



Institutional Partnerships Program
Final Progress Report
Due September 30, 2004



Partnership Title: Kabul University and Purdue University Partnership for Human Capacity Building in Agriculture, Education, Engineering, and Technology Applied to Afghanistan Development

Development Field/Sector: Higher Education-Engineering/Agriculture/Education/Technology

Lead U.S. Institution(s): Purdue University

Host Country(ies): Afghanistan

Lead Host Country Partner Institution(s): Afghanistan Ministry of Higher Education and Kabul University

U.S. Partnership Director(s):
Director: F.T. Sparrow
Co-Directors: David Sammons
Michael Dyrenfurth
Miroslaw Skibniewski

Host Country Partnership Director(s):
Director: Minister Sherief Fayez
Co-Director: Chancellor M. Akbar Popal
Kabul University

Partnership Web Site: <http://engineering.purdue.edu/IIES/International/Afghanistan>

Period Covered by this Report: November 25, 2002-September 30, 2004

Amount of ALO Award and Cost Share Contributions: \$100,000 (award amount)
\$63,884 (cost sharing: personnel costs and indirect and direct costs)
\$36,000 (cost sharing: additional contributions)

ACTIVITIES AND RESULTS

Objective of Partnership

The overall objective of the partnership was to establish a rapid training capacity at Kabul's institutions of higher learning in order to generate an immediate flow of skilled workers and trainers into Afghanistan's rebuilding effort and to partner with Kabul University to strengthen the undergraduate curriculum in the subject areas. The development of a rapid training capacity was built around the idea of applying distance education technologies.

Development Issues and Outcomes

Major Development Issue

True sustainable development cannot take place without an indigenous source of college-educated graduates who combine intimate knowledge of the country's problems, the skills to attack these problems, and the credibility necessary help establish a national consensus regarding development priorities. Our partnership goal is to help quickly reestablish Afghanistan's indigenous capability to produce such graduates for two purposes; (a) those who will become directly involved in the infrastructure rebuilding process, replacing donor and NGO personnel; and (b) those who will stay in a higher education setting to teach the next generation of Afghanistan students.

Most Noteworthy Development Outcomes

- The creation of the four distance learning laboratories at the four Kabul universities, while noteworthy in its own right, made it clear to the Ministry of Higher Education that our project goes beyond visits and consultations, leaving behind something tangible of use of their recovery. The true development outcome of these labs will not be realized until Purdue and the other U.S. institutions with a commitment to the goals of this project offer courses and training to Afghan professors and students.
- Substantial progress was made towards curriculum reform, particularly by our agricultural staff. The curricula and courses being offered prior to our involvement were a good 30 years behind the times. While much of the modernization remains to be done, our project started a process which will continue regardless of outside support as Purdue draws other universities into the course modernization process. Purdue Agriculture professors (McNamara and Sammons) have consulted with professors on the Faculty of Agriculture and the Dean of the Faculty at Kabul University (June 2003 visit to Kabul) on curriculum issues. A draft proposal to modernize the curriculum through consolidation of curriculum into three tracks (crop science, animal science, farm management) has been developed as a result of these consultations. A marketing/entrepreneurship component would be a thread through the entire curriculum as proposed. This proposal, developed in consultation with the faculty at Kabul University, is under consideration at Kabul University at present. The goal of the modernization effort is to position graduates from the Faculty of Agriculture to be more competitive in the agricultural sector and better equipped to contribute to agricultural development in Afghanistan.
- A successful training program for three Kabul University administrators/faculty was held in late January/early February 2004. The objective of the 3-week session (see Appendix 1) was to familiarize these participants with recent developments in the use of computers in the classroom, as well as the use of Distance Learning (DL) techniques in our four DL laboratories in Kabul.

Project Activities

- 1) December 7-18, 2002; three Purdue faculty and staff (Professors McNamara and Eberts, Mr. Anwar) traveled to Kabul to meet with Minister Fayez (Ministry of Higher Education) and Chancellor Popal (Kabul University) in order to develop an implementation plan for the project.
- 2) April 17-May 5, 2003: Carried out initial training of members of the Kabul faculty in the use of Distance Learning (DL) techniques and facilities, and the strengthening of the teaching program. Four Kabul faculty members were at Purdue during this period for this purpose, two from the School of Agriculture (Ghulam N. Naseri and Obaidullah Akbari) to work on agriculture curriculum development, and two to work on DL (Nasratullah Akbarzad and M. Homayoun Naseri).
- 3) Obtained, prepared, and shipped the 40 computer systems to be used in setting up four DL labs in Kabul University' Schools of Agriculture, Engineering, Kabul Polytechnic, and the University of Education. Computers arrived at the Kabul Afghan Center October 20, 2003. In addition to the computers, the School of Agriculture conducted a book and curriculum drive, which amassed 342 donated books valued at over \$4,000; these materials were included in this shipment and were delivered to the Faculty of Agriculture.
- 4) Completed the refurbishment of the four DL rooms which are now ready to have the computers installed. Refurbishment included grills on the windows for theft protection, new doors, floor and window repair, and installation of the electric circuits for the safe operation and protection of the computers themselves.
- 5) In June 2003, Professors McNamara and Sammons attended a government-organized workshop sponsored by the International Fertilizer Development Center (IFDC) on issues related to the deployment of fertilizer resources in the country. Purdue's role was relatively low key but we did have a presence.
- 6) June-July 2003: Travel to Kabul by Professors McNamara and Sammons (Agriculture) to work with the Faculty of Agriculture on curriculum development; interactions with NGO and donor organization staff to assess job skill needs for agriculture graduates; visit to a research farm plan as part of our effort to help get funding to renovate the 20 acre campus agriculture research facility.
- 7) June 20-22, 2003: Professor Baha attended an educational policy conference on "The Fundamentals for an Education Strategy in Afghanistan," that took place at the Berlin Technical University, Berlin, Germany. The participants from Afghanistan included: Minister of Higher Education, Minister of Communication, Deputy Minister of Education, and four Chancellors from Kabul and four Chancellors from regional universities. There were many expatriate Afghans living in Europe and several German academicians and governmental officials. Professor Baha described our project and they expressed a willingness to work with Purdue on future projects. This proved a good opportunity for Prof. Baha to become acquainted with the regional university chancellors.
- 8) July-August 2003: Travel to Kabul by Professors Kline (Education) and Baha (Technology). Professor Baha supervised the refurbishment of the labs and helping the modernization of the engineering curriculum, and Professor Kline worked with School of Education at Kabul University and the Education University.
- 9) January 20-February 4, 2004: Purdue University's School of Education held a training program at Purdue on curriculum development and distance learning for three Kabul faculty members: Issa Mahmodi, Faculty of Engineering, IT Center for Kabul University; Amanullah Faqiri, Deputy Chancellor, Kabul Polytechnics, Faculty of Construction; and Abdul Kahdistani, University of Education. A fourth candidate, Ahmad Jawid, Faculty of Engineering, Kabul University, was unable to obtain his U.S. visa in time to attend our course. The course outline is provided as Appendix 1.
- 10) February-March 2004: Professors Baha (School of Technology) and Nour (School of Veterinary Medicine) were invited to give presentations in Japan. The conference was held at the Tokyo University of Agriculture and Technology and was sponsored by UNESCO. In addition to the two professors from

the USA there were two professors from Germany and three Deans and three professors from the schools of Agriculture, Engineering, and Veterinary Medicine of Kabul University. Other participants were from several universities of Japan, international graduate students, and concerned public audience. The final outcome of the conference was to establish an international network of all concerned institutions that are involved in helping Afghanistan higher education system.

