute | انستیتوت سباوون | Kabul | 100 | Private | 57 | 95 | 51 | 19 | 24 | 43 | 51 | 339 | Teaching CAL,CAT,DAL,DAT |
| 195 | Glob Making Women Training Center | گلوبل کمپیوتر انستیتوت | Kabul | 300 | Private | 59 | 142 | 35 | 20 | 0 | 54 | 22 | 332 | Computer and English language |
| 194 | Kah Ka Shan Learning Centre | مرکز آموزشی کهکشان | Kabul | 300 | Private | 54 | 169 | 36 | 23 | 16 | 10 | 20 | 328 | English language and computer teaching |
| 175 | United Training Course | مرکز آ موزشی یونایتد | Kabul | 1000 | Private | 62 | 157 | 37 | 0 | 0 | 47 | 19 | 322 | English language and math |
| 193 | Ma A ser Learning Center | آموزشگاه معاصر | Kabul | 200 | Private | 71 | 137 | 51 | 0 | 0 | 25 | 34 | 318 | English and computer, hand writing |
| 204 | Asre- Jaded Education Center | مرکز تعلیمی عصر جدید | Kabul | 450 | Private | 61 | 112 | 51 | 0 | 0 | 58 | 30 | 312 | Computer, national language teaching and English |
| 189 | Jihad-e-Danish Cultural Association | مجتمع فرهنگی جهاد دانش | Kabul | 1000 | Private | 61 | 134 | 33 | 12 | 9 | 49 | 13 | 310 | Social science and math, English and computer, literature |

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | Criteria 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total | Trade type |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 201 | Hamnwa English Language and Computer | لسان انگلیسی و کمپیوتر همنوا | Kabul | 500 | Private | 76 | 170 | 49 | 0 | 0 | 5 | 10 | 310 | Science, English and computer |
| 181 | Azadi Training Center | مرکز آموزشی آزادی | Kabul | 450 | Private | 66 | 130 | 53 | 7 | 0 | 19 | 34 | 309 | English and computer, math |
| 182 | Haqa Equl Mareif training Center | مرکز آموزشی حقایق المعارف | Kabul | 300 | Private | 39 | 103 | 47 | 39 | 0 | 8 | 44 | 280 | Mobile and computer engineering, electricity |
| 223 | Afghan Oxford Learning Centre | مرکز آموزشی افغان اکسفورد | Kabul | 1400 | Private | 57 | 122 | 49 | 0 | 0 | 25 | 16 | 269 | Computer, English, science subjects and Arabic |
| 186 | Qalam Computer learning Center | مرکز آموزشی کمپیوتر قلم | Kabul | 500 | Private | 63 | 117 | 33 | 0 | 0 | 15 | 22 | 250 | Computer and hard ans soft ware programming |
| 442 | Nwai Afghan Learning Center | کز آموزشی نوی افغان | Kabul | 400 | Private | 56 | 109 | 32 | 0 | 1 | 19 | 22 | 239 | English and Computer programs and science subject |
| 217 | Khorasan Learning Center | مرکز آموزشی خراسان | Kabul | 400 | Private | 56 | 104 | 43 | 1 | 0 | 24 | 9 | 237 | Teaching DBA- DIT-DEL-CIT-MCP-MCSA-MCSE |
| 197 | Nawai Roshan Learning center | مرکز آموزشی نوی روشن | Kabul | 200 | Private | 69 | 112 | 23 | 0 | 0 | 22 | 7 | 233 | English and computer |
| 222 | Afghan Kabul Center | افغان کابل سنتر | Kabul | 600 | Private | 59 | 125 | 10 | 0 | 0 | 10 | 19 | 223 | English, hand writing, computer and algebra |
| 430 | Gawher Shad Training Center | کزاموزشی گوهرشاد | Kabul | 500 | Private | 52 | 80 | 22 | 0 | 0 | 33 | 27 | 214 | Science subjects, English and computer training |
| 208 | Syed Jamaludin Afghan Learning Center | مرکز آموزشی سید جمال الدین افغان | Kabul | 1000 | Private | 58 | 82 | 52 | 1 | 0 | 8 | 12 | 213 | Math, computer and English, hand writing |
| 196 | Azohr Management and IT Center | مرکزآموزشی ای تی و منجمنت الظهر | Kabul | 200 | Private | 46 | 74 | 31 | 37 | 0 | 12 | 9 | 210 | Computer, management, marketing and accounting |
| 438 | Aryub Institute | انستیتوت اریوب | Kabul | 350 | Private | 45 | 95 | 42 | 0 | 0 | 6 | 19 | 207 | English and Computer programs and science subject |
| 215 | Jahan e Marefat Center | مرکز تعلیمی جهان معرفت | Kabul | 230 | Private | 37 | 102 | 29 | 6 | 0 | 10 | 17 | 201 | Computer science and languages |
| 202 | Dunya-e-Naw Education Center | مرکز تعلیمی دنیای نو | Kabul | 500 | Private | 33 | 120 | 18 | 0 | 0 | 16 | 9 | 196 | IT, English and computer teaching |
| 183 | Arma-i-Naveen Training Center | مرکز آموزشی آرمان نوین | Kabul | 1000 | Private | 56 | 42 | 43 | 0 | 0 | 16 | 19 | 176 | English and computer, calligraphy, hand writing and math |
| 184 | Hayat Afghan Institute | حیات افغان انستیتوت | Kabul | 500 | Private | 56 | 42 | 43 | 0 | 0 | 16 | 19 | 176 | Math, English and internet, German language |
| 185 | New Kabul IT Center | مرکز تکنالوژی معلوماتی کابل جدید | Kabul | 40 | Private | 56 | 42 | 43 | 0 | 0 | 16 | 19 | 176 | Designing, hard and soft ware programming |
| 209 | New Star training center | مرکز اموزش نیوستار | Kabul | 300 | Private | 55 | 72 | 19 | 0 | 0 | 2 | 13 | 161 | English and computer |
| 200 | English and Computer learning Center | مرکز آموزشی لسان انگلیسی و کمپیوتر | Kabul | 400 | Private | 42 | 54 | 28 | 0 | 3 | 14 | 16 | 157 | Dari, English, math and hand writing |
| 207 | Khowaja Abdullah Anwari Center | مرکز آموزشی خواجه عبدالله انصاری | Kabul | 300 | Private | 43 | 66 | 11 | 0 | 0 | 0 | 0 | 120 | English and computer teaching, science |
| 338 | Alberoni IT Institute | انستیتوت تکنالوژی .مخابراتی البیرونی | Kandahar | 13 | Private | 49 | 170 | 104 | 53 | 55 | 142 | 70 | 643 | English language and computer training programs |
| 340 | Headway Cultural and Education Center | هدوی تعلیمی او کلتوری مرکز | Kandahar | 30 | Private | 52 | 188 | 85 | 43 | 82 | 112 | 77 | 639 | English language and computer training programs |
| 346 | Electro Mechanic Training Center | الکترومیخانیک | Kandahar | 150 | Private | 85 | 140 | 76 | 25 | 58 | 84 | 59 | 527 | Carpentry, steel drilling and completion |
| 343 | Rahman Baba School | احمد با با شخصی عالی لیسه | Kandahar | 150 | Private | 76 | 140 | 72 | 27 | 61 | 77 | 70 | 523 | English, computer and school subject teaching |
| 341 | Aryana Center | اریانا سنتر | Kandahar | 200 | Private | 77 | 107 | 70 | 33 | 47 | 100 | 51 | 485 | English, computer and Arabic language |
