Qualifications from Afghanistan – learning from the past and preparing for the future

Marius Jensen
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Topics of today's presentation

- **Educational system in Afghanistan**
- **EQPR and interview based methodology**
- **Challenges and perspectives**

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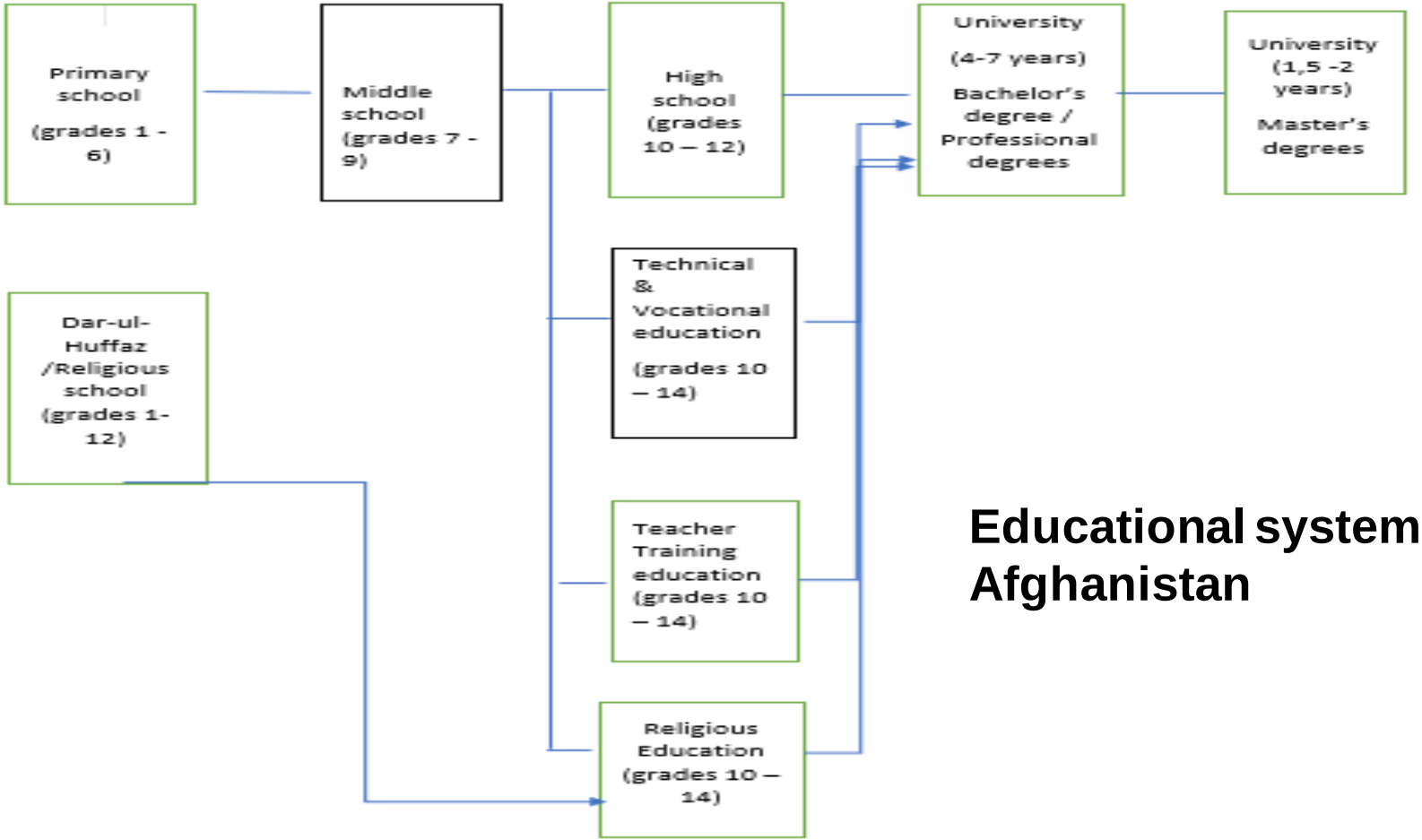

Educational system in Afghanistan

Technical & Vocational Education and Training (TVET)

Formal education:

- Last 2- 5 years
- Under the responsibility of MOE
- Fields of study:
  - Agriculture
  - Business education
  - Construction and Engineering
  - Fine Arts

Non-formal education:

- Short courses
- Under the responsibility of MOLSAMD
- Common courses:
  - Plumbing
  - Television repair
  - Electricians
  - Computer studies

Picture: DVIDS

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Religious Schools

The First Curriculum

- Made for the first time in 1932
- 11-year educational program

The Third Curriculum

- Other subjects besides the religious subjects:
  - Mathematics, History, Geography, Languages etc.
  - Challenge: too many subjects
  - Increased the educational program by 2 years

The Current Curriculum

- Students are taught the same subjects as mainstream until 3rd grade
- From 4th grade Madrassa Curriculum
  - Figh, Tajweed but also geography, mathematics, science etc.

