

Ministry of Higher Education

Strategic Development Plan

March 2005

I. Introduction

A strong system of higher education is essential for the development and progress of a nation. The economy, culture, and strength of a modern society are supported by education of its citizens, and particularly through institutions of higher education that meet national needs and international standards. Beyond basic education, higher education produces thoughtful, informed and highly skilled leaders for building and maintaining a civil society with a growing economy where problems of unemployment, poverty, and conflict can be intelligently resolved. 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 new generations of educated leaders, scientists, scholars, and professionals who contribute to the 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 in Afghanistan can once again become producers as well as consumers of knowledge.

The conditions for higher education in Afghanistan were bleak during the years of conflict as university campuses were badly destroyed or abandoned and university faculty forced to flee the country or suffer other dire consequences. 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. 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.

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 not yet ready to provide updated curricula and consistently high quality instruction that are essential for university level education. In addition, new challenges and opportunities face the nation to address 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 higher education curricula. 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.

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.

II. Vision & Mission for Higher Education in Afghanistan

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:

- **Broad Access and Improved Quality without Discrimination in Student Admission.** Higher education equally available to all academically qualified youth without discrimination by gender, religion, ethnicity, race, class, or geography; with the goal of educating students for full participation in creating an economically strong society that is just, free, equitable, integrated and democratic; and an education that will prepare Afghan society to be successful in facing the challenges of globalization. In order to broaden access to advanced education, the future system will incorporate a variety of routes to higher education and post-secondary training including technical institutes and community colleges that have credit systems congruent with universities. Included in the vision is a system that, over-time, is diversified, regionalized, and decentralized while looking to the Ministry of Higher Education for leadership, national coordination and support.
- **Honoring Culture, Religion and Tradition, Incorporating Modern Scientific Knowledge and Methods.** Higher education is founded on, and relevant to, the

nation's history, traditions, culture, religion and geopolitics, but also is responsive to current challenges of science and technology including communication and information technologies; integrating global developments along with national interests. The orientation to a modern global world will not overshadow the uniqueness of Afghanistan, its people, its history, its sources of pride and its national needs.

- Educational Quality and Institutional Management Meeting International Standards.

The vision for the university system includes expectations for creating learning environments with library and technical resources for rigorous research, for scholarly work, with publications and translations by faculty and students; institutions that are efficiently and rationally administered with budgeting and planning as priority skills; institutions that meet national and international standards of academic quality. While retaining strong connections through coordination of institutions through the nation, graduate de-centralization of budgeting, planning, and administration will evolve with the strategic plan. Higher education in Afghanistan will become recognized by and congruent with higher education internationally, and will be an equal partner with the global academic-intellectual community.

- 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. 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.

III. Selected Statistical Data on Higher Education

In Table I, it becomes clear that in higher education men far outnumber women at a rate of 2:1 in administration and approximately 8:1 in faculty ranks. Table II shows that overall male students outnumber female by 2:1, and among the 14,000 boarding students only a fraction (200) are female. The new women's dormitory at Kabul University was built to address this inequity.

Table 1. Higher Education Staff

	Male	Female	TOTAL	Grand total
Administrators	870	403	1273	4705
Faculty	1708	271	1979	
Staff	1233	194	1423	

Table 2 is presented to show the disparity in higher education for girls in comparison to young men with respect to dormitory residence. It is far more difficult for young women to obtain a college education if they must live away from home. This is a serious problem in access that is rooted in cultural beliefs and practices with respect to appropriate learning environments for females.