| 339 | Challenger English Language Center | مرکز تعلیمی زبان انگلیسی چلنجر | Kandahar | 20 | Private | 78 | 157 | 54 | 0 | 0 | 68 | 70 | 445 | English language and computer training programs |
| 342 | Alama Reshad Baba Education Center | علامه رشاد با با تعلیمی مرکز | Kandahar | 100 | Private | 49 | 123 | 72 | 18 | 48 | 65 | 47 | 422 | English, computer and Dari language |
| 345 | Nizat Mili Youth Organization | نجات ملی د خوانا نوتولنه | Kandahar | 150 | Private | 75 | 121 | 61 | 11 | 38 | 52 | 62 | 420 | English language and computer training |
| 344 | Afghanistan Women Association | اجتماع زنان افغانستان | Kandahar | 50 | Private | 67 | 103 | 62 | 31 | 52 | 38 | 14 | 367 | Embroidery and literacy |
| 349 | Benwa Training Center | بینوا تعلیمی مرکز | Kandahar | 30 | Private | 63 | 59 | 61 | 27 | 35 | 65 | 57 | 367 | Computer and English learning |
| 350 | Horizon English and Computer Center | هورایزن مرکز انگلیسی و کمپیوتر | Kandahar | 250 | Private | 0 | 85 | 64 | 8 | 49 | 78 | 62 | 346 | Computer and English learning |
| 348 | LKO Training Center | لوی کندهار ریکنسترکشن LKRO | Kandahar | 200 | Private | 74 | 107 | 48 | 0 | 34 | 51 | 10 | 324 | Tailoring, embroidery and carpet weaving |
| 347 | Afghan Culture and Education Center | افغان علمی اوکلتوری مرکز | Kandahar | 20 | Private | 62 | 70 | 49 | 5 | 17 | 48 | 16 | 267 | English and computer |
| 357 | KNEC Training Center | کی ان ئ سی تعلیمی مرکز | Kunar | 650 | Private | 90 | 164 | 83 | 0 | 0 | 112 | 37 | 486 | English and computer teaching |
| 359 | Universal Institute Management | یونیورسل انستیتوت منجمنت | Kunar | 152 | Private | 81 | 60 | 65 | 0 | 0 | 87 | 37 | 330 | Teaching DEL- DIT-DBA |
| 365 | Serkano Carpet Weaving Center | مرکز قالین بافی سرک نو | Kunar | 31 | Private | 42 | 154 | 48 | 0 | 0 | 60 | 20 | 324 | Carpet weaving, animal keeping and management |
| 358 | Abni Sina Training Center | مرکز تعلیمی ابن سینا | Kunar | 350 | Private | 50 | 90 | 65 | 0 | 0 | 45 | 47 | 297 | English, computer and math teaching |
| 364 | National Afghanistan Center | مرکز آموزشی ملی افغانستان | Kunar | 120 | Private | 53 | 89 | 60 | 0 | 0 | 60 | 27 | 289 | Plumbing, embroidery and electric services |
| 470 | SABAA Institute | انستیتوت صباح | Kunar | 40 | Private | 67 | 59 | 57 | 0 | 0 | 61 | 26 | 270 | Tailoring, carpet weaving and cycle making |
| 489 | Syed Jamaludin Afghan Learning Center | ز اموزشی سید جمال الدین | Kunar | 150 | Private | 25 | 96 | 10 | 0 | 0 | 32 | 34 | 197 | Poultry, English and computer and science subjects |

| No. | Name of TVET | نام مرکز آموزشی | Location | Trainee | Types of TVET | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total | Trade type |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Criteria | | | | | |
| 375 | Azher Institute Kundoz | کندوز ازهر انستیتوت | Kundoz | 73 | Private | 86 | 157 | 106 | 34 | 18 | 177 | 57 | 636 | Administration, finance, computer and English |
| 449 | Syed Jamaludin Afghan Learning Center | مرکز آموزشی سید جما الدین | Kundoz | | Private | 92 | 87 | 94 | 23 | 34 | 58 | 67 | 455 | Bee keeping, poultry, computer and science teaching |
| 386 | CFA Training Center | خیاطی، قالین بافی، فلزکاری، زراعت ومالداری | Kundoz | 175 | Private | 80 | 136 | 61 | 0 | 23 | 87 | 54 | 441 | tailoring, carpet weaving, steel working and animal keeping |
| 382 | Vocational Carpet Association | قالین بافی، پشم ریسی، رنگ امیزی و طرح دیزاین | Kundoz | 1100 | Private | 65 | 126 | 44 | 13 | 56 | 33 | 52 | 389 | Carpet weaving, wook processing, painting and designing |
| 387 | Kundoz Women Coordination training center | خیاطی، سوزن دوزی، قالین بافی، کمپیوتر و انگلیسی | Kundoz | 600 | Private | 77 | 76 | 81 | 0 | 41 | 67 | 27 | 369 | Tailoring, hand sewing, computer and English language |
| 381 | Mega English Language Center | مرکز آموزشی لسان انگلیسی میگا | Kundoz | 200 | Private | 53 | 136 | 21 | 2 | 16 | 64 | 46 | 338 | Computer and English language training |
| 383 | Payam-e-Haq training Center | مرکز آموزشی پیا م حق | Kundoz | 1500 | Private | 60 | 110 | 78 | 0 | 0 | 37 | 50 | 335 | composing, calligraphy, math and 'English teaching |
| 373 | Kabul Training Centre | مرکز آموزشی کابل | Kundoz | 800 | Private | 56 | 148 | 25 | 0 | 0 | 38 | 50 | 317 | Computer literacy and English language |
| 376 | Fekran Culture and English Language Course | مرکز اممورش انگلیسی و کمپیوترفکرن | Kundoz | 300 | Private | 52 | 130 | 33 | 0 | 0 | 37 | 60 | 312 | English, and computer programming |
| 374 | Universal Language and Computer Institute | مرکز اموزش کمپیوتر و انگلیسی | Kundoz | 200 | Private | 50 | 112 | 27 | 0 | 0 | 46 | 37 | 272 | Computer literacy and English language |
| 378 | Rahnawardan-e-Esteqlal English Course | مرکز آموزشی انگلیسی رهنوردان استقلال | Kundoz | 220 | Private | 44 | 84 | 23 | 0 | 6 | 42 | 24 | 223 | English and computer program |
| 384 | Syed Jamaludin Training Center | مرکز آموزشی سید جما الدین | Kundoz | 600 | Private | 25 | 96 | 10 | 0 | 0 | 32 | 34 | 197 | English and computer teaching, school subjects |
| 388 | Mahmad Tori Carpet Painting Center | مرکز آموزشی رنگالی قالین محمد توری | Kundoz | 750 | Private | 43 | 77 | 24 | 1 | 0 | 11 | 40 | 196 | thread painting, designing and carpet weaving |
| 377 | H. Abdul Rasheed Carpet Weaving Center | مرکز آموزشی قالین بافی حاجی عبدالرشید | Kundoz | 200 | Private | 46 | 45 | 7 | 0 | 10 | 35 | 12 | 155 | carpet weaving |
| 379 | Shafiq Ahmad Technical Workshop | ورکشاب تخنیکی شفیق احمد | Kundoz | 12 | Private | 19 | 64 | 33 | 3 | 0 | 16 | 15 | 150 | steel drilling, boring crinshops fo the engine |
| 385 | Auto Technical Workshop Association | تخنیک موتروماشین گیربکس | Kundoz | 10 | Private | 31 | 50 | 20 | 0 | 0 | 17 | 18 | 136 | auto mechanic, Geer box repairing |
