



**ISLAMIC REPUBLIC OF AFGHANISTAN
MINISTRY OF HIGHER EDUCATIONS**

**MINISTRY OF HIGHER EDUCATIONS STRATEGY
FOR
AFGHANISTAN NATIONAL DEVELOPMENT STRATEGY
(WITH FOCUS ON PRIORITIZATION)**

(DRAFT)

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SECTION ONE: OVERALL SECTOR GOALS AND RESULTS

1. Goals

This ten year strategy of the higher education ministry paves the way for higher education that meets with the needs of the Afghan public and private sector and matches international standards. The strategy takes into account that the sector of higher education must (a) absorb an increasing number of high school graduates every year, (b) undertake a number of actions in order to increase the share of female students and (c) develop and revise curricula to meet the needs of the private sector and the country as a whole, the revised curricula have to go through a consultative process.

1.2. Expected Results

Priority Expected Results:

- a)
 1. Construction of new university campuses (the campuses at Balkh and Herat Universities were scheduled to open at the end of 1386 and then allow for an increase of 20,000 students each), recently the Ministry of Finance notified MoHE in writing in October 2006 that the construction of these projects, plus the Ali Abad Hospital Complex, Takhar University, Agricultural faculty building of Baghlan University, Building of Jawzjan Institute, and Alberoni University, have been suspended pending re-announcement of the competitive bidding process. This causes a delay of a minimum of one year in finishing these projects. These projects were all funded from the MoHE Development Budget,
 2. Construction of new university dormitories (Kondozi and Parwan girls dormitories and girls dormitory in Kabul), the MoHE needs 24 new dormitories (12 for women and 12 for men) by 2010,
 3. Consecutively hire new university professors and lecturers according to academic merit and gender balance, and introduce the emeritus professor position for senior faculty,
 4. Establishment of new community colleges (CC) in all 34 provinces. The first CC has already been constructed at MoHE compound, a second CC for Ghazni is in talks with the German government, and CCs for Dai Kundi, Logar and Samangan have been proposed and submitted for funding by the Ministry of Labour, Social Affairs Martyrs and Disabled, and
 5. Short-term: Increase the number of shifts in all universities that run on single shifts, to date, in order to accommodate more students until the new campuses have been constructed.
- b)
 1. Introduce remedial courses across the country to prepare women for the entrance examination,
 2. Introduce a new mechanism (fast track) to increase the share of female professors hired at Afghan universities (special treatment needs especial regulations),
 3. Construction of new female dormitories,
 4. Establishment and introduction of new gender and women studies departments in our universities, and
 5. Awareness building campaign in association with the Ministry of Women's Affairs (Gender Studies Program), Ministry of Education and religious leaders to encourage families to send their daughters to universities and to encourage women to live in the designated dormitories. At the same time, security for female dormitories must be guaranteed.
- c)
 1. Analysis of the status quo of curricula used at different faculties has already been started and will take time to fulfill,
 2. Analysis of results of the first of Afghan University members Conference in Kabul,
 3. Create priority list as to what curricula should be revised first, and
 4. Consecutive revision and approval of curricula, training for professors and lecturers, procurement of teaching material,

5. Introduction of new MA programs at different departments of languages and literature faculty of Kabul University, the introduction of programs for the faculties of social sciences is in the preparation process, and in faculties of law, economics, geology, engineering, agriculture, and Islamic law will start very soon,
6. Recruit educated Afghan professor from the region (India, Pakistan, Tajikistan, and Iran), the MoHE needs more than 3000 new professor by 2010,
7. Introduction of emeritus professor positions for senior faculty should be discussed,
8. Upgrading the qualification of teachers in higher education through university partnership programs and employing new qualified teachers from abroad, and
9. Increasing the number of research centers at higher education institutions.

Other Expected Results:

Planning, organization, management, monitoring and evaluation of the Afghan higher education system, with community and university staff member participation, improved.

a)

As a first priority, the ongoing construction sites have to be completed as early as possible. Recently the Ministry of Finance has notified MoHE in writing in October 2006 that the construction of projects, including the Herat University Complex, Balkh University Complex, Ali Abad Hospital Complex, Takhar University, Agricultural faculty building of Baghlan University, Building of Jawzjan Institute, and Alberoni University, have been suspended pending re-announcement of the competitive bidding process. These projects were all funded from the MoHE Development Budget. Negotiations with the Ministry of Finance have resulted in to re-announcement of these projects; thus the targets to finish these projects on time will not be reached. The role of Community Colleges is to provide practical job oriented education to post-secondary students tailored to the community. The goal is to meet the increasing number of students entering Higher Education Institutions and to provide the necessary skills to contribute to the local economy and to provide jobs and income and thus enhance the Afghan economy. An increase in the number of shifts can be introduced quickly, but it requires hiring of additional lecturers and finding of new financial funds.

Table 1: Development of Number of Professors from 1386 – 1389 (2006-2010)

No.	Year	Lecturer existing	New Lecturer	Total
1	1386	2213	500	2713
2	1387	2713	1000	3713
3	1388	3713	1000	4713
4	1389	4713	1000	5713

Table 1 shows the boost of demand for hiring new lecturers in Higher Education Institutions until 1389 (2010). According to this table till 2010 the number of lecturers should be doubled if the MoHE insists to meet its goals mentioned above. Thus Professors and lecturers should be hired in line with the increase in the number of students and shifts. A very stringent recruitment scheme based on merit and gender balance should be followed.

b)

An awareness campaign has been started to encourage families, especially from outside Kabul, to send their daughters to Higher Education Institutions and to allow them to stay in female dormitories. This should be carried out as a short-term measure. The introduction of remedial courses to prepare female students for the entrance examination has already been introduced in a few provinces and it is planned to extend them in all provinces through the year 2007. This program will contribute as a long term measure to increase the share of girls in Higher Education Institutions. For example, since 2005 the Asia Foundation has funded a special National College Entrance Examination Program (NCEEP) for women in different provinces of the country for just such remedial preparation. The aim of this program is to raise awareness of the families and to encourage the women in these provinces to enter

the Higher Education Institutions. The program was introduced first in 2005 in two provinces Kandahar and Kapissa. In Kandahar for example, 26 female students attended this program and 24 of them succeeded to get into the Kabul University. Due to the successfully implementation of NCEEP in the previous year, the Asia Foundation has expanded the NCEEP to nine other provinces Orozgan, Helmand, Badghis, Farah, Paktika, Saripol, Samangan, Nimroz and Ghor. Unfortunately, due to security problems students from two of these provinces (Farah and Helamand) could not join this program. The number of instructors was 35, the number of female students attended this program was 6840 and number of male students was 21054. The MoHE expects and hopes to receive good results in the Entrance Examination this year through implementation of these programs. Another long term measure could be introduction and establishment of gender studies programs at Higher Education Institutions. This will reduce the discrimination against women and will raise the awareness of society about women.

c)

The MoHE has organized the first conference of Afghan Professors from September 14th to 17th 2006 in Kabul. The aims of this conference were to strengthen the role of university professors in the decision making process of higher education and to provide them with a chance to exchange their experiences and problems in higher education. For many reasons this conference was unique and important:

- This conference was held for the first time in the 71 year history of Afghanistan's higher education
- The participants of this conference came from across the nation, thus they could address all laws and regulation relating to the higher education sector and MoHE.

The process of revising curricula has been detailed in order to meet the development needs of the country and private sector growth. Accredited curriculum for each particular course of study will both adequately prepare the student to enter a productive work-force in the private sector and allow for the pursuit of advanced training in the future. Preparing the professional and skilled cadre of personnel is the objective of Higher Education Institutions and the proposed Community College System which focuses at the community level and will allow the professional disciplines such as management, teacher training, health, agriculture, industry, and economic development to engage more effectively. The private sector need for skilled people is much higher than the public sector. Due to lack of financial resources and capacities within Higher Education Institutions, the MoHE has failed to meet its goals targeted in the quarterly monitoring report. For example, the pre-1385 (base line) number of faculties with new curricula was 50, the target for the end of 1385 is 70 (currently 60). The base line number of faculties offering MA programs according to a revised curriculum was 2, the target for the end of 1385 is 4 (currently 2). The base line number of qualified professors that contributed to new MA programs was 13, the target for the end of 1385 is 22 (currently 15). The base line percentage of lecturers with PhD Degrees was 6%, the target for the end of 1385 is 6%. The base line percentage of lecturers with Masters Degrees was 37%, the target for the end of 1385 is 37%. The base line number of research centers was 2, the target for the end of 1385 is 8 (currently 2). Currently we are behind in the plan.

SECTION TWO: CONTEXTUAL ANALYSIS

2.1 Current State of the Sector

Afghan higher education is undergoing enormous changes after a generation fraught with conflict, university closure, and severe damage to the infrastructure of Afghanistan's universities. Postsecondary institutions have suffered from several significant problems over the last quarter century. Many of the most talented Professors fled the country. The Professors who stayed in the country suffered from professional isolation not only with peers outside Afghanistan but also with

colleagues at other institutions within Afghanistan. Higher education became highly politicized, ideologized, and sectarianized. Postsecondary campuses became war zones. The result was that the infrastructure was damaged, looted, or destroyed.

Afghanistan is rebuilding and re-opening its universities and colleges, and now has tens of thousands of students hoping to qualify for admission to higher education with only a fraction of the space necessary to accept them. The capacities of current institutions are limited and cannot begin to meet the overwhelming student hopes and demands. Although an examination process is rigorously applied to select the brightest and best students, thousands of highly qualified young people are not admitted. When the doors of higher educational institutions were opened in 2002, the number of students was 4000, but in 2006 this number has jumped to more than 60,000 applicants and the MoHE can absorb only 23,000 new students for 2007 (see also table 4). The nation must provide for an estimated 100,000 qualified students by 2010 and prepare to meet the demands of 1 million high school graduates by 2014. Many qualified students may have no alternatives except to take unskilled jobs and join the ranks of the embittered unemployed. This is a great loss to the nation as well as a potential source of civic dissatisfaction. The Ministry of Higher Education controls the budgets for all higher education institutions with a total annual operating budget of slightly more than US\$ 18 million (2007). About 65 percent of the budget covers the costs of housing and feeding students in dormitories. Tuition is not charged at any university. The result is that higher education institutions are dependent.