Picture: The Asian Age

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Higher education

Both public and private under the responsibilities of MOHE

- 25 public
- 140 private institutes

Different types of higher education providers

- Universities
- Polytechnics
- Institutes and higher teachers' colleges
- Community colleges

Admission criteria

- Kankour exam

http://hamee.af/afghan-higher-education-institute/

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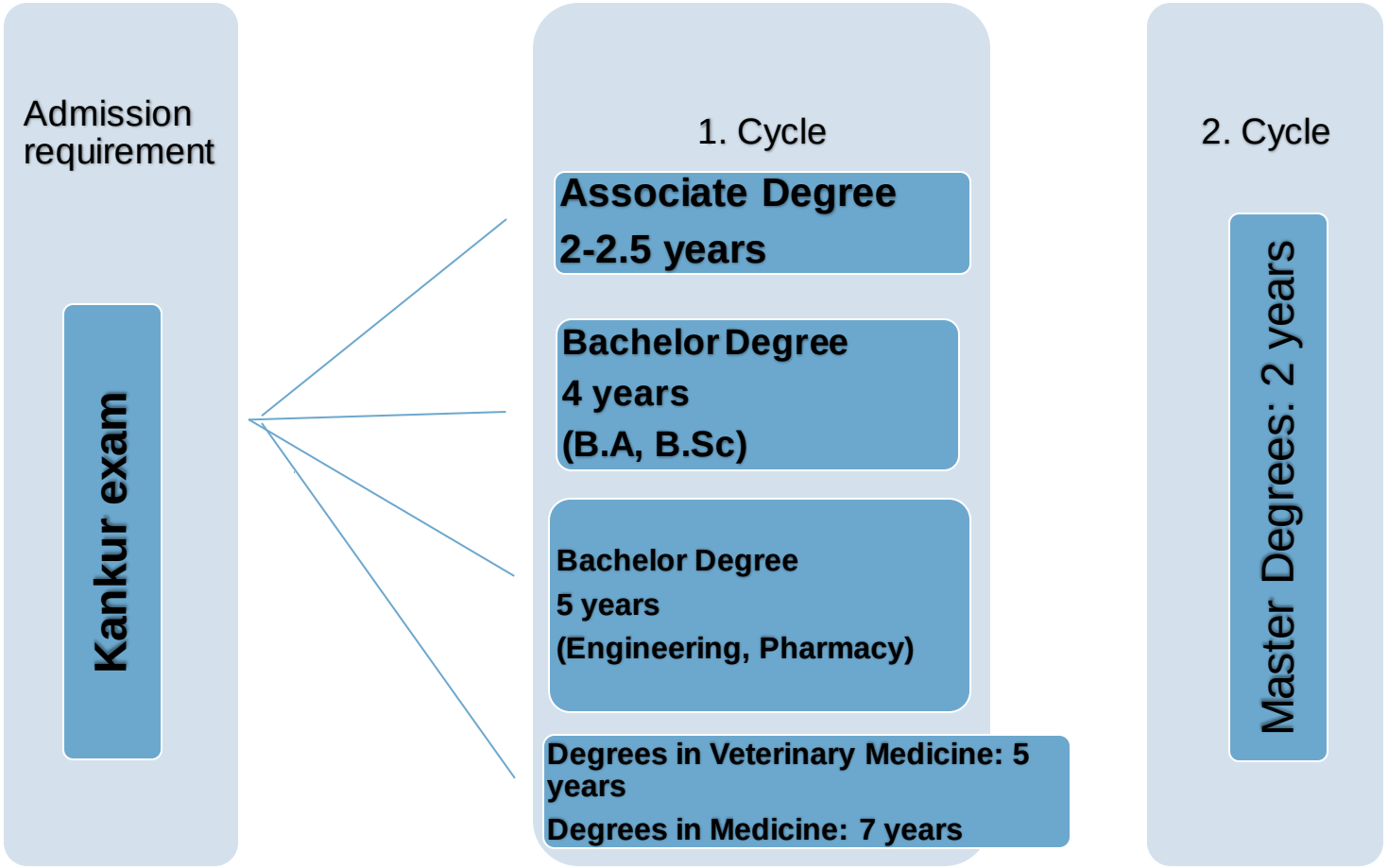
Admission requirement
Kankur exam
1. Cycle
Associate Degree
2-2.5 years
Bachelor Degree
4 years
(B.A, B.Sc)
Bachelor Degree
5 years
(Engineering, Pharmacy)
Degrees in Veterinary Medicine: 5 years
Degrees in Medicine: 7 years
2. Cycle
Master Degrees: 2 years

Higher education

Bachelor’s degrees

- Consist of following subjects:
  - Basic subjects: 30%
  - Specialized subjects: 50%
  - Optional subjects: 12%
  - Diploma project: 8%

Higher education

Master's degrees

- Limited amount being offered in Afghanistan
- Include thesis: 100 – 150 pages
- Graduation requirements:
  - passing grade of 65% for all subjects
  - Completed a foreign language course in bachelor program

Interview with the applicant – the core element

Analysis of the **available documentation**

+

Desk research, ev. reconstruction

+

Semi-structured interview with the **qualified credential evaluators**

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Approaches to evaluation

Document-based assessment

Where do we begin?

- Data collection

Why do we look for it?

- Basis of consistency/inconsistency

What do we look for?

- Stamps and signatures
- Format and layout
- Printed information

Interview-based assessment

Where do we begin?

