



Rough guide to Afghan qualifications in the context of the Irish National Framework of Qualifications (Version 3.1)

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Introduction

This 'Rough guide' to Afghan qualifications in the context of the Irish National Framework of Qualifications' is an information supplement prepared by NARIC Ireland. It aims to provide information to assist employers and education and training providers in making recognition decisions relating to Afghan Qualifications by giving background information on the education and training system and on recognition principles, detailed information on individual qualifications and examples of qualifications themselves where possible, understanding that templates for parchments change.

NARIC Ireland is the National Academic Recognition Information Centre, charged with supporting the mobility of people through the recognition of qualifications by providing information on education, training and qualification systems as part of a network of centres that are part of the European Network of Information Centres (ENIC NARICs), established because of the [Lisbon Recognition Convention](#).

This guide complements the NARIC Ireland free, online searchable foreign qualifications database, from which advisory Comparability Statements for individual qualifications may be downloaded. A Comparability Statement compares an academic qualification to an Irish qualification of a similar major award type and level on the Irish National Framework of Qualifications wherever possible.

Recognition decisions in relation to a qualification are made by employers, education and training providers. They are not made by NARIC Ireland.

Acknowledgements

This guide summarises and augments information from the NARIC database based on authoritative sources, including the European Union, [the Council of Europe](#), [UNESCO](#), [OECD](#), [World Higher Education Database](#), [World Education Services](#) (WES) and collated research on information shared by other ENIC-NARIC services, in particular noting, the work of the Council of Europe, UK ENIC, NOKUT and NUFFIC. References are linked throughout and listed at the end with a select bibliography. The knowledge generously shared by so many experts is gratefully acknowledged.

Using this guide:

The guide gives information on a variety of qualifications for which Comparability Statements or additional information has been requested from NARIC Ireland, QQI. We welcome sample certificates for illustrative purposes.

Policy

The basis for recognition policies and practices lies mainly in the [Lisbon Recognition Convention \(LRC\)](#), which Ireland ratified in 2004. Recognition is defined as ‘A formal acknowledgement by a competent authority of the value of a foreign educational qualification with a view to access to educational and/or employment activities.’ The LRC furthermore sets out specific obligations in relation to refugees:

‘Each Party shall take all feasible and reasonable steps within the framework of its education system and in conformity with its constitutional, legal, and regulatory provisions to develop procedures designed to assess fairly and expeditiously, whether refugees, displaced persons and persons in a refugee-like situation, fulfil the relevant requirements for access to higher education, to further higher education programmes or to employment activities, even in cases in which the qualifications obtained in one of the Parties cannot be proven through documentary evidence.’

The LRC provides the basis for the establishment of the ENIC NARIC network of centres, and for the centres individually at national level.

QQI’s [‘Policy and Criteria for Facilitating the Academic Recognition of Foreign Qualifications’](#) sets out our approach to our NARIC service, including the fair recognition of both completed higher education qualifications and qualifications providing access to higher education in the European Region. This is further supported in our [Core Statutory Quality Assurance Guidelines](#), which specify for all QQI quality assured providers, that ‘there is co-operation with

other providers and agencies as appropriate. In particular, there is co-operation with QQI as the national reference point for the EQF and the National Academic Recognition Information Centre (NARIC)... and that there are 'appropriate recognition procedures' ...'in keeping with... European Conventions'.

The collegiate and collaborative work of the ENIC NARIC networks, including in projects such as "SCAN-D - Samples & Copies of Academic National Diploma" FraudScan and FraudS+ in combatting fraud, has been vital in supporting our understanding and protecting the fair recognition of qualifications. Some people will seek access to regulated professions based on professional qualifications, life, and experience from their home country. A regulated profession is one where access to or practice of a profession is restricted to those who meet the professional qualifications required by law. The European Union's Regulated Professions Database was developed to pinpoint the different regulations required across the EU. A full list of the regulated professions in Ireland, with a reference to the competent authority, is available on [Regulated Professions in Ireland - Irish Point of Single Contact for the Services Directive](#).

Naturally there are some people who will have fled without documentary evidence of their qualifications. QQI / NARIC Ireland is also a recent signatory to the Council of Europe 'European Qualifications Passport for Refugees' (EQPR) with support from University College Dublin, the University of Limerick and the Munster Technological University. The EQPR is an instrument developed with support of the UNHCR, to enhance integration opportunities of refugees through the assessment of education levels, work experience and language proficiency where full documentation is lacking, using an internationally agreed methodology. The EQPR is accepted across multiple jurisdictions and means that the person does not need to have similar assessments repeated. Recognition decisions of course remain with the receiving employer or Institution.

