



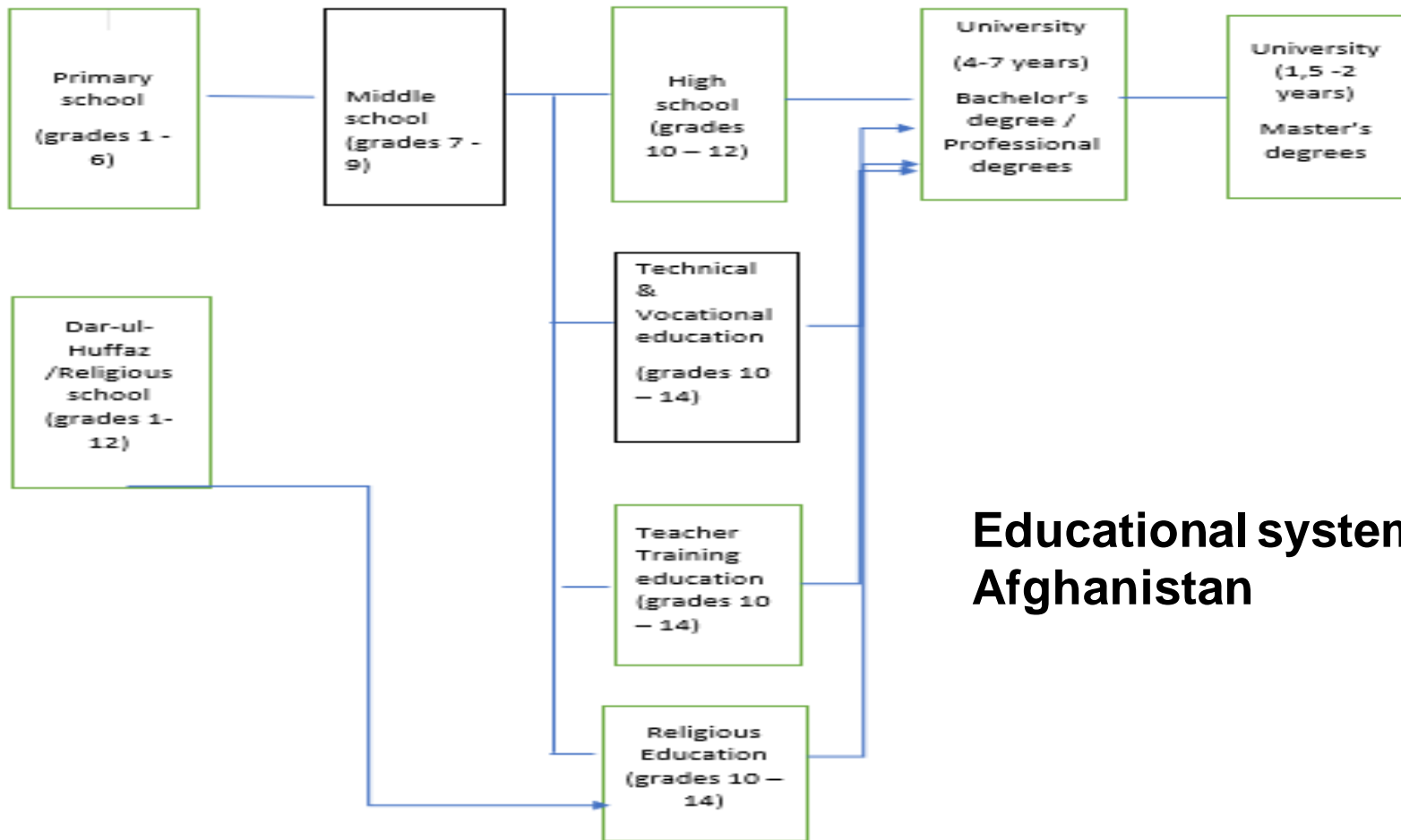
# Qualifications from Afghanistan – learning from the past and preparing for the future