Table 2. Resident vs. Commuting Students by Gender

	Male	Female	TOTAL	Grand total
Commuter students	13565	7622	21187	35768
Boarding students	14081	200	14281	

In Table 3 it can be seen that gender inequities persist when faculty education level is revealed with only 2% of the faculty with doctorates being women. About half of all instructors and members of the university faculty have only a bachelor's degree (1151/1979). This indicates that the depth and quality of instruction at universities is limited by faculty who are at an educational level only slightly beyond that of the students. In the large picture, when a doctorate is deemed desirable for university faculty, at this time in Afghanistan only about 20% of all faculty have doctorates. (104/1979)

Table 3. Faculty Educational Qualifications by Gender

	Male	Female	TOTAL	Grand total
Teachers with BA/BS degrees	962	189	1151	1979
Teachers with MA/MS degrees	573	80	653	
Teachers with Doctoral degrees	102	2	104	

Table 4 reflects the development costs for higher education projected for five years in the itemized construction and project plans in Appendix C. The projection shows a decrease over five years in the cost of development beginning with \$83.85 million, decreasing to \$15 million, and with major construction and development projects completed by year Five. Table 4 also includes the projected annual operational costs that can be expected to increase yearly not only as a consequence of inflation but as a result of additional enrollments, improved campus capacity, and improved programs. International funding assistance is important for successful implementation of the phased plan for construction and development; but it is also important to supplement and maintain the national operating budget for higher education.

Table 4. Funding/Financing in Million US\$

	Short term		Long term			Total needs for 5 years
	1384	1385	1386	1387	1388	
Operating budget	9.93	11.82	13.11	14.42	15.89	65.26

Development budget	83.85	75.64	50	15	...	224.49
Total	93.78	87.56	63.11	29.42	15.89	289.75

IV. Specific Goals/Objectives

In order to implement our vision, the Ministry of Higher Education is embarking on a two-phase strategic development plan for the next decade: Phase 1. 1384 -1386 (3 years), and Phase 2. 1387 – 1391 (five years). 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.

The specific goals and objectives in the strategic plan that we plan to achieve in the next decade are organized in categories, not as priorities. Work on each category must proceed simultaneously with coordination across categories. The categories are: (a) Enhancement of Quality in Higher Education, (b) Systemic Reform and Management Improvement, (c) Educational Access, and (d) Financing. Within Enhancement of Quality, subcategories to be attended to include: faculty development, curriculum reform, facility development, and quality assurance

The following outlines the strategic goals for Phase 1, the first three years to begin immediately:

First Phase: 1384-1386 (3 years) (2005 – 2008, western Calendar)

(For strategies currently being implemented: see the list in the Appendix A.)

a. Quality Enhancement

- Capacity Building in Institutions of the Ministry of Higher Education: (i) of highest priority is 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, (ii) Capacity building is itself so broad it requires a specific strategic plan for action with priorities determined by the MoHE and by each institution.

- Faculty and staff development: Initiate the international university partnership and other initiatives to (i) upgrade the knowledge of commendable faculty members who have potential for improvement and curriculum leadership, (ii) to bring in

qualified expatriate and Afghan Diaspora faculty to fill the existing quality gap and to train Afghan faculty, (iii) to send younger meritorious faculty abroad for study through fellowships and other special programs. (iv) For staff development, implement administrator training in management, budgeting, planning; and (v) initiate emergency librarian training for development of modern library services for students and faculty, (vi) to improve salaries, and differentiate ranks as appropriate to merit, as incentives and fair compensation for faculty as indispensable members of the university community.

Strategies to be immediately implemented: identify specific curricula and specific institutions for a first-phase pilot program that will first focus on the regional universities of Balkh, Herat, Kandahar, and Nangarhar as well as Kabul. Universities will assess their needs, identify their strengths, propose faculty positions needed and nominate faculty members and professional staff (administrators and librarians) for intensive training.

· Curriculum reform: (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, (vi) promote faculty development and curricular progress toward using English as a medium of instruction in selected institutions and faculties.

Strategies to be immediately implemented: implement university self assessment and reorganization; begin implementation of the academic credit system in pilot institutions, with a nationwide implementation to be accomplished by the end of Phase 1.