Afghanistan's higher education system remains one of the most centralized in the world, although a weakened or nonexistent infrastructure limits the capacity to manage the system. Such centralization permits standardized policies and procedures, but it also weakens the authority and innovativeness of the chancellors and faculty on the 19 campuses. Universities do not have budgets, and all requests involving income, hiring, and new departments must be requested through the Ministry of Higher Education. Students are accepted not by the respective universities but by the Ministry. The Ministry with the consultation of the Higher Education Institutions also determines the size and placement of an incoming class. Some institutions are quite small, with fewer than 500 students, and their capacity to increase is limited due to their geographic isolation. At the same time, Afghanistan currently has less than 0.15 percent of its population in higher education, a statistic among the lowest in the world. There are currently more than 42,000 undergraduate students, 20 percent of whom are women. The estimate is that within five years over 100,000 students will desire to access Higher Education Institutions. The system is undergoing enormous changes and is not well positioned to deal with such a rapid expansion. No university presently has what might be considered a minimally acceptable number of books for a university library.

Afghan universities and colleges must provide rigorous learning opportunities for youth to ensure the nation's future supply of educated professionals who contribute to national development in all fields. These institutions of higher learning must be widely accessible to qualified youth in order to ensure a new generations of educated leaders, scientists, scholars, and professionals who contribute to the sustainable development and growth of a stable democratic society.

Afghanistan today needs to restore its former excellent institutions of higher education, as well as create new and diverse institutions (universities, Community and Technical Colleges) to meet the increasing number of enrolment into higher education institutions. Universities in Afghanistan can once again become producers as well as consumers of knowledge and technology.

Accommodating the numbers of students who could qualify for university admission is only one challenge. The recent years of conflict have caused regression in the quality of education available. Universities are in process to provide updated curricula and consistently high quality instruction that are essential for university level education. The academic staff of higher education is in a much worst position than all the other aspects in this equation. The academic staff of twenty five years ago has immigrated to other countries, retired, or works in various NGOs in the country. Since there was no

program to train new staff during the last twenty five years, the gap created in staff training remains a challenge to be faced for the new administration. While money could provide most of the other elements of education, staff member training, in addition to money, will require time. The government must come up with innovative solutions to overcome this dilemma.

In addition, new challenges and opportunities face the nation in addressing the manpower needs that require advanced study in technical fields. For example, recent knowledge developments in scientific and technical education including technology, agriculture, engineering and construction, business and finance, and the education of teachers for a new generation of educated Afghans must be incorporated into the higher education curricula and system. The responsibility for meeting these challenges rests heavily on the Ministry of Higher Education which must plan strategically to create and support a coordinated system for higher education, not merely a collection of colleges and universities.

Discussions at the Ministry of Higher Education clearly indicated that the MoHE views the establishment of a Community College System (CCS) as an essential component in the country's expanding higher education sector. Middle-level training is urgently required for the country's development, and more alternatives are needed for those who do not gain admission to universities. Establishment of Community and Technical Colleges would have links both with institutions working at the community level, and also with the universities. The role of Community Colleges is to provide practical job oriented education to post-secondary students tailored to the community. Occupations would depend on the local need and resources. The goal is to provide the necessary skills to contribute to the local economy and to provide jobs and income and thus enhance the Afghan economy.

Afghanistan is presently experiencing slow but steady economic growth, creating an increasing market for skilled work in all areas of development. Manufacturing industry as well as the service industry and agriculture are in need of skilled and trained people in order increase productivity and output. At the same time the gradual introduction of new technologies, especially in information and communications technology, present an important opportunity for promoting vocational education and skills development.

This will made it imperative to invest urgently in the rehabilitation and construction of technical and vocational training schools and to develop a new curriculum and textbooks, and improve teaching capacity in order to achieve the wider objectives of national development in the post-conflict era.

Setting priorities with clear strategies to meet targeted goals is the MoHE's responsibility under the new government. Providing the resources, both human and physical, for institutions to meet these goals is another major challenge. Each institution has unique characteristics and special purposes, but all institutions are limited in how well they can educate without a sufficient supply of materials, textbooks, classroom furniture, library resources, and technology for media learning. The human side of the university is also desperately in need of modern knowledge. Librarians need to be trained, and instructional personnel need opportunities for development and knowledge renewal. Capacity building for administrators in practical aspects of university management and educational leadership are high priorities. Students and faculty are intelligent and eager to learn. The Ministry of Higher Education is committed to supporting their learning by vigorously moving forward on a strategic development plan. The priorities must include simultaneously working to expand quantity without compromising the essential element of quality in higher education.

2.2 Key Strategic Elements in Past Programming that Contributed to Success

Since 2002 the Ministry of Higher Education has focused on a strategic planning strategy for the Higher Education Sector, promoted awareness among community and members of the Higher Education Institutions in the country and abroad and improved coordination between the relevant agencies and departments.

The present of donor countries in Afghanistan has prompted the Ministry of Higher Education to lay down strict rules and standards for such institutions, which take interest in carrying out high quality and state-of-the-art higher education activities, similar to those of the universities accredited by the international academic accreditation bodies.

Past achievements-based planning and building on success of past programming and implementation would be central to the higher education sector strategy. The current strategy will draw from all success and achievements. *Annex I* provides a list of the Ministry's achievements in the past and ongoing and the future programs. Sections Three and Four in that order, on "Strategy" and "Programming", clearly reflect the Ministry's approach of building on past successes and achievements.

Capacity building – It is envisaged that as a result of the implementation of the conducted reorganization process of the Ministry and its institutions that capacity building activities shall be needed to upgrade the capacity of staff to meet new tasks and challenges etc. This could be through the provision of training seminars, scholarships and long-term national and international expertise supporting this.

Implementation of the planned reorganization of the Ministry – A plan for the reorganization of the Ministry and its institutions, including staffing numbers, new division structures, outline terms of reference for staff etc. has been developed and is being implemented within the Ministry and its institutions. However, experienced support is also needed in this area to ensure a complete and efficient implementation. The overall objective of capacity building at the MoHE is to have an efficient, effective, transparent, modern and service-oriented administration at the MOHE and its institutions, serving its departments as well as the Higher Education Institutions in the country. The expansion of Higher Education Sector implies recruitment of new qualified staffs at the MoHE. Table 2 illustrates the growth of human resource development at Higher Education Sector from a staff of 5500 in 2007 to 13000 in 2010.

Table 2: Development of MoHE Staff 1386 to 1389 (2007 to 2010)

No.	Year	Existing Staff	New Staff	Total
1	1386	5500	1500	7000
2	1387	7000	2500	9500
3	1388	9500	3500	13000
4	1389	13000	2000	15000

While recognizing the enormous challenges facing Afghanistan, the Ministry of Higher Education has a realistic vision that focuses optimistically on the opportunities and possibilities for a better future, rather than dwelling pessimistically on the past. This vision is for a public and private postsecondary education system, to be reconstructed with international quality and national accessibility, to meet the strategic needs of the nation within the next decade, and to be characterized by the following principles:

1. Capacity building and Foundation of new Higher Education Institutions

Expected effects of the proposed projects in Afghanistan – The physical infrastructure for many institutions does not exist or is in very poor shape. New buildings are needed to be built and the existing buildings must be refurbished to meet the minimum requirements of education facilities. It must be emphasized that new buildings must be built to match the standard of the country. Building ultra modern structures become a liability where the country can not afford to pay for the maintenance after the buildings are completed. Afghanistan lacks the basic prerequisite for building a system that would lead, quickly or even in the medium term, to a high standard of equal education across the country. Among other serious shortcomings, there are substantial deficits in the basic infrastructure, such as the provision of adequate accommodation.

Afghanistan currently lacks young elite that could take charge of the country's development. It will take some ten years before the country's higher education system has developed the capacity to meet its own needs in terms of training young academics. The foundation of new university complexes will help to fill the capacity gap. Human Resource Development, in particular gender issues, are highly prioritized also in the National Development Framework. The provision of adequate and safe dormitories will also encourage female high school students all over the country to go for higher education. It will significantly contribute to the country's efforts to improve the present gender gaps.

Facility development: It is important that the government of Afghanistan, and in particular the Ministry of Finance, pays more attention to increasing the amount of the Development Budget of the MoHE and releasing the funds in a timely manner in order to continue and finish ongoing projects. So the renovation and refurbishing of existing structures are necessary to make universities functional (repairs of heating, water, sewage system). New buildings are needed to be built where there is no existing structure. It is crucial to establish modern libraries (digital, electronic), IT facilities, laboratories, and classroom environments appropriate for higher education institutions. As an interim mode of library delivery establish a mobile library program to enhance availability of print and non-print materials for faculty and student use in the provinces. The realization of these goals requires huge financial resources. Currently the MoHE spend more than 50 % of its budget to accommodate students. More than 45 % of the budget is used for salaries and the rest 5 % for stationary and etc. Fortunately the MoHE could spend all its development budget in 2006, thus the Ministry of Finance kindly placed more funds at the disposal as development budget of the MoHE. The MoHE could make available additional fund for 2007 to finance the operational and development budget see Table 3.

Table 3: MoHE's Operational and Development budget 1386 to 1389 (2007 to 2010)

No	Year	Operating Budget in million US \$	Development Budget in million US \$
1	1386	18.00	53.00
2	1387 (estimated)	38.00	84.88
3	1388(estimated)	51.90	80.60
4	1389 (estimated)	66.30	90.00
Sub Total		181.00	330.00
Total		511.00	

The following actions have been undertaken to enhance the physical infrastructure:

1. Developing an experimental community college in Kabul at the Ministry compound
2. Renovation of the National Women Dormitory at Kabul University, building of new women's dormitories at Kabul University Medical School is in final stage of construction, and in Kondozi and in Parwan they are completed in order to increase the number of female student's in residence
3. Creation of an Information Technology (IT) Department at MoHE and centers at the Kabul University (ITCK), Herat University and Kabul Polytechnic University
4. Emergency library proposal for Kabul Education University (KEU)
5. Launching of laboratory school at KEU campus in the facilities built by JICA,
6. Projected two-year master plan for facilities development (see Section Five)
7. More than 80 % of the infrastructures of the Higher Education Institutions are rented, our long-term goal is to construct MoHE-owned facilities in order to make more of the operational budget available for higher education.
8. Equipping of laboratories at Faculties of different Universities across the country

Kabul Community College - The stage has been set to establish a working, business community college in Kabul. The next step will be to hire administrative staff and create the working structure of the college. Depending on the qualifications that are obtained when the Academic Director is put in place, the Ministry and the Academic Director may need support in hiring the faculty needed to staff up the instructional side of the college. Purchasing a master set of instructional resources to support the curriculum of the college, along with appropriate direction and support in assisting the faculty to modify these resources for immediate use in Afghanistan. This might mean the use of an outside mentor to help with instructional design and coordination of a review process. Another immediate area of support would be in helping to set up a professional development program for the faculty hired.