- 11) March 2004: Professor McNamara, School of Agriculture, traveled to Afghanistan to identify resources for Purdue's School of Agriculture to continue to work with the Faculty of Agriculture at Kabul University; he worked with the Faculty's staff related to curriculum and the research farm to identify resources to support further efforts. Also checked on the computer labs in agriculture and engineering, and met with our contact at the USAID Mission in Kabul, Robert Jimenez.
- 12) A textbook drive and the donation of 60 additional computers for the Kabul computer laboratories was undertaken; in addition, four laptops were donated for the professors who attended the workshop at Purdue in January/February. They were shipped from Oakland, California, in June 2004, arrived in Karachi in September 2004, and are expected to arrive in Kabul in October 2004.
- 13) April 18-24, 2004: Professor Sammons, an ICARDA (International Center for Agricultural Research in the Dry Areas) Board of Trustees member, participated in the Trustees meeting at ICARDA headquarters in Tel Hadya, Syria. Also in attendance was Dr. Nasrat Wassimi, Afghanistan Program Director for ICARDA. Professor Sammons and Dr. Wassimi informally discussed the Purdue/ALO efforts at Kabul University during the Board meeting, noting the reluctance of USAID to invest in agricultural higher education as a significant impediment to further development of the agricultural sector.
- 14) Submission and grant award of a follow-up proposal to ALO/USAID, entitled: "A New Partnership and Focus: Building Capacity for Developing a Technologically Skilled Workforce." The project director for this new grant is Professor Baha (School of Technology), with co-directors Professors Dyrenfurth (School of Technology) and Kline (School of Education).
- 15) Submission is in process for a proposal to the U.S. State Department/ECA, focused on training teachers to (a) integrate new methods, and (b) develop leadership skills.

Project Benefits

- Purdue University is quite proud of the fact that its foreign student enrollment is larger than any other university in the United States. Being a land grant college, service (or as we call it, engagement) is viewed as equal to teaching and research in our mission, particularly service which has an international component, given our recent emphasis on the international nature of our service responsibilities. Thus, the opportunity for our professors and employees to work together to help rebuild Afghanistan's system of higher education in this project is quite consistent with our institution's goals; success with this project will further our stated goals, as well as broaden the perspectives of the direct participants in the project.
- The exposure of Purdue faculty, particularly in the School of Education, to the real situation in the Kabul university system through interaction with our 3 visitors in January/February will have a lasting impact on their research and teaching interests.
- The exposure of Purdue education graduate students to experiences regarding creating instructional materials for a diverse, foreign audience with a wide range of English language skills.

Collaborations

- The Afghan Centers in Oakland, California, and in Kabul, Afghanistan, with the assistance of the Denton Program, has provided free transportation and shipment of computers and books to Kabul from Oakland, California. One shipment arrived in Kabul in October 2003, and the second is expected to arrive in October 2004.
- Our project in the School of Agriculture has benefited by cooperation with the International Center for Agricultural Research in the Dry Areas (ICARDA), which has significant activity in Afghanistan and maintains a presence in Kabul. The Director of the Kabul office, Dr. Nasrat Wassimi, is in regular contact with Professors McNamara and Sammons. Through our association with ICARDA office in Kabul, we have been able to access current information about the progress of agricultural development in Afghanistan and to explore further avenues for future activity in the sector.
- Local labor and local contractors were hired to carry out the refurbishing of the four classrooms that will serve as the DL centers for our project. This was made possible by Professor Baha's visits in August 2003 and June/July 2004, where, with his knowledge of the local workforce, he was able to hire workers directly, rather than go through a foreign based NGO, allowing the work to be done at a much lower cost.
- The Ministry of Higher Education continues to support our efforts.
- The Kabul university system sent three faculty members to Purdue for training in January-February 2004.

Policy Consultations

- Professors Baha (School of Technology) and Nour (School of Veterinary Medicine) were invited to give presentations in Japan in February-March 2004. This trip was a recognition of Purdue University's active involvement in the building of Afghanistan Higher Education institutions. The conference was held at the Tokyo University of Agriculture and Technology and was sponsored by UNESCO. In addition to the two professors from the USA there were two professors from Germany and three Deans and three professors from the schools of Agriculture, Engineering, and Veterinary Medicine of Kabul University. Other participants were from several universities of Japan, international graduate students, and concerned public audience. The final outcome of the conference was to establish an international network of all concerned institutions that are involved in helping Afghanistan higher education system. The ultimate goal will be to form a consortium of the interested institutions so that joint projects will be carried through a coordinated effort. This accomplishment could have not realized without the help ALO funding for our team here at Purdue University.
- Note that our discussions with the Faculty of Agriculture relative to curriculum issues may have a future impact on approaches to agricultural higher education. The Minister of Higher Education is aware of this work and, in conversations with Professor McNamara, is supportive.

Curriculum Development

- One of the two objectives of our project is aimed at curriculum reform. Our School of Agriculture is farthest along in this effort. A Purdue/Agriculture faculty visit to the Faculty of Agriculture at Kabul University in June 2003 resulted in a consensus to work together towards a two-track undergraduate curriculum: (1) plant science and (2) animal science – each with an embedded marketing/entrepreneurship component to prepare graduates for effectiveness in a market economy. The

discussions in June 2003 also focused on the process for development of a needs-driven curriculum to be responsive to the likely employers of Kabul University graduates. The goal has been to reform the curriculum to better prepare graduates for active roles in the agricultural sector following graduation. Changes, under discussion, have not yet been adopted.

- During Purdue's August 2003 visit to Kabul, the faculty of the Schools of Engineering, with the help of Professor Baha, reformulated the entire Engineering School's undergraduate curriculum to bring it more in line with what is being taught throughout the world. This new curriculum will provide the basis for planned contacts between Engineering and Technology professors at Purdue and elsewhere and their counterparts in Kabul. The same procedure will be followed by our School of Education and Kabul's University of Education.
- Curriculum development was emphasized during our training program at Purdue in January and February 2004.
- We have gathered some textbooks and course syllabi at Purdue University and shipped them to California and then to Kabul to help implement the curriculum that was developed during Professors Baha's and Kline's trip in August 2003 for the school of Engineering of Kabul University.

Workforce Development

- One of the objectives of the curriculum reform thrust described above was to revamp the curriculum to make it more responsive to the needs of the various infrastructure rebuilding projects now underway in Afghanistan. Without such a skilled workforce, Afghanistan would remain dependent upon workers from other countries to carry out the rebuilding process.
- Our efforts have been aimed at four distinct rebuilding personnel needs:
 - 1) Engineers to help design and rebuild the physical infrastructure of Afghanistan's economy.
 - 2) Agricultural specialists to help move the country towards food self-sufficiency.
 - 3) Technologists to help direct and carry out the infrastructure rebuilding process.
 - 4) Educators to teach the teachers that are so needed in the country's secondary education system.