· Facility development: (i) renovate existing structures to make universities functional (repairs of heating, water, sewage system, (ii) prepare a new facility plan where there is no existing structure, (iii) establish modern libraries (digital, electronic), IT facilities, laboratories, and classroom environments appropriate for higher education institutions, (iv) 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.

Strategies to be immediately implemented: see Appendix C for project plan and cost estimates for structures needing renovation, and for planning and newconstruction for IHEs throughout the nation.

· Quality Assurance: (1) 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.

Strategies to be immediately implemented: review of the examination application process analyzing and addressing problems.

b. System Reform and Management Improvement

· Increasing Institutional Autonomy: (i) to strengthen managerial and administrative capacity at the institution level (including colleges and departments) with training in university level management, accountability, resource management, planning and development, (ii) to implement the newly ratified higher education law, (i.e. to pilot with one or two key institutions the delegation of administrative, financial, and academic autonomy in a phased manner.

c. Access to Higher Education

· Controlled access at public institutions: (i) to enforce a rigorous entrance exam to ensure admission of academically qualified students, (ii) to expand access to higher education of qualified students by making full use of existing facilities, by adopting longer operational hours per day and an standardized academic calendar.

· Encouragement of private higher education: (i) to prepare and implement a legal framework which promotes the establishment of good-quality private higher education institutions with proper incentives and quality control mechanisms (to avoid fly-by-night exploitative diploma mills.) (ii) to screen the applications for entrepreneurial institutions in terms of quality, quantity, and national priorities.

d. Financing

· Explore and develop cost sharing mechanisms: explore (i) tuition and fee payment schedules for students, (ii) private sector and international aid sources of cost sharing and support nationally and internationally, (iii) special projects support from foundations, grant sources, business/industry/corporations.

Second Phase: 1387-1391 (5 years) (2008 – 2013 western calendar)

a. Quality Enhancement

· Faculty and staff development: (i) to continue initiatives as in Phase I, (ii) to monitor capacity building for faculty and staff development at the institutional level, (iii) to encourage and support faculty and student research activities by introducing competitive research and teaching funds for faculty members, (iv) to continue to develop the faculty rank and salary structure.

· Curriculum reform: (i) to start implementing English-medium instruction in selected universities, (ii) to introduce Master's Degree programs in key disciplines in a few universities, (iii) to introduce new disciplines/inter-disciplinary courses such as

business administration, public administration, environmental engineering, educational management and leadership, etc. in selected universities, and (iv) to continue curricular evaluation and reform at each university with self-study teams in preparation for national and international accreditation reviews.

- Facility development: (i) to continue progress on new construction and facilities development as well a maintenance and repair of existing facilities, (ii) to set high priority on development of modern library capacities including digital, electronic, satellite connections for distance conferencing and learning.

- Quality Assurance: (i) to establish a quality assurance mechanisms linked to national, regional, and international accreditation bodies, (ii) to establish processes within each IHE and in the Ministry of Higher Education to ensure continuous formative and summative evaluation of academic programs including national data collection for review and evaluation with information about student achievement, retention, gender patterns in enrollment, (etc.), (iii) to promote evaluation and improvement procedures for academic programs, campus resources, financial management, individual courses, faculty and staff effectiveness as well as student learning outcomes.

b. System Reform and Management Improvement

- Increasing institutional accountability and autonomy: (i) to strengthen the delegation of administrative, financial, and academic autonomy to higher education institutions by continuing to focus on improving the managerial capacity and governance at the institutional level.

c. Access/Diversification

- Increased capacity at existing public institutions (i) to increase the number of students admitted and retained to graduation by introducing evening college opportunities, community colleges accessible in selected locations in the provinces and in Kabul, tuition-payments and student aid, (ii) improved teaching methods including creative use of audio-visual teaching and distance learning (iii) deployment of faculty members across universities, and employment of adjunct faculty to balance supply and demand.

- Encouragement of private education: (i) to implement a legal framework promoting the establishment of high quality private higher education institutions with proper incentives and quality control mechanisms, (ii) to pilot scholarships in selected fields for meritorious students admitted to private institutions in which the educational outcome is of special value to the nation.