2. Staff and Faculty Development at Higher Education Institutions

It is of highest priority that the need for human resources capacity development in all fields of management, curriculum and program development, data collection and evaluation, strategic planning and matching educational mission to educational outcomes have to be considered as a important part of faculty development.

The academic staff of twenty five years ago has immigrated to other countries, retired, or works in various NGOs in the country. The MoHE was claimed to develop strategies to face this problem. The activity undertaken by MoHE was to initiate international university partnerships (Germany, USA, Indian, Iran, and UK) and other initiatives like organizing seminars, workshops to upgrade the knowledge of commendable faculty members who have potential for improvement and curriculum leadership. Assistantships or scholarships could be offered for qualified Afghan academic staff to get higher degree in their respective fields. Also bringing of qualified expatriate and Afghan Diaspora faculty to fill the existing quality gap and to train Afghan faculty and to send younger meritorious faculty abroad for study through fellowships and other special programs like staff development, implement administrator training in management, budgeting, planning. Also initiating of emergency librarian training for development of modern library services for students and faculty and improvement and introduction of salaries, and differentiate ranks as appropriate to merit, as incentives and fair compensation for faculty as indispensable members of the university community.

Strategic initiatives in process or already undertaken are listed below:

1. Many faculty and administrators sponsored for study abroad or curriculum training, and for visits to strategic sites for development of procedural understandings of university operations. Coordination of these opportunities, advance planning and follow-up should be part of the program designs.
2. Use of international faculty and of Afghans living abroad to enhance capacity in the IHEs and the Ministry as teachers, consultants, advisors and trainers in specialized fields. These are useful consultants, but coordination and planning with the MoHE for future capacity building will make this work more effective.
3. Workshops for capacity building in management, proposal writing, research skills, academic credits system, and other topics. These need more planning, preparation, and publicizing as well a made available to the provinces.
4. On-going courses in English Language Methods for Teachers of English for faculty at KEU, Kabul University, and the Polytechnic Institute. More of these courses need to be launched with more language experts, strategic planning and evaluation.

3 Curriculum Development and Reform

Curriculum development is a flexible, dynamic process leading to products such as new or revised curriculum frameworks or detailed curricula which include objectives or learning outcomes, content and means of assessment and evaluation of learning. It can also involve identification and use of appropriate teaching and learning methods and materials. Curricula and teaching methods and tools often have been developed that are not relevant to the development objectives of individual countries, to the needs of labor market in general.

The reform of the curriculum is essential to the formation of a new education system (and vocational education system) as the curriculum is the basic and primary element of educational change. At the same time, this area can be the most difficult to change, since many people and faculty members are very comfortable with the existing system and they resist changes in curriculum and teaching and learning practice. So what kind of changes can make curriculum development more effective and lead, in the end, to a better quality of education which is relevant to the needs of learners and appropriate in the local context.

The majority of Higher Education Institutions did not have the opportunity to revise and develop their curricula during the past 30 years. A National Conference on Curriculum Reform was held in August 2005 in Kabul. More than 300 instructors, deans, students, and civil society representatives participated. Curriculum reform must: (i) strengthen the general education content during the first 2 years of college, (ii) streamline the configurations of faculties and departments in the universities, (iii) initiate major curriculum reform to make curricula congruent with new national, regional, and global realities, (iv) introduce and implement an academic credit system that will be a foundation for curriculum reform and improvement of university administration, (v) initiate textbook translation and production for selected curricula of highest priority to Afghan higher education, and (vi) to promote faculty development and curricular progress toward using English as a medium of instruction in selected institutions and faculties.

To meet the requirement of the reform, the MoHE has undertaken the following steps:

1. Higher Education Law, drafted, revised and is going to be translated into English for distribution to the main higher education donors for comments, and after that it will be submitted to the Ministry of Justice for ratification soon and to the MoHE for implementation in the new Strategic Plan.
2. Moving institutions of higher education toward adopting an academic credit system for congruence with international standards and for curriculum reform, beginning with workshops for administrators of all colleges, revising and distribution of a manual on the credit system modified for Afghanistan
3. Conducted a two-day conference and training on the credit system for administrative teams from all IHEs in the nation on Feb. 20-21, 2005. Outcomes from the year 2005 indicate a general willingness to move as soon as possible toward this reform measure.
4. Conducted a two-day conference on the proposed Strategic Development Plan for Higher Education in Afghanistan, Feb. 22-23, 2005.
5. Formation and activation of the Rector's Conference, an organization of heads of all universities and colleges intended to give feedback and guidance to the Ministry of Higher Education and to coordinate the implementation of policies.
9. Formation of a joint commission with the Ministry of Education to facilitate collaboration and cooperation in areas of mutual concern, especially in teacher pre-service and in-service education, and administrator training.
10. Conducted a four days conference with 250 lecturers on reform and changes in higher education sector, September 14-17, 2006.

4 System Reform and Management Improvement

Quality Assurance: To provide technical assistance to the complex process of developing and administering national entrance examinations for university admission by establishing a modern testing and evaluation center and implementing procedures that will be equitable and fair, and will ensure that the most well prepared applicants will be admitted and that distribution of students across areas of study meet national needs. Also, issuing of diploma to university graduates is part of MoHE system improvement and capacity building process. Since 1978 the diploma process of the afghan higher education institutions was disrupted. Now the MoHE has decided to issue new diplomas to the higher education institutions graduates. This step is necessary to stop the circulation of faked diplomas and to introduce a secured mechanism of evaluation and accreditation within the MoHE. The process of issuing diplomas will require that a new file be created for each individual. The file will contain information generated from the 12th grade until graduation from the Higher Education Institution. This information will be computerized using a new software package designed specifically for the purpose.

Increasing Institutional Autonomy: Managerial and administrative capacity at the institution level (including colleges and departments) should be strengthened by training staff in university level management, accountability, resource management, planning and development. In order to implement the oncoming higher education law this program should be piloted with one or two key institutions, thus, the delegation of administrative, financial, and academic autonomy will occur in a phased manner.

Education access - Controlled access at public institutions: The capacities of current public institutions are limited and cannot begin to meet the overwhelming student hopes and demands. Although an examination process has to be rigorously applied to select the brightest and best students, thousands of highly qualified young people are not admitted. A controlled access will enforce a rigorous entrance exam to ensure admission of academically qualified students, and computerization of the entrance exam will boost the transparency of the exam procedure. To expand access to higher education of qualified students it is vital to invest in new buildings by making full used of existing and new constructed facilities and by adopting longer operational hours per day, teaching double-shift, and a standardized academic calendar.

The following initiatives are already undertaken answer the challenges:

- Negotiating affiliation and partnerships between Afghan and international universities is progressing well (Germany, USA, UK, India, Iran)
- Sending students and lecturers for short and long term training abroad (hundreds have already been sent to the USA, Germany, Japan, France, Australia, India, Iran, Kazakhstan, Turkey, Italy, UK and South Korea)
- Hiring of lecturers from abroad (India and neighboring countries)
- Providing office space at the MOHE for international consultants and projects including American, French, and UNESCO for capacity building an operational matters

Encouragement of private higher education: The MoHE has implemented a legal framework which promotes the establishment of good-quality private higher education institutions (the bylaw of higher education institutions has already been drafted and updated by the MoHE) with proper incentives and quality control mechanisms (to avoid fly-by-night exploitative diploma mills). A proper procedure has been prepared to this end. Private higher education institutions will screen the applications of entrepreneurial institutions in terms of quality, quantity, and national priorities.

The following initiatives are already undertaken.

1. Inviting the private sector to invest and establish new higher education institutions (bylaw has been drafted and submitted to the Ministry of Justice for ratification).
2. Registration of American University of Afghanistan and Kardan University as the first private universities of Afghanistan. Registration of additional private Universities is in process.

The need to focus on permanent higher education infrastructure is hardly recognized by the international donor community. However, a few donors view the establishment of community colleges as more important than the reconstruction of facilities for higher education. Wide consultations with a variety of stakeholders- bilateral and multilateral donors and NGOs- both for determining higher education sector priorities and utilizing their services for program implementation, have proven to be successful in the past in terms of quick roll out and delivery of services and mobilization of financial resources. An inclusive and collaborative implementation strategy is critical to ensure accelerated implementation through concerted and focused action.

2.3 Analysis of Key Constraints, Restraints and Assumptions

National ownership of programs through the development of institutional capacity and through the active involvement of the people, including policy makers, beneficiaries and communities, is important in order to sustain development activities. It is crucial that the national development process is carried out and sustained by the people of Afghanistan themselves.

At present, the ministries face significant constraints in carrying out the functions outlined above. For example, the Ministry of Finance has suspended seven construction projects that are urgently needed to improve the quality of higher education and to meet the goals set by benchmarks 1 and 2. However, in order to promote national ownership, it is important to strengthen national capacity in policy planning, management and public administration. The time frame for the transfer of these responsibilities would depend on how soon such capacity can be developed.

The key constraints in higher education are the lack of physical and human resources as well as the low quality of faculty members. Providing the resources, both human and physical, for institutions to meet these goals is another major challenge. Each institution has unique characteristics and special purposes, but all institutions are limited in how well they can educate without a sufficient supply of materials, textbooks, classroom furniture, library resources, and technology for media learning. The human side of the university is also desperately in need of modern knowledge. Librarians need to be trained, and instructional personnel need opportunities for development and knowledge renewal. Capacity building for administrators in practical aspects of university management and educational leadership are high priorities. Students and faculty are intelligent and eager to learn. The Ministry of Higher Education is committed to supporting their learning by vigorously moving forward on a strategic development plan. The priorities must include simultaneously working to expand quantity without compromising the essential element of quality in higher education.

A. Regulatory and Governance Environment

2.3 A.1 Major Regulations/ procedures in Higher Education Sector

The higher education law in practice is the law of the People's Democratic Party of Afghanistan (PDPA) from 1368 (1989). But the MoHE has been working on revising the higher education law and all regulations/procedures for the first time in 71 years (seventy one years). Since all MoHE's policies and decisions come from the higher education law and regulations and procedures, it is hoped that any modifications will be based on results assessment and lessons learned from in country and international best practices.