| 380 | Sadullah Faizi Tailoring Center | مرکز آموزشی خیاطی سعدالله فیضی | Kundoz | 20 | Private | 20 | 48 | 10 | 0 | 0 | 35 | 17 | 130 | suit, west coat and shirt making |
| 389 | Messenger English and Computer Academy | مرکزاموزش انگلیسی، کمپیوتر وعلوم ساینس مسنجر | Kundoz | 800 | Private | 83 | 198 | 46 | 6 | 0 | 62 | 77 | 475 | English and computer, education science |
| 372 | AbU-Sina Training Center | مرکز تعلیمی ابن سینا | Laghman | 5000 | Private | 83 | 145 | 76 | 49 | 45 | 177 | 77 | 652 | Computer literacy and English language |
| 435 | AWRC Learning Center | مرکز اموزشی AWRC | Laghman | 150 | Private | 86 | 136 | 83 | 43 | 53 | 138 | 60 | 599 | English and Computer programs |
| 472 | Tailoring Course GTZ-PALL | کورس خیاطی نماینده گی GTZ-PALL | Laghman | 352 | Private | 86 | 131 | 80 | 55 | 64 | 90 | 70 | 576 | tailoring, bee keeping |
| 368 | AIBM Training Center | مرکز AIBM | Laghman | 800 | Private | 4 | 150 | 63 | 38 | 11 | 111 | 50 | 517 | administration, accounting, computer and English language |
| 370 | Mehterlam Training Center | مرکز تعلمی مهترلام | Laghman | 500 | Private | 77 | 142 | 71 | 31 | 17 | 102 | 42 | 482 | Computer literacy and English language |
| 471 | Ayaz Education Center | مرکز تعلیمی ایاز | Laghman | 358 | Private | 85 | 118 | 95 | 50 | 0 | 57 | 53 | 459 | English teaching, computer programs and school subjects |
| 367 | Tolo and Computer Academy | طلوع انگلش اند کمپیوتر اکادمی | Laghman | 300 | Private | 52 | 152 | 75 | 26 | 10 | 78 | 64 | 457 | English and computer programming |
| 369 | Paigham Training Course | کورس آموزشی علمی پیغام | Laghman | 1065 | Private | 75 | 127 | 51 | 12 | 0 | 62 | 53 | 380 | English, computer and Arabic language |
| 371 | Ghairat Training Center | غیرت تعلیمی مرکز | Laghman | 200 | Private | 88 | 97 | 51 | 18 | 11 | 59 | 50 | 374 | Computer literacy and English language |
| 474 | Ferdaw Si English training center | مرکز آموزشی زبان انگلیسی فردوسی | Nimroz | 30 | Private | 63 | 195 | 0 | 33 | 10 | 49 | 34 | 384 | Computer and English language programs |
| 476 | Sahar Internet and Computer Center | کورس آموزشی کمپیوتر و انترنیت سحر | Nimroz | 80 | Private | 58 | 153 | 21 | 49 | 20 | 21 | 7 | 329 | English, Internet and computer programming |
| 475 | Shaheed Ahmad Khan Vocational T. Center | مرکزآموزشی و حرفوی شهید احمد خان | Nimroz | 370 | Private | 93 | 135 | 13 | 25 | 3 | 0 | 0 | 265 | Panel beating, plumbing, and car mechanic |
| 477 | Fardeen Habib Technology | فردین حبیب تکنالوژی | Nimroz | 80 | Private | 21 | 39 | 44 | 10 | 0 | 0 | 0 | 120 | Computer services and internet teaching |
| 478 | Automatic Computer Training Center | مرکز آموزشی کمپیوتر آتوماتیک | Nimroz | 50 | Private | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Computer programming and internet services provision |
| 486 | AHASDIS Training Center | انستیتیوت کمپیوتری AHASDIS | Ningarhar | 300 | Private | 83 | 153 | 112 | 62 | 20 | 179 | 70 | 679 | English language and computer and short term courses |
| 404 | Sarwari Modern Education Center | سروری مادرن ایجوکیشن سنتر | Ningarhar | 180 | Private | 82 | 142 | 118 | 56 | 20 | 141 | 70 | 625 | Journalism, management, computer and English |
| 473 | Sei Pai Culture and Education Association | دسه پای تعلیمی او اجتماعی تولنه | Ningarhar | 280 | Private | 92 | 150 | 98 | 37 | 29 | 119 | 57 | 582 | English and computer, science subjects and public health, |
| 402 | Kabul training Center | مرکز آموزشی کابل سنتر | Ningarhar | 2500 | Private | 83 | 144 | 101 | 59 | 10 | 105 | 57 | 559 | English and computer, science subjects |
| 444 | Azrakhsh Center | مرکز آموزشی آزرخش | Ningarhar | 200 | Private | 83 | 207 | 67 | 61 | 20 | 60 | 60 | 558 | English and computer training |
| 403 | Afghan Institute Business Management | افغان انستیتوت بزنس منجمنت | Ningarhar | 150 | Private | 90 | 142 | 90 | 62 | 17 | 97 | 57 | 555 | accounting, administration, English and computer |
| 351 | Abid Education Center | د عابد تعلیمی مرکز | Ningarhar | 320 | Private | 86 | 157 | 96 | 11 | 33 | 108 | 56 | 547 | Computer and English learning |
| 405 | Kardan Institute | موسسه عالی کاردان | Ningarhar | 200 | Private | 76 | 164 | 124 | 16 | 33 | 92 | 41 | 546 | DBA -DEL- English |
| 399 | Headway Training Center | هیدوی تعلیمی آموزشی مرکز | Ningarhar | 500 | Private | 82 | 134 | 88 | 56 | 20 | 109 | 53 | 542 | English anc computer, science subjects |

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total | Trade type |
|-----|--------------|-----------------|----------|---------|---------------|---|---|---|---|---|---|---|-------|------------|
| | | | | | | Criteria | | | | | | | | |
| 390 | Afghan Hashimi Markez | افغان هاشمی مرکز | Ningarhar | 500 | Private | 85 | 144 | 118 | 48 | 10 | 62 | 60 | 527 | Calligraphy, math, religious study and English |
| 356 | Wafa Talimi Markez | وفا مرکز تعلیمی | Ningarhar | 2000 | Private | 83 | 134 | 108 | 48 | 10 | 81 | 60 | 524 | English and computer, calligraphy |
| 393 | Microsoft Academic Center | مایکرو سافت علمی مرکز | Ningarhar | 150 | Private | 82 | 135 | 77 | 45 | 8 | 94 | 60 | 501 | Science subject and English language training |
| 469 | Shamshad Computer and English Center | شمشاد دانگلیسی ژبی اوکمپیوتر مرکز | Ningarhar | 60 | Private | 86 | 168 | 94 | 43 | 11 | 51 | 47 | 500 | English and computer training |
| 443 | Zia Institute | ضیا انستیتوت | Ningarhar | 200 | Private | 77 | 179 | 72 | 0 | 0 | 131 | 37 | 496 | DIT-LIT-DIA-Programming |
| 392 | Alama Rashad Training Center | مرکز آموزشی علامه رشاد | Ningarhar | 500 | Private | 78 | 122 | 86 | 29 | 8 | 87 | 67 | 477 | Computer programming |