Marius Jensen  
*NOKUT*

# Topics of today's presentation

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





## 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

# 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
  - Fiqh, Tajweed but also geography, mathematics, science etc.



Picture: The Asian Age

# 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



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Red Crescent Region, Afshar,  
Qargha Road, Kabul, Afghanistan

**ADMISSIONS OPEN**

مؤسسه تحصیلات عالی افغان  
AFGHAN INSTITUTE OF HIGHER EDUCATION

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

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**

# 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

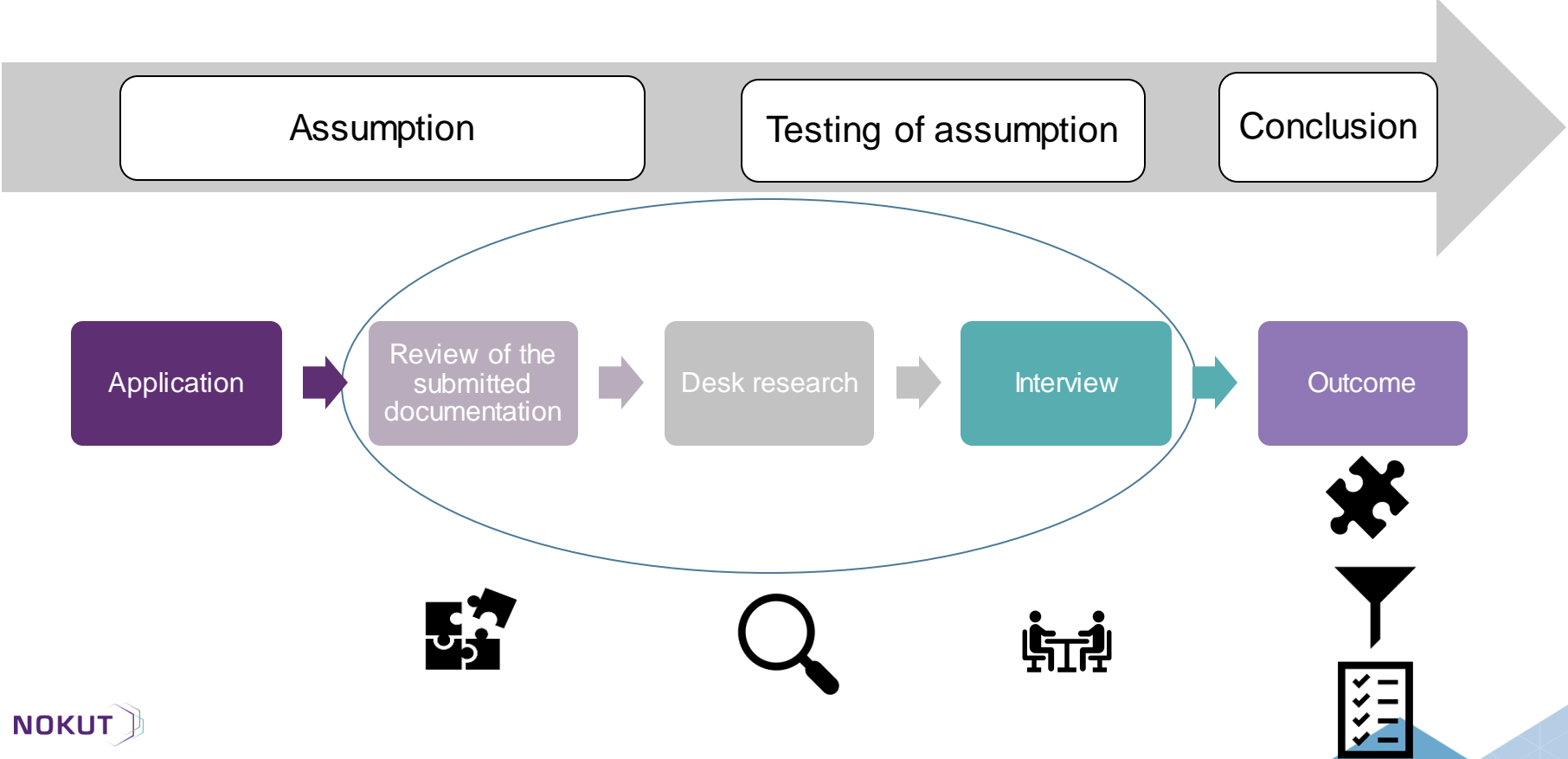
### *Why do we look for it?*

- 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



# Sources of information



RELEVANT  
MINISTRY



OTHER ENIC-  
NARIC AGENCIES



OUR ARCHIVES

# Type of information

info@kums.edu.af

+93(0) 202500327



پښتو | دری



Kabul University of Medical Sciences  
Abu Ali Ibn Sina

ABOUT ▾

ACADEMIC ▾

HOSPITALS ▾

SERVICES ▾

E-LEARNING ▾

RESEARCH ▾

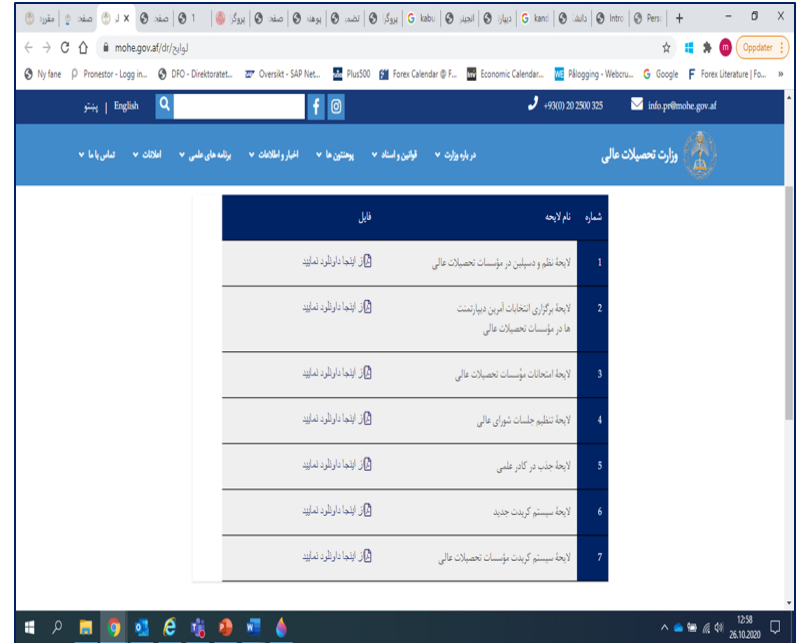
## Head of Community College and Medical Equipment Repairation Department.

The community college was established in 1395 at KUMS. This college started practical work with collaboration of Poly Tactical University, Higher Education Development Program, USWDP AND Aspogan College of USA. The program was started with finical support of USAID. Thirty five medical equipment engineer and technicians (five female and thirty male) graduated from this program. Duration of study in this college is two and half years. Once a year the entrance exam was given by Poly Tactical University, KUMS with the support of National Committee of examination. After successful a complement of this program, the participants receive associated degree. This college contains two lecture rooms, laboratory of repairing medical equipment, technical and electronic Laboratory, meeting room and office. Community college includes ten lecturers, three supporting staffs. Currently, seventy students study in the community college of KUMS.

From Time Table and Duration of Community College Program

# Type of information

Rules and Regulations



The screenshot shows the website of the Ministry of Higher Education (MHE) of Iran. The page displays a list of regulations and rules. The table below summarizes the content shown in the screenshot.