- Data collection

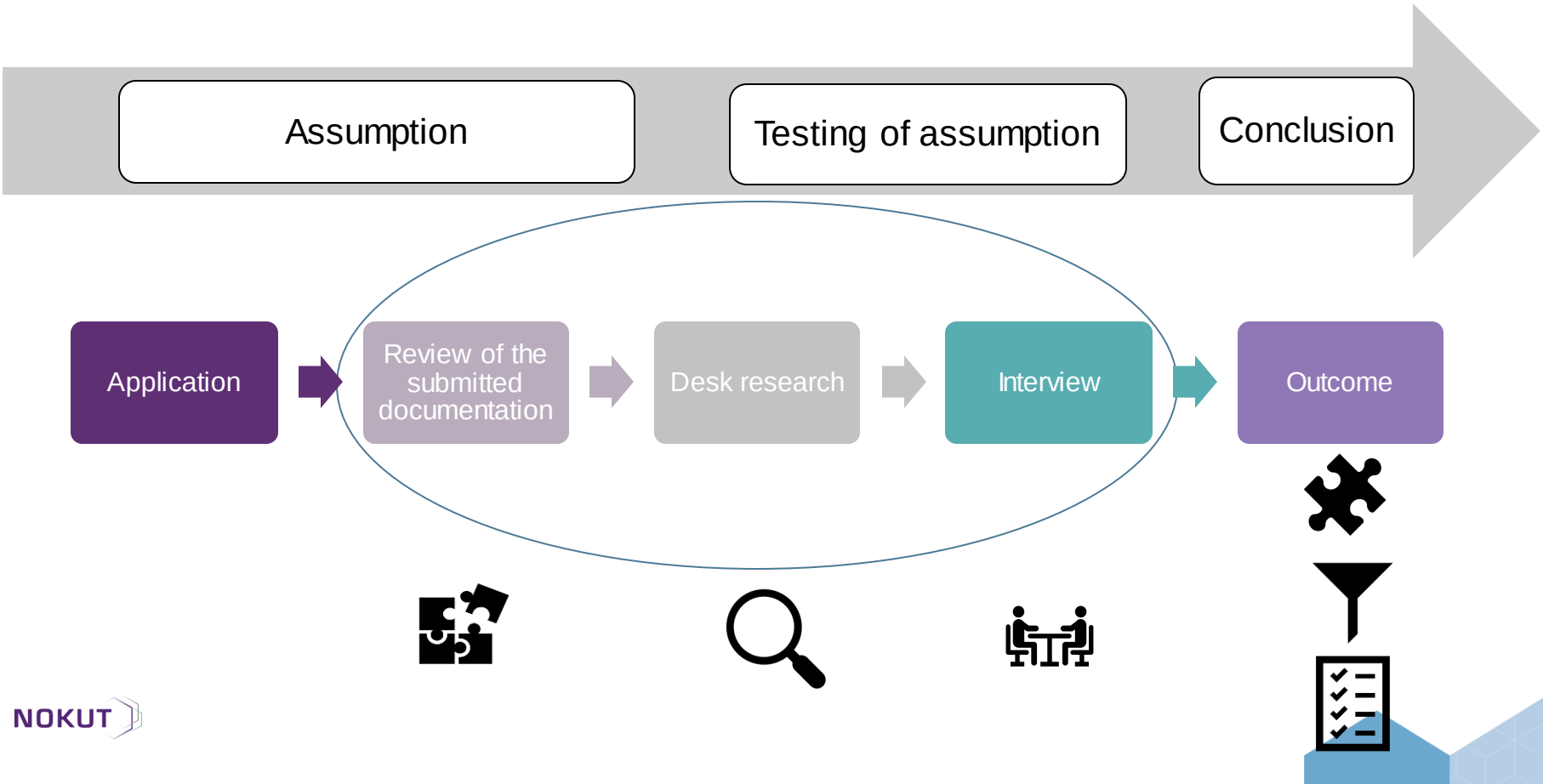
Why do we look for it?

- Basis of consistency/inconsistency

What do we look for?

- Must be reconstructed
- Applicant is the source of the information
- Structured information

Interview-based evaluation and its steps



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Sources of information

RELEVANT MINISTRY

OTHER ENIC-NARIC AGENCIES

OUR ARCHIVES

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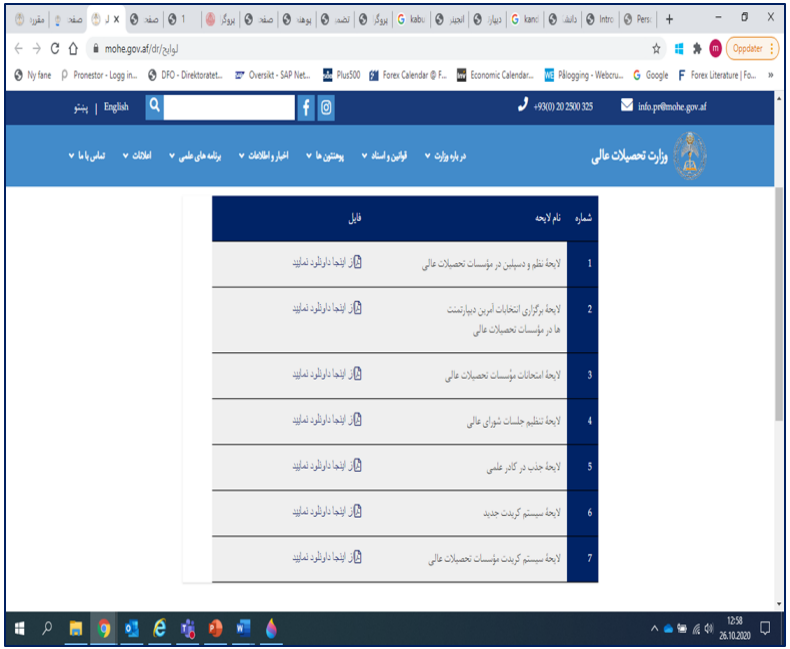
Type of information

