



**Islamic Republic of Afghanistan**  
**Ministry of Higher Education**  
**Directorate of Quality Assurance and Accreditation**

**Draft of Strategic Plan for Quality Enhancement in Higher Education**

**(1394-1398) same as (2015-2020)**  
**Kabul, Afghanistan**

Table of Content

**Contents**

Preface: ..... 3

Goal:..... 3

Objectives: ..... 4

Challenges:..... 4

Opportunities:..... 4

Viewpoint:..... 5

Prediction:..... 5

Values:..... 5

Priorities:..... 5

Structural view:..... 6

Occupationally view:..... 6

The basic policies: ..... 6

The strategy of duty betterment. .... 7

3. The Strategy of Quality Enhancement. .... 8

The applier responsible:..... 9

Controlling and evaluation of implementation: ..... 9

Results:..... 10

## **Preface:**

Increasing demand for Higher Education Institutions is the result of Economic- Based- Knowledge appearance. The increasing need of the people for higher education, results in increasing the number of Higher Education Institutions. With the increase in number of higher education institutions, the demand and sensitivity for quality education and quality institutions increase. In fact, the rapid increase of higher education Institutions, gives the people more choices to choose the best institutions and that causes that the students expect and focus on higher educations with quality enhanced. That is when the phenomena of quality assurance, enhancement and accreditation begin to appear.

The Higher Education Institutions had a wavering movement, sometimes they have retrogressive-descending and sometimes progressive-ascending, and therefore, even the level of Quality is lower than the region Higher Education Institutions. In (2001) the quantity of Higher Education Institutions increased and focused on Quantity not on Quality, but in 2012 a Directorate was established for Quality Assurance and Accreditation. This directorate soon started to officially struggle towards improvement of Higher Education Institutions.

Decades of war in the country caused the universities to have nothing for enhancement of quality of higher education, that is why these universities, and in fact all higher education system in Afghanistan, could not compete region universities. Many universities which were established later, after Taliban fall in 2001, were not established due to the needs and in the context of available academic resources of the country, rather they were established under political or economic pressure. Having little academic resources for these young higher education institutions caused the quality of these entities to remain poor. This is one of the challenges for the Quality Assurance and Accreditation Department.

The quality of higher education is due to the current activities of Quality Assurance and Accreditation Department and its committees all over the public universities, where, evaluation of Higher Education Institutions is one of them.

The current strategic plan for quality enhancement is designed for five years (from 2015 – 2020) and its implementation needs to be evaluated annually.

## **Goal:**

The goal of this Department is growth, Development, promotion and enhancement of quality in public and private universities all across the country. To reach this goal, higher education institutions need to apply all programs set for the Quality Assurance and Accreditation by this Department.

### **Objectives:**

- 1- Dynamic the departments for the Implementation of Quality Assurance programs.
- 2- Develop the technical, educational, research and specialization of the academic staff to the standards of regional level.
- 3- Improve Teaching quality.
- 4- Continue the work on quality enhancement.
- 5- Traditionalize the implementation of quality enhancement, transparency, justice, accountability and evaluation.
- 6- Develop the international cooperation in terms of Quality Assurance and Accreditation.
- 7- Institutionalize Quality Assurance and Accreditation which is part of Essential program in Higher Education Institutions system.

### **Challenges:**

1. Three decades of war brought a lot of disaster spiritually and materially like: brain drain, teacher's fugitive, and destructive of all academic infrastructures the universities.
2. Universities do not have financial independence and systematic Independence in Higher Education Institutions.
3. Unequal growth of unplanned universities in the last decade.
4. The easy process of giving permits to the Higher Education Institutions and its rapid growth without controlling.
5. Not enough budgeted for the public universities.
6. Not being enough cooperation with foreign developed universities.
7. Youth interest to universities in last decade.
8. No regular plan in youth registration to universities.
9. No Independence prognostication exists in official documents.
10. Being big problems in Ministry of Education system.
11. Lack of Controlling, assessment and evaluation from the Higher Education Institutions.
12. Lack of budget in implementation of quality assurance programs.