شماره	نام لایحه	فایل
1	لایحه نظام و تدبیرین در مؤسسات تحصیلات عالی	<a href="#">لایحه اینجا دانلود کنید</a>
2	لایحه برگزاری امتحانات آیین دیپلمانت ها در مؤسسات تحصیلات عالی	<a href="#">لایحه اینجا دانلود کنید</a>
3	لایحه امتحانات مؤسسات تحصیلات عالی	<a href="#">لایحه اینجا دانلود کنید</a>
4	لایحه تنظیم جلسات شورای عالی	<a href="#">لایحه اینجا دانلود کنید</a>
5	لایحه جذب در کادر علمی	<a href="#">لایحه اینجا دانلود کنید</a>
6	لایحه سیستم کربند جدید	<a href="#">لایحه اینجا دانلود کنید</a>
7	لایحه سیستم کربند مؤسسات تحصیلات عالی	<a href="#">لایحه اینجا دانلود کنید</a>

# 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	1396	1400	1409
	(2015)	(2017)	(2021)	(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.

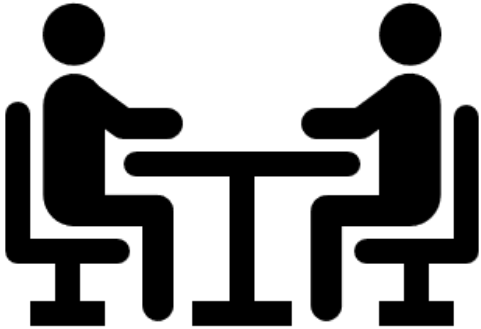
Registration of health professionals in the private sector is managed poorly. Work is required to institutionally develop the Legislation Enforcement area of MoPH so private sector registrations can be managed through a computerised database, and remedial action monitored and managed.

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”**

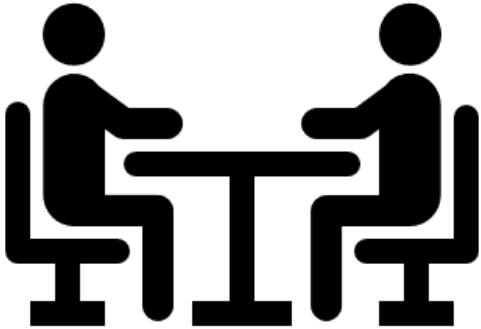
# Background



- 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

# Konkour Exam

The screenshot shows a news article on the University World News website. The article is titled "Reform of university entrance tests sparks controversy" and is dated 13 December 2018. The author is Shadi Khan Saif. The article discusses the Afghan government's landmark move to reform the decades-old public sector university entrance exam, which has been a source of controversy. It mentions that while many are rejoiced, others are worried, especially in war-ravaged areas. The article also notes that for years, Afghans have been raising their voices for reforms in their own perceived way, and that the government has managed to break through the crippling bureaucratic system in the deeply divided nation to modify it, though not all content is seen as positive. A quote at the bottom states: "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." The article includes social media sharing options for LinkedIn, Twitter, and Facebook. To the right of the article is a sidebar with a "International Higher Education" section, a "Winter Issue No. 105, 2021" notice, and logos for CHIE, DUZ, and HETL. The HETL logo is a stylized globe with the letters "HETL" in blue.

- ***“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

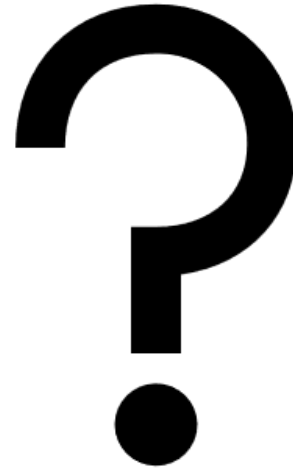
## Informal information

- Motivation
- Normal day at university
- Exam preparation



# Challenges: Credential evaluator perspective

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



# Challenges: Access to information



The screenshot shows the website of the Ministry of Higher Education (MOHE) in Afghanistan. The header includes the ministry's name, contact information (info.pr@moh.gov.af, +93(0) 20 2500 325), and navigation menus for 'ABOUT US', 'LEGISLATIVE DOCUMENTS', 'UNIVERSITIES', 'NEWS & INFORMATION', 'ACADEMIC PROGRAMS', 'ANNOUNCEMENTS', and 'CONTACT WITH US'. A search bar is also present. The main content area displays a table with 11 rows, each representing a recognized public university.