Type of information

Rules and Regulations



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Type of information

«National Education Strategic Plan III»

«Action plan» reports

The following table summarises the current position with key quality targets for NESP III and the achievement of internationally agreed Sustainable Development Goals (SDG) by 1409/2030.

A) ENROLLMENTS, CLASSES & TEACHERS	1394 (2015)	1396 (2017)	1400 (2021)	1409 (2030)
Total enrolment (all programs, in 000)	9,200	9,716	11,400	13,600
Primary GER	111.5%	114.1%	118.9%	112.0%
Gender parity index for primary GER	0.67	0.69	0.77	0.96
Lower secondary GER	66.9%	76.6%	95.4%	122.0%
Gender parity index for Lower secondary GER	0.57	0.63	0.69	0.81
Upper secondary GER	42.2%	46.3%	65.4%	98.9%
Gender parity index for Upper secondary GER	0.52	0.55	0.64	0.73
Number of children in CBE classes (000)	333.8	550	400	100
Students/class ratio in public GE	40.8	40.6	40	36.6
Textbook to pupil ratio	6.1	8.1	12.0	12.0
% female teachers in GE	33.3%	35.1%	40.7%	46.0%
Total enrolment in TVET (000)	81.5	82.4	153.6	499.2
% female enrolment in TVET	17.1%	18.9%	25.9%	33.0%
% of schools with adequate building	51%	51%	62%	89%
Number of adult literacy learners (000)	392.9	410	600	800.0
% Female literacy learners	53.9%	57.2%	60.2%	62.5%

Current figures and targets from projection model used for NESP III and SDG

Type of information

Work is ongoing to ensure courses run by GIHS and MoHE are accredited. However, private institute courses are not accredited. Currently the Ibu ali Sina Balkhi Institute, Afzal Asas Institute and Nangarhar Science Institute run training courses for about 700 students a year in Kabul (nurses, midwives, and dental/laboratory/pharmacy technicians), but their courses have not been assessed according to established standards or accredited – This is required urgently.

Registration of health professionals in the private sector is managed poorly. Work is required to institutionally develop the Legislation Enforcement area of MoPH so private sector registrations can be managed through a computerised database, and remedial action monitored and managed.

The nine Institutes of Health Sciences have been very under-resourced for years. Only five of the nine are functional and have nursing and midwifery curricula that are up-to-date. Their facilities are inadequate, their curricula (unless supported by donors) are out-of-date, and their management and staff skills are low. Activity 5 of ANDS HR Cluster is to re-invigorate the Ghazanfar Institute of Health Sciences in Kabul and the 8 Provincial Institutes, which provide nursing, midwifery, physical therapy, technician pre-service and a number of in-service training courses for health workers, by upgrading the institutional structures, procedures, facilities and infrastructure, and capacity building the staff. A project funded by AFD and run by AKDN is shortly to begin to do some institutional development in GIHS and Badakhshan IHS.

“Afghanistan National Health workforce plan 2012 – 2016”

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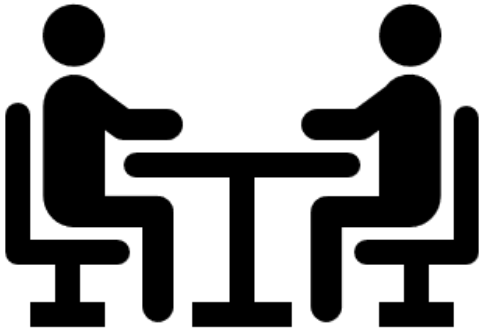
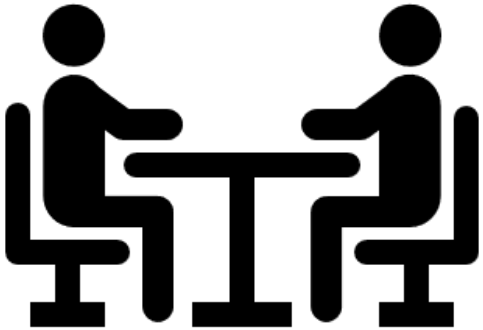
Background



- Introduction
- Ice-breaker
- Initial information collection

Education: Basic education



One of the main building blocks are dates

- Reconstruction of timeline

Modification of the template

- Basic education
  - Date of entry
  - Subjects completed
  - Final examinations
    - Kankour exam

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Konkour Exam

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AFGHANISTAN

Reform of university entrance tests sparks controversy

Shadi Khan Saif 13 December 2018

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The Afghan government's landmark move to reform the decades-old public sector university entrance exam has been rejoiced by many but has worried others in the war-ravaged country.

