Country Profile on Disability
Islamic Republic of Afghanistan

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Abbreviations

AIHRC	Afghanistan Independent Human Rights Commission
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
GDP	Gross Domestic Product
ICRC	International Committee of the Red Cross
ILO	International Labour Organization
JICA	Japan International Cooperation Agency
MMD	Ministry of Martyrs and Disabled Affairs
NSIA	National Statistics and Information Authority
NGO	Non-Governmental Organization
SDGs	Sustainable Development Goals
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNMAS	United Nations Mine Action Service
UNPRPD	United Nations Partnership on the Rights of Persons with Disabilities
WHO	World Health Organization
WIPO	World Intellectual Property Organization

1. Basic Profile

1-1. Basic Indicators[1]

Gross Domestic Product[2] per capita	USD 413.8	2023

Expenditures by Sector

Healthcare (% of GDP)	23.1 %	2022
Education (% of GDP)	4.3 %	2017
Social protection (% of GDP)[3]	1.8 %	2018

Population

Total population	42,647,492	2024
Male (% of total population)	50.5 %	
Female (% of total population)	49.5 %	
Urban population (% of total population)	25.7 %	
Rural population (% of total population)	74.3 %	
Life expectancy at birth (total)	66.0 years	2023
Male	64.5 years	
Female	67.5 years	

Health

Prevalence of undernourishment (% of population)	28.1 %	2023
Infant mortality rate (per 1,000 live births)	50.4	2023

Education

Education System[4]		
Primary Education	6 years	
Compulsory education	9 years	
Literacy rate (total)	37.3 %	2021
Adult male	52.1 %	
Adult female	22.6 %	

[1] Based on the World Bank Database (https://data.worldbank.org/indicator (Accessed: 19 January 2026))

[2] Hereinafter referred to as "GDP."

[3] Excluding healthcare. Based on ILO (2024) *World Social Protection Report*, https://www.ilo.org/sites/default/files/2024-09/WSPR_2024_EN_WEB_1.pdf (Accessed: 5 April 2026).

[4] The Afghanistan education system consists of primary school (6 years), junior secondary school (3 years), senior secondary school (3 years), and university (4 years). Children begin school at age 7. Based on United Nations Children's Fund (hereinafter referred to as "UNICEF") (2019) *Afghanistan: Education Equity Profile for Adolescent Girls*, https://www.unicef.org/rosa/media/5491/file/Afghanistan%20%E2%80%93%20Education%20Equity%20Profile%20for%20Adolescent%20Girls.pdf. The 2004 Constitution stipulates that education is compulsory through secondary school (https://constitutionnet.org/sites/default/files/final_draft.constitution_eng.pdf). (Accessed: 9 June 2026)

School enrollment		
Primary (% gross) (total)	109.1 %	2019
Male	129.5 %	
Female	87.6 %	
Secondary (% gross) (total)	57.4 %	2018
Male	72.6 %	
Female	41.4 %	
Tertiary (% gross) (total)	10.9 %	2020
Male	15.6 %	
Female	5.9 %	

Employment

Unemployment (total)	13.3 %	2024
Male (% of male labor force)	12.4 %	
Female (% of female labor force)	25.6 %	

1-2. Definition of Disability and Indicators on Disability

1-2-1. Definition of Disability

In the Islamic Republic of Afghanistan (hereinafter referred to as "Afghanistan"), the 2004 Constitution contains no definition of disability or persons with disabilities. According to Article 3 of the Law on Rights and Privileges of Disabled Persons, a person with a disability is defined as "a person whom as a result of a physical, mental, sensory, or intellectual impairment, or as identified by the health commission, loses his/her health and ability in a manner that impede his/her participation in social and economic life." This Article also foresees two types of persons with disabilities: 1) Those entirely disabled or the one who loses more than 60% of his/her abilities, and 2) partially disabled or those who lose 30% to 60% of his/her abilities. There is another category: persons with having congenital disabilities and acquired disabilities.

Aside from this, Article 3 of the Child Protection Law defines a child with a disability as "one who suffers physical, mental, sensory and intellectual impairment naturally or unnaturally in a manner that he/she loses well-being and impedes his/her ability."

1-2-2. Indicators on Disability

In Afghanistan, no national census has been conducted since 1979 due to security and ethnic issues. On the other hand, with the aims of optimizing international aid and

understanding the rapidly changing reality of poverty, sample surveys [5] have been conducted every two to three years by the National Statistics and Information Authority[6] (hereinafter referred to as "NSIA"). While a medical and binary (whether a person has a disability or not) definition of disability had long been utilized, the Washington Group Short Set on Functioning has been adopted since the 2016/17 survey[7].

Since no sample surveys have been conducted following the change of regime in 2021, this section adopts the data from the 2019/20 survey, which was the last to be conducted and published. This survey [8] asks questions about six functions (Seeing, Hearing, Walking/climbing stairs, Remembering/concentration, Self-care, and Communicating) using four levels: "No difficulty," "Some difficulty," "A lot of difficulty," and "Cannot do at all." Those who answered "A lot of difficulty" or "Cannot do at all" for one or more functions are classified as "persons with disabilities."

Number of Persons with Disabilities	997,614	3.1 % of population	2020
Male	572,457		
Female	425,157		

Note: The number of persons with disabilities is an estimate.
Source: NSIA (2020)

[5] This survey has been conducted while changing its name: from the National Risk and Vulnerability Assessment since 2003, to the Afghanistan Living Conditions Survey since 2013, and further to the Income, Expenditure and Labor Force Survey since 2019.

[6] NSIA was formerly called the Central Statistics Organization, but was renamed around 2018 following organizational restructuring and the expansion of its functions (the integration of geospatial information and identity card management). https://www.devex.com/organizations/national-statistics-and-information-authority-nsia-afghanistan-163785#:~:text=Overview-,About,surveys%20and%20collecting%20different%20data. (Accessed: 16 April 2026)

[7] Central Statistics Organization (2018) *Afghanistan Living Conditions Survey 2016–17*. https://www.ilo.org/surveyLib/index.php/catalog/7920/download/48976 (Accessed: 17 April 2026)

[8] NSAI (2020) *Income and Expenditure & Labor Force Surveys Report 2020*. https://fscluster.org/sites/default/files/documents/income-and-lobar-force-survey-2020-15.pdf (Accessed: 17 April 2026)

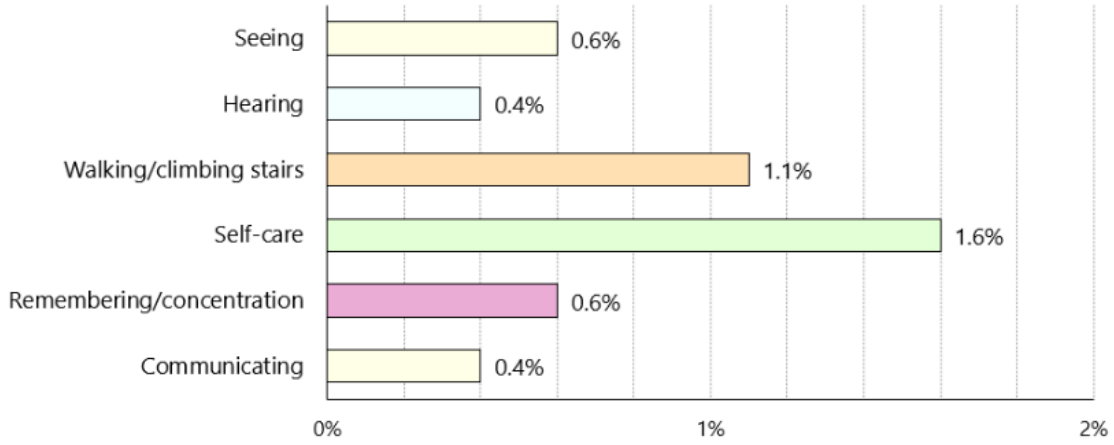


Figure 1 Percentage of Functional Limitation (2020)

The highest percentage is "self-care" at 1.6%, followed by "walking/climbing stairs" at 1.1%. Both "seeing" and "remembering/concentration" stand at 0.6%. On the other hand, both "hearing" and "communicating" show lower percentages compared to other items, at 0.4%.