کابل پوهنتون	1
کابل د ابو طي ابن سينا د طبي علومو پوهنتون	2
کابل پولي تخنيک پوهنتون	3
د شهيد استاد رباني د ښوونې او روزنې پوهنتون	4
ننگرهار پوهنتون	5
کندهار پوهنتون	6
بلخ پوهنتون	7
هرات پوهنتون	8
البیروني پوهنتون	9
خوست شېخ زاید پوهنتون	10
بغلان پوهنتون	11

- MOHE website: List of recognized public universities



# Challenges: Access to information



The screenshot shows the MOHE website interface. At the top, there is a navigation bar with the URL 'http://mohe.gov.af', a calendar showing 'JUN 31 JUL 2018', and social media icons. Below the navigation bar, there are several content blocks. On the left, there is a section titled 'پیام سرپرست وزارت تحصیلات عالی' (Message from the Higher Education Minister) featuring a photo of a man and text in Persian. On the right, there is a section titled 'دیپلوم ها' (Diplomas) with a sub-section 'Validate Your Diploma'. This section contains a text input field for 'نمبر دیپلوم را داخل نمایید.' (Enter the diploma number) and a prominent orange 'Validate' button. A red arrow points from the text 'MOHE website: verification of degrees' to this 'Validate' button. The footer of the page includes social media icons and the text '© 2014 وزارت تحصیلات عالی افغانستان'.

MOHE website: verification of degrees




# Challenges: Access to information

The screenshot shows a Google search for "kandahar university". The search bar contains the text "kandahar university" and the Google logo is visible on the left. Below the search bar, there are navigation options: "Alle", "Bilder", "Google Maps", "Videoer", "Nyheter", "Mer", "Innstillinger", and "Verktøy". The search results show "Omtrent 2 410 000 resultater (1,18 sekunder)". The first result is from Wikipedia, titled "Kandahar University - Wikipedia". The snippet describes it as a government-funded higher learning institution in Kandahar, Afghanistan. Below the snippet, there are details: "Location: Kandahar, Kandahar Province, Afg...", "Chancellor: Dr. Abdul Wahid Waseeq", "Students: 5,000 (300 women)", and "Established: 1990". There are also links for "Overview", "Agriculture faculty", "Laboratory and practice", and "Publications". To the right of the search results is a knowledge panel for "Kandahar University". It features a photo of a large group of people in a hall, a map showing the university's location in Kandahar, Afghanistan, and a "Dining Hall" icon. Below the photo and map are buttons for "Nettsted", "Veibeskrivelse", "Lagre", and "Ring". The text in the knowledge panel states: "Offentlig universitet i Kandahar, Afghanistan" and "Oversatt fra engelsk - Kandahar University er en myndighet finansiert høyere læringsinstitusjon i Kandahar, Afghanistan. Det er et av to universiteter i Sør-Afghanistan. Kandahar University ble opprettet i 1990, i en tid da People's Democratic Party of Afghanistan var ved makten under president Mohammad Najibullah. Wikipedia (engelsk)".



# Challenges: Access to information



Tilkoblingen din er ikke privat

Det kan hende at angripere prøver å stjele informasjonen din fra **au.edu.af** (for eksempel passord, meldinger og kredittkortinformasjon). [Finn ut mer](#)