For years, Afghans have been raising their voices for reforms – in their own perceived way – in the 20th century 'Kankor' public university entrance exams. Finally, when the government managed to break through the crippling bureaucratic system in the deeply divided nation to modify it, not all seemed content.

On a yearly basis, around 200,000 students undertake the 'Kankor' exam to compete for seats in the public sector universities across Afghanistan which provide free higher education. But, due to a lack of capacity in terms of staff and number of universities, close to 50% of students remain deprived of a place.

International Higher Education
Winter Issue No. 105, 2021
LEARN MORE
CIHE Boston College | DUZ medienhaus

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- ***"On a yearly basis, around 200,000 students undertake the 'Kankor' exam to compete for seats in the public sector universities across Afghanistan which provide free higher education. But, due to a lack of capacity in terms of staff and number of universities, close to 50% of students remain deprived of a place."***
- ***"Against this backdrop, Faisal Ameen, spokesman for the Ministry of Higher Education, told University World News that 25% of seats in public universities in different insecure provinces have now been earmarked for those students in these restive parts who have always missed higher education opportunities in the past."***

Educational Background

Formal information

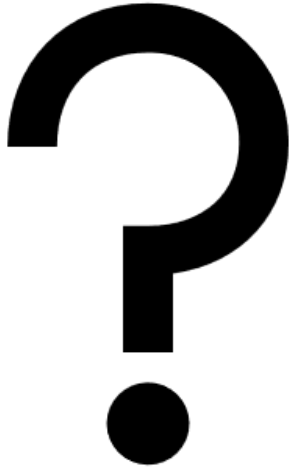
- Nominal length of education
- Day/evening studies
- Theory vs. practical
- Thesis
- Internship

Informal information

- Motivation
- Normal day at university
- Exam preparation

Challenges: Credential evaluator perspective

- - Access to information and contacts
- - Reliability of information
- - Documentation



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Challenges: Access to information

1	کابل پوهنتون
2	کابل د ابو علي ابن سينا د طبي علومو پوهنتون
3	کابل پولي تخنيک پوهنتون
4	د شهيد استاد رباني د ښوونې او روزنې پوهنتون
5	ننګرهار پوهنتون
6	کندهار پوهنتون
7	بلخ پوهنتون
8	هرات پوهنتون
9	البيروني پوهنتون
10	خوست شيخ زايد پوهنتون
11	بغلان پوهنتون