Source: Prepared by the study team based on NSIA (2020)

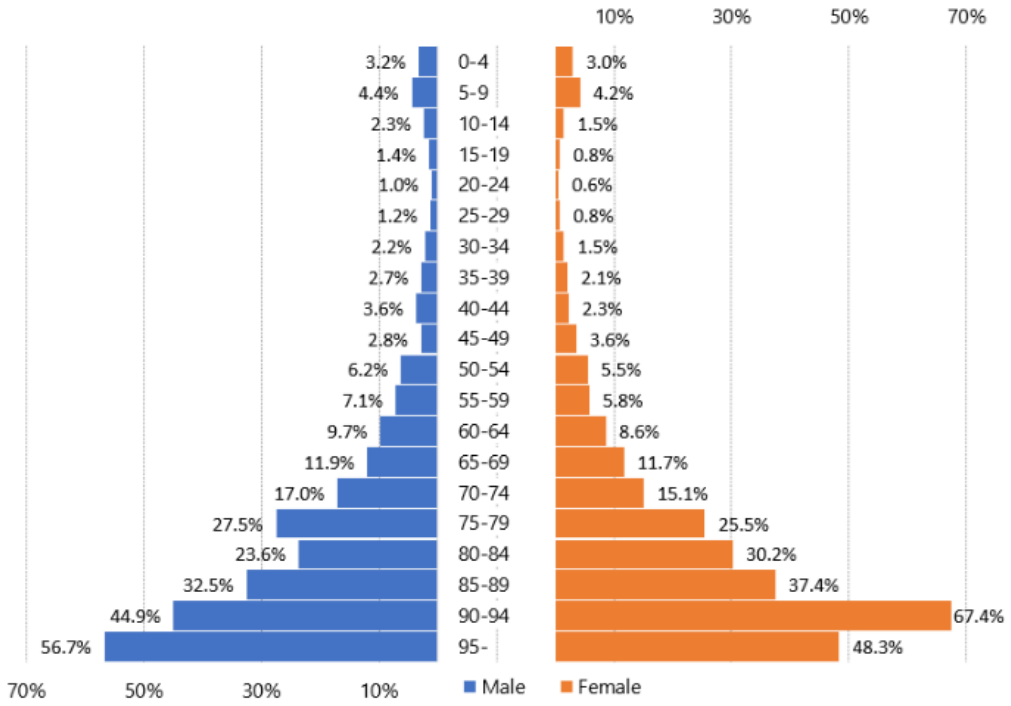


Figure 2 Percentage of Persons with Disabilities by Age Group (2020)

Overall, it stands at 3.5% for males and 2.7% for females. By age group, the rates are slightly higher at 3.2–4.4% for males and 3.0–4.2% for females among those aged 0–9, but drop to a low level at 1.0–3.6% for males and 0.6–3.6% for females among those aged 10–49. From the age of 50, an increasing trend becomes prominent for both males and females, reaching 6.2–11.9% for males and 5.5–11.7% for females aged 50–69, and peaking at 17.0–56.7% for males and 15.1–67.4% for females aged 70 and over.

Source: Prepared by the study team based on NSIA (2020)

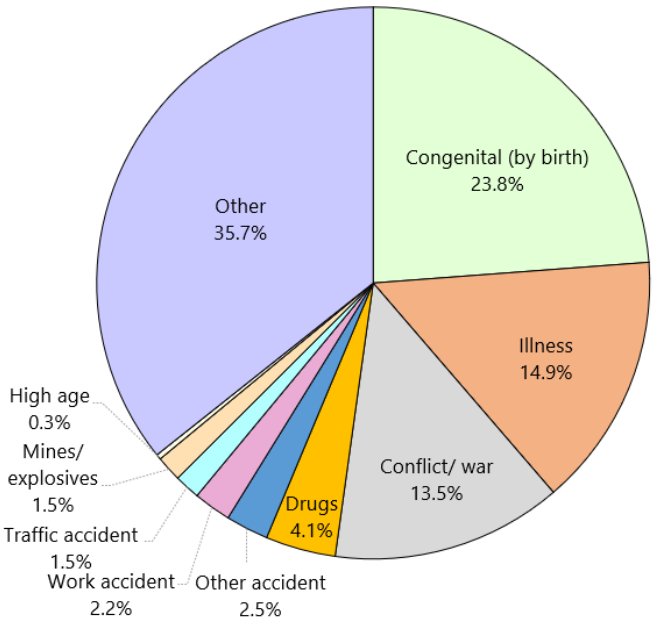


Figure 3 Percentage of Causes of Disability (2020)

Excluding "other" at 35.7%, "congenital (by birth)" is the most common at 23.8%, followed by "illness" at 14.9% and "conflict/war" at 13.5%. Below these, the order is "drugs" at 4.1%, "other accident" at 2.5%, "work accident" at 2.2%, both "traffic accident" and "mines/explosives" at 1.5% each, and "high age" at 0.3%.

Source: Prepared by the study team based on NSIA (2020)

2. Administration and Policy on Disability[9]

2-1. Administration on Disability

To steadily fulfill the national obligation to monitor implementation under Article 33 of the Convention on the Rights of Persons with Disabilities (hereinafter referred to as "CRPD"), the Government of Afghanistan designated the Afghanistan Independent Human Rights Commission (hereinafter referred to as "AIHRC") as the body to manage and monitor matters regarding persons with disabilities. In realizing the rights of persons with disabilities nationwide, the Ministry of Martyrs and Disabled Affairs (hereinafter referred to as "MMD") plays the central role in coordinating with other government sectors and the private sector. Following the Taliban's return to power in 2021, the AIHRC was dissolved, and the official framework for monitoring the implementation status of the CRPD has ceased to exist.

<Central government>

Entities responsible for disability issues

Table 1 Entities Responsible for Disability Issues in Afghanistan

No.	Name	Overview
1	Afghanistan Independent Human Rights Commission (AIHRC)	Established the Disabled Support Section, and as an independent institution monitoring the protection of the rights of persons with disabilities, AIHRC conducted monitoring of the CRPD implementation status, accessibility surveys of public facilities, and the receipt and investigation of complaints regarding disability-based discrimination and rights violations. Following the Taliban's return to power, it has been virtually dissolved and its functions suspended.
2	Ministry of Martyrs and Disabled Affairs (MMD)	As the competent authority for the Law on Rights and Privileges of Disabled Persons, MMD widely undertook the distribution of stipends, the provision of assistive devices such as prostheses, vocational training, the management of the 3% employment quota system, and inter-ministerial coordination, supporting the social inclusion and independent living of persons with disabilities. Under the Taliban regime, the targets of assistance are prioritized for Taliban fighters and their bereaved families, and assistance for general persons with disabilities and former regime military personnel has severely regressed[10].

[9] Based on State Party's Report (2020). For information gathered from other sources, its source is indicated.

[10] https://zantimes.com/2024/08/20/i-begged-them-but-they-threw-me-out-of-the-office-women-with-disabilities-have-support-cut-off-by-the-taliban/#:~:text=Asieh%20is%20among%20several%20women,for%20people%20with%20partial%20disabilities. (Accessed: 22 April 2026)

3	Ministry of Public Health	This Ministry undertakes the coordination of health policies and rehabilitation services. Under the Taliban regime, the public healthcare system is on the brink of collapse due to the freezing of international aid.[11]
4	Ministry of Education	Undertook the national strategy for inclusive education, and to ensure that students with disabilities could learn in mainstream schools, this Ministry carried out the promotion of accessibility, special education training for teachers, and the publication of braille textbooks. Under the Taliban regime, the "Islamization" of education is prioritized above all else, and budgets and resources are preferentially allocated to the expansion of religious schools.
5	Technical and Vocational Education and Training Authority	This Authority administers 16 special education centers nationwide, providing training such as tailoring and IT to persons with visual and hearing impairments[12]. Even under the Taliban regime, its activities are continued on the grounds of securing a skilled workforce; however, the introduction of religious education into the curriculum has been mandated, and the attendance of female students is in a state of indefinite suspension due to the "Islamization of uniforms and environments[13]."
6	Ministry of Labour and Social Affairs	Until 2019, this Ministry oversaw general disability administration, but currently, it mainly undertakes the provision of vocational training, the management of employment quotas (such as the 3% quota for civil service recruitment), and child welfare.