2.3 A.2 Analysis of Effectiveness

Due to the two decades of war and instability, the existing regulations and law are in practice, but not effective. The reasons are the following:

- The higher education law and most of regulations are old and out of date
- The education system and the needs of society and desires of higher education consumers have been changed

2.3 A.3 Progress on the regulatory environment in the higher education sector

The progress of the higher education sector suffers from both compliance and non compliance of these regulations, as there is not an existing regulatory environment. The new higher education law will allow each institution of higher education to determine its own direction internally.

2.3 A.4 Structural and Policy Reform Process in the higher education sector

The structural reform of the MoHE was started six months before the establishment of the independent high commission for administrative reform. Due to the lack of clear policies and support of reform, we have had very little progress. The reform has concentrated on the following:

- Structural Reform at MoHE through PRR (Approved and put somewhat into practice)
- Strategy Action Plan (partially put into practice)
- New Higher Education Law (prepared and so far as not finalized and approved)

Addressing PRR: Planning and implementation of the national PRR competitive recruitment process is a prime requirement for attaining the placement of the most highly qualified professionals in all posts and at all levels of the higher education system.

The second phase of the reform process of higher education concentrates on the 19 Higher Education Institutions (HEIs) which needs a long term discussion and will consider the following topics:

- Curriculum reform
- Credit system
- Teacher Training
- Scholarships
- Foundations and Equipments

2.3 A.5 Major Regulatory and Policy Gaps

The regulation of private education, although prepared and approved by the ministry, could not be put into practice. There are also concerns about how to govern the Higher Education Institutions within a decentralized agenda. Also, the lack of government investment in to higher education projects is a major gap between policies and implementation. The constitution of 2004 encourages development of the private sector. The Ministry plans to develop constructive relationship with private and non-government higher education providers while ensuring adherence to laws and regulations.

2.3 A.6 Accountability and Transparency

Although there is a well established old mechanism to ensure accountability and transparency, due to social and political situation that still exists there are many gaps between reality and the mechanism to ensure accountability and transparency. Accountability would be assured through the development of a strategic, regulated and transparent organization (Annex B). Accountability will be reflected in the procurement and logistics system established by the Ministry. It will use standard international level procurement, stocking and logistics system to promote transparent international contracting, bidding, stocking and transportation. Accountability can be addressed through adoption of the most efficient

mechanisms for a higher education system. For accountability purposes, the Ministry will ensure the availability, coordination, distribution and use of accurate, reliable and user friendly management information system in the planning, design, implementation, monitoring and evaluation of the higher education system and related activities. Annual monitoring and evaluation planning cycles will be developed at all levels. A system will be developed to ensure that checks for the accuracy of information are in place. Special attention will be placed on collection of baseline data for assessing performance.

Corruption is a major single issue in all sectors including the higher education sector. These cause obstacles in observing and implementing law and regulations.

2.3 B Capacity Analysis

The physical infrastructure for many institutions does not exist or is in very poor shape. New buildings are needed to be built and the existing buildings must be refurbished to meet the minimum requirements of education facilities. To serve this target the ADB has been given a grant for Capacity Building Projects at MoHE in 2003. The initial purpose of this project was to assist the Ministry with the task of rebuilding Afghanistan's human capital by improving the capacity of MOHE and the higher education institutions to revitalize and reconstruct the higher education system. The Project aimed to contribute to the improvement of the quality of higher education through Human Resource Development at different levels of educational system. This was focused on capacity building of educational administrators and managers, assessment and evaluation, inclusive education, pedagogical use of IT, and planning and aid coordination and harmonization.

Despite having strengthened its capacity since (ADB 2003), the Ministry of Higher Education still suffers from inadequate capacity to deliver the ambitiously planned higher education program. Appropriate coordination mechanisms and strengths need to be built at all levels. Currently, managers at central and provincial levels do not have adequate capacity to oversight successful coordination and delivery of services. A major obstacle to an efficient and quick roll out of higher education services across the nation is the lack of skilled staffs. Hardly any monitoring capability exists in the government.

Bilateral and multilateral donors are valued for funds mobilization. Their planning inputs, based on international experiences and best practices, contribute to programming that address needs. For example the new Higher Education Project (HEP) is funded by USAID and will begin to provide training to improve teacher education for future secondary school teachers at 16 four-year post-secondary institutions. Another example is the Strengthening Higher Education program (SHEP) which is funded by the World Bank and will strengthen and enhance the human resource and physical capacity of six regional universities of Afghanistan.

Coordination of fragmented activities in various parts of the country has generated difficulty and duplications. The required coordination can be best done by the government but the government is yet to develop full capacity for coordination.

Security Situation

Higher Education institutions are hampered in delivering good adequate services in areas where central government's legitimacy and control and governance are weak. These factors prevent access of students, faculty members, especially female students and staffs and international higher education experts, to the higher education institutions. The unstable security needs to be strengthened in southern, southeast areas (Qandahar, Khost, Paktiya) and Faryab Province of the country. International expertise and knowledge cannot be delivered with efficiency in these areas in the absence of protection or improved security.

SECTION THREE: STRATEGY

3.1. Overall Strategy for Achieving Expected Results

In order to implement our vision, the Ministry of Higher Education is embarking on a three-phase strategic development plan for the next decade: a two-year target, a five-year target, and a ten-year goal. Two major components are capacity-building which enhances quality, and building the infrastructure of higher education. Given the recent tragic history of the country during which higher education was severely damaged, if not completely destroyed, our task is essentially to rebuild postsecondary education in Afghanistan beginning from the foundations both literally and figuratively. This rebuilding must be done with limited human and financial capacity while simultaneously trying to meet an exploding demand for higher education from our new high school graduates. We must prepare our youth for a free and competitive labor market that encompasses global challenges and demands, and in this preparation we cannot compromise quality.

Strategic Initiatives in Process or already undertaken

a. Enhancement of Quality in Higher Education

Faculty Development Initiatives

1. Many faculty and administrators sponsored for study abroad or curriculum training (Germany, India, USA, UK, Iran, Italy, Japan, Russia, North Africa, France, Pakistan, Turkey, Central Asia, Ukraine, Australia, China etc.), and for visits to strategic sites for development of procedural understandings of university operations. Coordination of these opportunities, advance planning and follow-up should be part of the program designs.
2. Use of international faculty and Afghans living abroad to enhance capacity in the Higher Education Institutions and the Ministry as teachers, consultants, advisors and trainers in specialized fields. These are useful consultants, but coordination and planning with the MoHE for future capacity building will make this work more effective.
3. Workshops for capacity building in management, proposal writing, research skills, academic credits system, and other topics. These need more planning, preparation, and publicizing as well to be made available to the provinces.
4. On-going courses in English and other Language Methods for Teachers of English for faculty at KEU, Kabul University, and the Polytechnic Institute. Many more of these courses need to be launched with more language experts, strategic planning and evaluation.
5. Libraries equipment in most of the Higher Education Institutions and Universities

Curriculum and Academic Reform

5. Higher Education Law is under draft and revision and will be translated into English, and will be submitted to the Ministry of Justice for ratification very soon and to the MoHE for implementation in the new Strategic Plan.
6. Moving institutions of higher education toward adopting an academic credit system for congruence with international standards and for curriculum reform has already started, it will be continued with workshops for administrators of all colleges, revising and distribution of a manual on the credit system modified for Afghanistan
7. Conducted a two-day conference and training on the credit system for administrative teams from all HEIs in the nation on Feb. 20-21, 2005. Outcomes from the year 2005 indicate a general willingness to move as soon as possible toward this reform measure. Some of the Universities like Kabul Education University and Bamiyan University has already implemented successfully the credit system in their institutions.
8. Conducted a two-day conference on the proposed Strategic Development Plan for Higher Education in Afghanistan, Feb. 22-23, 2005.

9. Formation and activation of the Rector's Conference, an organization of heads of all universities and colleges intended to give feedback and guidance to the Ministry of Higher Education and to coordinate the implementation of policies.
11. Formation of a joint commission with the Ministry of Education to facilitate collaboration and cooperation in areas of mutual concern, especially in teacher pre-service and in-service education, and administrator training.
12. Conducted a four-day conference on the higher education system reform on Sep. 14 -17, 2006. Outcomes indicate a general willingness bring reform in higher education institution.

Facilities Development Initiatives

12. Developing the first community college at the Ministry compound (World Bank)
13. Renovation of the National Women Dormitory at Kabul University (USAID, 11.2 million), Creation of women's dormitories at Kabul University Medical School (funded by the Islamic Bank), Kondozi and Parwan in order to increase the number of female student's in residence.
14. Starting the establishment of new university complexes at various provinces depend upon the reinstatement of ongoing contracts by the Ministry of Finance.
15. Creation of an Information Technology (IT) Department at MoHE, centers at the Kabul University (built by Germany), Herat University (Build by Germany) and Kabul Polytechnic University (built by the Republic of Korea)
16. Emergency library proposal for Kabul Education University,
17. Launching of the KEU campus laboratory school in the facilities built by JICA,
18. Projected two-year master plan for facilities development (see Section five)

b. Systemic Reform and Management Improvement

Infrastructure Improvement – Administrative and Organizational Reform

At present, the ministries face significant constraints in carrying out the functions outlined in this paper. However, in order to promote national ownership, it is important to strengthen national capacity in policy planning, management and public administration. The time frame for the transfer of these responsibilities would depend on how soon such capacity can be developed. A tentative time frame and measures for achieving national capacity is suggested below.

Within 2 years – Strengthen the capacities of national authorities. Strengthen national mechanisms to obtain and coordinate external assistance, which the country is likely to need for the foreseeable future;

- Develop technical and management capacity to formulate and implement National Development Strategies that could form the basis for seeking external assistance;
- Strengthen national mechanisms for educational planning and budgeting and domestic resource mobilization.

Within 3 years – strengthen sub-national capacities:

- Provide training in management and educational administration;
- Provide wide-spread computer literacy in the public sector;
- Provide technical training in subject areas: e.g. tests and measurements, supervision, curriculum development and teacher education;
- Strengthen project planning, implementing and monitoring capacities, including the development of educational management information systems

Within 5 years – improve efficiencies and reduce international presence:

- Actively promote private sector development through legislative reform and other suitable measures that could encourage the mobilization of domestic resources and raise internal efficiencies of education programs;
- Develop a partnership strategy between government and private sector organizations involved improving educational services.