Community Outreach

- Several faculty from education and technology submitted a grant in January 2004, that involved a partnership between Purdue University, the League of Women Voters (national, state, and local chapters), and the Women's Development Centers in Afghanistan. The focus of this project was on developing the capacity of women for leadership, digital literacy, and civic engagement. Contact was established with the Minister of Women Affairs to prepare the above proposal. Although it was not funded, it is anticipated that similar proposals will be forthcoming.
- Professor McNamara spoke on Afghanistan agriculture at Purdue's Top Farmers' workshop July 20, 2004, at Purdue. His speech was entitled "Re-Establishing Agriculture in Afghanistan after 25 years of Civil Strife."
- Professor McNamara has agreed to speak to the Purdue Women's Club about his work in Afghanistan, scheduled for November 2004. He will speak first about his involvement with USDA and the University of Davis, California related to Afghanistan. It is an effort to re-develop table grape production and other value-added agriculture activity in the Shamali Plain and Kandahar regions. He also will talk about the

political and security situation in Afghanistan--and perhaps the October 9th election results and their implications.

Serendipities and Unexpected Outcomes

- The informal network operating in Afghanistan higher education communicated that Professors Baha and Kline were there not just as touring visitors, but as members of a project that was dedicated to making a difference. Time and again, Afghanistan professors would introduce themselves and ask to speak to them and inquire how they might become involved and contribute to the success of the project.
- As a result of the Purdue workshop experience in January-February, 10-12 education graduate students and 1-2 education undergraduate students at Purdue had the opportunity to experience designing and delivering instruction to a diverse audience much different from what these students are used to. This diverse experience presented these current and future educators with both challenges and successes as they sought to deliver instruction that was both comprehensible and meaningful to the Afghan faculty, all of whom had a wide range of technological and English language skills. In Indiana, students are not given the opportunity to consistently work with such a diverse audience, and this real-world experience was very meaningful for them, both personally and professionally.
- Issa Mahmodi, who attended the Purdue January/February 2004 training workshop, has applied to Purdue's School of Civil Engineering graduate program. He has been accepted and will work under the direction of Professor Kumares Sinha.
- The appointment of Professor Sammons to the Board of Trustees of ICARDA was unexpected at the outset of the ALO-funded activity but has turned out to be an important source of continuing contact with the agricultural sector in Afghanistan. This contact, in addition to providing us with a good on-the-ground source of information about the status of agriculture in the country, has also opened the doors for potential future activity as a follow-on to the current project.

Challenges

The two single biggest challenges were:

- 1) The increasingly difficult task of obtaining visas and clearances for our Afghanistan visitors to the U.S. Additional State Department requirements arose for this training program, including required trips to Islamabad, Pakistan, for visa interviews. We were originally to have a training program in December 2003, but due to delays in the visa process, it was postponed to January 2004. In addition, due to these bureaucratic visa requirements, Chancellor Popal of Kabul University declined our invitation to visit Purdue in the Fall 2003.
- 2) The increasingly expensive cost of moving U.S. equipment to Afghanistan.

Future Plans

- Submission of future proposals to train teachers and in support of women's issues.
- Insuring that the new grant from ALO, aimed at helping develop work force training capabilities at educational institutions outside Kabul, will take full advantage of the progress made, and knowledge gained, during the course of this grant.

Media Coverage

The Purdue Exponent, Friday, January 16, 2004, "Partnership program aids Afghan students." (Purdue University newspaper)

The Purdue Exponent, Thursday, Jan. 29, 2004, "Afghan Professors work to rebuild Kabul universities."

The Purdue Exponent, Friday, Jan. 30, 2004, "Afghan professors note increased attendance."

Lafayette Journal & Courier, Wednesday, February 4, 2004, "McCutcheon students get lesson on Afghan education."

WLFI-TV18, news coverage of Afghan professors' visit to McCutcheon (Lafayette) High School, February 3, 2004.

Lafayette Journal & Courier, Thursday, February 5, 2004, "Afghan educators instructed by U.S. counterparts," in newsprint and on www.jconline.com

Copies of the print articles are included as Appendix 2.

QUANTITATIVE DATA

		Since beginning of ALO funding
1.	How many exchanges has the partnership supported for host country participants?	Faculty: 7 Undergraduate Students: Graduate Students: Administrators: Others: TOTAL: 7
	Describe the nature and duration of the exchange(s):	
	<ul style="list-style-type: none"> • Four Afghanistan faculty visited Purdue during April and May 2003 to learn about DL techniques, and to help redesign Kabul University's School of Agriculture's curriculum. • Purdue training program at Purdue University, January 20-February 5, 2004. 	
2.	How many exchanges has the partnership supported for U.S. participants?	Faculty: 6 Undergraduate Students: Graduate Students:1 Administrators: Others: TOTAL: 7
	Describe the nature, location, and duration of the exchange(s):	
	<ul style="list-style-type: none"> • Two Purdue faculty (Eberts, McNamara) and one graduate student (Anwar) visited Kabul in December 2002 for 10 days to begin the training and discussions with Kabul University counterparts regarding the DL laboratories, the rebuilding of the Schools of Agriculture, Engineering, Education, and Technology, and the modernization of the curriculum in these schools. • Four Purdue faculty members (Baha, Kline, McNamara, and Sammons) visited Kabul during the summer of 2003 (various times between June and August) to continue discussing the topics above, as well as plan and contract for the refurbishing of the four classrooms in each of the four universities that house our DL facilities. In addition to these activities, the School of Agriculture faculty (McNamara and Sammons) worked with the Faculty of Agriculture on curriculum development; interactions with NGO and donor organization staff to assess job skill needs for agriculture graduates; visit to a research farm plan as part of our effort to help get funding to renovate the 20 acre campus agriculture research facility. • Professor McNamara from the School of Agriculture to Kabul March 2004 (1 week). 	

		Since beginning of ALO funding
3.	<p>Approximately how many host country nationals have been trained (formally/informally, short-term/long-term) through partnership activities (e.g., degree programs, certificate programs, seminars, workshops, extension days, etc.)?</p> <p>Describe the nature, location, and duration of the training:</p> <p>The following training activities have taken place during the contract period:</p> <ol style="list-style-type: none"> 1. Training in the use of DL labs and equipment, and curriculum reform that took place in Kabul in December 2002 (3 males). 2. The training of the four faculty members that took place at Purdue in April/May 2003, focused on teaching DL techniques and agricultural curriculum reform (4 males). 3. Training that took place in Kabul during the June-August 2003 visits of four Purdue faculty members to Kabul, centered on curriculum reform (Agriculture: 5 females, 20 males). 	<p>Females: 5 Males: 27 TOTAL: 32</p>
4.	<p>How many times has your partnership consulted/collaborated with a host country government entity/organization?</p> <p>List and describe the nature of these consultations/collaborations:</p> <ul style="list-style-type: none"> • Professor Baha has been in regular contact with both the Minister of Higher Education and the Chancellor of Kabul University concerning matters of importance related to the rebuilding process. • The Ag component of project work has involved four separate visits/consultations as follows: McNamara to Kabul in March 2002, McNamara to Kabul in December 2002; Afghan group to Purdue in April/May 2003; McNamara and Sammons to Kabul in June 2003. Consultations focused primarily on curriculum issues in agriculture, drafting of curriculum revisions, and computer applications to the teaching program in agriculture. • Professors Kline and Baha consulted and met with the Ministry of Higher Education officials an estimated four times when they were in Kabul in August 2003, and while there they also met with a panel of officials from the Ministry of Higher Education to begin planning vocational/technical education policy. • Professor McNamara met with the Minister of Higher Education during his visit to Kabul in March 2004, to discuss what had been done in the Faculty of Agriculture. • Faculty from the Schools of Education and Technology at Purdue were in contact with the Minister of Women Affairs while preparing a proposal for helping women's centers in Afghanistan. 	