Source: Prepared by the study team based on the State Party's Report (2020)

[11] https://www.hrw.org/report/2024/02/12/disaster-foreseeable-future/afghanistans-healthcare-crisis (Accessed: 22 April 2026)

[12] https://tveta.gov.af/en/special-education-centers-will-be-established-four-provinces-country (Accessed: 22 April 2026)

[13] https://www.dw.com/en/taliban-overhaul-afghanistans-education-system/a-70913020 (Accessed: 22 April 2026)

Status of Coordination Mechanism

According to the State Party's Report, the MMD continuously monitored the implementation status of the CRPD through a joint monitoring committee composed of representatives from relevant organizations.

Name of the mechanism	Joint Monitoring Committee
Members	Chairperson: Deputy Minister of the MMD Members: Director-Generals from relevant ministries (Ministry of Public Health, Ministry of Education, Ministry of Labour and Social Affairs, Ministry of Finance), the Commissioner for the Rights of Persons with Disabilities from the AIHRC, and representatives from Organizations of Persons with Disabilities (hereinafter referred to as "OPDs") covering hearing, visual, and physical impairments.
Roles and status of operation	The roles of the Joint Monitoring Committee are as follows: 1) Monitoring the fulfillment of rights and obligations; 2) Data collection and progress management; 3) Preparation of reports for the international community; 4) Coordination among relevant organizations; 5) Policy recommendations and advocacy; and 6) Support for the grievance redress mechanism.

<Local government>

Entities responsible for disability issues

Name	Overview
Provincial Directorates of the MMD	Provincial directorates are established across all 34 provinces nationwide. In coordination with provincial governors and the Ministry for the Promotion of Virtue and the Prevention of Vice, they serve as the frontline windows for the registration of persons with disabilities and bereaved families of martyrs in each province, as well as for local cash transfers.

2-2. Laws, Regulations and Policies on Disability

In Afghanistan, the Law on Rights and Privileges of Persons with Disabilities, enacted in 2010, served as the fundamental law centrally governing the various rights of persons with disabilities. This Law covered all aspects of life, from information accessibility through sign language and ensuring physical accessibility, to education, healthcare, employment, financial assistance, and even political participation. Following the ratification of the CRPD in 2012, further amendments and re-promulgation were carried out in 2013, strengthening a comprehensive legislative framework aligned with international standards that positioned persons with disabilities not as "objects of protection" but as "subjects of rights."

Title	Law on Rights and Privileges of Disabled Persons[14]
Year of enactment	2010 (Amended in 2013)
Overview	Based on Article 53 of the Constitution[15], this Law codified support such as monthly stipends according to the level of disability, a 3% employment quota, and priority allocation of housing and land, while imposing an obligation on relevant ministries to promote the provision of these rights. In the 2013 amendment following the ratification of the CRPD, a shift toward "subjects of rights" was pursued, and free education, the establishment of a special quota for university entrance examinations, and making public facilities and roads accessible were added as specific obligations.

Other major laws and regulations related to the rights of persons with disabilities include the following.

Title	Law on the Protection of Child Rights[16]
Year of enactment	2019
Overview	This Law stipulates that the State and relevant organizations bear the responsibility to implement the provision of free healthcare, psychosocial rehabilitation, special education, and vocational training for children with disabilities, as well as securing employment opportunities, developing the accessibility of public facilities, and providing financial assistance.

Title	Law on Prevention of Harassment of Women and Children
Year of enactment	2017
Overview	This Law explicitly stipulates that cases where the victim has a physical or mental disability constitute "aggravating circumstances," imposing heavier fines or imprisonment on the perpetrator than usual.

Title	Access to Information Law[17]
Year of enactment	2014 (Amended in 2018)
Overview	This Law mandates that for those facing difficulties making written requests due to disabilities, information disclosure officers have the obligation to transcribe and confirm their oral requests. It also obligates all institutions to recognize audio and visual formats as

[14] https://mmd.gov.af/sites/default/files/2020-12/Law%20on%20Rigths%20and%20benefits%20of%20Disabled%20Persons%20-Eng%20%281%29.pdf (Accessed: 20 April 2026)

[15] The 2004 Constitution was virtually abolished and suspended by the Taliban regime in 2021. Although a process to draft a new constitution has reportedly been initiated, as of April 2026, no fully effective and finalized constitution exists. https://www.refworld.org/legal/legislation/natlegbod/2004/35107#:~:text=Related%20links,22) (Accessed: 20 April 2026)

[16] https://www.unicef.org/afghanistan/media/3936/file/law%20on%20protection%20of%20child%20rights.pdf.pdf (Accessed: 23 April 2026)

[17] https://www.rti-rating.org/wp-content/uploads/2020/01/Afghan.RTI_.Decree.May18.Amend_.Oct19.pdf (Accessed: 23 April 2026)

	methods of providing information, guaranteeing easy access that is readily understandable to the general public.

Title	Criminal Procedure Code[18]
Year of enactment	2014
Overview	This Code mandates the provision of legal aid according to the disabilities of suspects under Article 10, and the provision of interpretation services to persons with disabilities, including victims, under Article 11.

Title	Afghanistan Building Code[19]
Year of enactment	2012
Overview	This Code was formulated based on international standards from the United States while reflecting local seismic risks and climate. It legally mandated accessibility standards such as installing ramps and ensuring corridor widths in public buildings.

Title	Civil Servants Law[20]
Year of enactment	2008
Overview	This Law stipulated equal opportunity in recruitment and the prohibition of discrimination based on disability within public institutions.

Title	Education Law[21]
Year of enactment	2008
References to disabilities	This Law stipulated that the State bears responsibility for the establishment and development of public schools for learners with special educational needs, including students with disabilities, as well as the provision of appropriate education and training. The provision of technical, vocational, and artistic education to persons with disabilities was also codified.

Title	Labour Law[22]
Year of enactment	2007
References to disabilities	This Law emphasizes the continuation of employment for workers who acquired disabilities during while on the job, mandating job reassignments according to their health status and employment

[18] https://cjad.nottingham.ac.uk/documents/implementations/pdf/Afghanistan-Criminal_Procedure_Code_2014_EN.pdf (Accessed: 23 April 2026)

[19] http://www.outlookafghanistan.net/national_detail.php?post_id=4779#:~:text=July%2002%2C%202012,investment%20in%20the%20construction%20sector. (Accessed: 22 April 2026)

[20] https://kakaradvocates.com/uploads/laws/translation-Civil%20Servants%20Law%20-%20En.pdf (Accessed: 22 April 2026)

[21] https://afghanistaneducationinconflict.files.wordpress.com/2015/05/afghanistan_education_law.pdf (Accessed: 21 April 2026)

[22] https://www.ilo.org/resource/afghan-labour-law-official-gazette-2007#:~:text=This%20Gazette%20contains%20the%20following:%20Decree%20No,Islamic%20Republic%20of%20Afghanistan;%20Labour%20Law%20endorsement; (Accessed: 23 April 2026)

	that maintains their wage levels. In addition, it provides for social security including vocational training and rehabilitation, financial assistance during periods of inability to work, and pension benefits resulting from disability.

Disability Policies

Title	Draft National Disability Strategy[23]
Years implemented	2020-2030 (unimplemented)
Overview	This Strategy defined disability as a cross-cutting issue across the entire government, establishing specific systems to enhance the realization of rights, such as biometric data management and securing inter-ministerial budget allocations. It explicitly stated the elimination of multiple discrimination against women with disabilities and information accessibility through the utilization of Information and Communication Technology (ICT), and presented a specific pathway for support for independent living aligned with international standards by redefining persons with disabilities as actors of economic development.