Capacity building is a core element of the planned activities. It addresses institutional reform of the MoHE, its organization and management, and the upgrading of its staff through on-the-job training and study visits. It also envisages helping to create institutional linkages with overseas institutions for capacity development.”

Activity undertaken to improve the capacity of the MoHE and its institutions:

- reorganizing and streamlining the MoHE (PRR), its departments, management structure, and its 19 institutions of higher learning
- building capacity in the center and the periphery
- capacity building seminars and workshops for administrators and lecturers working at the MoHE and its institutions (help from WB, ADB, UNESCO, IIEP, DAAD, IDB, APEP)

c. Educational Access

International Partnerships, Collaboration, and Financial Assistance

The Ministry of Higher Education is keen to provide further higher education studies to distinctive students, and sends numbers of students on scholarships abroad to engage with academic and scientific specializations that are mostly required for the country’s development needs. The Ministry provides them with the necessary guidance, introduces them to accredited overseas higher education institutions, and verifies all the degrees and certificates and arranges for their equivalency. The MoHE could successfully send students and IHE lecturers for short and long term scholarships and training abroad (hundreds have already been sent to the US, Germany, Japan, France, Australia, India, Iran and South Korea). Also the Ministry of Higher Education assists college bound students with the decision making process and facilitates their smooth transfer from the secondary level to the higher education level, and provides them with the appropriate atmosphere and environment to ensure high academic success.

To strengthen the capacity of ministry staffs, the MoHE has provided office space in the Ministry for international consultants and projects including American, French, and UNESCO for capacity building operational matters carefully deploying all our human and financial resources.

d. Financing

- To finance all these development and expansion plans, the MoHE needs a long term secured finance plan, which has to be considered in the next year development budget of the MoHE and it requires the active involvement of donor countries. Without huge finance resources the MoHE will not be able to meet the proposed plan. Recently the Ministry of Finance has notified MoHE in writing in October 2006 that the construction of projects, including Balk University Complex, Herat University Complex, Ali Abad Hospital Complex, Takhar University, Agricultural faculty building of Baghlan University, Building of Jawzjan Institute, and Alberoni University, have been suspended pending re-announcement of the competitive bidding process, These projects were all funded from the MoHE Development Budget. Negotiations with the Ministry of Finance have resulted in to re-announcement of these projects; thus the targets to finish these projects on time will not be reached.
- The MOHE Strategic Development Plan was presented at the Afghanistan Development Forum (ADF) (donors' conference) in April 2005 in Kabul, at the Broader Middle East and North Africa (BMENA) Conference in May 2005 in Jordan, and at the Seventh `Annual Development Conference in July 2005 in Washington DC, USA.
- The first 4-year, 40 million dollar comprehensive reform package (assistance from World Bank). In case of successfully expending the grant will be enhanced up to 80 extra million dollars.
- The 37 million dollar, Higher Education Project (HEP) is funded by USAID and will begin to provide training to improve teacher education for future secondary school teachers at 16 four-year

post-secondary institutions (The USAID promised another 38 million dollars to the MoHE, but has not materialized so far).

- The 4 million dollars for the women's dormitory at the Kabul University Medical School is funded by the Islamic Bank.
- 38 million dollars for construction purposes from Saudi Arabia
- 4.5 millions dollars for Khost university

PRIORITIES

1. Diversity in institutional development and management, systemic reform, and capacity building; faculty support and professional development, library training and enhancement, improvement of curricula and priority program development through international partnerships and support.
2. New facilities construction and development; modern systems for extensive communication and information technology; national testing and research capabilities to increase capacity for student admission and focus on gender equity through higher education, with international assistance.
3. Financing for, and financial management of, higher education institutions' programs, initiatives, priorities through national and international efforts.
4. Implementing a nation-wide academic credit system with modern record-keeping techniques; establishing community colleges in the provinces, consolidating and coordinating the fragmented system of higher education.

3.2 Options Analysis

A. Education and Sustainable poverty reduction

The role of education in poverty eradication, in close co-operation with other social sectors, is crucial. Education and training play an essential role in reducing poverty and in development. Priority should be given to work-related training, in other words consideration should be given to education demand. Establishing an education system, that provides opportunity to learn more technical skills through vocational training. Beside that it is also crucial to support educational strategies, systems and processes that promote the demand for education and the acquisition of qualifications needed to pave the way for the country's economic growth. Support for higher education is particularly necessary in order to ensure successful teacher training and general institutional development. In this respect, four specific actions are identified: (i) developing information and communication technologies (Internet, telephone, etc.); (ii) encouraging partnerships and cooperation between higher education institutions in developed and less developed country, especially at regional level; (iii) ensuring greater attention in regard to the impact on the less developed countries of a brain drain to developed countries; (iv) enhancing the institutional capacities of higher education institutions to fight better the poverty.

No country has succeeded if it has not educated its people. Not only is education important in reducing poverty, it is also a key to wealth creation. The role of education in this process is particularly one of achieving universal primary education and adult literacy. Many reports made by UN, WB, ADB... within the context of the Decade for the Eradication of Poverty confirm that universal primary education is central to the fight against poverty. Understandably so, because this is the level of education through which most poor children pass and within which their achievements should assist them to break the cycle of poverty. In fact, education is the social institution that reaches the largest segment of the population with the goal of guiding it through a systematic learning process.

B. Education to Meet the Nation's Economic and Social Needs

Through vision and leadership, the Ministry of Higher Education aims for a coordinated system of public and regulated private universities that can educate professionals and experts for the diverse and specialized fields, and for a labor market, required for the reconstruction and future leadership of the nation. Some institutions should be equipped with resources to provide advanced degrees in priority fields. To meet the need of Afghan labor market, the MoHE plans to build Community and Technical Colleges around the country. Goal is to provide the necessary skills to contribute to the local economy and to provide jobs and income and thus enhance the Afghan economy. The Ministry of Higher Education and its institutions of higher learning will not stand in isolation from the society, but will be reciprocally linked to pre-collegiate education, sharing the responsibility for high quality education of teachers who will prepare coming generations of college students and citizens.

C. Potential impact on productivity increase

One approach to measuring higher education's effects on the country's economy is through the economic gains resulting from improved productivity. This relationship directly addresses the crucial economic question of what higher education does to expand the productive capacity of the economy. This question may be the most crucial of all because much of the support higher education receives comes from the government. According to traditional economic growth theory, growth occurs by employing more basic inputs more labor, capital or land. If we employ more basic inputs, we produce more output. The more fundamental question is how to get the additional resources to fuel the increased production? One key to this process is utilizing the existing resources more efficiently.

The primary economic impact of higher education is through enhancing the knowledge and skills of the workforce, although institutions of higher education also serve as repositories and transmitters of knowledge capital. Universities, colleges and other higher education institutions are crucial in improving productivity since they produce two kinds of capital - human capital and knowledge capital - reflecting their dual roles as both educational and research institutions. The existing of strong higher education institutions in augmenting the amount of human capital in the economy is crucial. That role is a particularly crucial one for the state economy. If our institutions stopped educating students, the flow of human capital into the economy would reduce almost instantaneously, barring massive out-migration of students to institutions in other countries.

D. Potential impact on employment and income generation**Low Education Leads to Low Income**

Delivery of the Community Colleges Program, as planned, will train and organize people across the country in various skills and their application. Human resource and institutional development in the higher education sector could thus serve as instruments of employment generation.

Higher education is one of the most effective ways that parents can raise their families' incomes. There is clear evidence that higher educational attainment is associated with higher earnings. Over the past two decades, parents with less education have been losing economic ground. Policies that support education for low-income parents and children offer them the potential for lasting economic security.

Afghan government policies should offer opportunities to make higher education more accessible to low-income parents. To increase access for low-income students, over the past decade, ministry's resources for higher education have primarily benefited students with good relation to the government and students from higher-income families. Recent government policies have made clear regulations on how to get access in to the higher education institutions (computerized entrance examination, dormitories). Reversing this trend and reducing political and other barriers to schooling will increase access to higher education for low-income parents.

E. Cost efficiency and cost effectiveness

Efficiency is a measure of the resources used (costs) to achieve stated goals. It is unfortunate that governments frequently confuse quality in higher education with efficiency. Low-standard goals might well be achieved at low cost. Capacity building in the higher education ministry and subsequent management streamlining; and competence building in higher education personnel at reasonable costs will save wastage of financial resources on untrained personnel. Well trained people would prove to be both costs efficient and effective, in delivering quality services.

The strategy of training skilled people in communities at proposed Community Colleges to serve as skilled labor within their own communities is an accepted best practice. Lessons learned from many countries evidence cost efficiency and effectiveness of such programs. Overall, community based programming cannot but be cost effective because community participation generates ownership and commitment that help protect and maintain the services which external agencies can only do if they have access to larger budgets.

Two higher education topics receiving considerable attention in policy circles and within academe today are productivity and efficiency. As enrollments in higher education continue to expand, public funding is becoming increasingly scarce, particularly as competition increases from other recipients of public funds such as healthcare and corrections. In light of this many policymakers have found themselves asking if higher education institutions are using their resources productively.

Governments and universities have trouble integrating the goal of keeping higher education widely accessible with the need to recover some of its costs from students. Institutions will be obligated to become more thoughtful and analytical, to undertake long term planning, something they did not have to do in good time. They will be forced to set priorities and develop strategies, overcome institutional inactivity and make long overdue choices. For example, to identify areas of growing student interest and create new programs to replace those which demand may have fallen off. A consumer orientation will benefit higher education. Most of higher education institutions are not set up with a strategic planning capacity. There are basically good at operation that is, efficiently doing the same thing day after day.

Over and above that, a political discussion will have to formulate the aim as to whether free higher education for all students can and/or should be kept as a principle in the future. This will have an effect on the financial possibilities of the higher education sector.

E. Longer term sustainability

The Ten Year Long-Term Higher Education Development Plan was launched by the Ministry of Higher Education in 2005 and covers the period 2005-2015.

The component of the plan for the higher education sector was formulated in order to develop an open widely accessible education system that would look after better qualified human resource provided with lifelong learning opportunities through teaching, learning and research enhanced by providing information and communication technology and be responsive to community needs.

In long term perspective the MoHE will give up the dormitories back to the institutions. This will reduce the burden on MoHE budget and also the MoHE will concentrate his self on policy making.