		Since beginning of ALO funding
5.	How many times has your partnership participated in host country government-sponsored panels and/or any other initiatives to inform policy within the host country?	5
<p>List and describe the nature of participation in the panels and/or initiatives:</p> <ul style="list-style-type: none"> • All of our trips to Kabul have involved such initiatives. • In addition, Professor Baha attended an educational policy conference this summer in Berlin. The conference was on “The Fundamentals for an Education Strategy in Afghanistan,” that took place from June 20 to June 22, 2003 at the Berlin Technical University. The participants from Afghanistan included: Minister of Higher Education, Minister of Communication, Deputy Minister of Education, and four Chancellors from Kabul and four Chancellors from regional universities. There were many expatriate Afghans living in Europe and several German academicians and governmental officials. Prof. Baha described our project and they expressed a willingness to work with Purdue on future projects. This proved a good opportunity for Prof. Baha to become acquainted with the regional university chancellors. • In June 2003, Professors McNamara and Sammons attended a government-organized workshop sponsored by the International Fertilizer Development Center (IFDC) on issues related to the deployment of fertilizer resources in the country. Purdue’s role was relatively low key but we did have a presence. • Professors Nour and Baha attended a one-week conference in Tokyo, Japan, in February-March 2004. The main show at the conference was a symposium where the two Purdue professors served on the panel. Each panelist made a presentation and then the floor was open for questions. In this gathering there were participants from the public and media. Instantaneous translation was made from Japanese to English and vice versa. Professor Baha presented and updated the audience on Purdue’s project with Afghanistan. Professor Nour presented the technique of one of his courses via electronic media and how it could be applied to Afghanistan. 		
6.	How many new degree programs has your partnership established?	
<p>Please indicate the type of degree(s) (e.g., AAs, BAs, MAs, MSs, PhDs), the field(s), and describe the program(s):</p> <ul style="list-style-type: none"> • None to date. 		

		Since beginning of ALO funding
7.	Has your partnership contributed or leveraged contributions other than cost-share, beyond what was originally proposed, to strengthen the capacity of host country higher education institutions?	Estimated total dollar amount: \$36,000
<p>List separately and estimate dollar amounts</p> <ul style="list-style-type: none"> • The School of Agriculture has contributed cash beyond the original commitment in the amount of about \$5000.00 to support various aspects of our work in Afghanistan. • Value of first shipment of computers and books was estimated at \$8,000. Current shipment of books and computers is valued at \$10,000. • The School of Education “donated” time for four faculty and four graduate students for the 2004 training program; the value of this time is estimated at \$13,000. 		

*Kabul University and Purdue University Partnership for Human Capacity Building in Agriculture, Education, Engineering, and Technology
Applied to Afghanistan Development*

APPENDIX 1

Afghanistan training schedule: **January 20 – February 5, 2004**

Time	Jan 19 (Mon)	Day 1 – Jan 20 (Tue)	Day 2 – Jan 21 (Wed)	Day 3 – Jan 22 (Thr)	Day 4 – Jan 23 (Fri)
8:30-noon	Martin Luther King, Jr. Day No training	Explore labs, machines, and software Set up laptops and other hardware Digital pictures and background information Tour SOE Technology resource center and developmental and distance ed labs Computer systems(ITTL ch3) MS Windows (B ³ ch1) Use of help feature	Discussion of the basics of Word processing Examples of word processing as assistant and as a teaching tool Use of Internet materials with word processing WP (B ³ ch2 lev.1) WP (B ³ ch2 lev.2)	Use of graphics and digital media within word processed documents Development of basic teaching materials with the word processor WP (B ³ ch2 lev.3) with adapted situations	Discussion of the basics of spreadsheets Examples of spreadsheets integrated within teaching Internet training on learning and integrating spreadsheets SS (B ³ ch3 lev.1) SS (B ³ ch3 lev. 2)
1:30 – 3:30	No training	Introduction and overview of the training Review of EDCI 270 course content, instructional activities, and strategies Training goals of Purdue and Afghan participants Discussion on Training the trainer model and outcomes of the training course.	Learning and technology (ITTL ch1) Basics of classroom technology integration Use of word processing as an assistant by both teacher and student Use of word processing as a learning tool Internet search techniques Finding content and examples on the web	Word processing in the Afghanistan classroom Potential methods of integrating across subject matter and curricula Potential projects to use with colleagues and students Development of an outline for Afghan training Development of basic principles of Afghan integration	Discussion of application of SS within teaching/learning situations (B ³ ch3 lev.3) Review examples of applications of SS Review level 3 scenarios and develop one based on Afghan school/business setting (note: incorporate work with curriculum advisors) Discuss weekend assignment*
4:00 – 5:30	No training	Tour of campus	Meet with curriculum advisors	Meet with curriculum advisors	Meet with Dean of Education Discuss goals of SOE, new strategic plan, vision of partnership

* Weekend assignment: Review chapters 1-3 of B³. Edit and change those chapters so they can be used within their Afghan teaching environment.

*Kabul University and Purdue University Partnership for Human Capacity Building in Agriculture, Education, Engineering, and Technology
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Time	Day 5 – Jan 26 (Mon)	Day 6 – Jan 27 (Tue)	Day 7 – Jan 28 (Wed)	Day 8 – Jan 29 (Thr)	Day 9 – Jan 30 (Fri)
8:30-noon	Discussion of the basics of database management Examples of databases integrated within teaching DB (B ³ ch4 lev.1) DB (B ³ ch4 lev.2) Observe EDCI 270 lecture	Discussion of the basics of PowerPoint Examples of presentation software within teaching PPT (B ³ ch5 lev.1) PPT (B ³ ch5 lev.2)	Use of video and audio within PPT presentations Discussion and examples of PPT with Producer Practice using Producer with PPT	Project to design and develop individualized instructional materials using PPT	Discussion of the basics of Web editors Web (B ³ ch6 lev.1) Web (B ³ ch6 lev.2)
1:30 – 3:30	Review of weekend assignment Discussion of application of databases within teaching/learning situations (B ³ ch4 lev.3) Advanced Internet search techniques – finding relevant instructional materials on the web	Discussion of the design of technology enhanced instructional materials (ITTL ch4) Discussion of the process of instructional material evaluation (ITTL ch10)	Visit and observe EDCI 270 labs Use of PPT to develop learning tutorials (B ³ ch5 lev.3) Project to design and develop individualized instructional materials using PPT based on Afghan relevant content	Project to design and develop individualized instructional materials using PPT	Examples of educational web sites Examples of Web learning sites (e.g., WebQuests) Discuss weekend assignment*
4:00 – 5:30	Meet with curriculum advisors	Meet with curriculum advisors			
6:00 – 7:30			Distance Ed (Tim F.) Helping students learn at a distance, administrative issues	Distance Ed (Tim F.) Helping students learn at a distance, administrative issues	

* Weekend assignment: Review chapters 4-6 of B³. Edit and change those chapters so they can be used within their Afghan teaching environment. Additionally, time should be spent on completing the PPT project.