There will be other people from Afghanistan, as from Ireland, who may request the recognition of prior learning (RPL) so that achievement of a destination award and or entry to the labour market at the right level may be swifter. RPL is most often requested from providers and Institutions where knowledge, skills or competence is not accredited. Typically, this is helpfully discussed with the regionally based ETB Adult Guidance Services in the first instance ([AEGI Contact Details | NCGE - National Centre for Guidance in Education](#)). Other people may find themselves applying to programmes where

Providers/Institutions feel that there is a substantial difference between the evidence presented of learning outcomes that person has accomplished and what is necessary to participate successfully in the target programme. RPL assessment strategies, e.g., skills demonstration, interviews, tests etc., may support the appropriate recognition and integration at Institutional level.

[Qualifax.ie](#) is a rich resource for information for enquirers about our national education and training system. The Irish Refugee Council may also be of assistance: [Education | Irish Refugee Council](#)

Country Profile

Afghanistan is situated in southern Asia, surrounded by Pakistan, Iran, Turkmenistan, Uzbekistan, Tajikistan and China. Kabul, the economic and cultural capital was once known as the 'Paris of central Asia', renowned for its beautiful gardens. The landscape of Afghanistan includes high mountains, rolling deserts and salt flats with a fertile plain in the North. Divided into 34 provinces, the Islamic Republic of Afghanistan has an estimated population of around 41 million people. Of the various ethnic groups, the largest are the Pashtuns (42%), followed by Tajiks (27%), Hazaras (9%), and Uzbeks (roughly 9%). The two most common languages of the country are Dari, which is linked to Persian (also known as Farsi), and Pashtu.

Various conflicts have occurred in Afghanistan during the last 30 years, with far-reaching implications for education, stability and prosperity. Afghanistan has suffered more than 40 years of conflict, political instability, natural disasters, chronic poverty and food insecurity.

Afghans make up one of the largest refugee populations worldwide. There are 2.6 million registered Afghan refugees, of whom 2.2 million are registered in Iran and Pakistan alone. Another 3.5 million people are internally displaced. The OECD report that an estimated 75% of Afghans are thought to have experienced some form of displacement at least once in their lifetimes. While most displaced people seek refuge in neighbouring countries about 12% are in Europe. Ireland has a small Afghan community (1,729 people registered in the 2022 Census).

The World Bank notes that the Afghan economy is fragile and continues to shrink, drawing a correlation between the restrictive policies on women's access to education and participation in work on potential recovery prospects. One in two people within Afghanistan remain poor, and deprivation and vulnerability remain high. Most exports - agriculturally related food products-fruit and nuts, gums and resins, and vegetables, with small-scale home-produced bricks, textiles, furniture and soaps - are to near neighbouring countries, Iran, Pakistan and China.

As [documented by the Council of Europe](#), throughout the twentieth century, the history of Afghan education is one of the navigation of complex traditions, values and diverse political regimes including war. Universal primary education and the establishment of Kabul University and the now Kabul University of Medical Sciences was a feature of the early century. A subsequent Soviet-Afghan war and Cold War period provided options for learning in the USSR and also in Islamic funded Madrasas Northwest frontier border land refugee centres. The communist regime collapsed in 1992, heralding a civil war.

In 1996, the Taliban took power and women were not allowed attend school or teach, with the exception of the Kabul Medical facility to enable women to receive care. Following the US invasion in 2001, a period of reconstruction began, with a major emphasis on education. The constitution, for example, states that "Education is the right of all citizens of Afghanistan, which shall be offered up to the B.A. level in the state educational institutes free of charge by the state". From 2001-2015, the total enrolment in primary education rose from an estimate of 0.9 million to 9.3 million. Several educational institutions were built, and a revised curriculum was introduced. 'As of August 2021, 39 public/ government and 128 private higher education institutions' were in operation.

Children usually begin school between the ages of 6 and 8 and are required to attend until age 14. In addition to mainstream schools, Afghanistan also has religious and informal schools (which primarily serve rural areas) and the language of instruction is either through Dari or Pashto.