| 485 | Alama Reshad training Center | مرکز آموزشی علامه رشاد | Ningarhar | 100 | Private | 78 | 122 | 86 | 29 | 8 | 87 | 67 | 477 | Computer programming |
| 401 | Zar Dozi Ningarhar Kunar Laghman | زردوزی ننگرهار کنر لغمان | Ningarhar | 720 | Private | 69 | 148 | 80 | 0 | 13 | 119 | 47 | 476 | Tailoring and embroidery |
| 400 | Azrashkh Training Center | مرکز تعلیمی ازرخش | Ningarhar | 200 | Private | 81 | 126 | 76 | 42 | 13 | 84 | 47 | 469 | English and computer |
| 441 | Khpal Wak English and Computer Center | خپلواک انگلیسی او کمپیوتر مرکز | Ningarhar | 230 | Private | 80 | 131 | 64 | 56 | 10 | 74 | 50 | 465 | English and Computer programs |
| 431 | Classic English Training Center | مرکز آموزشی کلاسیک انگلیسی | Ningarhar | 200 | Private | 84 | 134 | 107 | 41 | 11 | 50 | 47 | 464 | English and computer teaching and science subjects |
| 487 | Shenwari Training Center | مرکزی تعلیمی شینواری | Ningarhar | 120 | Private | 82 | 131 | 75 | 36 | 11 | 53 | 54 | 463 | Computer and English language programs |
| 354 | Sherzai Talimi Markez | شیرزی تعلیمی مرکز | Ningarhar | 200 | Private | 68 | 183 | 71 | 0 | 0 | 94 | 43 | 459 | English and Computer |
| 395 | Sadiq Computer Center | صادق کمپیوتر مرکز | Ningarhar | 50 | Private | 81 | 114 | 85 | 39 | 10 | 69 | 57 | 455 | Computer and English teaching |
| 439 | American English Language Center | امریکان انگلش لنگویچ سنتر | Ningarhar | 100 | Private | 82 | 141 | 65 | 46 | 11 | 52 | 57 | 454 | English and Computer programs |
| 437 | Saqib Training Center | ثاقب تعلیمی مرکز | Ningarhar | 400 | Private | 75 | 123 | 70 | 43 | 10 | 74 | 57 | 452 | English and Computer programs and math |
| 468 | Sadat English and Computer Academy | سادات دانگلیسی ژبی او کمپیوتر تعلیمی مرکز | Ningarhar | 90 | Private | 84 | 144 | 63 | 33 | 10 | 58 | 54 | 446 | English and computer training |
| 432 | Asafi Computer and English Institute | الصافی کمپیوتر انگلش انستیتوت | Ningarhar | 114 | Private | 86 | 137 | 80 | 29 | 11 | 48 | 53 | 444 | Computer and English classes, school subjects |
| 440 | Etihad English and Computer Center | کورس انگلیسی و کمپیوتر اتحاد | Ningarhar | 150 | Private | 80 | 141 | 64 | 49 | 0 | 49 | 60 | 443 | English and Computer programs and math |
| 352 | IRC Training Center | مرکز آموزشی IRC | Ningarhar | 120 | Private | 64 | 126 | 81 | 0 | 0 | 103 | 44 | 418 | Tailoring, carpet weaving, electric repairing |
| 361 | Socio-Culture Associating Afghan Women | مجتمع فرهنگی اجتماعی زنان افغان | Ningarhar | 365 | Private | 67 | 174 | 50 | 0 | 37 | 64 | 23 | 415 | Tailoring, agriculture and animal keeping activities |
| 394 | Zaheed Board Writing Center | زهیر لوحه نویسی | Ningarhar | 120 | Private | 73 | 124 | 78 | 24 | 13 | 49 | 54 | 415 | Calligraphy, hand writing and drawing |
| 398 | Ustad Monawar Training Center | کورس خطاطی و رسامی استاد منور | Ningarhar | 50 | Private | 49 | 111 | 71 | 44 | 17 | 68 | 57 | 407 | Drawing, stone carving, calligraphy and hand writing |
| 362 | Rana English and Computer Center | د رنا انگلیسی ژبی او کمپیوتر مرکز | Ningarhar | 500 | Private | 65 | 130 | 56 | 0 | 0 | 103 | 40 | 394 | Hard and soft ware of computer |
| 360 | MI BEST Training Center | مرکز تعلیمی MI BEST | Ningarhar | 155 | Private | 67 | 160 | 53 | 0 | 0 | 70 | 40 | 390 | English, accounting and computer training |
| 467 | Zardozi Bati Kot | زردوزی - بتی کوت | Ningarhar | 162 | Private | 78 | 93 | 75 | 21 | 35 | 34 | 50 | 386 | Agriculture services, orchard establishment, road repairing |
| 355 | Ehsan Talimi Markez | مرکز تعلیمی احسان | Ningarhar | 210 | Private | 71 | 109 | 53 | 12 | 44 | 56 | 40 | 385 | English and computer, calligraphy |
| 396 | Wadan Center | ودان مرکز | Ningarhar | 125 | Private | 72 | 116 | 68 | 0 | 23 | 69 | 31 | 379 | Tailoring, English, calligraphy and poultry |
| 397 | Emam Abu Yousuf Training Center | مرکز تعلیمی امام ابو یوسف | Ningarhar | 8300 | Private | 63 | 130 | 69 | 0 | 0 | 52 | 36 | 350 | Computer, English, calligraphy, drawing and sport |
| 353 | Hewad Talimee Markaz | مرکز تعلیمی هیواد | Ningarhar | 130 | Private | 63 | 138 | 77 | 0 | 0 | 18 | 40 | 336 | English, computer and science subjects |
| 436 | Hewad English and Computer Center | هیواد انگلیسی اوکمپیوتر مرکز | Ningarhar | 350 | Private | 63 | 138 | 77 | 0 | 0 | 18 | 40 | 336 | English and Computer programs |
| 363 | AWWD Center | مرکز AWWD | Ningarhar | 450 | Private | 39 | 138 | 70 | 0 | 0 | 52 | 24 | 323 | English and computer training |
| 391 | Saleem Safi Calligraphy Course | کورس آموزی خطاطی ...سلیم صافی | Ningarhar | 50 | Private | 25 | 91 | 59 | 25 | 10 | 40 | 43 | 295 | Calligraphy, drawing, board writing |
| 366 | AWN Training Center | مرکز AWN | Ningarhar | 50 | Private | 45 | 90 | 48 | 0 | 0 | 55 | 34 | 272 | Administration, management and journalism |
| 212 | Wahdat-e-Khowsh Nawisi and English Markaz | وحدت خوش نویسی و انگلیسی | Paktia | 350 | Private | 51 | 132 | 53 | 37 | 63 | 81 | 54 | 471 | Science subject, English, calligraphy, hand writing |
| 199 | Islamia Institute | اسلامیه انستیتوت | Paktia | 300 | Private | 52 | 108 | 60 | 0 | 0 | 59 | 37 | 316 | Management, science, computer and English language |
| 213 | Iqra Institute | اقرا انستیتوت | Paktia | 220 | Private | 59 | 126 | 67 | 0 | 0 | 25 | 0 | 277 | Science subject,DAT,DBA, . Com |
| 250 | Amozish qa Aale Afghan | آموزشگاه عالی افغان | Samangan | 300 | Private | 66 | 176 | 78 | 36 | 1 | 82 | 67 | 506 | Business management, math and computer |
| 248 | Tolo Higher Learning Centre | آموزشگاه عالی طلوع | Samangan | 350 | Private | 79 | 142 | 73 | 18 | 54 | 51 | 70 | 487 | English, math, computer,  hand writing |
| 243 | Toran Training Center | بنیاد اجتماعی و مدنی توران | Samangan | 400 | Private | 74 | 193 | 33 | 32 | 40 | 68 | 30 | 470 | School subjects, English and computer, Uzbiki teaching |