- Distance education: (i) explore and develop the possibilities of distance education within the country, connecting internationally, and partnering with overseas institutions of higher education.

d. Financing

· Continue to explore and develop (i) tuition and fee payment schedules for students, (ii) private sector and international aid sources of cost sharing and support nationally and internationally, (iii) special projects support from foundations, grant sources, business/industry/corporations, (iv) develop capacity for assistance on proposal writing within an office in the Ministry of Higher Education and within the administrations of each IHE.

VI. CONCLUSION

Higher Education in Afghanistan is at a critical moment in its recovery and its potential to contribute to the economic and social stability of the nation. With primary and secondary schools rapidly developing a national universal education program the demand for higher education will soon outrun the spaces available. With universities open again, the gaps are glaring between what could be, what should be, and what is offered. The university infra-structures must be renovated, the curriculum reformed, resources and equipment for learning must be provided, the quality of instruction improved, and university program planning aligned with national work-force needs for the immediate future.

These are complex and almost overwhelming needs, but dramatic progress has been made in the past two years and momentum is building for change in higher education. This is the moment for the international community to assist the colleges and universities of Afghanistan, through a coordinated master plan of the Ministry of Higher Education. The efforts of the Ministry, and the assistance from international sources, must not become fragmented. A comprehensive approach can be orchestrated within Ministry priorities. The opportunities for internal development and for international collaboration are especially ripe today as Afghanistan moves out of a crisis mode into forward thinking and forward building. The possibilities of sliding backwards are also an ever present danger. We take pride in our past achievements in higher education, and we take pride in our current efforts, but the vision cannot be achieved alone. The benefits for Afghanistan and the world will be great as the nation builds institutions of higher education that will be respected nationally and internationally. Partners in this movement toward progress are needed and are welcome.

APPENDIX A

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, 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 as 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. Many more of these courses need to be launched with more language experts, strategic planning and evaluation.

Curriculum and Academic Reform

5. Higher Education Law, drafted, revised, and submitted to the Ministry of Justice for ratification 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, beginning with workshops for administrators of all colleges, revising and distribution of a manual on the credit system modified for Afghanistan
7. Conducting a two-day conference and training on the credit system for administrative teams from all IHEs in the nation on Feb. 20-21. Outcomes indicate a general willingness to move as soon as possible toward this reform measure.
8. Conducting a two-day conference on the proposed Strategic Plan for Higher Education in Afghanistan, Feb. 22-23.
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.
10. 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.

Facilities Development Initiatives

11. development with possible visit by Bill Gates, President of Micro Soft, (spring 2005)

12. developing an experimental community college in Kabul at the Ministry compound (initial assistance from the World Bank)
13. renovation of the women's dormitory at Kabul University in order to increase the number of female student's in residence (USAID, 9.5 million)
14. creation of an Information Technology (IT) center at the Kabul Polytechnic University (built by the Republic of Korea)
15. emergency library proposal for Kabul Education University, seeking funding
16. plan to launch the KEU campus laboratory school in the facilities built by JICA, awaiting policy decisions and equipment funding
17. projected two-year master plan for facilities development (see Appendix C)

b. Systemic Reform and Management Improvement Infrastructure Improvement – Administrative and Organizational Reform

1. reorganizing and streamlining the MoHE, its departments, management structure, and its 18 institutions of higher learning
2. building capacity in the center and the periphery
3. capacity building seminars and workshops for administrators and lecturers working at the MoHE and its institutions (help from UNESCO, IIEP, DAAD, IDB , APEP)

c. Educational Access

International Partnerships, Collaboration, and Financial Assistance

4. negotiating affiliation and partnerships between Afghan and international universities (World Bank assistance)
5. sending students and IHE teachers for short and long term training abroad (hundreds have already been sent to the US, Germany, Japan, France, Australia, India, Iran and South Korea)
6. providing office space at the MOHE for international consultants and projects including American, French, and UNESCO for capacity building an operational matters

d. Financing

7. carefully deploying all our human and financial resources
8. a conference for donors planned for spring, 2005, to focus on the strategic plan
9. drafting a 4-year, 15 million dollar comprehensive reform package (assistance from World Bank)

