



Dr M Yahya Wardak

"Translation of English language textbooks and journals into Dari and Pashto is a major challenge for curriculum reform. Without this facility, it would not be possible for university students and faculty to access modern developments as knowledge in all disciplines accumulates at a rapid and exponential pace."

Higher Education Strategic Plan: 2010-2014

"The Ministry of Higher Education has the responsibility to make available new and standard learning materials in different fields in order to better educate the students."

Dr. Abul Latif Roshan, Acting Minister of Higher Education, 2017

"Underfunded, out-dated: Afghan university libraries mostly rely on donations, or they offer decade old titles. The textbooks detailed in the newly developed curricula and syllabi are seldom available here. If faculties possess them, they are kept under lock and key in professors' offices to protect them."

Christine Roehrs, Afghanistan Analysts Network, 2014

"Old teaching materials of Afghan universities should be renewed."
Mustafa Salik, BBC, 2011

"A student without book is, like a soldier without gun."
An ancient Greek proverb

Publishing Textbooks
for **Afghan Universities**

Dr M Yahya Wardak

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Dr Yahya Wardak

(MD, DCH & TM, Berlin)

Ministry of Higher Education

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*Dedicated to my mother whom unluckily I
could not serve during the last years of her
life because of my works in Afghanistan*

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List of Abbreviations

Abbreviation	Explanations
AA	German Federal Foreign Office
AAN	Afghanistan Analysts Network
ACKU	Afghanistan Center At Kabul University
AD	AD Stands for Anno Domini, Latin for "In the Year of The Lord"
Afghanic	Afghanistan Information Center
AGU	Afghan-German University
ANT	Afghan National Textbooks
ARTF	Afghanistan Reconstruction Trust Fund
BC	Before Christ
CD	Compact Disc
CIM	Centre for International Migration and Development
CNS	Central Nervous System
DAAD	Deutsche Akademische Austauschdienst (German Academic Exchange Service)
DAMF	Dachverband des Afghanischen Medizinischen Fachpersonals (Umbrella organization of Afghan medical professionals)
DAUG	German-Afghan University Society
DCH	Diploma In Child Health
DED	German Development Service
Dr.	Doctor
DVD	Digital Video Disc
ENT	Ear, Nose, and Throat
gGmbH	Gesellschaft mit beschränkter Haftung (Non-profit Limited Liability Company in Germany)
GIZ	Deutsche Gesellschaft Für Internationale Zusammenarbeit
GLP	
GTZ	inische Zusammenarbeit Cooperation)

HERC	Higher Education Research Center
HIV	Human Immunodeficiency Viruses
InWENT	Internationale Weiterbildung Und Entwicklung gGmbH (Capacity Building International, Germany)
ISBN	International Standard Book Number
MD	Medical Doctor
MoHE	Ministry Of Higher Education
NATO	North Atlantic Treaty Organization
NGO	Non-Governmental Organisation
PCB	Physics, Chemistry and Biology
PDF	Portable Document Format
PhD	Doctor Of Philosophy
PRT	Provincial Reconstruction Team
SAMT	The Organization for Researching and Composing University Textbooks in the Humanities, Iran
SHEP	Strengthening Higher Education Program
TM	Tropical Medicine
TV	Tele Vision
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
USAID	United States Agency for International Development
USD	United States dollar
USSR	Union of Soviet Socialist Republics
USWDP	University and Workforce Development Program
WHO	World Health Organization

Introduction

I returned to Afghanistan in 2009 after completing my college education overseas, living as a migrant, and engaging in some charitable work. I published five textbooks as starting working at the faculty of medicine at Nangarhar University. We opened an office in the Ministry of Higher Education and developed a method for providing textbooks for universities in order to continue this effort, which is still in progress.

With the assistance of university professors, we printed and published more than 400 thousand copies of a total of 369 textbooks between 2009 and 2022, and we freely distributed them to all universities across the country. These books are related to medicine, veterinary medicine, pharmacy, psychology, engineering, science, economics, journalism, public administration and policy, languages and literature, business and administration, agriculture, and so on.

Our goal is to serve students, professors, and Afghan institutions by converting outdated chapter notes into standard textbooks and providing quality textbooks to the country's universities.

Many articles on the topic are included in the book you are holding right now, and the information they contain could be crucial for Afghan students, teachers, the Ministry of Higher Education, colleges, donors, and universities. The educational needs, issues, difficulties, suggestions, and methods for gaining entry to the country's higher education system have been outlined in this book.

In this book, comprehensive and detailed reports on the

activities of Yahya Wardak's office in the Ministry of Higher Education from 2009 to 2022 are provided. This office worked with eminent professors from Afghan universities to provide textbooks, print, and distribute them to the country's universities. A list of printed books, distribution series, meeting reports, letters of appreciation, published reports, articles, reactions in the national and international media, internal and external trips, speeches, interviews, and photographs are also included.

The five major sections of this book are as follows:

1. In the first part, there are opinions, suggestions, and advice that have effectively explained the traditional system of higher education in Afghanistan, as well as its requirements, issues, and instructional practices.
2. The second part contains a detailed explanation of the textbook publishing process.
3. In the third part, there are reports from our office about the activities of preparation, printing, and distribution of textbooks, which have explained each activity together with all the details.
4. In the fourth part, the textbooks are explained in the context of the media. In this section, a number of articles, writings, reports, and interviews have been brought together with related letters that have appeared in the national and international press, either printed or published online.

5. In the fifth part, there are a number of books posters, appreciation letters, pictures, and references about the process of printing and distributing textbooks, which have been documented step by step over the last 14 years.

We hope that the content of this book will not only be interesting to the readers and the national and foreign authorities involved in Afghanistan's educational affairs but will also strengthen the spirit of cooperation and assistance related to this important national process.

Reading this book can have at least four benefits:

1. You will know what I have done in Afghanistan in the last 14 years.
2. In addition to describing the current situation of Afghanistan's universities, the Ministry of Higher Education, and students, several challenges will be pointed out to you.
3. Also, higher education officials will benefit from this information and advice in training our next generation.
4. Other individuals, institutions, and organizations will be encouraged to document their work and the progress that they have achieved for Afghanistan.

I want to extend my heartfelt thanks to the university professors in Afghanistan, the deans and chancellors of universities, and the supporting organizations that have assisted us in this worthwhile trip and have not been sparing in their collaboration and assistance.

Regards

Yahya Wardak

Bonn, Germany, 2023

Part I

My Opinions, Suggestions & Advice



Program for Support of Medical Faculties in Afghanistan

Description of Aims and Requirements:

During my visits to different medical faculties (Nangarhar, Herat and Mazar-e-Sharif) from 2009 to 2012 and also during my work as CIM¹ expert at the Ministry of Higher Education in Kabul, I observed that there is little improvement in the field of higher education.

Problems in the higher education sector were pointed out by the authorities and lecturers of Khost and Kandahar medical faculties.

Despite a good progress being made at the universities located in Kabul and other higher education institutions, the situation of medical faculties throughout the country is not fair. They have not received support from World Bank projects such as SHEP² and ARTF³.

Also, representatives from these faculties have asked for academic restructuring in their medical departments. There is lack of infrastructure, learning materials, laboratories and qualified lecturers. In most cases, learning is by means of a chalk-and-talk and theoretical approach using old and mostly hand-written and copied texts. Methodical and practical training does not take place. In some medical faculties, students hardly have the

1CIM: Centre for International Migration & Development. A joint operation of GIZ & German Federal Employment Agency (www.cimonline.de)

2SHEP: Strengthening Higher Education Program. A program of World Bank in Afghanistan

3 ARTF: Afghanistan Reconstruction Trust Fund. A program of World Bank in Afghanistan

opportunity to learn about diagnosis and treatment at the hospital patient's bedside.

The number of medical students will be doubled over subsequent years; hence, all higher education institutions will be facing new challenges. However, these faculties are not in the position to satisfactorily teach and support even today's number of students.

That is why it is really necessary to train future medical staff and to initiate and carry out short-term as well as long-term programs to improve teaching quality.

Without well-trained doctors, it will not be possible to give Afghans access to high quality health services.

Previous programs were carried out in different parts of the country consisted of individual measures and programs which were short-term and were not supervised after implementation. Continuous support was not available, and there was no guarantee of sustainability. These projects were mostly geared to the ability and job-related experience of project leaders in foreign countries. The situation should be changed in the sense that, when new projects are developed and implemented, they should be based on real circumstances and existing problems and requirements of the higher education institutions.

In addition, more time and continuous monitoring of both on going and newly developed projects in coordination with local and international partners are required. Initially, the new projects are to be developed and implemented in medical faculties, for example in Mazar-e-Sharif. The intention is that this will serve as a model which can be transferred to other higher education institutions.

The lack of quality textbooks at the Afghan universities is also

a serious issue which is repeatedly challenging the students and teachers. To tackle this issue, we have initiated the process of providing textbooks to the students of medicine.

In the past five years, we have successfully published and delivered copies of 200 different textbooks to Afghan universities across the country.

The medical students and lecturers are facing multiple challenges. The out-dated method of lecturing and no access to updated and new teaching materials are the main problems. The students use low quality and cheap study materials (copied notes & papers); hence, they are deprived of modern knowledge and developments in their respective subjects. It is vital to compose and print the books that have been written by lecturers. Taking the critical situation of this war-torn country into consideration, we desperately need capable and professional medical experts, who can contribute to improving the standard of medical education and public health throughout the country; thus, enough attention should be paid to the medical faculties.

As requested by Ministry of Higher Education, the universities, lecturers and students wanted to extend this project to non-medical subjects e.g. sciences, engineering, agriculture, economics and literature. It should be remembered that we should publish textbooks for different faculties that are in need all over the country.

1. Publishing Medical Textbooks for Students and Young Doctors:

The Afghan medical doctors, who visited Germany through DAAD¹ capacity building projects, pointed out that besides

¹DAAD: German Academic Exchange Service (www.daad.de)

shortage of training, there is also a serious lack of medical instruments, adequate equipment, laboratories and laboratory materials as well as up-to-date medical textbooks. In Kabul and other provinces, there are very few new publications in English. Even the university libraries have few textbooks that are out of date, however. In addition, students and doctors do not have a good command of the English language. Therefore, some lecturers dictate the contents of their lectures, and the students have to take notes. Hence, special literature and books in the native formal languages of the country are of immense importance. Furthermore, an inventory of all textbooks which are currently used and written by university lecturers and are fundamental for teaching and examining students is essential to improve the available learning resources.

Thereafter, the intention, together with lecturers and students from individual faculties, is to compare learning resources currently in use with international standard publications. Based on that, international standard publications will be chosen, translated and published in the languages of the country for teaching purposes. This first important step serves to bring teaching in line with international standards.

In the "National Higher Education Strategic Plan: 2010-2014" the following is stated about it:

"Funds will be made available to encourage the writing and publication of textbooks in Dari and Pashto, especially in priority areas, to improve the quality of teaching and learning and give students access to state-of-the-art information.

In the meantime, translation of English language textbooks and journals into Dari and Pashto is a major challenge for curriculum reform. Without this facility, it would not be

possible for university students and faculty to access modern developments as knowledge in all disciplines accumulates at a rapid and exponential pace.”

For this reason, we have published 176 different medical textbooks from Nangarhar, Khost, Kandahar, Herat, Balkh, Kapisa medical faculties and Kabul University of Medical Sciences. In addition, 21 textbooks of other fields have been published. Currently, we are working to publish more textbooks. It should be mentioned that all these books have been distributed among the medical faculties of the country free of cost. We have also distributed one copy of the published medical textbooks to Ministry of Public Health, Hospitals, registered private medical faculties and other organizations.

The textbooks written by lecturers are to be collected and printed after prior consultation, and then they will be made available again to students in institutions of medical education. Some of these textbooks will be sent to other institutions of higher education nationwide to facilitate coordination, cooperation and academic exchange.

We are very thankful to the German Federal Foreign Office (AA) and German Academic Exchange Service (DAAD) for providing funds for 95 different medical textbooks.

We are also very thankful to Dr. Eroes, the director of Kinderhilfe-Afghanistan e. V.1 /Germany, who provided funds for 80 medical textbooks of Nangarhar Medical Faculty and 20 non-medical textbooks to be used by the students of Nangarhar University and other faculties in Afghanistan.

I am also thankful to Association of Afghan Medics in

¹German Aid for Afghan Children. A private initiative of the Eroes family in Germany (www.kinderhilfe-afghanistan.de)

Germany (DAMF e.V.), Dr. Salmai Turial from J. Gutenberg University Mainz/Germany, Mr. Dieter Hampel and Dr. Juergen Kanne members of Afghanic/Germany¹ for their support in administrative & technical matters.

I am especially grateful to GIZ² and CIM for providing working opportunities for me during the past five years in Afghanistan. In Afghanistan, I would like to cordially thank His Excellency the Minister of Higher Education, Prof. Dr. Obaidullah Obaid, Academic Deputy Minister Prof. Mohammad Osman Babury and Deputy Minister for Administrative & Financial Affairs Prof. Dr. Gul Hassan Walizai, the universities' chancellors and deans of the medical faculties for their cooperation and supporting the project. I am also thankful to all those lecturers who encouraged us and gave us all the books for publishing.

I would like to ask all the lecturers to write new textbooks, translate or revise their lecture notes or written books and share them with us to be published. We assure them of quality composition, printing and free of cost distribution to the medical faculties.

I would like to request the students to encourage and assist their lecturers in this regard. We welcome any recommendations and suggestions for improvement.

All published medical textbooks can be downloaded from www.ecampus-afghanistan.org.

2. Multimedia Teaching:

Interactive and multimedia teaching instead of purely theoretical classroom teaching is very important. In the medical faculties of Balkh and Nangarhar universities,

¹Afghanic: Afghanic Organisation in Germany (www.afghanic.org)

²GIZ: German Society for International Cooperation (www.giz.de)

there was only a single overhead projector available. Most lecturers used to teach purely and theoretically facing the class.

Six projectors have been made available for Nangarhar Medical Faculty through a *DAAD* grant and have been installed in each classroom.

The projectors have been connected to computers and internet with support of a USAID¹ project. Consequently, each classroom is connected to the internet which can revolutionize teaching.

Within the framework of this project, lecturers received training on MS PowerPoint and on how to use these appliances. Lecturers will continuously receive trainings to be able to design and present their lectures and routinely use multimedia resources in teaching their students.

This project also serves as a model for the whole country. Projectors have also been installed in all teaching rooms at the medical faculties of Khost, Kandahar, Herat and Balkh universities.

It was requested to install and connect the projectors in every classroom in other medical faculties like Kapisa and Paktia medical faculties as well as the laboratory of Kabul University of Medical Sciences and Ali Abad Teaching Hospital. It is a necessity that all classrooms including laboratories should be equipped with multimedia facilities.

3. Situational Analysis and Needs Assessment:

Various organisations in different parts of the country have carried out individual measures and projects in the

¹USAID: United States Agency for International Development
(www.usaid.gov)

past. These projects mostly focus on the ability and professional experience of project leaders in foreign countries. In order to obtain a better understanding of the current problems and future challenges in Afghanistan and to be able to offer scientific solutions, it is essential to draw up an analysis of the current situation of the institutions of higher education. Then we will be able to identify the relevant strengths and weaknesses.

It is requested that a German or an international specialist, in the field of training medical staff in developing countries, should go to Afghanistan for a brief stay to visit and assess medical faculties. Thereafter, following consultation with the MoHE (Ministry of Higher Education), DAAD, GIZ, WHO¹, World Bank, UNESCO² and any other interested institutions, further project suggestions will be developed and implemented.

4. Professional Libraries in Medical Faculties:

A library in each medical faculty was visited, and the faculties were considerably effective in comparison with the faculties lacking libraries. However, most books were outdated and did not have catalogues.

The libraries of each medical faculty should run as a department of the university library and should be specified to their respective colleges.

In a long run, the libraries will become efficient learning centres. After training, the library staff will also be able to help students to access new research materials and information.

¹WHO: World Health Organization (www.who.int)

²UNESCO: United Nations Educational, Scientific and Cultural Organization (www.unesco.int)

In the short period, following consultation with faculty management and in accordance with international standards, five to ten books at a time from all fields of medical speciality will be provided to the libraries.

In this way, lecturers as well as students can get information about the latest subject developments and put them into immediate practice in the classroom. In the mid-term, these books can also be translated into Afghan languages and printed following clarification on translation and copyright.

5. Practical Training in Laboratories:

My observation shows that there were only few and not well-equipped laboratories in the medical faculties. In such a case, appropriate teaching is impossible.

In order to enable students to combine practical and theoretical teachings, they need to develop the capacity of the available laboratories, and some new laboratories should be established.

6. Teaching Hospitals (University Hospitals):

Surprisingly, we observed that none of the medical faculties had a teaching hospital, and none of them was linked to any university hospital. As a result, the medical students hardly have the opportunity to undergo practical training at the patient's bedside.

If there is a university hospital available, all clinical departments (Predominantly Internal Medicine, Surgery, Obstetrics & Gynaecology and Paediatrics) should be present inside university hospital. In case there are no university hospitals available, cooperation between the medical faculty and a public health hospital should be established by means of a contractual agreement in order

to pave the way for practical training of future doctors. We will try to obtain financial support for the university hospitals for the relevant clinics (Internal Medicine, Surgery, Obstetrics and Gynaecology and Paediatrics) within the framework of structural reforms.

7. Strategic Plan:

According to the Ministry of Higher Education, the number of medical students will be doubled in the coming years. However, medical faculties are not well-prepared, and it will not be easy to provide the required facilities for that number of students adequately. It is important that each medical faculty should have its own strategic plan according to the strategic plan of their related universities. The Ministry of Higher Education (MoHE) in Kabul is being asked to let every university and faculty develop its own strategic plan. This should be in line with the “*National Higher Education Strategic Plan: 2010 – 2014*”. Strategic plans will be of immense significance to the future development of universities and faculties to secure back-up-funds as well as to coordinate donor activities and development projects. The strategic plans should be developed in cooperation with medical faculties and then presented to the Ministry of Higher Education as well as to the international community and donor agencies.

My suggestion is to meet the students and ask them about what their problems are. Talk to the lecturers and ask them about what they would like to do for themselves. Visit the department and ask them about what they need. After discussions, projects should be planned so that the budget could be spent efficiently.

Chapter, Textbook or the Internet?

Is it believable that most of the Afghan students do not have textbooks and use ten to twenty years earlier chapters (notes translated by instructors from a book on an issue or subject) as the only teaching materials?

Well, I would not believe it if I had not seen the painful situation of higher education in Kabul and some other provinces. Students carry twenty or thirty pages in plastic bags, memorize the contents by rote and jot them down to pass the exams. In contrast, students in other countries have access to voluminous literature, and they refer to libraries several times a week.

Elsewhere in the world, university is considered as the main center of new knowledge, technology, and research, but unfortunately students at the Afghan universities still use the learning materials of the 20th century. Nevertheless, some lecturers have written, translated, and published books in their respective fields as exceptional cases.

In the last 13 years, no systematic initiative was conducted to provide new standard textbooks. However, in 2014, the Ministry of Higher Education published a curriculum in several volumes for 50 fields. That was the first positive step, but unfortunately, it has not been applied in every field. As curriculum improves the teaching plan and framework, the relevant books should be available for each teaching subject in the native language of the lecturers and students. There have been suggestions that the lecturers and students should use English books or the internet. But not all lecturers and students have a good command of English to exploit English books. As well as the internet can never

be substituted with books because books have been the best means to share and gain knowledge for thousands of years.

I contributed to starting an online course from 2003 to 2005

A student without book is like a soldier without weapon.

An ancient Greek proverb

and worked as its tutor in InWEnt gGmbH/Bonn for doctors in Asia, Africa and Latin

America, who had studied in Germany. The course was about HIV/AIDS in German language, and it was then translated into English. As a developed country, Germany continuously works and investigates about e-learning that is getting more common, but it is not replaced with classroom learning. Most trainings at institutions are organized in classrooms as usual.

Although the number of users of new technology in Afghanistan has been increasing, the internet does not properly work due to lack of electricity and/or other technical problems.

Another trouble is related to breakdown in communication due to language barrier. Although teaching is possible through the internet, the learning materials should be provided in a language that is understandable for students. Part of such materials can also be shared on the internet to be utilized in courses by the interested organizations and people abroad.

Another issue is that learning through the internet is not inexpensive; it rather costs more as it requires complete technical facilities such as electricity, smart phone, computer

and access to the internet.

In addition, learning content should be available, and the texts should be stored in computers to be easily accessible for the students. Full texts without charts, figures, audio and video can also be boring. Nevertheless, there is no specialized, professional organization throughout Afghanistan to operate for improvement in this respect.

Although there are some advance courses of English language, they are only suitable for those who already have a full command of the language.

Some years ago, an online program called GLP was initiated at the Ministry of Higher Education by USAID. Their experiences should be taken into consideration. They spent a great deal of money but were not so effective to fulfill the expectations.

Elsewhere in the world, textbooks play the main role in mastering any profession by the students. Lecturers and authors write numerous books per annum for each subject and translate international, standard books. The libraries of every university purchase abounding books in both their native and English languages to be provided to their students as and when needed. In addition, each university has a bookstore, either inside or outside its campus.

Let's contemplate applying the same experience.

Do Afghan universities entertain this practice? Thousands of new students join universities on annual basis, but how many books are provided to them? Unfortunately, the MoPH and universities has not allocated any budget for writing, translating and publishing books.

Classroom, teacher and book are the main elements of education, followed by online learning. Therefore, let's initially provide the basics for taking further actions.

Suggestions:

- In the budget of the Ministry of Higher Education and each university, a specific portion should be allocated for writing, translating, and publishing textbooks.
- An initiative called "National Textbooks Program" should be executed by the Ministry of Higher Education, and it should be considered as one of the priority tasks by the ministry.
- The program should be financial supported by the MoPH.
- The program should be proposed to the USAID, DAAD, World Bank, and other donors.
- It should be envisioned that each university subject should have a certain curriculum and at least one textbook.
- The newly provided textbooks should be introduced to the relevant lecturers.
- The adverse condition of libraries at Afghan universities and faculties to store books in stocks should immediately change for the better.
- At least one professional librarian should work in each library.
- Each library should have a specific annual budget for purchasing new books.



Afghan National Textbook Program

- The method of “papers & notes” must come to an end.
- New textbooks should be written and translated by university lecturers in every field.
- At least, 100 books should be published annually: an aggregate of 500 textbooks in 5 years.
- Each subject should have at least one textbook.
- Overhead projectors (OHPs) should be provided for all classrooms.

Recommendations

To MoHE:

- Initiate the “Afghan National Textbooks” (ANT) Program;
- Consider the program as a top priority;
- Encourage lecturers to translate, write and publish textbooks in their respective fields.

To Lecturers:

- Revise your books and share with us for publication;
- Write and translate new textbooks for publication.

To the donors (DAAD, USAID & World Bank):

- Provide any sort of support to the (ANT) program;
- Provide funds for publication of textbooks.

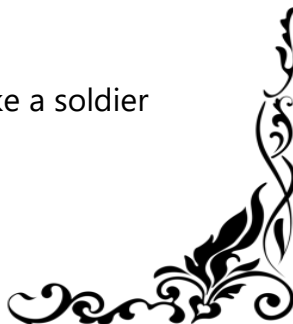
Suggestions

- At least, 50 textbooks should be published by the Ministry of Higher Education on an annual basis.
- Two DVDs (300 medical books and 100 engineering books) containing all medical and engineering textbooks should be distributed to each student.
- All previous and new textbooks should be published in soft format on the websites of the universities and faculties to be easily accessed by all students.
- The curricula of all fields of study should be published on university websites to be used by the teachers and students.



"A student without books is like a soldier
without weapons."

A Greek quote



Medium of Instruction, English or National Languages?

Whenever some foreign and local experts witness the low standard at Afghan universities and lack of state-of-the-art textbooks, they instantly suggest that both instructors and students should use English textbooks and that the medium of instruction should be English. Nonetheless, these suggestions seem to be correct and a reasonable solution to the problem, but not feasible.

Since 1978, all Afghan institutions have been lagging to keep the pace with scientific improvement at the international level. Furthermore, during the 1980s, the foreign language taught in schools and universities was not English, rather it was Russian (I have also studied Russian from 9th until 12th grade.) Similarly, thousands of Afghans and a great number of university instructors have received higher education in the former USSR, and they have been working and teaching at most Afghan universities.

On the other hand, the quality of English taught in schools is not good enough to expect that high school graduates should be able to have a full grasp of English textbooks. Another problem is the level of English references. The instructors and students in Afghanistan may understand English, but unfortunately, they may not be able to comprehend the textbooks taught in foreign countries due to the educational differences between Afghan and foreign students.

The countries where English is not the medium of

instruction in schools do not use English as a medium of instruction at universities either. Rather, they use their national languages except for a few higher educational institutions.

Only the countries where English is the medium of instruction in schools continue higher education in the same language. In such cases, neither students nor instructors face language barriers as they have already mastered English in schools.

Although it is crystal clear that access to modern science and education is easier with English, having a good command of this international language is a pre-requisite to take advantage of the English references. Teaching in English is possible at some universities of Afghanistan. However, this process needs to have a mid-term strategy in place, followed by applying the strategy with persistent efforts.

As a consequence of the strategy, the high school graduates will have full command of English, and all the young lecturers at the universities should be able to teach in English. In a longer run, the criteria to suggest teaching in English could be met.

Otherwise, the universities should inevitably continue using the national languages as the medium of instruction. Therefore, textbooks should be prepared, published, and provided to the students as soon as possible. The university lecturers should pursue modern education in English so that they could prepare teaching material in national languages as per the students' needs.

Bachelor's or Master's?

Universities are established for the purpose of acquiring wisdom and knowledge. During the last few decades, the horizon of knowledge enormously expanded to the extent that had never happened in centuries. In many countries, students are categorized for either sciences or arts disciplines in the middle schools. Then, in bachelor's degree at a university, a particular discipline is studied in general. It means that undergraduates have not yet mastered any certain field to be able to work independently compared to master's degree holders. Therefore, having completed bachelor's degree, students usually proceed to pursuing master's degree in a specific field of study, which contributes to their educational level to effectively occupy job vacancies.

Afghanistan is in dire need of such well-versed experts in the fields of economics, agriculture, medicine, and so forth. Expertise in a field will not be so effective with bachelor's only, rather one needs to get special trainings, master's and PhD for it.

Unfortunately, Afghan universities offer very few master's and PhD programs. Nonetheless, many university instructors and government officials do their master's and PhDs abroad, but this is not sufficient to satisfy the demand of the job market in Afghanistan. Therefore, the universities of Afghanistan should start master's and PhD programs in addition to some private and public universities that have initiated master's programs to fulfill the needs.

However, not only should the programs be offered, but also their fundamental requirements should also be

provided including, infrastructure, budget, curriculum, textbooks, labs, and research facilities, besides hiring academic personnel. If a university or faculty is lacking PhD members, it should consider sending the lecturers to earn PhDs abroad and contracting other Afghan or foreign PhD professors until the scholars return.

Similarly, since some Afghan universities are supported by foreign universities, they should take advantage of this opportunity in establishing their master's programs. Afghan universities should launch master's programs in collaboration with partner universities. Part of the programs can be implemented domestically, while the rest should be done at the host university abroad. In addition, foreign professors should be invited for the implementation and teaching of Master's and PhD programs.

Although foreign universities have been providing the opportunities for Afghans to pursue their master's degrees, these programs might end as soon as the foreign assistance comes to a halt.

One of the best advantages of master's programs in our own country would result in further participation of females. In addition, the considerably large amounts of funds provided to foreign universities for supporting education in Afghanistan can suffice to provide infrastructure, learning material, and even professors' salaries here in Afghanistan. In such a scenario, the outflow of funds would also be prevented so that it could add upon the currency in circulation at the local level.

Kabul, April 2015

The Importance of Higher Education for the Future of the Country

It is frequently said that the youth shape the future of a society, and they will be the future leaders. This statement is reasonable, but to what extent are Afghan youth valued and invested in as the potential future leaders of the society and country?

The leaders of a society can be significantly effective given that they are well educated, possessing professional knowledge, and experienced during their early ages. Unfortunately, Afghanistan one of the countries that rarely invest in their future generation i.e., insufficient attention is given to higher education, and very little is invested in it.

The contribution of professional, academic experts is of utmost significance for a society's improvement. As well as, with the fast improvement of science and technology, the importance of higher education has drastically increased in the recent years.

If a society is comprised of people who have a fair understanding of modern sciences, innovations, fundamental problems of the society, and finding solutions for the problems, it can improve in a steady pace. High school graduates with no higher education cannot be effective enough to competently accomplish professional tasks. In addition, their income is considerably less than that of university graduates, besides facing difficulties in finding job opportunities.

Unfortunately, neither the Afghan government nor the

international community could sufficiently work or invest in the sector of higher education. Thus, the Afghan government should pay more attention to and provide more financial support to universities where the future leaders are trained. In order to offer theoretically and practically educated students to the society, the government should also further encourage lecturers of universities and pave the way for more students to get higher education. As a result of such investment and dedication, the development and good governance in Afghanistan will exponentially improve within few years. University is a driver of improvement and a platform for mentoring the future experts and leaders of a country. Therefore, If the future of the country is considered as an important objective, higher education should be taken into account a significance factor.

April 2015



Textbooks should be available in order to replace dictating, rote learning, and repetition teaching methods with problem solving, critical analysis, categorizing ideas, dialogue and activity.

Rehabilitation and Development of Afghanistan Education Policy, Goals, and Strategies Independent High Commission of Education for Afghanistan Kabul, 2003. Funded by UNESCO



Afghan-German University in Kabul (AGU)

Germany, besides the USA and the former USSR, was one of the first countries that supported higher education of Afghanistan in a long-lasting and effective way during the 1970s. Prior to that, in the 1960s, Germany also established the German Language Department at Kabul University, followed by providing academic support to the faculties of Sciences and Economics. Many German professors visited Kabul University to teach the Afghan students and write textbooks in collaboration with Afghan professors.

Germany actively contributed to building infrastructure, equipping the laboratories, developing curriculum and publishing textbooks. Afghan lecturers were sent to Bochum, Bonn, and Cologne universities to gain Master's and Doctoral degrees in Sciences and Economics. The academic assistance and partnership resulted in providing infrastructure, facilitating proper teaching circumstances, and improving the quality of teaching and learning.

Due to unfavorable conditions and war, the assistance came a halt but resumed in 2002, and mutual programs were conducted in the fields of German Language, Economics, Sciences and Computer Sciences up to 2018. In addition, Germany also provided short-term assistance to the faculties of Medicine, Engineering and Pharmacy. In the recent years, a number of university lecturers got their Master's from Germany as a result of the assistance, and they have been quite effective in improving the education quality in their respective fields.

However, the academia of Afghanistan has been lagging behind the educational improvement on the international level for over 30 years. On the other hand, sciences and technology have vastly expanded and advanced in the last few decades. Therefore, Afghan universities are in even greater need of updated infrastructure, laboratories, curriculum, teaching material and raising the educational level of the instructors to Master's and Doctoral degrees. All of the above ideas can be achieved with the establishment of Afghan–German University.

According to the new constitution, it is now possible for foreign countries to establish educational facilities in Afghanistan. The American University of Afghanistan (AUAF) is its first instance, and an Afghan-Turkish University is also going to be set up soon as another one.

Keeping the needs of Afghanistan and the academic assistance of Germany in mind, the potential Afghan-German University can have the following faculties: Economics, Sciences, Medicine, Computer Sciences, Engineering, Geology and Public Administration. It will be a new chapter in the 100-year friendship and academic cooperation between Germany and Afghanistan.

With the celebration of the 100th anniversary (Diamond Jubilee) of German-Afghan relationships in 2015, it is highly expected that establishment of an Afghan-German University will be declared by the leaders of both countries.

Dr. Yahya Wardak, Kabul, April 2015

Higher Education Research Center (HERC)

There is no doubt that “Higher Education” plays a very significant role in the long-term development of a society. In fact, university is the platform of producing academic, knowledgeable, political, and social experts. It is university that educates young specialists at Bachelor’s, Master’s and doctoral levels to perform a fundamental role in the improvement of society and the economy.

Although the higher education system in Afghanistan has had quantitative improvements over the last years, it still faces many challenges that can increase if not addressed. For instance, the number of high school graduates increases every year: In 2015, there will be around four hundred thousand high school graduates. However, all public and private higher education institutions can accommodate only one hundred thousand students while the rest would remain devoid of higher education.

In addition, Afghan universities do not produce experts who could be hired at the employment market because the highest degree they offer is bachelor’s while the programs for master’s and PhD are hardly available.

Other serious concerns are as follows: How can the teaching quality improve? Are short-term training programs better or Master’s and doctoral programs? Should the medium of instruction be English or any national language? Do we need textbooks or should everything be available online? Should there be any entry test (Kankor) or not? Should Kankor be an independent entity apart from MoHE? What are the advantages and

disadvantages if it is independent? Should the quantity of private higher institutions be increased or the current ones are more than enough? These and other similar questions should never be addressed based on someone's personal insight; rather they should be meticulously studied with empirical research, evaluations, and both national and international experiences.

Unfortunately, neither MoHE nor any of the national universities has done any research in this regard. So far, five ministers have worked in MoHE in the last 13 years, but none of them has continued the previous minister's work. Rather, they set their own priorities and kept them going until another minister took over.

Keeping the aforesaid points in mind, we would like to make a suggestion that a specific research center should be established regarding Higher Education in Afghanistan. This center should work under the auspices of the relevant governmental entities in accordance with the central government plan to conduct research considering the specifications of certain fields of study.

We believe that this would be an effective initiative to establish a practical academic policy which will be free of the copycat models of foreign countries; thus, being a more effective, national, academic and educational policy. Therefore, we should not address the issues of Higher Education with relying on copying the foreign models only, but we should thoroughly study the issues persisting at higher education, discuss the solutions, develop a plan and then implement it with the help of international experts. In fact, the experiences and suggestions of other countries can help us complete and successfully implement this policy.

April 2015

Correlation between Theoretical and Practical Education

In 2015, I invited an engineer to the Engineering Faculty of Nangarhar University for giving a professional presentation. At the end of the presentation, a student, raising his hand, said that he has heard such important, academic information about practical works for the first time. Although he was a student in the fifth semester, he had not touched even a brick for the purpose of practical constructional work. If we observe the education at Afghan universities, we will see that practical work in field or laboratory is rarely done by the students in most disciplines. It is one of the main reasons that the freshly graduated students cannot easily find and do any job in practice. Or in case they do, the result will be a poor-quality output. Therefore, the authorities and faculty members of the universities should provide functional laboratories to facilitate practical education for their students.

When I was a student of medicine in Czechoslovakia, we would be taught theoretical lessons and lectures from 8 am to 12 pm; while in the afternoons, we practically worked in practice rooms and laboratories during the first semesters. However, in the last semesters, we theoretically studied before breaks, but for the rest of the days, we observed patients' files, examined patients and practically worked in hospitals. This way, we would practice what we had learned; we could learn easily and memorize the theoretical lessons. For example, when we were to study hepatitis, our bedside teaching instructor would take us to a patient suffering from

the disease to show us the physical symptoms of the disease. We would observe the laboratory examinations and get information about the history of the illness. Consequently, anytime we face with a similar case, we recall that patient and the knowledge we have received about the disease.

My suggestion to the authorities and lecturers is to further emphasize on both theoretical and practical teaching to be included in their teaching plans and schedules. They should not solely rely on lecture-notes and chapter-notes because these materials are not sufficient to effectively educate engineers and doctors for practical works.

Therefore, there is a close correlation between theoretical and practical education.

Since some faculties of medicine do not have teaching hospitals where students can get practical education, this situation should no longer continue. Any medical faculty must have an active and well-equipped teaching hospital.

Neither workshops nor evaluations or quality assurance committees can lead to improving the quality of education. Rather, besides building capacity of lecturers, the following three parts should be emphasized on the most:

1. Curriculum and textbooks;
2. Practical experiments in laboratories; and
3. Practical fieldwork (e.g., on bedside at a hospital) so that the quality of higher education will improve.

Dr. Yahya Wardak, Advisor at MoHE
December, 2015

Academic Journals

in 2015, I had a discussion with the editor-in-chief of the academic journal of Nangarhar University (called Poha) to publish a review about the textbooks published by our office. Surprisingly, he said that it was an academic journal in which only academic articles are published. I suggested to him to have a look at other academic journal almost all of which include Book Reviews regarding newly published textbooks of related fields. Unfortunately, this suggestion has been in vain to date.

Some private higher educational institutions in Afghanistan publish journals in a better print quality than the public universities. Most of them are printed in color to publish new information about the study fields offered by the universities, their achievements, and other new material for the students and those who are interested in the universities. However, majority of them are in the form of advertisements, while publishing only few academic works of the lecturers.

It would be better for the private universities to publish academic articles of the lecturers as the governmental universities do. In contrast, the public universities should publish useful, interesting information in their journals as the private universities do.

Journals are allocated for publishing academic articles of professors because the faculty members need to publish

their works for promoting their academic ranks. Therefore, to publish their works, the lecturers need to pay money depending on the number of pages. For example, a lecturer should pay for four pages if his/her paper is four pages long while another should pay for six pages based on the length of his/her paper. The main purpose of publishing these journals is to complete the number of published articles required for the lecturers to get promoted and receive an increment. However, the journals should also provide some room for publishing other related pieces of writings.

Suggestions:

1. As the circulation of these journals quite less, it should be increased from one hundred to three hundred and fifty copies.
2. A specific budget should be allocated for the academic journals by each university so that they can be published on time and continuously.
3. As Afghan Medical Journal and Teb Pohana (i.e. Medical Knowledge) are published by Kabul University of Medicine and Nangarhar Medical Faculty respectively, these and other medical journals should be combined and sent to all the medical faculties so that their circulation, as well as the number of readers, will increase.
4. The journals should be exchanged among the universities and related faculties in order to strengthen their academic ties. For example, the journal of Kabul

University of Medicine should be distributed to the medical faculties of all the public and private universities (9 public and 46 private)¹.

5. Besides publishing academic works, other interesting topics and relevant news should be published for the information of lecturers. For instance, if a program of Master's or PhD is to be started, this information is worth publishing in the journals.

6. Since these journals publish research studies, it is necessary to publish research methodology and other related information as well.

7. Introduction, critique and reviews of standard books of foreign authors and newly published books of Afghan lecturers should be accommodated in the journals. It is an interesting section at the end of all the academic journals around the world.

8. All the academic journals should be published on the websites of related universities so that more lecturers and researchers can benefit from them. Also, they can be published on any specific website along with other books and monographs.

Dr. Yahya Wardak

¹ These numbers are according to the list published on MoHE's website.
December 2022

Workshops and So-called Projects!?

A good number of seminars, workshops, and meetings are held at the Ministry of Higher Education and the universities on different issues such as enhancing teaching quality, e-learning, English as a medium of instruction, gender, women's rights, and so on. Also, some projects are implemented under these names on which tens of millions of dollars are spent. Officials and the staff of the ministry and universities willingly participate in these workshops because most of such meetings are held with the financial support of international organizations. In such meetings, abundant quantity of food, tea and cookies are served as refreshments most of which are wasted. Pictures and videos are taken at the events to prepare reports.

Sometimes the activities and projects of some organizations are limited to solely holding meetings, without any considerable achievement. Many of such seminars and projects do not have a sustainable output for the universities, lecturers or students. Some years ago, I participated in three different meetings in the conference hall at the Ministry of Higher Education about the curriculum. Many speakers (such as the deputy minister, director general, director, and some lecturers), in all three meetings, repeated similar presentations. Chancellors and deputy academic chancellors of different universities, based in other provinces, were invited to the meetings. They were

paid the expenses of travel, accommodation as well as per diems. The expenses of those meetings were too much in contrast to their effectiveness.

Moreover, several seminars were held regarding making strategic plan for the ministry (2015-2020). As per my information, not all the budget specified for making the plan was utilized. Therefore, it was considered to hold another meeting to receive feedback on the strategic plan. But unfortunately, after passing several years, the strategic plan of Ministry of Higher Education, as the most important document for the future of higher education, was not finalized. According to sources*, the World Bank has spent 2.6 million dollars on making the strategic plan.

Similarly, a great sum of money is spent on useless seminars and workshops by various Afghan institutions where senior authorities are busy with the seminars while they do not have time to contemplate and perform their own duties.

A project should be implemented in a sector after thorough analysis and evaluation of that sector's problems. Project means accomplishing certain activities with specific budget to achieve certain goal(s) in a specific timeframe. But for some, it means spending money without having any goal or achievement.

If there is a problem, it should be discussed with the people involved to measure its practical solutions. Then a project should be proposed for the solution and achieving the

goals. Supporting the project activities by organizations and stakeholders play an important role in success of the project. I would like to present my own example here:

In 2011, I witnessed a main problem of students in the Faculty of Medicine at Nangarhar University. They used handwritten lecture-notes, written twenty to thirty years ago, as the only learning materials and textbooks. Even the students did not have those so-called chapters (lecture-notes) for many subjects; therefore, whatever the teachers taught them, they would note or learn the lectures by rote to write down the notes on exam papers. The lecturers also designed questions for exams in that limited range of their lecture notes. Therefore, most of the students did not understand various subjects due to the low quality of teaching. This is one of the major reasons why fresh graduates of the Faculty of Medicine do not have a full understanding of medical conditions as professional doctors.

Having observed and appraised the problem, I discussed it with the students, lecturers, dean of the Faculty of Medicine at Nangarhar University, deputy of the faculty, chancellor of Nangarhar University, deputy chancellors of the university, as well as with authorities of Kabul University and Kabul Medical University. Then I started the project of Publishing Textbooks for Afghan Universities. At the beginning, over 12 teachers expressed their enthusiasm, regardless of expecting anything in return, to write and type their lecture notes in form of

books, update textbooks and submit them to our project for publication. So far, 369 textbooks have been published and distributed to Afghan universities, hospitals, research and academic centers, and academic individuals in both hard and soft copies. In addition, the softcopies are also available to everyone on the internet for free.

My purpose behind mentioning this example is that different aspects of higher education should be studied, evaluated, and discussed with students, teachers and other staff in order to cooperatively find solutions for the problems; not that we should wait for foreigners to come and tell us what we need; thus, spending millions of dollars whereas priority is not placed on students, teachers, or universities.