*Kabul University and Purdue University Partnership for Human Capacity Building in Agriculture, Education, Engineering, and Technology
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Time	Day 10 – Feb 2 (Mon)	Day 11 – Feb 3 (Tue)	Day 12 – Feb 4 (Wed)	Day 13 – Feb 5 (Thr)	Feb 6 (Fri)
8:30-noon	Discussion on developing your own educational web site Development of a WebQuest	Visit: IU - Bloomington College of Education Visit: IUPUI and Indianapolis	Issues of technology integration in Afghanistan Overcoming barriers to learning within Afghanistan	Discussion of the visits, use of VisionQuest software	Departure from Purdue
1:30 – 3:30	Review of weekend assignment Discussion of PPT individualized instructional materials Discussion Issues of distance education Discussion boards / WebCT/Vista (“visit” EDCI 675)		Visit to McCutcheon High School to see “typical” technology integration. Discuss diversity issues and challenges within Afghanistan with honors English class	Training wrap up and evaluation Final discussions on technology integration in Afghanistan	
4:00 – 5:30	Meet with curriculum advisors		Meet with curriculum advisors		

Revised 1/30/04

Time	Day 10 – Feb 2 (Mon)	Day 11 – Feb 3 (Tue)	Day 12 – Feb 4 (Wed)	Day 13 – Feb 5 (Thr)	Feb 6 (Fri)
8:30-noon	Incorporating video into PPT Review and design of WebQuest materials Review of weekend assignment EDCI 270	Jan Cowan IUPUI – AutoCad and Architect	Discussion Issues of distance education Discussion boards / WebCT/Vista (“visit” EDCI 675) Software review of donated course material	Discussion of the visits, use of VisionQuest software	Departure from Purdue
1:30 – 3:30	Discussion of PPT individualized instructional materials 2:30 – 3:45 – Tim Frye Distance Ed	Visit to McCutcheon High School to see “typical” technology integration, tour, discussion with Honors English class	Instructional Design and implementation issues (ITTL chp 4) Final interviews – Krista	Training wrap up and evaluation Final discussions on technology integration in Afghanistan	
4:00 – 5:30	Meet with curriculum advisors	Dinner at Newby’s	Meet with curriculum advisors		
Evening	Dinner at Sinha’s				

Appendix 2

Print Publicity on January-February 2004 Training Workshop at Purdue

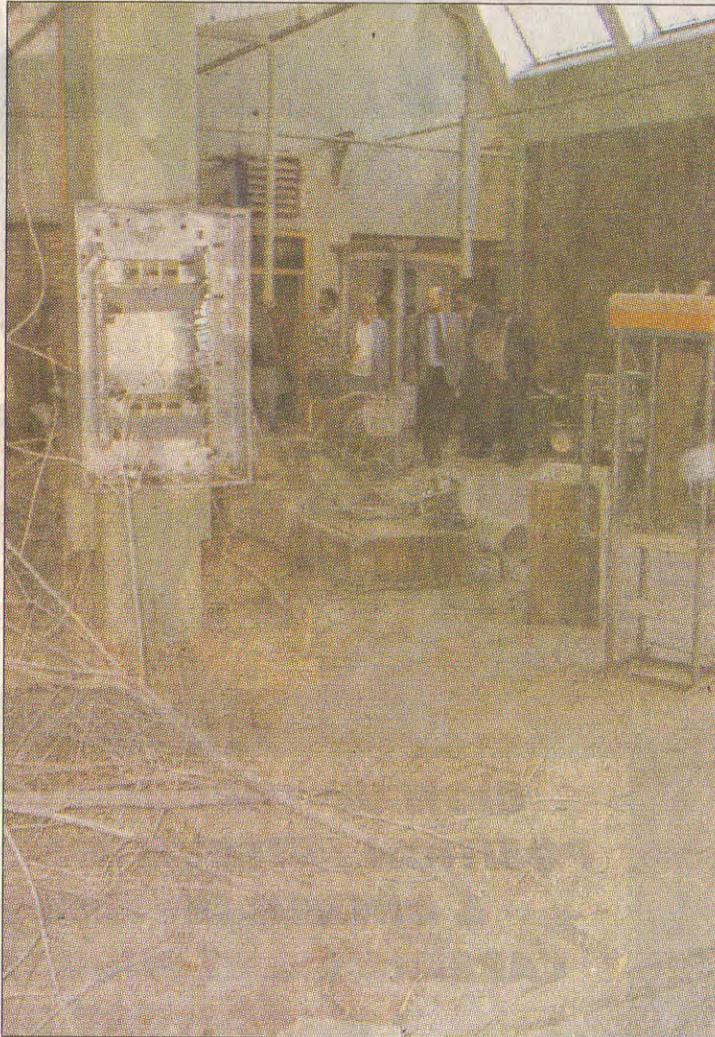


Photo courtesy of Frederick Sparrow

A group of Purdue and Kabul University faculty members assess the damage at the Kabul University in Afghanistan. The two have partnered in a rebuilding effort.

Partnership program aids Afghan students

By Ali Shareef
Staff Writer

A Purdue professor of agriculture economics said that he did not feel threatened by the surge in violence while he was in Afghanistan last year as part of a partnership between Purdue and three Kabul universities.

Kevin McNamara, who is active in Afghan rebuilding efforts, said that most of the conflicts are occurring in remote areas far from Kabul. Fluent in Dari, one of the Afghan languages, he said that he could walk freely around the city and in the market places, where he often speaks with the local people.

The Kabul University and Purdue University Partnership for Capacity Human Building in Agriculture, Education, Engineering and Technology Applied to Afghanistan Development is a partnership program developed by several Purdue faculty members to work toward rebuilding and improving three universities in Kabul.

The four main objectives of

this partnership are to provide funds to improve the University buildings, improve the University administration, educate the faculty and enable distance learning, said Frederick Sparrow, director of the partnership and a professor of industrial engineering.

Funds come from both Purdue and a United States agency. Approximately \$165,000 has been allocated for this project and 90 percent has already been spent or encumbered, said Sparrow.

They are looking at other grants from the School of Technology and School of Education to continue the project, he said.

The partnership, in its second year, has already shipped 40 computers to the universities in Kabul. These computers, purchased from Information Technology at Purdue, will be used to set up distance-learning laboratories at the Kabul schools, so that Purdue faculty can teach short courses over the Internet. These courses will

See KABUL, Page 4

KABUL: Aid helps to rebuild Kabul University

FROM PAGE 1

focus on skills necessary for electricians, mechanics and agricultural workers, said Sparrow.

Purdue faculty members have made several visits to Kabul, the first of which was to make assessments. In April and May of 2003, four Afghan faculty members visited Purdue for training. While here, the Afghan faculty received 260 textbooks for nearly every undergraduate class in the School of Agriculture, said McNamara, who travels frequently to Afghanistan. On his last trip back in November, he said the professors were finding the textbooks to be of great help. Next week, three Afghan professors will be arriving at Purdue to begin training.

Kabul University has been the site of many conflicts and confrontations during Afghanistan's violent history, said Zarjon Baha, a professor

of building construction management technology who is from Afghanistan. Baha was once the Dean of Engineering at Kabul University.