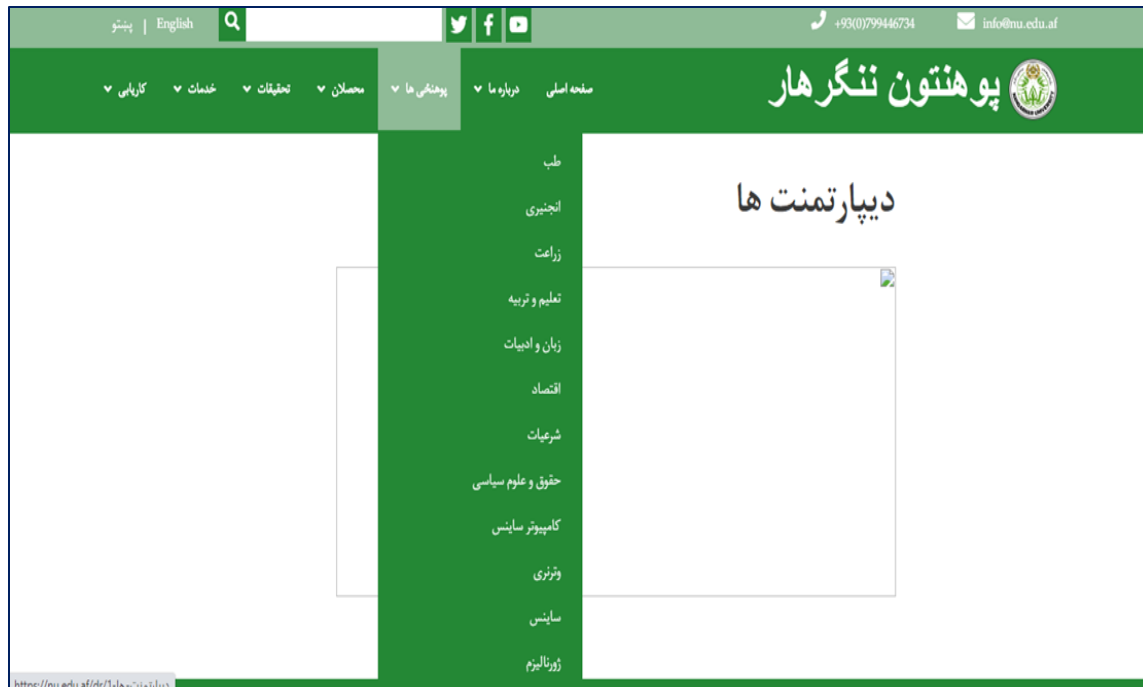
NET::ERR\_CERT\_DATE\_INVALID

Bidra til å gjøre sikkerheten på nettet bedre for alle ved å sende [nettadressene til noen av sidene du besøker](#), [begrenset systeminformasjon](#) og [noe sideinnhold](#) til Google. [Personvernregler](#)

[Avanserte](#) [Tilbake til trygg grunn](#)



# Challenges: Access to information



- Nangarhar University website



# Challenges: Quality of information

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



# 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	<ul style="list-style-type: none"> <li>• 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</li> <li>• Need for an independent authority to accredit and regulate undergraduate pharmacy education programs</li> <li>• MoPH is currently establishing a Medical Council and a Nursing and Midwifery Council and a similar council is needed for Pharmacy</li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• GDPA to engage and convince stakeholders to support the establishment of a Pharmacy Council</li> <li>• GDPA to establish and obtain official approvals and statutory rights for a Pharmacy Council with the support of GDHR</li> </ul> <p><b>Inputs:</b></p> <ul style="list-style-type: none"> <li>• International and national expertise</li> <li>• Financial resources</li> <li>• Positions allocated to Pharmacy Council</li> <li>• Pharmacy Council regulations</li> </ul>	<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Availability of donors/NGOs</li> <li>• MoPH/HR expert availability</li> <li>• MoPH interest to establish a Pharmacy Council</li> </ul> <p><b>Barriers:</b></p> <ul style="list-style-type: none"> <li>• Lack of available infrastructure for Pharmacy Council</li> <li>• Lack of resources for Pharmacy Council positions</li> </ul>	<ul style="list-style-type: none"> <li>• ANPA, Faculty of Pharmacy, GIHS               <ul style="list-style-type: none"> <li>◦ Provide technical assistance and advocacy</li> </ul> </li> <li>• International Pharmaceutical Federation (FIP)               <ul style="list-style-type: none"> <li>◦ Support links to other Pharmacy Councils internationally to gather advice and models for regulating pharmaceutical personnel</li> </ul> </li> <li>• SPS               <ul style="list-style-type: none"> <li>◦ Provide technical assistance</li> </ul> </li> <li>• Nursing and Midwifery Council               <ul style="list-style-type: none"> <li>◦ Provide technical assistance and share lessons learnt</li> </ul> </li> <li>• MoPH GDPA and GDHR               <ul style="list-style-type: none"> <li>◦ Develop proposal and plans and be responsible for follow-up</li> </ul> </li> <li>• Donors, MoF               <ul style="list-style-type: none"> <li>◦ Provide financial support</li> </ul> </li> </ul>