For instance, in the last 20 years, tens of millions of dollars were spent under the name of gender equality and women's rights. However, it was observed that there was no toilet available for female students at a large university despite the great deal of expenses under the name of female students and gender equality.

Another example is that the universities (even MoPH) do not have access to stable electricity and internet while some are trying to implement projects and organize seminars on E-learning, costing millions of dollars.

I suggest that we should discuss the matters with students to see what problems they have, ask teachers about what they want, visit different departments of the universities to

see what they need. After that we can design projects to be proposed to international donors to solve the problems.

I have not seen any authority of the MoPH or universities to submit a proposal regarding the solution of challenges. In a meeting with deputy chancellor of a university, a foreigner asked about what problems the university faced so that those problems could be thought about and solved. The question was answered that the university needed anything that could be offered. "If you can donate a single item such as a pen," said the deputy chancellor, "please, do it." The foreigner was astonished. Thus, nothing was done for the university.

A ministry and a university (or a minister and a chancellor) should have a vision for their administration: what to achieve for the ministry or university in cooperation with the colleagues and with support of donors. Making a workplan is essential for progress, instead of spending time at the office just signing documents and participating in meetings. The most important responsibility of senior officials is to provide guidance and appropriate work conditions for employees so that they can effectively and efficiently accomplish their assignments. This way, they can be trained well in their fields and can innovate as well.

**Based on verbal information from an employee of Higher Education Development Program,*

Yahya Wardak, November 2016, Kabul

Software first or Hardware first?

During my work for universities in Afghanistan as a CIM Expert and Advisor to the Ministry of Higher Education in Kabul, I had numerous discussions with the representatives of German, American and other donors and organizations. They frequently emphasized on providing opportunities for the lecturers to get further education in their countries or other states such as Turkey and India or organizing special, short-term trainings in Afghanistan.

The Ministry of Higher Education and representatives of the universities in Afghanistan often complain about the lack of infrastructure such as classrooms, chairs, laboratory equipment, textbooks and teaching materials. Many of them state that without the availability of the required facilities, lecturers cannot provide effective teaching as well as the students cannot sufficiently learn from them.

In the year 2021, 351,231 male and female students were enrolled in 39 public and 129 private universities, and this number annually increases (NSIA, 2022). Next year another 400,000 new 12-grade graduates will apply for the limited number of seats available at the universities (100,000 at both public and private universities). This massive increase in the number of students unfortunately leads to a further deterioration of quality at the universities. The university officials complain in every conference that they get more and more students every year exceeding their capacities by 50% to 100%. For example, if a university has the space for 1,000 students, they will get 2,000 students without receiving any notice or planning in advance; therefore, requiring more

lecturers, chairs, tables, and etc. This is why most of the persons in-charge and professors complain about an increasing decline of teaching quality. For political reasons and to calm down these young applicants, they are sent to public or private universities to give them a second or third chance. This increase in the number of students is connected to the growing number of 12th grade leavers. In 2014, we expect approximately 400,000 school leavers to take part in the admission exam (Konkor) who will apply for only 40,000 seats available at the public universities. This situation will dramatically deteriorate over the years to come.

Unfortunately, the development of this situation does not concern the authorities in Afghanistan or abroad as they do their routine works without giving any thought to the near future. Due to the lack of capacities and because of the bureaucratic processes, the Ministry of Higher Education has spent less than 50% of its development budget in the year 1392 (2013/2014). Some international donors spend a great deal of funds but hardly meet the needs of the universities or only as long as funds are available. Plentiful discussions are conducted about the sustainability of projects, but most of them are prematurely terminated, or their impacts come to a halt as soon as the project finishes. For example, USAID supported English courses in Kabul and many other provincial universities, building their own infrastructure. They did not cooperate with the existing English Departments to support their structures and capacities, so that English language teaching at the universities would continue after the fund flow ceased. Another example is spending bulk amounts of money on developing and introducing e-learning components.

Unfortunately, such efforts did not succeed since not all lecturers or students have internet access and nor do they speak English. These programs continued for a while outside university campuses, but most are a thing of the past now (nothing gained, nothing lost).

E-learning and short-term extra training measures are like the top floor of a house: It needs the ground floor and the lower floors. The essential basics are classrooms, infrastructure, equipment, laboratories, adjusting study courses to the requirements of the local job market, setting up functional university libraries instead of the existing storage facilities for books, printing textbooks, and so forth.

It should not be needed to ask donors for all of the requirements. Instead, the Afghan authorities should apply for fund at the Ministry of Finance, then collect the fund once released and spend it on the purposes mentioned above. Only if the ministry or the universities could not manage to do receive the required fund for whatever reason, then donors should be asked to provide the necessary infrastructure. This means the hardware is necessary at the first place, followed by software.

It comes as a surprise that further e-learning programs are planned for the near future. I pressingly suggest that the programs and projects of the past should be critically evaluated before starting new programs in this sector.

First of all, course contents and books must be translated into Afghan languages and further developed, then shared in digital form (offline on CD and DVD as well as online).

I received a message (on 01 Oct 2014) that the Ministry of Education will distribute 34 million schoolbooks to primary schools nationwide. The Minister for Education explained that 10 million of these books were printed in Afghanistan and the rest in Indonesia with financial support from USAID. During the last 15 years, a total of 213 million schoolbooks for various grades and on different subjects were financed with USD 119 million by the United States, Denmark, and the World Bank. But what about textbooks for universities? Apart from around 300 textbooks published by my office, not even 100 books in all disciplines were printed with a maximum of 1,000 copies.

Dr. Yahya Wardak, CIM Expert at the Ministry of Higher Education

Kabul, 1 Oct 2014

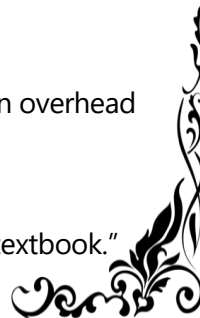


"Each classroom should have an overhead projector."

Yahya Wardak

"Each subject should have a textbook."

Yahya Wardak



Translation: Hochschulbildung ist auch eine Bildung!

University Education as an Important Part of the Educational System

Some thoughts on higher education policies in Afghanistan

By Dr. Yahya Wardak, Ministry of Higher Education, Kabul

After the fall of the Taliban (2001 = 1,000), thousands of schools were built in Afghanistan (2014 = 17,000). The Government of Afghanistan and the international community tried to provide an increasing number of boys and girls with access to schools. The background was of course that very few girls were allowed to attend primary school during the reign of the Taliban.

The President of Afghanistan, the Minister of Education and many donors from abroad often proudly presented the increasing number of pupils at international conferences as a proof of the success of their politics and support. During recent months, the number of over 11 million schoolboys and girls was mentioned as an instance (2001 = 1 million).

However, not much thought was given to the future of these young people after graduating from school and if all of them will have the chance to learn a profession or go to university. This question should not be taken for granted: Will millions of people be able to qualify for a job, or will

they have access to further education and find work to earn a living for themselves and their families?

Thirteen years later, in 2014, There are approximately eight million schoolgirls and boys. At the moment, about 200,000 of them will complete the 12th grade every year with an upward tendency, but not all of them will have a chance to go to a vocational college or university. The 32 public universities can only accept a quarter of these school leavers (50,000). All of the rest must either pay for expensive degree courses at private universities or will be left to themselves.

Afghanistan has concentrated mainly on basic education over the last thirteen years while vocational schools and universities were much neglected. As a consequence of this policy, we have an increasing number of 12th grade school leavers who cannot find a place at one of the universities. Even university graduates have problems finding jobs in Afghanistan.

One reason for this is the low quality of university education that does not take the requirements of the job market in Afghanistan into account. The other reason is that the universities in Afghanistan teach theoretical basics only since there are no laboratories, and students do not do internships or other practical training sessions. These graduates without practical skills are unable to work as qualified doctors or engineers. Many of them are hired for jobs that are completely different from the subject of their

university degree. Also the unemployment rate among academics is increasing rapidly.

Many patients go abroad for medical examination and treatment. Why is this so? Because Afghanistan does not have well-trained doctors! Why are the local doctors so incompetent? Because medical students use hand-written notes that are decades old as their only teaching materials; they have no practical laboratory experience and did not receive daily training at the patients' bedside. Afghanistan must better understand the consequences and interdependencies of inadequate training in this area as well as in other areas. Drastic changes must be brought about to achieve lasting success.

In order to achieve noticeable improvements, the educational policy of Afghanistan must be critically reviewed and readjusted immediately. The importance of vocational training and university education for a successful development of the country must not be ignored.

There are approximately 100,000 foreign workers in Afghanistan since the country does not have sufficient number of skilled Afghan workers. Although hundreds of millions are spent in the educational sector each year, there is a lack of skilled workers for example in the fields of civil engineering, road construction, telecommunications and many other fields. Many foreign university lecturers (often from Pakistan and India) work at more than 85 private universities in Afghanistan.

Every year, up to 2,000 students are sent to study abroad, but this is not enough for a country with a population of around 34 million and 40 years of stagnation due to military conflicts. The need for well trained skilled workers has increased significantly in Afghanistan.

In addition to students who studied abroad, Afghanistan needs some excellent universities of its own in order to meet the need for qualified specialists and management staff who should then bring international know-how to Afghanistan and pass this on to men and women nationwide. This will also lead to women's access to education as many of them cannot study abroad to get further education for cultural and family-related reasons.

There should be a fair balance of the money spent in the educational sector, meaning that more money must be invested in vocational colleges and universities. It is hereby requested from the Government of Afghanistan, Ministry of Education, Ministry of Higher Education and also the international community and the donor nations to take action to improve the current situation.

The importance of the development policy in the medical and engineering field has not been sufficiently recognized by the authorities in Afghanistan nor by the donor nations although it was mentioned several times by the former President Hamid Karzai. Some donors have found their niche where they work and spend most of the money available to them.

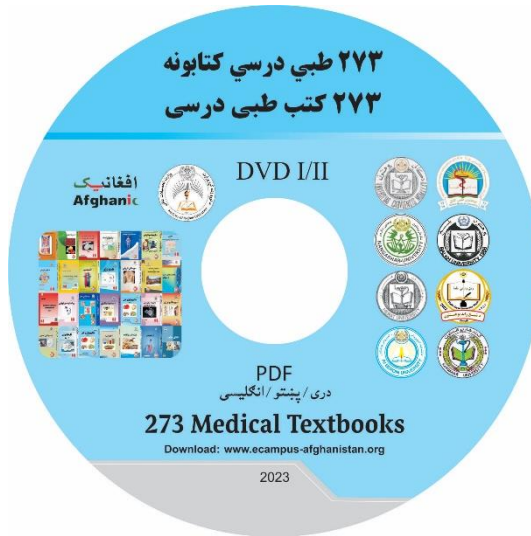
In Afghanistan, one ministry is responsible for basic and vocational education (Ministry of Education) and another ministry for universities (Ministry of Higher Education). Therefore, communication and coordination are very important and should be improved. The two ministries must start a dialogue. Even if the status quo does not change, they should develop a joint educational strategy.

Only well trained university graduates (not only bachelor's degrees but also master's degrees and doctoral programs) can take an active part in economic development, innovation, start-ups and an effective administration to tackle the challenges of the future in Afghanistan.

This is the only way that Afghanistan can successfully stand on its own feet in the near future. Afghanistan must be put in the position to educate qualified specialists and managers at home according to international standards, trained at their own educational institutions by local professors.

Kabul, 2014

273 Medical Textbooks on DVD the First Effective Step towards a Digital Library in Afghanistan



At the international level, Afghanistan is considered as a country with few publications in a limited number of prints—usually 1,000 copies. However, with the help of new technology, books are now available in digital format and can easily be distributed among the interested readers.

Therefore, we published 273 Medical Textbooks in English, Pashto, and Dari languages. Most of them were written by the instructors of Nangarhar, Khost, Kandahar, Herat, Balkh, and Kapisa universities. Some of them were also written by the professors from Germany and the

USA. Besides publishing these textbooks, they were also stored on DVDs and distributed among all the medical faculties throughout Afghanistan.

Every instructor, student, and reader can easily access these 273 textbooks. They can run the DVD on their computer for reading, or one can also download them from our website (www.ecampus-afghanistan.org).

Nonetheless, the Ministry of Higher Education, the universities and NGOs always suggest a Digital Library in their plans, projects, and programs. As well as USAID has spent some funds on Digital Library. Such projects usually include foreign books instead of Afghan writers', or they mainly serve as a link to other digital libraries. For instance, you can view the same problem on the Ministry of Higher Education website: go to www.mohe.gov.af and then click on 'Electronic Library'.

My humble suggestion to Ministry of Higher Education and the university instructors is that they should also publish their works via CD or DVD and upload them to their university websites too.

As the print limit is usually a thousand copies, they cannot satisfy the needs of all the interested instructors and students. So, if every textbook is published electronically, all students and instructors will be able to access the new books easily and quickly for use.

This approach will improve the learning process and the teaching quality. In addition, it will also accelerate academic ties and joint practical projects among the professors of Afghan universities.

Germany, December 2022

** The list of medical books on DVD can be found on page 68!*

Concepts About Ongoing & Proposed Projects for Nangarhar University

Jalalabad, Daronta, 2010

1. Printing Medical Textbooks

Besides the low level of teachers' proficiency in educational institutions in Afghanistan, the lack and unavailability of professional textbooks is the main challenge. For the solution of this problem, since 2009, we have published five textbooks (each of them in 1,000 copies and with CDs) of Nangarhar Medical Faculty by the funds of Umbrella Association of Afghan Health Personnel, in Germany and the German Academic Exchange Service (DAAD). All the contents of these books will be uploaded to the websites of medical faculty and the university in PDF format to be used by students and young doctors in other areas of Afghanistan, as well. One hundred copies of each book will be given to Khost, Kandahar and Kabul universities.

Fifteen other textbooks have been selected for 2011, and the lecturers are working on them. German Academic Exchange Service has pledged to fund the project. I will travel to Kabul and Nangarhar in January 2011 for managing this task.

In addition, we have collected €10,000 for reconstructing the dormitory of medical faculty and painting the classrooms and toilets, and we are attempting to get more.

2. Modern Multimedia Teaching

All teachings in Nangarhar Medical Faculty are theoretic in form of lecture notes, and there is only one overhead

projector in the faculty. We have purchased six projectors from Liwal Computer Company with the support of Umbrella Association of Afghan Health Personnel, in Germany and German Academic Exchange Service (DAAD) to be installed in each classroom of Nangarhar Medical Faculty. Later on, we are going to train the lecturers about how to use the projectors and prepare teaching materials with the help of computer.

3. Cooperation between Public Health Institute of Heidelberg University in Germany and Department of Public Health of Nangarhar University

Authorities of Public Health Institute of Heidelberg University of Germany expressed their interest to cooperate with Public Health Department of Nangarhar Medical University regarding developing and applying new curriculum, exchanging visits of lecturers to one another's university and starting courses of public health in Nangarhar.

I researched in Public Health Department of Nangarhar Medical University in October 2009 for three days, and on the 9th of November, I represented it to the Public Health Institute of Heidelberg University. German Academic Exchange Service (DAAD) has also promised their financial support towards this cooperation.

4. Plastic Surgery Department in Nangarhar

A project on plastic surgery is going to be started in Nangarhar University Hospital with the support of Dr. Aimal Safi chief physician of Plastic Surgery in Johanniter Hospital of Bonn University.

This department will work in the following sectors:

- Reconstructive and cosmetic surgery
- Hand surgery

- Foot surgery
- Burn surgery

The purpose of this project is to provide better situation, equipment and professional personnel for this department in order to treat the patients independently.

Dr. Aimal Safi established plastic surgery department in Johanniter Hospital in 1997, and he still manages it. He has treated many Afghan patients in Afghanistan and Pakistan for 20 years.

5. Department of Computer Sciences

During my investigation, I saw a computer lab with some old computers without projectors and access to the internet. Besides new technical equipment, training teachers professionally, academic textbooks for students, and a professional library are urgently necessary. Regarding this, some IT companies can be attracted. In Afghanistan, I visited Siemens Company, Paywastoon Networking Limited and Liwal Limited; all of them expressed interest and readiness to cooperate in this respect.

6. New Subject on Solar Energy

Professor Dr. Eng. Klaiment Schwars, Dr. Nazar Sultanzai and Diploma Eng. Mohammad Akhtari, who are experts of solar energy and have experiences of several years in this sector, are ready to initiate a subject about solar energy in Engineering Faculty of Nangarhar University and cooperate jointly with lecturers and students in teaching, researching and creating solar equipment in accordance with the circumstances of Afghanistan.

7. Teaching German Language

Each year, some Afghan students and teachers travel to Germany through different projects, but still there is no

facility of learning German language in Nangarhar and eastern Afghanistan. Therefore, this language should be taught in the faculty of languages and literature. Regarding this issue, I talked with Amadeus Hampel head of languages and intercultural school in Hamburg (with whom I have been working on Hamburg Afghanistan Week for 15 years). He is ready to start teaching German language at Nangarhar University cooperatively with Technical University of Hamburg.

8. Mutual Work with Economic Sector

New financial supports should be sought for the university, and economical companies should be attracted and cooperated with. For example, bookstores, internet café, and courses of languages and computer can be established in the university or near the dormitories of the students. This will be advantageous for both students and the companies that will be encouraged for further investment.

9. Finding New Financial Resources

Nowadays, Afghanistan receives big sums, but some of them remains useless because of lack of effective, beneficial projects. Hence, various projects should be proposed to local entities like provincial governor offices, central institutions as ministries of Higher Education, Economy and Finance, and international organizations like USAID, PRT, GTZ, DAAD, etc.

10. Sustainability of the Projects

It is intended that all the projects will be implemented with the consultation and cooperation of relevant authorities who will consequently be able to accomplish their works by themselves.

Medical Higher Education in Afghanistan

Currently, there are one medical university (Kabul University of Medical Sciences) and seven governmental medical faculties (Nangarhar, Khost, Paktia, Kandahar, Herat, Balkh and Kapisa). Approximately, 8,575 students study at these institutions. In the recent years, 30 private medical faculties, in which about 27,000 students are studying, have been established throughout Afghanistan. The first medical university was established in 1932 which was initially a faculty of Kabul University until 2005. It was upgraded to Kabul University of Medical Sciences in 2005, that was composed of four faculties: Curative, Stomatology, Nursing and Public Health. Kabul University of Medical Sciences has four teaching hospitals: Ali Abad, Maiwand, Stomatology and Eye. At this university, 2746 students (60%.78 male and 38.83% female) are being educated in the respective disciplines. The university personnel are composed of 213 lecturers and 188 staff members.

Nangrahar Medical Faculty

After establishing Kabul University of Medical Sciences, the second medical faculty in Afghanistan, called Nangarhar Medical Faculty, was established in 1963. It has offered 3,500 medical doctors to the society. Presently, 988 students (15.08% female), at this faculty, are taught by 102 lecturers. The faculty has one teaching hospital and 17 staff members.

Balkh Medical Faculty

Balkh Medical Faculty was founded in 1987, and it has graduated 2,048 medical doctors. At the present time, 1362 students are being educated at this faculty by 61

lecturers. It does not have any teaching hospital.
The following tables show the numeration of students at medical faculties:

No	University	Number of Students
1	Kabul University of Medical Sciences	2647
2	Nangarhar	988
3	Albironi	481
4	Balkh	1362
5	Khost	480
6	Herat	1343
7	Kandahar	428
8	Paktia	617
9	Kondozi	229
Total		8,575

Afghan private medical universities

No	Province	University
1	Kabul	1. Kateb University 2. Meli Higher Education Institute 3. Khatam un Nabiyeen University 4. Dawat University 5. Cheragh Medical Institute of Higher Education 6. Zawul Institute of Higher Education 7. Afghan Pamir Institute of Higher Education 8. Afghan Swiss Institute of Higher Education 9. Noman Sadat Institute of Higher Education
2	Herat	1. Ghalib Institute of Higher Education 2. Jami Institute of Higher Education 3. Hariva Institute of Higher Education 4. Atifi Institute of Higher Education
3	Balkh	1. Mawlana Jalaluddin Institute of Higher Education 2. Aria Institute of Higher Education

		3. Taj Institute of Higher Education
4	Nangarhar	1. Aryana Institute of Higher Education 2. Spin Ghar Institute of Higher Education 3. Rokhan Institute of Higher Education
5	Helmand	1. Wadi Helmand Institute of Higher Education 2. Arakozia Institute of Higher Education 3. Bost Institute of Higher Education
6	Kandahar	1. Mirwais Neeka Institute of Higher Education 2. Malalai Institute of Higher Education
7	Khost	1. Ahmad Shah Abdali Institute of Higher Education
8	Baghlan	1. Hakim Sanayee Institute of Higher Education
9	Parwan	1. Danish Institute of Higher Education
10	Ghazni	1. Muslim Institute of Higher Education

The major problems of most medical faculties are:

- Unavailability of an updated, integrated curriculum or not being applied if available;
- Teaching with old method (lecture notes);
- Absence or scarcity of new textbooks;
- Lack of access to the internet, new materials and books;
- Malfunctioning laboratories (students cannot practically learn anything.);
- Unavailability of teaching hospitals at some faculties;
- Lack of practical training for students on the patient's bedside in hospitals.

*These figures were taken from the MoHE Statistics Department, Kabul, April 2016

Letter to Mr President Ashraf Ghani

His Excellency Mr. Ashraf Ghani the President of Islamic Republic of Afghanistan,

Paying attention to the quality of education and its improvement is one of your ambitions. Textbook, besides instructors, plays the main role in improving the quality of education. Several years ago, a program was initiated for providing books for the schools, so books are written and printed for each subject; it is still in progress.

On the other hand, unfortunately, the so-called chapters of the previous century are taught at the universities, and a systematic work has not been done in this regard, yet. Based on this requirement, five years ago (2010-2012), I initiated a small-scale program (Publishing Textbooks for Afghan Universities) which have resulted in publication of 200 different textbooks of medicine, engineering, and sciences disciplines. Those textbooks have been distributed to the students of all universities of the country for free. In the last years (2012-2015), we published 100 textbooks for Nangarhar University with the support of a German organization.

Attached to this letter are sent my written papers and a suggestion (Afghan National Textbook Program).

Serious attention should be paid to providing textbooks for the university students. My request is to propose, together with the Ministry of Higher Education, to German or other references to support us and publish at least one textbook for every subject. In my point of view, this will play an effective role in enhancing the quality of education. In addition, a suggestion about (Afghan-German University) is sent to you for your kind information as well as to consider its establishment if possible.

Best Regards,

Dr Yahya Wardak, Advisor to the Ministry of Higher Education,
Kabul

November 7, 2015

Part II

The Process of Textbook Publication



Preface in the Published Textbooks

Honourable lecturers and dear students,

The lack of quality textbooks at the universities of Afghanistan is a serious issue, which is repeatedly challenging students and teachers alike. To tackle this issue, we have initiated the process of providing textbooks to the students of medicine. For this reason, we have published 369 different textbooks of Medicine, Engineering, Sciences, Economics, Journalism and Agriculture from Nangarhar, Khost, Kandahar, Herat, Balkh, Al-Beroni, Kabul, Kabul Polytechnic and Kabul Medical universities. The book you are holding in your hands is a sample of a printed textbook. It is worth mentioning that all the books have been distributed among all Afghan universities and many other institutions and organizations for free. Out of the total, 96 medical textbooks were funded by German Academic Exchange Service, 230 medical and non-medical textbooks were funded by Kinderhilfe-Afghanistan, as well as the other 7, 2, 4, 2, 8, and 2 textbooks were funded by German-Afghan University Society, Consulate General of the Federal Republic of Germany in Mazar-e Sharif, Afghanistan-Schulen, SlovakAid, Konrad Adenauer Stiftung, and HUMEDICA respectively. All the published textbooks can be downloaded from www.ecampus-afghanistan.org.

These activities are conducted in accordance with the Ministry of Higher Education National Strategic Plan (2010-2014), stating as below:

"Funds will be made available to encourage the writing and publication of textbooks in Dari and Pashto. Especially in priority areas, to improve the quality of teaching and learning and give students access to state-of-the-art information. In the meantime, translation of English language textbooks and journals into Dari and Pashto is a major challenge for curriculum reform. Without this facility, it would not be possible for university students and faculty to access modern developments as knowledge in all disciplines accumulates at a rapid and exponential pace, in particular, this is a huge obstacle for establishing a research culture. The Ministry of Higher Education together with the universities will examine strategies to overcome this deficit ".

We would like to continue this project and to end the method of manual notes and papers. Based on the request of higher education institutions, there is the need to publish about 100 different textbooks each year.

I would like to ask all the lecturers to write new textbooks, translate or revise their lecture notes or written books and share them with us to be published. We will ensure quality composition, printing, and distribution to Afghan universities free

of charge. I would like the students to encourage and assist their lecturers in this regard. We welcome any recommendations and suggestions for improvement.

It is worth mentioning that the authors and publishers have tried to prepare the books according to international standards, but if there is any problem in this book, we kindly request the readers to send their comments to us or the authors in order to be corrected for future revised editions.

We are very thankful to German Academic Exchange Service (DAAD), German Aid for Afghan Children (Kinderhilfe-Afghanistan) and its director Dr. Eroes, German Afghan University Society (DAUG), Consulate General of the Federal Republic of Germany in Mazar-e-Sharif, Konrad Adenauer Stiftung, Afghanistan-Schulen, SAFI foundation and SlovakAid for providing funds for the published books.

I am also thankful to all lecturers who encouraged us and gave us all these books to be published and distributed all over Afghanistan. Finally, I would like to express my appreciation for the efforts of my colleagues Hekmatullah Aziz and Fahim Habibi in the office for publishing and distributing the textbooks.

Dr Yahya Wardak

Advisor to the Ministry of Higher Education

List of 369 Printed Books 2010-2022

No	Name of Book	Name of Author	University
I. Medical Ethics, Guides & Terminology			
1	Medical Ethics	Dr A Ghafoor Hamdel Sediqi	Balkh
2	A Short History of Medicine	A Hai Momeni	Nangarhar
3	Guide for Teaching Medicine	Dr Nader Ahmad Exeer	Kabul
4	Medical Terminology	Dr Gulsima Qaderi	Nangarhar
5	Curriculum & Syllabus of Nangarhar Medical Faculty (English)	Medical Faculty	Nangarhar
6	Medical Dictionary I (English to Pashto)	Dr Ajab Gul Momand, MdMs	Nangarhar
7	PBL (Problem Based Learning) Guidelines in Afghanistan	Dr M Farid Barnayar	Kapisa
8	Medical Dictionary II (English to Pashto)	Dr Ajab Gul Momand, MdMs	Nangarhar
9	Textbooks for Medical Students	Dr Yahya Wardak	All Universities
10	DVDs of 273 Medical Textbooks (Pashto, Dari & English)	Different Authors	All Universities
11	DVDs of 140 Medical Textbooks (Pashto, Dari & English)	Different Authors	All Universities
12	English-Pashto Dictionary of Natural Sciences	Prof Dr N M Sultansei Zadran	Nangarhar
II. Physics			
13	Introduction to Physics & Modern Medicine	Gul Ahmad Suhail	Nangarhar
14	Biophysics	Gul Ahmad Suhail	Nangarhar
15	Biophysics	Pashtana Banagee	Nangarhar
16	Biophysics	Mir M Zaher Haidary	Balkh

17	Medical Physics	Hedayatullah Mohmand	Nangarhar
18	Medical Physics (Heat)	Mir M Zaher Haidary	Balkh
19	Medical Physics (Mechanic)	Mir M Zaher Haidary	Balkh
20	Physical Principles of Diagnostic Instruments	Mir M Zaher Haidary	Balkh
21	Physics Optic	Mir M Zaher Haidary	Balkh
22	Light & Modern Physics	Ghulam Qader Dahgan	Herat
23	Physics Optic	Ghulam Qader Dygan	Herat
24	Optics Physics	Hedayatullah Mohmand	Balkh
25	Electric Physics	Hedayatullah	Nangarhar
26	Quantum Mechanics	Ikramullah Waqar	Nangarhar
27	Mechanics & Optics	Hedayatullah	Nangarhar
28	Heat & Thermodynamics	Ghulam Qader Dahgon	Herat
IV. Chemistry			
29	Medical Chemistry	Prof Amrullah Asefi	Khost
30	Chemical Elements I	Muhammad Taher Kanay	Nangarhar
31	Medical Biochemistry	Khan M Ahmadzai	Kabul
32	Chemical Elements II	Muhammad Taher Kanay	Nangarhar
33	Physical Chemistry Gasses & Chemical Thermodynamics	Prof Dr Khair M Mamond	Nangarhar
34	Organic Chemistry, Cyclic Compounds	Dr M Ghaus Hakimi	Nangarhar
35	Physical Chemistry Thermodynamics	Habibullah Nawabzada	Nangarhar
36	Physical Chemistry II Electrolyte Solutions & Electrochemistry	Prof Dr Khair M Mamond	Nangarhar
37	Physical Chemistry III Chemical Kinetics & Catalysis, Spectroscopy & Chromatography	Prof Dr Khair M Mamond	Nangarhar
38	Organic Chemistry Aliphatic Section	Dr Gul Hassan Walizai	Khost

39	General Chemistry	Dr Khair M Mamond	Nangarhar
40	Organic Chemistry Aromatic & Heterocyclic Section	Dr Gul Hassan Walizai	Kabul
41	Carbohydrates, Digestion, Absorption & Metabolism	Dr Yahya Fahim	Nangarhar
42	Lipid Metabolism	Dr M Azim Azimi	Nangarhar
V. Biology & Genetics			
43	General Biology	Jamaat Khan Hemat	Nangarhar
44	Molecular Cell Biology I	M Ali Yussufpur	Kabul
45	General Biology	Prof Ulfat Shezai	Nangarhar
46	Molecular Cell Biology II	M Ali Yussufpur	Kabul
47	Cell Biology	Jamaat Khan Hemat	Nangarhar
48	Genetics	Dr Gulsalim Sharafat	Nangarhar
49	Molecular Biology	Prof Jamaat Khan Himat	Nangarhar
50	Classical & Molecular Genetics	Dr Mohammad Saber	Nangarhar
51	Genetics & Dysmorphology	Dr Massihullah Massih	Nangarhar
52	Vertebrate Zoology	Prof Zakera Babakrkhel	Nangarhar
53	Medical Genetics	Ulfat Shirzai	Nangarhar
54	Invertebrate Zoology	Prof Zakera Babakrkhel	Nangarhar
55	Arthropods	Prof Dr Dipl Ali Agha Nahif	Herat
VI. Anatomy & Histology			
56	Anatomy I (Bones, Joints & Muscles)	Dr M Nasir Nasraty	Nangarhar
57	Textbook of Head and Neck Anatomy I	Dr Yama Sediqi	Nangarhar
58	Bones & Joints Anatomy	Dr Hamidullah Hamid	Khost
59	Textbook of Head and Neck Anatomy II	Dr Yama Sediqi	Nangarhar
60	Anatomy of the Thorax	Dr Yama Sediqi	Nangarhar
61	Anatomy of Chest, Abdomen & Pelvis	Dr Hamidullah Hamid	Nangarhar
62	Anatomy	Dr Hafizullah Sahar	Kabul

63	Systemic Anatomy	Dr M Hosain Yar	Nangarhar
64	Anatomy of the Nervous System	Dr Yama Sediqi	Nangarhar
65	Anatomy of Cardiovascular System	Dr M Nasir Nasraty	Nangarhar
66	Anatomy III (Nervous System, Sense Organs & Endocrine Glands)	Dr M Naser Nasraty	Nangarhar
67	Anatomy of Digestive System	Dr M Nasir Nasraty	Nangarhar
68	Anatomy of Urogenital & Respiratory System	Dr M Nasir Nasraty	Nangarhar
69	Human Anatomy & Physiology I	M Taher Nasimi	Balkh
70	Physiology and Anatomy	Abdul Malik Parhiz	Nangarhar
71	Human Anatomy & Physiology II	M Taher Nasimi	Balkh
72	General Histology	Dr Khalil Ahmad Behsoodwal	Nangarhar
73	Medical Histology	Dr Baray Sediqi	Khost
74	General Histology	Dr Fazl Elahi	Kandahar
75	Medical Histology	Dr Khalil Ahmad Behsoodwal	Nangarhar
76	Systemic Histology	Dr Khalil Ahmad Behsoodwal	Nangarhar
77	Histology	Dr Baray Sediqi	Kabul
VII. Embryology			
78	Embryology	Dr Baray Sediqi	Khost
79	Medical Embryology	Dr Bashir Noormal	Kabul
80	Human General Embryology	Dr Bashir Noormal	Kabul
81	Embryology	Dr M Hosain Yar	Nangarhar
82	Medical Embryology	Dr M Naser Nasraty	Nangarhar
83	General Human Clinical Embryology	Dr Abdullah Jan Shinwary	Herat
VIII. Physiology & Pathology			
84	Medical Physiology	Dr Sharifullah	Nangarhar

85	Physiology of Endocrine, Cardiovascular & kidney	Dr Ihsanullah Ihsan	Nangarhar
86	Special Senses, Skin, Autonomic & Central Nerve system Physiology	Dr Muhibullah Shinwari	Nangarhar
87	Physiology of Respiratory System	Dr Ihsanullah Ihsan	Nangarhar
88	Blood Physiology	Dr Wali Mohamad Wyar	Kandahar
89	General Pathology	Dr Zahrah Fraough	Herat
90	General Pathology	Dr Khalil Ahmad Behsood Wal	Nangarhar
91	General Pathology	Dr M Asif	Nangarhar
92	Systemic Pathology	Dr Khalil Amad Behsoodwal	Nangarhar
93	Cardiovascular Blood Respiratory & Gastrointestinal System Pathology	Dr Khalil Ahmad Behsoodwal	Nangarhar
94	Systemic Pathology II	Dr Khalil Ahmad Behsood Wal	Nangarhar
95	Blood, Cells, Respiratory, Digestive & Neonatal Physiology	Dr Janatmir Momand	Nangarhar
96	Molecular Immunology	Prof Dr Khalil Ahmad Behsoodwal	Nangarhar
IX. Microbiology & Parasitology			
97	Medical Microbiology I	Dr Obaidullah Obaid	Kabul
98	Microbiology	Mohammad Juma Hanif	Herat
99	Medical Microbiology II	Dr Obaidullah Obaid	Kabul
100	General Microbiology	Shoaib Ahmad Shakhesh	Herat
101	Medical Parasitology	Dr Obaidullah Obaid	Kabul
102	Principles of Parasitology	Dr Mohammad Saber	Nangarhar
103	Principles of Medical Parasitology	Dr M Yousuf Mubarak	Kabul
104	Dr Ghulam Jelani Wali	Medical Parasitology	Nangarhar
105	Helminthology	Dr Sayed Rafiullah Halim	Nangarhar

X. Pharmacology			
106	Pharmacology	Dr Said Qambar Ali Haidary	Nangarhar
107	Pharmacology II	Dr Said Qambar Ali Haidary	Nangarhar
108	Pharmacology III	Dr Said Qumber Ali Haidari	Nangarhar
109	Pharmacology of Autonomic & CNS	Dr Ghulam Rabi Behsood Wall	Nangarhar
110	Medicinal Plants Used in the Treatment of Cardiovascular Diseases	M Osman Babury	Kabul
111	Practical Drug Guide	Dr Malte L Von Blumroeder	Nangarhar
112	Immune Pharmacology	Dr Said Qumber Ali Haidari	Nangarhar
113	Pharmacology (for the Second Semester, third Year)	Dr Ghulam Rabi Behsoodwal	Nangarhar
114	Drug Adverse Reaction	Dr Said Qambar Ali Haidary	Nangarhar
XI. Public Health			
115	Principles of Public Health & Management	Dr Arif Rahmani	Nangarhar
116	Demography	Dr Ibrahim Shirzai	Nangarhar
117	Environmental & Occupational Health	Dr Arif Rahmani	Nangarhar
118	Nutrition & Health	Dr M Haroon	Nangarhar
119	Nutrition & Malnutrition	Dr Abdul Wahed Wasiq	Kandahar
XII. Internal Medicine			
120	Physical Diagnosis	Dr Hafeezullah Apridi	Nangarhar
121	Physical Diagnosis	Dr Naser Jabarkhil	Nangarhar
122	Physical Diagnosis & History Taking	Prof Dr Sharifullah	Nangarhar
123	Physical Diagnosis (Hadi Clinical Method)	Dr Saifullah Hadi	All Universities
124	Differential Diagnosis of Internal Diseases I	Dr Saifullah Hadi	Nangarhar

125	Practical Guide to Common Medical Problems (English)	Dr Malte L Von Blumroeder	Nangarhar
126	Electrocardiography (Made Easy ECG)	Dr Sayed Abdullah Sadat	Nangarhar
127	Differential Diagnosis of Internal Diseases II	Dr Saifullah Hadi	Nangarhar
128	Haematology, Immunology & Vitamin Deficiency Diseases	Dr Aimal Sherzai	Nangarhar
129	Hematologic Diseases	Dr Zaher Zafarzai	Nangarhar
130	Practical Guide to Common Medical Problems (Dari)	Dr Malte L Von Blumroeder	Balkh
131	Hematology	Dr Hayatullah Ahmadzai	Nangarhar
132	Endocrinology & Rheumatology	Dr M Taib Neshat	Nangarhar
133	Gastrointestinal and Renal System Diseases	Dr Saifullah Hadi	Nangarhar
134	Renal Diseases	Dr Zaher Zafarzai	Nangarhar
135	Endocrinology & Rheumatology	Dr Saifullah Hadi	Nangarhar
136	Mouth & Gastrointestinal Diseases	Dr Zaher Zafarzai	Nangarhar
137	Diseases of the Gastrointestinal System & Liver	Dr M Yonus Fakhri	Balkh
138	Gastrointestinal Diseases	Dr Zaher Zafarzai	Nangarhar
139	Gastrointestinal & Kidney Diseases	Dr Abdulb Wahed Wasiq	Kandahar
140	Cardiovascular Diseases	Dr Del Aqa Del	Nangarhar
141	The Respiratory System & Heart Rheumatic diseases	Dr Saifullah Hadi	Nangarhar
142	Liver, Biliary System & Pancreas Diseases	Dr Zaher Zafarzai	Nangarhar
143	Respiratory & Heart Valves Rheumatismal Diseases	Dr M Taib Neshat	Nangarhar

144	Diabetes Mellitus	Dr M Naim Hamdard	Nangarhar
145	The Respiratory & Rheumatic Heart Diseases	Dr Salam Jan Shams	Nangarhar
XIII. Emergency Medicine			
146	Emergency Medicine	Dr Abdul Wahed Wasiq	Kandahar
147	Emergency Treatment	Dr Abdul Wali Ranzmal Wardak	Khost
148	Medical Emergency & Critical Care	Dr Hafeezullah Apridi	Nangarhar
149	Guideline for Treatment of Emergency Cases (English)	Dr Aimal Sherzay	Nangarhar
150	Medical Emergency Treatment	Dr Sayed Malyar Sadat	Nangarhar
151	First Aid	Dr Najeebullah Amarkhail	Kabul
XIV. Oncology			
152	Breast Cancer Diagnosis, Treatment & Prevention	Dr Nazar M Sultansei Zadran	Nangarhar
153	Blood Cancer (Leukemia)	Dr Nazar Muhammad Sultansei	Nangarhar
154	Principles of Cancer Diseases	Dr Zaher Zafarzai	Nangarhar
155	Cancer & Environmental Radioactivity	Dr Nazar Mohammad Sultansei	Nangarhar
156	Radiation Therapy of Cancer Diseases	Dr Nazar Mohammad Sultansei	Nangarhar
XV. Surgery			
157	Nursing in Operation Theater	Dr Najeebullah Amarkhail	Kabul
158	Short Practice of Surgery	Dr Badshahzar Abdali	Khost
159	Surgery Clinical Examination System	Dr Badshahzar Abdali	Khost
160	Principles of Surgery	Dr Najibullah Amarkhil	Kabul
161	General Surgery I	Dr Badshah Zar Abdali	Khost
162	Abdominal Surgery	Dr Abdul Wahab Noora	Kabul

163	General Surgery	Dr Gulsima Ibrahimkhel Qaderi	Khost
164	General Surgery II	Dr Badshahzar Abdali	Khost
165	Textbook of Abdominal Surgery	Dr Massoum Azizi	Kabul
166	Abdominal Surgery 2nd Edition	Dr Massoum Azizi	Kabul
167	Abdominal Surgery	Dr Abdul Khaliq Dost	Kandahar
168	General Abdominal & Accessary Surgery	Dr Badshahzar Abdali	Khost
169	Acute & Chronic Abdomen	Dr Abdul Ghafoor Ersad	Herat
170	Intestinal Obstruction & Peritoneal Surgery	Dr Raoof Ehssan	Nangarhar
171	The Basic Techniques of Plastic Surgery	Dr Said Olfat Hashimi	Nangarhar
172	Urologic Diseases	Dr Ghulam Sakhi Hassani	Kabul
173	Urology	Dr Ghazi Jamal Abdul Nasir	Nangarhar
174	Neurosurgery	Dr Abdul Ghafoor Ersad	Herat
175	Urology	Dr Abdul Ahad Hameed	Nangarhar
176	Neurosurgery	Dr Fazel Rahim Shagiwal	Nangarhar
177	Neurosurgery	Dr Abdul Basir Mangal	Nangarhar
178	Surgery	Dr Ajab Gul Momand	Nangarhar
179	Neurosurgery	Dr Badshahzar Abdali	Nangarhar
180	Pediatrics General Surgery	Dr Turyalai Hakimi	Kabul
181	Pediatrics Surgery	Dr Fazel Rahim Shegiwal	Nangarhar
182	Traumatology	Dr Abdul Ghafoor Ersad	Herat
183	Acute Appendicitis, Diagnosis, Complications & Treatment	Prof Dr Mohammad Sharif Sarwary	Nangarhar
184	Chest Trauma	Prof Dr Mohammad Sharif Sarwary	All Universities