Title	Strategic Plan for Disability Prevention and Physical Rehabilitation[24]
Years implemented	2017-2021
Overview	This Plan set forth the nationwide expansion and standardization of the quality of rehabilitation services in response to the rapid increase in persons with acquired disabilities due to conflict. Its core pillars include the early prevention of disabilities, the training of professionals, and the strengthening of community-based rehabilitation.

Title	National Education Strategic Plan III[25]
Years implemented	2017-2021
References to disabilities	This Plan prioritized education for students with disabilities as inclusive education, promoting the physical accessibility of school buildings, special education training for teachers, and the provision of supplementary teaching materials. It strictly prohibited the refusal of admission based on disability and established awareness-raising activities aimed at eliminating prejudice.

[23] As of June 2021, a final review by relevant organizations was conducted, and the Strategy was awaiting cabinet approval; however, it was frozen due to the change of regime to the Taliban in August 2021. https://www.mmd.gov.af/index.php/en/draft-national-disability-strategy-was-discussed (Accessed: 21 April 2026)

[24] https://www.clusterconvention.org/wp-content/uploads/2020/09/Afghanistans-National-Disability-Prevention-Rehab-Plan-2017-2020.pdf (Accessed: 25 April 2026)

[25] https://www.globalpartnership.org/node/document/download?file=sites/default/files/education-sector-plan-afghnistan-2017-2021.pdf (Accessed: 21 April 2026)

Title	Inclusive and Child-Friendly Education Policy[26]
Year of enactment	2014
Overview	This Policy positioned inclusive education as a right, clarifying the responsibility of the State, schools, and communities to respond to marginalization and exclusion in education. With a flexible curriculum at its core, it aimed to build a foundation for responding to diverse learners within the general education system through teacher training, the improvement of examination and evaluation systems, the development of support mechanisms for students with disabilities, and the development of low-cost assistive devices.

Title	Afghanistan National Disability Action Plan[27]
Years implemented	2008-2011
Overview	This Action Plan served as the first guidelines to operationalize the 2003 Comprehensive National Disability Policy by defining specific targets. It elevated disability to a cross-cutting issue to be addressed across the entire government, establishing a practical framework for multi-ministerial coordination to remove barriers in various fields, such as healthcare, education, and employment.

Title	Comprehensive National Disability Policy in Afghanistan[28]
Year of enactment	2003
Overview	This Policy served as the first comprehensive guidelines that defined persons with disabilities not as objects of charity but as "subjects of rights," advocating for their full participation in society. It explicitly stated the promotion of inclusive education to ensure that students with disabilities learn together in mainstream schools, specifically listing information accessibility through braille and sign language, making school buildings accessible, and the implementation of teacher training.

Title	National Disability and Rehabilitation Program
Year of enactment	2003
Overview	This Program primarily targeted individuals with acquired disabilities due to conflict and landmines, stipulating the provision of prostheses, physiotherapy, and psychological care integrated into general healthcare. It placed heavy emphasis on reintegration into the community rather than segregation.

[26] Since the original source could not be verified, the information is based on United Nations Children's Fund Regional Office for South Asia (2021) *Disability-Inclusive Education Practices in Afghanistan.* https://www.unicef.org/rosa/media/16981/file/Country%20Profile%20-%20Afghanistan.pdf (Accessed: 21 April 2026)

[27] https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/10/Afghanistan-National-Disability-Action-Plan-2008-2011.pdf (Accessed: 21 April 2026)

[28] https://www.acbar.org/upload/147634180167.pdf (Accessed: 21 April 2026)

2-3. Measures on Disability[29]

1) Healthcare

Article 52 of the Constitution stipulates that "the State must provide preventive healthcare and treatment, as well as appropriate medical facilities, to all citizens in accordance with the provisions of law." Article 21 of the Law on Rights and Privileges of Persons with Disabilities stipulates that "the Ministry of Public Health must adopt necessary measures to ensure that persons with disabilities have accessibility to healthcare services, treatment, and physical, mental, and psychological rehabilitation services." This Article also contains a provision that if treatment within the country is impossible, they shall be sent abroad for treatment upon approval by the Ministry of Public Health. Additionally, Article 23 obliges the MMD, in cooperation with relevant ministries and local authorities, to establish rehabilitation centers.

Through the National Disability and Rehabilitation Program, the Ministry of Public Health formulated and implemented the Strategic Plan for Disability Prevention and Physical Rehabilitation from 2017 to 2021. Based on the National Strategy for Provision of Health Services, the National Mental Health Strategy formulated and implemented. Additionally, it developed professional standards for providers of health services and physical rehabilitation.

The Ministry of Public Health established 22 physical rehabilitation centers for persons with disabilities across 17 provinces, providing prostheses, orthopedic support equipment, assistive devices, white canes, wheelchairs, and physiotherapy services, with a focus on medical functional recovery. In contrast, the MMD has conducted awareness-raising activities and advocacy, in addition to providing prostheses, wheelchairs, and physiotherapy services, with an emphasis on empowerment, capacity building, and independent living for persons with disabilities.

In addition to the above, the following initiatives are being implemented regarding healthcare for persons with disabilities:

- The Ministry of Public Health conducted training on the provision of disability rehabilitation services for 240 physiotherapists, 40 orthotists, and more than 2,000 healthcare workers;
- The Ministry of Public Health deployed psychosocial consultants across 425 health centers, recruited midwives at 830 health centers, and conducted training on the provision of basic psychosocial counseling;
- Between January and April 2016, a total of 2,150 community and health workers in the capital and various provinces received training on the rights of persons with disabilities and related topics; and

[29] Based on State Party's Report (2020). For information gathered from other sources, its source is indicated.

- The MMD, with support from national and international organizations, implemented comprehensive services for individuals with physical disabilities, including the provision of artificial limbs to approximately 10,000 persons, the distribution of 2,040 wheelchairs, along with physiotherapy and psychological care for more than 70,000 persons, as well as the repair of 3,880 limbs and orthopedic training for about 2,000 persons.

2) Education

Article 43, Paragraph 1 of the Constitution stipulates that "education is the right of all citizens, and the State must provide it free of charge up to the higher education level in state educational institutions."

Article 15 of the Education Law mandates the provision of education at each educational stage for persons with special needs who are otherwise excluded from education. Similarly, Article 54 of the Child Rights Protection Law stipulates the right of children with disabilities to receive education free of charge in public schools, and at costs that take into account the family's economic situation in private educational institutions.

Article 19 of the Law on Rights and Privileges of Persons with Disabilities imposes an obligation on relevant ministries to provide equal educational opportunities to persons with disabilities. This Article mandates allocating a 7% quota of domestic and international scholarships funded by the State and donors, as well as scholarships provided by private educational institutions, to persons with disabilities.

The Inclusive and Child-Friendly Education Policy, enacted in 2014, aimed to build a foundation for responding to diverse learners within the mainstream education system through teacher training, the improvement of examination and evaluation systems, the development of support systems for students with disabilities, and the development of low-cost assistive devices, with a flexible curriculum at its core.

The 2016 data estimates that there were 200,000 children with disabilities at school age, among whom 4,347 (2,775 boys and 1,572 girls) were enrolled. To strengthen and expand the school admission process for children with disabilities, the Ministry of Education additionally recruited 1,002 teachers (480 male and 522 female) for the Special Needs Education Department and implemented the necessary training. In addition, since 2015, across 17 provinces, 27,800 public school teachers (16,720 men and 11,080 women) and 146 employees of provincial education directorates (80 men and 66 women) have received training in special education with support from national and international organizations.

In addition to the above, the following initiatives are being implemented regarding education for persons with disabilities:

- For children with visual impairments, all teaching materials of the new curriculum were

adapted into Braille and recorded in MP3 format. Similarly, for students with low vision, textbooks were printed in an Embossed format with raised letters and figures;

- For children with hearing impairments, a specialized sign language dictionary and grammar book (in two volumes with 4,000 words) was published;
- At 11 special education centers across 7 provinces[30] established by the Technical and Vocational Education and Training Authority, 1,756 persons with disabilities (1,265 male and 491 female) gained opportunities to receive technical education;
- The National Braille Press and two Roshandelan Printing Presses[31] were established and are operating in Kabul and Herat provinces; and
- Through scholarships, 243 persons with disabilities (217 male and 26 female) have studied abroad at higher education institutions so far. In 2018, 4,000 scholarships were allocated to persons with disabilities.