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



# 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



# Challenges: Documentation

**TOL**  
news

Home | Afghanistan | World | Business | Video | Sport | Arts & Culture | Health |

video footage displaying a number of forged higher education and certi



**TOLnews 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 fraudulent 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 TOLnews showed mostly fake university diplomas.



## 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



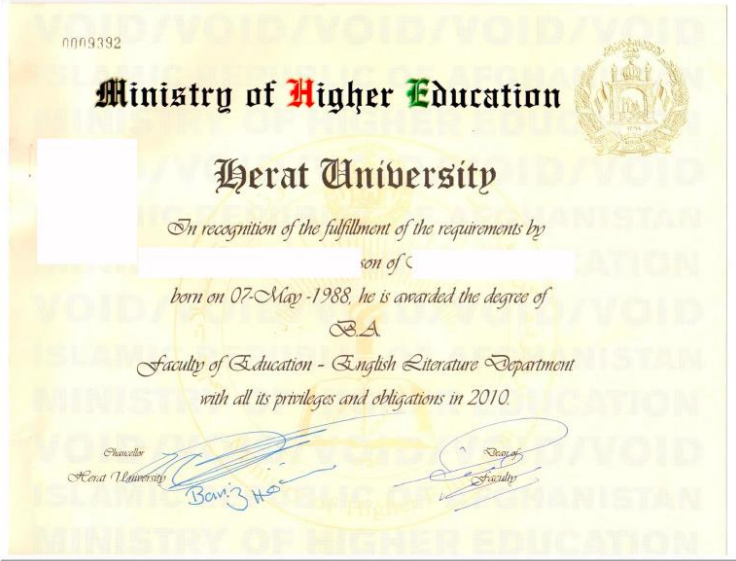
# Calendar Conversion

- [http://www.iranchamber.com/calendar/converter/iranian\\_calendar\\_converter.php](http://www.iranchamber.com/calendar/converter/iranian_calendar_converter.php)

جدی						
DECEMBER 2002						
JANUARY 2003						
مرغومی						
شوال الحرام ۱۴۲۳ هـ						
ذو القعدة الحرام						
پنجشنبه	جمعہ	شنبه	یکشنبه	دوشنبه	سه‌شنبه	چهارشنبه
THU	FRI	SAT	SUN	MON	TUE	WED
			۱	۲	۳	۴
			۱۷	۱۸	۱۹	۲۰
۲۱	۲۲	۲۳	۲۴	۲۵	۲۶	۲۷
۲۸	۲۹	۳۰	۱	۲	۳	۴
۵	۶	۷	۸	۹	۱۰	۱۱
۱۲	۱۳	۱۴	۱۵	۱۶	۱۷	۱۸
۱۹	۲۰	۲۱	۲۲	۲۳	۲۴	۲۵
۲۶	۲۷	۲۸	۲۹	۳۰		
۱۳	۱۴	۱۵	۱۶	۱۷	۱۸	۱۹

\* اول جدی ۱۳۸۰ روز وحدت ملی انتقال قدرت باواریه منوقت  
 \* ۶ جدی تجاوز قوامی سرخ شوروی وقت باقیمانده

# Questions



# 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.