XVI. Orthopaedics & Anesthesiology			
185	Orthopaedics	Dr Sayed Baha Karimi	Nangarhar
186	Orthopedics & Fractures	Dr M Hamayoon Mustafa	Kandahar
187	Orthopaedics	Dr Said Shal	Nangarhar
188	The Closed Treatment of Common Fractures	Dr Zahir Gul Mangal	Khost
189	Basic Guide to Anesthesia for Developing Countries I (English/Dari)	Daniel D Moss	Kabul
190	Basic Guide to Anesthesia for Developing Countries II (English/Dari)	Daniel D Moos	Kabul
XVII. Infection Diseases			
191	Infectious Diseases	Dr Abdul Nasir Jabarkhil	Nangarhar
192	Infectious Diseases	Dr Hafeezullah Apridi	Nangarhar
193	Infectious Diseases in English	Dr M Zakerya Amirzada	Kandahar
194	Control of Infectious Diseases	Dr M Azim Mangal	Nangarhar
195	Pediatrics Infectious Diseases	Dr Sultan M Safi	Khost
196	Infectious Diseases of Children	Dr Sultan M Safi	Kabul
197	Infectious Diseases of Children	Dr Najeebullah Ameen	Nangarhar
198	Pediatric Infectious Diseases	Dr Abdul Satar Niazi	Nangarhar
199	Tuberculosis	Dr Sayed Inam Sayedy	Nangarhar
200	TB in Children	Dr Haqiqullah Chardiwal	Nangarhar
201	Malaria	Dr Mohammad Es-haq Sharifi	Nangarhar
202	Viral Hepatitis Medical Diagnosis & Treatment	Dr Mohammad Es-haq Sharifi	Nangarhar

203	Malaria	Dr Mohammad Es-haq Sharifi	Nangarhar
204	Viral Hepatitis Medical Diagnosis & Treatment	Dr Mohammad Es-haq Sharifi	Nangarhar
205	SARS-2 & Covid-19	Dr Mohammad Sharif Sarwary	All Universities
XVIII. Pediatrics			
206	Pediatrics	Dr M Rasul Fazli	Nangarhar
207	Pediatrics, Volume I	Dr Abdul Satar Niazi	Nangarhar
208	Pediatrics, Volume II	Dr Abdul Satar Niazi	Nangarhar
209	Pediatrics Clinical Examination	Dr Nasir Kamawall	Nangarhar
210	Pediatrics Clinical Methods	Dr M Faruq Hamidi	Kabul
211	Treatment Guidelines of Pediatrics	Dr Mansoor Aslamzai	Nangarhar
212	Short Textbook of Children Diseases	Dr Sultan M Safi	Kabul
213	Children Nutrition	Dr Najibullah Amin	Nangarhar
214	Malnutrition in Children	Dr Samiullah Hayat	Nangarhar
215	Care of the Newborn Problems	Dr Nasir Kamawall	Nangarhar
216	Pediatric Hematology	Dr Mansoor Aslamzai	Nangarhar
217	Clinical Handbook of Neonatology & Pediatrics	Dr Mansoor Aslamzai	Nangarhar
218	Practical Pediatric Guide in English	Dr Malte L von Blumroeder	Nangarhar
219	Neonatology	Dr A Satar Niazi	Nangarhar
220	Pediatrics Common Diseases I	Dr A Satar Niazi	Nangarhar
221	Pediatrics Common Diseases II	Dr A Satar Niazi	Nangarhar
222	Pediatrics for 5th Class first Semester	Dr A Satar Niazi	Nangarhar
223	Pediatrics Gastrointestinal & Liver Diseases	Dr Wali Gul Mokhles	Khost
224	Children Diseases I	Dr Ahmad Siar Ahmady	Nangarhar

225	Children Diseases II	Dr Ahmad Siar Ahmady	Nangarhar
226	Respiratory, Cardiac, Hematological & Renal Diseases of Children	Dr Najeebullah Ameen	Nangarhar
227	Essential Pediatrics, Gastrointestinal, Endocrine & Neurological Disorder	Dr Samiullah Hayat	Nangarhar
228	Children Diseases	Dr Sultan M Safi	Kabul
229	Clinical Pediatric Examination Made Easy	Dr Sayed Najmuddin Jalal	Kabul
XIX. Obstetrics/Gynecology			
230	Obstetrics	Dr Maryam Akram Masoom	Nangarhar
231	A Textbook of Obstetrics	Dr M Hassan Farid	Herat
232	Obstetric Surgery I	Dr Ajab Gul Momand	Kandahar
233	Obstetric Surgery II	Dr Ajab Gul Momand	Kandahar
234	Gynecology	Dr M Hassan Farid	Herat
235	Breast Diseases	Prof Dr Mohammad Sharif Sarwary	All UN
236	Gynecologic Diseases	Drs Toorpikai Apridi	Nangarhar
237	Pregnancy & Delivery	Drs Hafiza Sahak	Nangarhar
XX. Psychology & Neuropsychiatry			
238	Psychiatry I	Dr Aziz Naderi	Kabul
239	Psychiatry II	Dr Aziz Naderi	Kabul
240	Psychiatry	Dr Jahan Shah Tanai	Khost
241	Practical Guide to Mental Health Problems	Sian Nicholas	Nangarhar
242	Narcotic Drugs & Related Diseases	Dr M Samin Stanikzai	Nangarhar
243	Neurology	Dr Bilal Payenda	Nangarhar
244	Psychiatry	Dr Bilal Payenda	Nangarhar
245	Nervous System Examination & Behavioral Science	Dr Jahan Shah Tanai	Khost
246	Psychiatry & its Need in Afghan Society	Dr Azam Dadfar	Kabul
247	General Psychology	Maria Sahed Sultani	Balkh

XXI. Radiology/Medical Imaging			
248	Clinical Radiology	Dr Ghulam Sakhi Rahmanzai	Nangarhar
249	Diagnostic Radiology	Dr Ghulam Sakhi Rahmanzai	Nangarhar
250	Radiologic Examination & Diseases	Dr Ghulam Sakhi Rahmanzai	Nangarhar
251	Diagnostic Radiology of the Heart & Pulmonary Diseases	Dr Shah Mehmood Ranzormal	Khost
252	Diagnostic Ultrasound	Dr M Nawab Kamal	Kabul
253	Radiology	Dr Sayed Arif Wyar	Nangarhar
254	Diagnostic Radiology, The Chest, Part II	Dr Noor M Shinwary	Nangarhar
255	Conventional & Imaging Radiology	Dr Ghulam Sakhi Rahmanzai	Nangarhar
256	Ultrasound	Dr Muhammad Yunis Sultani	Nangarhar
257	Ultrasound	Dr Najeebullah Khalili	Nangarhar
XXII. Dermatology/Ophthalmology/E.N.T.			
258	Dermatology	Dr Asadullah Shinwari	Nangarhar
259	Ear, Nose & Throat (E.N.T.)	Dr Azizullah Faqir	Kandahar
260	Diseases of the Skin	Dr Sayed Anwar Akbari	Nangarhar
261	Ophthalmology	Dr Khalid Yar	Nangarhar
262	Nose, Ear & Throat (E. N. T.)	Dr Ishaq Khawrin	Nangarhar
263	Eye Clinical Diseases	Dr Abdul Basir Safi	Nangarhar
XXIII. Dental			
264	Clinical Guideline for Dentists	Dr Sayed Maroof Serat	All Universities
XXIV. Engineering			
265	Water Supply Engineering	Prof Eng Mohammad Essa Tanha	Nangarhar
266	The Energy Consumption in the Residential Houses	Dr. Eng. M. Omar Temori	Nangarhar
267	Waste Water Engineering	Eng Zalmay Khaliqi	Nangarhar

268	Technical Facilities & Equipment of Building	Dr. Eng. M. Omar Temori	KPU
269	Structure Analysis I	Prof M Ishaq Raziqi	Nangarhar
270	Structural Statics for Architects	Dipl Eng Assadullah Malakzay	Nangarhar
271	Structure Analysis II	Prof M Ishaq Raziqi	Nangarhar
272	Structural Analysis I	Prof Hafizullah Wardak & Prof Dr Zarjon Baha	Khost
273	Structural Analysis II	Prof Hafizullah Wardak & Prof Dr Zarjon Baha	Khost
274	Strength of Materials	Prof Bahram Amiri	Khost
275	45 Engineering Textbooks (DVD)	Different Universities	All Universities
276	Reinforced Concrete Structure Design (I Part)	Prof Dpl Eng Ibadur-Rahman Momand	Nangarhar
277	Reinforced Concrete Structure Design II (Vol I)	Prof Dipl Eng Ibad ur-Rahman Momand	Nangarhar
278	Reinforced Concrete Structure Design II (Vol II)	Prof Dipl Eng Ibad ur-Rahman Momand	Nangarhar
279	Reinforced Concrete first class work Methodic Guidance	Eng Ibad-ur- Rahman Momand	Nangarhar
280	Introduction to AutoCAD for Civil Engineering Application	Miapacha Miakhail	Nangarhar
281	Solid Mechanics	Prof M Ishaq Raziqi	Nangarhar
282	Open Channel Hydraulics	Prof Mia Pacha Miakhail	Nangarhar
283	Heating Engineering, I Combustion Technique	Dr Ghulam Faruq Mir Ahmadi	Nangarhar
284	Geometric Design of Highways	Eng M Shaker Farooqi	Nangarhar
285	New Methods in Construction of Buildings	Dr. Eng. M. Omar Temori	Nangarhar
286	General Technical Drawing	Prof Fazal Akbar	Nangarhar
287	Foundation Engineering	Prof Eng Zalmai Khaliqi	Nangarhar

288	Engineering Mechanics	Prof Mohammad Ishaq Raziqi	Nangarhar
289	Engineering Survey	Gul Hakim Shah Saeedi	Nangarhar
290	Energy Efficiency Guidebook for Buildings	Dr. Eng. M. Omar Temori	Kabul
291	Energy Efficient Building	Eng Assadullah Malakzay	Nangarhar
292	Construction Methods II	Eng M Essa Tanha	Nangarhar
293	Construction Methods I	Eng M Essa Tanha	Nangarhar
294	CAD & Graphics	Prof Eng Bahauddin Jalali	Nangarhar
295	Building Construction (Principles, Materials & Systems)	Prof Eng Amanullah Faqiri	KPU
296	Building Construction I	Eng Assadullah Malakzay	Nangarhar
297	Building Construction II	Dipl Eng Assadullah Malakzay	Nangarhar
298	Structural Analysis III	Prof Hafizullah Wardak & Prof Dr Zarjon Baha	khost
299	Irrigation Engineering	Prof Asghar Ghaforzai	Nangarhar
300	Fundamentals of Drawing Geometry in Surface	Said Yosuf Mannoal	Balkh
XXV. Agriculture			
301	Soil Erosion & Environmental Pollution	M Hanif Hashimi	Khost
302	The Descriptive Dictionary of Agriculture	Prof M Bashir Doudiyal	Nangarhar
303	Marketing of Agricultural Products	Prof M Tayeb	Nangarhar
304	Poultry rearing Principles	Prof Mir Hatem Niazi	Nangarhar
305	Nematology	Prof Hussain Arman	Nangarhar
306	Plant Physiology I	Prof M Tahir Miakhel	Nangarhar
307	Plant Physiology II	Prof M Tahir Miakhel	Khost
XXVI. Veterinary			
308	Veterinary General Pathology	Mohammad Tahir Kakar	Nangarhar

309	Animal Nutrition I	Prof Rozi Khan Sadiq	Nangarhar
310	Animal Nutrition II	Prof Rozi Khan Sadiq	Nangarhar
311	Veterinary Internal Medicine	Prof Peer M Stanikzai	Nangarhar
312	Animal Physiology	Prof Ghuncha Gul Habib Safi	Nangarhar
313	Veterinary Pharmacology II	Prof M Bayer Darmel	Nangarhar
XXVII. Journalism			
314	Production of Radio Programs	Dr Master Wahidi	Khost
315	Access to Information	Danish Karokhel	Nangarhar
316	Production of TV Programs	Dr Master Wahidi	Nangarhar
XXVIII. Economics & Management			
317	Economics Development Theory	Prof. M. Bashir Doudiyal	Nangarhar
318	Public Budget Theory & Policy	Dr Said M Tingar	Kabul
319	Economic & Business Terms (English-Pashto Explanatory Dictionary)	Abdullah Adil & Amanullah Wreen	Nangarhar
320	Project Management in Practice	M Daud Alam & Uwe F Guhl	Nangarhar
321	Project Analysis & Management	Prof M Bashir Doudiyal	Nangarhar
322	Industrial Economics	Prof M Bashir Doudiyal	Nangarhar
323	Principles of Agricultural Economy	Prof Wali M Fayez	Balkh
324	Fundamental of Economics	Sherkhan Hassas	Nangarhar
325	Central Bank & Advanced Monetary Policies	Prof Dr Abdul Qayoum Arif	Khost
326	Public Economy	Prof Raihanullah Rahimi	Nangarhar
327	Economics Geology (Mineral-Science-Metallic Mines)	Prof Dr Naqibullah Sahak	Nangarhar
328	Statistics	M Bashir Dudiya	Nangarhar
329	Fundamentals of Statistics	Mohammad Agha Zia	Kandahar

XXIX. Public Administration & Policy			
330	Research Methodology	Nisar Ahmad Muslih	Nangarhar
331	Organizational Communication Management	Prof M Bashir Doudiyal	Nangarhar
332	Leadership From Theory to Practice	Prof M Irfan Qurishi	Nangarhar
333	International Organizations	Ehsanullah Aryan Zai	Nangarhar
334	Human Resource Management	Prof Mansoor Fageerzai	Nangarhar
335	Closed Social Groups	Dr Ahmad Seyer Mahjoor	Kabul
336	Pedagogy	Prof Razmuhammad Faizi	Nangarhar
XXX. Environment & Geography			
337	Population Geography	Prof Lutfullah Safi	Nangarhar
338	Geomorphology	Ezatullah	Nangarhar
339	Biogeography	Prof Lutfullah Safi	Nangarhar
340	Climatology	Prof Ezatullah Sail	Nangarhar
341	Cartography with Principles of Topography	Prof Dr Tahir Enayat	Nangarhar
342	Protection of Environment	Prof Arifullah Mandozai	Nangarhar
343	Fundamentals of Meteorology	Prof A Ghias Safi	Nangarhar
344	Global Warming	Prof Mohammad Naim Nasin	Balkh
XXXI. Mathematics			
345	General Mathematics	Prof Gul M Janat Zai	Khost
346	Advanced Calculus I Math 534 A	Hamidullah Yaar	Nangarhar
347	Advanced Mathematics Courses	Moeburahman Janati	Nangarhar
348	Advanced Calculus II	Prof Nazar Mohammad	Nangarhar
349	Algebra & Theory of Numbers Part I	Sultan A Niazman	Nangarhar
350	Calculus & Analytic Geometry I	Prof Sayed Shir Aqa Sayedi	Nangarhar
351	Linear Algebra	Dr Abdullah Mohmand	Nangarhar

352	Calculus & Analytic Geometry II	Prof Sayed Shir Aqa Sayedi	Nangarhar
353	Algebra & Theory of Numbers Part II	Sultan Ahmad Niazman	Nangarhar
354	Algebra (Dari)	Dr Abdullah Mohmand	Balkh
355	Dialogues on Mathematics	Sultan Ahmad Niazman	Nangarhar
356	Algebra (Pashto)	Dr Abdullah Mohmand	Khost
357	Mathematical Logic	Sultan Ahmad Niazman	Khost
358	Basic Engineering Mathematics II	Prof Abdul Ghafoor Niazai	Nangarhar
359	Mathematical Logic	Sultan Ahmad Niazman	Khost
360	Basic Engineering Mathematics II	Prof Abdul Ghafoor Niazai	Nangarhar
361	Analytic Geometry I	Said Sher Aqa Saidi	Nangarhar
362	Mathematical Analysis I	Said Yusuf Manowal	Balkh
XXXII. Language and Literature			
363	Deutsch für Afghanen (Pashto)	Dr Yahya Wardak	All
364	Lehrbuch der deutschen Grammatic für Afghanen	Dr Akram Malakzay	Nangarhar
365	Deutsch für Afghanen (Dari)	Dr Yahya Wardak	All
366	Publishing Textbooks for Afghan Universities (Pashto)	Dr Yahya Wardak	All
367	Publishing Textbooks for Afghan Universities (English)	Dr Yahya Wardak	All
368	Short Guide for Book Publishing (English)	Dr Yahya Wardak	All
369	Short Guide for Book Publishing (Pashto)	Dr Yahya Wardak	All

Receipt Acknowledgements Confirmations Samples

Emblem of
Sheikh Zayed
University

**Islamic Republic of Afghanistan
Ministry of Higher Education
Sheikh Zayed University
Administrative and Financial Affairs Deputy Office
Library and IT Department**

No. 119

Date: Dec 01, 2016

To: Dr. Yahya Wardak's Office

Dear Sir,

We would like to offer you our heartfelt gratitude for donating the 1426 copies of 21 textbooks to the library of Sheikh Zayed University. We hereby confirm that the textbooks have been received and made available for students in the library. Enclosed with the letter is list of the received textbooks.

Looking forward to receiving your further support,

Regards
Mujiburahman Karimi
Chancellor of Sheikh Zayed University
(Unreadable Signature)

Email: chancellor@szu.edu.af
Web: www.szu.edu.af
Cell: +93 (0) 779822492

**Islamic Republic of Afghanistan
Ministry of Higher Education
Laghman University
Chancellor's Office**

Emblem of
Ministry of
Higher
Education

No. 10

Date: Apr 07, 2018

To: Dr. Yahya Wardak's Office at MoHE

The following 18 textbooks were received at Laghman University and made accessible for use. We are thankful to you and looking forward to receiving more support in the future.

Wishing you success,

No.	Book Title	Author	Copies
1	General Biology	Ulfat Shirzai	20
2	Project Analysis and Management	M. Bashir Dodyal	20
3	Engineering Mechanics	M. Ishaq Raziqi	20
4	Calculus and Analytic Geometry I	Sayed Shir Aqa Sayedi	20
5	Calculus and Analytic Geometry II	Sayed Shir Aqa Sayedi	20
6	Marketing of Agricultural Products	Prof. M. Tayeb	20
7	Cartography with Principles of Topography	Dr. M. Tahir Enayat	20
8	Energy Efficient Buildings	Assadullah Malakzai	20
9	Strength of Materials	Bahram Amiri	20
10	Physical Chemistry Gases and Chemical Thermodynamic	Prof. Khair M. Mamond	20
11	Access to Information	Danish Karokhil	20
12	Biogeography	Prof. Lutfullah Safi	20
13	Waste Water Engineering	Zalmay Khaliqi	20
14	Chest Cancer	Dr. Nazar M. Sultansie Zadran	20
15	Dialogues on Mathematics	Sultan Ahmad Niazman	20
16	Anatomy of the Nervous System	Dr. Yama Sediqi	20
17	Economic Geology	Prof. Naqibullah Sahak	20
18	Blood, Cells, Respiratory, Digestive & Neonatal Physiology	Dr. Janatmir Momand	20

Kind Regards

Abdul Saboor Ghafoorzy
Chancellor of Laghman University

Translation from Dari

Emblem of
Paktia
University

Islamic Republic of Afghanistan
Ministry of Higher Education
Paktia University
Financial and Administrative Affairs
Library

Emblem of
Ministry of
Higher
Education

No. 1380

Date: January 18, 2017

Subject: Affirmation of Receipt of 637 Copies of Medical Textbooks

To the office of Dr. Yahya Wardak at Ministry of Higher Education:

We would like to offer gratitude for your continuous aid with our university.

Attached with this letter is list of 637 copies of 13 textbooks that were sent by your office to the university on Jan 16, 2017. The textbooks were submitted to the library of our university. Hereby, their receipt is affirmed. We are looking forward to receiving further support.

Regards,

Prof. Dr. Sayed Wali Jalalzai

Chancellor of Paktia University

(unreadable signature)

Add: Opposite Paktia Security Command, Bagh Teera Town, Gardiz, Paktia

Email: fooladmanalay@gmail.com

Cell: +93 (0) 744 60 66 90/ 799 188 199

**Ministry of Information and
Culture Logo**

**Islamic Republic of Afghanistan
Ministry of Information and Culture
Department of Public Library Office Director
Directorate General Coordination and Statistics**

**Islamic Republic
of Afghanistan
Logo**

Directorate of Statistics

Translated from Dari

No. 460/285

Date: 3 December 2019

Expressing gratitude for your cooperation in enriching public libraries, now we have received 558 copies of books in 11 titles:

1: Urology	48 volumes
2: Molecular Biology	49 volumes
3: Essential Pediatrics, Gastrointestinal, Endocrine & Neurological Disorders	49 volumes
4: Respiratory & Heart Rheumatic Diseases	47 volumes
5: Pediatrics Infection Diseases	51 volumes
6: Paediatrics Surgery	52 volumes
7: Eye Clinical Diseases	50 volumes
8: Endocrinology & Rheumatology	46 volumes
9: Modern Algebra	63 volumes
10: Energy Efficiency Guidebook for Buildings	10 volumes
11: Biophysics	94 volumes

We are assuring you from receiving the above listed books and hope for continuation of your cooperation in the future.

Best Regards,

Hamidullah Shahrani
Director of Public Libraries

Signature unreadable

Sent letters samples



The Ministry of Higher Education
Office for Minister
Documents Department
Date: 25/01/2017
No: 2819



دلوړو زده کړو وزارت
ریاست دفتر
امریت تحریرات
د قلم مخصوص لوی مدیریت
کنده — تاریخ:

To: The Ambassador Walter Haßmann
The Embassy of the Federal Republic of Germany
Wazir Akbar Khan Mena 6
Kabul, Afghanistan

Ministry of Higher Education of Islamic Republic of Afghanistan presents its compliments to the Embassy of Federal Republic of Germany in Afghanistan and has the honor to draw your attention to the below subject:

Re: Providing Afghan Universities with Textbooks

It is well known that the system of higher education in Afghanistan has considerably suffered during the long period of war and cannot make the urgently required contribution to capacity building within the country.

As you are aware, one of the urgent needs in academic development is availability of teaching material, in specific publication of validated textbooks to support the departments, curriculum revision and quality teaching of students with updated teaching materials. In this regard, we appreciate the effort for the publication of more than 250 textbooks in very good quality from long ago at Ministry of Higher Education. This effort facilitated ground for the implementation of curriculum and accessibility of textbooks both for university professors as well as students.

Printing textbooks is highly demanded not only for the faculty students and lecturers at Kabul University but also at other universities in provinces. As you know, majority of our students cannot use English textbooks due to their low command of the language. It is therefore requested to publish textbooks in national languages. It will help many students and interested professors to use them in their faculties.

I am looking forward to receiving your prompt reply in this regard. Availing the opportunity, I would like to thank you for all the assistance and full attention.

Sincerely Yours,

Dr. Abdul Latif Roshan
Acting Minister of Higher Education of Afghanistan

Address: Kart-e-4
K2500322Abul, Afghanistan.
Tel:- 93 – 220322
E-mail: info@mohe.gov.af

آدرس: کارته چهار
کابل افغانستان
تلفون: 93 – 220322
ایمیل: info@mohe.gov.af



ننگرهار پوهنتون
د عامه ادارې او پالیسي پوهنځي
تدریسي لوی مدیریت



Ministry of Higher Education
Nangarhar University
Faculty of Public Administration & Policy
Teaching Directorate

نېټه: ۱۳۹۶/۳/۲۵

پرله پسې شمېر: ۳۶۹

From : Prof. Mohammad Bashir Doudiyi,
To : Kinderhilfe-Afghanistan,
Subject : Appreciation for Publication of "Project Analysis & Management"
Textbook,

It is great pleasure for me that my written textbook entitled "Project Analysis & Management" was printed and published your generous financial support. It is a unique opportunity for me and Nangarhar University's Public administration and Policy Faculty regarding publishing textbooks for afghan universities. Your assists will enhance quality of education at afghan universities. Therefore, I would like to express my sincere gratitude to you for your continuous assistance that you have provided to the publication of textbook over the recent years.

Availing the opportunity, I also thank Dr. Yahya Wardak and his colleagues for facilitating printing of Project Analysis & Management textbook. Without Dr. Yahya Wardak tireless efforts, it would be difficult to provide textbooks for afghan universities. Providing quality textbooks is the first step for quality education at Nangarhar university.

I hope your support and Dr. yahya Wardak's efforts will continues so that it will encourage us for writing more new and updated textbooks in the local languages which are urgently needed for afghan universities. Once again I am grateful for those, who are involved directly or indirectly in the publication of textbooks for afghan universities.

Best regards
Prof. Mohammad Bashir Doudiyal
Nangarhar University
Public Administration and Policy Faculty

Address: Nangarhar University, Jalalabad – Nangarhar
Contact Number: 0093700617549
Email Add:



Ministry of Higher Education
Kabul University
Faculty of Social Sciences



Date: 26-02-2018

No: 174

From: Prof Ahmad Seyer Mahjoor

To: Konrad Adenauer Stiftung (KAS)

Subject: Expressing Gratitude for Publication of Textbook

Via this letter, I would like to thank you, most sincerely, for the financial support to the publication of my textbook entitled "Closed Social Groups" for Afghan universities. Your willingness to help Afghan universities out with publication of textbooks that are crucially needed is very much appreciated.

Your positive attitude in terms of providing funds for our textbooks has had a significant influence on the learning-teaching process at all the Afghan universities since almost all of the Afghan students take advantages of these textbooks throughout the country. Your effort continues to enhance quality of education, and we really see its results.

I am also grateful to Dr Yahya Wardak and his colleagues who implemented the managerial and technical affairs of my textbook's printing. I am extremely fortunate to have them as my colleagues at Ministry of Higher Education.

Without any doubt, this support will play a key role in achieving our students' educational dreams. We expect to have your support in the future as well.

Once again, thank you for your contribution in publication of textbooks of Afghan lecturers and authors.

Best Regards,

Prof Ahmad Seyer Mahjoor

Administrative & Financial Deputy Minister and Lecturer at Social Sciences Faculty
of Kabul University



Ministry of Higher Education

General Directory of Students

affairs Department



13 / / date

Number

From: Pro.Dr.Sayed Najmuddin Jalal
To : Konrad Adenauer Stiftung (KAS)
Subject: Clinical Pediatric Examination Made Easy

I am very pleased that my textbook under the title of "Clinical Pediatric Examination Made Easy" was printed by your financial support and assistance. This is a great opportunity for me and Kabul Medical Sciences University Public Health Faculty for publishing textbooks for afghan universities. Your generous support and financial assistance will enhance quality of education of Afghan Public Universities. Hereby, I would like to deeply express my sincere gratitude to you for your lasting and continues support you have provided to the publication of textbooks over years. Taking this opportunity, I also want to thank Dr. Yahya Wardak and his supportive colleagues for providing this chance of printing the Clinical Pediatric Examination Made Easy textbook. Honestly, without Dr. Yahya Wardak's tireless efforts, it would be impossible to prepare textbook for Afghan Public Universities. Providing textbook is the first step for quality education at Kabul Medical Sciences University. I hope your support and Dr. Yahya Wardak's efforts will continue, so that it will encourage us for preparing and revising more and better new advanced textbooks in our local languages which Afghan Public Universities are in need of it. Once again, I am graiteful for those who are involved directly or indirectly in publication of textbooks for Afghan Public Universities.

Best regards

Prof .Dr.Saye Najmuddin Jalal

General Director of Students affairs Department



AGREEMENT / PERMISSION

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& University.

We kindly request Dr. Yahya Wardak, at Ministry of Higher Education to assist in printing the textbook which is confirmed by the faculty. It may improve teaching quality and will enable students and lecturers of University/Faculty to take maximum benefit of it.

Name & Signature of Head of Department

Name, Signature & seal of Dean of Faculty

Name, Signature & seal of Chancellor of University

CONTACT Ministry of Higher Education (MoHE), Karte-4, Kabul, Afghanistan • Dr. Yahya Wardak's Office
Phone 0780232310 / 0706320844 • Email wardak@afghanic.org • info@ecampus-afghanistan.org

Points to be Noted by the Authors for Publishing Books

1. The form for printing book should be filled correctly and completely. The author's name and signature as well as the name and signature of the head of department and faculty stamp and also the university's chancellor name, signature and stamp should be taken.
2. The book's softcopy in both PDF and word formats and the printed hardcopy should be provided to us.
3. We prefer to have the softcopy in A5 size pages.
4. Every book be composed in a separate file and must contain the abstract on one page in English.
5. The book should have the author's biography and a photo. Preferably, the author's contact number and email address should be mentioned in each book.
6. The latest book file to be submitted for printing should be converted to PDF and should be delivered to us as a final version of the book.
7. The book's texts should be in the same font. Otherwise, it can create problems for us.
8. The book's title and the author's name should be written in English on the back or front cover.
9. If your book has been approved by the Academic Coordination Department at the Ministry of Higher Education, the approval letter should be sent to us.

10. The book should be complete and free of errors so that nothing is left incomplete in any part of the book.

11. If your book contains color photos, that part should be prepared as a separate atlas at the end of the book to be printed in color. Send us the color photos in a separate file.

Any book we choose for printing must include all the above points. If not, it will not be considered for printing.

12. In science related textbooks, it is better that your books should include a table of contents, an abbreviations list, an index, and a reference list.

Thanks for your cooperation!

Kabul, 2022

For further inquiries, please contact our office:

Dr. Yahya Wardak

Advisor to the Ministry of Higher Education, Kabul,
Afghanistan

All books can be downloaded from:

www.ecampus-afghanistan.org

Office: 070632084, Mobile: 0780232310

Email: info@ecampus-afghanistan.org

Confirmation of Receiving the Books

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Signature of Author: Date:

Phone No: Email:

Contact:

MoHE, Karte -4, Dr. Yahya Wardak

Phone: 0780232310, Mobile: 0706320844, Email:

wardak@afghanic.org

Message from the Ministry of Higher Education (a sample)



Throughout the human history, books have played a significant role in gaining, sustaining, and spreading knowledge and sciences. Books are the fundamental units of educational curriculum that can also play an effective role in improving the quality of higher education. Therefore, keeping the needs of the society and today's requirements in mind and based on educational standards, new learning materials and textbooks should be provided and published for the students.

I appreciate the efforts of the lecturers and authors, and I am very thankful to those who have worked for many years to write or translate textbooks in their fields. They have accomplished their ethical responsibility to the nation, and they have contributed to the national development.

I also warmly welcome more lecturers to prepare and publish textbooks in their respective fields to be distributed among the students after publication. This will be an extremely positive step towards the improvement

of the quality of higher education.

The Ministry of Higher Education has the responsibility to provide updated, standard learning materials in different fields in order to better educate the students.

Finally, I am very grateful to the chief of German Aid for Afghan Children, Dr. Eroes, and Dr. Yahya Wardak who have provided the opportunities for publishing textbooks of the lecturers and authors.

I am hopeful that this project should be continued and expanded to have at least one standard textbook for each subject in the near future.

Sincerely,

Dr. Abdul Latif Roshan

Minister of Higher Education

Kabul, 2017



Access to Online Afghan Textbooks

Since 2010, we have published 369 textbooks from various medical universities in Afghanistan.

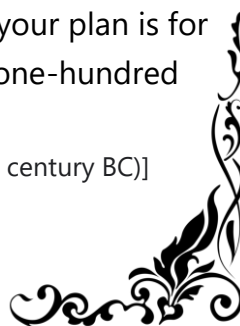
All the printed books can be downloaded in PDF format from www.ecampus-afghanistan.org

From this website, the authors can get articles about textbooks, as well as information and guidelines to publish their books.



"If your plan is for one year, plant rice. If your plan is for ten years, plant a tree. If your plan is for one-hundred years, educate children."

[Chinese philosopher, Zhuangzi (Chuang Tzu, 4th century BC)]



Presentation



افغانیک
Afghanic
e. V.

Publishing Textbooks for Afghan Universities

Dr. Yahya Wardak

Advisor at Ministry of Higher Education, Kabul

Kabul/Bonn, January 2023

Outline

- ♦ Current situation
- ♦ The project
- ♦ Procedure and Distribution
- ♦ Lessons learned
- ♦ Vision & Future
- ♦ Recommendations
- ♦ Acknowledgement



Current Situation

Textbooks are very important for the quality of higher education

- **Lack of good & updated textbooks**
- **Outdated** teaching methods and materials
- **Old style** “papers & notes”



National Higher Education Strategic Plan: 2010-2014



FUNDS to encourage the writing and publication of textbooks in **Pashto and Dari**, especially in priority areas, to improve the quality of teaching and learning and give students access to state-of-the-art information



Translation of English language textbooks and journals into Pashto and Dari is a **major challenge** for curriculum reform. Without this facility it would not be possible for university students and faculty to access modern developments as knowledge in all disciplines accumulates at a rapid and exponential pace

→ **Huge obstacle** for establishing a research culture



The Ministry of Higher Education together with the universities will examine strategies to overcome this deficit. One approach is to **mobilize Afghan scholars** who are now **working abroad** to be engaged in this activity.

The Project

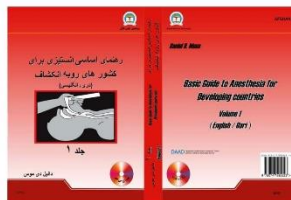
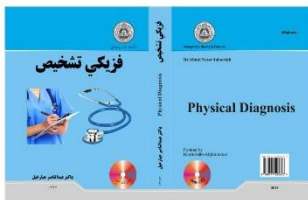
Started as a pilot project in 2010 at Nangarhar University
So far **366** books have been printed

 Medicine	 Psychology	 Science	 Economics
 Engineering	 Agriculture	 Education	 Journalism



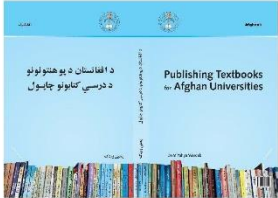
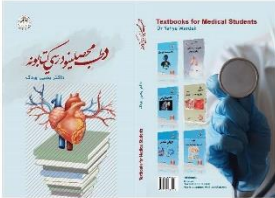
For Nangarhar, Khost, Kandahar, Herat, Balkh, Kabul, Kapisa,
Kabul, Kabul Medical & Polytechnic Universities



Samples



www.ecampus-afghanistan.org

Complete Information on Medical Textbooks & Printing Process for Students & Teachers

I.  

II.  

III. www.ecampus-afghanistan.org

Funded by

230 

KinderhilfeAfghanistan
کمیته آلمانی برای افغان
ن آلمانی مرستی موسسه، افغان ماشومانو نهاره
German Aid for Afghan Children

96

DAAD

7

 جمعیت پرستون های آلمانی و افغانی
و آلمانی او افغانی و پرستونو نوک
Deutsch-Afghanische
Universitäts-Gesellschaft e.V.

8+2

 Konrad
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3+2+6

 Afghanistan-
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of the Federal Republic of Germany
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Michael Klett

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 Slovak Aid

SAFI-Stiftung

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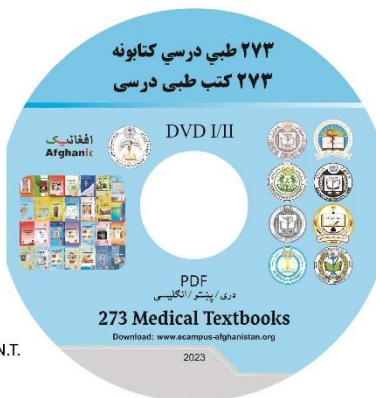
Salu Jaqubi

Dr. Matin Safi

Dr. Brigitte Sarif

Complete Medical Teaching Curriculum on DVD

- I. P.C.B.
- II. Paraclinic
- III. Public Health
- IV. Internal Medicine
- V. Surgery
- VI. Infection Diseases
- VII. Pediatrics
- VIII. Obstetrics/Gynecology
- IX. Psychiatry/Neurology
- X. Radiology/Medical Imaging
- XI. Dermatology/Ophthalmology/E.N.T.



Complete Engineering Teaching Curriculum on DVD

45 Engineering textbooks of Afghan universities on this DVD			
No	Name of the book	Author	University
1	Advanced Mathematics: Calculus	Mohammad Naeem Ahmad	Kabul
2	Advanced Calculus: Vector Analysis	Mohammad Naeem Ahmad	Kabul
3	Advanced Calculus: II	Mohammad Naeem Ahmad	Kabul
4	Algebra: Part I	Dr. Abdulhadi Mohammadi	Kabul
5	Algebra and Theory of Numbers: Part I	Sultan Ahmad Hameed	Kabul
6	Algebra and Theory of Numbers: Part II	Sultan Ahmad Hameed	Kabul
7	Algebra: Part II	Dr. Abdulhadi Mohammadi	Kabul
8	Building Construction: Principles, Materials & Systems	Prof. Dr. Eng. Amalul Hameed	Kabul
9	Building Construction: I	Prof. Eng. Abdulhadi Mohammadi	Kabul
10	Building Construction: II	Prof. Eng. Abdulhadi Mohammadi	Kabul
11	Building Construction: III	Prof. Eng. Abdulhadi Mohammadi	Kabul
12	Building Construction: IV	Prof. Eng. Abdulhadi Mohammadi	Kabul
13	Building Construction: V	Prof. Eng. Abdulhadi Mohammadi	Kabul
14	Building Construction: VI	Prof. Eng. Abdulhadi Mohammadi	Kabul
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36	Building Construction: XXVIII	Prof. Eng. Abdulhadi Mohammadi	Kabul
37	Building Construction: XXIX	Prof. Eng. Abdulhadi Mohammadi	Kabul
38	Building Construction: XXX	Prof. Eng. Abdulhadi Mohammadi	Kabul
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43	Building Construction: XXXV	Prof. Eng. Abdulhadi Mohammadi	Kabul
44	Building Construction: XXXVI	Prof. Eng. Abdulhadi Mohammadi	Kabul
45	Building Construction: XXXVII	Prof. Eng. Abdulhadi Mohammadi	Kabul



Certification and approval by
the Chancellor of the University

AGREEMENT / PERMISSION

It is hereby authorized that the book with the title: *Anatomy of Digestive system* is a written by Dr. M. N. Nasir

No. of pages: 365 Size: A4 A5

The Author of above mentioned book belongs to Dr. Yaqub Wahid, CIM Expert at Ministry of Higher Education in private, write on CDs and publish the book in the website of University Faculty and we all campuses of academy in print.

Full Name of Author in English and Urdu/Pashto:
Dr. Mohammad - Nasir - Nasir د. محمد نادر

Full Name of the book in Urdu/Pashto:
د. محمد نادر

Date: 20/5/2019 Author's signature: [Signature]

Phone No: 995091177 Email: _____

REQUEST

The book, titled *Anatomy of Digestive system* by Dr. M. Nasir د. محمد نادر is prepared in accordance with the request of Medical Faculty د. محمد نادر University.

The book signed by Dr. Yaqub Wahid, CIM Expert at Ministry of Higher Education is in printing the university which is included in the curriculum of the Faculty. It may improve making the book available and students of University Faculty to make necessary benefit also.

Signature of Head of Department: Dr. M. Nasir د. محمد نادر

Signature and Seal of Dean of Faculty: Dr. M. Nasir د. محمد نادر

Signature and Seal of Dean of Chemistry (University): _____

Copy No. _____

MOBILE: Khatim A. Khatim / Dr. Yaqub Wahid / 995091177-99501450
Mobile: 995091177-99501450

[Circular Stamp: Dr. Yaqub Wahid, CIM Expert, Ministry of Higher Education, Islamabad, Pakistan]

(e.g. MoPH, teaching hospitals, Academy of Sciences, AREU etc.)

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افغاني درسي کتابونو ته آنلاین لاس رسي

Access to Online Afghan Textbooks



ecampus-Afghanistan.org

Full version of all textbooks can be downloaded as PDF from above website.



If you want to publish your textbooks please contact us: Dr. Yatiya Wardak, Ministry of Higher Education, Kabul, Office: 0706320844, Email: info@ecampus-afghanistan.org

Lessons Learned

The project started based on the assessment of problems and the solutions developed accordingly in Afghanistan



Afghan contribution:
writing & editing



Help to help yourself:
„Hilfe zur Selbsthilfe“



Afghan ownership



Quick implementation



Low cost:
each book costs < 3.00 €



Visibility



Nevertheless Sustainable!

Plan for 2023



2.000 copies of Guidelines DVDs for every authors and translators which has all information regarding textbooks publishing and access to them



10 textbooks (Engineering, Agriculture, Economics & Science) ready to be Printed



Printing of **10** medical books



2.000 copies of Medical books collection & Engineering books collection on DVDs for authors & Students and distributing to them

Vision & Future

“Papers & notes” must come to an end

ANT* Program	at least one textbook for each teaching subject
NEW TEXTBOOKS	to be written & translated by lecturers of Universities in every field
500 BOOKS In 10 YEARS	50 books per year should be published
PROJECTORS	should be provided for every teaching room

* ANT= Afghan National Textbook Program

Recommendations

Lecturers	<ul style="list-style-type: none"> – They should revise their books, translate & write new textbooks
MoHE	<ul style="list-style-type: none"> - Declaration of this project as a “top priority” - Initiation of (ANT) “Afghan National Textbook Program” - lecturers should be encouraged to translate/write & publish textbooks in their respective fields
Donors	<ul style="list-style-type: none"> – Continuation of supporting this project – Expansion to other subjects

Acknowledgement



Part III

Our Reports



Report on My Travel to and Works in the Federal Republic of Germany

8th September – 27th October 2010

Contents:

- 1- Bonn, visit to DAAD
- 2- Frankfurt, visit to GTZ Headquarters
- 3- Heidelberg, visit to Public Health Institute of Heidelberg University
- 4- Freiburg, Seminar: How could Afghans contribute to reconstruction of Afghanistan's Public Health System?
- 5- Ashburn, Professional Seminar held by the Economic Society of German Association for Public Health
- 6- Bad Honnef, Governmental organization, Capacity Building International (InWEnt)
- 7- Königswinter, Wienbeck Foundation
- 8- Bonn, Governmental Organization for International Development Studies (InWENT)
- 9- Bonn, Deutsche Welle (German Voice Radio), Afghanistan Service
- 10- Several other visits and contacts

1- Bonn City, DAAD

The officials of German Academic Exchange Service, Afghanistan branch (Dr. Kaufer, and Dr. Geruld) and the head of the Umbrella Association of Afghan Health Personnel, in Germany including Mr. Hampel, a German professor of Medical Faculty of Balkh University, Mr. Finki and the head of DAAD in Afghanistan, Mr. Arsaliee, and I

presented reports about the general situation of Afghanistan, job creation and office management at the Ministry of Higher Education and the university of Balkh. They expressed satisfaction about our joint travel. Thus, they requested that DAAD should be informed of the activities and programs run by Germany through GTZ in the future.

A letter had been given to me by Balkh University. I translated that into German and submitted to them. The letter was issued to request printing 5 textbooks of the Medical Faculty members and provision of overhead projectors for all four classrooms.