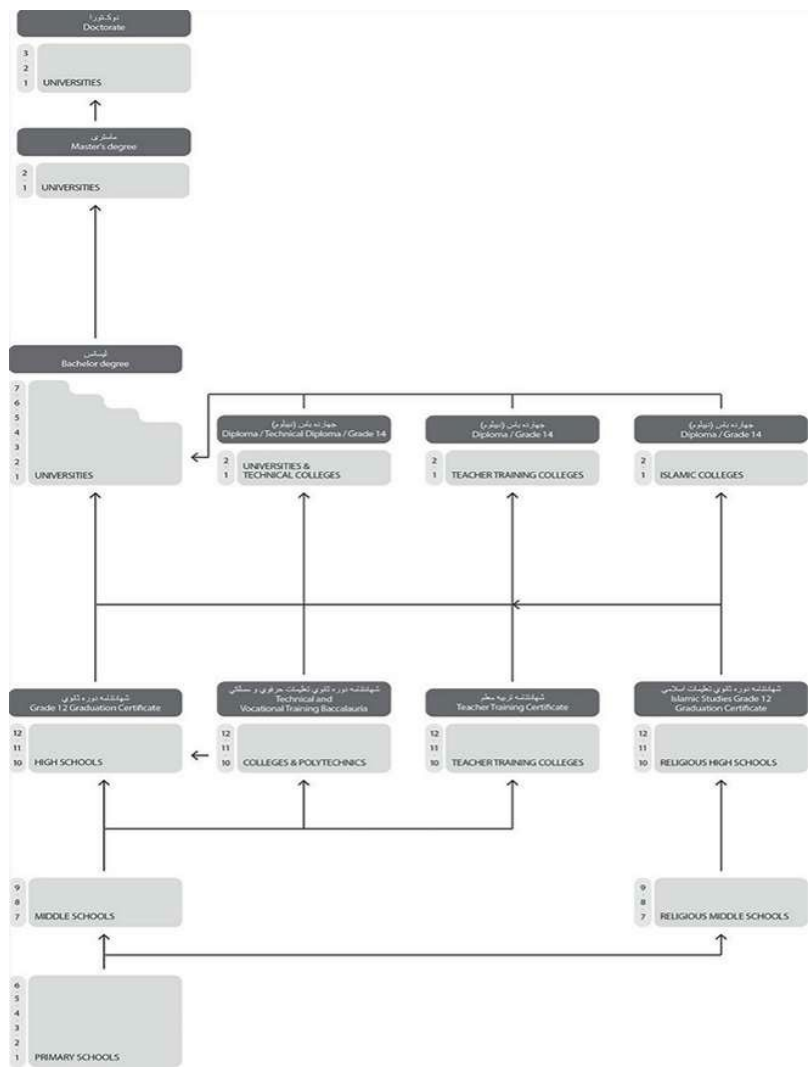
The Ministry of Education (MoE) holds responsibility for all education after elementary school, including religious education (Madrasah) and technical and secondary vocational training up to class 14. The Ministry of Higher Education (MoHE) is responsible for higher education and writes legislation and

establishes policies to ensure the quality of public universities. At present, the MoHE has insufficient capacity available to monitor and assure the quality of the private universities.

As of August 2022, the education system in Afghanistan remains unstable due to the Taliban regaining control. Their rule has also resulted in a significant reduction in international development grants which, alongside corruption, has eroded confidence and growth. As of February 2022, around 70% of teachers were working for no pay.

Girls and young women are prohibited from attending school and higher education – Afghanistan remains the only country in the world to endorse this practice. Since this prohibition, and with heightened vulnerability to poverty, there has been an increase in child labour and child marriage. One third of Afghan girls marry before their 18th birthday.

Participation rates in higher education are low generally. Years of political unrest, lack of transport, challenges with accommodation and with opportunities for female participation impede growth. There were ambitious plans set out including for investment in the necessary infrastructure for Institutions, some of which are challenging in the current context; education is highly dependent on international aid which is currently withheld pending essential clarifications on opportunities for women. Literacy rates remain among the lowest in the world.



The System of Education

Primary Education

Typically, children enter school between the ages of six and eight and education is compulsory up to age 14. Primary education is divided into two cycles. The first cycle comprises of grades 1 to 3 when religious studies, first language (Dari or Pashtu, depending on location), mathematics, arts, and physical education are all part of the curriculum. The second cycle consists of grades 4 through 6 where the curriculum includes the same subjects as the first cycle, as well as natural sciences, history, geography, and a secondary language (Dari or Pashtu, again depending on the location). While the primary curriculum is consistent across the country, teachers can customise it to include local content.

Students must pass an examination at the end of grade 6 to be admitted to lower secondary education [Maktabeh Motevasteh]. They may choose to pursue a religious studies programme or a more general education track at this point, the majority of students choose the latter.

Secondary Education

Secondary education is divided into two three-year cycles and is accessed according to successful completion of an entrance examination. The first cycle, from grades 7 to 9, is also known as lower secondary education and is for students aged 12-14. Subjects such as mathematics, sciences, biology, physics, chemistry and foreign languages (English, German French and Russian) are taught during this cycle. This first cycle prepares students for higher secondary education as well as being a route for admission to technical and secondary vocational education.