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

5. Appendix B

List of objectives and goals

Enhancement of Quality in Higher Education;

Facilities Development Initiatives

1. providing for an estimated 100,000 qualified students by 2010 and preparing to meet the demands of 1 million high school graduates by 2014. This requires continued building of classrooms, dormitories, offices, libraries, laboratories, IT centers, etc.

*The MoHE will need new lands and funding to build these facilities.

* demands attention to faculty development and coordination of curricular priorities.

* will require a fair, equitable, and accessible admissions testing system

2. Providing a full modern library, IT, laboratories and/or workshops at each of the higher education institutions.
3. Exploring the possibility of interactive and distance education for faculty and students where conditions permit.

Curriculum and Academic Reform –Faculty Development

4. The urgent re-education of the existing 2000 faculty and education/preparation of three thousand additional well-qualified faculty.
5. Initiate the university partnership program for upgrading and supplementing the teaching faculties
6. Establishing a full and modern testing and professional evaluation center.
7. Implementing the academic credit hour system throughout higher education.
8. Conducting a thorough and radical curriculum reform to make higher education congruent with the new national, regional and global realities in both private, public and market arenas.
9. Strengthen the general education content in the first two years
10. Introduce graduate Master’s degree programs in selected fields in key institutions
11. Introduce new curricula such as business administration, public administration, educational administration and leadership, environmental engineering, etc. in selected universities.
12. Establishing English as the medium of instruction in select institutions, and encouraging full fluency in English throughout the system.
13. Introduce competitive research and teaching funds for faculty members
14. Establish a quality assurance mechanism linked to regional accreditation bodies.
15. Encourage and implement the self assessment and strategic planning of higher education institutions.

Systemic Reform and Management Improvement

Infrastructure Improvement – Administrative and Organizational

16. Implementing the new higher education law. To delegate decision making and operational authority to institutions of higher education in a phased manner by pilot programs in one or two key institutions.
17. Continuing the infrastructure development – building repairing, remodeling and or expanding facilities throughout the 18 institutions of higher learning in the country.
18. Continued capacity building through seminars, workshops, courses and overseas fellowships for MoHE employees working on accountability, transparency and efficiency.
19. Instituting modern administration, management, accounting, and operational ways and means throughout the higher education system.
20. Establishing an independent accreditation agency and working with the colleges and universities to quickly reach international quality standards

Educational Access

21. Establishing two-year vocational/technical community colleges in each of the 14 provinces.
22. Strengthening and expanding selected universities in the provinces.
23. Starting “evening colleges” throughout the country in order to make better use of facilities and to make education more accessible to working students.
24. Launching programs specifically designed to increase the number of women to 50% of the students, faculty and staff in each of the post-secondary institutions and in the MoHE itself.

National and International Partnerships, Collaboration, and Financial Initiatives

25. Exploring the possibilities of cost-sharing of higher education by its constituents and recipients.
26. Establishing close cooperation and collaboration with the Ministry of Education, especially in teacher training and with respect to linkages between primary, secondary, and tertiary education.
27. Close realignment and cooperation between higher education and the private sector, as well as closer cooperation with the other relevant ministries.
28. Instituting close partnerships with international universities.
29. Working with institutions to establish professional academic organizations of faculty, administrators, and students.
30. Continued fundraising for strategic objectives