The DAAD verbally committed to provide these services for us. They wanted me to write a proposal for the request. I did so, and I received their formal response. I also presented a proposal on behalf of the Medical Faculty of Kandahar University for receiving a donation to print 5 textbooks and provide 4 overhead projectors.

In total, we will print 15 textbooks (5 for Balkh University, 5 for Kandahar University, and 5 for Nangarhar University) and will get 8 sets of projectors (4 for Balkh University and 4 for Kandahar University).

In the proposal, I mentioned printing medical textbooks, providing projectors, offering Master's degree scholarships for the teachers of the medical faculties, constructing teaching hospitals, and maintaining hospitals as the urgent needs and priorities. Based on their interests, we reached an agreement that I must prepare a concept for their support to the medical

faculties and send it to them as soon as possible. I prepared such a document in German and sent it to them. Thus, hopefully, the German government and the DAAD will initiate their support to the medical faculties, like other faculties, and continue it in the future.

2- Frankfurt City, GTZ Headquarters

The GTZ headquarters located in Frankfurt invited me so as to meet and discuss with the personnel of its Afghanistan branch and provide them with the information about my own office. Another purpose of this visit was to meet my partners and see and observe their office closely.

3- Heidelberg, Public Health Institute of Heidelberg University

During visiting the Public Health Institute of Heidelberg University, Mr. Hamepl (Head of the Umbrella Association for Afghan Public Health Personnel, Germany) and I talked to the head of the Public Health Master Scholarship, Mr. Kukler. I have a connection to this institute in the past 15 years, and I also have studied public health and other programs there. This institute is considered as one of the well-known institutes for students of medical studies coming to German from third-world countries.

The institute is ready to include 3-4 teachers of Public Health Departments from different medical faculties of Afghanistan universities in their Master's program. I have brought the curriculum and related information to Kabul. Preliminary discussions have been done with DAAD

related to its expenses.

4- Freiburg City, Seminar: How Could Afghans contribute to the reconstruction of the Public Health System of Afghanistan?

Held and arranged by: Umbrella Association of Afghan Medical Personnel in Germany.

Discussions were done regarding the printing and delivery of medical textbooks of Nangarhar Medical Faculty, and also we talked about running this project in other faculties of Nangarhar University.

Developing technical textbooks in Afghanistan's national languages (Dari and Pashto) was said to be of high importance if we would like to improve the teaching process, and promote quality at the universities. Therefore, discussions have been done about the continuation and expansion of this project. In addition, the Afghan doctors living in Germany also promised translation of some medical textbooks. We also talked about providing an opportunity by the German personnel in the Civil Hospital of Mazar-e-Sharif for the Medical students here.

5- Ashburn City, Seminar held by the German Economic Society for Public Health

I talked to the head of the German Economic Society for Public Health, and a professor from Greifswald University, Mr. Dr. Phelise regarding the evaluation of the medical faculties and support of the German and international specialists to Afghan universities. In this regard, two specialists (Professor Gurtler and Professor Neyaranga)

were introduced to us, and currently we are in contact with them.

6- Bad Honnef City, Governmental Organization for International Development Studies (InWEnt)

I was introduced through GTZ headquarters to participate in a two-day seminar on Development, Management and Project Designing. The Seminar was very lucrative for me as all Germans who are deployed to foreign countries are trained at this seminar.

7- Königswinter City, Wienbeck Foundation

This organization has been holding endoscopic courses in different provinces of Afghanistan since many years, and besides this, they establish endoscopy departments in some hospitals of Afghanistan. I offered my suggestions to the head of the Foundation, Ms. Winbik for construction of endoscopy departments in teaching hospitals and the trainings of the lecureres. She expressed interest and promised to come to Kabul in November to discuss the details of this plan.

8-Bonn City, Governmental Organization for International Development Studies (InWEnt)

I talked to the personnel of the Governmental Organization for International Development Studies (InWEnt) responsible for Public Health Department (Afghanistan Branch) about conducting some trainings in medical faculties of Afghanistan's universities. I also used to work at the mentioned organization for 5 years (2002-2007) mainly assigned to provide online courses for young doctors from developing countries and provide

assurances for NGOs operating in Afghanistan. They promised to deliberately review my concept, and then will have discussions with us about joint works and activities in the coming years.

9- Bonn City, Deutsche Welle Radio, Afghanistan Service

I talked to the head of Afghanistan Service program for Deutsche Welle Radio, Mr. Ratbil Aahang Shamel, regarding their support for introduction of 10 universities of Afghanistan through their internet services and radio. He promised to instruct all his colleagues in different provinces of Afghanistan to introduce different universities of Afghanistan with the help of the lecturers and students. They will then broadcast the relevant information through their internet sites and radio branches. This initiative will draw the attention of German officials to the universities of Afghanistan and the strengths and weaknesses of the universities to encourage them to provide further assistance.

10-Additional Contacts

- I could not arrange meetings with the Foreign Ministry of Germany and the Head of Supports and Assistance Programs for Afghanistan, Mr. Baldian, in Berlin, but we exchanged information about each other's activities through e-mails and telephones. They showed interests in doing more joint programs and works in the northern parts of Afghanistan.
- I met and consulted with the head of the Wisin Medical Society, Professor Shtahl regarding the Medical Faculty of

Balkh University and about the Leishmania and Malaria Centre.

- I Provided information on different universities of Afghanistan to Afghans living in Bonn and Koln Cities and encouraged them to translate textbooks from German into their national languages, in their related fields.
- I met the head of the German Society for Public Health and Professor at the Belfield University, Dr. Razum, as well as Afghan lecturers in Germany expressed interest in cooperation and mutual activities in the field of public health.
- Also discussion was done with the Communication Officer of the EDARA, a non-governmental society, Mr. Nay Birug on how to strengthen relationship between Afghanistan teaching hospitals and German hospitals so as to facilitate opportunities for further support.
- I met the head of Albert Teninin Foundation regarding professional trainings for some Afghan medical teachers. This foundation is ready to provide learning opportunities for Afghan doctors in Germany.



“If your plan is for one year, plant rice. If your plan is for ten years, plant a tree. If your plan is for one-hundred years, educate children.”

Zhuangzi, Chinese philosopher, 4th century BC

Yahya Wardak's Brief Work Report

Ministry of Higher Education

2010-2022

- Publishing 369 textbooks of medicine, pharmacy, veterinary, psychology, engineering, science, economics, geosciences, journalism, public administration and policy, education, and agriculture written by lecturers of Kabul Medical University, Kabul University, Kabul Polytechnic University and medical faculties of Nangarhar, Khost, Kandahar, Herat, Balkh and Kapisa universities in Pashto, Dari and English languages—some of them written by foreign authors
- Printing over 400,000 copies of the textbooks with a CD with each of them
- Uploading all the published textbooks as an e-library to portal of www.ecampus.afghanistan.org
- Distributing the textbooks to all universities—public and private—throughout Afghanistan and to some other institutions as Ministry of Public Health, some hospitals, Afghanistan Academy of Sciences, public libraries etc.
- Preparing 100 other textbooks for publication—fifty medical and fifty non-medical textbooks
- Publishing DVDs which include contents of 258 published medical textbooks

- Publishing DVDs which include contents of 57 published textbooks of the Engineering field
- Outfitting all classrooms of medical faculties of Nangarhar, Khost, Kandahar, Herat and Balkh universities with overhead projectors
- Conducting and cooperating in bringing 10 German and Afghan-German advisors to the Ministry of Higher Education and Kabul and Balkh universities
- Composing 12 different articles on higher education
 - Afghan National Textbooks Program
 - 273 Medical Textbooks on DVD, The First Effective Step towards A Digital Library in Afghanistan
 - Medium of Instruction: English or National Languages?
 - Correlation between Theoretical and Practical Education
 - Master's or Bachelor's?
 - Higher Education Research Center (HERC)
 - Afghan-German University in Kabul
 - The Importance of Higher Education for the Future of the Country
 - Academic Journals!?
 - Workshops and So-called Projects!?
 - University Education as an important part of the educational system
 - Software first or Hardware first?

Distribution of Textbooks in Nangarhar

Medical Faculty with Dr. Eroes

Dr. Eroes: *(speaking in German)*

2011/04/12

Yahya Wardak: Mr. Dean (*dean of faculty*), first, please say welcome to Dr. Eroes for he is very happy about coming to Nangarhar Medical Faculty.

He says that he had previously come here and is familiar with this faculty and the university. Today, your presence here is about a very important issue which is the meeting on



publication and distribution of textbooks. This project was launched several years ago from Nangarhar, and now it has a national character because the textbooks have been distributed in Herat and all provinces of Afghanistan, as well as,

the textbooks of other provinces are brought here to the medical faculty. Please, thank him for undertaking the costs of publication of the textbooks and supporting the process.

Dr. Eroes: *(speaking in German)*

Yahya Wardak: *(interpreting)* As they talked to each other, Dr. Eroes asked whether you had Pashto medical textbooks. It was answered that there were textbooks, but not systematic and high quality. And this is a new, quality, serious project. We should think about how to continue the project in the future. Will anyone be funding it? Or we should consider providing

personal funds to keep on the publication process.

Dr. Eroes: (*speaking in German*)

Interpretation: I told them that one of the benefits of this project is that it is carried out with less money than the projects supported with the international aids received in the last ten years; therefore, it is an important and advantageous project. I previously answered that we will think about the sustainability of this project to keep it on. I told them that we gratitude your supports and request your further aids regarding it.

Yahya Wardak: In the name of the great and merciful God. First of all, I welcome Mrs. Eroes, Dr. Eroes, the chancellor of university, the dean of medical faculty, the honorable teachers and dear students (both males and females). I would like to say again what I said two weeks ago when the ministers came here although it might be repeated for some of you. The main cause of my work was the situation I saw here in the medical faculty; because of what I even became tearful. Then I went to the hostel and met the students. They showed me disordered, handwritten pages and told me that the pages have been written twenty to thirty years before. Also, they said that some treatment procedures had been changed but not updated in those pages, so they said that their teachers taught them not to use the medicine mentioned in the pages. It shows that those notes are extremely old. That is why I decided to get the situation better. I have worked and studied out of the country for twenty-five years. Elsewhere in the world, it is very easy to write something, publish and provide it to students. As one of my efforts, I came to Ministry of Higher Education and started my work that resulted in the publication of these 61 medical textbooks available now here.

In this regard, I am very thankful to the respected lecturers for trusting me and the publication process and for authorizing me

to publish their achievements of ten to twenty years. For example, four books of professor Zafarzai, setting to my left side, have been published, and also he is working on another book. Setting beside him is Dr. Rahmanzai whose two books have been published. Also, Dr. Qambar Ali, Dr. Del, Jabarkhil and others are among those whose books have been published and are present here today. The authors did the major work, and we only facilitated to take the books or materials to printing press, find funds for their publication and distribute them to the teachers and students—so all credit goes to the authors. In the future, the lecturers are responsible for publication because if they provide us their books, we will print them and find funds for them. Otherwise, if they don't write books, we can do nothing; thus, the teachers should be called the main hero of this project for they make the books available for free. In contrast to other projects that would give ten dollars per page, these 61 textbooks were provided to us for free; we didn't give even a single Afghani of this project to anyone.

Now, I would like to explain the process to the lecturers who are not familiar with. We only publish textbooks and teaching materials which have to be confirmed by their authors, head of department, dean of faculty and chancellor of university; I have prepared affirmation forms for them.

I would say that I met Dr. Eroes about two years ago here. That time, when I showed him the books and talked to him about them, believe me, he on the spot said that it was a good work and would support me. Since then, with the support of his organization, 13 textbooks of Nangarhar University have been published. I once again thank him. Now I want to mention that I knew Dr. Eroes and his organization fifteen years ago. You know that when projects are initiated, millions of dollars or euros are dedicated by governments, but

50 to 80 percent of the funds are spent prior to reaching to the end users. On the other hand, Dr. Eroes' organization doesn't implement project with the government's funds—he himself will answer your questions if you have any.

I remember that we organized a party in Bonn city three years ago. My wife, brother-in-law and family prepared the meal. Dr. Eroes talked about Afghanistan. Each of us, including fifty to sixty Afghans and Germans donated ten to twenty Euros. I guess we collected 600 to 700 Euros against which we gave Afghan food for five Euros and churned sour milk for one Euro. We collected this amount and gave it him. Till that time, no single penny was available for the textbooks of Nangarhar University. So, we don't have bulk amounts of funds compared to some other projects, rather very little amounts are collected for our project. Another issue we faced was that who will pay the costs of Dr. Eroes' travel to Afghanistan. I remember he emphasized that he would not take from the collected donations. It shows his sincerity; he collects small amounts to be utilized here.

We print 1,000 copies of each book that also has a CD containing the book in softcopy. So far, we have distributed most of the books to the students of Nangarhar University for free. And God willing, we will distribute the books to the students who have not received them yet—nonetheless the number of students has increased.

In my opinion, these medical students will be treating me, our children and you in the future; therefore, the more we are investing in them, the more they are going to be beneficial in return. I request the lecturers who have not written any book, to benefit from the available facilities provided by Dr. Eroes and me. And I request those who have already written book to edit and revise their works and send them to us as soon as

possible to be published the same as these 13 textbooks were published. The facilities or opportunity we are having today might not be with us tomorrow, so I once again request the respected lecturers, who have not submitted their books to us, to provide us their books for publication. All the rights of the books are reserved to their authors, and we don't personally benefit from them. Thanks.

Now I would like to ask Dr. Eroes to present his speech.

Dr. Eroes: *(speaking in German)*

Interpretation: (Dr. Yahya Wardak): Honorable chancellor of Nangarhar University and dear lecturers, I am very pleased that I and my wife are here once again at Nangarhar Medical Faculty.

I remember that I met the dean of this faculty in 2003. That time, Afghanistan and this faculty were in an adverse situation. We talked about how I and my organization could support the faculty. Since then, we have helped you to an extent.

Yahya Wardak: (Before continuing the interpretation, I would like to welcome respected professor Bakhtani and Mr. Zareen Anzoor, the head of the National Radio and Television of Afghanistan (RTA). Although we have started the program, we are now coming to the main points. Welcome.

Dr. Eroes said his relationship with Afghanistan was not new. "Many years ago, when former USSR forces were in Afghanistan, I came to Afghanistan and Pakistan. There was fighting going on in Afghanistan; I used to come to different parts of Afghanistan, especially to the eastern parts like Khogyani and some other districts from Pakistan. I treated children and other patients. Eng. Alem has been my friend since that time. Even I have family relationships in the eastern Afghanistan."

Dr. Eroes calls himself as a lover of Afghanistan. He loves Afghans and Afghanistan.

Report of Works in 2011

Twenty medical textbooks (29,000 copies) along with CDs were distributed to six medical faculties in Afghanistan. This project was funded by DAAD. All these books were written by the lecturers of four universities (Balkh, Kandahar, Nangarhar, and Khost) in Pashto and Dari.

Current Situation

Afghan students face several challenges; they get lecture-notes in a traditional manner. These notes are provided usually without practical help and other necessary materials. Lecture halls, seminar rooms and laboratories of universities and faculties are in a devastating situation. The students only take lecture-notes, or they are given lecturers' handwritten matters. Students photocopy the lecture-notes, paying the costs by themselves, or sometimes they hand copy the notes. In addition, the quality of photocopy is quite poor, and the materials used in lectures are outdated.

Lack of Printed Textbooks

In order to solve a part of the problem and publish new materials, a project was launched in 2009 to publish medical textbooks written by the lecturers of Nangarhar Medical Faculty. The books were published, along with a CD in each copy, funded by DAAD. Other universities of Afghanistan evaluated this as a positive task and requested their matters to be published and distributed to all Afghan universities as well.

Providing Academic Support to Afghanistan

In 2010, twenty other textbooks were compiled by the lecturers of four universities (Balkh, Kandahar, Khost, and

Nangarhar), and DAAD funded their publication. The technical and administrative affairs of the project were processed by Association of Afghan Medics in Germany (DAMF) and Afghanic Organization. The published books with CDs were distributed to students of the related universities and programs for free. Later on, it was proposed that the CDs and books should be made available online. Now, all the books can be downloaded in PDF from www.ecampus-afghanistan.org.

It is worth mentioning that overhead projectors were installed in all classrooms of medical faculties of Nangarhar, Herat, Khost, and Kandahar universities for presenting academic lectures.

Other Requests and Needs

In 2011, medical faculties of five Afghan universities requested publication of 30 other medical textbooks, and some other faculties requested 20 textbooks of Literature, Linguistics, Engineering, Sciences, Sociology, and Archeology to be published. This huge requirement needs further supports in order to successfully continue the program. Since writing and publishing textbooks are a pressing need in various fields of study, hopefully this small project will change to a national program, and textbooks will be written and published in all faculties to be used in teaching. And hopefully this program will be supported by the Ministry of Higher Education, supporters of universities and other donors.

Total cost of these textbooks (29,000 copies with 29,000 CDs) was €50,000.

Report on Publication of 50 Medical Textbooks in 2012

The process of publishing 50 medical textbooks, started in 2012, completed successfully. The books were written by lecturers of Kabul University of Medical Sciences and the medical faculties of five other provinces—Balkh, Herat, Kandahar, Khost, and Kapisa. Some of the books were printed in 1,000 copies and some others in 2,000 copies, in Pashto and Dari. One of the books from Kandahar University and two volumes of another book entitled Basic Guide to Anesthesia for Developing Countries were published in English. The Anesthesia book was written by an American author Daniel D Moss in English, and then it was translated into Dari by a team of anesthesiologists and medical translators. The book was prepared in both languages and approved by Kabul University of Medical Sciences.

The mentioned books were printed by three printing presses in Kabul city and distributed in Kabul University of Medical Sciences as well as in the medical faculties of related provinces. It is worth mentioning that one copy of each book was given to private medical faculties and other related institutions e.g. Ministry of Public Health, hospitals, Central Library of Kabul University, Research and Science Center at the Ministry of Education, Afghanistan Center at Kabul University, Academy of Sciences, and Afghanistan Research and Evaluation Unit.

The publication process starts with filling in a request form by authors and sending it to us. Afterwards, this form is confirmed and signed by related department, dean of faculty and chancellor of university. All publication rights are

reserved to the authors.

When we get softcopy and complete request form of a book, the printing press starts designing and page formatting to prepare it for printing. A printout of each book is sent to its author for reviewing it. Sometimes the printouts are sent to our office too. The printouts are sent even two or three times to their authors for revisions. This process often takes a long time until providing the final version for publication.

The message of minister of higher education and information about our program are published in every book. Each book has a CD containing its softcopy, and all the published books are uploaded to www.ecampus-afghanistan.org by Bochum University; hence, they can be downloaded from the website.

On the basis of needs of higher education institutions, it is necessary to publish 100 medical books annually. Currently, we have received requests and softcopies of 30 books; in addition, the authors are working on other books which will be sent to our office soon.

Hopefully, this project will be continue in 2013, and we will be able to make the books, not printed in 2012, ready for publication.

I appreciate German Foreign Office and DAAD (German Academic Exchange Service) for the funding of 95 medical books. As well, I am thankful to Medical Faculty of Mainz University of Germany, Dr. Salmai Turial—a professor of the mentioned faculty—, Dieter Hampel, and Afghanic organization for helping us in administrative and technical aspects of the project. I offer my special thanks to the office of GIZ (Center for International Migration and Development) providing me the opportunity to work in Afghanistan.

Minister of Higher Education Emphasizes on Improvement of Academic Cooperation with SAMT Organization

August 12, 2016

Translated from: www.mohe.gov.af/news/ps/510

In a meeting with the board of directors of The Organization for Researching and Composing University Textbooks in the Humanities (SAMT) in Iran, the minister of Higher Education of Afghanistan emphasized on enhancing the organization's academic cooperation with Afghan Ministry of Higher Education.

Prof. Dr. Farida Momand as the minister of Higher Education thanked the organization for its previous assistance regarding equipping Kabul University Press, publishing 65 textbooks of Afghan lecturers, and other related supports, and she also requested further assistance in the academic fields.

Afterwards, the representative of SAMT organization talked about the activities they had done and promised to provide supports for editing, writing, compiling, and designing textbooks as well as for training the staff of printing presses and the Ministry of Higher Education personnel to build their capacities.

Meanwhile, 21 textbooks of lecturers of Afghan universities, totally 10,500 copies, were submitted to Ministry of Higher Education in a book launch program yesterday. In addition, 44 other textbooks had been published by this organization and given to the ministry over the previous years.

Workshop Held on Librarianship at Ministry of Higher Education

June 01, 2015

Translated from: <http://mohe.gov.af/news/da/398>

A workshop was held at the Ministry of Higher Education for the key library trainers of Kabul, Nangarhar, and Herat universities about librarianship.

The workshop was carried out, aiming to strengthen the capacities of librarians, by the financial support of USAID and cooperation of University Support and Workforce Development Program (USWDP).

Mohammad Osman Babury academic deputy of Ministry of Higher Education, besides thanking USAID and USWDP, called libraries and librarianship as the basics of educational institutions. "Giving attention to libraries and equipping the libraries of higher education institutions are among the priorities of the ministry, and significant works have been done in this regard in the past years.", he added.

Babury also said that librarianship played an important role in research of universities and other educational institutions and that establishing libraries and equipping them required serious attention of the officials.

Afterwards, Wahid Omar, head of USWDP, talked about the issue and said that, in the workshop, they have recognized the requirements of Afghan universities; thus, they would start certain programs to fulfill those requirements.

In addition, the participants of the workshop called it an effective workshop and stated their suggestions and ideas for the betterment of the system of libraries at universities. Also, the officials promised to cooperate with them regarding their suggestions.

According to a person responsible for the workshop, it lasted five days, and other trainers of the libraries of higher education institutions would participate in its next programs.

From Trip Report of Academic Deputy and Acting Minister of Higher Education Associate Prof. M. Osman Babury to Iran

May 18, 2015

Translated: <http://www.mohe.gov.af/publications/da/459>

According to Abdul Azim Noorbakhsh as the spokesman of MoPH, in the side events of the three-day conference among the ministers of sciences, technology and innovation of Non-Aligned Movement (NAM), the Acting Minister of Higher Education had lucrative meetings with the ministers from different countries and authorities of universities and different academic institutions regarding mutual academic cooperation. In a meeting with officials of The Organization for Researching and Composing University Textbooks in the Humanities (SAMT), a Memorandum of Understanding on cooperation and publishing textbooks of Afghan lecturers has been agreed upon with the organization, as well as, decisions have been made regarding the MoU's practical realization. Acting minister of MoHE Associate Professor M. Osman Babury and the Director of Publications and Information and spokesman of the ministry Asst. Prof. Abdul Azim Noorbakhsh returned to Afghanistan after the three-day trip on 25 February 2015.

Distribution of Medical Textbooks to the Students at Nangarhar University

February 2015

Scarcity of teaching materials, which is considered as a serious issue in Afghanistan, is a challenging barrier to improving education. During a work travel we had to Nangarhar, it was decided to distribute some of the 40 textbooks printed in 2014 (each in 1,000 copies) to the students of Nangarhar University.

Out of the 40,000 copies, 19,842 copies were delivered to Nangarhar University and distributed in the classes based on their curriculum. In the first class composed of three groups (A, B, and C) and 215 students, 1,505 copies of the textbooks were distributed, that is, one copy of seven different textbooks (Anatomy I, Medical Embryology, Embryology, Systemic Anatomy, Lipid Metabolism, Physiology of Respiratory System, and Medical Terminology) was provided to each student based on their needs and the curriculum.

The students, who had complained about the lack of textbooks, were so delighted and wanted more of such projects for the improvement of the education level of Afghan students.

Totally, 1,034 textbooks were given to 94 students of the second class. Each of them received one copy of eleven textbooks (General Chemistry, Statistics, Genetics & Dymorphology, Medical Terminology, Anatomy III, Systemic Anatomy, Embryology, Lipid Metabolism, Physical

Diagnosis, Physiology of Respiratory System, and Systemic Pathology).

Similarly, each of 108 students in the third class was given seven textbooks—totally 742 copies. They were provided the textbooks entitled Genetics & Dymorphology, Systemic Pathology, Systemic Anatomy, Physical Diagnosis, Helminthology, Medical Terminology, and Statistics.

Also, 920 copies of eight textbooks (Systemic Pathology, Principles of Public Health and Management, Conventional or Imaging Radiology, Pharmacology of Atoms and CNS, Helminthology, Pharmacology II, Physical Diagnosis, and Ultrasound) were distributed to 115 students of the fourth class.

Based on the students' need and the curriculum, a total number of 2,540 copies of 19 textbooks (Genetics and Dymorphology, Principles of Public Health and Management, Tuberculosis in Children, Malnutrition in Children, Care of the Newborn, Guideline for Treatment of Emergency Cases, Practical Drug Guide, Narcotic Drugs, Practical Guide to Common Medical Problems, Practical Pediatric Guide, Practical Guide to Mental Health Problems, Medical Emergency Treatment, Acute Appendicitis Diagnosis, Complications and Treatment, Electrocardiogram, Ultrasound, Cancer and Environmental Radioactivity, Neurology, Diabetes Mellitus, and Neonatology) were given to 134 students of the fifth class.

Another important activity we accomplished during our travel is that we met the students of the sixth class who were busy with their practical studies and that we informed them about the process of publication of textbooks for Afghan universities. There were 120 students in that class to

each of whom we gave 10 textbooks, totally 1,200 copies. Medical Emergency Treatment, Acute Appendicitis Diagnosis, Complications and Treatment, Ultrasound, Cancer and Environmental Radioactivity, Diabetes Mellitus, Neonatology, Practical Guide to Common Medical Problems, Practical Pediatric Guide, Practical Guide to Mental Health Problems, and Narcotic Drugs were distributed to the students of the sixth class.



Teachers of Nangarhar Medical Faculty have received 100 copies of their printed books, no other rights are given, but they write textbooks with great sincerity .

20 Medical Textbooks Distributed to Their Authors & Students

October 2015



The program held in the library of Nangarhar University regarding distribution of twenty textbooks, which were written by the lecturers of Nangarhar University and other authors, started with recitation of a few verses of the Holy Quran. After providing comprehensive information on the publication process by administrative deputy of Nangarhar Medical Faculty Mr. Chardihiwal, Eng. Alem and other professors, the program ended with making the following suggestions, giving samples of the books to their authors, and taking pictures.

Nangarhar Medical Faculty requested Dr. Eroes to:

1. Repair and paint the building of the Medical Faculty
2. Provide overhead projector for the classrooms

3. Provide internet facility and hire a professional admin for managing it
4. Hire a professional librarian
5. Print the pictures and graphs in the textbook in color copy
6. Grant a laptop to each graduate of first position, as before.

At the end, having signed receipt letters, 100 copies of their books were given to the authors.

The next day, distribution of the textbooks started to the fifth class composed of 109 students, according to the relevant curriculum.

The following textbooks were distributed to the fifth class:

1. Pediatrics Common Diseases (I) by Dr. Abdul Satar Niazi
2. Pediatrics Common Diseases (II) by Dr. Abdul Satar Niazi
3. Pediatrics for 5th Classes first Semester by Dr. Abdul Satar Niazi
4. Neurosurgery by Dr. Fazel Rahim Shagiwal
5. Psychiatry by Dr. Bilal Payenda
6. Children Diseases (I) by Prof. Dr. Ahmad Siar Ahmady
7. Children Diseases (II) by Prof. Dr. Ahmad Siar Ahmady
8. Surgery by Dr. Ajab Gul Momand

The mentioned textbooks were granted to the students according to calling their names from their attendance sheets—the students' signatures were taken.

The distribution of textbooks continued according to the grades—from fifth class to PCB.

The following textbooks were given to the fourth class that involves 118 students according to the curriculum.

1. Infectious Diseases by Dr. Hafeezullah Apridi
2. Viral Hepatitis Medical Diagnosis & Treatment by Dr. M.

Es-haq Sharifi

3. Ultrasound by Prof. Dr. Najeebullah Khalili

4. Malaria by Dr. Muhammad Es-haq Sharifi

Similarly, Medical Parasitology, written by Prof. Dr. Ghulam Jelani Wali, was distributed to totally 116 students of third class. Physiology of Endocrine, Cardiovascular & Kidney by Dr. Ihsanullah Ihsan was given to the second class that has 80 students.

The following textbooks were given to the two categories of 200 first class students:

1. Biophysics by Pashtana Banayee

2. Anatomy of Digestive System by Dr. M. Nasir Nasrati

3. Anatomy of Cardiovascular System by Dr. M. Nasir Nasrati

4. Anatomy of Urogenital & Respiratory System by Dr. M. Nasir Nasrati

Finally, the distribution program ended with giving the following textbooks to the students of PCB that includes 242 students.

1. Genetics by Dr. Gulsalim Sharafat

2. Physical Chemistry Thermodynamics by Habibullah Nawabzada

(Not all the textbooks sent to Nangarhar University have not been distributed, because they are stored in the library for the students.)

Publication of 24 Textbooks on Science, Engineering, Economics & Agriculture

Based on the need for textbooks, scarcity of textbooks and the desire of students, faculties and universities for textbooks in different disciplines, besides medicine, we attempted to expand the process of publication of textbooks to sciences, engineering, economics and agriculture. Fortunately, this year, we could publish 24 non-medical textbooks, in addition to 176 medical textbooks we had previously published, for sciences, engineering, economics and agriculture faculties. Besides funding the publication of 80 textbooks, 20 non-medical textbooks' publication was financed by German Aid for Afghan Children (Kinderhilfe-Afghanistan).

Our efforts continue in order to increase the number of both medical and non-medical textbooks, and we will keep on our struggle to publish textbook of various subjects so that the requirement of Afghan students will be fulfilled to the extent possible.

We have distributed all the published textbooks to all state universities, libraries, private higher educational institutions, hospitals, authors and Afghan doctors for free. In addition, everyone can download all the published textbooks from the portal www.ecampus-afghanistan.org, free of charge.

It is needed that the print and publication of the textbooks of Afghan and other authors should be accommodated in a system of the Ministry of Higher Education and will continue their activities according to that system. As well as, efforts should be made regarding revising, editing, and reprinting lecture notes, old versions of textbooks and other kinds of teaching materials of the lecturers of universities, and then the

printed works should be provided to their authors, universities and the students.

Teaching and learning material is a prerequisite for getting education, but, unfortunately, its lack, economic problems, unpleasant situations and inattention of officials and authorities face the faculties and students of Afghan universities with serious challenges. Therefore, the base of education in the country is severely unstable and remains as a huge problem.

The negative effects of scarcity of materials, especially textbooks written in the national languages, are one of the obstacles against enhancing the quality and level of education in Afghanistan. Hence, for better and standard education, textbooks for every subject are supposed to be mandatory.

Unfortunately, standard textbooks are not available which are one of the basic requirements of today's sciences for the Afghan students, or if available, they do not suffice to address the needs of the students. However, textbooks written and printed abroad are sold in the market with low quality and high cost; therefore, not all the students can buy and take advantage of them.

Having observed such situation in Afghanistan, we initiated the task of publishing textbooks, especially those of medical field, to somewhat fulfill the need of students. So far, we have published 200 different textbooks for Afghan universities. However, these textbooks have not fully satisfied the need.

At the end, the Ministry of Higher Education and other donors are requested to support us in this regard so that we will be able to spread the knowledge, as an ongoing charity, to the nation of the country through the publication of textbooks, so we will gain the best rewards from the Almighty Allah.

Kabul, December 2015

Distribution of Non-medical Textbooks at Nangarhar University

February 2016

The summary of an event, held for distribution of textbooks to their authors and students by Dr. Yahya Wardak's office and Nangarhar University, is as the following:

Academic vice chancellor of Nangarhar University Dr. Naser Kamawal, Haji Alem (representative of Dr. Eroes), Dr. Yahya Wardak, dean of Sciences Faculty, and other authors whose textbooks were printed participated in the event and expressed their support and gladness towards the project of publication of textbooks. In addition, they had some suggestions regarding the project.

The participants spoke respectively one after another. First of all, academic vice chancellor of Nangarhar University Dr. Naser Kamawal talked. He called the project as an important initiative and said that it encouraged the lecturers to revise their books for publication. As well as, he admired the quality of the published textbooks. At the end of his speech, Dr. Naser Kamawal, on behalf of the lecturers of Nangarhar University, thanked Dr. Eroes' organization and Dr. Yahya Wardak.

Then, Dr. Yahya Wardak explained the process of the project of publishing textbooks for Afghan universities with details. After that, some lecturers, whose textbooks were printed, submitted appreciation letters for Dr. Eroes to his representative Haji Alem. Later on, 100 copies of their books were offered to the authors.

In his turn, Prof. Muhiburahman Janati spoke and compared

the project of publishing textbooks with other projects. He said that some projects were implemented for enhancing the quality of universities, but, according to him, they were not beneficial for students and lecturers. In contrast, he said, the project carried out by Dr. Yahya Wardak was of a great deal of importance. "Lecture notes can never be as effective as textbooks" he added, talking about the importance of the project. "As long as the system of education is not good," Prof. Muhiburrahman Janati went on "our country cannot be rehabilitated." At the end, he suggested that funds should be made available for granting more textbooks to the first to tenth student of each class according to their scores.

Thereafter, Prof. Arifullah Mandozai talked regarding the importance of the project of publishing textbooks for Afghan universities and thanked Dr. Eroes and Dr. Yahya Wardak for extending the project of publication to non-medical textbooks in addition to medical ones.

Then, academic vice chancellor of Nangarhar University offered a thank-you letter for Dr. Eroes to his representative Haji Alem.

At the final moments of the event, an open debate was held in which the person responsible for quality assurance of Nangarhar University suggested to extend the project to social subjects besides medicine and sciences. In response to this suggestion, Dr. Yahya Wardak said that he agreed with the idea of having textbook for each subject, but, according to him, there was no enough fund in hand; however, he encouraged the lecturers to compose new textbooks so that to be published gradually.

Dr. Yahya Wardak added their work process was different from other organizations' projects. "First we make people

work, and then we raise funds for them,” he continued, “while others look for implementation fields, having available sums.” He wished they would be able to publish textbooks of other fields as well.

At the end of the program, some students hoped the project’s continuation. In addition to offering gratitude, they requested softcopies of the books on a CD for each student. The event ended with appreciating the efforts of Dr. Yahya Wardak and other authorities who seek to publish textbooks for the universities.

After the program, the printed textbooks were distributed to Sciences, Agriculture, Engineering and other faculties and libraries.

The following tables show the distributed textbooks with their number of copies.

A. Sciences Faculty

No.	Title of Book	Author	Number
1	Protection of Environment	Arifullah Mandozai	105
2	Organic Chemistry	Prof. Dr. M. Ghaus Hakimi	175
3	Advanced Mathematics Courses	Muhiburahman Janati	277
4	Chemical Elements I	Muhammad Taher Kanay	235
5	Chemical Elements II	Muhammad Taher Kanay	233
6	Advanced Calculus II	Nazar Mohammd	191
7	Physical Chemistry II	Dr. Khair M. Mamond	280
8	Physical Chemistry III	Dr. Khair M. Mamond	272
9	Advanced Calculus I Math	Hamidullah Yaar	210
10	Animal Physiology	Ghuncha Gul Habib Safi	159
11	Fundamentals of	A. Ghias Safi	255

	Meteorology		
12	Solid Mechanic	M. Ishaq Raziqi	155
13	Population Geography	Lutfullah Safi	15
14	Heating Engineering Part one Combustion Technique	Dr. Ghulam Faruq Mirahmadi	15
15	New Methods in Construction of Buildings	Eng. M. Omar Temory	15
16	The Energy Consumption in the Residential Houses	Eng. M. Omar Temory	15
17	Reinforced Concrete first class work Methodic Guidance	Eng Ibad-ur- Rahman Momand	15
18	Building Construction I	Dipl. Eng. Assadullah Malakzay	15
19	Building Construction I	Dipl. Eng. Assadullah Malakzay	15

B. Education Faculty

No.	Title of Book	Author	Number
1	Algebra and Theory of Numbers Part I	Sultan A Niazman	64
2	Organic Chemistry	Prof. Dr. M. Ghaus Hakimi	80
3	Chemical Elements I	Muhammad Taher Kanay	56
4	Chemical Elements II	Muhammad Taher Kanay	56
5	Advanced Calculus II	Nazar Mohammd	88
6	Physical Chemistry II	Dr. Khair M. Mamond	140
7	Physical Chemistry III	Dr. Khair M. Mamond	140
8	Advanced Calculus I Math	Hamidullah Yaar	70
9	Animal Physiology	Ghuncha Gul Habib Safi	144
10	Population Geography	Lutfullah Safi	15

C. Engineering Faculty

No.	Title of Book	Author	Number
1	Organic Chemistry	Prof. Dr. M. Ghaus Hakimi	80
2	Advanced Mathematics Courses	Moeburahman Janati	140
3	Chemical Elements II	Muhammad Taher Kanay	83
4	Animal Physiology	Ghuncha Gul Habib Safi	40
5	Population Geography	Lutfullah Safi	90
6	Heating Engineering Part one Combustion Technique	Dr. Ghulam Faruq Mirahmadi	380
7	New Methods in Construction of Buildings	Eng. M. Omar Temory	330
8	The Energy Consumption in the Residential Houses	Eng. M. Omar Temory	342
9	Reinforced Concrete first class work Methodic Guidance	Eng Ibad-ur- Rahman Momand	440
10	Building Construction I	Dipl. Eng. Assadullah Malakzay	504
11	Building Construction I	Dipl. Eng. Assadullah Malakzay	440
12	Protection of Environment	Arifullah Mandozai	288
13	Algebra and theory of Numbers Part I	Sultan A Niazman	128
14	Advanced Calculus II	Nazar Mohammd	138
15	Advanced Calculus I Math	Hamidullah Yaar	136
16	Chemical Elements I	Muhammad Taher Kanay	111
17	Solid Mechanic	M. Ishaq Raziqi	187

D. Library of Nangarhar University

No.	Title of Book	Author	Number
1	Protection of Environment	Arifullah Mandozai	24

2	Organic Chemistry	Prof. Dr. M. Ghaus Hakimi	56
3	Advanced Mathematics Courses	Moeburahman Janati	7
4	Chemical Elements I	Muhammad Taher Kanay	70
5	Advanced Calculus II	Nazar Mohammd	19
6	Animal Physiology	Ghuncha Gul Habib Safi	29
7	Fundamentals of Meteorology	A. Ghias Safi	39
8	Solid Mechanic	M. Ishaq Raziqi	14
9	Population Geography	Lutfullah Safi	24
10	Heating Engineering Part one Combustion Technique	Dr. Ghulam Faruq Mirahmadi	17
11	New Methods in Construction of Buildings	Eng. M. Omar Temory	31
12	The Energy Consumption in the Residential Houses	Eng. M. Omar Temory	43
13	Reinforced Concrete first class work Methodic Guidance	Eng Ibad-ur- Rahman Momand	40
14	Building Construction I	Dipl. Eng. Assadullah Malakzay	26
15	Building Construction I	Dipl. Eng. Assadullah Malakzay	26

E. Veterinary Faculty

No.	Title of Book	Author	Number
1	Organic Chemistry	Prof. Dr. M. Ghaus Hakimi	80
2	Advanced Calculus II	Nazar Mohammmd	138
3	Animal Physiology	Ghuncha Gul Habib Safi	40
4	Population Geography	Lutfullah Safi	90
5	Heating Engineering Part one Combustion Technique	Dr. Ghulam Faruq Mirahmadi	190
6	New Methods in Construction of Buildings	Eng. M. Omar Temory	175
7	The Energy Consumption in the Residential Houses	Eng. M. Omar Temory	128
8	Reinforced Concrete first class work Methodic Guidance	Eng Ibad-ur- Rahman Momand	77
9	Building Construction I	Dipl. Eng. Assadullah Malakzay	20
10	Building Construction I	Dipl. Eng. Assadullah Malakzay	30

F. Authors

No.	Title of Book	Author	Number
1	Protection of Environment	Arifullah Mandozai	100
2	Advanced Mathematics Courses	Moeburahman Janati	100
3	Advanced Calculus II	Nazar Mohammmd	100
4	Advanced Calculus I Math	Hamidullah Yaar	100
5	Animal Physiology	Ghuncha Gul Habib Safi	100
6	Solid Mechanic	M. Ishaq Raziqi	100
7	Reinforced Concrete first class work Methodic Guidance	Eng Ibad-ur- Rahman Momand	100

Twenty-one New Textbooks Were Published in 2022

21 new textbooks for the universities of Afghanistan have been published by the office of Dr. Yahya Wardak in the Ministry of Higher Education of Afghanistan from January 2022 to December 31, and the expansion continues. The names of the books published by this office in the year 2022 are as follows:

No	Name of Book in English	Author	Faculty
1	Pregnancy & Delivery	Prof Drs Hafiza Sahak	Medical / NU
2	Molecular Immunology	Prof Dr Khalil Ahmad Behsoodwal	Medical / NU
3	Research Methodology	Nisar Ahmad Muslih	Public Administration / NU
4	Veterinary Pharmacology II	Prof Dr M Bayer Darmal	Veterinary / NU
5	Physiology and Anatomy	Abdel Malek Parhiz	Education / NU
6	Organizational Communication & Management	Prof M Bashir Doudiyal	Economics / NU
7	Lehrbuch der deutschen Grammatik für Afghanen	Dr Akram Malakzay	Literature / NU

8	Radiation Therapy of Cancer Diseases	Prof Dr Nazar M. Sultansei Zadran	Medical / Khost
9	The Descriptive Dictionary of Agriculture	Prof M Bashir Doudiyal	Agriculture / NU
10	Irrigation Engineering	Associated prof Asghar Ghaforzai	Engineering / NU
11	Nematology	Prof Hussain Arman	Agriculture / NU
12	Principles of Poultry Science	Prof Mir Hatem Niazi	Agriculture / NU
13	Animal Nutrition Vol I	Prof Rozi Khan Sadiq	Veterinary / NU
14	Animal Nutrition Vol II	Prof Rozi Khan Sadiq	Veterinary / NU
15	Veterinary Medicine	Prof Peer M Stanikzai	Veterinary / NU
16	Quantum Mechanics	Ikramullah Waqar	Science / NU
17	Public Economy	Raihanullah Rahimi	Public Administration / NU
18	Leadership From Theory to Practice	Prof M Irfan Qurishi	Public Administration / NU
19	Human Resource Management	Assist Prof Mansoor Faqeerzai	Public Administration / NU

20	Central Bank & Financial Policies	Prof Qayum Arif	Economics / Khost
21	Mathematical Logic	Sultan Ahmad Niazman	Education/ Khost

The textbooks published by the office of Dr. Yahya Wardak in the Ministry of Higher Education of Afghanistan are related to medicine, engineering, economics, public administration and policy, administration and commerce, agriculture, literature, and other such faculties. It is part of a series of books that this office in Afghanistan prepares, prints, and distributes free of charge with the assistance of teachers from the country's universities.