| 260 | Afghanistan Youths Cultural Center | کانون فرهنگی جوانان افغانستان | Samangan | 400 | Private | 85 | 96 | 61 | 37 | 0 | 121 | 64 | 464 | English, computer and pedagogical training for women |

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total | Trade type |
|-----|--------------|----------------|----------|---------|---------------|---|---|---|---|---|---|---|-------|-----------|
| 247 | Aryan-e-Naween Cultural Center | کانون فر هنگی اریانای نوین | Samangan | 120 | Private | 6 | 178 | 55 | 34 | 44 | 51 | 26 | 457 | English and computer, math teaching |
| 246 | Shamsul Haq Tabrizi Training Centre | آموزشگاه عالی شمس الحق تبریزی | Samangan | 900 | Private | 35 | 145 | 72 | 19 | 1 | 26 | 45 | 343 | English and computer, calligraphy, and math |
| 256 | Samangan Employees Union Center | اتحادیه کار کنان ولایت سمنگان | Samangan | 875 | Private | 70 | 156 | 20 | 12 | 0 | 9 | 67 | 334 | Tailoring machine repairing, tin making, carpet weaving |
| 251 | Afghanistan Muslim People Party Center | آموزشگاه حزب مردم مسلمان افغانستان | Samangan | 300 | Private | 51 | 138 | 62 | 25 | 0 | 36 | 14 | 326 | Calligraphy, English, math and religious study |
| 249 | Jahan Nma English and Computer | مرکز آموزشی کمپیوترو انگلیسی جهان نما | Samangan | 220 | Private | 29 | 140 | 61 | 33 | 0 | 20 | 27 | 310 | Calligraphy, English and computer |
| 245 | Ahmad Shah Masod Foundation | آموزشگاه بنیاد احمد شاه مسعود | Samangan | 120 | Private | 50 | 106 | 65 | 17 | 0 | 25 | 27 | 290 | Computer, math and English language |
| 244 | Jalal udin Balkhi Training Center | کورس آموزشی جلال الدین بلخی | Samangan | 500 | Private | 57 | 135 | 57 | 0 | 0 | 28 | 3 | 280 | Computer, math, English and school subject |
| 255 | Syed Abdulqader Agha Tailoring Project | پروژه خیاطی سید عبدالقادر آغاه | Samangan | 62 | Private | 51 | 141 | 26 | 5 | 0 | 23 | 30 | 276 | Tailoring, vital literacy |
| 258 | Aros-e-Shahr Center | دستگاه عروس شهر | Samangan | 15 | Private | 59 | 97 | 17 | 5 | 0 | 15 | 44 | 237 | Women tailoring |
| 254 | Mowji Embroidery and Tailoring Center | دستگاه خیاطی و گلدوزی خانم موجی | Samangan | 20 | Private | 38 | 111 | 14 | 0 | 0 | 22 | 7 | 192 | Tailoring, bead working, decoration work |
| 252 | Carpet Weaving Center | دستگاه قالین بافی | Samangan | 40 | Private | 21 | 123 | 6 | 0 | 0 | 19 | 16 | 185 | Carpet weaving, Glim making and string painting |
| 257 | Glim Making and Tailoring Center | دستگاه خیاطی و گلیم سازی | Samangan | 20 | Private | 34 | 113 | 0 | 0 | 0 | 8 | 26 | 181 | Tailoring, Glim making, shall making, thread painting |
| 253 | Carpet Weaving Center | دستگاه قالین بافی | Samangan | 30 | Private | 44 | 86 | 0 | 0 | 0 | 0 | 0 | 130 | Namad making, carpet weaving, painting and carving |
| 259 | Lace Working Center | دستگاه چرمه دوزی | Samangan | 10 | Private | 35 | 43 | 3 | 0 | 0 | 13 | 13 | 107 | Lace working, waste coat and shirt making |
| 287 | Sari pul Youth Culture Association | انجمن فرهنگی جوانان سرپل | Saripul | 400 | Private | 42 | 57 | 30 | 10 | 0 | 34 | 27 | 200 | English, computer programming and school subjects |
| 416 | Fekran Culture and English Language Course | کورس اموزش زبان انگلیسی فکرن | Takhar | 120 | Private | 86 | 219 | 110 | 45 | 89 | 143 | 97 | 789 | Tailoring, handimac and netting |
| 412 | Danish Training Center | مرکز آموزشی دانش | Takhar | 1500 | Private | 83 | 204 | 84 | 44 | 75 | 166 | 90 | 746 | Drawing, hand writing, computer and science subjects |
| 407 | Tolo Training Center | مرکز آموزشی طلوع | Takhar | 700 | Private | 63 | 184 | 94 | 34 | 68 | 186 | 100 | 729 | English language and computer literacy |
| 406 | Hoda Culture and Skills Development Center | کانون فرهنگی و انکشاف مهارتهای هدا | Takhar | 1500 | Private | 90 | 155 | 117 | 49 | 69 | 110 | 73 | 663 | English language and computer literacy |
| 413 | Ahmad Shah Masood Foundation | مرکز تعلیم بنیاد شهید احمدشاه مسعود | Takhar | 15842 | Private | 89 | 166 | 70 | 28 | 54 | 169 | 87 | 663 | English, computer, fine arts and Islamic education |
| 414 | Adeen Taliqan Training Center | آموزشگاه عالی آیدین تالقان | Takhar | 2000 | Private | 64 | 173 | 87 | 39 | 73 | 103 | 46 | 584 | English and computer, Turkish and Arabic languages |
| 418 | Majlan-e-Jalaludin Balkhi Academy | آموزشگاه مولانا جلالدین بلخی | Takhar | 2000 | Private | 84 | 135 | 77 | 30 | 42 | 92 | 57 | 517 | English, hand writing and drawing |
| 410 | Ameer Ali Sher Nawaee Foundation | بنیاد آموزشی امیر علی شیر نوای | Takhar | 1200 | Private | 87 | 145 | 58 | 3 | 23 | 60 | 91 | 467 | Computer and English, reliougs study and |
| 415 | Hadaf Foundation Center | بنیاد فرهنگی هدف | Takhar | 6000 | Private | 78 | 79 | 45 | 20 | 34 | 93 | 84 | 433 | Carpentry, tailoring, steel working, electronic work |
| 417 | Etihad Training Center | موکز آموزشی اتحاد | Takhar | 1000 | Private | 65 | 142 | 36 | 25 | 30 | 60 | 54 | 412 | English and computer teaching, school subjects |
| 411 | Tolo-2 Training Center | آموزشگاه عالی طلوع-2 | Takhar | 2500 | Private | 79 | 162 | 54 | 1 | 10 | 40 | 43 | 389 | English and computer, tailoring and religious study |
| 408 | Asia Today Culture Center | کانون فرهنگی اسیای امروز | Takhar | 500 | Private | 59 | 98 | 77 | 0 | 9 | 45 | 70 | 358 | English language and computer literacy |
| 409 | Sadaqat Cultural Course | کورس آموزشی و فرهنگی صداقت | Takhar | 980 | Private | 84 | 58 | 81 | 6 | 9 | 20 | 46 | 304 | English language and computer literacy |
| 93 | Afghans Friendship Industry Training Center | موسسه انکشافی و خدماتی صنایع افغان دوستی | Badakhshan | 150 | NGO | 86 | 172 | 84 | 26 | 56 | 92 | 77 | 593 | Embroidery, handimac, literacy and health compaign |