The second cycle, or higher secondary education, is for students aged 14 to 17 (grades 10-12). There are three kinds of schools, all of which are segregated and each of which have high schools or secondary school options- general education, vocational schools, and Islamic education schools. Students can opt to study theoretical subjects such as history, mathematics, or Islamic studies, or they can choose vocational subjects such as agriculture, education, art and culture, and economics. Both routes – theoretical and vocational - culminate in a national examination, upon which students are awarded a 12 Grade

Graduation Certificate, formerly Bacculaureate Certificate, if they pass. Only graduates from general education high schools can sit for the separate University examinations (Kankor) and apply for all undergraduate programmes. Graduates from Islamic high schools may apply through relevant examinations for access to faculties of theology. Technical and Vocational education is available at secondary and post-secondary levels.

Post-secondary Education/Technical Education

After successfully completing lower secondary education, students can gain admission to technical and vocational schools (Dar-ul-Ulums), which provide training programmes lasting 2-5 years in specialised fields. The 5-year technical programme is also regarded as grade 14. Upon completion of grade 14, pupils are awarded the Vocational Education Certificate or Associate Degree. Graduates normally enter the labour market but are also entitled to sit for university entry exams (Kankor) and apply for university courses. Other institutions provide short term professional skills courses in line with social and economic needs.

Higher Education

A student's achievement in the national university entrance exam, the Kankor Exam, determines their eligibility for admission to public higher education institutions. The exam is not normally required by private higher education institutions. Higher education may be provided by universities, medical schools, polytechnics etc.

At bachelor's level, first-year students complete one year of general education before deciding on a course of study or major. Each major has different requirements for coursework and length of study. For instance, four years of full-time study are typically needed to earn a Bachelor of Arts or Science. Engineering, pharmacy, and veterinary medicine programmes are all five-year programmes.

Medical degrees can be started by undergraduate students. An internship – in both first year and final year - is required in medical programmes, which last seven years on average. Graduates from medical programs are awarded a Medical Doctor (MD) degree.

On completion of their bachelors degree, students are eligible to enrol on masters' level study. Very few masters' programmes currently exist and are typically offered by private institutions in the area of teaching and engineering. Collaborations with universities worldwide, including those in Sweden, Germany, the US, and the UK, have aided in the development of this area of higher education.

PhD programmes are essentially non-existent. However in late 2014, Nangarhar University, a public university in Jalalabad, introduced the first PhD programme ever offered in the nation.

Most Common Current Awards

Title	Translated as	Comparable to	NFQ Level
تخنیکي او حرفوي ثانوي تعلیماتو بری لیک / شهادتنامه دوره ثانوي تعلیمات حرفوي و تخنیکي	Technical and Vocational Training Baccalauria	Level 4 Certificate	4
د ثانوي تعلیماتو بری لیک / شهادتنامه دوره ثانوي	Grade 12 Graduation Certificate	Leaving Certificate	4/5
څوارلسم پاس (دیپلوم) / (دیپلوم) چهارده پاس	Diploma / Technical Diploma / Grade	Level 5 Certificate	5
څوارلسم پاس (دیپلوم) / (دیپلوم) چهارده پاس	Diploma / Grade 14	Advanced Certificate	6
لیسانس	Bachelor Degree	Ordinary Bachelor Degree	7
Doctori	Medical Doctor Degree	Honours Bachelor Degree	8

Award Title	تخنیکي او حرفوی ثانوی تعلیماتو بری لیک /شهادتنامه دوره ثانوی تعلیمات حرفوی و تخنیکي
English Title	Technical and Vocational Training Baccalearia
NFQ Comparable Level	4
NFQ Comparable Award-Type	Level 4 Certificate
Bologna Cycle	N/A
Award Information	
Type of Education	School Education/College/Polytechnics
Additional Comments	
Minimum Duration	6 years post primary
Credit Type	N/A
Credit Value	N/A
Access to Higher Education	N/A
Award Profile	
Learning Outcomes based on comparability level	Learning outcomes at Level 4 correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.
Irish Framework Level Indicators	<p>LEVEL 4:</p> <p>Knowledge: Mainly concrete in reference and with some elements of abstraction or theory.</p> <p>Skills: Demonstrate a moderate range of practical and cognitive skills and tools. Select from a range of procedures and apply known solutions to a variety of predictable problems.</p> <p>Responsibility and Autonomy: Act with considerable amount of responsibility and autonomy. Learn to take responsibility for own learning within a supervised environment. Assume partial responsibility for consistency of self-understanding and behaviour.</p>
Narrative	After successfully completing lower secondary education, students can gain admission to technical and vocational schools (Dar-ul-Ulums), which provide training programmes lasting 2-5 years in specialised fields. The 5-year technical programme is also regarded as grade 14. Upon completion of grade 14, pupils are awarded the Vocational Education Certificate or Associate Degree. Graduates normally enter the labour market but are also entitled to sit for university entry exams (Kankor) and apply for university courses. Other institutions provide short term professional skills courses in line with social and economic needs.