3) Gender

Article 22 of the Constitution prohibits any form of discrimination or distinction among citizens of Afghanistan, and recognizes equal rights and duties for men and women. Enacted in 2009, the Elimination of Violence against Women Law defined acts that harm women or prevent the realization of their rights and freedoms as crimes. Enacted in 2017, the Law on Prevention of Harassment of Women and Children defined harassment in public places, workplaces, and other settings as a crime. This Law contains provisions imposing heavier fines or imprisonment on the perpetrator than usual if the victim is a person with a physical or mental disability.

4) Vocational Training and Employment

Article 9 of the Labour Law stipulates that "any form of discrimination is prohibited in recruitment, payment of salaries and allowances, choice of occupation, profession, skill and specialty, the right to education, and social security services.

Regarding recruitment as civil servants, Article 50 of the Constitution stipulates that "citizens shall be recruited as state civil servants based on competence, in accordance with the provisions of law, without any discrimination." Article 10 of the Civil Servants Law prohibits any form of discrimination based on gender, sect, or physical disability in the recruitment of civil servants or contract employees. Based on Article 22 of the Law on Rights

[30] At the time of the State Party's Report (2020). The number had increased to 16 as of March 2024. https://tveta.gov.af/en/special-education-centers-will-be-established-four-provinces-country (Accessed: 23 April 2026)

[31] A specialized printing facility under the jurisdiction of the Technical and Vocational Education and Training Authority that produces Braille teaching materials and informational resources for persons with visual impairments. In Dari, it means "people with bright hearts."

and Privileges of Persons with Disabilities, the State bears the obligation to reserve a minimum of 3% of public positions for persons with disabilities. The Independent Administrative Reform and Civil Service Commission oversees compliance with this quota as well as the 3% bonus score[32].

The 2012 data registers that 636 persons with disabilities were employed across 25 government institutions, and 863 persons with disabilities were employed in national and international organizations. In 2018, the Ministry of Defense provided jobs for 2,203 wounded army personnel. Similarly, through a job creation program for persons with disabilities in coordination with NGOs, 2,058 men and women with disabilities were employed.

Regarding vocational training, Article 20 of the Law on Rights and Privileges of Persons with Disabilities obliges the MMD, in coordination with relevant organizations, to provide opportunities for technical and vocational training in line with the capacities of persons with disabilities. Article 37 of the Child Rights Protection Law obliges the Ministry of Labour and Social Affairs and the Ministry of Education to implement vocational training for children with disabilities. Additionally, Article 76 of the Labor Law obliges the Ministry of Labour and Social Affairs to establish vocational rehabilitation functions for persons with disabilities within the vocational training centers under its jurisdiction.

Regarding entrepreneurship support, Article 27 of the Law on Rights and Privileges of Persons with Disabilities stipulates that the Ministry of Industry and Commerce is obligated to develop markets for products produced by persons with disabilities.

5) Social Security, Social Service for Persons with Disabilities

Article 53 of the Constitution stipulates that the State must adopt necessary measures for medical services and financial assistance for the descendants of martyrs, missing persons, and those who have suffered injuries or disabilities.

Article 141 of the Labour Law explicitly states that retirement benefits from employers due to disabilities caused by accidents or death on duty, or an illness arising from a profession, are paid without reduction and equivalent to the last salary obtained along with all supplements.

The Law on the Rights and Privileges of Persons with Disabilities stipulates a lump-sum payment for those who acquired disabilities while on the job (Article 4) and a monthly stipend for those with disabilities due to armed conflict (Article 8). It is established that in the event of the death of the person with a disability, the pension benefits are transferred to their

[32] This is a system that applies a 3% bonus score to the total test results of candidates with disabilities who meet other qualification criteria (such as educational background and professional expertise). This prevents them from being rejected due to a minor score difference.

bereaved family members (Article 19). The MMD distributes between 2,500 and 5,000 Afghanis to 115,000 persons with disabilities[33].

Table 2 Support for Persons with Disabilities Stipulated under the Law on Rights and Privileges of Persons with Disabilities

No.	Target	Amount of Payment
1	Individuals who acquired disabilities while on the job	・ Military personnel, civil servants, public sector employees, and private enterprise employees: 10 months of salary and other allowances ・ Individuals without a grade or fixed salary: 5 months of salary equivalent to Grade 8, Step 1 as defined under the Civil Servants Law
2	Individuals with disabilities due to armed conflict	・ Military personnel, civil servants, and public sector employees: Regardless of length of service, 35% of the last salary obtained and other allowances ・ Individuals without a grade, fixed salary, or any salary: 30% of salary equivalent to Grade 8, Step 1 as defined under the Civil Servants Law ・ Individuals certified with a partial disability: 17.5% of the last salary obtained

Source: Prepared by the study team based on the State Party's Report (2020) and the Law on Rights and Privileges of Persons with Disabilities

Article 24 of the Law on Rights and Privileges of Persons with Disabilities obliges municipalities to allocate 7% of distributed residential plots to persons with disabilities who do not have shelter, with a 30% discount on the price. Similarly, it obliges State institutions to prioritize persons with disabilities when allocating residential apartments.

The Ministry of Refugees and Repatriates provided residential plots, shelters, and financial and material assistance to internally displaced persons and returnees with disabilities.

6) Transportation and Urban Development (including accessible urban planning)

Article 22 of the Law on Rights and Privileges of Persons with Disabilities obliges State institutions and all relevant organizations to incorporate required facilities for persons with disabilities into the design of buildings, roads, streets, parks, playgrounds, stadiums, and all other infrastructure, including transportation and technology. Based on this obligation, the MMD has signed MOUs with the Ministry of Urban Development, the Ministry of Transportation, the Administration of Civil Aviation, the Ministry of Communication and Information Technology, and the Municipality of Kabul City, aiming at eliminating all physical obstacles and

[33] United Nations (2024) *HRC Summary of stakeholders' submissions on Afghanistan* (A/HRC/WG.6/46/AFG/3) reports that the MMD invalidated more than 10,000 applications and identity cards of persons with disabilities and orphans who had been registered under the former regime.

barriers before the movement of persons with disabilities and their accessibility to public places and public services. In addition, general guidelines for facilitation of the physical accessibility of persons with disabilities to public places and services have been developed, and the Ministry of Urban Development is responsible to ensure its implementation.

Article 29 of the Law on Rights and Privileges of Persons with Disabilities stipulates that driving permits shall be issued to those persons with disabilities who have the ability to drive. Article 32 obliges the Ministry of Transportation to provide fee discounts in coordination with transportation providers for persons with disabilities while traveling.

The Ministry of Hajj and Religious Affairs provides the following reasonable accommodations during the pilgrimage:

- Providing space for persons with disabilities on the first floor of the accommodation;
- Providing wheelchairs for persons with disabilities; and
- Providing special medical services for persons with disabilities (if needed).

7) Information Accessibility

Article 5 of the Access to Information Law stipulates that "if an applicant cannot make a written request due to disability or illiteracy, the information disclosure officer must record the content of the oral request, communicate it in a manner that satisfies the applicant, and obtain a signature or thumbprint as necessary." It recognizes the provision of information in formats such as electronic data, audio, and visual forms according to the applicant's preference (Article 10), and requires that essential information must be published in a form that is "understandable and easily accessible" to the general public.

Article 11 of the Criminal Procedure Code stipulates that if a victim, suspect, or accused cannot understand the language used during the investigation and trial, or is deaf or mute, they have the right to an interpreter, and the relevant organizations are responsible for appointing an interpreter for them.

The Ministry of Information and Culture has established a dedicated department to monitor information accessibility across all government agencies. Additionally, it has developed guidelines to encourage each agency to provide the necessary information to the general public, including persons with disabilities, through its website and other media channels.