| 89 | Afghan women reconstruction & skill development org | موسسه بازسازی و تقویه مهارتهای زنان افغان | Badakhshan | 200 | NGO | 83 | 183 | 59 | 5 | 30 | 103 | 61 | 524 | Tailoring/embroidery,fruit processing, literacy |
| 90 | Afghanistan Children Support Committe | کمیته کمک برای اطفال افغانستان | Badakhshan | 175 | NGO | 75 | 148 | 61 | 5 | 10 | 104 | 52 | 455 | Carpentry, hair dressing, embroidery, vehicle repairing |
| 92 | Shelter naw center | دفتر شلترنو مقیم شهر جدید | Badakhshan | 175 | NGO | 75 | 141 | 76 | 0 | 0 | 43 | 60 | 395 | English language and computer |
| 87 | Lajward training organization | موسسه اموزشی لا جورد | Badakhshan | 200 | NGO | 74 | 138 | 66 | 5 | 10 | 50 | 39 | 382 | Tailoring, carpet weaving |
| 91 | Afghan khan foundation skill development cen | موسسه انکشاف حرفه بنیاد اغاخان | Badakhshan | 200 | NGO | 65 | 146 | 66 | 5 | 6 | 40 | 47 | 375 | Carpet weaving, mechanic, electro-and auto mechanic |
| 88 | Organization for Women Assistance | موسسه روابط و همکاری زنان | Badakhshan | 200 | NGO | 0 | 31 | 74 | 0 | 23 | 63 | 54 | 245 | hanimac, vegetagion tailoring and fruit processing |
| 20 | SDO Training Center | مرکز حرفوی SDO | Badghees | 65 | NGO | 64 | 239 | 97 | 30 | 42 | 137 | 91 | 700 | Mobile hard and soft ware, hair dressing, |
| 21 | World Vision Training Center | ورلد ویژن | Badghees | 200 | NGO | 38 | 121 | 57 | 0 | 1 | 38 | 37 | 292 | Carpentry and vocational training courses |
| 84 | Afghanistan Women network Development | شبکه انکشافی زنان افغانستان | Baghlan | 150 | NGO | 90 | 182 | 87 | 60 | 76 | 128 | 75 | 698 | English/computer, animal husbandry, agri service provision |
| 83 | Agha Khan Foundation Training Center | مرکز تعلیمی آغاخان فوندیشن | Baghlan | 200 | NGO | 73 | 131 | 69 | 23 | 67 | 98 | 68 | 529 | Tailoring, vehicle repairing, hair dressing |
| 85 | CFA training center | مرکز موسسه CFA | Baghlan | 370 | NGO | 71 | 151 | 43 | 21 | 61 | 62 | 50 | 459 | Hair dressing, steel work, vehicle repair, carpentry, animal |

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total | Trade type |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 42 | ASET Training Center | مرکز حرفوی دفتر ASET | Balkh | 60 | NGO | 52 | 132 | 83 | 53 | 77 | 124 | 77 | 598 | Embroidery, tailoring, bead working, English training |
| 5 | Youths Organization, Sayed Abad | شورای جوانان سید آباد | Balkh | 60 | NGO | 77 | 107 | 82 | 29 | 46 | 89 | 75 | 505 | English language, embroidery by handimac, handicraft |
| 51 | Afghan-JICA Training Center | آموزشهای حرفوی افغان جایکا | Balkh | 140 | NGO | 70 | 155 | 64 | 19 | 41 | 102 | 47 | 498 | Steel working, embroidery, tailoring |
| 44 | Orthopedic Training Center ( ICRC) | اورتوپیدی ICRC صلیب سرخ جهانی | Balkh | 50 | NGO | 64 | 149 | 58 | 37 | 40 | 87 | 58 | 493 | Tailoring, carpet weaving, literacy |
| 53 | Khomaini Assistance committee center | کمیته امداد مام خمینی | Balkh | 220 | NGO | 68 | 151 | 63 | 43 | 47 | 76 | 44 | 492 | Embroidery, tailoring and computer literacy |
| 41 | Training and Vocational Center | آموزشها فنی و حرفوی | Balkh | 105 | NGO | 77 | 122 | 72 | 37 | 39 | 69 | 55 | 471 | Tailoring, embroidery, macroma and carpentry |
| 48 | Blind Association Afghanistan center | دفتر انجمن نابینایان افغانستان | Balkh | 80 | NGO | 82 | 150 | 51 | 31 | 31 | 76 | 40 | 461 | Chair cover weaving, rope making and macroma |
| 52 | Balkh people humanitarian assistance org cen | موسسه خیریه برای مردم بلخ | Balkh | 415 | NGO | 63 | 165 | 53 | 19 | 43 | 67 | 44 | 454 | Tailoring, embroidery, literacy, and steel working |
| 50 | Learning and Development org Centre | موسسه آموزشی و انکشاف | Balkh | 250 | NGO | 67 | 181 | 64 | 0 | 0 | 59 | 51 | 422 | Bead making, shall making, car pet weaving |
| 43 | PRB Training Center | مرکز آموزشیPRB | Balkh | 250 | NGO | 71 | 104 | 61 | 21 | 23 | 104 | 37 | 421 | Carpentry, literacy and cater pillar extension |
| 49 | Afghan Learning Center | مرکز اموزشی افغان | Balkh | 35 | NGO | 46 | 162 | 65 | 23 | 21 | 46 | 46 | 409 | Tailoring, embroidery, school subject teaching, English |
| 29 | WWI Training Center | مرکز اموزشی زنان WWI | Balkh | 1400 | NGO | 49 | 149 | 68 | 6 | 0 | 68 | 60 | 400 | Weaving,handicraft,garment |
| 47 | ACTED Training Center | مرکز آموزشی دفتر اکتید مزارشریف | Balkh | 32 | NGO | 58 | 79 | 47 | 10 | 14 | 45 | 30 | 283 | Steel working, carpet weaving, rope making and bead making |
| 1 | SAB Training Center | مرکز اموزشی سالیدرتی بلجیم | Bamyan | 10 | NGO | 84 | 115 | 47 | 6 | 0 | 28 | 33 | 313 | Tailoring |
| 4 | Shentapa Training Center SAB | مرکز اموزشی سالدرتی بلجیم قریه شین تپه فولادی | Bamyan | 10 | NGO | 80 | 125 | 47 | 0 | 0 | 18 | 33 | 303 | Tailoring |
| 2 | Tolwara Training Center SAB | مرکز اموزشی سالیدرتی بلجیم-قریه تولواره | Bamyan | 10 | NGO | 77 | 117 | 48 | 6 | 0 | 15 | 37 | 300 | Tailoring |
| 3 | Solidarity Afghanistan-Belgium-1 SAB | مرکز اموزشی سا لیدرتی بلجیم | Bamyan | 10 | NGO | 58 | 130 | 17 | 6 | 0 | 29 | 33 | 273 | Tailoring |
| 6 | SAB Training Center in Bamyan Village | اموزش سالیدرتی در قریه حیدر اباد | Bamyan | 10 | NGO | 82 | 95 | 44 | 6 | 0 | 15 | 13 | 255 | Tailoring |
| 36 | Islamic Brotherhood Charity Foundation Af | بنیاد خیریه اخوت اسلامی افغانستان | Faryab | 300 | NGO | 84 | 119 | 38 | 27 | 0 | 34 | 40 | 342 | English and computer, tailoring, and school subject |
| 16 | BEST Training Center | مرکزآموزشی Best | Ghazni | 80 | NGO | 56 | 83 | 94 | 8 | 14 | 82 | 64 | 401 | Business administer., English training and proposal writing |
| 14 | Agriculture Support to Afghan Farmers | موسسه امداد یه زارعین افغان | Ghazni | 150 | NGO | 74 | 140 | 75 | 0 | 0 | 50 | 47 | 386 | Carpentry, steel working, tractor repairing, tailoring, netting |