The series of printing and distribution of these books was started by the office of Dr. Yahya Wardak in the year 2010. Until December 2022, a total of 369 textbooks have been printed, with at least 1000 copies of each book. It has distributed a total of 369,000 books. After printing, these books have been distributed to Afghanistan's public and private universities, hospitals, academic institutions, authors, academic and research centers, public libraries, and even some academic staff. Fortunately, there has been no pause in this series since its inception.

Meeting to Present Books Published for the Universities of Nangarhar and Khost

The official meeting of published textbooks for Nangarhar and Khost universities took place on January 24, 2023, in the conference room of the Professional Education Development Center (PDC) of Nangarhar University. The gatherings were planned by Dr. Yahya Wardak's office at the Ministry of Higher Education in recognition of the instructors' published works. Also, authors whose books were printed in 2022 participated.

These 20 books were published in 2022 by the German Aid for Afghan Children, a private initiative of the Eroes family in Germany for Nangarhar and Khost universities, and totaled 20,000 books.

In addition to the formal speeches, the 2022 books were introduced and presented to the administrative delegation, faculty, and staff of Nangarhar University.

The event began at 10 a.m. and concluded with a prayer at 12 p.m. It featured speeches, questions and answers, book introductions, and the official presentation of printed books to the writers. The following are all the specifics from the meeting report:

First: Speech Part

Prof. Dr. Khalil Ahmad Behsoodwal, chancellor of Nangarhar University, Dr. Yahya Wardak, and Prof. Mir Hatim Niazi, dean of the agriculture faculty at Nangarhar

University, all spoke during the speech portion of the meeting, outlining the key aspects of their presentations.

Speech of the President of Nangarhar University

1. Extending a warm welcome to all conference participants, the university administrative delegation, the deans of the faculties, the instructors, the writers, and the delegation from Kabul;
2. Thanks Kinderhilfe-Afghanistan and its director, Dr. Eroes, for funding the 20 textbooks for Nangarhar and Khost universities in 2022;
3. Stating that it is crucial for Afghanistan's universities and higher education institutions to have textbooks available, and that the available notebooks should be turned into books, like those for higher education from 2010 to the present that Dr. Yahya Wardak's office in the ministry has printed and distributed to universities;
4. I consider the majority of my books to have been published through this program, the total of which has already reached eight volumes, and I am glad that this series began with the publishing of one of my titles.
5. This series started in the year 2010 at Nangarhar University Faculty of Medicine, which soon became part of the country and printed teaching books for university teachers from all over Afghanistan. This work is not only significant and a privilege for the author; various issues relating to the lack of common textbooks in higher education institutions that were plaguing professors and students in Afghanistan's universities have also been resolved as a result of this work.

6. We are pleased to say that 60 to 70 percent of the works in this series pertain to or were authored by professors at various Nangarhar University faculties.
7. The process of developing textbooks for higher education is not a simple one; it is quite challenging because it needs to be adjusted to the new phase, new curriculum, and new requirements.
8. The DAAD initially contributed to the cost of this book printing program, which began in 2010, but afterwards, under Eroes' direction, the German Assistance for Afghan Children (Kinderhilfe-Afghanistan) provided financial support. I'm hoping that this book printing series will continue and grow into a significant national initiative. I want to express my gratitude to Dr. Eroes and everyone else who has continued this series on this occasion. I must emphasize that Dr. Eroes visited Nangarhar University in recent years, went to several locations on campus, and has continued to work with our university as best he can in many areas, including the publication of textbooks.

The Speech of Dr. Yahya Wardak

1. The state of the chapters and teaching materials that were in the hands of the students and in plastic bags was appalling when I visited Nangarhar University in 2010, especially the Faculty of Medicine. I made the decision then and there that the situation at our universities needed to be altered and that Afghan university students should have access to standard textbooks like students everywhere else.

2. The decision to publish a series of books was not made externally; it was a completely internal decision that Afghans made themselves; they chose this process themselves and worked on all aspects of it.
3. Both internal and external institutions have acknowledged that a lot of work has been done in the field of higher education between 2002 and 2021, but some of it is not seen as a priority, such as the printing of textbooks. The parts that needed to be given a lot of attention weren't. Although the Ministry of Higher Education has did refer to the importance of the book numerous times in its documents and strategic plan, little actual work has been done on it, and there is no organized plan in place to print the book at the Ministry's headquarters.
4. In response to this demand, we began working in several departments across Afghanistan in 2010 with the assistance of lecturers and writers from Nangarhar University's Faculty of Medicine. We will continue to do so through the end of 2022. A total of 360,000 copies of our 369 titles have been published. We also include the entire country of Afghanistan in this series, from Badakhshan to Kandahar.
5. Since the start of this series, the German DAAD organization has worked with us, and we have not only physically provided the textbook to the teacher and student, but we have also burned it onto a CD. A CD is provided with each textbook. Also, we have provided the universities with multiple DVDs that we created with all of the medical and engineering textbooks. Moreover, soft copies of these books can be found online and accessible

from the www.ecampus-afghanistan.org website. Individuals who are interested can access this website from anywhere in the world, including Afghanistan. Users can download the books they like.

6. This book printing process is such that the author or teacher of the teaching book must have the approval of the head of his department, the head of the relevant faculty, and the president of the university, according to our policy and the published form. Submit it to our office officials along with the soft PDF copy of the book. We are trying to find the same budget and publish the book with the cooperation of our colleagues. This means that we do not have a budget in advance to print the book, but we print the books prepared according to our plan with the cooperation of well-wishers or institutions, get their agreement, and find financial possibilities for them.
7. I must say that the main owners of this series are the teachers and writers who wrote these books and continue this series because 95 percent of the work in this series is on the authors and teachers of the books and only 5 percent of the work is up to us. We only publish the book, while the authors do not receive any kind of remuneration and only do this out of love and support for their country, students, and educational system, which is really worthy of appreciation. And most of the credit for this series goes to the authors of the books; they own them.
8. With regard to the distribution of printed textbooks, I must say that we provide the author 100 copies of these publications, at his or her discretion. We donate 100 copies to the Kabul Public Library, which is responsible

for distributing them to 34 Afghan provinces' public libraries as well as some significant academic institutions. The remaining books are supplied to instructors, students, certain academic staff, governmental and private universities, scientific research facilities, and more throughout Afghanistan.

9. 9. As the books' writers own all rights to them and are free to publish them elsewhere, we can learn more from this series because Afghans perform 95% of the process' effort. The sole goal of this series is to provide Afghanistan's teachers and students with standard textbooks that will enable them to print their writing.
10. One of the great advantages of this series is that the process can be implemented quickly. Whoever helps us in this area, his help is known to have been tested in practice. I hope that this process, which has been going on from 2010 to 2022 without any break, will continue in the future with the cooperation of our team, teachers, writers, and supporters.
11. We have a plan for printing books every year, and we want to print teaching books according to our plan. In this regard, we have asked the officials of the Ministry of Higher Education, the administration, and the foreign institutions involved in the process of higher education to cooperate in the printing of textbooks. Fortunately, the director of Kinderhilfe-Afghanistan, Dr. Eroes, has responded positively and has cooperated with us in this regard, for which we are grateful.
12. My plan, vision, and proposal regarding the printing of textbooks is that I still call on the senior officials of the Ministry of Higher Education of Afghanistan and all

relevant individuals and institutions to make five-year plans in this regard. And every year we publish 30 to 100 books for higher education institutions so that every field of study and every subject in Afghanistan has at least one book in the national languages of the country. My greatest hope is that we are presented with this work within the framework of a great national commitment and a national program and put an end to chapter notes and handwritten chapters.

My recommendations to teachers and book authors are:

First: Teachers should prepare their chapters for printing and submit them to us according to the prescribed form and official process. We will do our best to print them.

Second: At the level of the Ministry of Higher Education and every university, the lists of those books should be prepared and handed over to us, they have been waiting to be published in educational institutions for about a decade, but they are not being published.

Third: My request to all donors and institutions is to come and help the process of book printing of the textbooks within the framework of the national book printing program and strengthen this process.

Fourth: My suggestion to all concerned parties is to allocate the money spent on empty meetings and seminars to the national program for printing teaching books.

Fifth: For those teachers and authors whose books have been published and have typing mistakes or complaints,

my hope and request is to update the soft copies of their published books and hand them over to our colleagues in Kabul so that they can get the new updated version and publish it on our website and make it available to all.

Also, I hope that everyone will share our website with the students so that they can refer to it when needed and download some teaching books.

At the end of my speech, I would like to thank the Ministry of Higher Education, the leadership and teachers of Nangarhar University, Dr. Eroes, and all the parties who have helped in this field and continue to help.

Our slogan is "Stop talking, start doing!".

Thank you.

The Speech of the Dean of Agriculture Faculty

1. There was a lot of talk about the importance of the book, and indeed the book is very important, but I would like to point out another point, that the book is still needed by Nangarhar University and the entire educational system of Afghanistan, so that standard teaching books are published. The lack of books is very felt, it is still there, and the chapter system is not finished. The help of Dr. Eroes and the steps taken by his colleagues in Kabul are important, and we are grateful for them.
2. The books that have been printed through this program were written by the teachers, and they had hoped to be printed. Now they are printed with a high quality that is much higher than our expectations.

3. Another great advantage of these books is that they are inclusive of Afghanistan and universal, accessible through the Internet, available on the website, burned on CD and DVD, and distributed to all universities in the country. It is said that with this work, the value of these books has increased.
4. There is still a need for the preparation and printing of teaching books for the universities of Afghanistan at the national level. To cooperate with this series, which is ongoing with the cooperation of German friends and Dr. Eroes.
5. The 100 copies of my printed book have been handed over to me, and I have given 30 copies to Laghman University. I have kept some of those copies for Kabul, Kunar, and Khost universities.

Second: Question and Answer Section

A part of the meeting was dedicated to the questions of teachers and writers, they asked about the series of book printing from Dr. Yahya Wardak, and the process was as follows:

Professor Mehboob Shah Hashemi, head of the Faculty of Sharia, asked this question: Do you intend to publish books in the field of Sharia, such as Tafseer and Hadith?

Answer: From our point of view, according to the curriculum of the university, books should be edited and published in every subject, every department, and every curriculum, but the main thing is that I and my working team cannot decide on this question because we offer

and suggest the books to donors, and they decide which books should be printed. They try to publish books related to the scientific, social, and behavioral sciences. We will still consider this and forward your request to the funders.

Dr. Jabarkhil, the professor of literature, asked whether the books written in the literature section of this series are printable or not. Because the Faculty of Literature has six branches, every subject in this section also needs a book.

Answer: This section of literature is very important. Our hope is that the teachers in this section who have books will go through the process of printing the book and fill out the agreement forms we distribute. We will try to print them and find opportunities for them.

Another teacher asked about the curriculum, when will it be completed? Dr. Yahya Wardak said that creating the curriculum is not our work, it is the work of the Ministry of Higher Education and the administration of universities.

Also, in response to another question, Dr. Yahya Wardak said that we are currently giving 100 titles to the author, but we can increase this number in the future for those authors who need more copies of their published book.

Third: Part of Giving Books to Authors

The third part of the meeting was dedicated to the ceremony in which the authors, writers, and teachers of

the printed books were officially and ceremonially handed over their books. In this ceremony, Nangarhar University Chancellor Dr. Khalil Ahmad Behsoodwal, Deputy Academic Affairs Professor Ehsanullah Nasih, and a delegation from the office of Dr. Wardak from Kabul participated. They presented their printed books to the teachers of Nangarhar University, and they were officially handed over.

Fourth: The End of the Meeting

The meeting held in honor of the 20 books published in the year 2022 and his handing them over to the teachers ended with the prayer of the head of the Faculty of Sharia Sayed Mahboob Shah Hashmi, and the taking of photographs.

It is important to mention that Kinderhilfe-Afghanistan has published 230 titles for Nangarhar and Khost universities, with a circulation of 23,000 copies so far.



Part IV

Textbooks on the Media



“Old Teaching Materials of Afghan Universities should be Updated”

Mustafa Salik, Kabul

http://www.bbc.com/pashto/afghanistan/2011/01/110115_hh-afg-univ-syllabu.shtml?print=1



The chancellor of Kabul University prof. Hamidullah Amin accepts that curriculum of Afghan universities is out of date, but, he says, their new plan will address this problem.

Ministry of Higher Education has started efforts, according to them, to standardize higher education in the country. Renewing the curriculum and paving the way for lecturers to study in foreign countries are considered to be a part of these attempts.

The authorities said that standardizing and updating the system of higher education would take over three years. The outdated curriculum and lack of education materials at the universities and higher educational institutes are

said to be the biggest challenge against standardizing higher education.

Ahmad Shuaib, a student at Kabul University, said that their professors taught them old materials of decades ago. Ministry of Higher Education invited chancellors of all Afghan universities and higher education institutions to have discussions about the present issues and standardizing the higher education.

The Minister of Higher Education Mr. Sarwar Danish says that they have planned to tackle this issue, and the plan will be applied after discussion with the lecturers:

"More focus will be on the quality of higher education and on the projects we have planned for it. We will have discussions on the improvement of the quality for two or three days. We are going to coordinate and consult with all 25 higher educational institutes. As well as, we will have coordination with those who will be implementing the projects in 2011 according to the plan."

This plan involves updating the curriculum of higher education.

The chancellor of Kabul University prof. Hamidullah Amin accepts that curriculum of Afghan universities is out of date, but, he says, their new plan will address this problem:

"Curricula are out of date, so they should be updated in light of the requirements in the 21st century; in addition, libraries should be computerized. Thus, we should have more computers and take advantage of the facilities and teaching materials that are used in the 21st century all over the world. Currently we don't have laboratories, well-prepared libraries, materials, and facilities for

publication of textbooks; therefore, these problems need to be solved.”



Ahmad Shuaib, a student at Kabul University, said that their professors taught them old materials of decades ago.

This plan includes promoting modern teaching methods and sending teachers to foreign countries for the improvement of their academic proficiency. This plan is to be applied in the following year, and it will be funded by the World Bank. The authorities expect that it will be a positive step towards standardizing higher education, but, according to them, meeting all the challenges will take many years and require millions of dollars.

Efforts Underway to Provide Medical Faculties with Textbooks

*AT News Report page 3
Saturday, 2012 April, 28*

KABUL: Efforts hold by Ministry of Higher Education (MoHE) in joint ventures with the lecturers of different Afghan universities and financial aid from DAAD (the German Academic Exchange Service in Bonn) to provide standard textbooks to the students of all medical faculties of the country.

Lack of textbooks, old lectures without visual aids and materials, scarcity of modern seminar rooms, laboratories are huge challenges for university students in Afghanistan, so the MoHE in cooperation with the lecturers and financial support of DAAD made it possible to print out textbooks for the medical faculties and deal with the above-mentioned challenges across the country, says Dr. Yahya Wardak, CIM Expert at the MoHE.

After enrichment and revising the lectures the above-mentioned project would be offered to the DAAD for financial support, he notifies.

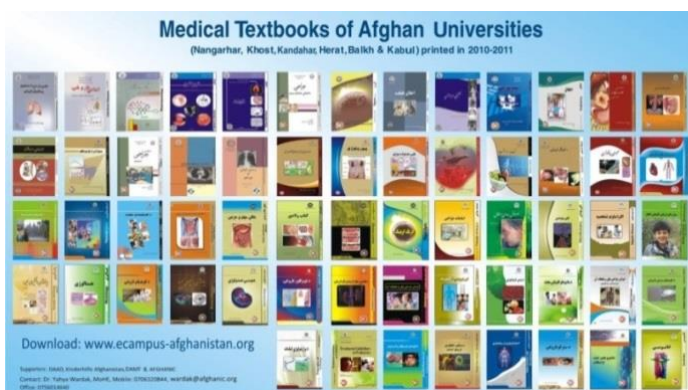
He further elaborates that each textbook will be printed out sufficiently and would be delivered to all universities and students without any charges. Printing these standard textbooks is aimed at academic capacity development of faculties and student's improvement across the country, he asserts. He insists that the program of alteration of enrichment lectures to the textbooks is not limited to the medical faculties; it will also be expanded to other faculties

by the MoHE in near future.

Each book comes along with a CD and even PDF format would be available on the website so that the students have easy access to the collectives, he adds. (www.ecampus-afghanistan.org).

Dr. Yahya Wardak clarifies that this initiative has been running since 2009, when five lecturers from Nangarhar Medical Faculty were writing medical textbooks and received financial help from the DAAD to have these materials printed out.

This project got positive feedback from universities all over Afghanistan and other universities asked to have their learning materials printed.



He explains that in 2010 twenty additional textbooks wrote by the authors from four different universities (Balkh, Kandahar, Khost and Nangarhar).

Until now there are approximately 60 different medical textbooks have been printed out and given to students. These textbooks have been distributed to all medical faculties of (Kabul, Nangarhar, Khost, Herat, Balkh, Kandahar, Paktia and Kapisa).

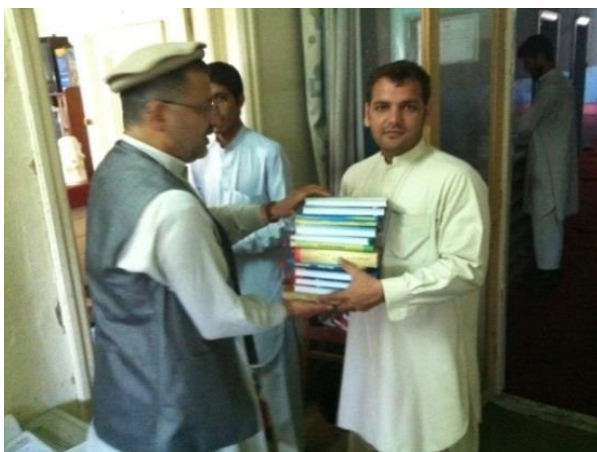


On 4th April 2012, the two ministers Dr. Obaidullah Obaid (Minister of Higher Education) and Dr. Omar Zakhilwal (Finance Minister) visited the Nangarhar University. Professor S. Khishki (The Deputy Minister for Administration/Finance), Professor Noor Baksh (Head of Publication), Mr. M. Mehrwar (Head of Planning and Policy) and Dr. Muhammad Saber (Chancellor of Nangarhar University) were also present. Dr. Obaidullah Obaid himself distributed some textbooks among the students.

On 11th April 2012, Dr. Eroes (Director of German Aid for Afghan Children) who funded 13 different medical textbooks along with his wife visited Nangarhar Medical Faculty and met with lecturers and students and distributed text books among the students.

Addressing an interview with the Afghanistan Times he states that currently work is being underway over 45 titles of textbooks for medical and other faculties (Engineering, Sciences, Social Sciences, Archaeology & Natural Sciences) by the lecturers of different universities, which will be

finalized soon. For printing and fundraising we are looking for other alternatives.



Dr Yahya Wardak is giving books to students.

Running of such projects and printing of standard textbooks is a step towards the improvement of Higher Education and universities and almost 6000 medical students benefit directly. This will help them in better training and also for the better treatment of patients in the future.

I would like to ask all the lecturers to write new textbooks in their respective fields, give it to us for print out and then will be delivered to the students of all faculties. I would like to ask all the lecturers to write new textbooks in their respective fields, translate and edit their old books, lectures and chapters and make it ready for print out and give it to us. We assure them quality composition and printing, he concluded.

Textbooks Given To Nangarhar Medical Faculty

National Television Nangahar, January 2013

Various medical textbooks written by lecturers of Medical Faculty of Nangarhar University were published with the financial support of German Aid for Afghan Children. The textbooks were submitted to the faculty on 9th of January 2013.

Report

German Aid for Afghan Children published seven textbooks written by the lecturers of Medical Faculty at Nangarhar University and submitted them to the faculty during a session organized at the faculty on Wednesday for free.

According to Dr. Yahya Wardak an advisor to the Ministry of Higher Education, a total of 7,000 copies of the textbooks with 7,000 CDs were distributed.

The authorities of Nangarhar Medical Faculty and the lecturers participated in the session of submitting the textbooks to the faculty. Deputy governor of Nangarhar province Mohammad Hanif Gardiwal was pleased about the publication and said that it would bring about a positive change in the educational level of students.

Chancellor of Nangarhar University Dr. Mohammad Sabir Momand said that the publication of these textbooks would somewhat meet the needs of students they had regarding

lack of textbooks and learning materials. He appreciated this great support of the German Aid for Afghan Children and hoped it would be continued in the future.

The head of German Aid for Afghan Children Dr. Eroes said they attempted to provide materials for Afghan students, and they had published twenty different medical textbooks of the lecturers of Nangarhar Medical Faculty. The textbooks including the newly printed seven textbooks were provided to Nangarhar Medical Faculty, he added.

The advisor to Ministry of Higher Education, Dr. Yahya Wardak explained that the newly published textbooks included: Carbohydrate Metabolism, Dermatology, Digestive System Diseases, Pediatrics I&II, Ear Nose Throat (E.N.T), and Vitamin Deficiency written by the lecturers of Nangarhar Medical Faculty i.e. Dr. Yahya Fahim, Dr. Mir Mohammad Ishaq Khawrin, Dr. Asadullah Shinwari, Prof. Zafarzai, Dr. Aimal Shirzai and Dr. Abdul Satar Niazi respectively. He added that each of these textbooks was published in 1,000 copies that would be distributed to all other medical faculties, besides Nangarhar Medical Faculty in order to be used by the students nationwide. He expected those textbooks would be useful in improvement of the quality of higher education.

Ministry of Higher Education in Afghanistan Announces New Curriculum for Universities

Mashaal Radio

2013.03.26

<http://www.mashaalradio.org/content/news/24939265.html>

Minister of higher education Mr. Obaidullah Obaid claimed in a news session that the curriculum was appropriate and in accordance with the standards of other countries. He added that the curricula of all universities and faculties have been revised to develop the updated contents, so the teaching programs would be based on the new curriculum.

Currently, students of most universities complain that the matters of the curriculum are out of date.



These 30-year-old "chapters" were taught to the students in Nangarhar Medical Faculty. They were updated by the respected professors, so we printed the notes out and distributed in the form of books.

Sympathetic Afghans Help their Country's Medical System

Hayatullah Haleem

From Hewad daily Newspaper

2013-04-03

The economy of Afghanistan currently depends on the international aids in military, cultural, and political sectors, but these helps have been misused due to corruption. Some people used the funds for their own benefits, took them out of the country and invested them in foreign countries.

The Afghan president, pointing out to this issue, have requested such individuals not to take the properties out of the country; instead, he asked them to invest in their own country. However, the people in question did not pay attention to anyone's concern. In contrast to these people, there are some sympathetic patriots who bring international aids to the country for the service of people rather than to use them for their personal penchant as capricious people do.

One of the sympathetic individuals is Dr. Yahya Wardak who has launched a program to promote a new standard method of learning materials with modern facilities and advanced measures.

Presently, Dr. Yahya Wardak, in the Ministry of Higher Education, publishes academic works and research books of the lecturers of medical faculties at six Afghan universities (Kabul, Nangarhar, Herat, Kandahar, Balkh, and Khost), in Pashto and Dari, to improve the knowledge

of students of medicine. He published sixty books for different fields of the mentioned universities, in 2010-2011. The books were published in thousands of copies and were submitted to the universities. Previously, students of medical faculties in Afghanistan faced with numerous challenges because the teaching materials were printed in old-fashioned manner, on low quality papers and were taught in old methods. Besides the publication of textbooks, the program aims to facilitate teaching in a new method using modern equipment, Situational Analysis and Needs Assessment of medicine teaching, Professional Libraries in Medical Faculties, Teaching Hospitals (University Hospitals) for practically training the students, and a strategic plan.

This project is supported by an organization which has been encouraged by Dr. Yahya Wardak to work in Afghanistan. If the tireless struggles of Dr. Yahya Wardak were not in place, our country would never have such a precious property—medical textbooks and other necessary facilities. According to Dr. Yahya Wardak:

“From 2009 to 2012, during my observations at Nangarhar and Balkh medical faculties, I felt that the universities have many problems. In my meetings with the lecturers, they requested academic and constructing aids for their faculties. In addition, I observed that the lecturers taught in an outdated, old system; they use lecture method. Therefore, to address these problems, we started struggles for printing medical textbooks and modernizing the system.”

The Problems of Afghan Students Regarding Textbooks at Universities



**Dr. Yahya Wardak's
Interview with Deutsche
Welle Radio, Bonn,
September 2013**
<http://dw.de/p/19eHD>

In today's program, we have reports from Herat and Khost universities regarding the problems of students about unavailability of textbooks and learning materials. To discuss this issue, the administrative advisor and expert at the Ministry of Higher Education Dr. Yahya Wardak is with us in the studio. He will answer the questions of the listeners.

-Hello, welcome Mr. Wardak. (Dari)

-Hello, I offer my regards from Bonn to the listeners in Afghanistan or wherever in the world they are.

-Welcome to our program Mr. Wardak. (Pashto)

-Thank you.

- At the beginning, please tell us: How do you evaluate the problems of students regarding the textbooks and learning materials?

- Three years ago, I went to some universities in Afghanistan. I observed the students using and copying old hand-written lecture-notes and chapters as learning materials which were written 20-30 years ago. That situation

made me exhausted; I even shed tears. It was the time that I decided to work for the textbooks. Since then, I have been working at the Ministry of Higher Education. To the date, we have published 116 medical textbooks that we provided to all medical faculties in the country.

-OK. Mr. Wardak, as you said about the published books, please clarify whether these books were written or translated. And how about their quantity?

-Well, the books that we have published so far were both written and translated. Most of the books (about 90 %) were written by the lecturers of different universities such as Nangarhar, Khost, Kabul, Herat, and Balkh universities. The lecturers have twenty to thirty years of work experiences. They compiled the books and other materials during their teaching works, and then they sent the materials to us. We gave them to printing presses in Kabul to print. Having printed, we send the books to all the universities which have medical faculties. The books were printed in one to two thousand copies, and each book has a CD that contains all contents of the book. Also, all the books can be downloaded from a website, www.ecampus-afghanistan.org, throughout Afghanistan and all over the world.

-Dear listeners, a few months ago, the Ministry of Higher Education declared that they have provided a new curriculum for all the universities of the country, and this would be taught in the first semester at the beginning of the year. This curriculum includes some books for the medical faculties which were translated from other languages, but in Sheikh Zayed University based in the southeast of the country, the students of medical faculty

face with problems regarding lack of professional textbooks. Listen to Faridullah Zahir's Report on which kind of problems they are:

The students in this faculty said to Deutsche Welle Radio that some books have been arrived from Kabul to their faculty, but except for a few, the books have not been given to them; instead, they were kept in the library. These students complain that they still face with lack of quality textbooks, so they are obliged to use chapters or purchase books from bookstores.

Student: I am Mohammad Islam a student of the second year of the medical faculty at Sheikh Zayed University. Students face with problems regarding the textbooks, for example I can tell you about Microbiology. In the library, there is no useful book of microbiology available for the students. Therefore, our teachers give us chapters, and we have to study them. As well as, a book of Physiology, which was written by a lecturer at Kabul University, is not available in the library; thus, we buy them in the bazaar.

Students of the third year of medical faculty at Sheikh Zayed University complain that instead of the books, which were sent by the ministry to the university, their lecturers prepared chapters, and the books are only used for self-study; in addition, the subjects of the books and the teachings of the lecturers are quite different from each other.

-The teachings and the books do not correspond to each other; it means that teachers do not teach from the books; instead, they have made their own books and chapters five to ten years ago. This case is the same for all subjects—not for one or two. The lecturer's old written

chapters are taught. The textbooks sent by the ministry don't match to the teachings.

Meanwhile the students of medicine in Khost request the Ministry of Higher Education to send them English books since, according to them, some academic topics, which are available in English books, can't be found in Pashto and Dari textbooks.

At the same time, the dean of medical faculty Mr. Jahan Shah Tani rejected interviewing with Deutsche Welle Radio because, as he said, he has sent official letters to the ministry regarding the textbooks and other issues of the faculty, but the ministry has not given attention to them.

Afterward, we tried to visit Mr. Mohammad Rasool Bawari, the chancellor of Sheikh Zayed University, about the mentioned problems; despite waiting for about an hour in the reception, he did not give us the opportunity to interview him.

Sheikh Zayed University has 15 faculties in which about 7,500 students study coming from different areas. Approximately 90 of them are girls.

-Ok, Mr. Wardak, you heard the report from Khost. What would you say about it?

First, I should say that we have published three books on Microbiology written by Prof. Dr. Obaidullah Obaid, the current minister of higher education. They were printed in 2,000 copies, and we sent them to all the universities. They were Medical Parasitology, Microbiology (I), and Microbiology (II). As well as, we have published General Microbiology by Shakhas, Microbiology by Prof. Mohammad Juma Hanif, Principles of Parasitology by Yousuf Mubarak, and Parasitology by Dr. Sabir. That is, we

have published more books of one subject, and we distributed them to the universities. The problem is that since, in Afghanistan, there are 6 to 7 thousand students of medicine, unfortunately, we can't give the books to each student. We give most of the books to libraries, so the students should take them from libraries at the beginning of a semester, and after taking exam, they should return them back. Furthermore, it is good that they confirmed that the textbooks have arrived at the universities, but as their teachers use old chapters instead of textbooks, the students should share this issue with the administration of their university. As well as, the lecturers and the responsible authorities (dean of faculty and chancellor of university) should encourage the teachers to use new, standard teaching materials.

-Mr. Wardak, one of our listeners have posed a question on the issue:

-In the name of Allah. I am one of the students at Balkh University. I would ask the guest of the program whether the Ministry of Higher Education supervises the resources which are translated from other languages into our national languages or not.

-Well, I should reply to you that a few of these books have been translated; for example, a book entitled Basic Guide to Anesthesia for Developing Countries has been published such that its one side contains the original English text while its Dari translation is printed on the left side. Most of the books we have published and made available for students in Afghanistan were written by lecturers of medical faculties of the country. Each book is confirmed by the head of relevant department, dean of related faculty and chancellor

of related university. They confirm that the book was written correctly and is useful for students; after this, we proceed with its printing and distribution.

-Thank you. You pointed out to the translation of the books, but still some students have troubles with translation, such as a lady tells us:

-I would like to tell Mr. Wardak that students can't take advantage of the translated books; that is, after reading two or three sentences, students face with a word that they don't know, then they need to refer to the English textbooks for finding the meaning, or they search the issue on the Internet. What is your point of view about it?

-Their concern is right about those books which are translated either in foreign countries or in Afghanistan from foreign resources by translators who do not know professional terminologies. In such cases, this problem exists; it should be resolved. Our books don't have this problem. We have published three books in English, and one other book has the original English text on one side and Dari text on the other; that is, it does not have the mentioned errors.

-Mr. Wardak, some students at Herat University say that they haven't received any book in Dari nor in Pashto from the Ministry of Higher Education. Regarding this issue, our correspondent reports from Herat:

Some students at Herat University complain unavailability of sufficient professional textbooks, and they say that the responsible entities do not pay serious attention to it. A student of the third year at Herat University, Nazir Ahamd, said:

There are fewer books in Dari and Pashto while there are

some in Persian. The useful books are very rare. They contain some terms that we are not familiar with. In English, there are a lot of professional books, yet they are not enough for using. Each book may have one or two copies, for example some books of Laboratory may be available in one or two copies in the entire faculty, but they are not available for teachers or students. There are many guys from suburbs who don't have enough money. They could only endure the rent of rooms and other costs; therefore, purchasing books is difficult for them.

Meanwhile, lack of attention to libraries has created problems in some faculties of Herat University. A student of Computer Sciences Faculty at Herat University, Parwiz Aazim, said:

There are books in the library, but unfortunately, we don't have librarian; we don't have any responsible person in the library. Unfortunately, this is the inattention of the chancellor's office of the university.

Farhad Nikzad, a student of medical faculty said:

Lack of professional textbooks has increased the problems of students. The quantity of books is not enough for all the students. We might have access to ten textbooks of one subject, so it can't be enough for more than ten students. Therefore, we must take one book and copy and spread it because there are about hundred or minimum eighty students in each class.

The vice chancellor of Herat University Nazir Ahmad Sikandary refused the blame about lack of textbooks at his university and said that over 20,000 copies of more than 50 textbooks have been brought to the university.

-We can't give the books to students to be with

themselves because most of the students don't care about keeping the books; thus, the books are exposed to maintenance issues. The books are in the libraries of each faculty and the library of university. There are librarians in each library, and the students can benefit from the books anytime they want.

The authorities of Herat University explained that several countries especially the USA and Germany have provided supports to prepare professional textbooks in the past ten years.

-Ok Mr. Wardak, you heard the report. Have you had any programs for purchasing books for libraries of universities, or will you have any?

First of all, I have to say that the students are right. Actually, Afghan universities are in pressing need for Dari and Pashto textbooks because most of the students, unfortunately, don't know English. And English are not available in Afghanistan, or the available books are very expensive. Therefore, there should be Dari and Pashto textbooks for all subjects e.g. Social Sciences, History, Literature, Natural Sciences, and Sciences that are taught in Afghanistan besides medical textbooks on which we have been working for three years, and some have been published and made available for the students. Luckily, in the sector of education, the Ministry of Education had started a vast program of publishing books of all subjects for all the 12 grades, then, in the past years, they were distributed in all schools of the country, and even a book for teachers' guiding was published and given to the teachers. We need the same national program for the textbooks of all subjects at Afghan universities. I agree

with the opinion of the students. Teacher and textbook play the main role in improving the quality of education. Where there is no book, the students can't learn. When they don't learn, they can't be good doctors; that is, our patients can't be cured. Consequently, the patients need to go to foreign countries.

-Again, from the messages of listeners, let's hear what the audience say:

In the name of Allah. I am Mohammad Khalid from Nangarhar. My request from Dr. Yahya Wardak is to extend the translation of the textbooks for the students of universities. Translating professional books which are necessary for medical faculties is important for us. The number of copies is not important to be two or three thousand, rather they should translate one book but to be perfect so that the students would take advantage of them.

- This student is right. This initiative should be extended and improved, i.e., books should be published for those subjects which have not been translated and published yet. As well as quality is important, so the books should be translated professionally. Decent books should be translated, and attention should be paid to their quality. I do agree with this student.

-Mr. Wardak, how much did the publication cost and who did support it? As I think, German Academic Exchange Service (DAAD) has been your donor.

German Academic Exchange Service (DAAD) has supported the publication, first of all; and most of the books have been published by the fund of this organization. Recently, especially in the past two years, another organization (Kinderhilfe-Afghanistan)—Dr. Eroes is its head—has

supported the publication of textbooks for Nangarhar University, as this organization's projects are educational. I should say that the expense of each book is two-three euros. It is only the cost of printing the books. We don't pay even a single Afghani to the lecturers and authors for compiling or translating because they earn salaries. To provide materials, we so far have published and distributed 116 medical textbooks, and recently the first non-medical textbook of mathematics for Khost University (Sheikh Zayed University) was published. As you heard from the students that they pressing need books of other subjects, we seek to publish non-medical textbooks, as well, if there is fund.

-Mr. Wardak, the World Bank has offered \$5,000,000 to the Ministry of Higher Education for supplying the universities and publishing textbooks. Have you used this sum in the publication of textbooks?

Unfortunately, we have not used funds of the World Bank. Last year, we proposed to it. The World Bank accepted, but because of some bureaucracies, the books were not published. I hope that our ministry and other ministries of Afghanistan will make a program for international aid. If the funds of the World Bank are used for the publication of textbooks besides other sectors, this will be a suitable use. The sum is given to the ministry for improving the quality of education, and the best way for increasing the quality of education is publication of textbooks.

-Mr. Wardak, the books published through the ministry are given only to public higher education centers, or the private higher education institutes can also benefit from them? Are any of them sold in bookstores?

Most of the books we have published were given to the

libraries of universities that have medical faculties like Kabul University of Medical Sciences, Balkh, Herat, Kandahar, Paktia, Khost, Nangarhar, and Albiruni universities. Recently, in Afghanistan, some private medical faculties and universities have been established; we give two or three copies of each book to them because they also educate doctors. For example, in some provinces of Afghanistan (Balkh, Herat, Kandahar, Khost), there are private medical faculties. We help them as well. We don't take money from any person; that is, all the books are made available for them free of charge. In addition, we offer one sample of each book to some other organizations like the Ministry of Public Health, some hospitals such as 400-bed Charsad Bestar Hospital, Academy of Sciences and some other institutions—they are given just as samples.

-Well, Mr. Wardak, tell us, at the end, whether any credit is given to the author of the books by the ministry or not?

The system in Afghanistan is that when a lecturer writes and publishes a book, it is a need for upgrading his/her academic rank. If the book is confirmed by the academic department, the lecturer's rank will be upgraded—it is a credit. We just give them 50 textbooks as an acknowledgment, but we don't give any money.

-Bundle of thanks to the advisor of Ministry of Higher Education an administrative expert esteemed Dr. Yahya Wardak for your patiently answering our and the listeners' questions.

I also thank you for inviting me to your studio and broadcasting my voice, students', and other experts' voices regarding the issue.

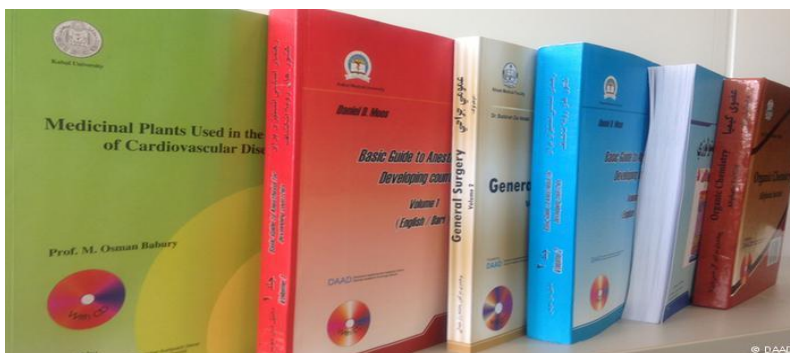
115 New Medical Textbooks Published

The Ministry of German Foreign Affairs published 116 textbooks in Afghanistan with the support of German Academic Exchange Service (DAAD) and German Aid for Afghan Children (Kinderhilfe-Afghanistan), however students request further supports.

2013.09.09

Hajira Harakat

<http://dw.com/p/19eHD>



An Afghan-born German Dr. Yahya Wardak has been publishing medical textbooks for four years in Pashto, Dari and English for the students of universities with the financial support of some German organizations. He says that he has started this work since he, during his travel to Afghanistan, noticed the materials and books of the universities were old and out of date.



Mr. Wardak said in an exclusive interview with Deutsche Welle Radio:

"We have published 116 medical textbooks of Kabul University of Medical Sciences and medical faculties in other provinces. Each textbook has been published in 1,000 to 2,000 copies in Pashto, Dari or English languages."

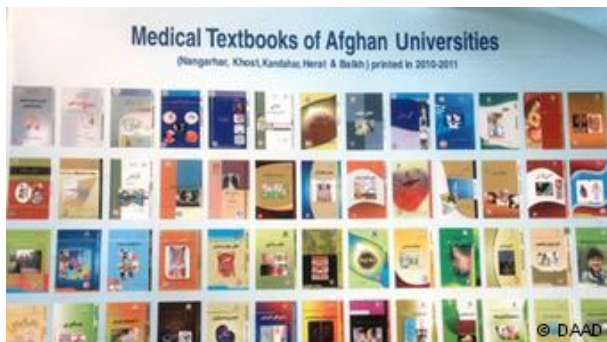
All the published textbooks are about medical field that Afghan students can use as learning materials and references. Although some issues of the students have been solved with the publication of these textbooks, students still complain about the lack of materials and references.

"Our textbooks have to be based on international standards."

Lecturers and students at different Afghan universities ask that special attention should be given to Kabul University of Medical Sciences and other medical faculties. A senior student of Nangarhar Medical Faculty Ms. Masooma Farooqi said, "During studying, we face some questions that we can't find answers for them in the lecture notes; thus, we need books that can be used as references."

Dr. Yahya Wardak is aware of such challenges. He says

that the published textbooks have partially addressed the students' problems, but further efforts are required. He added, "There are many requirements for Kabul University of Medical Sciences and other medical faculties in Afghanistan that should be fulfilled."



"Further efforts are required."

Dr. Wardak explains that he has been working at the Ministry of Higher Education and so far has published 116 textbooks. According to him, each book has a CD which contains the digital form of the published books.

Three books were published in English and the others were in Pashto and Dari. Few of the textbooks were translated from other languages into Pashto and Dari, and the rest were written by the lecturers of medical faculties and Kabul University of Medical Sciences.

Lecturers and students at the Afghan universities still face many challenges. Although numerous new academic books have been written in English, not all Afghan students and teachers are familiar with this language; therefore, they can't take advantage of the updated books.

The Problems of Students of Medical Faculties throughout the Country to be Solved

Hayatullah Haleem

From Hewad daily Newspaper

Date: 2013/11/3

At the present time, Afghanistan needs international supports in all welfare sectors because its economy has been affected in result of 35 years imposed conflicts and the civil war; hence, despite the millions of dollars received as international aids, the country has not been stable yet. To frankly state, the aids were victims of corruption, and a part of them were skillfully taken out of the country by certain people. With some other portion of these aids, they constructed skyscrapers in Kabul, but no one questioned them where they got those properties from; in addition, no one prevented the corruptions as those people themselves were in charge of preventing corruption.

On the other hand, some sympathetic people, under their management, bring international supports to the country; and instead of using them for their own advantage, they utilize them for the welfare of the people. One of such conscientious individuals is Dr. Yahya Wardak who has settled a program for the service of medical universities to promote a new teaching method through advanced equipment. In a meeting about these activities with Dr. Yahya Wardak, he stated:

"Several years ago, I went to some universities of the country. I saw students using old handwritten chapters written 30

years ago. They interchanged these chapters with each other or photocopied them. This is not surprising since it is common in our society, but it made me so sad, and I even cried; therefore, I strongly decided to struggle against this problem. Since then, I have started my work, and so far, we have published 136 medical textbooks for the medical faculties in the country."

