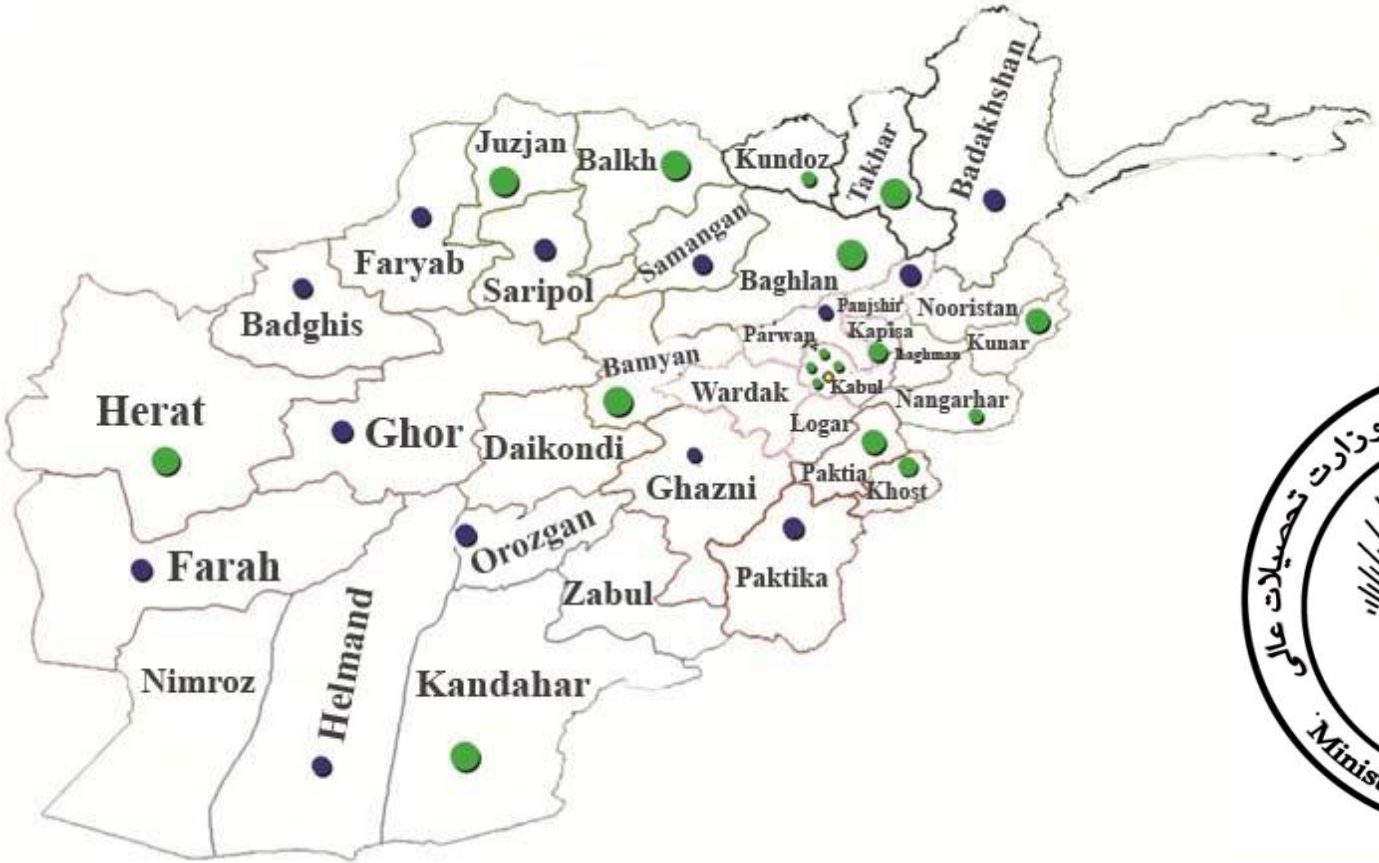
Islamic Republic of Afghanistan
Ministry of Higher Education
MoHE