### **Opportunities:**

Though there are a lot of obstacles, but, there are a lot of opportunities, too:

1. Presence of the Directorate of Quality Assurance and Accreditations (QA&A) as responsible office.
2. Prioritize the program of QA&A in Ministry of Higher Education in last two years (2013-2014).
3. Institutionalize and strengthen the culture of QA&A in Higher Education Institutions.

4. The cooperation of academic members in QA&A process.
5. Strengthen and institutionalize the continuous culture of evaluation.
6. Include the QA&A program in Ministry of Higher Education strategy and in funded program.

### **Viewpoint:**

By the implementation of Quality Assurance for the Higher Education Institutions both public and private according to cultural and national values which results the Higher Education Institutions to the national and international Accreditation.

### **Prediction:**

All eligible Higher Education Institutions must be equipped by the standard quality in both technical and educational terms and in different field.

### **Values:**

1. All universities must reach in level of international universities in terms of quality.
2. Strengthen the QA&A culture
3. Strengthen the evaluation and accountability culture.
4. Support from the financial independence of universities.
5. Struggle for a clear and effective office.
6. Support the process of QA&A in Higher Education Institutions
7. Continuous effort for institutionalize for a better quality.
8. Open cooperation with the supportive organs.

### **Priorities:**

1. Continuous work on examine terms of quality assurance for those Higher Education Institutions which newly come in QA&A program.
2. Annual observation of bill, guidance, standards, evaluation procedure based on experience and results.
3. Evaluation of the bill duties of staffs and the committee.
4. Develop the relation and cooperation with the foreigner accreditation organs.
5. Institutionalize the quality in Higher Education Institutions.
6. Separate the QA&A directorate from the Ministry of Higher Education as a independent office.
7. Get help and enough budgets for the implementation of program.
8. Training of staffs and committee members because of learning experience.
9. Implementation of strategic plan of directorate and Ministry

**Weakness:** the weakness from the implementation of quality assurance program in three years, in two levels can be reached:

### **Structural view:**

1. The QA&A directorate is a new office in Ministry of Higher Education.
2. The staffs of the directorate were new employees, newly they are getting experience.
3. The administrative structure and bill duties were not according to their duties, it needs change and adjustment.
4. The quality assurance is a new program for the all staffs.
5. During 2012-2014 no budget was given to this directorate except the salary.

### **Occupationally view:**

1. There is less similarity between staffs duties and bills duties.
2. The implementation of quality assurance is hard due to law limitation, especially in terms of evaluation and assessment.
3. Due to new program, a lot of obstacles exist.
4. After implementation each period the byelaw of quality assurance need a change.
5. With similar offices and different supporter some programs are repeated.
6. Lack of a website for the directorate.
7. Lack information of Higher Education Institutions from the quality assurance program.

### **The basic policies:**

The directorate and institutional committee must positively response to the people who can help this process and have good relation with them, the list of people and groups that this directorate is responsible for them must be made and keep in touch with them continuously.

The below basic policies must be made:

1. The policy of teaching and learning in Ministry and Higher Education Institutions.
2. The annual policy of budget appropriations of government and supportive offices.
3. The policy of annual evaluation appliers for the quality assurance and accreditation.
4. Institutionalize the culture of QA&A for the five years.
5. The policy of development of staffs and appliers (teachers, staffs...) capacity of QA&A programs.

Strategies: at this section the strategies according to management, duties for betterment of quality will be made. The strategy of this office is based on weakness reformation, and

use from the presence opportunities. Like this the Quality Enhancement strategy must be clear.

The strategy of office betterment (administrative structure)

1-1. Completion and tooling of QA&A directorate.

Although, in Asad 1391 all staffs of this directorate completed. But, a review is needed for the better and clear process of hiring the employees.

Though, all tools were bought but there is not enough place to put and work there. It must be prepared.

1-2. Develop the capacity of staffs and the committee members.

The majority of staffs didn't have even the experience before, during the time they have learned and found experience. And the courses of capacity building must be held.

1-3. Match the administration structure with the bill duties of staffs with daily activities.

Although, in 1392 the changes and adjustments appeared in bills duty and with a proposal it was accepted and must be done each year and not more than 30% because the staffs job will be renounced.