| 19 | RAF Training Center | مرکز حرفوی RAF | Ghazni | 50 | NGO | 57 | 130 | 38 | 6 | 35 | 31 | 43 | 340 | Tailoring, mobile hard and soft ware, steel working |
| 8 | BSAK Organization Training Center | موسسه بسا ک | Ghazni | 50 | NGO | 58 | 60 | 57 | 0 | 0 | 29 | 9 | 213 | English language training and computer literacy |
| 26 | Sanae Development Organization T Center | موسسه انکشافی سنائیSDO | Herat | 1050 | NGO | 81 | 184 | 83 | 0 | 0 | 113 | 61 | 522 | Tailoring,handimc,vehicle/ redion repair, hair designing |
| 23 | RAADA Training Center | مرکز حرفوی RAADA | Herat | 300 | NGO | 82 | 177 | 78 | 6 | 31 | 67 | 73 | 514 | Carpet weaving, animal husbandry, cater pillary |
| 24 | Herat Bastan Vocational Training Center | مرکز حرفوی هرات باستان | Herat | 500 | NGO | 70 | 200 | 63 | 0 | 37 | 73 | 68 | 511 | English/computer literacy, school subjects |
| 28 | CRS Training Center | مرکز حرفوی CRS | Herat | 500 | NGO | 70 | 207 | 77 | 0 | 0 | 57 | 87 | 497 | Cater pillar oil making carpet weaving, |
| 22 | IRC/ ERD Training Center | مرکز آموزشی IRC/ ERD | Herat | 220 | NGO | 79 | 102 | 65 | 0 | 9 | 53 | 80 | 388 | Animal husbandry, tailoring and embroidery, netting |
| 25 | Samander Development Program T Center | پروگرام انکشافی سمندر SDP | Herat | 500 | NGO | 59 | 112 | 67 | 0 | 15 | 48 | 50 | 315 | Steel work, mobile repairing, literacy, agriculture services |
| 27 | Vocational Skills Training Center | مرکزی تربیوی مهارت ها | Herat | 2000 | NGO | 22 | 102 | 34 | 0 | 30 | 75 | 46 | 309 | Tailoring |
| 39 | ADRA Training Center | تریننگ سنتر ADRA | Jawzjan | 50 | NGO | 47 | 130 | 38 | 10 | 6 | 7 | 17 | 255 | Carpet weaving, tailoring and embroidery |
| 46 | Training Center- ADA | موسسهADA | Jawzjan | 581 | NGO | 47 | 130 | 38 | 10 | 6 | 7 | 17 | 255 | Carpet weaving, poultry raising, vital literacy |
| 40 | Vocational Training Center | مرکز تعلیمات حرفوی | jawzjan | 50 | NGO | 67 | 101 | 0 | 24 | 0 | 40 | 0 | 232 | Construction electricity, carpentry,masenary |
| 45 | Academic Training Center- Hope | مرکز اکادمی هوپ Hope | Jawzjan | 50 | NGO | 29 | 34 | 48 | 0 | 0 | 36 | 30 | 177 | English language and computer training |
| 7 | Afghan-Koria Training Center | مرکزآموزشی افغان کوریا | Kabul | 428 | NGO | 40 | 117 | 23 | 23 | 10 | 13 | 48 | 274 | Electricity, mechanic, construction, computer |
| 56 | Afghanistan Volunteer Association T. Center | موسسه رضا کاران افغانستان | Kandahar | 60 | NGO | 74 | 214 | 113 | 40 | 51 | 178 | 73 | 743 | Tractor and car repairing, electricity services |
| 55 | ANCC Training Center | دافغانستان دببباودانولو ملی موسسه ANCC | Kandahar | 30 | NGO | 80 | 200 | 123 | 28 | 41 | 155 | 90 | 717 | Literacy, tailoring, motor cycle and refrigerator repair |
| 58 | OHW Training Center | مرکزحرفویOHW | Kandahar | 300 | NGO | 65 | 146 | 63 | 29 | 27 | 102 | 70 | 502 | Tailoring, embroidery, handicrafts |
| 60 | Orphan Child Care Training Center | آموزشی حفا ظت از اطفال بی سرپرست | Kandahar | 210 | NGO | 54 | 177 | 61 | 14 | 37 | 100 | 40 | 489 | Car repairing, tailoring, embroidery and English teaching |
| 57 | Mercy Malaysia Training Center | مرکز آموزشی مرسی ملاشیا | Kandahar | 300 | NGO | 84 | 79 | 62 | 27 | 30 | 101 | 20 | 403 | Tailoring, croshnil making, embroidery and carpet weaving |
| 54 | Afghan-Canadian Social Centre | افغان کانادا تولنیز مرکز | Kandahar | 300 | NGO | 67 | 39 | 48 | 28 | 54 | 96 | 58 | 390 | English/computer learning, management and health services |

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total | Trade type |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 59 | Vocational Training Center-SAB | اداره همبستگی بلجیم (مرکزحرفوی ) | Kandahar | 30 | NGO | 59 | 124 | 80 | 0 | 0 | 68 | 40 | 371 | Tailoring, embroidery, and handimac |
| 9 | SAB Training Center | اداره همبستگی بلجیم (مرکزحرفوی ) | Kapisa | 140 | NGO | 79 | 150 | 18 | 43 | 32 | 42 | 26 | 390 | Automechanic,TV repair, motor cycle, panel beating,agricul. |
| 11 | ROFSFA Training Center | مرکز حرفوی روپسفا | Khost | 60 | NGO | 80 | 206 | 89 | 41 | 0 | 85 | 40 | 541 | Radion, TV and mobile mechanic |
| 63 | ABRAD Skills Development Center | پروگرام انکشافی مهارتهای ابرار | Kunar | 42 | NGO | 75 | 214 | 59 | 0 | 7 | 110 | 50 | 515 | Tailoring, embroidery and hair dressing services |
| 94 | Disable Vocational Center- SCA-RAD-CBR | مرکز فنی معیوبین SCA-RAD-CBR | Kunar | 120 | NGO | 70 | 82 | 67 | 0 | 0 | 96 | 40 | 355 | Embroidery/tailoring, bead making, English and computer |
| 64 | SAB Vocational Training Center | مرکز حرفوی بلجیم | Kunar | 30 | NGO | 31 | 92 | 44 | 0 | 0 | 41 | 31 | 239 | Tailoring, lace working, bicycle repairing |
| 69 | AGEF Employment Development Center | مرکز اموزشی اگیف | Kundoz | 700 | NGO | 73 | 171 | 54 | 0 | 0 | 57 | 53 | 408 | Carpenter, steel working vehicle and motor cycle repairing |
| 70 | FWF Training Center | مرکز اموزشی FWF | Kundoz | 30 | NGO | 63 | 99 | 85 | 0 | 24 | 38 | 53 | 326 | Tailoring, drawing, educational training |
| 67 | ABRAR Education Center | موسسه ابرار -تعلیمی مرکز | Laghman | 210 | NGO | 95 | 132 | 82 | 49 | 18 | 81 | 60 | 507 | Managment,tailoring,embroidery and computer learning |
| 68 | SAB Education Center | مرکز اموزشی اداره همبستگی بلجیم با افغانستان | Laghman | 200 | NGO | 89 | 89 | 66 | 16 | 69 | 90 | 47 | 466 | Tailoring, embroidery and so on |
| 65 | Afghanistan Blinds Association T. Center | موسسه نابینایان افغانستان | Laghman | 300 | NGO | 68 | 85 | 82 | 8 | 20 | 79 | 46 | 388 | Tailoring, embroidery, agri services and poultry |
| 66 | DCAR Education Center | مرکز تعلیمی داکر | Laghman | 26 | NGO | 90 | 100 | 52 | 15 | 0 | 29 | 26 | 312 | Tailoring,embroidery,and animal keeping |
| 15 | SAB Training Center | کز اموزش اداره همبستگی بلجیم با افغانستان | Logar | 30 | NGO | 94 | 204 | 54 | 80 | 66 | 50 | 50 | 598 | Tailoring, netting, vehicle repairing, hair, panel beating. |