The region around Kabul University and Kabul Polytechnic was the site of a civil war in 1992 after the Russians withdrew, said McNamara. The conflict between several tribal factions vying for control leveled about three-quarters of the city. The dormitories were used as barracks.

"It's a mess," said Sparrow. Classes are rubble-strewn and there is much destruction, he said.

Wasim Anwar, a Purdue graduate who traveled to Afghanistan in December 2002 to provide training to Afghan faculty, said he was "shocked" by the condition of the University.

"I couldn't believe how cold it was (inside) and how bad the best place in the

University was," said Anwar. "Some rooms did not even have (glass in the) windows."

The project will provide funds to restore some of the buildings and to provide reliable electricity and security for computer labs.

Through the efforts of Purdue's faculty, Afghan administrators have been trained in university management and curriculum development.

According to the project progress report for 2003, the Afghan curricula and courses were 30 years behind current standards. The Schools of Agriculture and Engineering curriculum are now up to date, with the University of Education to follow.

"I am proud of Purdue for doing this," said Sparrow.

"The people really wanted to learn," said Anwar. They are "hungry" for education and improving their situation, he said.

Purdue Exponent,
January 16, 2004
(continuation)

Campus

Afghan professors work to rebuild Kabul universities

By Ali Shareef
Staff Writer

According to an annual report submitted by a partnership between Purdue and Kabul University, Afghan curriculum is 20 years behind today's standards.

Purdue is attempting to help.

Three Afghan professors will speak of their experiences today.

"In Afghanistan the green light is now on. We know what to do for the future," said Faqiri Faqiri, one of the three visiting professors from Afghanistan.

The three professors are visiting under the partnership forged in 2002 with Purdue.

The professors are being trained to use computers and they are updating the Afghan curriculum.

The partnership is known as the Kabul University and Purdue University Partnership for Capacity Human Building in Agriculture, Education, Engineering and Technology Applied to Afghanistan Development.

Two professors are from the School of Engineering at Kabul University, and one professor is from the School of Education at Kabul.

They will hold a panel discussion from 3:30 to 5 p.m. today in Stewart Center Room 318 in order to bring to light the issues faced by higher

education facilities in Afghanistan.

"After 20 years of war, we are hopeful for peace," said Abdul Kahdistani, a professor from the School of Education in Kabul.

"The new generation is eager to advance," said Mohammad Mahmodi, a professor in the School of Engineering at Kabul University.

The process of bringing the Afghan professors here to Purdue was started in August, said Barbara Gotham, who processed the necessary applications. The recent Homeland Security policies resulted in a two-month delay, said Gotham. A fourth professor was scheduled to attend; how-

ever, due to delays in processing his applications, he could not attend.

The Afghan government budget for the Ministry of Higher Education is approximately \$700,000, said Mahmodi. The funds are then distributed among 11 Afghan universities.

Afghanistan does not have the amenities of other countries, said Kahdistani. There are many problems for the students. Students are often impoverished and do not have proper transportation. Some need to work to support their families at the same time they study. Kabul universities are closed during the winter due to the lack of resources to heat the buildings, said

Kahdistani.

The years of violence have frustrated the current generation that has lived through more than 20 years of war.

"From the sky the rockets were coming," said Mahmodi. "People could not find food in their house and there was no work for them to earn. Either way they would be killed by the rockets or die from the hunger."

The recent increase in violence has not deterred students from attending the universities, said Kahdistani.

"(The students) are eager to learn, eager to work, and eager to build," Mahmodi said. "It is unbelievable the days I have had in my life and the days I have now."

He considers himself fortunate to have acquired a degree from the University. "There are other young (people) who cannot read and write."

"With difficulty I studied in school," he said. "Sometimes I had a small oil lamp to study by, and some times I didn't."

He said that hardship was not unique to him and that other professors visiting Purdue also faced similar experiences.

"Twenty-three years of war cannot be stopped in two years," Mahmodi said.

"We hope our universities will become like Purdue after 20 or 50 years," said Kahdistani.

Afghan professors note increased attendance

By Ali Shareef

Staff Writer

Three Afghan professors spoke at a panel discussion on Thursday at Stewart Center about the current needs and challenges Afghans face in higher education.

The professors are visiting under the sponsorship of the Afghanistan Steering Committee made up of Purdue faculty and staff and headed by Frederick Sparrow, professor in the Schools of Engineering.

Chuck Kline, associate professor in the School of Education, introduced the three professors and the panel answered questions from the audience.

The Afghan professors who spoke were Abdul Kahdistani from the University of Education.

Mohammad Mahmodi, a lecturer in Civil Engineering from Kabul University; and Amanullah Faqiri, vice chancellor of Kabul Polytechnic Institute.

One of the biggest challenges facing Afghan universities is the lack of experienced professors, the professors said.

"At Kabul University there is only one professor who has a Ph.D.," said Mahmodi.

There are currently no graduate programs at Kabul University to further train these professors.

The visiting professors are being trained at Purdue, using computers in teaching and updating their curriculum.

"It is appalling to see so few experienced professors with Ph.D.s," said Abdelfattah Nour, director of International Programs in Veterinary Medicine. "Through collaboration such as at Purdue, they can slowly improve the situation in academia."

The professors also spoke of an increase in students attending universities.

"During the Taliban there were 150 students," said



Adrian Osman/ Photo Editor

Amanullah Faqiri, Mohammad Mahmodi and Abdul Kahdistani held a discussion panel Thursday to speak about the higher education system in Afghanistan.

Purdue Exponent, 1/30/04

Kahdistani. "Now there are 2,000."

Under the reign of the Taliban, the government prevented women from attending universities.

Mahmodi said, "The majority of women lost the opportunity of attending a university."

Women who wish to attend a university now can do so.

Kahdistani said that 60 per-

cent of students studying teaching are now women.

Other problems the professors discussed were lack of books and laboratory equipment.

"The length of this table is longer than the bookshelf of books they have for education," said Kline, who visited Afghanistan from July to August in 2003.



Photos by Michael Heinz/Journal and Courier

FROM KABUL: Amanullah Faqiri (from left), Mohammad Issa Afghanistan's Kabul University, answer questions from students at McCutcheon High School Tuesday. Mahmodi and Abdul Kahdistani, professors from

McCutcheon students get lesson on Afghan education

By Erin Smith

esmith@journalandcourier.com

Fifteen-year-old Peter Schamber understands the importance of a good education.

So, when a professor visiting the United States from Afghanistan asked the McCutcheon High School sophomore why some American students don't appreciate their education, Schamber couldn't give a definite answer.

"They may not realize how it's going to affect them in the future," said Schamber. "Most of us have learned we can't get too far without a good education. Usually, the more you know and the more you learn, the farther you'll get."

Mohammad Issa Mahmoodi said the problem in Afghanistan is very different.

"The parents want education, the children want education, even the government wants education, but they cannot have it."

Afghan professors Mahmoodi, Abdul Kahdistani and Amanullah Faqiri are spending three weeks at Purdue University to receive training in structuring curriculum and integrating technology. On Tuesday, they toured Mc-



Q&A: McCutcheon High School students listen as professors from Afghanistan, answer questions.

Cutcheon and answered questions from students in Paula Wilson's sophomore honors English class.