The long-term education development plan seeks to promote research of high caliber and practical relevance. It aspires to increase research not only for the advancement of the discipline concerned, but also for enterprises, organizations and industries that are in need of modern technology, and those that will have a direct impact on the development of the nation. For the long-term development of research, the plan aims to establish higher education institutions specializing in research and enhance

collaborative research with international research centers and organizations. In addition, a research organization/centre that focuses on research on education activities will be established under the plan in order to evaluate to what extent the actual outcomes match the visions, objectives and end results of education programs, to investigate and evaluate the weaknesses, if necessary to redefine the visions, objectives and outcomes laid down previously and to add, reduce or change programs.

The Master (MA) program, a degree awarded purely on the basis of selected areas introduced in some disciplines in 2005, is now being offered by the literature and languages departments of Kabul University.

Another important measure in the drive to improve networking of Higher Education Institutions is the initiation of a computerization system for the management of higher education (Internet services, Networking, Establishment of IT Department at MoHE). The system will facilitate the systematic storage, retrieval and utilization of higher education management data and information, and improve and speed up services.

F. Potentials of external and government Financing

Ministry of Higher Education will coordinate closely with the Ministry of Finance on preparation of the national development budget, to develop mechanisms to improve total public expenditure from internal and external resources, develop alternative higher education financing schemes that protect the poor and develop the medium term expenditure framework.

The Ministry will also engage in higher education promotion for funds mobilization; align expenditure with priorities and make efforts for cross-sectional coordination in budgeting and financing.

SECTION FOUR: PROGRAMMING

Policy: To meet the requirement of the above benchmarks, the MoHE has decided to set priorities to meet the goals pointed out in national higher education strategy plan. These are based on many prioritized needs:

1. Construction of new university campuses, construction of new university dormitories for girls and boys and establishment of Community Collges across the country
2. Hiring of new university lecturers according to academic merit and gender balance,
3. Introduce a remedial courses to prepare women for the entrance examination,
4. Awareness building campaign to encourage families to send their daughters to universities and to encourage women to live in the designated dormitories. At the same time, security for female dormitories must be guaranteed.
5. Analysis of the status quo of curricula used at different faculties,
6. Consecutive revision and approval of curricula, training for professors and lecturers, procurement of teaching material,
7. Introduction of new MA programs at different faculties of Kabul University,
8. Recruit Afghan professor from the region (India, Pakistan, Tajikistan, and Iran),
9. Introduce emeritus professor positions for senior faculty,
10. Increasing the number of research centers at higher education institutions

These priorities should be addressed through programming in the following areas:

1. Diversity in institutional development and management, systemic reform, and capacity building; faculty support and professional development, library training and enhancement, improvement of curricula and priority program development through international partnerships

and support.

2. New facilities construction and development; modern systems for extensive communication and information technology; national testing and research capabilities to increase capacity for student admission and focus on gender equity through higher education, with international assistance.
3. Financing for, and financial management of, higher education institutions' programs, initiatives, priorities through national and international efforts.
5. Speed up and expansion of implementation of a nation-wide academic credit system with modern record-keeping techniques; establishing community colleges in the provinces, consolidating and coordinating the fragmented system of higher education.

An overall program of awareness raising in communities to promote the higher learning in particular the community college idea; **coordination of higher education programs** at all levels in collaboration with other line Ministries, NGOs and donors through consultative group mechanisms, and provincial public institutions coordination committees etc., will be central the higher education program implementation. **Community participation** will be used as a strategic implementation methodology for sustainability purposes. Active participation of communities in the management of local higher education services through developing strong and active participatory link with shuras; and training and support of community skills workers in community colleges would be central to results achievement.

4. 1. Implementation of Higher Education programs

Policy: The policy is to establish a higher education system that meets the changed needs of the Afghan public and private higher education sector and matches with international standards. The strategy takes into account that the sector of higher education has to absorb an increasing number of high school graduates every year and continuously educate not only those who will be the pillar of the Afghan private sector in the future, but also those who form the backbone of the Afghan public sector.

Considering the specific benchmarks for this sector from the Afghanistan Compact, higher education is facing quantitative as well as qualitative targets. While the quantitative targets can to some extent be matched more easily by major infrastructure investments, the qualitative targets need a longer-term commitment and strategy and require the responsiveness of the academic staff of the Institutions of Higher Education (IHE).

4.1.1 Increasing number of new enrollments every year

Policy: To meet the goal increasing number of students enrolled to Afghan universities, the MoHE is planning to enhance the infrastructural capacity of higher education to accommodate and to teach the students. To meet these goals it requires huge investments in the Higher Education Sector. Table 4 shows the gradually increase of student enrollment until 2010. The MoHE has to absorb enormous numbers of new applicants in its HEIs. This requires further physical infrastructures, qualified faculties and funds to be invested in Higher Education sector.

Table 4: Development of students population 1386 to 1389 (2007 to 2010)

No.	Year	Students existing	New Student	Graduates	Total	Total after graduates
1	1386	42000	23000	13000	65000	52000
2	1387	52000	30000	16000	82000	66000
3	1388	66000	40000	21000	106000	85000
4	1389	85000	50000	27000	135000	108000

Hence, infrastructure investments will be needed across the country, i.e. in each of the 19 Institutes of Higher Education, in order to increase the number of dormitory beds and of classrooms (see section five). Moreover, investment in the respective equipment (laboratories, libraries, etc.) is needed. The Investment in foundation new Community College will be a strong contribution to increase the number of classrooms and teaching buildings. However, increasing the number of shifts and thus the “student turnover” per classroom can lead to an increase of students in a shorter term.

Components:

Foundation of new University Complexes: To speed up the construction process of new university complexes of 19 institutions, especially in Herat, Balkh, Nangarhar, Kabul Polytechnic, Kabul University, Kandahar. A few new building in Parwan, Bamiyan, Takhar, are already finished.

Construction of new Dormitories: On the one hand the MoHE is increasing the number of dormitory beds is another prerequisite for increasing the number of enrolled students. On the other hand, construction of new dormitories is a huge costs and therefore need huge financial resources.

Hiring of new and lecturer: Consecutively hire new university professors and lecturers according to academic merit and gender balance. It should be considered that the share of women professors should be increased, thus new mechanisms and programs should be developed (Fast Track, gender studies program). The plan would also support the hiring of women professors in managerial positions.

Construction of Community and Colleges: To enhance the absorption capacity of higher education institutions, construction of community colleges first in selected than in all provinces will contribute very much to this. Hence, the World Bank in cooperation with the Ministry of Higher Education (MoHE), Ministry of Education (MoE) and Ministry Social Affairs, Martyrs and Disabled (MoSAL) will introduce a National Skills Development Program to accelerate the establishment of vocational training colleges or schools.

4.1.2 Increasing the number of female students

To increase the share of female students a number of actions and activity have been undertaken. One of them is again connected to infrastructure investment: Given the pattern of society in Afghanistan and the fact, that women have to live in an even better protected environment, the number of dormitory beds designated only for female students is crucial.

However, merely increasing the number of female dormitory beds is not sufficient. Even now, a number of universities experiences vacancies in their female dormitories. Hence, awareness building in the society to encourage young women to study at universities is necessary.

Increasing the share of female professors will also help to increase the share of female students. Female professors can serve as role models and may well serve to attract female students.

Over and above that, the Ministry of Higher Education has introduced remedial courses to prepare women for the entrance examination This action should increase the share of female students. This proactive remedial action is needed given the fact that women have been denied access to education institutions in the recent past. While not a quick solution, it should lead ultimately to an increase in the proportion of female students in institutions of higher education. Furthermore, it is fair to both female and male students.

Another question that will have to be answered throughout the process is the number of Higher Education Institutions (HEIs) in the country. Whereas a larger number will allow students in different provinces to enrol in their home provinces, a smaller number of universities help to focus financial resources.

4.1.3 Revision and updating of existing curricula

Policy: Curricula development is a more difficult, longer-term and also a more political task. In order to develop curricula which meet the needs of the private sector and the country as a whole, the revised curricula have to go through a consultative process. Once they are finally approved, university lecturers and professors have to be trained according to this new curriculum, teaching materials have to be created and distributed. Accredited curriculum for each particular course of study will both adequately prepare the student to enter a productive work-force to the private sector and allow for the pursuit of advanced training in the future. Preparing the professional and skilled cadre of personnel is the objective of higher education institutions and the proposed Community College System which focuses at the community level and will allow the professional disciplines such as management, teacher training, health, agriculture, industry, and economic development to engage more effectively. The private sector needs for skilled people is much higher than the public sector.

Therefore, this process is already ongoing. A number of universities today already teach according to new curricula, others still do not. The intention is to continuously work on those curricula which have not been revised and, thus, stepwise – faculty by faculty – introduce new curricula over the upcoming five years.

A prerequisite for this process is the approval of the Higher Education Law, which has already been drafted and needs to be approved by the Minister's cabinet. The new law will be translated into English to share the comments of related organizations. Also the bylaw of private higher education institutions is updated and will be available soon.

In the future, and in line with the secondary education students' performance assessment, the contents of the university entrance examination will have to be revised and harmonized with the newly implemented assessments for secondary schools.

Part of the mid-term strategy must be to enable new students to choose the subjects they want to study. The current system that assigns new students to different faculties only based on the entrance examination does not help to improve the job-market prospects for the graduates.

In order to determine the future optimal and sustainable sizes for the respective faculties, it will be helpful to conduct a survey on the academic skills requirements of the markets in the mid and long run.

When it comes to (future) teacher training, the Ministry of Education, the Ministry of Higher Education and the donors will have to work closer together in the future in order to be coherent and to provide a holistic teacher education according to the needs and the vision of the education sector.

4. 2. Identification of major programs

Enhancement of Quality program in Higher Education

Faculty Development program

To develop and enhance the faculty and administration capacity of the HEIs, the MoHE has performed few partnership programs with universities abroad (Germany, India, USA, UK, France, Italy). These programs should enable the Afghan lecturer to visit the strategic sites for development of procedural understandings of university operations. Coordination of these opportunities, advance planning and follow-up should be part of this program.

To enhance the capacity in the Higher Education Institutions and the Ministry the MoHE could attract international experts and national experts living abroad as teachers, consultants, advisors and trainers in specialized fields. The commitment of international faculty and of Afghans living abroad (ARTF

program) has contributed to the successful and effective management of MoHE and higher education institutions. These are useful consultants, but coordination and planning with the MoHE for future capacity building will make this work more effective.