| 95 | ICA Training Center | مرکز آموزشی موسسه ای سی آی | Neemroz | 650 | NGO | 71 | 134 | 55 | 11 | 29 | 74 | 37 | 411 | English anc computer training, literacy and hair dressing |
| 13 | NETC Training Center | شرکت زراعتی افغان ننگرهار این ای تی سی | Ningarhar | 1000 | NGO | 67 | 200 | 70 | 28 | 55 | 155 | 71 | 646 | Orchard, sapling, improved seeds, honey produce., vegetatio |
| 76 | AABRAR  Training Center | مرکز موسسه ابرار | Ningarhar | 600 | NGO | 75 | 214 | 59 | 0 | 7 | 110 | 50 | 515 | Tailoring,embroidery,vehicle, maintenance & bicycle repair |
| 71 | Blinds Association Afghanistan T. Center | انجمن نا بینا یا ن | Ningarhar | 20 | NGO | 81 | 120 | 81 | 30 | 17 | 102 | 57 | 488 | Literacy, rope weaving and tailoring |
| 75 | American Consulate Culture Center | مرکز آموزشی فرهنگی کونسگری  امریکا | Ningarhar | 2500 | NGO | 74 | 165 | 51 | 0 | 0 | 144 | 37 | 471 | Computer and English language training |
| 73 | WWI Training Center | مرکز حرفوی زنان برای زنان | Ningarhar | 1005 | NGO | 73 | 199 | 79 | 0 | 0 | 64 | 43 | 457 | Tailoring, embroidery, cheese making |
| 72 | German Agro action Social Training Center | مرکز آموزشی احتماعی جرمن اگرو اکشن | Ningarhar | 250 | NGO | 56 | 146 | 61 | 0 | 0 | 103 | 54 | 420 | Tailoring, vehicle machinary,embroidery |
| 62 | Eir Fan Education Center | عرفان تعلیمی مرکز | Ningarhar | 253 | NGO | 59 | 155 | 79 | 0 | 10 | 65 | 4 | 408 | English and computer learning and math subjects teaching |
| 86 | CFA training center | مرکز اجتماعی CFA | Ningarhar | 70 | NGO | 68 | 117 | 83 | 0 | 0 | 72 | 37 | 377 | Carpentry, embroidery and tailoring |
| 61 | SAB Vocational Training Center | مرکز اداره همبستگی بلجیم با افغانستان | Nooristan | 35 | NGO | 90 | 107 | 73 | 43 | 10 | 76 | 47 | 451 | Tailoring, carpentry, bicycle repair |
| 74 | AABRAR Training Center | موسسه ابرار-مرکزآموزشی | Nooristan | 135 | NGO | 87 | 123 | 73 | 32 | 10 | 52 | 60 | 437 | Carpet weaving, drilling, tailoring and carpentry |
| 18 | TV & Mobile Repair Center | آموزش ترمیم تلویزیون و موبایل | Paktia | 60 | NGO | 49 | 106 | 60 | 0 | 0 | 41 | 49 | 305 | TV and mobile repairing, electricity services |
| 10 | Engineering Skills Training Workshop | روکشاب مهارتهای انجنیری | Paktika | 352 | NGO | 87 | 170 | 70 | 3 | 0 | 3 | 60 | 433 | Wirelining and electricity,carpentry,masonary, |
| 12 | SAB Training Center | اداره همبستگی بلجیم با افغانستان | Panjsher | 30 | NGO | 82 | 158 | 30 | 25 | 35 | 51 | 26 | 407 | Motor cycle repair,tailoring,steel work, carpentry |
| 17 | CHA Training Center | مرکز اموزشی CHA  در پروان | Parwan | 147 | NGO | 27 | 71 | 20 | 0 | 3 | 41 | 43 | 205 | Steel working, tailoring, embroidery |
| 96 | Ashyana Training Center | مرکز اموزشی اشیانه | Parwan | 215 | NGO | 27 | 71 | 20 | 0 | 3 | 41 | 43 | 205 | Hair dressing, tailoring and literacy |
| 32 | National Development  Cooperation Afghanist | موسسه انکشاف همکاری ملی افغانستان | Samangan | 120 | NGO | 76 | 175 | 62 | 0 | 66 | 71 | 53 | 503 | Tailoring, motor cycle repair and carpentry, |
| 30 | Heluetas Vocational Training Center | مرکز آموزشی Heluetas | Samangan | 500 | NGO | 59 | 97 | 75 | 0 | 46 | 153 | 57 | 487 | Literacy, business administration, English and computer |
| 34 | Marwa Culture Development Center | موسسه انکشافی فرهنگی مروه | Samangan | 320 | NGO | 73 | 160 | 61 | 0 | 53 | 45 | 54 | 446 | Poultry, health services |
| 35 | Afghan Aid Training Centre | دفتر افغان اید_مرکزحرفوی | Samangan | 500 | NGO | 71 | 154 | 48 | 24 | 37 | 78 | 33 | 445 | Carpet weaving, bead working, and lace working, |
| 33 | SDRO Training Center | دفتر ثمین SDRO | Samangan | 100 | NGO | 78 | 195 | 56 | 0 | 0 | 65 | 45 | 439 | Literacy, candle making, soap making, gender |
| 31 | NRC Training Center | کمیته سویدن ناروی_مرکزحرفوی | Samangan | 60 | NGO | 57 | 118 | 25 | 0 | 0 | 43 | 39 | 282 | Tailoring, math and Dari teaching for blind |
| 98 | Swedish Committee Training Center | کمیته سویدن ناروی_مرکزحرفوی | Samangan | 60 | NGO | 57 | 118 | 25 | 0 | 0 | 43 | 39 | 282 | Tailoring, Dari and math are taught to blind. |
| 37 | Midwifery Training Center | تربیه دایه محلی | Saripul | 20 | NGO | 74 | 83 | 68 | 10 | 0 | 117 | 27 | 379 | Community midwifery |
| 38 | Zao, Refugee protection Organization | دفتر حمایه مهاجرین زاوو | Saripul | 50 | NGO | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | Potable water well repair |
| 81 | Welfare Social Society Association Center | مجتمع برای رفا جامعه | Takhar | 460 | NGO | 88 | 198 | 130 | 45 | 89 | 178 | 100 | 828 | Tailoring, carpet weaving, handbag making |
| 78 | JACK Training Center, Taloqan | دفتر ساحوی جک شهر تالقان | Takhar | 250 | NGO | 94 | 198 | 111 | 54 | 83 | 85 | 53 | 678 | Carpentry, steel work,handimac,animal husbandry |
| 80 | CFA Training Center | مرکز حرفوی CFA | Takhar | 175 | NGO | 69 | 151 | 77 | 24 | 70 | 92 | 80 | 563 | Tailoring, embroidery, animal keeping, care repairing |

| No. | Name of TVET | نام مرکز اموزشی | Location | Trainee | Types of TVET | Criteria | | | | | | | Total | Trade type |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 82 | Reconstruction & Women Supportive Center | دفتر بازسازی تقویه زنان افغانستان | Takhar | 1476 | NGO | 90 | 156 | 66 | 26 | 56 | 66 | 80 | 540 | Tailoring, carpet weaving, and galim making |
| 79 | ACTED Training Center | مرکز حرفوی ACTED | Takhar | 2560 | NGO | 70 | 136 | 60 | 6 | 0 | 37 | 60 | 375 | Literacy, tailoring, carpet weaving and computer training |
| 77 | Women and Girls Employment Center | موسسه کاریابی زنان و دختران بی بضاعت | Takhar | 1000 | NGO | 63 | 114 | 55 | 6 | 25 | 24 | 38 | 325 | Embroidery, tailoring and handyman |