Award Title	د ثانوی تعلیماتو برې لیک /شهادتنامه دوره ثانوی
English Title	Grade 12 Graduation Certificate
NFQ Comparable Level	4/5
NFQ Comparable Award-Type	Leaving Certificate
Bologna Cycle	N/A
Award Information	Upper Secondary Education or High School
Type of Education	School Education
Additional Comments	The certificate is issued in three languages: Pashtu, Dari and English
Minimum Duration	6
Credit Type	N/A
Credit Value	N/A
Access to Higher Education	Admission criteria to Bachelor's Degrees Completion of 12th grade and passing the competitive Kankour exam – Kankour (national entrance exam).
Award Profile	Previously known as the Baccalaureate Certificate, this qualification prepares students for further study in higher education.
Learning Outcomes based on comparability level	Learning outcomes at level 4 correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors. Learning outcomes at level 5 include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work undertaken independently, subject to general direction.
Irish Framework Level Indicators	<p>LEVEL 4:</p> <p>Knowledge: Mainly concrete in reference and with some elements of abstraction or theory.</p> <p>Skills: Demonstrate a moderate range of practical and cognitive skills and tools. Select from a range of procedures and apply known solutions to a variety of predictable problems.</p> <p>Responsibility and Autonomy: Act with considerable amount of responsibility and autonomy. Learn to take responsibility for own learning within a supervised environment. Assume partial responsibility for consistency of self-understanding and behaviour.</p> <p>LEVEL 5:</p> <p>Knowledge: Some theoretical concepts and abstract thinking, with significant depth in some areas</p> <p>Skills: Demonstrate a broad range of specialised skills and tools. Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems</p>

	<p>Responsibility and Autonomy: Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts. Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex, and heterogeneous groups. Learn to take responsibility for own learning within a managed environment. Assume full responsibility for consistency of self-understanding and behaviour.</p>
<p>Narrative</p>	<p>The second cycle, or higher secondary education, is for students aged 14 to 17 (grades 10-12). There are three kinds of schools, all of which are segregated and each of which have high schools or secondary school options- general education, vocational schools, and Islamic education schools. Students can opt to study theoretical subjects such as history, mathematics, or Islamic studies, or they can choose vocational subjects such as agriculture, education, art and culture, and economics. Both routes – theoretical and vocational - culminate in a national examination, upon which students are awarded a 12 Grade Graduation Certificate, formerly Baccalaureate Certificate, if they pass. Only graduates from general education high schools can sit for the separate University examinations (Kankor) and apply for all undergraduate programmes. Graduates from Islamic high schools may apply through relevant examinations for access to faculties of theology. Technical and Vocational education is available at secondary and post-secondary levels.</p>

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جمهوری اسلامی افغانستان
وزارت معارف

Islamic Republic of Afghanistan
Ministry of Education
Secondary Education Department
12 Grade Graduation Certificate

ریاست تدریسات ثانوی
شهادتنامه دوره ثانوی

د افغانستان اسلامي جمهوریت
د پوهنې وزارت
د ثانوي تدریساتو ریاست
د ثانوي تعلیماتو بری لیک

No: [###] انمبر عمومي
Reg No: [#-#] شماره ثبت
Page: [#-#] صفحه
Date: ۹/۲/۱۰ تاریخ

۶.۷.۲۰۱۰ ۱۴۱۰ ۴۱۹۱

تدریسات ثانوی

Mr./Ms. [name] [name] [name]
Son/Daughter of [name] [name] [name]
Was born in the year [yyyy] in [place] [name] [name]
Province, has graduated from grade 12th [place] [yyyy] [place] [yyyy]
of *Khush hal Khan* High School در لیسه ۱۳۸۹ در لیسه ۱۳۸۹
in *2010* در لیسه ۱۳۸۹ در لیسه ۱۳۸۹

تولد شده [place] [yyyy] [place] [yyyy]
تعلیمات ثانوی خود را در سال ۱۳۸۹ در لیسه
خوش حال خان به درجه عالی
تکمیل نموده مستحق این شهادتنامه شناخته شده تا از حقوق
آن استفاده نماید.

This Certificate has been granted to him/her and entitles him/her to all of the rights and privileges pertaining hereto.