APPENDIX C

PROJECTED FACILITIES PLAN – 1384-1385

Projected Two Year Plan

No.	Project	Location	Sponsor	Duration	Funds Needed (Millions US\$)			
					1384	1385	Total	
1	Construction of women’s dormitory	Kabul Medical Uni.	IDB	1384/85	2,35	2	4,35	
2	Construction & rehabilitation of Maiwand & Ibn-e-Sina Hospitals	KMU	MoHE Planning Dpt	1384/85	0,8	0,5	1,3	
3	Construction of Aliabad hospital	KMU	MoHE Planning Dpt	1384/85	4	3	7	
4	Construction	Kabul Uni.	Pakistan	1384/85	2	2	4	

	of th Fine Arts faculty							
5	Perfecting of surrounding wall & indoor & outdoor gates	Kabul Uni.	MoHE Planning Dpt	1384	0,3		0,3	
6	Construction of central heating system of central men's dormitory	Kabul Uni.	MoHE Planning Dpt	1384	0,5		0,5	
7	Construction of Theology faculty	Kabul Uni.	MoHE Planning Dpt	1384/85	2	3	5	
8	Construction of Pharmacy, Science & Chemistry institute faculties	Kabul Uni.	MoHE Planning Dpt	1384/85	0,8	0,5	1,3	
9	Construction of International law center	Kabul Uni.	Italy	1384/85	2	0,5	2,5	
10	Construction of the polyclinic for teachers and students	Kabul Uni.	Construction CO. of Karime Ltd.	1384/85	0,5	0,5	1	
11	Construction of testing center	Center of Ministry	USAID	1384/85	1,5	0,9	2,4	
12	Clearing existing projects	Center of Ministry	MoHE Planning Dpt	1384	0,8		0,8	
13	Curriculum of educational organizations	Center of Ministry	UNESCO	1384/85	0,85	0,31	1,16	
14	Construction of teaching building Capacity Building	Education Uni.	MoHE Planning Dpt	1384/85	2	1	3	
15	Construction of physical education faculty,	Education Uni.	MoHE Planning Dpt	1384/85	0,5	0,5	1	

	library							
16	Construction of Health and Physical Education Faculties	Polytechnic Uni	MoHE Planning Dpt	1384/85	3	4	7	
17	Construction of teaching building	Polytechnic Uni	MoHE Planning Dpt	1384/85	2	1	3	
18	Construction of office building, 3 teaching buildings, one dormitory building & the security wall, auditorium, gymnasium	Herat Uni.	Construction CO. of Perozham	1384/87	10	5	15	
19	Construction of office building, 2 teaching buildings, one dormitory building & the security wall, auditorium, gymnasium	Balkh Uni.	Construction CO. of Abdullah Aryob	1384/87	6	9	15	
20	Construction of office buildings, dormitory, classrooms, library, auditorium & the surrounding wall	Al Beroni Uni.	Construction CO. of Maihan	1384/86	4	5	9	
No.	Project	Location	Sponsor	Duration	Funds Needed (Millions US\$)			
					1384	1385	total	
21	Construction of office buildings,	Khost Uni.	Construction CO. of Walullah	1384/86	5	4	9	

	dormitory, classrooms, library, auditorium & the surrounding wall		Abromand				
22	Construction of office buildings, dormitory, classrooms, library, auditorium & the surrounding wall, auditorium, gymnasium	Kandahar Uni.	Afghan Pol Organization	1384/87	5	7	12
23	Construction of office buildings, dormitory, classrooms, library & the surrounding wall	Takhar Uni.	Construction Cies of Yaftal & Abdullah Sadat	1384/86	3	4	7
24	Construction of dormitory and teaching buildings, auditorium, gymnasium	Nangarhar Uni.	Pakistan dvpt budget	1384/86	2	2	4
25	Construction of women's dormitory and teaching buildings	Medical Faculty Nangarhar Uni	Pakistan dvpt budget	1384/86	2	2	4
26	Construction of dormitory, teaching & offices buildings	Bamyan Uni.	Iran dvpt budget	1384/86	2	5	7
27	Construction of dormitory, teaching & office buildings, surrounding	Ghazni HE Inst.	MoHE Planning Dpt	1384/86	2	3	5