Established in 1977


Juzjan
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Parwan
Kapisa
Kunar
Laghman
Bamyan
Wardak
Kabul
Nangarhar
Herat
Ghor
Daikondi
Logar
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Farah
Zabul
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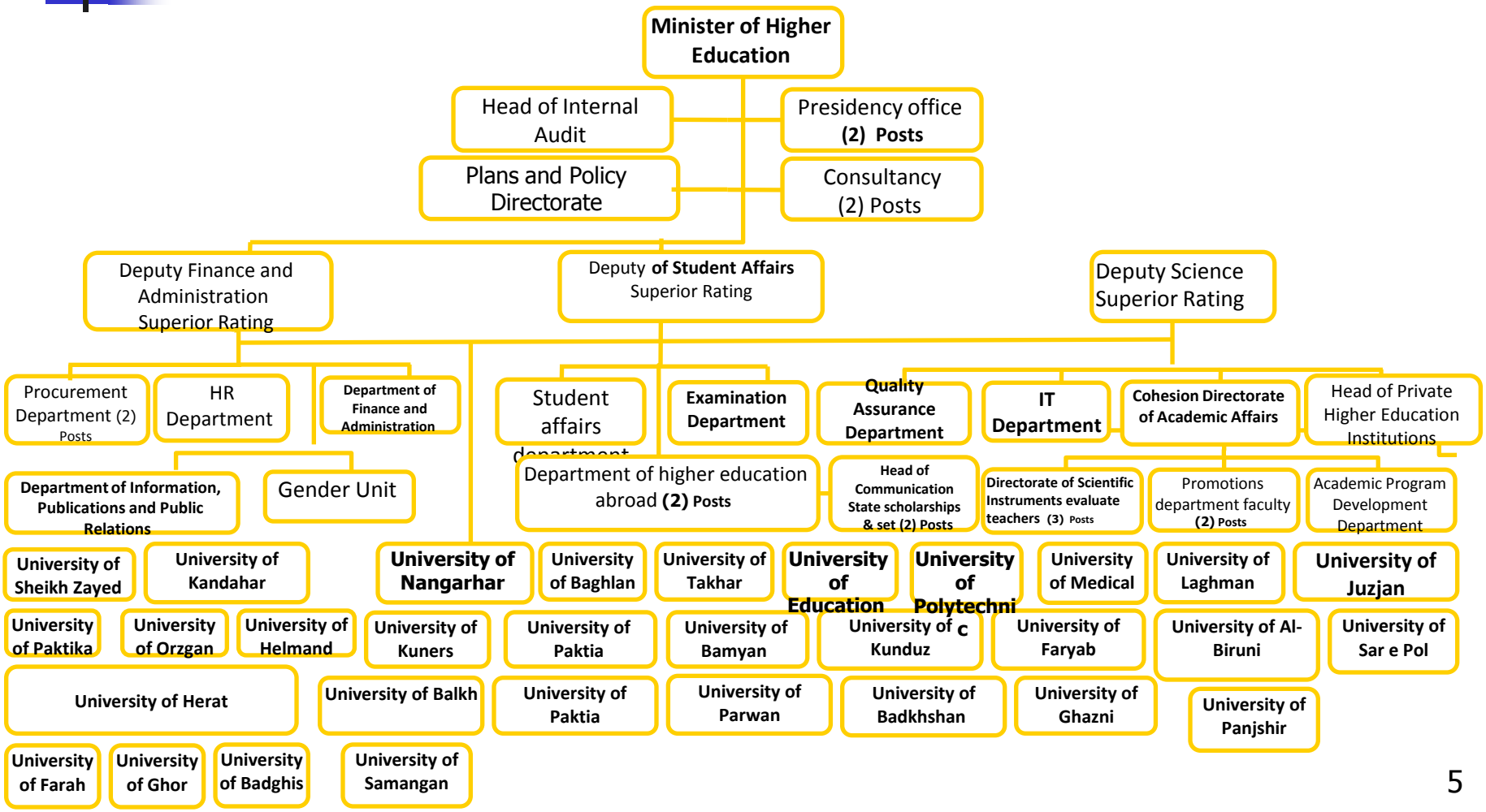
Helmand
Nimroz
Kandahar

Organ gram
Ministry of Higher Education



Universities and Institutions of Higher Education

1. Kabul University
2. Kabul Medical University
3. Professor Burhan u din Rabani Education University
4. Kabul Politicnic University
5. Alberonee University
6. Kandahar University
7. Herat University
8. Balkh University
9. Takhar Unversity
10. Nangarhar University
11. Shaikh Zayed University
12. Ghazni University
13. Bamiayan Unversity
14. Kunar University
15. Paktia University
16. Juzjan University
17. Kunduz University
18. Laghman University
19. Baghlan University
20. Parwan Higher Education Institute
21. Helman Higher Education Institute
22. Samangan Higher Education Institute
23. Badkhshan Higher Education Institute
24. Badghis Higher Education Institute
25. Faryab Higher Education Institute
26. Panjshir Higher Education Institute
27. Aruzgan Higher Education Institute
28. Sar-e-Pol Higher Education Institute
29. Ghor Higher Edcuation Institute
30. Farah Higher Education Institute
31. Paktika Higher Education Institute