- MOHE website: List of recognized public universities

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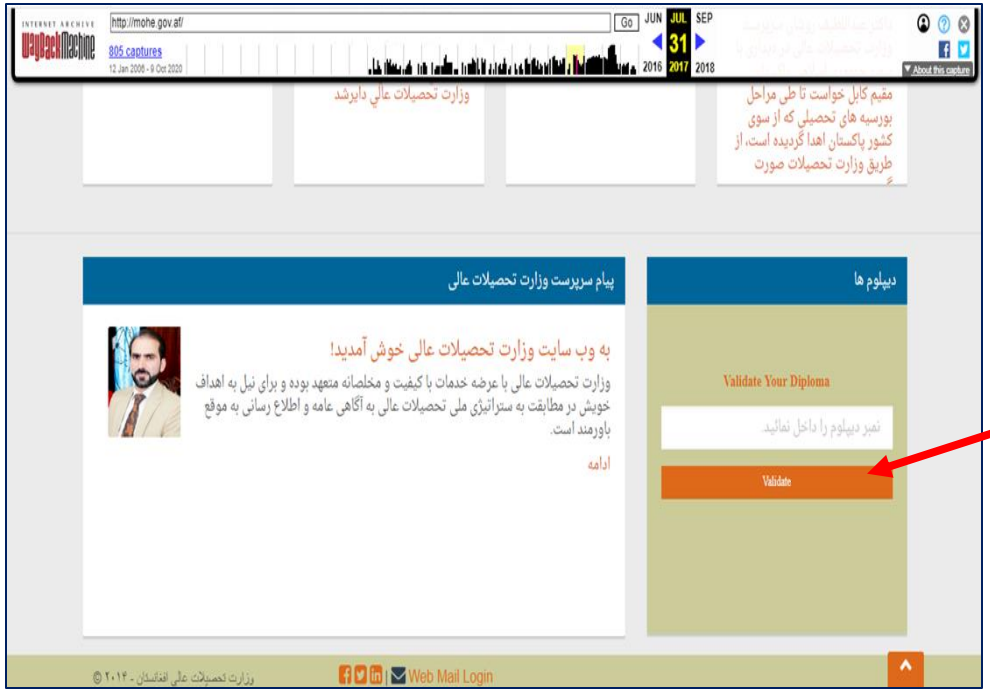
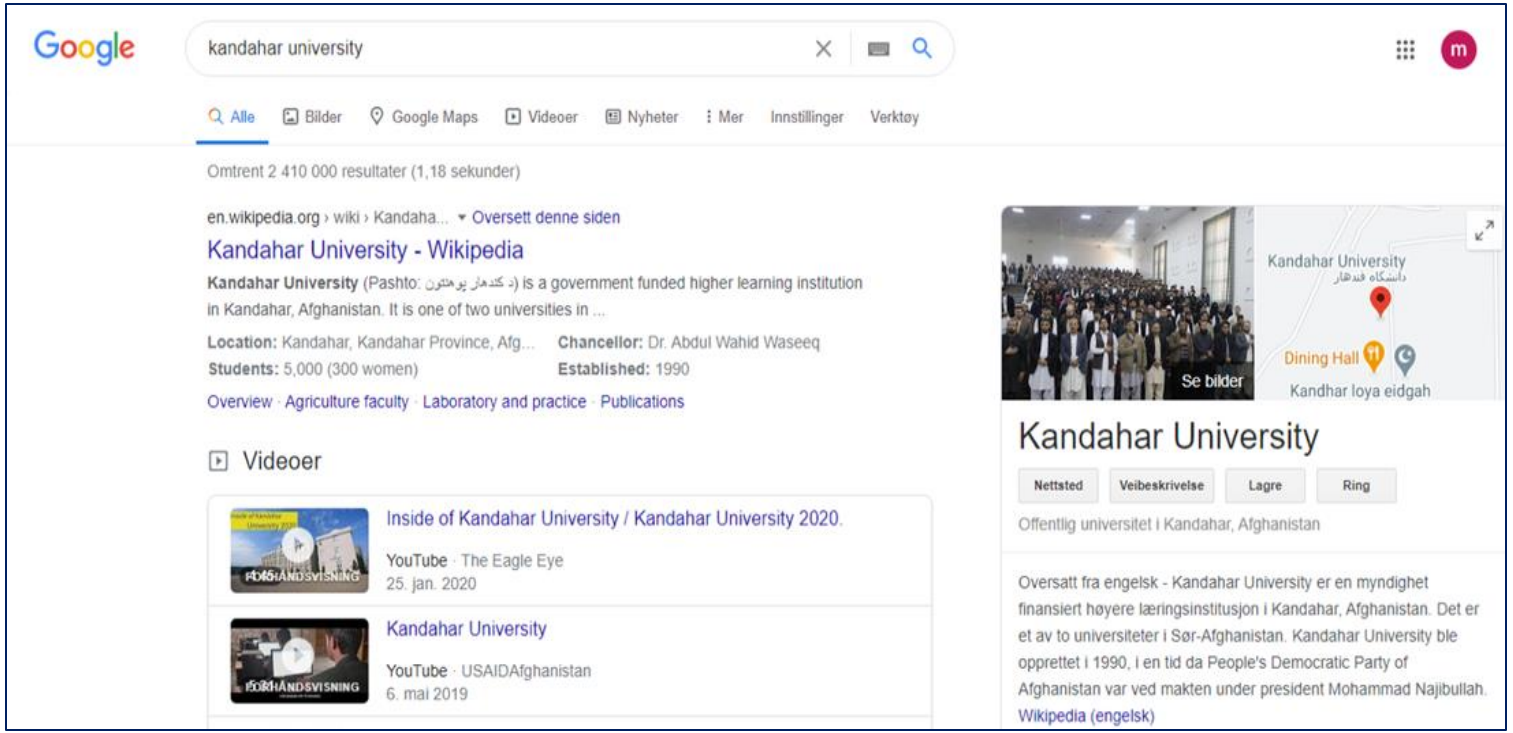
Challenges: Access to information



MOHE website: verification of degrees

Challenges: Access to information



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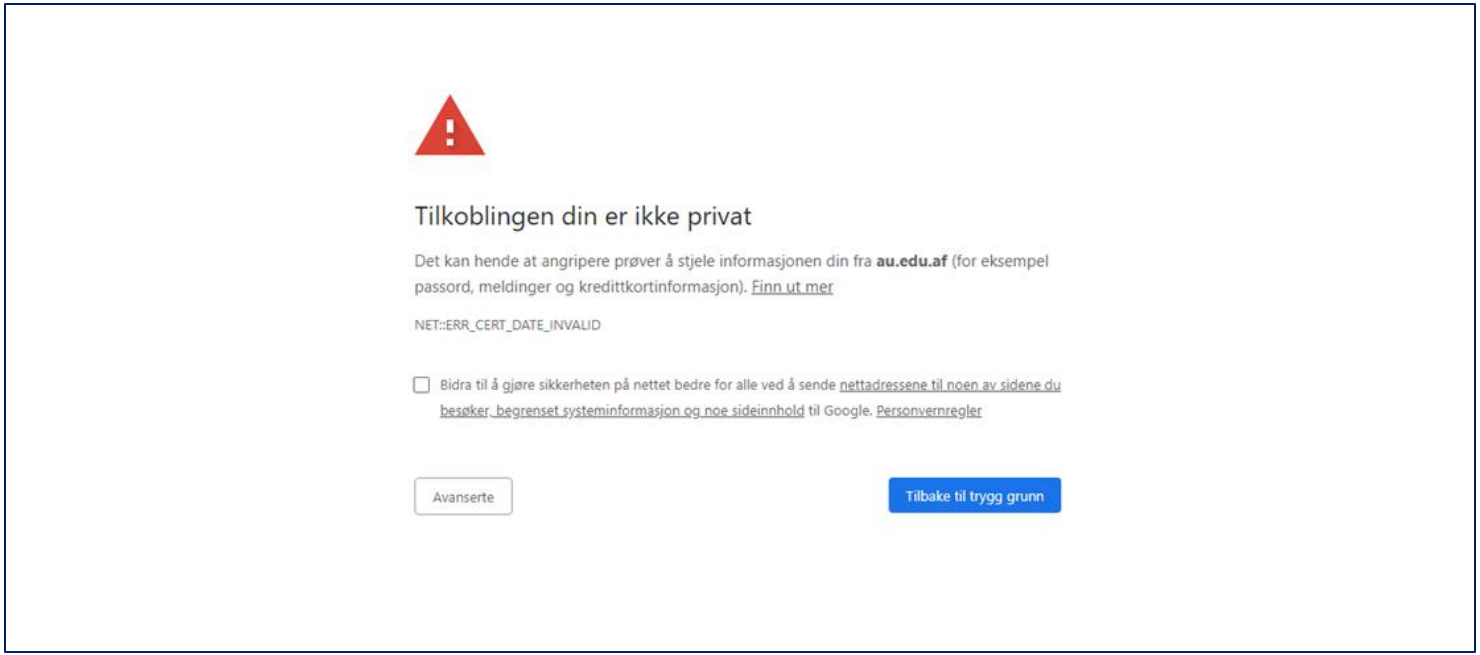
Challenges: Access to information