The Ministry of Communication and Information Technology provided services for persons with disabilities, including audio telephone services for persons with visual impairments and “photo telephone services” for persons with hearing impairments, and implemented training

programs in information technology for persons with disabilities[34]. Since 2014, it has provided the following to the blind school in Kabul City:

- Connection of fiber optic services to the blind school;
- Providing 3D videos on the subjects of mathematics, physics, biology, and chemistry;
- Providing 27 relevant educational films; and
- Providing other necessary assistive devices.

8) Disaster risk management

The Ministry of Defense conducts training programs for the military forces, in accordance with international humanitarian law and human rights standards and with the aim of protection and ensuring the safety of civilians during armed conflict. It has planned to develop specific guidelines for the protection and safety of persons with disabilities in such situations[35].

[34] State Party's Report (2021)

[35] As of April 2026, the formulation of these guidelines cannot be confirmed.

3. International Treaties and International Cooperation

3-1. Status of Implementation Following the Ratification of the CRPD[36]

The Government of Afghanistan ratified the CRPD and its Optional Protocol on September 18, 2012. It submitted the State Party's Report to the Committee on the Rights of Persons with Disabilities on December 1, 2020 (submission deadline was October 18, 2014). While the Committee presented a List of Issues on April 1, 2022, the government has yet to submit its Replies to the List of Issues. Regarding parallel reports, one report was submitted by the World Policy Analysis Center in 2022. As of April 2026, the Committee has not adopted its Concluding Observations.

3-2. Status of Implementation of the Marrakesh Treaty

The Government of Afghanistan ratified the Marrakesh Treaty (Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled) on July 26, 2018.

The World Intellectual Property Organization (hereinafter referred to as "WIPO") lists media institutions, the Ministry of Higher Education, the Ministry of Information and Culture, MMD, and Afghanistan National Television and Radio as its Authorized Entities.[37] On the other hand, no organizations are registered on the participant list of the ABC Global Book Service, which is led and operated by WIPO.

3-3. Initiatives on Disability Issues within SDG-related Policies

Regarding progress toward the Sustainable Development Goals (hereinafter referred to as "SDGs"), the Government of Afghanistan released its second Voluntary National Review[38] in 2021. Although it states that consultations were conducted with diverse stakeholders at both national and provincial levels, there is no explicit mention of OPD involvement.

According to SDGs indicator database of the United Nations Statistics Division, [39] Afghanistan does not measure disability-related indicators.

[36] https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Countries.aspx (Accessed: 15 April 2026)
[37] https://www.wipo.int/en/web/marrakesh-treaty/authorized-entities#:~:text=Authorized%20Entities,Botswana%20Public%20Service%20College (Accessed: 15 April 2026)
[38] Government of Afghanistan (2021) *Afghanistan Voluntary National Review (VNR) 2021*. https://hlpf.un.org/countries/afghanistan/voluntary-national-review-2021 (Accessed: 15 April 2026)
[39] https://unstats.un.org/sdgs/dataportal/countryprofiles/ (Accessed: 15 April 2026)

3-4. Ratification of and Initiatives regarding Other International Treaties related to Disabilities and Development[40]

The status of Afghanistan's ratification of international treaties related to disability and development is as follows:

March 1994: Ratification of the Convention on the Rights of the Child (hereinafter referred to as "CRC")

March 2003: Ratification of the Convention on the Elimination of All Forms of Discrimination against Women (hereinafter referred to as "CEDAW")

April 2010: Ratification of the Vocational Rehabilitation and Employment (Disabled Persons) Convention (International Labour Organization Convention No. 159, 1983)

In its Concluding Observations adopted in April 2011,[41] the CRC Committee recommended that the Government of Afghanistan strengthen the systematic collection of disability-related data, provide support to families to prevent the institutionalization of children, prevent violence and neglect while ensuring the continuous monitoring of relevant facilities, implement inclusive education based on a realistic strategy, and respect the right of children with disabilities to participate in decision-making processes regarding matters that concern them.

According to a direct request from the ILO Committee of Experts on the Application of Conventions and Recommendations adopted in 2024,[42] the Committee requests more detailed information on the vocational rehabilitation and employment policies for persons with disabilities in Afghanistan. This includes the implementation status and legislative progress of relevant laws and national policies, the effectiveness of employment promotion measures, equality of treatment between women and men workers with disabilities, consultations with OPDs, the provision of reasonable accommodation, and services in rural areas.

Similarly, in its Concluding Observations adopted in July 2025,[43] the CEDAW Committee recommended that comprehensive support systems be established for women with disabilities to ensure their access to justice, protection from gender-based violence, access to basic services—including healthcare and education—and their full inclusion in society.

[40] https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Countries.aspx (Accessed: 15 April 2026)

[41] United Nations (2011) *CRC Consideration of reports submitted by States parties under article 44 of the Convention. Concluding observations: Afghanistan* (CRC/C/AFG/CO/1) https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRC%2FC%2FAFG%2FCO%2F1&Lang=en (Accessed: 15 April 2026)

[42] https://normlex.ilo.org/dyn/nrmlx_en/f?p=1000:13100:0::NO:13100:P13100_COMMENT_ID,P13100_COUNTRY_ID:4470067,102945:NO (Accessed: 15 April 2026)

[43] United Nations (2025) *CEDAW Concluding observations on the fourth periodic report of Afghanistan* (CEDAW/C/AFG/CO/4) https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CEDAW%2FC%2FAFG%2FCO%2F4&Lang=en (Accessed: 15 April 2026)

3-5. International Cooperation on Disability[44]

- The Government of Japan[45]

<Technical Cooperation Projects>

・ Project for Strengthening Special Needs Education in Teacher Education (Phase 2) (2013-2018)[46]

<Grant Assistance for Grassroots Human Security Projects>

・ The Project for Reconstructing the Clinic at the Roshandelan School for the Blind (2025)

<Grant Assistance for Japanese NGO Projects>

・ Project for Promoting Inclusive Education in Bagram and Jabal Saraj Districts, Parwan Province (2020-2021)[47]

・ Project for Comprehensive Mine Action in Kabul and Parwan Provinces (2017–2020)[48]

- Other development partners

<International organizations>

World Bank

・ Afghanistan Community Resilience and Livelihoods Project[49] (2022-)

United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD)

・ Advancing the Rights of Persons with Disabilities in Afghanistan[50] (2018-2021)

World Health Organization (WHO)[51]

・ Strengthening trauma care and rehabilitation services

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[44] Achievements after 2016 are listed. Project names are listed exactly as they appear in the original text. However, this does not apply in cases where there is no English name or the English name is unknown.

[45] Based on Cabinet Office Japan (2016-2025) *Annual Report on Government Measures for Persons with Disabilities (White Paper on Persons with Disabilities*, Japan International Cooperation Agency (2025) *Aiming for a world where all people benefit: Initiatives for "Disability and Development"* [In Japanese] and Ministry of Foreign Affairs (2016-2025) List of Exchange of Notes by Country and Fiscal Year,
https://www.mofa.go.jp/mofaj/gaiko/oda/region/middle_e/afghanistan/exchange.html (Accessed: 16 April 2026)

[46] To expand and improve special needs education lectures at teacher training colleges, the project developed syllabi and textbooks for visual and hearing impairments, trained master trainers, and conducted network-building activities.
https://www.jica.go.jp/oda/project/1200992/index.html (Accessed: 16 April 2026)

[47] The project implemented activities to establish support systems and improve the educational environment by designating four schools as inclusive education model schools.
https://www.mofa.go.jp/mofaj/gaiko/oda/region/middle_e/afghanistan/pagew_000001_00051.html (Accessed: 16 April 2026)

[48] The project implemented comprehensive measures to ensure that children with disabilities, including child landmine survivors, have access to education by placing mine risk education as the core pillar.
https://www.mofa.go.jp/mofaj/gaiko/oda/region/middle_e/afghanistan/page22_001547.html (Accessed: 16 April 2026)

[49] The project provides direct cash transfers to households with persons with disabilities facing difficulties working, while rehabilitating public infrastructure with accessibility considerations.
https://documents1.worldbank.org/curated/en/099941005092220009/pdf/IDU0ba95440800fb504e13083fc077d4132723aa.pdf#:~:text=The%20World%20Bank.%20Afghanistan%20Community%20Resilience%20and%20Livelihoods%20Project%20(P178760)%20TABLE%20OF%20CONTENTS. (Accessed: 16 April 2026)

[50] With UNESCO serving as the lead agency alongside UNICEF and WHO, this programme comprehensively promotes legal frameworks based on the CRPD, the improvement of statistics, educational support through braille textbooks, and capacity building for OPDs.