"They are in awe," said Wilson, referring to the three professors. "When you don't have books or electricity in your university, this must look like heaven."

Mahmodi, an assistant professor in the School of Engineering at Kabul University, said Afghanistan is still trying to rebuild itself after being at war for about 23 years.

"Unfortunately, all the people do not have access to technology," said Mahmoodi. "Even

the people living in the cities, even the students going to the universities. At the biggest university, there are about 100 computers connected to the Internet."

At McCutcheon, there are 500 computers, said Wilson.

Kahdistani, who teaches British and Russian literature at Education University, said Afghans have a big problem with electricity because the system is "very old."

But bringing technology to Afghanistan will not change the country, he said.

"They can change the life, not the customs," Kahdistani

said. "We can help our students to work better, to study better. The students can sit on a chair or they can sit on the ground or they can sit on a chair, but it is better, I think, for them to sit on a chair."

Purdue professor of curriculum and instruction Tim Newby, who arranged the McCutcheon tour, said the professors are learning how technology is used in the classroom.

"We're influencing these people who are going to influence students for years to come," he said. "They're gaining a vision of what could be."

Newby said Afghan teachers often have to read the textbook to their students because they only have one copy of the book.

Sophomore Lindsay Caston said she hadn't realized what life was like in Afghanistan.

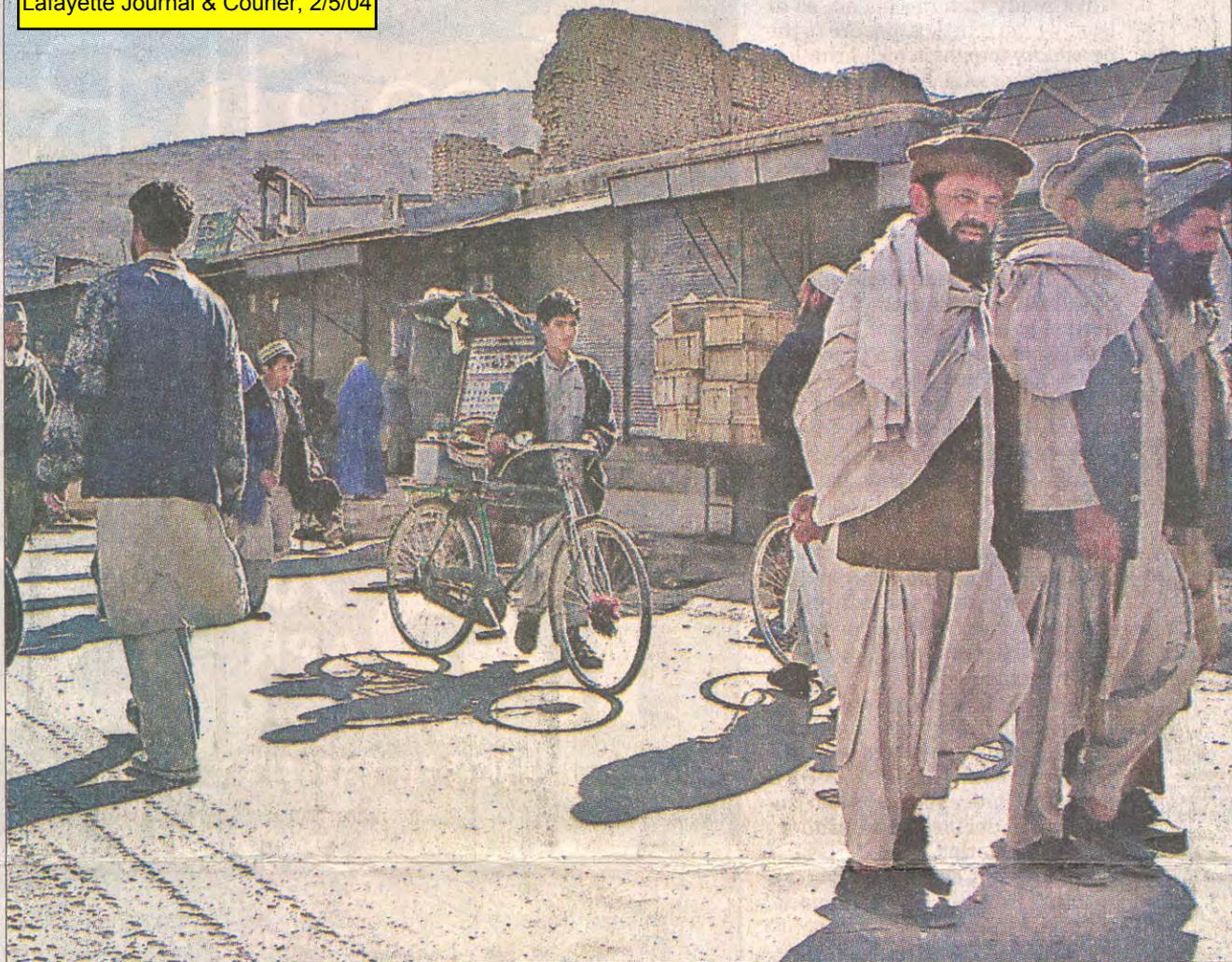
"A lot of people — I know I do — take (education) for granted," she said.

But Mahmoodi grew up under the reign of the Taliban.

"We were brought up in a time with uncertainty and a lot of problems," he said. "Now we try to learn more. Now we say that the time is good."

LEARNING TO REBUILD

Lafayette Journal & Courier, 2/5/04



Photos provided

AFGHAN LIFE: People make their way through a roadside bazaar and makeshift shops in central Kabul, Afghanistan,

in March 2002. Three professors from Afghan colleges are currently visiting Purdue University.

Afghan educators instructed by U.S. counterparts

By Marc B. Geller

mgeller@journalandcourier.com

Shortages of textbooks, equipment and faculty with advanced degrees continue to hinder Afghanistan's higher education system, according to three Afghan professors visiting Purdue University.

Abdul Kahdistani, 35, of Education University, Amanullah Faqiri, 40, of Kabul Polytechnic Institute, and Mohammad Issa Mahmodi, 28, of Kabul University, are visiting Purdue for three weeks to receive training in curriculum reform and the use of computers for classroom instruction.

Their visit is part of a partnership among Purdue,



Kabul University and Afghanistan's Ministry of Higher Education to establish a rapid training capacity at Kabul's institutions of higher learning.

Supported by the Association Liaison Office for University Cooperation in Development and the U.S. Agency for International Development, the effort is aimed at generating an immediate flow of skilled workers and trainers into

► See AFGHANS, Back Page

Afghanistan: a brief history

Afghanistan's recent history is characterized by war and civil unrest.

The Soviet Union invaded in 1979, but was forced to withdraw 10 years later by anti-Communist mujahideen forces supplied and trained by the United States, Saudi Arabia, Pakistan and others.

Fighting continued among the various mujahideen factions, giving rise to a state of warlordism that eventually spawned the Taliban.

Backed by foreign sponsors, the Taliban developed as a political force and eventually seized power. The Taliban were able to capture

most of the country, aside from Northern Alliance strongholds primarily in the northeast, until U.S. and allied military action in support of the opposition following the Sept. 11, 2001, terrorist attacks forced the Taliban's downfall.

In addition to occasionally violent political jockeying and ongoing military action against remaining terrorists and Taliban members, the country suffers from enormous poverty, a crumbling infrastructure and widespread land mines.