1-4. Teaching the program of QA&A for the all staffs.

For understanding the QA&A program we must held the short period courses for the staffs.

1-5. Supply enough budgets.

Although, in 1392 the budget officially sent to the Ministry but unfortunately it wasn't included in Ministry budget. In 1393 the budget of 1392 counted and this budget will be given in 1394 and coming years. And the budget will be a part of Ministry's budget.

### **The strategy of duty betterment.**

1-2. The annual analyze of the bill duty of deputy of academy the committee main member and subsidiary member of Higher Education Institutions and the member of QA&A directorate must be changed and adjusted.

2-2. For some activities, like: the expense of evaluation, reviews, and the meetings of the committee must be paid by the nongovernmental offices and they should find the supportive organs to pay for it. Because, the governmental process is so limited there for the program of QA&A cannot be applied.

**2-3.** For the obstacles which is against the program of QA&A must be threaded with tolerance and the obstacles like: lack of information... must be detected and with the team work should be solved.

**2-4.** By the each implementation of accreditation period the bill of QA&A must be reviewed and some adjustment should be brought.

**2-5.** The supportive organs programs for the general directorate of organize and scientific affairs and the regulatory section of private university directorate and other programs must be studied and they should have coordination that no program happened repeatedly.

**2-6.** Try for making a database and separate website for the directorate in (Domain) site, in this case the supportive organs should help it.

**2-7.** Held academic programs (conferences, workshops, meetings ...) in order to teach and clarify the programs of QA&A for the Higher Education Institutions responsible members.

**2-8.** Institutionalize the evaluation and QA&A program in Higher Education Institutions by the produce of different materials like banners.

### **3. The Strategy of Quality Enhancement.**

3-1. continuously reviews from the office management of the Quality Assurance of higher institutions and sending the result of it with a check list (according to bill duty).

3-2. being ready in order to help Higher Education Institutions by the all staffs of QA&A directorate.

3-3. Held the academic programs by the QA&A directorate or by the Higher Education Institutions and technical help of directorate staffs.

3-4. held self -assessment reporting meeting each two months with all academic deputy of Higher Education Institutions in QA&A office.

3-5. getting the written report from the Higher Education Institutions from the implementation of the programs.

3-6. Continuously reviews from the implementation of the process in Higher Education Institutions.

3-7. Help and review from the procedure of teaching quality evaluation.

- 3-8. Evaluation from the academic activities by institutional committee and getting the report at the end of each semester.
- 3-9. Cooperating in implementation of Action Plan, Tracking Document and other activities in order to develop the quality.
- 3-10. Highlights the importance of QA&A program to Ministry and institutions leadership group.
- 3-11. Develop the other procedures, guidance and check lists for the betterment of quality.
- 3-12. collecting the feedback for the program and management of QA&A directorate.
- 3-13. Try on implementation of contemporary methodology of teaching and benefiting from method of electronic teaching.
- 3-14. Try to activate and dynamic more departments as a basic center of Higher Education Institutions.
- 3-15. Try on betterment of publication quality, modernize the curriculum according to the bazaar expectation and research activities in Higher Education Institutions.
- 3-16. Evaluation of teaching materials lectures with its source by the institutional committee and strengthen this culture.
- 3-17. Supporting from the academic independence of universities.
- 3-18. Traditionalize the culture of development of quality in Higher Education Institutions.
- 3-19. Prioritize and evaluation the number of standards.
- 3-20. including the rest of Higher Education Institutions in assurance and accreditation programs according to byelaw.

**The applier responsible:**

The strategy of implementation is the directorate of QA&A and the group leader of Higher Education Institutions.

**Controlling and evaluation of implementation:**

Controlling and evaluation from implementation of this strategy, the committee is responsible and in each half year the director of QA&A report it and finally the decision will be made.

**Results:**

According to vision, prophecy, purposes and programs of the strategy betterment of quality will occur in directorate of QA&A and Higher Education Institutions. With developing of quality in universities results improved and technical students and they can apply in different positions of national and regional offices.

It is noticeable that the five years strategy is made by committee which includes five years strategic for Higher Education Institutions.