In response to the question whether these books were translated from other references or were the original works of the lecturers of the local universities, Dr. Yahya Wardak answered:

"Ten percent of the books we have published were translated from national and international resources, but 90 percent of them were written by the lecturers, who have 20-30 years of work experience, at different universities in the country."

In spite of publication of these books, they are not enough for the students of medicine; some students of the medical faculty in Khost said that the books were valuable for them, but they complain that their universities have gotten very little quantity of them. Thus, the lecturers still taught them from the so-called chapters. Dr. Yahya Wardak answered the question about the quantity of the published books:

At the medical universities in Afghanistan, 6-7 thousand students are enrolled; hence, we are not able to provide books for all of them. We print more copies of the books that are needed more. For instance, each of Microbiology, Parasitology, and Principles of Parasitology were printed in 2,000 copies and were provided to the medical universities. Each book has a CD which contains all

contents of the book; in addition, all the books can be downloaded from an internet site. If the lecturers and students use these books through libraries, all of them will take advantage of the books.

In response to the question whether the books they publish are given to private medical universities, besides the governmental universities, Dr. Yahya Wardak replied: Why not? Besides Kabul, Balkh, Kandahar, Paktia, Khost, and Albironi medical faculties, we give several copies of the books to the private medical universities since they also educate doctors. As well as we do not want anyone to pay for the books as it is a free medical service project; and besides the medical universities, we sent some books to hospitals and the Ministry of Public Health.

As a fund of \$5 million was provided to the Ministry of Higher Education by the World Bank, Dr. Yahya Wardak was asked whether they pay from that money for the publication of textbooks or they have any other resources. He replied, "In the publishing of the books, that we have published or we are publishing, we could not use the funds of the World Bank although we suggested to them. It was accepted, but because of some bureaucracies, this process was ignored; hence, the books are not printed using their funds."

According to him, 136 books were printed by the financial support of German Academic Service (DAAD) and German Aid for Afghan Children (Kinderhilfe-Afghanistan). At the end of this interview, Dr. Yahya Wardak hoped that a sound way would be paved for the young generation to increase their capacities and mitigate their learning limitations.

Why Thousands of Afghan Patients Travel to India and Pakistan to Seek Medical Care?

Daily outlook Afghanistan

January 04, 2014 | Dr. Shams Najib

The lecturers in our medical schools use 40 years outdated chapters and old translated textbooks. They do not have access to up-to-date both learning and teaching materials. Their approach towards giving exams is also century old.

The methods of exams persuade medical students to memorize their chapters, regardless of understanding its concepts. I'll label it as photographic or eidetic memory. The impact of photographic memory in medical school is discouraging and the information and knowledge they get cannot be retained enough. The students only get prepared for the exams and are less likely to contribute to their academic and occupational success.

Another issue that exists in our medical education system is the lack of opportunity of hands-on (both in first and second year as well as during clinical rotations). The students have been kept confined to the theories, and they have very little to observe. The modern-day science requires medical students to get more involved in practical works rather than setting in the class and memorizing chapters. The medical schools of today consider practical development a key focus on their programs. This means that as well as attending lectures in the class, the students will have the opportunity to observe professional healthcare practitioners, and increasingly to start gaining practical experience their selves.

140 Medical Textbooks Published

Interview with Azadi Radio

Azadi Radio Magazine

2014.06.06

<http://pa.azadiradio.mobi/a/25411497.html>



Asalam-u-Alaikum (Hello). This is Asadullah Ghazanfar representing Azadi Magazine.

At the beginning of the magazine, Mr. Yahya Wardak is interviewed about a project under his management which has published 140 medical textbooks for Afghan universities.

Asadullah Ghazanfar: Dr. Yahya Wardak has been carrying out a project on medical textbooks at the Ministry of Higher Education. He will tell us about the textbooks published as a result of the project and his future plans and concerns.

Dr. Yahya Wardak: I have been working for four years as an advisor to the Ministry of Higher Education. During this period, we have published 140 medical textbooks; of course most of the books were funded by DAAD (German Academic

Exchange Service) and Kinderhilfe-Afghanistan (German Aid for Afghan Children). Most of the textbooks were written by the lecturers of Afghan universities like Kabul, Nangarhar, Khost, Kandahar, Herat, Balkh and Kapisa universities. We just publish them in Pashto, Dari and English.

Four years ago, I returned to Afghanistan after 20 years of emigration. That time, I saw students at Nangarhar University using lecture notes written with hands 20 to 30 years ago. The students would copy the old papers with their own payments and use them as the only learning materials; thus, this situation made me so sad. As a result, I decided to work in this sector, so I talked to some Germans about the issue. They promised to support me and fund the publication of textbooks, and also they paved the way for me to work at the Ministry of Higher Education. So far, we have published 140 textbooks—each of them in 1,000 or 2,000 copies. All the contents of each book are stored in a CD as PDF format along with the book. As well as the contents are sent to Bochum University in Germany for uploading to www.ecampus-afghanistan.org. Anyone can download all the textbooks as complete versions to their computers for free.

Asadullah Ghazanfar: What if someone wants the textbooks in printed form in bazaar?

Yahya Wardak: We don't sale them in bazaar. We distribute them to medical faculties in Afghanistan, and some of them are given to the Academy of Sciences, Ministry of Public Health and some hospitals. They are not for sale.

Asadullath Ghazanfar: Dr. Yahya Wardak, there is an opinion about the books of education as well as higher education; if a book is to be written, three aspects should be kept in mind. The first aspect is the knowledge about the book. For example, if a book about Physics is to be written, the person or committee that writes the book should have the knowledge of Physics.

Yahya Wardak: Okay.

Asadullah Ghazanfar: Another aspect relates to pedagogy. For example, when a book for the students of the eight grade of school or for students of the first year of medicine is to be written, educational requirements should be kept in mind. This is another kind of knowledge beyond the knowledge of Physics, for instance. This is called pedagogy; that is, what the needs of education are. And the third aspect is that the book should be written according to the standards of the education or science because a book needs clarification, writing skills, and comprehensive text; this is the third aspect.

It is said that there are very less books in Afghanistan that have all the three characteristics. What about yours? Are you sure about these three standards of your published textbooks?

Yahya Wardak: First, I would like to appreciate the efforts of the Ministry of Education for they started a great task. I can say about our books of higher education that I encourage the professors of Afghan universities to revise their lecture notes and standardize them based on updated achievements in the medical field and then sent us for publication. There are some samples of the books

with me. The first one is Organic Chemistry written by Prof. Walizai who has studied his subject up to the PhD degree and has taught at Kabul University before leaving Afghanistan. He has written this book based on the curriculum of Afghanistan and used professional terminologies that are known to him and the students.

Similarly, the other book has been written by Prof. Dr. Obaidullah Obaid who is the minister of higher education, and he has been a professor at Kabul University of Medical Sciences for many years. He has written textbooks of Microbiology. These books have been revised and republished twice or three times. God willing, these books don't have the problems as others may do; or if there are any mistakes, they are very few because these textbooks are not written or translated by any unprofessional teacher or translator. The lecturers have ten to fifteen or twenty years of experience in teaching, so they keep pedagogical standards in mind. As these lecturers have written more books, they have the experience of writing too.

Asadullah Ghazanfar: Dr. Yahya Wardak, as it is clear from what you said, all the 140 textbooks are medical.

Yahya Wardak: Yeah.

Asadullah Ghazanfar: Other subjects also have the problem of lack of textbooks at Afghan universities. Does the Ministry of Higher Education (as you are the advisor) have any program for the textbooks of other faculties?

Yahya Wardak: Afghan universities pressingly need textbooks in all fields: the natural sciences and social

sciences. My suggestion to the Ministry of Higher Education is to give top priority to the publication of textbooks because textbooks play the main role in the improvement of education quality. In addition, we should have Pashto and Dari textbooks for all subjects as still more lecturers and students at the universities, unfortunately, don't know English.

Asadullah Ghazanfar: Last year or maybe the year before that, President Hamid Karzai ordered to start teaching through English in the faculties of Engineering and Medicine. However, some people expressed disagreement via media because, they said, the students might not know the foreign language, so it would put a stress on the students. And some others disagreed because of national feelings. On the other hand, it was said that the modern sciences are in English, and thousands of books in English were available for all subjects. As well as f the doctors, engineers and other experts don't learn an international language, like English, they will be deprived of a vast part of knowledge forever. Anyway, the publication started. Aren't your work and Hamid Karzai's order somehow different from each other?

Yahya Wardak: Actually, teaching in English is good; I agree with it, but it can't be done only with issuing orders. It needs a plan. First, English should be emphasized on at the Ministry of Education; so that, when the students graduate from 12th grade of the school and can fluently speak English, then, English can be used in some faculties so that the students at universities can study in English.

Asadullah Ghazanfar: As in India and Pakistan?

Yahya Wardak: Yes, as in other countries. In my opinion, if we provide only English books to the students, they can't benefit from them compared to the textbooks in their own languages, Pashto and Dari. Nonetheless, we published English textbooks; I have brought sample of them. You can see that this book contains texts in both English and Dari. Another book we published is completely in English that was written by a lecturer of Nangarhar University, so we should promote English gradually. For example, if new teachers are hired for the faculties of Engineering and Medicine, it should be a prerequisite that they know English and can teach in it. If this condition is applied on teachers for ten to fifteen years, God willing, English can be used in some faculties. Otherwise, it can't be done immediately; it can't be done by decrees. It needs systematic work and plan, and the plan needs to be applied.

Asadullah Ghazanfar: Mr. Wardak, the International Community supported Afghanistan in various fields financially, economically, and technically, but there are concerns that these helps will be ended as the foreign forces are to leave Afghanistan, or these aids might be limited. As you know better, Afghan universities need more textbooks. Will your current project and activities, during which you published 140 medical textbooks, continue in the future, and how is the situation?

Yahya Wardak: The situation, unfortunately, is not better. The International Community hesitates how to support. Their offices for the supports are necessary to be in Afghanistan, and there should be staff from the foreign countries for implementing and controlling their projects. If it is not

possible to stay in Afghanistan or they feel unsafe, the offices may be closed. As soon as the offices are closed, their supports will automatically decrease. Another aspect of this issue is that these countries don't pay attention to the needs of Afghanistan only. As well as the government and institutions are not good enough. Not all the offices and the ministries have plans and programs for their respective sectors. The foreign experts analyze their sector, and all the problems and everything related to their sector are known to them; in addition, they examine what are beneficial for Afghanistan. They submit their projects or programs to the government, related institution, or ministry. These organizations make agreement with them and just waste the money. For example, every year, some Afghan doctors are sent to Germany, but foreign doctors can't practically work there to treat patients.

Asadullah Ghazanfar: They aren't permitted?

Yahya Wardak: They aren't permitted anyway. They can only diagnose a condition or examine a patient—nothing more. Thus, Afghan doctors and some lecturers come back to Afghanistan without enough experience. Ten to fifteen thousand euros are spent on sending a doctor to Germany. We can spend this amount of money on programs or projects like publication of textbooks. One copy of a textbook needs two to three euros to be published; thus, with spending ten thousand euros, we can publish around 3,000 copies of textbooks. The publication of the lecturer's textbooks encourages them, and also the textbooks are sustainable in the country; they will remain in Afghanistan

after passing even twenty years.

Asadullah Ghazanfar: And thousands of people will benefit from them.

Yahya Wardak: Exactly, the people will use them throughout Afghanistan. And it is better if the doctors are sent to Germany for two or three weeks because this can be as an effective workshop for them. Therefore, priority should be given to publishing textbooks.

Asadullah Ghazanfar: To talk again about your project. Are you going to continue the publication of textbooks in the future?

Yahya Wardak: This project has not ended. The publication process is still in progress. Last week, I visited the printing press. Nowadays, we are working on a new idea. We intend to collect and record all the 140 distributed textbooks on one or two DVDs in the form of PDF and then distribute them to all students of medicine in Afghanistan. Its effectiveness is that everyone will be able to have all of the 140 textbooks in their computers with a small size. Every doctor, student or lecturer of medicine can have them in their laptop, or even they can have all the 140 textbooks in their pockets. God willing, this will play an important role in the quality of education; as well as young doctors will be able to use them as references.

Asadullah Ghazanfar: Be successful.

One Thousand Dollars for Books per Year: Afghanistan's Undersupplied Universities

Author: Christine Roehrs

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Underfunded, out-dated: Afghan university libraries mostly rely on donations, or they offer decade old titles. The textbooks detailed in the newly developed curricula and syllabi are seldom available here. If faculties possess them, they are kept under lock and key in professors' offices to protect them. Photo: Christine Roehrs

Afghan university students still do not have proper textbooks. Their professors give them so-called 'chapters' – copies of excerpts from lecture notes or books that are often out-dated. Libraries on the other hand remain underfunded dumping grounds for donated books that mostly do not fit needs, curricula, or lecture contents. Why is that still so, 13 years into an intervention that has hailed education as a success story? AAN's Christine Roehrs analyses the three main barriers to more, more relevant and up-to-date learning and teaching resources and explains

how these interlink with other issues: curricula reform, budgets and the lack of coordination with the primary and secondary school sector. She introduces solutions suggested by professors and advisors that would finally provide students with suitable textbooks. Unfortunately, she says, neither the upcoming new five year strategic plan for the higher education sector nor the few big donors in the field seem to see the urgency.

The books are one indicator for what's still wrong in Afghan higher education. Or rather: the lack of books. While students on campuses elsewhere in the world usually lug around heavy backpacks full of literature, Afghan students often do not carry much more than narrow plastic binders with a few photocopied pages in them. No wonder: there is not really much to learn from – 13 years into an intervention that has hailed education as one success story of development efforts.

A few random interviews with students at Kabul University in September 2014:

Tamim is in the second semester of studying economics and about to go to a lecture on macro-economy. Rolled up under his arm in a blue plastic binder, he carries about 20 pages copied from a ministry-produced booklet on the basics of economy. There are no other literature recommendations on the topic for the course, he says. "We get through these pages; we know what we need to know."

Mohammad Rassul is studying mathematics. He is headed to an internet-café outside the campus to see what he can find online about the "use of graphs in statistic problems." The department possesses two "modern" books on statistics, he says, and they did not

contain what he needs to know. A whole group of students gathers around the author, complaining that there is no up-to-date literature on “analytical geometry, complex analysis, differential algebra and many other topics.” One says, “We have very intelligent professors, but they cannot provide us with new material. They say they do not have access to computers to find it, or their English is not good enough to translate things for us.”

Naqib-ur-Rahman is studying veterinary sciences in the second semester. Standing at the counter of a university copy shop, he is ordering copies of 30 pages his professor compiled on “Veterinary Medical Terminology.” The cover sheet does not identify the book(s) the information was taken from. The content looks rather simple, saying what “the houses of animals” are called in English (“coop”, “kannel” [sic]). The library of his faculty, says Naqib-ur-Rahman, is “well stocked, but mostly with English books I do not understand.”

Why Afghan university students do not have proper textbooks – and other challenges

The larger, underlying cause for the sorry state of today’s learning and teaching material at Afghan universities is the comparatively late attention to higher education. Until 2010, neither donors nor the Afghan government had much interest in this field. Student numbers, on the other hand, had already started to grow exponentially. This was mostly because the Afghan government and international community had, for years, focused heavily on the primary and secondary school sector. This rendered those sectors (sort of) a ‘success story’ indeed, (1) but missed the point that the system produced more graduates than the tertiary

system – i.e. the universities – could handle. An internal USAID assessment of the implementation of the current (soon expiring) National Higher Education Strategic Plan 2010–2014 puts the “huge growth in graduates from secondary education” at “36% in 2012, 59% in 2013, and 36% in 2014 – almost all of them hoping to get into higher education.” Between 2002 and the end of December 2013, the number of students in all Afghan universities had already increased from 31,203 to 123,524. Thus, the number of students sitting the university entry exam has been – and still is – jumping up by the tens of thousands every year.⁽²⁾ Today, the ministry and 34 public universities and higher education institutes are desperate to make space for more students where there isn’t any while simultaneously trying to fix a long list of ailments. These include the abysmal higher education infrastructure in many provinces, quality assurance issues, the un-finished curricula reform, capacity building for teaching staff, access to university education for women, problems with the reorganisation of the corrupt system for university entry exams, or the academic and financial independence of universities.

It is probably no wonder that a number of items from this list were neglected, forgotten or adjourned to be tackled later. The provision of up-to-date and accessible learning and teaching materials was among them. Textbook drives remained often-random, comparably small-scale efforts, mostly in the form of donations or faculty-to-foreign-faculty partnerships– helpful at times, but never providing enough books for all faculty and central libraries countrywide, let alone enough copies to satisfy students (for the textbook situation in a few of the provinces

see this article in German). What students are taught is therefore often left to chance, depending on the skills and resources of local professors. This aggravates the usage use of old, out-dated, and random material and helps produce dramatically differently educated students of one and the same within a field across the country.

This World Bank "Country Summary of Higher Education" stated already in 2007 that *"...teaching materials and pedagogical methods are grossly outmoded...Resources are not available for the purchase of indispensable pedagogical inputs such as internet access, textbooks, journals and lab materials."* Seven years on, still, something that should be at the *centre* of studying and learning – up-to-date, standardised, accessible and understandable learning and teaching material – is treated by ministry and universities, and also donors, as if it should or could be dealt with later. The main barriers to more and more relevant textbooks in the system remain.

Barrier number one – the budget

Barrier number one is the budget. Staff at Kabul University (3) says they do not have "a single Afghani for its central library," neither do faculties have money to stock their own, smaller libraries, and the same applies to provincial universities' libraries.

A look at the running-costs budget for higher education with one of the finance managers at the ministry shows why. The running costs budget comes in three pots. The largest portion of around 37,898,400 million dollars (2,200,000,000 Afghani) is set aside mostly for salaries. The second pot of 30,792,400 US dollars (1,787,500,000 Afghani) mostly covers the costs for dormitories, food for

students, furniture, water, electricity and etcetera. The third pot of 215,332 US dollars (12,500,000 Afghani) covers smaller purchases or repairs.

It is the second part of the budget that, in a sub-category, details a budget for purchasing books. It is a tiny pot, with 34,453 dollars (2,000,000 Afghani) for all 34 Afghan universities – thus basically allotting 1,000 dollars to each university for purchasing books. And no regulation obliges universities to actually spend the money on books. They could spend it on other items in this sub-category (stationary, boards and the like) or redirect it to requirements of the larger pot – possibly using it to pay power bills or maintain dorms.

Afghan university libraries therefore mostly rely on donations. During one of the days at Kabul University in the recent weeks, Hodayun (just one name), assistant head librarian at the central library, showed the newly arrived books. They sat in a large stack of maybe 250 on a table in the middle of the head librarian's office. "These have been brought in or sent by embassies in Kabul, by well meaning people abroad or by foundations," Hodayun said. Many of them can confidently be called useless. The first book picked up was an Iranian translation of "Awakening Your Child's Natural Genius", a book that will go into the psychology department of the library, but would be better off in the self-help section of a second hand book store. The second was a lexicon of social market economy in French – a language not widely practiced in Afghanistan. The third picked up from the stack was a book discarded (recognisable from the "ausgesondert" stamp) by the German Nuremberg-

Erlangen university library. It was a trade law book and as “volume three” obviously part of a series, the rest of which had apparently gotten lost on the journey to Afghanistan. It also was in German.

This reliance on often random donations leaves libraries largely meaningless for students as the books do not fit professors’ lectures or the exams students face at the end of the semester. Assistant head librarian Homayun summarises the situation as follows: “We do not have enough new books. We do not have enough copies of new books. We do not have enough books in Dari and Pashto. And our students’ English is not good enough to really understand the books we have in English.”

The better – or at least more frequented – ‘libraries’ are actually the copy shops around Kabul University. Here, professors and students deposit the so-called ‘chapters’: photocopies of excerpts from books or partly still handwritten lecture notes students are supposed to work with – or rather learn by heart, a traditional and still widely practiced way of teaching and learning at Afghan universities (although slowly retreating where younger teachers take over). Hassib Copy Shop near the ‘engineering gate’ of the university for example (find a photo further down in the text), has “600 to 700” of these chapters. Hundreds of students come every week to pick up these morsels of knowledge for one or two Afghani per page, often without knowing which books they were taken from, who compiled the notes or when they were written in the first place.



Front page of a copied 'chapter' (on Afghanistan's contemporary history) from 1983. Photo: Thomas Ruttig

Barrier number two – the lack of research culture (and enthusiasm) among professors

Barrier number two for more and more up-to-date books in the system is what Osman Babory, Deputy Minister of Higher Education for Academic Affairs, calls "the lack of a culture of research among professors."

There is a technical and a human factor here. Osman Babory speaks about the "many, many great professors and scientists Afghanistan lost, starting with the communists' regime" and that the remaining ones "have been cut off from the academic exchange for decades – many are not enthusiastic about teaching anymore." Babory says: "They have to re-study their own fields. They have to publish updated teaching and learning resources, but there seems to be a feeling of paralysis." In a recent article for the magazine of the Society for College and University Planning he looked back on Afghanistan's universities during civil war and the Taleban time, describing what he thinks were the reasons for the "inward focus of many faculty and staff" that is still felt in the system. He wrote:

Faculty, staff and students were harassed and sometimes

arrested, and campuses were badly divided. Academic life was heavily influenced by the changing political leadership, demands for allegiance, and fear resulting from oppression and intimidations [sic]. Research basically stopped because of political interference, ideological intrusion, loss of interest and increasingly limited research funding. . . . The system had broken down in other ways. . . . Ideology, regionalism, and ethnicity took on an increasingly important role in decision making. And through it all the effects of war lingered: the fear of attacks, terrorist bombings, and killing; growing thuggery; and the inward focus of many faculty and staff – a kind of survival mode for those who had lost so much of their well-being and livelihood to war. They had become preoccupied with looking after themselves above all. During this period, the old traditions of centralised authority became paramount, making lower-level leaders afraid to make decisions and higher-level official [sic] overburdened and potentially imperious. Added to that were major divisions about religion, the role of ideology in education, and a constant push from some segments in higher education to keep women out of universities and limit their role in society. All this made the prospect for change very limited and the chance for transformation almost non-existent. Coupled with a lack of funding and limited donor support (for the most part what aid was given went into primary and secondary education), the odds against success were very high.

Babory praises “big changes” in the faculties of engineering, geology and pharmacy (“more labs, better teachers”), but admits that there are still faculty members at Kabul University, the largest and most ‘developed’ of all universities in the country, who teach with lecture notes they compiled decades ago, copied and copied again until

barely legible anymore.

At the same time, the number of teachers with higher degrees remains low at public universities, which also impairs faculties' capacity to get research going and compile new learning and teaching resources. "Despite the efforts of the ministry of higher education, the qualifications of faculty members have not significantly improved over the last few years," wrote Saif Samady, a former chairman of the Independent High Commission of Education, (4) in 2013. "Last year about 500 new faculty members were recruited, none of whom had PhDs and the majority possessed only BAs. Furthermore, a large number of senior faculty members reached the mandatory retirement age in 2012," he said. "The upgrading and professional qualification of faculty members will continue to be a major challenge for the ministry of higher education." Current figures show that the majority of Afghan university teachers – 57 per cent – hold Bachelor degrees only. Only 38 per cent have Masters, and five per cent of teachers have PhDs.

In the longer run, the large number of research or Masters and PhD scholarships available abroad for students and university teachers (provided for example by USAID, GIZ, the World Bank or UNESCO) might help break the circle of under-qualified staff, lack of up-to-date research and, thus, suitable teaching and learning materials. "In five years, these people will change the face of Afghan teaching," says Ahmad Samin, an advisor to the ministry who helped to develop the new five-year strategic plan for higher education that will follow the current five-year plan covering 2010 to 2014. The economics faculty at Kabul University, for example, just gained eight new teachers who

came back with Master's degrees from the German university of Bochum, an old partner of Kabul University from the pre-war years.

However, not all fellows might return to work in academia, and also the so-called 'brain drain' partly neutralises this dynamic.

The percentage of Fulbright scholars, for example, who vanish in the US instead of coming back to Afghanistan, is now up to 35 per cent from 25 per cent in 2013, one source close to the program told AAN. The authors of a comprehensive 2013 World Bank assessment of the higher education landscape, too, note that "many Afghan students who travel overseas fail to return, and take up jobs in foreign countries." They see "a clear need to provide a wide range of high quality degree and degree-equivalent professional programs in higher education institutions within the country". But this is far away. Afghanistan currently offers only a few Masters courses (for example in physics, computer science, geology, mining, hydrology, exploration and extraction of oil and gas as well as education) and no PhD courses (except one in Dari and one in Pashto).

Barrier number three – the language

The largest barrier to new and better textbooks and other up-to-date resources for students is language, though. There is little quality material available in Dari or Pashto while students' but also professors' English is often too patchy to rely on English-language material. Material in English, however, is being promoted widely by the international community (see also what comes later on the new curricula and syllabi as well as donor strategies), simply because most international advisors helping to

reform the sector either are native English speakers or are used to working in English. (5) Most new literature lists (syllabi), recently developed alongside new curricula, thus include significant portions of literature in English.

This is not helpful in a system that suffers from a lack of English skills and in a country where around 50 per cent of all Afghans do not even read and write Dari or Pashto (adult literacy rate – of those aged 15 and above – is still only 31.4 per cent; youth literacy rate – of those 15 to 24 years of age – only 47 per cent). In some faculties, teachers are, since last year, directed to teach whole courses in English. This applies particularly to courses of study that the ministry and donors have identified as 'priority fields': engineering, computer sciences, medicine and public policy and administration. Teaching in English had already been suggested in the 2005 UNESCO development plan for the Ministry of Higher Education ("faculty development and curricular progress toward using English as a medium of instruction in selected institutions and faculties"). But it must also be credited to former President Hamid Karzai's repeated requests to teach courses in English "to facilitate economic development." Karzai cited India, Iran and Pakistan as examples of countries "that have made huge advances in medicine and other important fields through such an international focus on learning."

However, while looking ahead into such a desirable future with Afghan graduates competing on the world stage, it seems to have been simply overlooked that today's Afghan students are just not there yet – and might not be for another ten years, given that the English teaching in primary and secondary schools is still rudimentary and

often produces students who are only able to say what their name is and where they come from. Half of all students addressed during this research at Kabul University could not hold a simple conversation in English.

Rahim, a sixth semester IT student, told AAN that his teachers “never teach in English because they want us to understand the course.” Three quarters of the students at the faculty “come from the provinces and do not speak English,” he said. “Many drop out again because, while the teachers speak Dari in class, the documents they provide are often in English, and they just cannot get it.”

New curricula, new syllabi – still no books

Challenges so engrained in a system and partly rooted in responsible staff’s lethargy cannot be solved quickly. But there is progress – steps that Deputy Minister Babory is eager to emphasise. Over the past three years, the ministry has pushed most faculties at Kabul University (as the lead institution for other universities) to revise the sometimes decades old curricula; it was one of the most emphasised undertakings detailed in the current five-year strategic plan. 52 faculties have done so (countrywide representing 35 per cent of all faculties). The new curricula often include literature lists, the so-called syllabi.

But even those faculties with new curricula and syllabi have not necessarily started to implement them. Teachers complain that they are too complicated and/or that they did not have the necessary materials, meaning textbooks and learning aids, to first understand and then teach them.

Professor Anwar Ghoury of the mathematics department of Kabul University says that “theoretically” his department has been teaching the new curriculum for the past year – but in reality the teachers “pretty much stick to the materials and

topics taught before,” as the new literature recommended in the curriculum’s syllabi has never surfaced.

In the economics department, Dean Said Mohammad Tingar says that of each of the books recommended in the new curriculum the faculty possesses “one exemplar, at least.” They remain behind lock and key, though, in professors’ offices, to prevent the precious books from being lost or damaged by students taking them away to copy pages. (For decades, there has also been a vibrant market for books stolen from university libraries.) This way, knowledge remains privy to teaching staff, which does not encourage students’ own research.

In the journalism faculty, too, the professors keep small cupboards in their offices with one or two copies of newer books they say they bought with their own money. “There is no money to buy additional titles, so we have to protect what we have,” one professor told AAN. Students on the other hand seldom have the money to buy books, even if they were available in the bazaar, which, particularly for specialised international titles, is often not the case. (Here lies another reason to insist on well-stocked university libraries: to provide access to textbooks and other reference lectures for everyone at no cost.) So whatever teachers at the journalism faculty want to introduce to students, they will still copy for them chapter by chapter, which means that students cannot read on beyond what is currently taught even if they want to – something that applies across faculties. AAN guest author Niamat Ibrahim, in his paper comparing private higher education with public universities, remembers one 2013 graduate as saying that “throughout his four-year undergraduate programme, he was not required to read a single book completely.”

Even in the faculty for Public Policy and Administration, things are not well. As one of the 'priority fields' and because of its energetic young acting dean, Abdul Latif Rahmani, it is a favourite of the international community. It thus receives more attention and offers for bilateral co-operation from donors and foreign universities than other faculties. But still the dean says that his department has only 60 per cent of the required books in English, some in Dari, near to nothing in Pashto. "The provision of new textbooks for students, also in Dari and Pashto," he says, "is a priority."



Chapters, a stunted way of teaching. This copy shop close to Kabul university, one among many, offers 600 to 700 excerpts from books or copied lecture notes, usually 20 to 30 pages long. Professors base their lectures and exams on these 'chapters' and ask students to learn them by heart. Photo: Christine Roehrs

More support for higher education – so will there be more books?

Good news is that donors are stepping up efforts to support the long-neglected higher education sector (the Afghan government itself, until today, invests less than two per cent of government expenditures) in higher education (primary and secondary: more than 13 percent).

When in December 2009, Ministry of Higher Education and

higher education advisers from UNESCO, World Bank and USAID introduced the first National Higher Education Strategic Plan, they had envisaged a budget of 564 million US dollars to implement it. Until the end of 2013, only about 20 per cent, 111 million dollars, have been made available (for where they came from and what they have been spent on, see (6)). This was partly, as already pointed out because donors interested in education preferred to invest in primary and secondary education and the Afghan government rated higher education secondary to basic education, but also due to a lack of trust in the ministry's capacity to handle larger sums. However, now, the World Bank and USAID (the two largest donors in the sector), are about to launch their projects covering the next several years. The World Bank – which spent 60 million dollars on higher education in the past eight years – will provide 100 million dollars for the upcoming five years (given by the donor community into the ARTF, the Afghanistan Reconstruction Trust Fund). It will put the project money into the implementation of (parts of) the government's upcoming five-year strategic plan (2015–19), gradually disbursing money to the ministry and universities as they reach certain goals.

USAID on the other hand is investing 92 million dollars into its new five-year University Support and Workforce Development Program.

The question is whether this increased financial support will have any effect on the lack of up-to-date, accessible learning and teaching resources for professors and students.

The answer seems to be no.

USAID staff confirmed in interviews in September 2014 that its new project would not focus on learning and teaching materials. It instead intends to focus on

"leadership support" and the "support of administrative features", which entails helping to build an Afghan university accreditation system, develop quality assurance and "getting financial systems in place to prepare for the autonomy of universities."

The World Bank on the other hand does include learning and teaching resources in its thinking, both for its upcoming five-year project and for the new higher education strategic plan it is helping the ministry of higher education to develop – but in an indirect way. Donors and ministry also seem to be skipping several steps.

The upcoming five-year strategic plan, according to experts working on both papers, will contain "strong components of virtual education. That includes access to international digital libraries and online fellowships." Foreign faculties "will be invited to open up branches in Afghanistan," Afghan students are supposed to "partake in online-lectures held by professors in Washington or Berlin and use the materials provided online by these universities." But jumping into a digitalised, internationalised future of teaching and learning in English while ignoring the more mundane problem of students and professors not being able to read and understand (let alone purchase) the books recommended in the syllabi of their own newly developed curricula does not seem like the appropriate next step.

E-learning with international e-resources is only feasible if English skills among students and professors, proper internet (currently notoriously slow and unreliable (8)) as well as the necessary equipment are provided – none of which currently is the case. Asked about the lack of English skills among students and professors, ministry and donor

staff confirmed that “English will be a strategic field in the new five-year strategic plan.” It was, however, already part of the last strategic plan that said “higher education institutions are encouraged to provide students with opportunities to study English in the first year and continue throughout their course of study if they do not already know it.” And when an internal USAID assessment of the state of implementation of the plan in January 2014 also looked at the stated goal of “Establish[ing] strategies to teach English to as many students as possible”, the authors came to the conclusion that there was no funding to date. Only existing institutional programs are in place.

The same applies to the costly information technology needed to facilitate access to digital resources. Who will finance the equipment? Even more so as donors – who in the past already fed significant sums into the physical refurbishment of the higher education landscape (computers, furniture, buildings) – are hesitant today to continue hardware investments that just seem to produce higher heaps of broken material no one is able to mend and maintain.

The World Bank will indeed not be able to fund all measures detailed in the strategic plan. One expert in the field said: “If we are being honest, it takes at least about 20 million dollars to totally revamp one faculty alone, with library, laboratories and all that jazz.”

There is also no specific mention of learning and teaching resources in its project document, someone who saw the draft told AAN.

The World Bank has designed its project in a way that leaves flexibility for the ministry and universities about how the project money for implementing the goals set in

the new five-year strategic plan shall be spent. Only broad guidelines have been given: "14 major targets" formulating overall goals that the ministry and universities must achieve to trigger the release of a next instalment of money. AAN was told: "If the ministry or universities deem it necessary to buy books or have books translated or printed to reach a certain goal, then they have the freedom to do so." But with the already detailed long list of ailments to fix, it is questionable if ministry or university officials will opt for focusing on something they have been ignoring for the past years.

Possible ways ahead

Afghanistan's future depends on the workforce it is building now. Not all young Afghans need a university degree to be useful (rather the opposite, some would say, but this is another discussion), but those who do go to university should graduate as experts in their fields. This is currently not the case, also because there are, for most courses of study, few up-to-date resources in languages students understand. The higher education reform efforts of the past years have created the paradox that what is taught in many new buildings and new faculties is still 'old hat.'

Textbooks in Dari and Pashto have not been budgeted for in the past and do not seem to be a priority for a future in which education authorities and donors seem to want to jump right into the virtual world of e-learning and digital resources. But realising this ambitious vision will obviously take more time than the next few generations of students have. It will require a systemic overhaul of the way English is being taught in primary and secondary school (training more teachers, sending more to rural areas) in order to

produce students who can actually work with digital English language resources. It also requires massive investment in hardware as well as intensive coaching for professors, all of which is not likely to happen fast. Some of these efforts might not happen at all, given that the budget for the upcoming five years will not be sufficient to cover all reform projects detailed in the plan.

All of these risks developing a system that may or may not function in a distant future while neglecting the needs of today.

With the newly developed curricula and syllabi, there is an opportunity to fill this gap easier, faster and cheaper by standardising materials across the country and providing libraries with stocks of textbooks large enough for all faculties and students, thus ending the stunted 'chapter-way' of teaching. It should be made a compulsory requirement in the upcoming five year strategic plan that faculties spend a portion of their budgets on providing their students with at least the resources detailed in the new curricula and syllabi – and on the translation of the English language titles into Dari and Pashto. The Afghan government should contribute by increasing the annual budget by the needed sums – at least. It might also be worth thinking about standardising the existing new syllabi of Kabul faculties for all those sister-faculties in the provinces who have not yet revised their curricula in order to prevent the use of old and out-dated resources.

Previous donor or government reports have given a nod, at least, to the importance of having collections of physical textbooks and learning and teaching materials *"The establishment for a country wide scheme, under which staff and students can access e-materials of all kinds, needs to*

run in parallel with suitable investment in hard copies of books and journals, as it will be some time before the academic community – particularly older academics – will be willing to work on e-books and e-resources”). These recommendations have not been acted upon so far, but talking to professors at Kabul University, ideas surfaced that are worth supporting.

There is, for example, the initiative of Yahya Wardak who is calling for a national textbook drive. He was, over the past years, the only one making a systematic effort to get at least the largest universities equipped with standard textbooks, for at least a handful of courses of study *and* in languages students understand. Wardak is an advisor to the Ministry of Higher Education, although his position, paid for by the German government, was not clearly defined in the beginning. So he decided to make it about supporting universities to acquire and develop learning and teaching materials. There was no budget, though – neither from donors, nor from the ministry. Yahya Wardak chose, together with professors and the ministry, textbook manuscripts by Afghan professors in Dari and Pashto as well as a number of international standard textbooks. Then he went on “begging tours”, as he calls it, to get NGOs or foreign academic institutions to pay for the translation and printing costs. He has, in this way, introduced 152 new textbooks, most of them medical ones (Mr. Wardak has studied medicine). Some of them show English text on one side and the Dari or Pashto text on the opposite page – a helpful tool to starting to understand content in another language. Wardak has letters from chancellors from provincial universities thanking him for providing these resources.

He also has, in his office, stacks of manuscripts and

international textbooks that faculties requested to have translated and/or printed. He has not found the money yet, though – and it would be “a drop in the ocean” anyway. He says: “We need a nationwide textbook program for universities.” His idea is to choose, besides Afghan professors’ recent and quality checked works, “at least five international standard textbooks for each subject and have them translated to Dari and Pashto to help professors update themselves and then, with the help of these resources, publish own textbooks customised to Afghan students’ abilities and needs.” Providing international and English language resources only, Wardak says, does not help professors to re-study their fields and reform their teaching. “They will anyway only use those publications they know, where they had a part in developing or wrote themselves. Ownership is important,” Wardak says, meaning that professors will be more likely to use the newly developed textbooks, instead of ignoring them as often has happened with donated books in the past.

The initiative of the dean of the public policy and administration faculty, Abdul Latif Rahmani, is also worth studying. He has gathered professors from other faculties teaching his subject across the country to jointly choose textbooks from the new syllabus and translate the books in a “cluster-approach, with the strong colleagues supporting the weaker ones.” This, he says, “helps bring professors up to speed, and it also helps with the ownership of the products.” He does not know yet where the money for printing the books in large enough numbers for all faculty libraries will come from, but he hopes that his approach will contribute to a higher quality of teaching not only in Kabul, but also in the provinces,

adjusting some of the diverging quality levels. It sounds like a recipe that could be applied to more faculties.

(1) Focusing on getting children in school, particularly girls, and keeping them there seemed appropriate looking at early enrolment figures. In 2001, fewer than one million Afghan children went to school. Since, their number has increased to 8.5 million in 2012/2013 (5.2 million boys and 3.3 million girls). However, over one million of those enrolled are permanently absent. And still “only 55% of children of primary school age are attending school,” states the 2010/11 Afghanistan Multiple Indicator Cluster Survey. Find more in this UNESCO 2013/14 Monitoring Report.

(2) The demand is rising fast. Between 2011 and 2015 alone, it will have nearly tripled. In 2011, about 117,000 young Afghans sat the *kankor*, university entrance exam (of 150,000 graduates from secondary school). In 2013, according to one spokesman of the Ministry of Higher Education, it was already 175,000. In 2014, 250,000 young Afghans applied for higher education. And for 2015, the MoHE expects up to 300,000 students to sit the *kankor*, as one spokesman told AAN.

(3) AAN’s Thomas Ruttig remembers from his days studying at Kabul University that in 1983 the central library “was still quite good, with a broad variety of western, eastern bloc and Afghan books; different countries had supported different faculty libraries and the central one over the previous decades.” Most of the material, he says, was destroyed during the mujahedin time, between 1992 and 1996, though, “when Hezb-e Wahdat used the library as military base and fighters kept warm in winter by burning books. The rest was ‘sorted out’ under the Taleban.”

(4) The institution was founded in 2002 and “was created at the initiative of the Afghan government with the support of UNESCO to develop the policies and strategies needed to rebuild and modernize the country’s education system.” Meetings brought together “Afghan educators and intellectuals, education experts from other countries, international donors and representatives of other UN agencies.”

(5) Advisors have also sometimes recommended buying books from Iran, which indeed make up a large proportion of the books at Afghan universities. There is however a deep mistrust towards literature from the neighbouring country. “Social sciences literature is ideologically influenced and ‘politicises’,” university professors complain, and for more ‘technical’ courses of studies such as economics “the language is too different and difficult.”

In their paper on “Afghanistan Higher Education: The struggle for quality, merit, and transformation” for the magazine of the Society for College and University Planning (January-March 2014), Osman Babory and former USAID higher education advisor Fred Hayward remark that there had been “a lack of interest of donors” to invest in higher education even after the launch of the first strategic plan. They detail the international funding until mid-2013 as follows: 20 million US dollars initial funding by the World Bank, 13 million US dollars by NATO for connecting universities to the internet, eight million US dollars by USAID for construction work at Kabul University, 27 million US dollars through the ARTF, the Afghan Reconstruction Trust Fund, and 2.1 million US dollars by the President’s office for faculty development.

Whether a higher budget could have been spent properly and sustainably by a ministry that still struggles with a lack

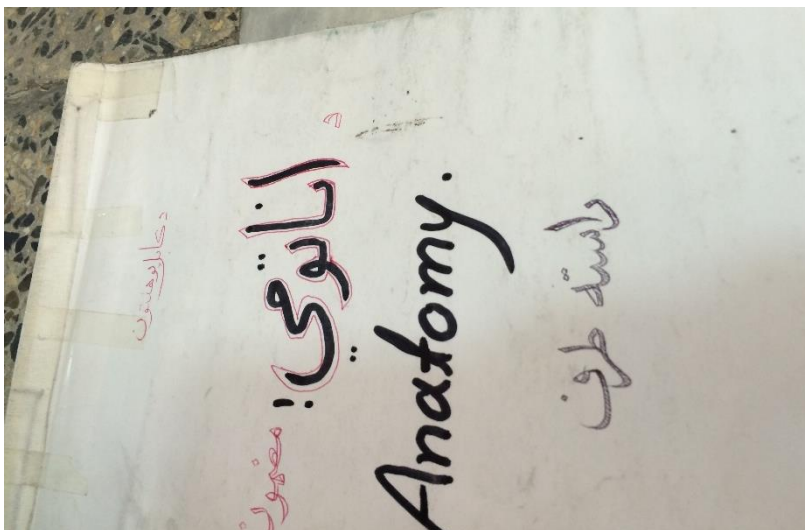
of capable managers and by partly ill managed universities where corruption is rife, is another question.