The MoHE, with support of international partners, has conducted workshops for capacity building in management (2004, 2005), proposal writing (2005), research skills (2004, 2005), academic credits system (2004, 2005), Management, Computer and English Language Courses (2006-2007) and other topics. For better coordination and management of higher education institutions, the MoHE has organized the first conference of Afghan lecturer (Sept. 14 – 17, 2006) in Kabul. Aims if this conference was to involve the lecturer in the decision making process, and so strengthen their self – confidence. The participants discussed about the new Higher Education law, dormitory, regulations and bylaws. The 56Minister has appointed different working groups within the MoHE to analyze the output of the conference.

On-going courses in English and other Language Methods for Teachers of English for faculty at KEU, Kabul University, and the Polytechnic Institute will help the lecturer to improve their capacity. Many more of these courses need to be launched with more language experts, strategic planning and evaluation.

Curriculum and Academic Reform program

Higher Education Law is under draft and revision, and will be submitted to the Ministry of Justice for ratification during next months and to the MoHE for implementation in the new Strategic Plan.

The adoption of an academic credit system for congruence with international standards and for curriculum reform has already finished in more than 60 faculties, it will be continued with workshops and conferences for administrators of all colleges, revising and distribution of a manual on the credit system modified for Afghanistan. Outcomes from the conferences of the year 2005 and 2006 indicate a general willingness to move as soon as possible toward this reform measure. Some of the Universities like Kabul Education University, Bamiyan University and Herat University, Parwan Pedagogical Institute have already implemented successfully the credit system in their institutions. Other Universities and Pedagogical Institutes have started recently and are revising their curricula step by step.

Formation and activation of the Afghan Rector's Conference (ARC), an organization of heads of all universities and colleges intended to give feedback and guidance to the Ministry of Higher Education and to coordinate the implementation of policies.

Formation of a joint commission with the Ministry of Education to facilitate collaboration and cooperation in areas of mutual concern, especially in teacher pre-service and in-service education, and administrator training will take place soon.

Conducting of different conferences on the higher education system reform indicate a general willingness bring reform in higher education institution. A working group of experts is working on this.

Facilities Development Initiatives

An experimental community college on Business Administration in Kabul at the Ministry compound has been built and is ready to absorb students from next academic year.

Creation of new university complexes in Herat, Balkh, Jalalabad are progressing very well. University complexes in other provinces due to lack of financial resources progress slowly.

The National Women Dormitory at Kabul University and in Kondozi province has been renovated and can attract an increasing number of female students from all provinces. It should be mentioned, that another women's dormitory at the Kabul Medical University is under construction. Such integrated and coordinated programming will focus on increasing the interest and awareness of women wish to

start study at HEIs.

The creation of an Information Technology (IT) center at the Kabul Polytechnic University will contribute to absorbing new students in this field and in general to the enhancement of the capacity of Higher Education Institutions.

It is planned to extend the libraries at Kabul University and Kabul Education University in order to offer the students that research possibility.

The plan to launch the KEU campus laboratory school in the facilities built by JICA, is in progress and it will start very soon.

Systemic Reform and Management Improvement

Organization and Management of the Higher Education Institutions and MoHE: The focus will be on reorganizing and managing the MoHE and the national higher education system to reduce imbalance and improve efficiency, effectiveness, quality and accountability at all levels. The levels, with the related functions are specified for the Ministry of Higher Education at the central level; provincial level and community level. The reorganization and streamlining process at the MoHE (PRR), its departments, management structure, and its 19 institutions of higher learning has been already started.

Human Resources Development: A comprehensive approach to human resources is planned to produce, deploy and keep an appropriately trained skilled work force possessing a variety of skills needed to deliver the MoHE and its higher education institutions. This reform will be initiated through the adoption of a transparent PRR process focused on competitive recruitments. Effort will be made to employ best qualified staffs, especially women, at all levels of the higher education system. Training and capacity strengthening programs will be based on training needs surveys. Capacity building seminars and workshops for administrators and lecturers working at the MoHE and its institutions (help from Reform commission, WB, ADB, UNESCO, IIEP, DAAD, IDB, APEP)

Higher Education Planning: Focus will be on evidence based, bottom up and participatory strategic planning at all levels. The initial emphasis will be on development of annual strategy plans in all institutions, strengthening links and communication between various institutions of the higher education system and ensuring integration of practical and applied research findings into policy and higher education plan formulation.

The ministry will ensure availability, distribution and use of accurate, reliable and user friendly information about higher education for planning and designing of programs and related activities.

International Partnerships, Collaboration, and Financial Assistance

In order to promote the culture of exchanging ideas the MoHE has started negotiations about affiliation and partnerships between Afghan and international universities (World Bank assistance). At the moment Kabul University, Herat University, Balkh University, Nangarhar University, Kandahar University and Kabul Polytechnic University are negotiating to get partnerships with universities in UK, Germany, USA and India.

The Ministry of Higher Education is keen to provide further higher education studies to distinctive students, and sends numbers of students on scholarships abroad to engage with academic and scientific specializations that are mostly required for the country's development needs. The Ministry provides them with the necessary guidance, introduces them to accredited overseas higher education institutions, and verifies all the degrees and certificates and arranges for their equivalency.

Financing

To finance all these development and expansion plans, the MoHE needs a long term secured finance plan, which must be considered in the next year development budget of the MoHE and it requires the

active involvement of donor countries. Without huge finance resources the MoHE will not be able to meet the proposed plan. Therefore, the MoHE will need more than 330 million US dollars to finance its proposed projects through the next 4 years, and it needs more than 180 million US dollars to operate its day to day business see Table 5. It is to mention that MoHE could receive about 18 million dollars for operational and more than 53 million dollars for its development budget this year. Numbers for years 2008-2010 given in Table 5 are estimated budget and may be changed when these years come.

Table 5: MoHE Operation and Development Budget 2007-2010)

No	Year	Operating Budget in million US \$	Development Budget in million US \$
1	1386	18.04	53.40
2	1387 (Estimated)	38.00	84.88
3	1388 (Estimated)	51.90	80.60
4	1389 (Estimated)	66.30	90.00
Sub Total		181.00	330.00
Total		511.00	

Recently the Ministry of Finance has notified MoHE in writing in October 2006 that the construction of 7 projects has been suspended pending re-announcement of the competitive bidding process. These projects were all funded from the MoHE Development Budget. Negotiations with the Ministry of Finance have resulted in to re-announcement of these projects; thus the targets to finish these projects on time will not be reached.

The MOHE Strategic Development Plan was presented at the Afghanistan Development Forum (ADF) (donors' conference) in April 2005 in Kabul, at the Broader Middle East and North Africa (BMENA) Conference in May 2005 in Jordan, and at the Seventh `Annual Development Conference in July 2005 in Washington DC, USA.

The first 4 - year, 40 million US dollar comprehensive reform package (assistance from World Bank). In case of successfully expending the grant will be enhanced up to 80 extra million US dollars.

The 40 million US dollar Higher Education Project (HEP) is funded by USAID and will begin to provide training to improve teacher education for future secondary school teachers at 16 four-year post-secondary institutions.

The government of Saudi Arabia has promised to contribute with 38 million US dollars in the construction of university buildings and equipping the universities. Also United Arabs Emirates (UAE) has supported the Khost University with an amount of 4.5 million US dollars. The 4 million US dollars for the women's dormitory at the Kabul University Medical School is funded by the Islamic Bank.

SECTION FIVE: Prioritization of Projects for budget's year 1386

Priority 1 Group (list projects in order of priority) 1386	Budget million \$	Priority 2 Group (list projects in order of priority) 1386	Budget million \$	Priority 3 Group (list projects in order of priority) 1386	Budget million \$	Priority 4 Group (list projects in order of priority) 1386	Budget million \$
Construction of new Teaching Building at the University of Education Kabul	1.0	Ministry of Higher Education Strengthen Project (SHEP) for six Universities	9	Capacity Building for Development and Implementation of Food Security in Afghanistan	0.51	Design and Construction of University Complex in Bamiyan	1.5
Design and construction of Balkh University Building	5	Design and construction of Kabul University mosque	0.150	Design and Construction of University Complex in Khost	1	Design and Construction of Entrance Exam Center at MoHE	1.5
Design and construction of Qandahar University Building	5	Extension of Building within the Ministry of Higher Education	0.8	Equipment for Higher Education Institutions in Kabul, Kapisa, Baghlan & Paktya	1	Design & Construction of Ghazni Higher Education Institution	0.5
Design and construction of Nangarhar University Building	3.5	Renovation and equipping of Maiwand University Hospital	0.165	Design and Construction of Higher Education Institute Complex in Faryab	1.5	Construction of health Clinic for Lecturer and Students	1.0
Design and construction of Nangarhar University Hospital	3.5	Reconstruction of Theology faculty of Kabul University	0.4	Capacity Building at Agriculture Faculty of Kabul University	3.0	Reparation works at Kabul Polytechnic University	3.0
Design and construction of Aliabad University Hospital	1.5	Design and construction of Baghlan University Building	1.0	Construction of Higher Education Institute Complex in Badakhshan	1.5	Reparation project at Kabul Medicine University	2.0
Design and construction of AL-Beroni University Building	2	Design and construction of Paktya University Building	1.0	Construction of Higher Education Institute Complex in Jowzjan	1.5	Design and Construction of University Complex in Takhar	4.0
Design of Community Colleges	2.0			Reparation of Lecturer dormitories	0.5	Construction of Herat University complex	6.0
Construction of Teaching Building in Parwan	0.6	Construction of University Hospital for Khost	1.0	Procurement of equipments for Higher Education Institutions	2.0	Payment for projects from 1372 - 1383	1.2
Design and construction of Balkh University Hospital	3.5	Capacity Building at Higher Education Institutions on Animal infection ??	1.0	Construction of Higher Education Institute Complex in Qondozi	1	Design and Construction of University Hospital in Herat	3.5
total of group 1	27.6	total of group 2	14.515	total of group 3	13.0	total of group 4	24.2
Grand total needed: 79.315 million dollars							

List of current and new Projects at MoHE and Higher Education Institutions 1386 - 1388