[51] https://www.emro.who.int/afg/photo-essays/12-ways-who-supports-health-in-afghanistan.html (Accessed: 16 April 2026)

- Scaling up support for mental health

United Nations Mine Action Service (UNMAS)

- Mine Action Programme of Afghanistan[52]

United Nations Children's Fund (UNICEF)

- Community-Based Education[53]

United Nations Development Programme (UNDP)

- Area-Based Approach to Development Emergency Initiatives[54] (2021-2023, 2024-)

ILO

- Promoting employment and decent work through the humanitarian-development-peace nexus[55] (2022-2024)

United Nations Population Fund (UNFPA)

- Provision of Life-saving Reproductive Health and Protection Services[56] (2016-)

United Nations High Commissioner for Refugees (UNHCR)

- Disability Inclusion in Displacement Response[57] (2016-)

European Union

- Education in Emergencies[58]
- Physical Rehabilitation Programme[59] (2020-2022, 2023-2025)

[52] A collaborative project with UNDP that provides prostheses, orthotics, and rehabilitation to victims of landmine accidents. It also deploys livelihood support for social reintegration and explosive ordnance risk education nationwide. https://www.mineaction.org/sites/default/files/2.2c_unmas_factsheet_feb_2022.pdf (Accessed: 16 April 2026)

[53] For children with disabilities in remote areas or those facing difficulties commuting to school, the project establishes classrooms near their homes, while integrally implementing the development of accessible learning environments, the distribution of braille textbooks, and special needs education training. https://www.unicef.org/afghanistan/media/8056/file/13%20UNICEF%20Afghanistan%20Humanitarian%20Sit%20Rep%20Year%20End%202022.pdf (Accessed: 16 April 2026)

[54] In the first phase, to prevent economic collapse following the change of regime, priority was given to emergency survival support through cash transfers to persons with disabilities. In the second phase, the focus shifted to entrepreneurship grants and skills training for persons with disabilities, as well as enhancing infrastructure accessibility. https://www.undp.org/afghanistan/projects/area-based-approach-development-emergency-initiatives-abadei-20 (Accessed: 16 April 2026)

[55] Deploys vocational training and entrepreneurship support aimed at the economic independence of vulnerable groups, including persons with disabilities. https://www.ilo.org/projects-and-partnerships/projects/promoting-employment-and-decent-work-through-humanitarian-development-peace (Accessed: 16 April 2026)

[56] Focusing heavily on women and girls with disabilities, this initiative provides medical and psychological support through accessible delivery facilities and mobile clinics. In addition, it operates gender-based violence counseling services tailored to disabilities and disseminates health information designed for persons with visual and hearing impairments. https://afghanistan.unfpa.org/en (Accessed: 16 April 2026)

[57] Identifies persons with disabilities and vulnerable households nationwide to preferentially provide cash transfers and assistive devices. It also implements accessibility improvements in displacement sites and conducts rights advocacy. https://reliefweb.int/report/afghanistan/unhcr-afghanistan-operational-update-october-2024?_gl=1*sii4mo*_ga*MTAxNjg5ODMwOC4xNzc2MjIyODYx*_ga_E60ZNX2F68*czE3NzYzMTg2MjUkbzIkZzAkdDE3NzYzMTg2MjUkajYwJGwwJGgw (Accessed: 16 April 2026)

[58] Develops braille educational materials and accessible temporary classrooms for children with disabilities. https://ec.europa.eu/commission/presscorner/detail/cs/ip_25_1501 (Accessed: 22 April 2026)

[59] Through seven centers operated nationwide by the International Committee of the Red Cross (ICRC), this programme provides prostheses, orthotics, physiotherapy, and mobility training for over 200,000 persons with disabilities annually, while also supporting small businesses and social reintegration through sports. https://www.icrc.org/en/where-we-work/afghanistan (Accessed: 16 April 2026)

<Bilateral aid agencies>

United States Agency for International Development (USAID)

- Conflict Mitigation Assistance for Civilians[60] (2018-2025)
- Afghan Civilian Assistance Program[61] (2015-2020)

Foreign, Commonwealth & Development Office[62] (FCDO)

- Supporting Humanitarian Assistance and Protection[63] (2022-2026)
- Afghanistan Multi-Year Humanitarian Response Programme[64] (2019-2023)
- Disability Inclusive Development[65] (2018-2024)

German Agency for International Cooperation (GIZ)

- Support to Social Protection[66] (2016-2021)

<International NGO>

Humanity & Inclusion[67](1987-)

- Provides prostheses and orthotics manufacturing and physiotherapy in Kandahar.

Swedish Committee for Afghanistan[68]

- Provides rehabilitation and social inclusion support for persons with disabilities.

[60] The international NGO Blumont is the implementing agency. Targeting civilian victims of conflict and explosive events and their families, it deploys livelihood support through the provision of prostheses and orthotics, physiotherapy, psychological care, and vocational training across all 34 provinces. It has continued since 2021 under the humanitarian assistance framework.
https://blumont.org/what-we-do/afghanistan-comac/ (Accessed: 22 April 2026)

[61] UNMAS was the implementing agency. In addition to providing emergency supplies to conflict and landmine victims, it provided physical rehabilitation, including the provision of prostheses and orthotics as well as physiotherapy, psychosocial support, and livelihood support such as livestock distribution.
https://reliefweb.int/report/afghanistan/afghan-civilian-assistance-program-acap-iii-endarips#:~:text=The%20Afghan%20Civilian%20Assistance%20Program%20(ACAP%20III),assistance%20to%20civilian%20victims%20and%20their%20families. (Accessed: 22 April 2026)

[62] Established in September 2020 through the merger of the Foreign & Commonwealth Office (FCO) and the Department for International Development (DFID).

[63] Provides a safety net through individualized home-based support for persons with disabilities with mobility difficulties, and hunger avoidance through cash transfers. https://www.gov.uk/international-development-funding/strengthening-humanitarian-assistance-and-response-to-protection-risks-in-ukraine-project-sharp#:~:text=The%20FCDO%20launched%20a%202%2Dstage%20call%20for,for%20civilians%20affected%20by%20the%20conflict%20in (Accessed: 22 April 2026)

[64] Through the provision of prostheses, orthotics, and rehabilitation support, it led the establishment of a strategic and institutional support system to ensure that persons with disabilities are not left behind based on statistical evidence.
https://iati.fcdo.gov.uk/iati_documents/90000247.odt (Accessed: 22 April 2026)

[65] A part of the global assistance led by the UK government. In Afghanistan, it implemented professional training for teachers, the distribution of braille and audio materials, and the improvement of school building accessibility. Since 2021, it has continued with a shift in focus to community-based learning support, home-based care, and support for independent living.
https://publications.parliament.uk/pa/cm5804/cmselect/cmintdev/107/report.html (Accessed: 22 April 2026)

[66] Aimed to strengthen the capacity of MMD while simultaneously supporting the social reintegration of persons with disabilities and conflict victims, primarily in the northern provinces. It deployed an integrated model combining the operation of physiotherapy centers, the provision of prostheses, and vocational training. Following the change of regime, direct support to the government was suspended, and the project was handed over to a humanitarian assistance framework through NGOs. https://www.giz.de/en/regions/asia/afghanistan (Accessed: 22 April 2026)

[67] https://www.hi-us.org/en/country/afghanistan (Accessed: 22 April 2026)

[68] https://sida.se/en/about-sida/publications-archive/the-swedish-committee-for-afghanistan (Accessed: 22 April 2026)