Private Higher Education Institutions

1. Kardan Institute of Higher Education
2. Afghan American Institute of Higher Education
3. Mawlana Jalaludin Balkhi Institute of Higher Education
4. Bakhtar Institute of Higher Education
5. Maiwand Institute of Higher Education
6. Kharasan Institute of Higher Education
7. Katib Institute of Higher Education
8. Charagh Medical Institute of Higher Education
9. Maryam Institute of Higher Education
10. Khatem ul Nabeen Institute of Higher Education
11. Peshgam Institute of Higher Education
12. Khawaran Institute of Higher Education
13. Sadaat Institute of Higher Educatioin
14. Rana Inistute of Higher Education
15. Aryana Institute of Higher Education
16. Arya Institute of Higher Education
17. Dawat Institute of Higher Education
18. Spin Ghar Institute of Higher Education
19. Salam Institute of Higher Education
20. Tabish Institute of Higher Education
21. Karwan Institute of Higher Education
22. Mashal Institute of Higher Education
23. Khana-E-Noor Institute of Higher Education
24. Eshraq Institute of Higher Education
25. Ghalib Institute of Higher Education
26. Taaj Institute of Higher Education
27. Gharjistan Institute of Higher Education
28. Tolo-e- Aftab Institute of Higher Education
29. Ibinsina Institute of Higher Education
30. Azad Islami Iran Institute of Higher Education
31. Gawhar Shad Institute of Higher Education
32. Amir Ali Shir Nawy Institute of Higher Education
33. Wadee Helmand Institute of Higher Education
34. Jamee Institute of Higher Education
35. Azhar Institute of Higher Education
36. Maihan Institute of Higher Education
37. Asia Institute of Higher Education
38. Payam Noor Iran Institute of Higher Education
39. Pameer Institute of Higher Education
40. Nasir Khisraw Badkhshan Institute of Higher Education
41. Afghan - Sawis Institute of Higher Education
42. Rah Sadaat Institute of Higher Education
43. Khawaja Abdullah Institute of Higher Education
44. Baraak Institute of Higher Education
45. Al-Mustafa Institute of Higher Education
46. Al-Ghias Institute of Higher Education
47. Khawarzmee Institute of Higher Education
48. Kaboora Institute of Higher Education
49. Al-Falah Institute of Higher Education
50. Arooj Institute of Higher Education
51. Roshan Institute of Higher Education
52. Mirwais Nika Institute of Higher Education
53. Arkozia Institute of Higher Education
54. Al-Taqwa Institute of Higher Education
55. Ahamd Shah Abdali Institute of Higher Education
56. Danish Institute of Higher Education
57. Malalai Institute of Higher Education
58. Baast Institute of Higher Education
59. Hakim Sanayee Institute of Higher Education
60. Farjistan Institute of Higher Education
61. Rabiya Balkhi Institute of Higher Education
62. Afghan Institute of Higher Education
63. Sayed Jamal u din Afghan Institute of Higher Education
64. Enkashaf Paydar Institute of Higher Education
65. Milee Institute of Higher Education
66. Takhsusee wa Mutaliyat Bain Melalee Institute of Higher Education
67. Rashad Institute of Higher Education
68. Tanweer Institute of Higher Education
69. Istaqlal Institute of Higer Education
70. Kahkashan Institute of Higer Education
71. Zawal Institute of Higer Education
72. Um Alqra Institute of Higher Education
73. Zaool institute of higher education

Our Mission:

- To facilitate equitable access to higher education to all who are academically qualified, establish innovative institutions that provide high quality teaching, research, and service; produce graduates who are competitive in a global economy; contribute to economic growth, social development, nation building, and the stability of the country.

Vision

A high quality public and private higher education system that responds to Afghanistan's growth and development needs, improves public well-being, respects traditions, incorporates modern scientific knowledge, is well-managed and internationally recognized.

Values

- **High Quality Tertiary Education**
- **Promote National Unity**
- **Ethics and Integrity**
- **Equal Education Opportunity for both male and female students**
- **Equity (Balances)**
- **Good Governance, Effectiveness and Efficiency**
- **Institutional Autonomy**
- **Public Accountability**
- **Developing systems for teaching English Language**

HE in Afghanistan and the Impact of War

- **How can the MoHE system re-establish capacity and manage the critical state of the HE system?**
- **What are the specific problems in Afghanistan and how can these be resolved?**
- **Influence of international collaboration**

HE in Afghanistan and the impact of war !