	wall						
28	Construction of buildings	Jowzjan HE Inst.	MoHE Planning Dpt	1384/86	0,5	0.5	1.1
29	Construction and rehabilitation of buildings, women's dormitory	Faryab Pedag Inst.	MoHE Planning Dpt	1384/86	0,3	0.6	0.8
30	Construction of dormitory & office buildings	Kunduz Pedag Inst.	MoHE Planning Dpt	1384/86	2	1	3
31	Capacity building	Educational organizations of Ministry	USAID	1384/86	5,5	0.5	6
32	Scholarships for students	To France	France (zTBD)	1384/86	0,65	0.33	0.98
33	Construction of dormitory, teaching & office buildings, surrounding wall	Bamyan Uni.	MoHE Planning Dpt	1384/86	2	3	5
34	Construction of dormitory, teaching & office buildings, surrounding wall	Paktia Uni.	MoHE Planning Dpt	1384/86	3	2	5
35	Construction of dormitory, teaching buildings, surrounding wall	Baghlan HE Inst.	MoHE Planning Dpt	1384/86	3	2	5
TOTAL of short term					83,85	75.64	159.49

Projected Five Year Plan

No.	Project	Location	Sponsor	Duration	Funds Needed (Millions US\$)			
					1386	1387	1388	Total
1	Construction of office building,	Herat Uni.	Construction CO. of	1384/87	10	5		15

	3 teaching buildings, one dormitory building & the surrounding wall, auditorium, gymnasium		Perozbam					
2	Construction of office building, 2 teaching buildings, one dormitory building & the surrounding wall, auditorium, gymnasium	Balkh Uni.	Construction CO. of Abdullah Aryob	1384/87	5	5		10
3	Construction of office buildings, dormitory, classrooms, library, auditorium & the surrounding wall	Al Beroni Uni.	Construction CO. of Maihan	1384/86	4			4
4	Construction of office buildings, dormitory, classrooms, library, auditorium & the surrounding wall	Khost Uni.	Construction CO. of Walullah Abromand	1384/86	4			4
5	Construction of office buildings, dormitory, classrooms, library, auditorium & the surrounding wall, gymnasium	Kandahar Uni.	Afghan Pol Organization	1384/87	5	5		10
6	Construction of office buildings,	Takhar Uni.	Construction Cies of Yaftal & Abdullah	1384/86	5			5

	dormitory, classrooms, library & the surrounding wall		Sadat					
7	Construction of dormitory and teaching buildings, auditorium, gymnasium	Nangarhar Uni.	Pakistan dvpt budget	1384/86	1			1
8	Construction of women's dormitory and teaching buildings	Medical Faculty Nangarhar Uni	Pakistan dvpt budget	1384/86	1			1
9	Construction of dormitory, teaching & office buildings	Bamyan Uni.	Iran dvpt budget	1384/86	2			2
10	Construction of dormitory, teaching & office buildings, surrounding wall	Ghazni HE Inst.	MoHE Planning Dpt	1384/86	2			2
11	Construction of Aliabad Hospital	Kabul Medical Uni (KMU)	MoHE Planning Dpt	1384/86	4			4
12	Surrounding wall of teaching building, office building & dormitory project	Bamyan Uni.	MoHE Planning Dpt	1384/86	3			3
13	Surrounding wall of 1 teaching building, office building & dormitory project	Paktia Uni.	MoHE Planning Dpt	1384/86	2			2
14	Surrounding wall, teaching building & dormitory	Ghazni HE Inst.	MoHE Planning Dpt	1384/86	1			1
15	Surrounding	Baghlan	MoHE	1384/86	1			1

	wall, teaching building & dormitory	HE Inst.	Planning Dpt					
	TOTAL of long-term				50	15		65
	TOTAL of short-term							159,49
	GRAND TOTAL							224,49