4. Disability-related Organizations and Activities

4-1. Organizations of Persons with Disabilities

Name of Organization	Overview of Activities
Afghanistan Disability Network https://www.facebook.com/afghandisabilitynetwork/?locale=en_GB	Founded in 2012, the Afghanistan Disability Network is the largest network organization in the country, bringing together over 100 OPDs and support organizations nationwide. It serves as a bridge for information sharing among member organizations, policy recommendations to the government on common issues, and coordination with international organizations.
Afghan Landmine Survivors' Organization (ALSO) https://also.org.af/	Founded in 2007, ALSO expanded its activities from supporting landmine victims to advocating for the rights of all persons with disabilities. In addition to leading the promotion of CRPD ratification and recommendations for domestic legislation, it provides wheelchairs and peer support.
Accessibility Organization for Afghan Disabled (AOAD) https://www.facebook.com/AOAD.AF/photos/	Founded in 2007, AOAD deploys a wide range of activities including improving the accessibility of public facilities, rehabilitation support, inclusive education, and vocational training.
Afghanistan Association of the Blind (AAB) https://www.facebook.com/profile.php?id=100076450364478&locale=ja_JP#	Founded in 1997, AAB is a member organization of the World Blind Union, deploying a wide range of activities including the promotion of braille education, the distribution of white canes, and vocational training.
Afghanistan National Association of the Deaf https://www.facebook.com/afghan.national.association.of.the.deaf?locale=en_GB	Founded in 1993, the Afghanistan National Association of the Deaf is a member organization of the World Federation of the Deaf, deploying a wide range of activities including the development and promotion of Afghan Standard Sign Language, the training of sign language interpreters, and educational support for deaf children.

4-2. Disability Support Organizations

Name of Organization	Overview of Activities
SERVE Afghanistan https://www.serveafghanistan.org/	Founded in 1972, SERVE Afghanistan possesses high expertise specialized in the education of persons with visual and hearing impairments, and has led the production of braille textbooks, the systematization of sign language, and teacher training.
Coordination of Humanitarian Assistance (CHA) https://www.cha-net.org/	Founded in 1987, CHA deploys multi-faceted support across healthcare, education, and agricultural support. It has strengths in leveraging local medical networks

	to provide rehabilitation, as well as offering vocational training aimed at economic independence.
Community Center for the Disabled (CCD) https://www.facebook.com/ccd.org.af/	Founded in 2004, CCD has strengths in fostering grass-roots self-help groups, and conducts activities such as inclusive education, physical rehabilitation, the provision of assistive devices including wheelchairs, and vocational training.

5. Barriers and Needs Faced by Persons with Disabilities[69]

5-1. Barriers to and Needs regarding Healthcare Services

The empirical research by The Asia Foundation highlights that 55.2% of persons with severe disabilities have received inpatient healthcare within the past three years. On the other hand, the data reveals that there are many cases where they could not access necessary healthcare due to the burden of medical expenses and transportation costs (30% of all persons with disabilities), a lack of transportation methods (20%), and the inadequacy of medical facilities' equipment or responsiveness (15%). The findings indicate that mental health challenges and feelings of isolation are severe, resulting in high levels of dissatisfaction with healthcare.[70]

The monitoring by Human Rights Watch indicates that under the strict gender segregation policies of the Taliban regime, the shortage of female healthcare workers and the mandatory male chaperone (*mahram*) requirement have become severe barriers blocking healthcare access for women with disabilities.[71]

The interview with AOAD revealed that while the Government of Afghanistan provides charity support to persons with disabilities affected by war and conflict, almost no assistance is provided to persons with congenital disabilities.

5-2. Barriers to and Needs regarding Education

The Human Rights Watch report highlights that many students with disabilities are unable to attend school, with the primary obstacles being physical barriers (the lack of ramps and accessible toilets), long commuting distances and difficulties with transportation, schools' refusal of admission, and a lack of understanding from families. Although the government has established legislative frameworks to guarantee the right to education for persons with disabilities, an inclusive education system and provision of reasonable accommodation are rarely implemented. Specialized and special schools are limited to urban areas, leaving educational opportunities in rural areas severely restricted.[72]

The assessment by The Asia Foundation indicates that among students with disabilities, the proportion receiving support at school is limited to 13.5%, and 11.2% of students with severe disabilities report that getting things done as required at school is extremely difficult.[73]

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[69] Based on WORLD Policy Analysis Center (2022), Human Rights Watch (2020) *Disability Is Not Weakness: Discrimination and Barriers Facing Women and Girls with Disabilities in Afghanistan* and Asian Foundation (2019) *Model Disability Survey of Afghanistan 2019*. For information gathered from other sources, its source is indicated.
The interview was conducted on May 15, 2026, with Mr. Abdul Khaliq Zazai, a person with a disability who is the founder and chairperson of AOAD.

[70] Asian Foundation (2019)

[71] https://www.hrw.org/report/2024/02/12/disaster-foreseeable-future/afghanistans-healthcare-crisis (Accessed: 22 April 2026)

[72] Human Rights Watch (2020)

[73] Asian Foundation (2019)

5-3. Barriers to and Needs regarding Employment

The WORLD Policy Analysis Center claims that persons with disabilities face a situation where no legal protection exists in eight critical areas concerning employment, such as employment opportunities and hiring, equal remuneration for work of equal value, vocational training, promotions and demotions, terminations, retaliatory action, harassment, and indirect discrimination. It denounces that national legislation completely lacks provisions prohibiting disability-based employment discrimination or guaranteeing reasonable accommodation in the workplace, whereas Article 117 of the Labour Law only provides for the employment of individuals who become disabled while performing their jobs.[74]

The analysis by Human Rights Watch reveals that the unemployment rate among persons with disabilities reaches 90%, and although a 3% employment quota is stipulated by law, the actual employment rate stands at less than 1%. Main constraints include societal prejudice, misunderstandings regarding their qualifications, and a lack of accessible workplace environments and reasonable accommodations.[75]

The report by The Asia Foundation demonstrates that the most critical challenges for persons with disabilities involve applying for and getting a job at 27.4%, followed by obtaining a formal or informal education at 25.5%. The data further illustrates that as the level of disability increases, the shortage of employment opportunities, barriers in workplace environments, and the lack of necessary assistive devices and reasonable accommodations become increasingly severe. Consequently, employment opportunities are severely restricted, particularly for women with disabilities and persons with severe disabilities.[76]

5-4. Barriers to and Needs regarding Transportation

According to Human Rights Watch, even in urban areas, the development of ramps, elevators, and wheelchair-accessible toilets is insufficient, and it is even more severe in rural areas where roads and transportation methods themselves are undeveloped. Although persons with disabilities must travel to distant government offices or banks to apply for the disability identity card and financial assistance, many end up abandoning the procedures due to poor accessibility. Public transportation has almost no facilities or accommodations for persons with disabilities. Additionally, women with disabilities often require a male chaperone (*mahram*) to move through public spaces.[77]

[74] WORLD Policy Analysis Center (2022) (INT/CRPD/ICO/AFG/47926/E)
[75] Human Rights Watch (2020)
[76] Asian Foundation (2019)
[77] Human Rights Watch (2020)

5-5. Barriers to and Needs regarding Information Access

Human Rights Watch reports that due to a lack of information provided in accessible formats, many persons with disabilities cannot obtain a national identity card (*taskera*), which restricts their access to government services. In addition, the application procedures for the disability identity card and financial assistance are complex, and many end up abandoning the application because they cannot find the necessary information. At public facilities and polling stations, poor physical accessibility and a lack of support from staff are serious issues; a 2013 study reported that 67% of persons with disabilities were unable to participate in elections.[78]

According to The Asia Foundation, the utilization rate of assistive devices (such as spectacles and communication boards) is less than 5%, and 44.1% are unaware of their existence.[79]

5-6. Barriers and Needs regarding Gender

Human Rights Watch notes that women and girls with disabilities face severe restrictions on opportunities for marriage and social inclusion, and are at an increased risk of violence and abuse both in and out of the home. Families and communities often view "disability as a source of shame," which restricts their access to schooling, leaving the house, and social participation; furthermore, they frequently encounter sexual harassment and insulting treatment from administrative staff when seeking government assistance.[80]

[78] *Ibid.*
[79] Asian Foundation (2019)
[80] Human Rights Watch (2020)

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