No	Existing and new Projects	Budget in million US Dollars			Remarks
		1386	1387	1388	
1	Design and Construction of University Hospital in Herat	1.5	1.5	0	
2	Design and construction of Balkh University Building	5	0	0	
3	Design and construction of Qandahar University Building	5	2.0	1.5	
4	Design and construction of Nangarhar University Building	3.5	1.5	2.0	
5	Design and construction of Nangarhar University Hospital	3.5			
6	Design and construction of Aliabad University Hospital	1.5	2.0	2.0	
7	Design and construction of AL-Beroni University Building	1.0	1.0	2.0	
8	Design and construction of Balkh University Hospital	3.5	2.0	0	
9	Ministry of Higher Education Strengthen Project (SHEP) for six Universities	9.0	9.0	25.0	
10	Design and construction of Kabul University mosque	0.150	0	0	
11	Extension of Building within MoHE	0.8	0	0	
12	Renovation and equipping of Maiwand University Hospital	0.165	0.8	0	
13	Reconstruction of Theology faculty of Kabul University	0.4	0	0	
14	Design and construction of Baghlan University Building	1.0	2.0	0	
15	Design and construction of Paktya University Building	1.0	0.5	2.0	
16	Capacity Building at Higher Education Institutions on Animal infection ??	1.0	0	0	
17	Capacity Building for Development and Implementation of Food Security in Afghanistan	0.51	0	0	
18	Design and Construction of University Complex in Khost	1.0	0	0	
19	Equipment for Higher Education Institutions in Kabul, Kapisa, Baghlan & Paktya	1.0	0	0	
20	Design and Construction of Higher Education Institute Complex in Faryab	1.5	0.5	0	
21	Capacity Building at Agriculture Faculty of Kabul University	3.0	0	0	
22	Construction of Higher Education Institute Complex in Badakhshan	1.5	0.4	0	
23	Construction of Higher Education Institute Complex in Jowzjan	1.5	0.7	0	
24	Construction of Higher Education Institute Complex in Qondozi	1.0	0.4	0	
25	Design and Construction of University Complex in Takhar	4	2.0	1.5	
26	Design and Construction of University Complex in Bamiyan	1.5	0.5	2.0	
27	Design & construction of Ghazni higher education	1	0	0	
28	Construction of Building at Kabul University	1.0	1.0	1.0	
29	Construction of teaching Building at KEU	1.0	0.5	0.5	

30	Reparation works at Kabul Polytechnic University	3.0	4.0	0	
31	Reparation at Kabul Medical University	2.0	0	0	
32	Construction of University Hospital in Herat	1.5	1.5	0	
33	Design and Construction of Entrance Exam Center	1.5	1.5	0	
34	Construction of health Clinic for Lecturer and Students	1.0	0.5	0	
35	Payment of Projects from 1372 to 1383	1.2	0	0	
36	Procurement of equipments for Higher Education Institutions and MoHE	2.0	1.0	0	
37	Construction of University Hospital for Khost	1.0	1.0	1.0	
38	Construction of teaching Building in Parwan	0.6	1.0	0	
39	Design & Construction of Ghazni Community College	0.5	0.5	0	
40	Design and Construction of Community Colleges	2.0	2.0	2.0	
41	Reparation of Lecturer dormitories	0.5	0	0	

SECTION SIX: MONITORING AND EVALUATION

The government assumes direct responsibility for monitoring the implementation of all projects under the core development budget. In order to ensure an independent, systematic and uniform assessment of how donors and the Ministry are progressing increasing the number of classrooms, dormitory beds and revision of the curricula for both nationally and donor funded projects, a third party evaluator is appointed. This third party agency consists of MoHE Advisors, Steering committee of WB office at MoHE, collaborates with the policy and planning department of the Ministry, which function as monitoring and evaluation. All key donors and service providers and other stakeholders cooperate with this third party evaluator.

In addition to monitoring, the third party also builds up the capacity of the Ministry in monitoring and evaluation. When the capacity is built, the Ministry will pick up the monitoring functions. Specifically, the third party evaluator is responsible for: review of the Ministry's work on indicators; contracts with donors; and evaluation of the established facilities; in collaboration with the Ministry; develop facility assessment that can determine quality of higher education; determine if performance based partnership agreements are being met; undertake facility assessments; estimate costs of higher education projects in selected provinces; and develop a systematic and uniform approach to monitoring.

Frame Annex

Ministry Sector Strategy LOG Framework Analysis (LFA)

Strategic Goal - To absorb an increasing number of high school graduates every year; to undertake a number of actions in order to increase the share of female students and to develop and revision of curricula which meet the needs of the private sector and the country as a whole, the revised curricula have to go through a consultative process.			
Objectives	Expected Results	Indicators	Risk
Program – (i) To increase facilities Development of HEIs; (ii); To increase the number of female students; (iii) To revise the curriculum and perform academic reform program; to enhance the quality and number of faculties	Impact – (i) Construction of new teaching and dormitory buildings; Foundation of community colleges in all provinces; (ii) Creation of new women dormitories and community colleges for women; (iii) Adoption of an academic credit system; Drafting new HE law; Training of faculties through seminars and workshops and scholarships	(i) Number of students in universities; number of newly constructed buildings (ii) % of female students at universities; (iii) % of universities teaching revised curricula; number of faculties with credit system	
Project 1 – To create and construct new university complexes; to establish community colleges in all provinces	Outcome 1 – Kabul, Kabul Polytechnic, Herat, Balkh, Nangarhar, university complex progressing well; extension/construction of buildings in Bamiyan, Parwan, Konduz, Takhar universities are almost finished,	(i) number of newly constructed classroom buildings and dormitories; number of new community colleges	(i) MoF will not reinstate the ongoing construction projects (ii) funds will not be available
Project 2 – (i)To increase the number of female dormitory beds; (ii) to increase the number of female lecturer; (iii) to construct new community colleges for women	Outcome 2 – (i) Renovation of women’s dormitory in Kabul, Konduz and Parwan; (ii) looking for ways to attract more female lecturers; (iii) Introduction of gender studies program in our faculties and fast tracking in hiring female professors	(i) number of dormitory beds available; number of proposed dormitory beds; (ii) number of new hired female lecturer; (iii) number of new proposed community colleges	(i) Funds will not be available (ii) introduction of fast tracking approach
Project 3 – Curriculum revision and academic reform program;	Outcome 3 – (i) Revision of curricula in more than 50	(i) Number of faculties with old curricula; (ii) Number of faculties with new curricula; (iii)	(i) Senior faculty will not accept

<p>Enhancement of the quality and number of faculties</p>	<p>faculties are finished; drafting new HE law is almost finished; Adopting of an academic credit system has already started; Training and scholarships are provided for lecturer for going abroad; Conducting of first conference of Afghan Lecturers and other conferences on curricula revision and system reform; Formation and activation of the Afghan Rector’s Conference (ARC); Establishing of 2 research centers in HEIs.</p>	<p>Number of faculties offering MA programs according to a revised curricula; (iv) Number of professors contributed in MA program; (v) % of Lecturers with a PhD; (vi) % of lecturer with MA; (vii) Number of research centers</p>	<p>the new curricula</p>
<p>Project 4 – To strengthen the capacity of the higher education institutions and the MoHE</p>	<p>Outcome 4 – (i) Focus on organizing and managing the MoHE and the higher education system; (ii) reorganization and streamlining process at the MoHE (PRR), its departments, management structure, and its 19 institutions of higher learning institutions</p>	<p>(i) Efficient and effective functioning of the MoHE personnel at the central and provincial levels; (ii) Recruitment of ministry staffs trough PRR process; (iii) An evidence based, bottom up and participatory planning process followed; systemic links between various institutions of higher education visible; integration of practical and applied research findings into policy and higher education plan formulation. (iv) Regular and systematic monitoring and evaluation of the outcomes of the higher education system undertaken.</p>	<p>(i) Staff will be resistant to change</p>

Summary of Ministry of Higher Education main achievements 2002-2006

Information Gathering

- Inadequate information on future labor market needs and trends to guide investment and curriculum reform in academic and training programs
- Studies on curriculum development, labor market
- Absence of information and data on the secondary school system, which provides the main student “input” into the tertiary system
- Need assessment on alternative learning opportunities for secondary graduates who cannot enter universities (community college)
- Assessment on post-secondary education for women and girls, e.g. concerning health, agriculture
- Need of information about external support for appropriate new institutions, e.g. American University in Afghanistan and other private universities.

Enhancement of Quality in Higher Education

- Many faculty and administrators sponsored for study abroad or curriculum training
- Workshops for capacity building, proposal writing, research skills, academic credits system
- Courses in English and other Language Methods for lecturers
- Draft and revision of higher education law
- adopting an academic credit system is in progress (conferences, seminars, workshops)
- Formation and activation of the Afghan Rector Conference (ARC)
- New facilities construction and development (university and community college complexes)
- Creation of women’s dormitories in Kabul, Kondozi, Parwan, Balkh, Herat
- Creation of IT center at Kabul Polytechnic University
- Equipping of laboratories, libraries

Systemic Reform and Management Improvement

- Reorganizing and streamlining the MoHE (PRR), its higher education institutions in progress
- Providing of management, language and computer courses for MoHE staffs
- Creation of institutional linkages with overseas institutions for capacity development
- Strengthen national capacity in policy planning, management and public administration
- Development of partnerships strategy between government and private sector

Educational Access

- Establishment of partnerships between Afghan and international universities
- Sending of students and IHE lecturers for short and long term training abroad
- Providing office space at the MOHE for international consultants and projects

Financing

- Attraction of 4-year, 40 million US dollar comprehensive reform package from the WB
- Attraction of 37 million US dollar Higher Education Project (HEP) funded by USAID
- Attraction of 38 US million dollars from Saudi Arabia for construction and equipping of facilities.
- Attraction of 4 million US dollars from the Islamic Bank.
- Attraction of 4.5 million US dollars from UAE for Khost University
- Cooperation with MoF to enhance the development budget according to the strategy plan

Donor and other coordination

- Established coordination committee to coordinate all activities undertaken in this area

Annex B

Functions of the Ministry of Higher Education at different levels of the higher education system

Box 2

Ministry of Higher education central level

Leadership

Development of strategic, regulated, accountable, transparent organization

Higher education policies, strategies, and plans

Human resources capacity development and technical support

Annual planning, monitoring and evaluation cycles

Contracting and Monitoring of contracted services

Regulation and legislation

Setting standards and guidelines

Sector wide coordination

Management of financial resources

Provincial Level

Assessment of higher education institutions and managerial needs

Setting and reviewing progress towards achieving targets

Decentralized annual planning, monitoring and evaluation cycles

Monthly management work plans

Implementation of higher education projects in provinces

Supervision and guidance

Sectoral and intersectoral coordination

Referral system