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Challenges: Access to information

- Nangarhar University website

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Challenges: Quality of information

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- "Afghanistan National Health workforce plan 2012 – 2016" ***(published 2011)***

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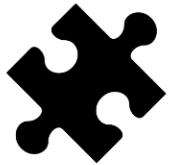
Challenges: Quality of information

Table 2: Pharmaceutical HR Management

Strategic objective #	Strategic objective	Statement of rationale	Strategies and inputs	Opportunities and barriers to implementation	Stakeholders and their roles
2.1	Establish a Pharmacy Council responsible for regulating pharmacists and pharmacy assistants, accrediting pharmacy education programs and setting and enforcing pharmacy education and practice standards by the end of 2015	• Current lack of a regulatory system for licensing and renewal of professional licenses or a mechanism to uphold standards and ethics of practice of pharmaceutical personnel across both public and private sectors • Need for an independent authority to accredit and regulate undergraduate pharmacy education programs • MoPH is currently establishing a Medical Council and a Nursing and Midwifery Council and a similar council is needed for Pharmacy	**Strategies:** • In consultation with key stakeholders, identify composition, roles and responsibilities, and design and propose an appropriate structural model, laws, regulations, and business case for a Pharmacy Council • GDPA to engage and convince stakeholders to support the establishment of a Pharmacy Council • GDPA to establish and obtain official approvals and statutory rights for a Pharmacy Council with the support of GDHR **Inputs:** • International and national expertise • Financial resources • Positions allocated to Pharmacy Council • Pharmacy Council regulations	**Opportunities:** • Availability of donors/NGOs • MoPH/HR expert availability • MoPH interest to establish a Pharmacy Council **Barriers:** • Lack of available infrastructure for Pharmacy Council • Lack of resources for Pharmacy Council positions	• ANPA, Faculty of Pharmacy, GIHS o Provide technical assistance and advocacy • International Pharmaceutical Federation (FIP) o Support links to other Pharmacy Councils internationally to gather advice and models for regulating pharmaceutical personnel • SPS o Provide technical assistance • Nursing and Midwifery Council o Provide technical assistance and share lessons learnt • MoPH GDPA and GDHR o Develop proposal and plans and be responsible for follow-up • Donors, MoF o Provide financial support

- "National Pharmaceutical Human Resources Strategic Framework 2013 – 2017" (***published by MOPH in 2012).***



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Challenges: Quality of information

Education

By **Javed Hamim Kakar**, On Oct 20, 2020 – 10:50

KABUL (Pajhwok): The quality of **education** provided by 33 public and private universities and institutes will be reviewed this year, the relevant ministry said on Tuesday.

This comes after as Pajhwok published a **report** on October 06 that Tanwir Higher Education Institute in eastern Kunar province has conferred Sharia Law Degree on 120 students without having license for the faculty from the MoHE.

- Tanwir Higher Education Institute: Sharia Law Degree

?

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Challenges: Documentation

TOLO news

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video footage displaying a number of forged higher education and certi

TOLOnews on Monday received video footage displaying a number of forged higher education and certification documents that were said to have been made in Pakistan but used in Afghanistan.

Afghanistan's General Consulate in Khyber Pakhtunkhwa, Pakistan, confirmed that fradulent credentials, most often education certificates, are forged in Pakistan for use across the border. The consulate claims to have recognized and confiscated around 80 fake documents.

"We are able to identify the authenticity of documents through a website introduced by the Pakistani Ministry of Higher Education," Afghan General Consul Syed Mohammad Ibrahim said. "As of now now, we have access to 60-80 fake bachelors and masters degrees."

The footage submitted to TOLOnews showed mostly fake university diplomas.