— Source: CIA World Factbook 2003

AFGHANS / Purdue looking for others to contribute money, resources

Continued from Page A1

Afghanistan's rebuilding effort and to partner with Kabul University to strengthen the undergraduate curriculum.

"The priorities for the school, of course, is teachers, is laboratories, is up-to-date curriculum and is continuing of education," said Mahmudi, an assistant professor in the School of Engineering. "Still we are faced with the lack of lecturers, especially with the lack of experienced lecturers."

The overwhelming majority of the faculty in the Kabul University School of Engineering are about his age and have only bachelor's degrees, Mahmudi said. Among the faculty, just three have master's degrees and one has a doctorate.

Who will teach?

Mahmudi said the immediate solution is to seek scholarships for faculty to pursue advanced degrees outside Afghanistan, but doing that raises an important question: Who will be left to run the universities in Afghanistan?

In the past, foreign professors went to Afghanistan to teach, allowing their Afghan counterparts to gain additional training at higher education institutions outside the country before returning to Afghanistan, Mahmudi said. He expects the same to happen again now.

"That's a possibility," said Tom Sparrow, U.S. director of the partnership and a Purdue professor of industrial engineering. "The problem is this: If you were a university administrator, given what's going on in Kabul, would you encourage your faculty members to put their lives at risk?"

"In order for me to go there," said Charles Kline, a Purdue associate professor of educational administration, "I had to sign some releases, and the university was very anxious that I was going and glad that I came back."

Still, the issue of advanced degrees for Afghan faculty is an important one, Sparrow said.

"And of course, that's why we focus on distance education," he said. "The idea would be for us to pipe courses in there so that they could get their degrees while they're teaching."

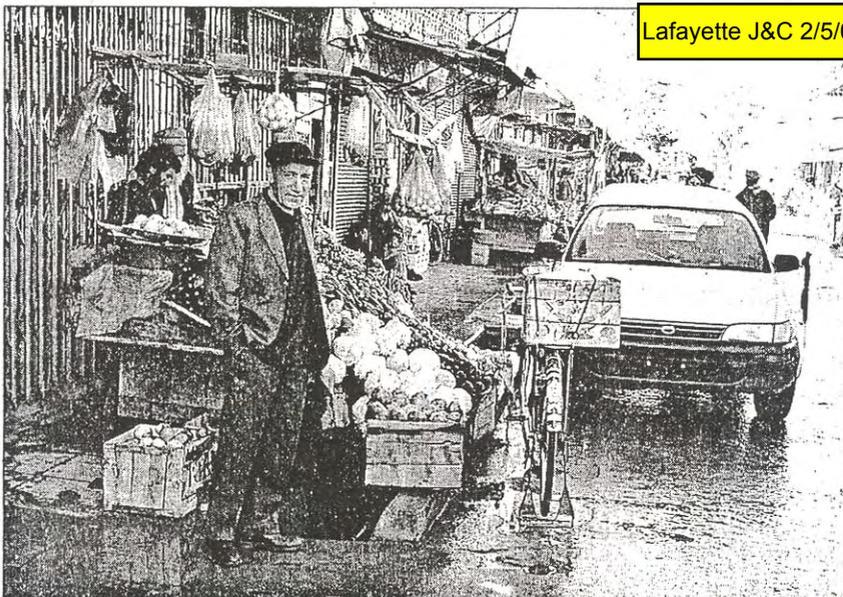
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Obtaining visas a challenge

Two of the challenges the partnership faces are the increasingly difficult task of obtaining visas for Afghan visitors to the United States and the increasingly expensive cost of moving U.S. equipment to Afghanistan.

"We originally planned to have representatives from four of the colleges," Sparrow said. "In fact, we got three. One was hung up after a terrible session trying to get visas. The visa problem is almost insurmountable these days, in



Photos provided

ON THE STREET: Zarjon Baha, a Purdue University professor of building construction management and a native of Afghanistan, stands outside a fruit market in Kabul, Afghanistan in March 2002.

terms of bringing in people from predominantly Muslim countries in the age group that you see here: 22 to 50."

The current visit was postponed multiple times because of the complications.

Faqiri, who teaches construction technology, said the knowledge and experience he and his Afghan colleagues are gaining at Purdue will help them to make use of the distance learning laboratories.

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Professors' pay: \$60 a month

Wages also are an issue for Afghan faculty, many of whom moonlight in order to supplement their university income.

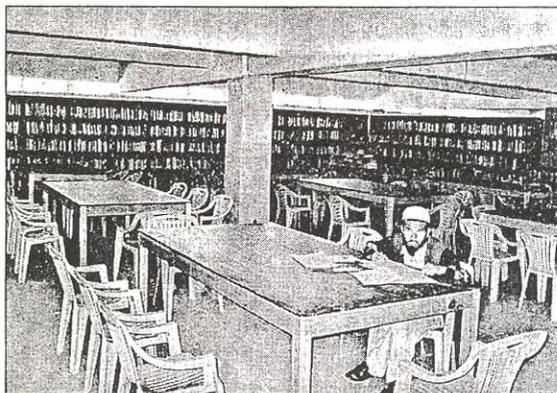
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Though women are now free to take the college entrance exam and attend universities, they remain a relative rarity in some programs. In the Kabul University School of Engineering, for example, women make up just a small fraction of the students.

"And this is because the possibility of work for girls in the engineering field is less than the possibility of work in other schools," Mahmudi said. But in programs such as Islamic law, journalism and literature, female students outnumber male students.

Kahdistani said women comprise about 60 percent of the stu-



OLD FACILITIES: A man studies in the main library at Kabul University in March 2002. The facility has no lights and most of the books are old.

dents at Education University, which trains teachers.

"In the Kabul Polytechnic the demand of girls for that school is not much, based on the profession of engineering," Faqiri said. "Out of the number that we gave — 2,900 students — only 70 are girls in the Polytechnic."

Under the Taliban regime, girls were permitted to attend school only up to about age 10, Mahmudi said.

"And for the students who couldn't continue their education in the period of the Taliban, some of them lost their opportunity of education," he said. Some of those girls are now 20-25 years old and are attending secondary school now, trying to make up for lost time.

About 4,000 people applied for admission to Afghan universities after the 2001 fall of the Taliban, Faqiri said. This year there were 37,000 applicants. The overall acceptance rate is about 70 percent to 75 percent.

Kahdistani, who teaches translation and composition, said Education University was a teaching institute under the Taliban and had only 150 students at the time. It now enrolls 3,000 students.

Looking ahead, Sparrow said more funding is needed to continue the progress Purdue has made to help Afghanistan develop the human resources needed to rebuild the country.

"I'm really proud of Purdue for supporting this activity, but the bottom line is, Purdue can't continue to pour its own resources into this," he said. "We're going to need outside funding. We've been fortunate in having received \$165,000, which is a mix of Purdue contributions and U.S. AID money, to get this process started."

Sparrow said about \$500,000 is needed for the next stage of the project, which will build on the curriculum reform already completed.

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Sparrow also foresees the formation of a consortium of U.S. universities to offer a broad range of advanced degrees to Afghan faculty.

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Learning to rebuild

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By [Marc B. Geller](#), Journal and Courier

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-- Source: *CIA World Factbook 2003*

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