(7) UNESCO had already in 2005, in its Ministry of Higher Education Development Plan, warned that “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.” But still in 2012, Urs Schrade and Michael Daxner wrote in their 2013 paper “Higher Education in Afghanistan – Governance at Stake”, “Higher Education was not placed on the priority list by the Afghan government” for the Tokyo Summit. The authors also note the “low profile of reforms” between 2005 and 2009 due to a lack of decisive leadership in the ministry.

Although according to ministry officials “any office in the ministry and in universities has been provided with access to the internet,” the reality at Kabul University – the largest in the country – looks different. In many professors’ offices visited, there was no laptop or computer. Countrywide, according to a recent assessment, there is, on average, one computer per 29 students, with the best rates in universities in urban centres and abysmal ones in some rural provinces. As for the speed needed to use advanced tools of research, currently even students working at the Afghanistan Center of Kabul University (ACKU), the institution with probably the best internet on campus, take hours to download a single PDF file from the joint server with the University of Arizona. The institution currently pushes its partner to reduce the file size of the documents on the server to make it workable for Afghan students – or at least the ones in Kabul.

(9) One example is the more than 30 books translated for

the economics department of Kabul University by the German university of Bochum. Dean Tingar says the professors are not using them as most of the translations were of "poor" quality. "You need people who speak both



German and Pashto or Dari fluently *and* understand the matter to translate specialised textbooks. This was apparently not the case." An observer of the matter told AAN that there also seemed to have been a feeling of having been left out of the process and "professors thus not feeling inclined to use these books they don't know the content of and did not have any part in developing." Today, the books sit in the library of the faculty, ignored by the professors and thus by the students.

Source: May 20/2016 <https://www.afghanistan-analysts.org/one-thousand-dollars-for-books-per-year-afghanistans-undersupplied-universities/>

University Books Scarcity

Students Still Use Handwritten Old Notes

News Report

Published in Afghanistan Times, Monday, March 30, 2015

KABUL: University students in Afghanistan still use the old handwritten papers and notes to learn lessons because printed textbooks are not available for them in the state-owned universities.

Instructors and students believe that the lack of textbooks and absence of a unified curriculum in universities affected teaching system. So, students of different universities follow different curricula. In some universities, old handwritten notes, prepared two or three decades ago, are distributed to students, which have never been updated over the years.



Students want the handwritten papers to be updated, improved and published in the form of printed textbooks which would help the teaching system get stronger with a better quality, instead.

Maliar, a student in Economics Faculty of Nangarhar University, says, "Most of the instructors are teaching their old and outdated chapters and notes which kept students away from new changes and improvements in teaching system. The students hoped the government and concerned departments will put an end to old handwritten papers and work for a unified and updated curriculum to help in bringing quality education in Afghan universities."

Wafa Muhammad, a student in Law Faculty of Nangarhar University, says, "It is true that instructors use old and handwritten teaching materials in universities of the country. The teaching materials have not been updated for years. The topics we learn in university are not implementable, usable or practical in the work market. I mean the teaching curriculum is not prepared based on the needs of the job market." He emphasized that the teaching curriculum must be prepared with the needs of today's world and in accordance with new needs and new technologies.

He added, "We are in trouble with old handwritten papers and notes by the teachers. If these teaching materials were replaced with standard and updated textbooks, it would be better for lecturers, students and for whole education system to move toward quality. The related departments must take this issue seriously to replace the old handwritten papers with standard and updated printed textbooks. This will improve quality of teaching in universities and will enable the students to utilize their knowledge they learned in universities beneficially in practical working areas."

He further continued that there is no unanimous curriculum being taught in universities, so every university

and even each instructor has a different curriculum and teaching materials for the students. „This is a big problem for the teachers to update their materials themselves. If all instructors were given a single curriculum, then they would be able to jointly work on it and improve and update it year by year, month by month even week by week. In such case, it would be possible for the instructors to collect their teaching materials in a single book and update it, when needed in close cooperation of other instructors,” he said. Ebadullah Nassiry an instructor in the Economics Faculty of Nangarhar University told Afghanistan Times that another problem that mars education system is the weak familiarity of Afghan instructors with English language. “While we know we don’t have updated and enough books in our national languages, therefore we need to update our teaching materials from English sources. Unfortunately, most of the instructors in universities are not able to update their teaching material from English sources for the same reason,” he said.

Alteration in subjects for teachers is another problem that hinders instructors to update their teaching materials. In universities, it is not clear to instructors what subject to teach. For example, if a lecturer takes a subject a semester, he or she will be given a different subject to teach in next semester. In such cases, instructors are definitely not able to improve and update their teaching materials.

Furthermore, most of the handwritten papers are without any references and it is not clear from which sources these teaching materials come. This issue prevents the students to have access to the main sources from where the teaching papers were prepared. While standard textbooks contain original references and this enable students to

have access to the main source of the subject, if needed. In general, lack of printed textbooks is a serious problem in nearly all public universities. When a lecturer teaches from a book which is not available to the students, then there is no difference between handwritten notes and a textbook. So, for a quality teaching system there is a need that the related governmental departments or NGOs working in this sector are required to help the instructors in printing updated books in enough quantity to be available to all students in universities. Approximately, 70 percent instructors still use handwritten papers as teaching materials. Government or NGOs engaged in this sector can improve quality education in the country by printing enough textbooks.

Advisor at the Ministry of Higher Education (MoHE), Dr. Yahya Wardak, says, "To improve teaching quality in universities, a lot of effort is needed to print thousands of updated textbooks in native languages (Pashto and Dari) for Afghan students because still thousands of students have no access to standard textbooks and this has a negative impact on the teaching system."

He added that lack of updated textbooks, current outdated teaching methods and materials have put the Afghan universities' teaching system in a big trouble. He also emphasized on a great need of modernizing and improving the teaching system with providing students updated standard textbooks.

He also affirmed, "To achieve this goal, so far, we have published 157 textbooks for all Afghan universities, but how these could be enough for so many subjects and thousands of students. Started in 2009, the project mostly focused on medical books for universities of the country while there is also a tantamount need of textbooks in

other fields such as social sciences, literature and history...." About the features of the textbooks, he explained that ninety percent of the published books were written by the university lecturers and the remaining were in English. Every book has a CD, containing the textbook in PDF format. Approximately 1,000 to 2,000 copies of each textbook were printed. In fact, these copies were insufficient for six to seven thousand students of medical faculties of the country. However, the ebooks in PDF format are available to everyone on: www.ecampus-afghanistan.org.

He accepted this with exclamation of sorrow, "Unfortunately, most of the students and teachers are not able to read textbooks in English and they need updated books in their native languages Pashto and Dari. So, they prefer using old-style papers and notes."

He emphasized again that in general there was an enormous need for more textbooks to be translated, reprinted and published in the country for different colleges to enable the instructors in replacing the old material to new ones.



About the funding of the 157 textbooks, Dr. Yahya Wardak

pinpointed that 95 textbooks were funded by German Academic Exchange Service (DAAD) and 60 by Kinderhilfe-Afghanistan.

No perks and privilege were provided to authors for their books, but as appreciation 50 to 100 textbooks were given to the authors and 400 to the author's faculty and 50 to all the seven remaining faculties throughout Afghanistan. In addition, 10,000 copies of 2 DVDs, containing the PDF format of all medical textbooks, are also planned to be distributed among Afghan students. The collection of all printed books in two DVDs would enable the students and instructors to have all the books available on their computers, he added.

He also highlighted that there is a great need to pay attention to the betterment of the quality of English language in schools as a part of the effort to prepare the graduates to have the ability of using English books and materials in universities.

When Mr. Wardak was questioned about printing of more textbooks, he said that the ministry and concerned departments don't have enough budget to continue book printing process. They know the importance of the program, though. So, as the fund becomes available then the textbook program will be able to provide better and standard books to more students in Afghan universities.

Interview with Ariana TV about Textbooks

Source: Ariana Television

Date: 2015.05.02



It is Sahar Zhwand (Morning Life) program, broadcasting by the anchor Khoshal Asifi. It is the second part of the program. It is my pleasure that a knowledgeable Afghan, as usual, is my guest in today program: Dr. M. Yahya Wardak who has accomplished great, invaluable works for the higher education. You can see the books in front of me, putting on the table. Who has written, compiled, and published these books? Today I wanted to invite Dr. M. Yahya Wardak to the program and talk with him about his life and works.

Thank you, Mr. Wardak, and welcome to the program.

Yahya Wardak: I offer greetings to you and the audience of Ariana TV.

Khushal Asefi: Thanks, I will give you the tea and start

questions from the beginning: Where were you born? Where did you study the primary school? Which university did you get higher education in? And tell us about your works, initial job, and other tasks regarding the books that I mentioned before.

Yahya Wardak: I was born in Wardak province. I studied until 12th grade in Speen Kali School, Shash Darak, Kabul, and I studied Harbi Showanzi High School (Military School) for four years. After that, I got a scholarship to Czechoslovakia; I studied Medicine there. Later, I went to Germany where I have been for twenty years. In Germany, I studied about Public Health, Health Management and Health Education; in addition, I have worked there. For five years, I have been working at the Ministry of Higher Education. The main task I do is to publish textbooks with the cooperation of lecturers of Afghan universities and the Ministry of Higher Education.

Khushal Asefi: I visited Dr. Ehsanullah Arianzai yesterday in his house. We talked about your works of publishing textbooks that you really struggles for. Who has written and printed these textbooks? And what is your role in it?

Yahya Wardak: Before talking about the textbooks, I would like to show you some chapters (lecture notes) that I saw five years ago, surprised me and made me work for the publication of textbooks.

Khushal Asefi: These are too old.

Yahya Wardak: Yes. Some of them were written even with hands. These were used as the only materials, and unfortunately such old lecture notes, written 10-20 years ago, are still used in some subjects. Therefore, I decided

to start the struggle for the publication of textbooks because outdated books should no longer be used in the 21st century. They are not only old, but they are not standard either; however, they are taught. I have some such chapter notes in my office that...

Khushal Asefi: These notes motivated you.

Yahya Wardak: Yeah, yeah. That time, seeing the old notes made me tearful.

Khushal Asefi: Then you started the work?

Yahya Wardak: Yes, when I saw that some lecturers had written textbooks, but they couldn't publish them or had problems in printing, typing or designing. Thus, I discussed this issue with the Ministry of Higher Education, universities and lecturers, and I gradually encouraged them. We first published five textbooks, then twenty and later on thirty. The publication of those textbooks encouraged the lecturers to write more textbooks and send us for publication, for they noticed their books have been published well and distributed throughout Afghanistan.

Khushal Asefi: You have published all these textbooks?

Yahya Wardak: Yes, we have published them from the Ministry of Higher Education.

Khushal Asefi: With your own fund?

Yahya Wardak: No, with my cooperation and management.

Khushal Asefi: You did the main work; you encouraged them.

Yahya Wardak: Actually, the honorable lecturers have done the main work. It is the achievement and outcome of their experience of ten, twenty or thirty years. We just collected

the translated or written textbooks, took them to the printing press, and found fund for their publication. After publishing, we have given them to their authors, their faculties, and all medical faculties in Afghanistan.

Khushal Asefi: How many new topics do they cover?

Yahya Wardak: There are many new topics in these books.

Khushal Asefi: For example?

Yahya Wardak: I can show you. Give me those two books, please. This one is an international standard textbook, about anesthesia, written by an American author.

Khushal Asefi: Basic Guide to Anesthesia for Developing Countries (English/Dari).

Yahya Wardak: Yes. This textbook is taught at many universities in Africa, Asia and Latin America.

Khushal Asefi: These are new matters.

Yahya Wardak: This book has been translated into twenty to thirty other languages; as well as, Afghans have translated it into Dari. You can turn the page and see that we have published it in both languages. There is English text on one side, and the translated Dari text is on the other side. It has been published in two volumes. It contains the very recent achievements and lessons. We encourage the lecturers to update their lecture notes according to new books, type them and send us for publishing. As well as the publication of their textbooks encourages the lecturers to modernize their lessons and then share with us to be distributed all over Afghanistan.

Khushal Asefi: Mr. Wardak, what are the CDs (DVDs) of?

Yahya Wardak: We usually publish the textbooks in 1,000 copies while that figure is not enough for about 20,000

students of medicine at the state and private universities. Therefore, we record (please take a textbook) all the contents of each book in PDF format on a CD. The students can store the books on their computers and share with others in order to be distributed to many people. In addition, we send the softcopies of all the books to Bochum University in Germany for uploading to www.ecampus-afghanistan.org, so anyone can download them to their computers. Three days ago, an Afghan student from Tripoli, Libya sent me an email that he had gotten information about our published textbooks, so I informed him he could download all of them. You asked about the DVDs; there are the softcopies of all the 140 published textbooks on two DVDs.

Khushal Asefi: Very good.

Yahya Wardak: The textbooks have been arranged according to the students' lessons semester by semester: chemistry, physics, biology, anatomy, histology and so on step by step. If a student has the DVDs, it is like he has complete medicine-related books in his pocket or computer.

Khushal Asefi: As a next question, since diagnosis in Afghanistan is not reliable, Afghans go to Pakistan for treatments; that is, Pakistan is still the medical reference for Afghanistan. You, I and all the people know it. What is the cause of being so? Is it because that students study outdated notes at the universities, always theoretically, don't work practically, and don't get new information? A student at least should know what modern knowledge in America and the neighboring countries is. A doctor educated 20 years ago can't be a good specialist now.

Yahya Wardak: You are right. As you said, it is a main factor that unluckily students of medicine are neither theoretically nor practically trained well. I would say that it is very important to prepare new materials for the students of the first and second classes in a language and form that is known to them in order to strengthen their base theoretically. Materials in English are available on the internet, but unfortunately not all the lecturers and students know English. Besides textbooks, training hospitals should be prepared for the students to practically work for three to four years beside the bed of patient and diagnose heart or pulse so that the doctors can be trained in a better way.

Khushal Asefi: Another good characteristic of these textbooks is that they are in Pashto, Dari and English languages; so one who knows Pashto can use the Pashto textbooks, and another whose mother tongue is Dari can use Dari. As well as English is useful for them because they may have conferences in English in other countries or take advantage of others' experiences with English. Did you want the textbooks to be in all three languages, Pashto, Dari and English, or the authors?

Yahya Wardak: No, we have not translated the books; their authors have. There is a lecturer at Kandahar University who has written Infectious Diseases textbook in English, and we have published it. Another lecturer, for example, from Herat University has written in Dari, we have published it as well. Similarly, another from Nangarhar University has written in Pashto, it has also been published. After printing, besides the related province, we send the textbooks to other provinces

too. If a book on a subject is written in one province, the lecturers and others of the same profession in other provinces should get informed on it to take its advantages.

Khushal Asefi: To come to another question, I will take another textbook by your permission, for example Pediatrics volume II. How many copies of it were printed; five, hundred, or thousand? The question is that how many copies of each textbook are printed.

Yahya Wardak: This book, in your hands, has been printed in 1,000 copies.

Khushal Asefi: It is used at all universities in Afghanistan?

Yahya Wardak: Yes. And this book has 1,000 CDs, one with each copy. Some of the textbooks are given to their authors: we used to give them 50 copies, but now we give them 100 copies of their books. I should mention that we don't pay money to the authors; rather, they offer their experiences of many years to the ministry for free. They intend to convey their knowledge to the people and serve their society. We printed some books in 2,000 copies with 2,000 CDs. It is my desire that each subject should have a textbook.

Khushal Asefi: How do you deliver them to all the universities?

Yahya Wardak: My office is based at the Ministry of Higher Education. We are in contact with the universities. Their responsible staff or representatives come to my office, and we submit the books to them. This way, we deliver the textbooks to the eight governmental medical faculties: Nangarhar, Khost, Paktia, Kandahar, Herat, Balkh, Kapisa, and Kabul.

Khushal Asefi: How about the private universities? Do their representatives come to your office?

Yahya Wardak: Yes, we give them one or two copies of each book because they also train the doctors for the country; however, there are many private universities and are getting more and more.

Khushal Asefi: Do you give them free of charge?

Yahya Wardak: Yes. Most of them are given to the state universities. Meanwhile there are many private universities, and some of them have medical faculties. As per my information, there are twenty-seven private medical faculties throughout Afghanistan.

Khushal Asefi: Excellent. Have you written anything regarding your profession?

Yahya Wardak: I have written, during my studies in Germany, on public health of Afghanistan.

Khushal Asefi: Was that a master's or doctoral thesis or a book?

Yahya Wardak: Yes, that was a thesis.

Khushal Asefi: Master's or doctoral?

Yahya Wardak: I have not done PhD, so that was a master's degree thesis for a university I studied in; however, that was in German language. I have written on higher education; I can give you the papers, here you are.

Khushal Asefi: Thank you. I will benefit from them. Thank you, Dr. M. Yahya Wardak for accepting our invitation. We are proud of you; the nation is proud of you for you have done a great work. In reality, it should be mentioned in the history of Afghanistan as an important phenomenon because not everyone does so. I, as an Afghan youth, on behalf of the nation, appreciate your

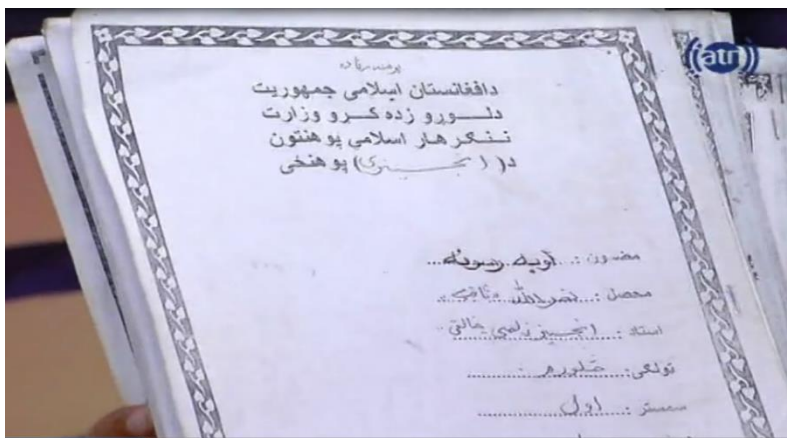
thoughts, ideas and motives based on which you carry out the work of publication of the textbooks. Thank you.

Yahya Wardak: Thank you. I would like to say again that the authors have done the main work; we just paved the way for their works' publication.

Khushal Asefi: Yet there is no sympathy and motive to collect the books, print them in new format and distribute to the people; this is also the great effort.

Yahya Wardak: OK. God willing, the authorities will pay attention to providing more new textbooks for the students of medicine and also other fields like engineering, sciences, and so on.

Khushal Asefi: Thank you very much.



This kind of handwritten chapter still available to lecturers and students

Teaching Material Being Renewed for Afghan Universities

Khalil Rahman Omid

2015.06.15

<http://dw.de/p/1Fh2E>



The Ministry of Higher Education announces to create reform programs and new materials. Teaching methods and teaching from old chapter notes in Afghanistan are usually criticized.

Although Afghanistan seriously needs qualified experts in different fields, the universities in this country still have not offered better and professional labor force to the ministries.

Representing the 100 Days Work Plan, the Minister of Higher Education H.E Farida Momand said on Sunday (June 15, 2015) that they would seek to carry out the higher education at universities based on the needs of employment market. She expected, with applying this plan, they would be able to develop teaching materials for the universities according to the requirements. She

also said, "We have a plan for teaching assessment process that is in progress in order to improve the teaching quality and standard at the universities."



Attention would be given, added the minister, gender equality at the universities; however, a university for females in Kabul is going to be constructed with financial support of Turkey.

Preference for PhD Lecturers

Besides old teaching methods, Afghan universities face with the lack of lecturers with PhD or Master's degree. The Minister of Higher Education, in this regard, says that master's and PhD programs will be expanded at the universities. She said, "Ministry of Higher Education promises the master's degree and PhD programs will extend in order to have more masters and doctors."

The minister talks about the improvement of master's degree and PhD while it is bachelors who currently teach at many universities. Ms. Momand also said that English would become the medium of instruction to enable the students

to easily access the broad fields of study. It is supposed that teaching in English will first start in the faculties of Engineering and Agriculture.

Starting research programs is another plan of the Ministry of Higher Education that will further facilitate the education. Presently, many universities do not have research programs. It was intended, said Ms. Momand, to apply academic research projects according to international standards at several universities with the international supports.

Improving Relationships with Prestigious International Universities



The Ministry of Higher Education plans to strengthen relationships, from now on, with developed universities throughout the world and bring in new methods via which Afghan lecturers and students will take advantage of the experiences and standards of those universities.

This policy can be applied two ways: teachers will be sent to the famous international universities to get experience, or teachers of those universities will come to teach at Afghan universities. Presently, educational scholarships are also criticized, and it is said that many students are

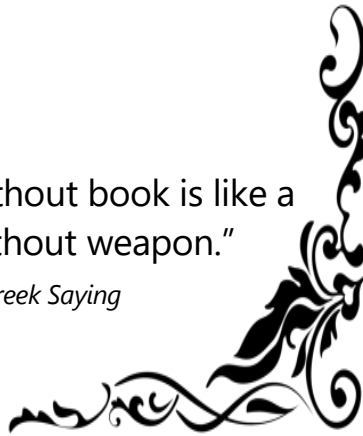
recommended by relatives for the scholarships of foreign countries where they leave the studies or fail and come back because of not being intelligent. However, the minister of higher education says that, from now on, the scholarships will be given only according to eligibility.

Similarly, the university entrance exam, Kankor, is considered as full of corruption, and its process has been complained about repeatedly in the past years. However, Farida Momand says they have planned a better procedure for the transparency of this process.



"A student without book is like a
soldier without weapon."

A Greek Saying



University Lecture Notes Being Compiled in Book Form

By: Mohammad Asif Ahmadzai, Nov 12, 2015

Pajhwok Afghan News

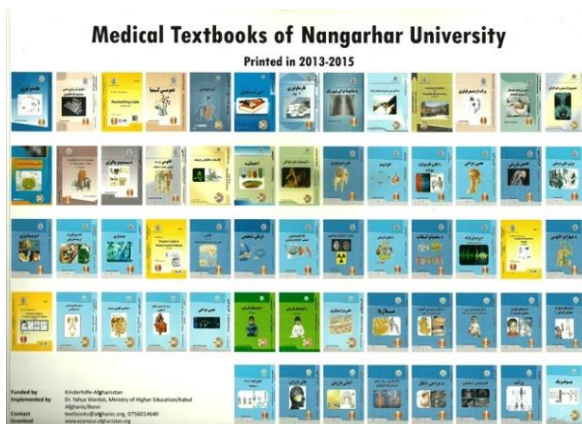
KABUL (Pajhwok):

An advisor to the Ministry of Higher Education (MoHE) plans to compile lecture notes in the form of a book. He has already published and distributed free of cost 200 such books to deserving students.



Dr. Yahya Wardak, in an exclusive chat with Pajhwok Afghan News, recalled a 2009 visit to the Nangarhar University, where saw some students using chapter notes - an anachronistic method of studies in the 21st century.

Subsequently, he decided to compile the chapters in the shape of a book with the help of educational organizations and NGOs. "I embarked on the project in 2010 when I started contacting university teachers. I collected a number of books and published them with the help of some German institutions."



In the process, he had to get permission from writers, editors, the faculties and teachers concerned. Most of the books are meant for medical, engineering and science students. They are in Pashto and Dari languages and a small number in English.

With the help of German Academic Exchange Service (DAAD), Kinderhilfe-Afghanistan and German-Afghan University Society (DAUG), the publication of 200 books was made possible.

Additionally, soft versions of the books are also available in the form of CDs accessible for every student. The soft version could be downloaded from the website **www.ecampus-afghanistan.org** with the help of the special code ISBN. As many as 140 books on DVD could be read on computer.

Wardak has prioritized providing information on medical, engineering and science-related subjects because little information regarding these disciplines is available in local languages. He has lined up hundreds of books for printing, but lack of financial resources is a big hurdle in his way.

Over the past three years, the German Foreign Ministry or DAAD has not provided him funds to print the book. He urged President Mohammad Ashraf Ghani to ask German and other organisations to resume funding the program for the publication of books.

He suggested the chapter and lecture note system should end in universities and every teacher should compile a book that should be translated into multiple languages. Thus the university will have thousands of books every year in local languages.

He asked the university administration to accord priority to implementing an **Afghan National textbook program (ANT)** and encourage teachers into penning, translating and compiling books related to their subjects.

In 2016, he plans publishing 50 medical books, whose soft versions would also be distributed to students. Wardak also will try to print 100 more non-medical books. He will also bring out books on humanitarian and religious issues if he finds financial support.

He called for donors, particularly the World Bank, USAID and Germany, to support the national program of textbooks and provide the printing cost. The Ministry of Higher Education, welcoming Wardak's initiative, has yet to offer him any financial support.

"The ministry is spending a lot on organising workshops and purchasing furniture, but doesn't offer cash support for printing books, something we badly need. It should help teachers publish books," he remarked.

Kabul Polytechnic University teacher Mohammad Ghaus Hakimi, whose book has been printed under the relevant

program, hailed the book-printing process as beneficial. He said it was a huge investment in students and academic environment.

"Some of the books published by Dr. Yahya are new and rare and even university teachers can't evaluate them. These books are particularly good for universities in the countryside. These books are a big investment in a country where there are few libraries or laboratories and little research," he observed.

References:

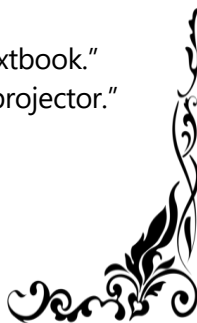
Published in Afghanistan Times, Wednesday, January 06, 2016

- (23.11.2015), <http://www.pajhwok.com/en/2015/11/12/university-lecture-notes-being-compiled-book-form/>



"Each subject should have a textbook."
"Each classroom should have a projector."

Yahya Wardak



Letter to the Editor

Afghanistan Times, 2016, April, 03

Absence of updated curriculum

I am glad that the editorial of your newspaper was written on a very important issue on March 30. Exactly, there are many problems at the public and private universities of Afghanistan. One of those problems is the absence of updated curriculum based on needs of the society and employment market.

After updating the curriculum, teaching materials especially textbooks should be available in order for teachers and students to use them in teaching-learning process. Since curriculum makes the plan and framework of teaching better, there should be textbooks in the native language of lecturers and students for its implementation.

Dr. Yahya Wardak, Ministry of Higher Education, Kabul



Benevolent Person: Who Rid Us of the Old Handwritten Teaching Material

Written by Dr. Mohib Zgham, Mehwaremelli Weekly, 34th Issue, July 17, 2016

An Afghan doctor traveled to Kabul from Germany in 2009. He visited Kabul University, Nangarhar University and several other universities. He was astonished as he witnessed that students at the universities used old handwritten papers as learning material and that such outdated materials were taught in the 21st century.

He thought about how he could help the students to get rid of this problem. The visitor talked with the lecturers on why they do not write their academic and practical experience in the form of books. Some of the lecturer told him they had written books but that none would print them. Some others who had prepared textbooks had problems in composing and designing their books.

The doctor then referred to different organizations and eventually could convince some of them, for example German Academic Exchange Service (DAAD), German Aid for Afghan Children (Kinderhilfe-Afghanistan), Afghan-German University Society (DAUG) to support the publication of the books.

This way the process of publication of textbooks for the universities started. Five textbooks were printed at the beginning. As the other lecturers saw those printed textbooks, they were also encouraged to write textbooks. Writing and printing have been in progress and have resulted in the publication of 220 different textbooks.

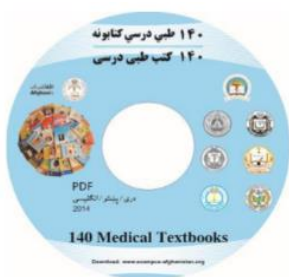
Most of the textbooks have been published in 1,000 copies of each and some of them in 2,000 copies. One

hundred copies of each textbook are given to its author, 400 copies to the university where the author teaches, 50 copies to each public university, and the remaining copies to public libraries. As 1,000 copies of a textbook are not enough for all the students, the Afghan doctor stored the softcopies of the textbooks in CDs so that they can be copied by many students. He also developed an online library of the published textbooks with support of Bochum University, based in Germany, so that anyone can easily download them without any charges. Its address is www.ecampus-afghanistan.org.

In addition, he prepared DVDs for the students of medical faculties containing 140 medical textbooks and this means according to him, that "each student has complete medical material in his/her pocket".

Most of the 220 published textbooks are medical and the rest belong to sciences, pharmacy, engineering, economics, agriculture, psychology, and education.

The benevolent person is Dr. M. Yahya Wardak who has done good to a great number of students. Though he tries to keep



the process of publication up, the scarcity of financial facilities does not allow him to go on. German Academic Exchange Service has not supported him in the past three years.

Dr. Yahya Wardak has requested authorities of the Ministry of Higher Education to set up a budget for publication of textbooks and to encourage lecturers to write or translate textbooks, but his suggestion has not been considered.

Universities Need Updated Curriculum: Rana Think Tank

News Report

Published in Afghanistan Times, Wednesday, July 20, 2016



AT-KABUL: Educational experts told the Rana Think Tank session on Monday that the government must work for a unified and updated curriculum in order to boost up education quality across the country. The think-tank participants believed that students use handwritten old notes to learn lessons, because printed textbooks are not available. Text books and absence of a unified curriculum at universities also affected teaching system. Thus, Rana Think Tank asked the government to publish new and updated curriculum for universities to push toward the development of education system in the country. "Beside quality instructions, updated textbooks are essential for students in higher education institutes and universities," said Dr. Yahya Wardak, advisor for the Ministry of Higher

Education. He said that professors are teaching old lecture notes. "A medical student learns treatments of disease from notes, so he will use the same method on patients, without diagnostic steps." Similar problem is with the physics, chemistry and sciences. So we need to publish new updated textbooks for a quality education. Wardak elaborated that 223 textbooks were printed with revised notes distributed to governmental and nongovernmental universities and organizations, he mentioned. He highlighted that the new books aimed providing further learning facilities. Some 20 other books with different titles are ready and will be published soon, he said. A number of books are also ready, but there is no fund available to be published, he asserted. The Ministry of Higher Education must put Afghanistan's national textbook program on the top agenda and allocate millions of dollar for publishing updated textbooks instead of running workshops, which are not useful. The former governor of Kabul Abdul Jabbar Taqwa said, "The government is requested to take steps to lead the educational system toward development." He said that millions of dollars were donated to the Afghan government, but still, old chapter notes are taught at the universities, so it is essential to the ministry to allocate a budget for publishing new and updated textbooks.

The System of Higher Education Should Be Updated: Wardak

News Report

Dunya Daily, Wed, July 20, 2016



Rana Think Tank held a summit in its monthly meeting on the higher education of Afghanistan. In the summit, an advisor to Ministry of Higher Education, Dr. Yahya Wardak, talked about the status of higher education in Afghanistan especially lecture notes, books and teaching materials.

Criticizing the old-fashioned system of lecture notes at Afghan universities, he said that the curriculum was outdated, so it could not enhance the academic levels of students and their education.

"Materials which were taught thirty to forty years ago," he said, "are still presented to the students through lecture notes, and the students learn them with rote memorization. This way they write down the notes in exam papers and pass the university."

Mr. Wardak also criticized the policy of Afghan government that tens of millions of dollars have been

spent on so-called projects in the Ministry of Higher Education but with no practical outcome. According to him, foreigners also consider the problems of higher education in Afghanistan as a project, that is, they spent sums in useless ways.

He added that the real challenges in the ministry were not recognized but that money was spent on useless workshops and expensive meals.

"Unless the system of education at Afghan universities is changed from the old-fashioned system of lecture notes into the modern system of textbook and internet," Wardak asserts, "the students will not get interested in education; therefore, they keep the lecture notes in mind just for limited number of days in order to get scores and pass the exams."

He also said that Afghan government should had taken steps for enhancing the educational levels at the universities in the past years.

The mentioned advisor for Ministry of Higher Education says that in spite of many challenges, he has started the process of converting the old lecture notes and teaching materials of the lecturers into textbooks. His efforts have resulted in publishing around 223 textbooks.

Mr. Wardak says that all the published textbooks have been written by the lecturers of Afghan universities and have been confirmed by the related university as well as the academic board of the Ministry of Higher Education. The textbooks have been published with the financial support of some donors and organizations. And they are, then, provided to lecturers, students, public and private universities, and some academic centers.

According to him, in order to have pioneered a positive work for the future, he has experienced many difficulties in this work.

“When the instructors’ lecture notes are printed and then given to the students,” Mr. Wardak emphasizes, “it will have two advantages: first that it increases the interest of students in education, and the next is that the lecturers are encouraged to write academic works, this way, both the students and lecturers will become diligent.”

He adds that although he has worked for publishing medical textbooks, he encourages others to work in their related fields. He suggests to the Ministry of Higher Education to develop a national program for publishing textbooks to print at least one textbook in each field, to hold encouraging programs for the lecturers, and to support each kind of project in this regard. Dr. Wardak also wants the lecturers to revise their books and enrich the contents of them.



Video Report of Sharq TV, Jalalabad

December 12, 2016

The 10,000 printed copies of textbooks written by lecturers of Nangarhar University were given to students of the Faculty of Medicine. They were 10,000 copies of 20 textbooks whose publication had been funded by German Committee for Afghan Children (Kinderhilfe-Afghanistan). An advisor to the Afghan Ministry of Higher Education, Dr. Yahya Wardak, said that the textbooks have been published based on continuous requests of lectures as well as students of Nangarhar University. He also stated that a number of copies of the textbooks would be sent to other faculties of medicine based in other provinces so that other students of the field could also take advantages of them. Wardak added that the students were given a CD with each copy of the textbooks containing softcopy of the book so that they could use them if needed.

Wardak: "We gave 10,000 copies of 20 different textbooks to the Faculty of Medicine most of which have been written by the lecturers of the same faculty. We gave one hundred copies of each textbook to its related author, and we distributed 400 copies of each textbook to students of the faculty."

Prof. Behsoodwal: "There used to be old lecture notes and chapters, but that old system has disappeared with the publication of such textbooks."

The chancellor of Nangarhar University, Mr. Babrak Miakhil, said there were organizations that worked in the

framework of Ministry of Higher Education and published such textbooks for students in different occasions.

Miakhil: "There are some nonprofit organizations working in the framework of Ministry of Higher Education to provide assistance. These textbooks have been published by Dr. Yahya Wardak, and today they were distributed to our lecturers and students. These are so useful textbooks that have been approved by different committees. Most of them are included in the teaching curriculum."

Such textbooks could help students in acquiring knowledge, some students said.

A student: "The books given to us are useful because we can have them permanently with us, so we can always benefit from them. We are also given CDs with the books, so we can take the softcopies of books everywhere with us for example in our mobiles."

Another Student: "These books that are distributed to us have a lot of advantages that is they will be very useful for us."

It is worth mentioning that students in the Faculty of Medicine at Nangarhar University used to use handwritten chapters; however, they are going to be replaced with the new printed textbooks.

Interview with Ariana TV about Textbooks

Date: Oct 23, 2017

Interviewer: Dr. Yahya Wardak, as an advisor to the Ministry of Higher Education is with us in today's program, and as you can see, he has brought some textbooks of universities regarding which we are going to have an interview with him.



Good morning and welcome to the program.

Yahya Wardak: Thank you, I would like to regard my hail and good wishes to all the audiences of Ariana TV.

Interviewer: Thank you, let's talk about the textbooks of universities. How is the status que of textbooks at Afghan universities? And could you please give us some information regarding these textbooks?

Yahya Wardak: Well, recently the higher education of Afghanistan has improved in terms of quantity, but unfortunately not enough attention is given to the quality of teaching at universities. Since textbooks have a significant role in the enhancement of teaching quality besides teachers and other learning aids, we have initiated a program of printing and publishing textbooks. Through this program, we have published textbooks of different Afghan universities in Pashto, Dari and English languages and distributed to all the universities throughout the country.

Interviewer: Are these textbooks printed and processed in Afghanistan?

Yahya Wardak: Yes, all the textbooks are printed here inside Afghanistan, in Kabul. These are printed in two, three printing presses, and more than 90 percent of them are written by lecturers of different Afghan universities. For example, this one is written by a lecturer from Nangarhar University, this one by Prof. Wali Mohammad Fayez who is a lecturer at Balkh University; also others are written by lecturers of Khost and Herat universities who have studied in their respective fields. Most of them have bachelor's and master's degrees and have experiences of 20-30 years' studying and teaching in their fields, that is they are educated and well-experienced.

Interviewer: we'll talk about the textbooks, but prior to that let me ask you some general questions. Could you briefly evaluate the situation of higher education in Afghanistan? What about some existing complains among students and teachers? And what can be the solution for it?

Yahya Wardak: About the general situation, it will be better if you invite the spokesman of the Ministry of Higher Education because I only work in the program of publishing textbooks.

Interviewer: so, as an advisor to the ministry, can't you express your opinion in this regard? Some students call and ask us about the issue, and we've had interviews with them in person. According to them, there are a number of problems at the universities that refer to the ministry, and some students complain about teaching system at their universities; they say that their teachers cannot teach them updated materials, or they don't have sufficient experience and are not professional lecturers. Also, as they say, the teachers have memorized the texts and expect the students to learn by rote. So, as such

complaints seem to have increased among the students and teachers, what's your idea as an advisor to the Ministry of Higher Education and what can be the solution for the issue?

Yahya Wardak: Well, it's good that you linked that problem with our issue of teaching materials. It's true; some seven to eight years ago, I witnessed students of faculties of medicine, engineering and so on at universities that they used handwritten texts which had been written 20-30 years ago. The teaching materials were in a terrible condition and some are still the same, so you are absolutely right in this regard. Most of the students complain, but unfortunately any broad program at the ministry is not yet available for solving the fundamental problem at universities. There are some teachers who write textbooks, then print them with their own costs and sell them to the students; the teachers have many problems, and some of them even cannot afford printing their written books. So it's true that unfortunately the Ministry of Higher Education and other donors who spend a great deal of money in the sectors of education and higher education have not yet initiated a broad program for resolving the problems of lack of teaching materials.

A great program of providing textbooks for schools was initiated at the Ministry of Education with the help of international donors. As you have already discussed the issue here at the TV, although that program may have some problems, those are going to be addressed. I suggest the same program of providing textbooks for universities called "Afghan National Textbooks Program". With starting such a program, lecturers of universities will be encouraged to write books in their respective fields, this way we will have at least one textbook for each subject that is taught at universities. There are some newly established faculties which don't have any textbook available. Therefore, it's clear that students complain their teachers don't teach them updated materials.

Interviewer: Well, yeah, it's right that students don't have access to the material, yet it's the responsibility of teachers to prepare updated learning material for their students, isn't it? Ok, let's talk about these textbooks; as I just reviewed the first few pages of the first book you showed "Cartography with Principles of Topography", I saw some orthographic errors in the text for example the word "استندرد" which should be spelled as standard (استندرد) and some other words. Once the students see the errors, they complain that even their teachers' textbooks have such basic problems. So, is there anyone who proofreads the textbooks so that they will be free of errors?

Yahya Wardak: The textbook you pointed out "Cartography with Principles of Topography" is written by Pohanwal (Assistant Professor) Dr. Mohammad Tahir Enayat. He has been a lecturer for years at Kabul University and has upgraded up to the academic rank of Assistant Professor in his field. He has worked as the chancellor of Kabul University, advisor to Ministry of Higher Education as well as the chancellor of Nangarhar University. Also, our process of publishing textbooks is that we first encourage lecturers to write or update, type and design their books. After that, their textbooks are confirmed by the head of the respective department, dean of faculty and chancellor of the related university. And, in relation to some terminology, such as the word "استندرد/ستندرد" that you said, there is no standard accepted way of spelling such words. However, there are no big problems in terms of contents and writing of these textbooks as they are the outcome of the lecturers' 30-40 years' of teaching. There might be some errors in typing the texts that's I can't guarantee that the textbooks are totally free

of errors. Also, it's the authors who shoulder the responsibility of their own texts.

Interviewer: But students of schools or universities consider such points as they have requested us to share the issue with anyone we invite to the TV from the Ministry of Higher Education or Ministry of Education.

Yahya Wardak: Yeah, it's OK. First of all, as we don't have books, we have to start a culture of writing and reading books and expand it. Every book that is published for the first time may have some problems. Elsewhere in the world, as the books are very good in terms of quality or all other aspects, they are the 30th-50th editions. God willing, in the next editions of these textbooks the errors will be corrected if any.

Interviewer: Yes, it's good that they should be revised to remove the teaching issues. Well, these textbooks have CDs; it's good that students can easily have access to them. And what's this textbook about?

Yahya Wardak: Yeah, it's a good point. Let me first talk about the CDs and then I'll provide information about the book. All the textbooks that we print and publish are stored in CDs in PDF format because the printed copies are not enough for all the students and lecturers; therefore, they can copy the softcopies to their computers. Besides a CD with each textbook, we have compiled and published 214 medical textbooks in two DVDs that contain textbooks related to subjects of the first to last class of the faculty of medicine including chemistry, physics, biology, internal medicine, surgery, eyes, obstetrics and gynecology and so on.

Interviewer: There are 214 textbooks in these DVDs?

Yahya Wardak: Yes, it's like a complete medical faculty for teachers and students. And it's not all; as technology and

digitalization improves, besides the DVDs, we publish the textbooks online through a website from Bochum University in Germany. Show the link through the camera to the audience if possible. That's, everyone can register him/herself on the website and download the textbooks everywhere, whether in Afghanistan, Africa or Europe.

I receive calls from remote parts of the country such as Kunar and Badakhan, then I suggest them to take advantage of the website and download the textbooks to their own computers.

Interviewer: Good, can you give us these DVDs?

Yahya Wardak: Yeah, you can have them as a sample.

Interviewer: As a quarter of the program Subh wa Zindagi (meaning Morning and Life) is for discussions on medical issues, I'll take the DVDs for that part of the program.

Yahya Wardak: Yeah, sure. And regarding the textbook that you asked, I would say that it's about breast cancer which is a very important issue in Afghanistan. I think, last week, some seminars and workshops were held about this issue, but unfortunately only seminars are held on important issues in Afghanistan rather than working in practice. However, publishing this textbook, as the first comprehensive textbook on the issue, is a practical work in this respect. It discusses diagnosis, treatment and prevention of breast cancer, so it will soon become a helpful reference for the doctors.

Interviewer: So, it will further facilitate their work.

Yahya Wardak: Yes, of course,

Interviewer: Thank you Dr. Yahya Wardak for accepting our invitation to the program. Have a nice time.