- After years of war, Afghanistan's education system was left in turmoil.
- The education services all over the country collapsed during the decade long unrest and conflict while few educational institution including University Centre was functioning with sufferings and abuse.
- HE system in Afghanistan has been suffered badly during the last war twice

HE in Afghanistan and the impact of war ! Continue . . .

- **Brain Drain**
- **Closure of Most Universities (most universities ceased operation early in the war)**
- **Decrease in number of students**
- **Decline in Quality: due to lack of well qualified lecturers, standard academic system, required facilities such as infrastructure, labs, other required equipment and material**
- **The opened Universities were operating with very simple and plain services**
- **Massive Destruction: Universities' buildings, labs, libraries, and other facilities total destruction**
- **Pauses and breaks during the semesters :Very few universities were operating; particularly during the frequent ceasefire and peace agreements**

How could the Ministry and HE system re-establish capacity and manage the critical state of the HE system ?

- Peace building represents a set of social and political experiments focusing on the creation of systems such as HE and development projects
- Contribution of Higher Education Institution in Post Conflict Recovery and Development in Afghanistan is very vital
- After the long war, the recovery of social institution such as higher education was one of the most important responsibilities of the MoHE

What we did ?

Contribution of higher education institution in post conflict recovery and development is very efficient in Afghanistan.

The Ministry of Higher Education plays a vital role in:

- **Attempting the most urgent needs faced**
- **Reconstruction of and rehabilitation**
- **Appealing support from donors, private sectors and society to rebuild the facilities**
- **Inviting Afghan professors from neighboring countries**
- **Inviting international volunteer Professors for teaching**
- **Establishing Students Associations**
- **Establishing Teachers Associations**
- **Designing short and long term strategic plans**
- **Partnerships and affiliations**
- **Supporting private Higher Education sector**

What we did ? Continue . . .

- **Special rapid education programs to the lecturers**
- **In-service training, and; abroad short and long term trainings to the lecturers**
- **Organizing and directing the higher education system**
- **Creating sense of unity to among the students**
- **Re-establishment of social institutions**
- **Establishing a national higher education curriculum committee**
- **Construction of facilities for faculties, administration offices, dormitories, labs and libraries for 31 central and regional universities**

The Strategic Plans

To achieve its goals, Ministry of Higher Education observes and follows the following four essential documents:

- **Afghanistan National Development Strategy (ANDS)**
- **National Higher Education Strategic Plan (NHESP)**
- **National Priority Program (NPP)**
- **Ministry's Annual Action Plan**

The Key Elements of the Strategic Plan

- To improve access to public higher education
- To increase the quality of teaching, research, and service to the nation.
- To improve the quality of the faculty through Master's and PhD training for faculty members.
- To rehabilitate the infrastructure: build additional classrooms, laboratories, computer labs, offices, and other facilities for more students in public institutions.

The Key Elements of the Strategic Plan

- To hire more teaching faculty to accommodate increased access with at least Master's or preferably PhDs.
- To produce quality graduates relevant to the needs of the country and employable.
- To encourage research which focuses on key problems facing Afghanistan including its agriculture, business, mining, education and public sectors.
- To contribute to growth, national development and the personal well-being of the citizens of Afghanistan.

What do we want to do? Our Action Plan

- **Program Development and Quality Improvement (developing the capacity of faculty members and students)**
- **Developing and modernisation of Kankor Exam as the National Project in Afghanistan – OMR Optical Mark Reader (Virmati Inida)**
- **Infrastructure (building new constructions and facilities for the universities and faculties)**
- **Higher Education System Development (Reviewing and Developing the curriculums)**
- **Improving Academic Researches, Supporting Quality Assurance and Accreditation System**
- **Developing programs and policies for the financial autonomy of the universities**
- **Resolving the challenges of the private higher education institutions**

Role of MoHE in scale – up of universities

- The MoHE develops partnerships with international universities for mutual information exchange and to increase opportunities for scholarships for overseas study for Afghans
- Organizes seminars and conferences for dissemination of information, sharing of ideas and upgrading of skills
- Joint Research Programs
- Human Resources Development

Major Tasks

- Indoor Masters and PhD Programs
- Addressed the necessary changes required for improving the quality of teaching.
- Kabul Medical and Polytechnic institutes have been promoted to Universities
- New Universities and HE Institutions have been established all over the countries
- New Faculties and departments have been established all over the country
- The MoHE is also involved in planning community colleges which will eventually exist in all the provinces.