[signature] [signature] [signature]
Minister of Education / وزیر معارف Secondary Education President / رئیس تدریسات ثانوی High School Principal / دبیرسی

Award Title	خوارسم پاس (دیپلوم) / (دیپلوم چهارده پاس)
English Title	Diploma / Technical Diploma / Grade 14
NFQ Comparable Level	5
NFQ Comparable Award-Type	Level 5 Certificate
Bologna Cycle	N/A
Award Information	Awarded after two to three years of technical/vocational training.
Type of Education	Further Education
Additional Comments	Students must have completed the Bacculuria to access the Diploma
Minimum Duration	2 – 3 Years
Credit Type	N/A
Credit Value	N/A
Access to Higher Education	Yes
Award Profile	Entitles the holder to sit for exams and apply to university undergraduate programmes.
Learning Outcomes based on comparability level	Learning outcomes at level 5 include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work undertaken independently, subject to general direction.
Irish Framework Level Indicators	<p>LEVEL 5:</p> <p>Knowledge: Some theoretical concepts and abstract thinking, with significant depth in some areas</p> <p>Skills: Demonstrate a broad range of specialised skills and tools. Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems</p> <p>Responsibility and Autonomy: Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts. Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex, and heterogeneous groups. Learn to take responsibility for own learning within a managed environment. Assume full responsibility for consistency of self-understanding and behaviour.</p>
Narrative	Technical colleges (technicums), teacher training colleges and Islamic colleges (Dar-ul-Ulums) offer vocational education at the post-secondary level (grades 13 and 14). Upon completion of the middle school curriculum, students are admitted to technical and vocational schools and schools of postsecondary education where they are trained for six years in specific fields. A technical certificate represents two years of study beyond the Baccalauria level when students have completed the vocational post-secondary courses (by the end of grade 14). A diploma or an associate degree is

	awarded to students who complete grade 14. Upon graduation, graduates are generally eligible to enter the labour market, as well as sit for university entrance exams (Kankor / Roknaak) and apply for university programmes.
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Award Title	خوارسم پاس (دیپلوم) / (دیپلوم) چهارده پاس
English Title	Diploma / Grade 14
NFQ Comparable Level	6
NFQ Comparable Award-Type	Advanced Certificate
Bologna Cycle	N/A
Award Information	Awarded after two to three years of technical/vocational training.
Type of Education	Further Education
Additional Comments	Upon completion, graduates of Grade 14 receive a Diploma or an Associate Degree
Minimum Duration	2-3 years
Credit Type	N/A
Credit Value	N/A
Access to Higher Education	Yes
Award Profile	Graduates are entitled to sit for university entrance exams (Kankor) and apply for university undergraduate courses
Learning Outcomes based on comparability level	Learning outcomes at Level 6 include a comprehensive range of skills which may be vocationally specific and/or of a general supervisory nature and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician, and supervisor.
Irish Framework Level Indicators	<p>LEVEL 6:</p> <p>Knowledge: Specialised knowledge of a broad area. Some theoretical concepts and abstract thinking, with significant underpinning theory.</p> <p>Skills: Demonstrate comprehensive range of specialised skills and tools. Formulate responses to well-defined abstract problems.</p> <p>Responsibility and Autonomy: Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts. Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources, form, and function within, multiple, complex, and heterogeneous groups. Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs.</p>

Narrative	Technical colleges (technicums), teacher training colleges and Islamic colleges (Dar-ul-Ulums) offer vocational education at the post-secondary level (grades 13 and 14). Upon completion of the middle school curriculum, students are admitted to technical and vocational schools and schools of postsecondary education where they are trained for six years in specific fields. A technical certificate represents two years of study beyond the Baccalauria level when students have completed the vocational post-secondary courses (by the end of grade 14). A diploma or an associate degree is awarded to students who complete grade 14. Upon graduation, graduates are generally eligible to enter the labour market, as well as sit for university entrance exams (Kankor / Roknaak) and apply for university programmes.
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Award Title	ليسانس Licence
English Title	Bachelor Degree
NFQ Comparable Level	7
NFQ Comparable Award-Type	Ordinary Bachelor Degree
Bologna Cycle	N/A
Award Information	Grants access to post graduate studies.
Type of Education	Higher Education
Additional Comments	Completion of 12th grade and passing the competitive Kankour exam – Kankour (national entrance exam) gives access to a Bachelor programme.
Minimum Duration	4 – 5 Years
Credit Type	N/A
Credit Value	N/A
Access to Higher Education	Yes
Award Profile	Students with the qualification are eligible for Master's degrees. In Afghanistan, the university at which the education was obtained determines whether an applicant is admitted to a master's program. (English, Dari, and Pashto) are the most common languages used for issuance of education documents
Learning Outcomes based on comparability level	Learning outcomes at Level 7 relate to knowledge and critical understanding of the well-established principles in a field of study and the application of those principles on a field of study and the application of those principles in different contexts. This level includes knowledge of methods of enquiry and the ability to critically evaluate the appropriateness of different approaches to solving problems. The outcomes include an understanding of the limits of knowledge acquired and how this influences analyses and interpretations in a work context. Outcomes at this level would be appropriate to the upper end of technical occupations and would include higher technicians, some restricted professions and junior management.
Irish Framework Level Indicators	<p>Knowledge: Specialised knowledge across a variety of areas. Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas.</p> <p>Skills: Demonstrate specialised technical, creative, or conceptual skills and tools across an area of study. Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations, or processes.</p> <p>Responsibility and Autonomy: Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts. Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work. Take initiative to identify and address learning needs and interact effectively in a learning group.</p>