Yahya Wardak: Thank you.

Interviewer: There are many textbooks and a lot of questions are remaining, so hopefully we'll have you next time.

20 New Nooks Published for Afghanistan Universities

By Mohammad Halim Karimi

October 31, 2017



KABUL (Pajhwok): Twenty new books have been printed for Afghanistan universities with financial support of Kinderhilfe-Afghanistan, a German aid for Afghan children.

Dr. Yahya Wardak, an advisor to the Ministry of Higher Education (MoHE), said the books provided by the organization were about medical, engineering, economy, agriculture, sciences and journalism subjects.

He said the books would be distributed to government and private universities and some libraries and foundations so that students, lecturers, specialists and others could access them.

Mr. Wardak said no one was paid for preparing and translating the books but the writers and translators were given 100 pieces of books for their encouragement. "Those who are interested in reading these books can visit

www.ecampus-afghanistan.org and download them free of cost”, he added.

Mr. Wardak, who provided 25 different books for Afghanistan universities with a majority of them about medical sciences, said the Kinderhilfe-Afghanistan organization financed publication of a total of 140 textbooks in engineering, economy, sciences and journalism.

The development would resolve the shortage of books to a great extent for students at universities, but the shortage would be persisting, he said.

Elyas Gheyasi, a student of agriculture at Kabul University, said they faced problems in finding curriculum related textbooks and references.

“Some lecturers collect learning materials from the Internet which does not match with the conditions in Afghanistan”, he said.

Arzo, another Kabul University student, also complained that most of lecturers did not teach a specific subject to students. “The MoHE should pay attention to this problem.”



Interview with Lecturers & Students Regarding the Printed Textbook for Khost Sheikh Zayed University

Before all, a country needs a stable and standard education system. A standard system can be developed by professional experts and standards textbooks. Also, beside textbooks, a standard system needs teachers and teaching methods.

As Afghanistan has considerably improved regarding the education sector in the past 18 years. Besides the state universities, a considerable number of private universities and institutes have been established, but the system still uses the old books and chapters. During the recent years, significant measures have been taken to end the notes system at universities and replace it with updated textbooks. Only, a few young persons have been tried to print new textbooks for the university students. Among these, Dr. Yahya Wardak's office is one of the limited entities who have put significant efforts in printing and publishing new, standard textbooks for Afghanistan's education system, and for various universities in Afghanistan in the fields of medicine, engineering, agriculture, economics, journalism and so forth. Dr. Yahya Wardak has printed the textbooks of lectures and distributed them to the students. With the cooperation of various institutions and agencies in Germany, he has published the approved writings of lecturers for many public universities and enriched the university libraries to

be used by students in their studies. One of these universities is Sheikh Zayed University in Khost whose scientific books of dozens of professors have been printed by the office of Dr. Yahya Wardak located at the Ministry of Higher Education compound. How the lecturers and students at this university use these textbooks and how much they have affected the teaching quality? In this article, you can read the opinions of several professors and students from the same university.

Professor Dr. Badshah Zar Abdali from Sheikh Zayed University, Faculty of Medicine

Question: The curriculum is very old at the universities of Afghanistan, and currently most of these universities are using chapter notes from fifty years ago. Furthermore, the methods of knowledge transformation have been changed and updated, also the demands in this regard have increased, and the old chapters are no longer sufficient and no longer being used. What do you think about the needs to print teaching materials and standard textbooks?

Answer: Currently, all the public and private universities in Afghanistan are subject to quality assurance measures from the Ministry of Higher Education, and they are trying to present qualified students to the society. The most important aspect in providing qualified student is the teaching methods and better curriculum which is responsive to the needs of the society. Based on that, students can be educated in high quality and better education standards. As there is an office headed by Dr. Yahya Wardak at the Ministry of Higher Education complex for many years, a considerable number of textbooks have been printed and published in Pashto and

Dari languages and have been handed over to various universities in Afghanistan.

We all know, the Ministry of Higher Education in Afghanistan does not have the facilities at the moment to provide new and effective textbooks for the development of public universities. There are still some old chapters used at the universities and have many problems. These materials should be converted into standard textbooks in a new form, new international contents should be used, and new textbooks should be prepared according to the new era.

Lecturers are promoting new textbooks, so they should provide quality textbooks and give them to the students. One of the problems is that the process of printing textbooks by the Ministry of Higher Education is very slow, so massive works should be done in this respect. We are very grateful to this new development and opportunity by led by Dr. Yahya Wardak to have high-quality teaching textbooks for the lecturers and students in the framework of higher education. I am the head of Surgery Department at Sheikh Zayed University in Khost province and did my PhD in the former USSR. My seven different textbooks have been printed and published by Dr. Wardak office, and all of them are in accordance with standard teaching based on my experiences gained during my studies.

There are many other lecturers who are working very hard, and their books are published by Dr. Wardak Office at the Ministry of Higher Education as well. I should say that the efforts and services of this office have a major role in the development of universities, literatures and students in the implementation of the quality assurance process of the Ministry of Higher Education.

Any organization that provides financial support to this office, whether it's the German or Afghan authorities, is really helpful, and my request is to increase this kind of support. Also, this contribution is directly effecting the Afghanistan higher education, teachers, students and academic field. By publishing better textbooks, we can train and provide good students with high qualifications and standards to the society. I am heartedly thankful to the German government, its nation and the donors especially German Committee for Afghan Children who have always supported Afghanistan. I am also grateful for the financial support of Dr. Yahya Wardak Office and hope for further cooperation in this regard. This office has always supported the Afghan universities through it effective services, and this organization provides a useful service to all public universities and scientific centers.

Each textbook we are sending to this organization for standard printing is selected according to the faculty needs and approval from the university.

I thank them wholeheartedly for the effective services. We are proud of this organization and hope further cooperation in this regard. I also hope that the officials of the Ministry of Higher Education, especially the academic department will increase their attention and support for this office.

Books are the assets that students can benefit from. Although there are many books available on the Internet and libraries, but it's very important to provide textbooks in the native language for students. Also, the service to our language depends on developing literature, so we should serve our language by developing scientific works.

Question: How effective are the textbooks published recently, for example, the seven textbooks of yours, as well as the textbooks of other lecturers?

Answer: If you visit our university, you will find that around 80% of our students are using the textbooks printed by Dr. Yahya Wardak Office at the Ministry of Higher Education., and the use of the inappropriate chapters have been prevented. These textbooks are in accordance with the new curriculum, very useful for the lecturers and the students, and these books are free of errors.

Question: To what extent are these textbooks update? And what standard should be considered in the future?

Answer: These textbooks are all new, using updated references, new graphics, and new images. Also, updated references are provided at the end of each book and the topic are also new. In order for these textbooks to be further developed and for the number of scientific books to increase, it's the duty of every department and faculty to assign their lecturer in this regard. They should write and translate new textbooks in their own languages, such as Iran and some other countries in the world that translate updated textbooks into their native language to be provided to their people and the academic fields. I can say that just like the work started by Dr. Yahya Wardak's office, other associations should also offer the same services. The only thing which can improve the society is some new and standard textbooks, so the Government of Afghanistan should support such organizations and services. Furthermore, I can say the basis of knowledge is the standard curriculum, textbooks, lecturers, classes and environment at standard universities.

Question: How much can lecturers change the teaching system with using the newly printed and published textbooks during teaching to their classes?

Answer: I would like to say that the textbooks have been printed by Dr. Yahya Wardak Office for various universities, distributed to all universities in Afghanistan. Also, the copies of the printed textbooks have been given to our university as well other universities, and they can be found in the library at our university, so the teachers and student can benefit from the books. It can be noted that 50% of the printed textbooks came from this organization only. Clearly, when we are teaching the students and show them the references, they are using the same textbooks. For example, I am teaching Appendicitis Surgery and benefit from the same textbooks printed by Dr. Yahya Wardak Office. These textbooks have been printed in 1,000 copies by the organization and available in our library; therefore, students are able to use them. That's why they are going to the library after their professor teach and guide them. Before this process, there were chapter notes at the universities, and students were not able to receive the chapters for a long time, or the students were poor and could not afford to have copies of the chapters. Fortunately, now the textbooks printed by Dr. Yahya Wardak are free of charges and available for the students to benefit. I hope some more similar organizations will be established within the framework of the Ministry of Higher Education to help the Afghanistan higher education system through publishing scientific textbooks for our lecturers and students.

Question: Tell me how much the students are happy with this new development regarding the new textbook printing and publishing process by Dr. Yahya Wardak Office?

Answer: When you visit the classrooms of our faculty, not only the textbooks but also projectors have been given to us by the same office which we are using in the teaching process. So, we are very grateful to the cooperation provided by Dr. Wardak. Also, not only our teacher but our students are also very happy with the activities done by Dr. Yahya Wardak office. I can say that all higher education centers are thankful to this organization for the effective efforts they provided to the academic centers in Afghanistan.

In my capacity as a lecturer, I respectfully request the Academic Deputy of the Ministry of Higher Education to pay special attention to this organization, give them compliments and increase their support to it. Because it's a valuable work to publish reliable textbooks for the country public universities, and the students are satisfied with the effective duties done by Dr. Yahya Wardak office.

Question: On one hand, the issue of renewing the curriculum is a priority of the Ministry of Higher Education that has started work on this issue. On the other hand, availability of updated textbooks is also of an utmost importance. What is your suggestion to other lecturers on what to do in this regard?

Answer: Curriculum in most of the world countries is updated every five years. My suggestion is that we should update every textbook within five years, and it must be including new research of the scholars. They have to work all the time for this purpose. Under the guidance of senior professors, they should include the updated research in

the contents of their textbook, create scientific journals and share them among all universities. We should have a specific department at the Ministry of Higher Education whose job will be to develop and print teaching materials. Along with Dr. Yahya Wardak Office, it will be better to have another organization in this field for the same purpose to work, print and publish textbooks because it's a large national process, and our young lectures and students need to have the modern textbooks. Also, most of them are talented and familiar with foreign languages. The solutions are to overcome the current problems, increase the capacity of academia and educate the society. If we want to follow the scientific pace of other developed countries, we have to work hard.

Question: In brief words, please tell us how much satisfied are you with Dr. Yahya Wardak Office work and what is your request and recommendation in this regard?

Answer: First of all, I wish Dr. Yahya Wardak a long life and my recommendation is to take more rapid and stable steps in the field of the scientific work, print and publish more standard textbooks for the public Afghan universities. We are inviting Dr. Yahya Wardak to come and visit our university campus and exchange information in this regard. We are ready to provide financial support for the projects run by Dr. Wardak.

Prof. Master Wahedi, The head of Journalism Faculty, Sheikh Zayed University

Question: How much effective are the textbooks printed by Dr. Yahya Wardak Office for your university, how much is the benefit of the mentioned textbooks for the students,

and how much do these textbooks facilitate the teaching system and methods?

Answer: The effectiveness of these textbooks is very high because we did not have textbooks at the university level. Recently, some professors decided to provide, print and publish new textbooks to contribute to the university so that the students will benefit from the textbooks.

I also published two of my textbooks with the support of Dr. Yahya Wardak Office. Before that, I used the books of Kabul university professors and some other authors. I thought that their lecture notes may be better. But finally, I decided to have my own teaching matters and textbooks. So, this motivation made me very convenient in the academic field and now I am glad to gain this achievement. Regarding your question, I can say that there is a big difference between a lecture note and a textbook. I am glad that I have published two textbooks called Radio Program Production and Television Program Production for my students to read. The printing of the mentioned textbooks was a really great assistance provided by Dr. Yahya Wardak Office. They have printed books not only in journalism field but also in medicine, Economics and other fields as well. We are very grateful to the actions taken by this office that have provided textbooks for the lecturers and students.

Question: As the Ministry of Higher Education has recently started efforts to standardize the curriculum and wants to end the old chapter's system and improve the teaching quality, the question is how many textbooks are needed to the higher education system?

Answer: It is a very useful step because the chapters are very old and need to be updated. Our journalism faculty is

currently affiliated with an American university. We need to have updated curriculum and eliminate the old chapter system. We are trying to improve the quality of the chapters. If we have good textbooks, the students qualifications will develop. More standard books are available to the students. I ask all our lectures to publish their related textbooks to be able to stand on our own feet and get rid of the old chapter system.

Question: Recently, efforts have been made to create online libraries and provide access to the books through the Internet. What is the difference between online books and hard-copy books? Which one is more effective?

Answer: If we compare the effectiveness of radio and television, we can say that radio is very useful because it is in everyone's hand. In the same way, the printed book is very effective, because we do not have so much access to the online resources. There is no access to the Internet in most of the areas in our country. So, we cannot easily benefit from the online books compared to hard copy of the books.

Question: What is the university's plan to publish more new textbooks?

Answer: Currently, with the efforts of Dr. Yahya Wardak's office, our teachers have been struggling to publish textbooks because with these textbooks, the lecturers get promoted in addition to providing teaching materials to the students.

We will soon have some more textbooks published with the cooperation of Dr. Yahya Wardak Office and the leadership of the Ministry of Higher Education.

Question: Are the students feeling happy with the new textbooks?

Answer: Students are very happy because there is a big difference between lecture notes and the new textbooks they currently have. Students are encouraged and want to have more new textbooks instead of old lecture notes. Meanwhile, we as the teachers of this academic institution have taken the positive opinions of several students at Sheikh Zayed University about the printed textbooks.

Inayat Rahman, the 4th grade student at Sheikh Zayed University

Question: The textbooks provided by Dr. Yahya Wardak Office at the Ministry of Higher Education are thought to you. What is the benefit of these textbooks?

Answer: In fact, the books that are being published or that have been published and I have a copy of the textbook in my hand right now are very useful for us because the text of these books is very simple, easy and in our native language Pashto; therefore, we can benefit a lot from these books. Also, these textbooks are given to the students for free, so they don't have to buy them in bookstores.

Question: How updated are these books and how many students of Afghanistan in the medical field have the new textbooks?

Answer: I would like to say that we cannot compare Afghanistan with the rest of the world countries because the textbooks in at the international level are standard, being frequently updated. Also, our lecturers have started the attempts to bring new changes in the textbooks. We

are very satisfied with the textbooks printed by Dr. Yahya Wardak Office and have greatly benefited from them.

Question: Which standards should be considered in the printing process of these books? What is your request in this regard?

Answer: I would like to request that the textbooks to be checked first to correct any spelling or text mistakes. Secondly, the medical terminology should be taken into consideration such that the international standard terms such as the appendix should be written in the contents in English language. No other names should be used in the content because it makes it difficult for us to comprehend.

My name is Omer. I am a student of the 4th grade in Engineering Department at Sheikh Zayed University.

Question: Since you are a 4th-grade student of this university, how effective are these newly published textbooks, and how much do the textbooks help you?

Answer: We are very happy with these textbooks, and we are very thankful to Dr. Yahya Wardak for offering this service and appreciate his achievements in this field. The textbooks are given for free. In addition, these textbooks have used standard references, so they are much better than the previous books. Moreover, there are more explanations in these new textbooks, and they are more in line with the current engineering system in Afghanistan.

Reported by: Naseem Gul Sahar, Publication Department
Ministry of Higher Education.

25, 11, 2018

Dr. Yahya Wardak's Interview with Ashna TV on the Health System of Afghanistan

Jan 07, 2018

It is strongly pledged in the National Health Policy of Afghanistan to deliver healthcare services to the public. In this policy, the Ministry of Public Health has focused on the management and integration of human and financial resources. Insecurity, poverty, lack of medical personnel specifically women, and limited and invalid resources are the serious challenges to offer health services.

Public health experts believe that medical personnel should make more efforts in delivering health services. To discuss the issue, we are having an interview with Dr. Yahya Wardak from Germany through Skype to share his views and experience with us regarding the services he has offered in Afghanistan.

Welcome Dr. Wardak. As the first question, since you have traveled to many provinces of Afghanistan and offered support in the medical field, what do you think why the public health services in general are not properly delivered to the people in Afghanistan?

Yahya Wardak: first of all, Salam Alaikum to you and the audience of Ashna TV.

Ashna: Walaikum Salam

Yahya Wardak: The awkward situation of health system in Afghanistan has different causes that can be divided into two categories: the first category is general causes that are out of the system, and the second one is internal causes.

As everyone knows, its general, external causes include the poverty in Afghanistan as well as the continuous war of 30-40 years that is still going on and causes people to move from one place to another such as from rural areas to the cities, or sometimes immigrants return from foreign countries. All of such reasons affect the healthcare system. The second category is internal causes that are inside the system. One of them is that the foundation of the system is not strong enough from the very beginning. Or if some institutions were built, they were destroyed as a result of the war. In spite of a great deal of donations given to the country, resulting in some improvement, the works done in this respect are not done foundationally.

For example, the International Community donates money to Afghanistan in the health sector, which is then submitted to the Ministry of Public Health. Unfortunately, as the Ministry does not have a comprehensive plan to utilize the fund in offering health services, it has made agreements with some third-party organizations and NGOs to implement the fund in the health sector.

Ashna: To specify, what should be done to increase the awareness in the society about the public healthcare services, and who should do it?

Yahya Wardak: The public awareness starts from families by parents and goes on through schools to universities; the media can also play a role in it. And, for the health

system, we should have well-educated doctors and other medical personnel. One of the problems in this regard is that unfortunately the number of doctors in Afghanistan is far less in comparison to the population. According to statistics, there are two to four doctors per each ten thousand people. While in the neighboring countries, this number is twice or three times higher, and it's even higher in other developed countries. Also, the doctors and health personnel are not properly educated in our country. I have seen in the medical faculties that students use chapter notes, which are written twenty to thirty years back, as the learning materials. They learn these low quality materials by rote learning.

Ashna: Okay, we'll talk about it later. Now, as you have visited the rural parts of the country that are deprived of even basic health services and pressing need the services, what's your idea about it and what should immediately be done in this regard?

Yahya Wardak: Yeah, little attention and support are given to all the rural areas of Afghanistan in general. As I witnessed in Goshta district, a clinic was somewhat constructed, but despite urgent need, it couldn't yet find an obstetrician-gynecologist. So, those areas face with lack of medical specialists.

Ashna: I tried to display some picture of the textbooks that you mentioned, but it seems to be technical shortcomings; anyways. As you have offered support in health and some other sectors in Afghanistan, what's your suggestion to the public people and the helping organizations? Sometimes people claim that they don't need the aids that're given to

them, so what kind of support should be offered to accommodate the needs of people?

Yahya Wardak: Prior to any kind of help, project or service, evaluation should be carried out in the specific area to figure out the people's needs and problems, then based on the results, the service should be started and continued.

In case of my work of publishing textbooks, I witnessed the problem of lack of textbooks at Afghan universities, then I started the work. I didn't design the work as a project abroad to apply it in Afghanistan. Another point is that whenever any organization or person starts offering service or a project, they have to keep in mind that the work could be temporary and for a certain time, so they should make sure how the people will continue receiving the service if the support is not available. Unfortunately, in Afghanistan, this point is not given attention to. In terms of public health, if the international aids are not provided, most of the public hospitals and service providers will face with big challenges. In my opinion, the public health system of Afghanistan is like a patient in bed.

Ashna: So, what should be the alternative plan? The foreign support will definitely be decreased. Also, Afghan government officially says that it wants to be economically self-sufficient and to increase its income for offering services. Yet, if both the international aids and government's income are not enough, what should be the next plan or option to follow?

Yahya Wardak: Yeah, we can take advantage of some other options, views and international experience for example

the insurance. Also, as the number of private medical hospitals raises day by day, there should be coordination and collaboration between them and the governmental clinics. The public clinics are said to offer services for free, but in reality, they don't. I think a comprehensive analysis should be carried out, based on which emergency support could be offered. Yet, health as well as other sectors in Afghanistan need a long-term plan, because on one hand, international support will be stopped, and on the other hand, in the coming ten years, the population of Afghanistan will be some fifty million as each Afghan family has five to six children. Yet there is no plan for the future in the education, higher education and health sectors. As time passes, we have to be proactive to deal with the coming challenges and problems because they can't be resolved immediately.

Ashna: Ok, based on your advice, there should be a great deal of cooperation among private and public clinics and organizations, and cooperation should be increased among them. Thank you, Dr. Yahya Wardak, for your time and for sharing your experience and views through the live program of Ashna TV.

Yahya Wardak: Thank you.

Publishing Textbooks Continues

From 2009 to the present (December 2022), Yahya Wardak's office has published 369 textbooks in various disciplines, such as medicine, sciences, engineering, economics, journalism, agriculture, public administration and policy, languages and literature, business and administration faculties for Kabul, Nangarhar, Khost, Kandahar, Herat, Balkh, Al-Biruni, Kabul Medical University, and Kabul Polytechnic universities.

It should be emphasized that the series of textbook printing has continued even after the political shift on August 15, 2021. To keep the textbook publication on, 21 textbooks in a variety of subjects, including medicine, sciences, engineering, economics, agriculture, public administration and policy, languages and literature, administration, and business were released in 2022.

The Afghanistan Academy of Sciences, public and private universities, and scientific centers around the country have received complimentary copies of these publications.

In this respect, a one-day seminar was held in the seminar room of the Ministry of Information and Culture on May 30, 2022, according to a report from Bakhtar News Agency.

Moulavi Atiqullah Azizi, Deputy Minister of Art and Culture, as well as a number of members and authors from the Afghanistan Academy of Sciences participated in this seminar, which was organized by the public library in the seminar room of the Ministry of Information and Culture.

Participants in this seminar debated the role and importance of education in the nation's development and rehabilitation.

Qari Obaidullah Hanafi, head of the public library, said: "The office of Yahya Wardak has donated thousands of books (100 books per edition) to the public library since 2009. We have sent one copy of the books to each of the 95 branches of the public library in provinces, and we have kept five copies of each book in the public library. On March 24, 2022, a total of 2,200 copies of various books were given to the Afghan public library by the office of Dr. Yahya Wardak."

At the end of the seminar, Qari Obaidullah Hanif, the head



of the public library, acknowledged the donor of these books and gave Fahim Habibi a plaque of gratitude on behalf of Dr. Yahya Wardak.

20 New Title Books Were Delivered for Nangarhar & Khost Universities

20 new textbooks were published in 2022 by the German Aid for Afghan Children (Kinderhilfe-Afghanistan), under the direction of Dr. Eroes, with 20,000 copies each for Nangarhar and Khost universities. During a ceremony, these printed textbooks were formally presented to the authors and lecturers of Nangarhar University.

It is significant to note that Kinderhilfe-Afghanistan has funded 230 textbooks titles with a combined circulation of 230,000 copies for the Nangarhar and Khost universities so far.



Teachers, Vice-chancellor of Nangarhar university, and other contributors at textbooks submission conference at PDC, Nangarhar University, January 24, 2023

On this occasion, a meeting was held on January 24, 2023, in the hall of Nangarhar University's Professional Education Development Center (PDC), in which the chancellor of this university, Professor Dr. Khalil Ahmad Behsudwal, the Vice-Chancellor of Academic Affairs, Professor Ihsanullah Nasih, the heads of various faculties, teachers, and Mr. Yahya

Wardak participated online, as well as his colleagues from Kabul.

Professor Dr. Khalil Ahmad Behsoodwal, chancellor of Nangarhar University, Dr. Yahya Wardak on Zoom at Online Mood, Fazil Ali Nagar, head of the press and publications at Nangarhar University, and Professor Mirhatem Niazi were the speakers at this event. During their addresses, they offered their congratulations to the writers of the released books.

The meeting, which included speeches, question-and-answer sessions, the introduction of books, and the official giving of their printed books to the authors, started at 10:00 a.m. and continued for 2 hours.



Prof. Bayer Darmal is Asking his question from Dr. Yahya Wardak on online Zoom Meeting.

In addition to the ceremonial speeches, the books published in 2022 were introduced and officially handed over to the leadership, administrative delegation, and teachers of Nangarhar University.

The German Aid for Afghan Children (Kinderhilfe-Afghanistan) and its director, Dr. Eroes, were thanked by the chancellor of Nangarhar University, Mr. Behsoodwal, as well as the heads of faculties and professors at Nangarhar University. They also requested that their financial support for printing textbooks for Afghan universities be continued in the future as well.



Group Photo of Published books' authors with Nangarhar University's Chancellor and other contributors

After the discussion and prayer for all those who supported and implemented this program, this event ended with a group photo with the authors of the printed books at 12:00 PM.¹

¹ Nangarhar University, Facebook wall, January 24, 2023.

https://www.facebook.com/story.php?story_fbid=pfbid0kEttkj9mVin7iNfSQgRYjHXuCYihHkebwL2XAQQgpy1urcwsNosG5PUJgfCicwJI&id=100005646919187&mibextid=N

Part V

Annexes



I. Printed Books Posters in Recent Years

Medical Textbooks of Afghan Universities

(Nangarhar, Khost, Kapisa, Kandahar, Herat, Balkh & Kabul) printed in 2010-2011



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textbooks@afghanic.org, 0756014640
www.ecampus-afghanistan.org

Medical Textbooks of Afghan Universities

(Nangarhar, Khost, Kapisa, Kandahar, Herat, Balkh & Kabul) printed in 2012



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Medical Textbooks of Nangarhar University

Printed in 2012-2015



Medical Textbooks of Nangarhar University

Printed in 2013-2015



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Textbooks (Engineering, Science & Agriculture) of Nangarhar University

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Medical Textbooks of Nangarhar & Khost University

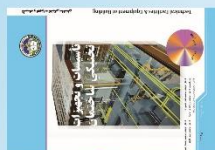
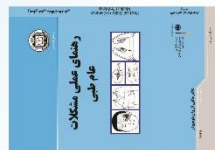
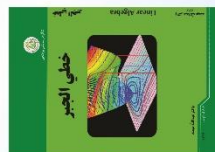
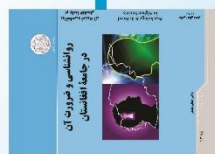
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Textbooks of Nangarhar, Balkh, Khost & Kabul Polytechnic Universities

Printed in 2016

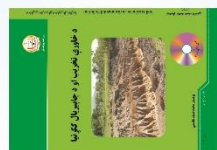


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Textbooks of Nangarhar, Herat, Balkh, Kabul Medical & Khost Universities

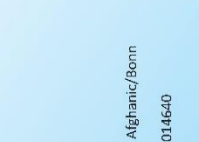
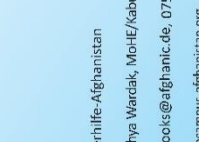
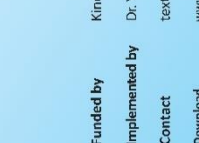
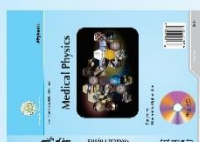
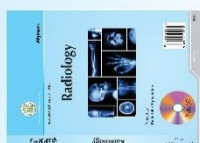
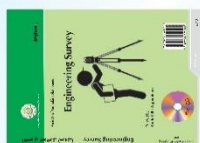
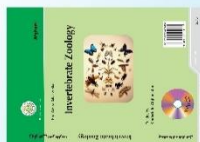
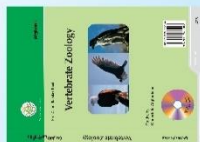
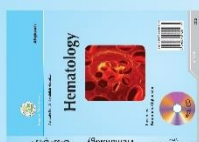
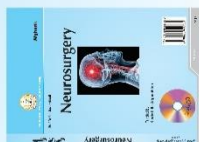
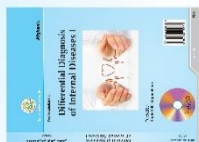
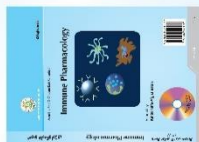
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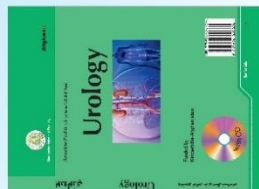
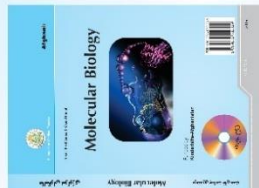
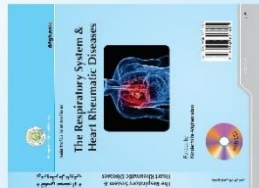
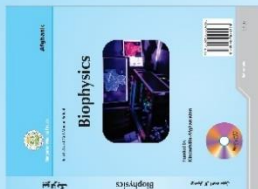
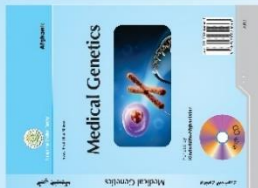
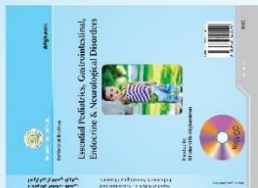
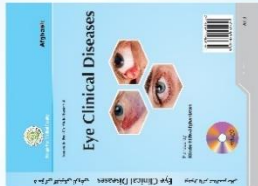
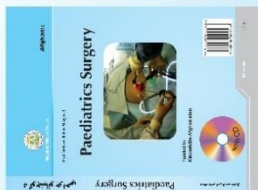
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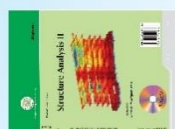
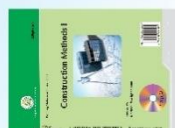
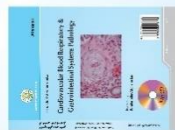
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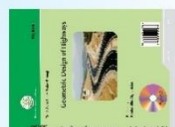
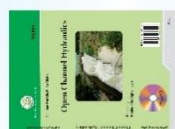
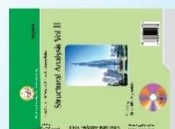
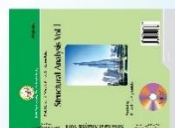
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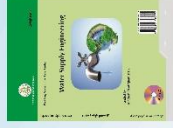
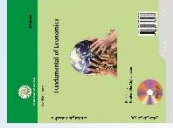
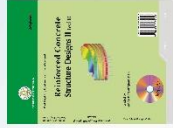
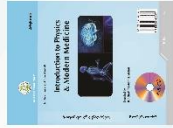
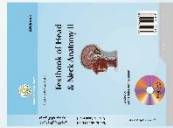
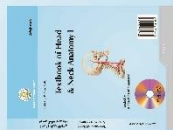
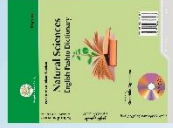
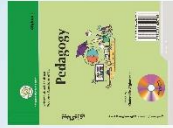
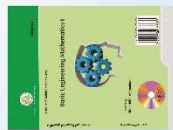
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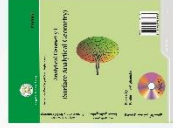
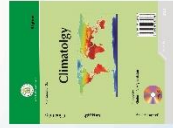
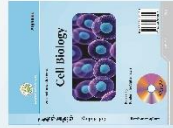


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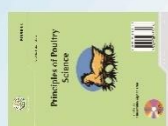
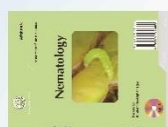
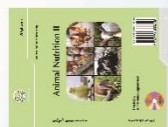
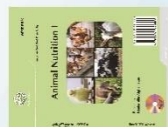
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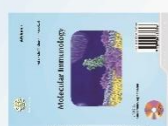
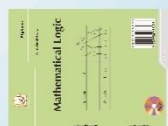
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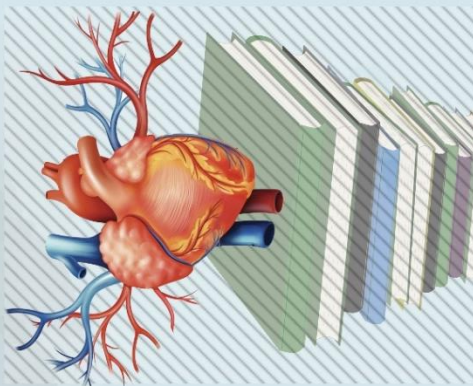
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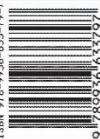
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II. Appreciation Letters



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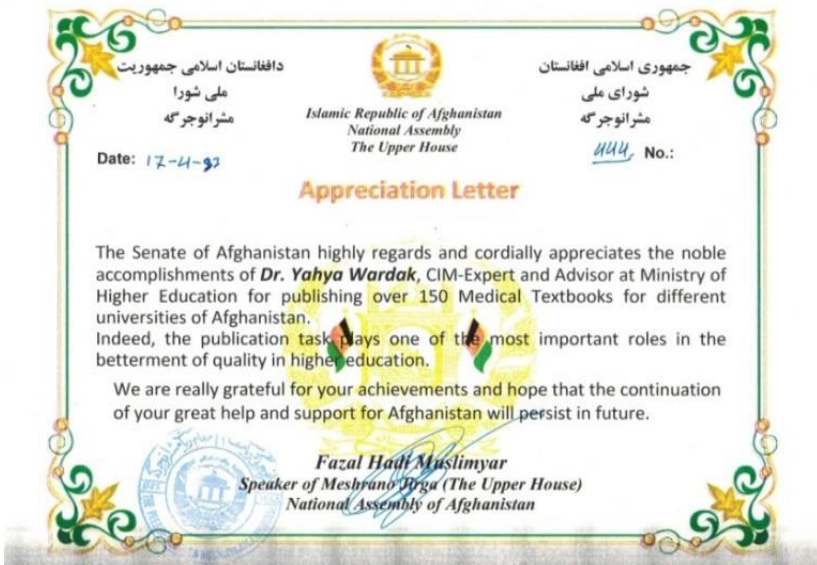
LETTER OF APPRECIATION

Nangarhar University highly regards and cordially appreciates the dignified accomplishments of **Dr. Yahya Wardak**, CIM-Expert and Advisor at Ministry of Higher Education, for having published over "150" Textbooks for different universities; especially the publishing of "79" Textbooks, funded by DAAD and German Aid for Children, and authored by the professors of Medical Faculty, Nangarhar University so far. Indeed, the publication task plays one of the most important roles in the betterment of quality in higher education. We are really thankful to you for your achievements, and hope that the continuation of your great help and support for Afghanistan will persist in future as well.



Dr. Mohammad Saber

Chancellor of Nangarhar University, Afghanistan



Appreciation Letter from the Parliament, 2014



Appreciation Letter from Students of Sheikh Zayed University, Khost, 2011



Sample of a Letter of Appreciation from a Private University Among Over 120 Private Universities in Afghanistan That Are Donated the Textbooks, 2017



This statue presented by the head of the public library, 2022



د افغانستان اسلامي امارت
د اطلاعاتو او فرهنگ وزارت
د فرهنگ او هنر معینیت
د عامه کتابتونونو ریاست

مننلیک

نېټه: ۱۴۰۱/۲/۹



د ثبت شمېره: ()

په لوړو زده کړو وزارت کې د داکتر محمد یحیی وردگ د دفتر مالي او اداري مدیر ښاغلی فهیم (حبیبی)!

د تیر په شان مو یو ځل بیا د افغانستان د عامه کتابتونونو سره د خلکو د علمي بهایني، مطالعي دود ژوندي ساتلو او نوي نسل د سالمې روزنې په موخه بیل پیل علمي، ټولنیز، سیاسي او طبي کتابونه پالی کړل. د افغانستان د عامه کتابتونونو رهبري ستاسې ددې لویې معنوي والی ستاینه کوي او په راتلونکې کې درته د اوږد او خوشاله ژوند هیله کوي.

درنښت

قاري عیدالله (حنیف)

د افغانستان د عامه کتابتونونو رئیس



This application letter presented by the head of the public library to Fahim Habibi, administrative and finance manager in Yahya Wardak's office at MoHE, 2022

III. Pictures



Obaid, Minister of Finance Omar Zakhilwal, Deputy of Medical Faculty Dr. Khalid, Head of Medical Faculty Dr. Shinwari, and Yahya Wardak. Giving information about the textbooks. Library of Nangarhar Medical Faculty, 2012



Celebration of ten years of DAAD commitment to supporting academic rehabilitation in Afghanistan. From the right side: Representative of DAAD Orthmeyer, Prof. Babury, German Ambassador König, DAAD General Secretary Dr. Rüland, Prof. Amin, Yahya Wardak, Christina from Germany, and Prof. Kohistani. A presentation about the textbooks publication process was given during this celebration, 2012.



In the office from Right Side: Munir Rahmanzai, Samiullah, Dr. Yahya Wardak, Ahmad Fahim Habibi, Dr. Yousuf Mubarak, and Hematullah, 2012



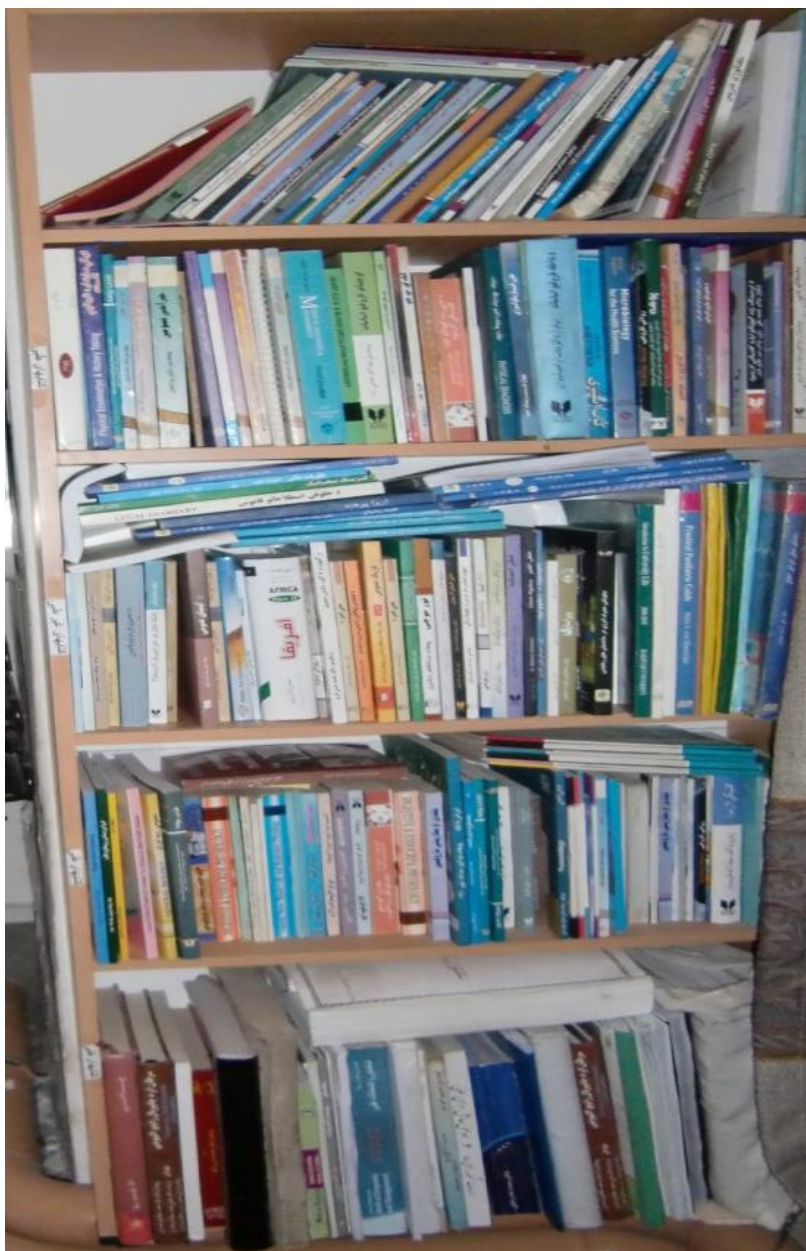
Dr. Eroes and Dr. Yahya Wardak during distributing textbooks to students at Nangarhar University, 2013



From the right side: Haji Alem, Dr. Khalid Yar, Dr. Eroes, Hanif Gardiwal, Mohammad Saber, Yahya Wardak, and Humayoun Chardiwal.at Library of Nangarhar Medical Faculty, 2013



Information to the Lecturers of Laghman University about the Publication Process of the Textbooks, 2013



Books to be Published, 2013



The authors meeting to have a discussion about their textbooks to be published (Prof. Ahmad Sayer Ahmadi), 2013



Samples of published textbooks in a vitrine at the faculty of medicine, Nangarhar, 2013



Textbooks distribution program in the faculty of medicine, Nangarhar, 2013



University Students Still Use Lecture Notes and Photocopied Chapters as Learning Materials. Copyshop near Kabul University, 2014



Textbooks in Printing Press, 2014



The printing process occasionally being monitored in the printing presses, Kabul, 2014



Germany-Afghanistan 100 Years Friendship Exhibition, in which our textbooks are mentioned besides other great projects, German Embassy, Kabul 2015



Dr. Yahya Wardak in His Work Office, Ministry of Higher Education, 2015



Some visitors wondered if this was the MoHE's library at my office, 2015



Former lecturer of Nangarhar Faculty of Medicine Prof. Dr. Sharifullah revised his textbook in the USA, and after printing, copies of it were distributed to students in the presence of the acting minister of Higher Education Dr. Farida Momand, governor of Nangarhar Mr. Gulab Mangal, chancellor of Nangarhar University Mr. Babrak Miakhil, and dean of Faculty of Medicine Dr. Yahya Fahim, 2017.



Prof. Nisar Ahmad Moslih is officially receiving his printed books by Prof. Khalil Ahmad Behsoodwal chancellor of Nangarhar universities, Nangarhar, 2023



Group Photo of Published books' authors with Nangarhar University's Chancellor and other contributors, 2023

Message to the Interested Afghan Authors

Shortage of textbooks at Afghan universities is one of the main challenges that face students as well as lecturers with many problems. They do not have access to state-of-the-art information, so they use outdated textbooks and lecture-notes, which are made available in the market with low printing quality.

To tackle this issue, we initiated publication of university textbooks for medical faculties over the country in 2010. The initiative has so far resulted in publication of 369 textbooks. This number of textbooks is to continue increasing as we strive to attract authors and university lecturers so that their textbooks should be printed and published.

To reach an agreement, a form is sent to you to be filled in prior to receiving your textbook for publication. Having filled in the relevant fields of the form and signed by the author, it is then respectively signed and stamped by the relevant head of department, dean of faculty, and chancellor of the university.

In case you are a lecturer or someone residing abroad, you should fill in the fields that belong to you, and the rest will be processed by our office.

It is worth saying that all the textbooks printed through our office are distributed to all Afghan universities for free.

All the published textbooks can be downloaded from www.ecampus-afghanistan.org.

Dr. Yahya Wardak, Ministry of Higher Education, Kabul, 2023

Office Cell: 0780232310, Mobile: 0706320844

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