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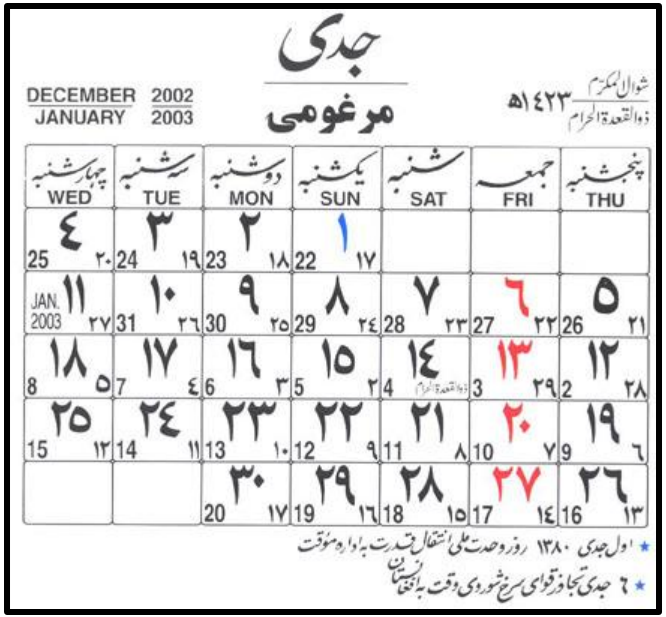
Some tips

- Do your searches on the Dari version if possible
- Think “outside of the box” for information
- Check the history of the education institution and programs
- Check the chronology of date of birth, educational path (age of start of primary education – age at graduation)
- Look for consistencies/inconsistencies not only on the information that is being provided but also the “manner” its being provided

Calender Conversion

- http://www.iranchamber.com/calendar/converter/iranian_calendar_converter.php



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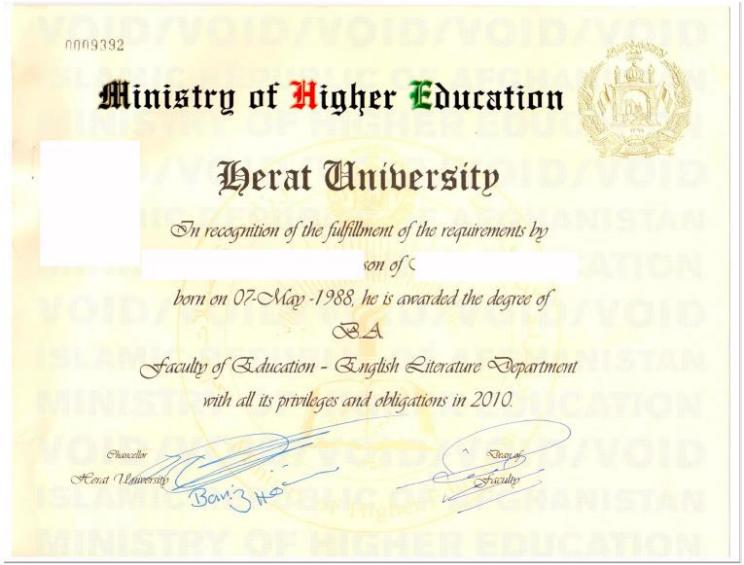
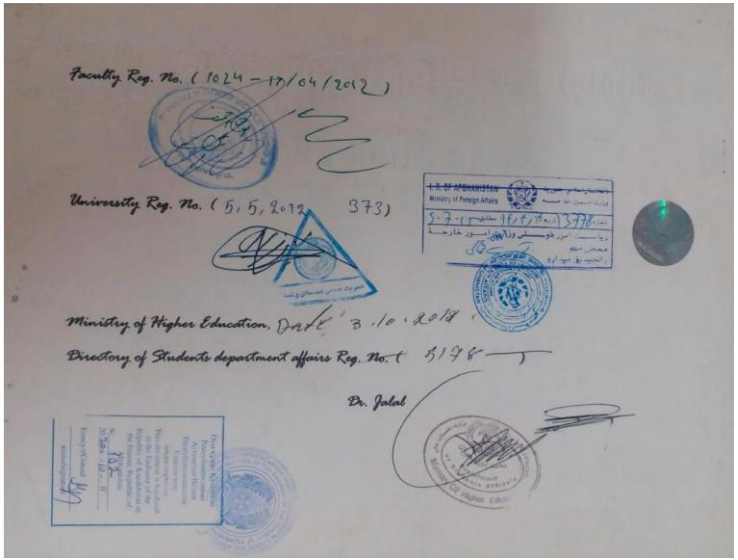
Questions





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Questions

- 1. We noticed some discrepancies with the template we usually received from Herat University. In the final parchment, left down corner, it appears just the Dean of Faculty, without naming the faculty (usually it appears: Dean of Engineering faculty). In addition to that, the date of birth of the applicant is not in the usually format: DDMMAA, but the month is written. Can we consider it something usual?

- 2. Stamps: especially on the back page of the both transcripts and final diploma, stamps are not well visible (we have already asked for a better scan copy) but the overall dossier is quiet unusual and the back page doesn't look like the back page of the front one . The stamp of the Ministry of Foreign Affairs seems to be delete somehow…is it a pattern we are likely to receive in the future? And what about the other stamps? For example the one of Herat University in the back page of the final diploma?

Questions

- 3. Given the current situation, how do you suggest proceeding when in doubt to receive a confirmation of authenticity?
-
- 4. Is there a way for secondary school leaving qualifications to be verified and is there a list of secondary schools available online?
-
- 5. What additional recommendations do you have in terms of source of information that can be consulted so to conduct researches without affecting the status of potential candidates?

- Would you be so kind to clarify the recognition procedure of the secondary education documents in a case when applicant does not have any documents and there is no possibility to send a request to the country of issue.

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