Narrative	<p>Bachelor's Degree or license may be obtained from a university, a technical or pedagogical institute, or a college. Obtaining a bachelor's degree (or a license) takes four years.</p> <p>Universities, polytechnics, pedagogical institutes, and medical schools provide higher education in Afghanistan. Educators in secondary and higher education are trained by the Ministry of Higher Education (MoHE). Students in Afghanistan must complete the Baccalauria and pass the competitive entrance examination for universities, the Kankor, to be eligible to enter higher education. The academic year is 36 weeks. There are two semesters in the academic year. The Ministry of Higher Education administers the Kankor, which is a single national examination. Diploma, Bachelor Degree/Licence, Master's Degree and Doctorate are the four stages of university education. Veterinary medicine and engineering degrees require five years of study. Medicine degrees require seven years of study (including a year of premedical studies and a year of internship).</p>
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Award Title	ماسټري / ماسټري
English Title	Master's Degree
NFQ Comparable Level	8
NFQ Comparable Award-Type	Honours Bachelor Degree
Bologna Cycle	N/A
Award Information	A degree project may be included in the qualification.
Type of Education	Higher Education
Additional Comments	English, Dari, and Pashto are the three languages in which education documents are usually issued.
Minimum Duration	2 – 3 Years
Credit Type	N/A
Credit Value	N/A
Access to Higher Education	Yes – gives access to Ph.D
Award Profile	
Learning Outcomes based on comparability level	Learning outcomes at Level 8 relate to an understanding of the theory, concepts and methods pertaining to a field (or fields) of learning, with innovation as a key feature. The outcomes include an awareness of the boundaries of the learning in the field and the preparation required to push back those boundaries through further learning. The outcomes relate to adaptability, flexibility, ability to cope with change and ability to exercise initiative and solve problems within their field of study. In a number of applied fields, the outcomes are those linked with the independent, knowledge-based professional. In other fields the outcomes are linked with those of a generalist and would normally be appropriate to management positions.
Irish Framework Level Indicators	<p>Knowledge: An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning. Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s).</p> <p>Skills: Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity. Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations, or processes, including resourcing.</p> <p>Responsibility and Autonomy: Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountabilities for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts. Act effectively under guidance in a peer relationship with qualified practitioners. Lead multiple, complex, and heterogeneous groups. Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally, and ethically.</p>

Narrative	<p>Master's Degrees are offered by a limited number of private institutions. The duration of a master's degree takes two years to complete.</p> <p>Universities, polytechnics, pedagogical institutes, and medical schools provide higher education in Afghanistan. Educators in secondary and higher education are trained by the Ministry of Higher Education (MoHE). Students in Afghanistan must complete the Baccalauria and pass the competitive entrance examination for universities, the Kankor, to be eligible to enter higher education. The academic year is 36 weeks. There are two semesters in the academic year. The Ministry of Higher Education administers the Kankor, which is a single national examination. Diploma, Bachelor Degree/Licence, Master's Degree and Doctorate are the four stages of university education. Veterinary medicine and engineering degrees require five years of study. Medicine degrees require seven years of study (including a year of premedical studies and a year of internship).</p>
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Award Title	Doctori
English Title	Medical Doctor Degree
NFQ Comparable Level	8
NFQ Comparable Award-Type	Honours Bachelor Degree
Bologna Cycle	N/A
Award Information	Placements and degree projects are included in the qualification.
Type of Education	Higher Education
Additional Comments	English, Dari, and Pashto are the three languages used for education documents.
Minimum Duration	5-7 Years
Credit Type	N/A
Credit Value	N/A
Access to Higher Education	Yes
Award Profile	In Afghanistan, you can work as a Doctor of Medicine, dentist, or pharmacist with this qualification.
Learning Outcomes based on comparability level	Learning outcomes at Level 8 relate to an understanding of the theory, concepts and methods pertaining to a field (or fields) of learning, with innovation as a key feature. The outcomes include an awareness of the boundaries of the learning in the field and the preparation required to push back those boundaries through further learning. The outcomes relate to adaptability, flexibility, ability to cope with change and ability to exercise initiative and solve problems within their field of study. In a number of applied fields, the outcomes are those linked with the independent, knowledge-based professional. In other fields the outcomes are linked with those of a generalist and would normally be appropriate to management positions.
Irish Framework Level Indicators	<p>Knowledge: An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning. Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s).</p> <p>Skills: Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity. Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations, or processes, including resourcing.</p> <p>Responsibility and Autonomy: Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountabilities for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts. Act effectively under guidance in a peer relationship with qualified practitioners.</p>

	Lead multiple, complex and heterogeneous groups. Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally, and ethically.
Narrative	Doctori programmes are only offered only by a few private institutions. The Doctori program takes seven years to complete (including a year of premedical studies and a year of internship).