Scholarships Provided by Afghanistan Government

The total number of scholarships during last **10** years is over **10,000**

- **- Bachelor**
- **- Master**
- **- PhD**

A Glance on MajorAchivements

- Establishment of a national university credit system and contact with other universities through the internet.
- Establishing Video Conferences between Universities
- *Computerized systems have been established in the MoHE, universities and HE institutions*
- *Developing Scholarships and fellowships Programs*
- *Increase in capacity of publishing of magazines, daily and weekly newspapers*
- *Compilation and translation of books and scientific papers*
- *Reforming the administration, Human Resources and Finance systems of universities*
- *Improving the Quality Assurance and Accreditation Systems*
- *Curriculum Revision of all universities*

Plans for Quality Improvement

- **Establishing Joint Universities**
- In order to increase and develop the quality we are planning to establish joint universities such as:
- Afghan American
- Afghan German
- Afghan British
- Afghan France
- Afghan Egypt
- Afghan UAE
- Afghan Sudia Arbia
- Afghan India
- Afghan Australia
- Afghan Japan

- **Mediam of Instruction**
- Teaching in English
- **Establishing developed joint Research Programs**

Higher Education in countries emerging from conflicts: The role of International collaboration

- In Haiti, the Higher Education for Development (HED) which is supported by an International Aid Organization has played an important role in Development of Higher Education in Haiti. The major tasks were done on:
  - Human Capacity-Students.
  - Human Capacity- Faculty.
  - Institutional Development.

- Ref: A report on Competition & Collaboration in the Global Transformation of Higher Education, 2011 Conference

Higher Education in countries emerging from conflicts: The role of International collaboration

- Higher education is of paramount importance for social and economic development. Institutions of higher education have the main responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility….estimated social rates of return of ten percent or more in many developing countries also indicates that investments in higher education contributed to increase in labor productivity and to higher long term economic growth essential for poverty alleviation.

- "Priorities and Strategies for Education: A World Bank Review" (World Bank, 1994, p.1)

Higher Education in countries emerging from conflicts:

The role of International collaboration

Experience in Afghanistan

Higher Education in countries emerging from conflicts: The role of International collaboration

Experience in Afghanistan

- **World Bank has funded over 80 Million Dolor in HE during the last 7 years**
- World Bank through SHEP: Strengthening Higher Education Program
- More than 385 faculty members received Post-graduate degrees from foreign countries
- Supporting the Quality Assurance and Accreditation System
- Infrastructure in different universities of Afghanistan
- Curriculum Revision was successfully done for all the universities
- Established National Research Committee at MOHE and Research Committees in all 12 universities

Higher Education in countries emerging from conflicts: The role of International collaboration

Experience in Afghanistan

Higher Education Program (HEP) USAID

- Provided more than 4,000 training opportunities in the areas of pedagogy, English, computer skills
- Literature , institutional development, science, mathematics, leadership, and syllabus and course design
- Sponsored 99 faculty members for short-term study abroad programs in order to enhance capacity at their institutions
- Sponsored 19 faculty members for Master's degrees in the United States

Experience in Afghanistan

- **The German Academic Exchange Service (DAAD)**
- DAAD grants 28 scholarships to Afghan graduates and academic staff between every year

- British Council:

Academic Supports to Kabul, Herat and Balkh University

What are the specific problems in Afghanistan and how can these be resolved?

Challenges

Three decades of war and then the continued unrest in recent years have not allowed Ministry of Higher Education to stand still. In many universities most of teachers holds only bachelors degree.

As seen peace process in most countries is focused on rebuilding basic education with very slight focus on higher education.

Basically, MOHE is faced with the following challenges:

- Funding (lack of sufficient budget)
- Coordination challenges
- Lack of Local Expertise - shortages of qualified teachers – particularly in rural areas - many have been killed or fled, and many of those who remain or return are often hired by international agencies
- In some cases having many under-qualified or unqualified teachers

Challenges – Continue . . .

- Lack of sufficient and equipped labs
- Lack of sufficient qualified lab technicians
- Inability processing the procurement process and spending the fund either capital or recurrent expenditures due to complicated system
- Lack of sufficient donors: Donors and funding bodies are paying more attentions on re-establishing basic education rather than higher education
- Low Capacity in management in provincial universities
- Lack of community colleges and vocational institutes