[XXXXXXXXXX]

Ministry of Higher Education
Kabul medical University



In recognition of the fulfillment of the requirements by

[name] s/d of [name] born on [dd-month yyyy] is

awarded the degree of

MD

Faculty of Pediatric Medicine

With all its privileges and obligations in 200#

Registrar [signature]

Kabul Medical University

Minister [signature]

Ministry of Higher Education

Frequently Asked Questions

Is information about travel documents available, including for people who left Afghanistan quickly without original documents?

See Travel documents for refugees at: [Travel documents for refugees \(citizensinformation.ie\)](https://citizensinformation.ie/en/immigration-and-asylum/travel-documents-for-refugees)

When might RPL be helpful?

Migration and integration in new environments draw from each of us deeper and often new skills which can be recognised through RPL. The European Training Foundation note that ‘Recognition of informal learning is a crucial factor in finding skilled employment abroad and continuous human capital development upon return. Supportive measures will ensure proper skill matching and prevent deskilling and skills waste.’

Access to impartial guidance as part of career planning will assist in identifying where RPL is beneficial. Other people may wish to alter career or qualification paths and will benefit from consideration of RPL within the context of personal progression planning.

What about RPL and Credential evaluation?

RPL can be helpful for all of us in the evaluation of credentials. Typically, recognition addresses whole qualifications, informed by many elements associated with qualification systems, e.g. quality assurance, qualification frameworks, national systems, learning outcomes and curricula etc. RPL processes can examine more deeply an individual’s personal achievement of learning outcomes across informal, non-formal and formal situations. It can therefore be important in closing perceived gaps in differences in documented learning outcomes required for the successful participation in programmes of education and training, and for access to appropriate levels of employment.

In the context of the recognition of credentials, the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region adopted a [Recommendation on the Recognition of Refugees' Qualifications](#) under the Lisbon Recognition Convention (LRC) and Explanatory Memorandum. This Recommendation calls on us to simplify procedures for recognition including where there is inadequate documentation, to ensure that recognition processes should be affordable and offered within a reasonable timeframe, and that information already gathered by other competent authorities should be acceptable, extending also to information gathered about periods of study. The rights and value of a qualification formerly held in a home country as far as possible should be comparably extended. The purpose of recognition matters and can influence the procedure to be adopted in providing recognition; mixed methodologies are useful in affirming the level, quality, learning outcomes, profile and workload of the qualification. The Recommendation is detailed and provides additional information on the preparation of a 'Background document' which can assist and inform the work of Competent Bodies and Authorities in decision making. The Recommendation further notes that 'lack of proficiency in the language(s) of the host country and/or host institution should not in itself be considered sufficient reason to withhold assessment and recognition'.

The ENIC NARIC European Area of Recognition (EAR) Manual further sets out approaches to working with refugees, including where there is a substantial difference between what has been accomplished in the persons home country and what is typically required in the host country. The work of credential evaluation, recognition and RPL are related.

National collaboration with the Council of Europe '[European Qualifications Passport for Refugees](#)' (EQPR) is a welcome support and pillar in practice. For more information, please contact NARIC Ireland.

Ireland is advancing preparations to become a signatory to the [Global Recognition Convention](#) (GRC), which entered into force in March, 2023. The GRC consolidates and advances commitments of the LRC and includes specific provisions for non-traditional learning modes, facilitating the

recognition of qualifications, prior learning and study periods earned remotely. In addition, it promotes the recognition of refugees' qualifications, even in cases where documentary evidence is lacking. The EAR Manual is continuously updated and monitored to reflect requirements.

What is 'substantial difference'?

A substantial difference between qualifications is a difference such that it would stop the person holding the qualification from succeeding in their next step in further study, research activities or employment in the desired field at the required level. The EAR Manual discusses this very helpfully stating that 'differences are to be expected' and noting that the existence of a substantial difference does not necessarily prevent a recognition decision. Both context and purpose matter. Recognition can result in a variety of decisions, for example, it can be partial, conditional, augmented (perhaps with RPL or additional actions) or refused.

Useful Links:

[Afghanistan's Ministry of Education](#)

[NUFFIC Module](#)

[afghanistan_refugees-country-briefing.pdf \(nokut.no\)](#)

[UNESCO – Education Systems](#)

[List of World Higher Education HEI's - WHED](#)

Afghan Qualification Sample Documents

UK ENIC-Ecctis has kindly provided sample certificates which are used within this document.

Recognised Sources:

World Education Services (WES WENR)

UK ENIC-Ecctis Limited

Educational Credential Evaluators (ECE)

NUFFIC