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NECMETTİN ERBAKAN UNIVERSITY
INSTITUTE OF EDUCATION SCIENCE



DEPARTMENT OF CURRICULUM AND INSTRUCTION
CURRICULUM AND INSTRUCTION PROGRAM
DOCTORAL THESIS

THE EDUCATION SYSTEM IN AFGHANISTAN
AND RECENT CURRICULUM ATTEMPTS

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TEZ ÇALIŞMASI ORJİNALLİK RAPORU

THE EDUCATION SYSTEM IN AFGHANISTAN AND RECENT CURRICULUM ATTEMPTS başlıklı tez çalışmamın toplam **112** sayfalık kısmına ilişkin, 7/08/2023 tarihinde tez danışmanım tarafından **Turnitin** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı **%20** olarak belirlenmiştir.

Uygulanan filtrelemeler:

1. Tez çalışması orijinallik raporu sayfası hariç
2. Bilimsel etik beyannamesi sayfası hariç
3. Önsöz hariç
4. İçindekiler hariç
5. Simgeler ve kısaltmalar hariç
6. Kaynaklar hariç
7. Alıntılar dahil
8. 7 kelimedenden daha az örtüşme içeren metin kısımları hariç

Necmettin Erbakan Üniversitesi Tez Çalışması Orijinallik Raporu Uygulama Esaslarını inceledim ve tez çalışmamın, bu uygulama esaslarında belirtilen azami benzerlik oranının (%30) altında olduğunu ve intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

7/08/2023

QEYAMUDDIN MUBASHIR

Prof. Dr. İSA KORKMAZ

BİLİMSEL ETİK BEYANNAMESİ

Bu tezin tamamının kendi çalışmam olduğunu, planlanmasından yazımına kadar tüm aşamalarında bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez hazırlama kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını ve bu kaynakların kaynaklar listesine eklendiğini beyan ederim.

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ÖZET

Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü
Eğitim Bilimleri Anabilim Dalı
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Doktora Tezi

AFGANISTAN EĞİTİM SİSTEMİ VE GÜNCEL EĞİTİM PROGRAMI GELİŞTİRME ÇALIŞMALARI

QEYAMUDDİN MUBASHİR

Bu çalışma bir doktora çalışması olup Afganistan'daki Eğitim Sistemine odaklanmaktadır. Araştırma, geçmişten günümüze eğitimin farklı dönemlerinde eğitim sistemi ve program geliştirme faaliyetlerini ele almaktadır. Afganistan'da modern eğitimin ortaya çıkışına, ülkedeki eğitimin son durumuna ve eğitimin gelecek için iyileştirilmesine odaklanmaktadır. Çalışma, özellikle 2001-2021 yılları arasındaki son yirmi yıldaki eğitim sistemi ve müfredat faaliyetlerine odaklanmaktadır. Doküman incelemesi tekniği ile gerçekleştirilen nitel bir çalışmadır. Raporlar, yasa ve yönetmelikler, ulusal stratejik planlar, milli eğitim bakanlığının yıllık eğitim raporları ve eğitimle ilgili bazı özel kitaplar veri olarak kullanılmış ve araştırmanın problemine çözüm bulmak için analiz edilmiştir. Bu makale, Afganistan'daki eğitim uzmanına, ilk ve orta seviyeler için istikrarlı ve ulusal bir eğitim sistemi ve müfredatı geliştirebilmesi için öneriler sunmaktadır.

Anahtar Kelimeler: Eğitim, Müfredat, Müfredat, Müfredat Geliştirme, Afganistan Eğitim Sistemi, Öğretim Materyali, Ders Kitabı ve Eğitim Yapısı

ABSTRACT

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Department of Curriculum and Instruction

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ACRONYM

1. MoE: Ministry of Education
2. UNESCO: United Nations Educational Scientific and Cultural Organization
3. DRA: Democratic Republic of Afghanistan
4. APDP: Afghan people's democratic party
5. USAID: United States Agency for International Development
6. UN: United Nation
7. ISAF: International Security Assistant Forces
8. NATO: North Atlantic Treaty Organization
9. UNICEF: United Nations Children's Fund
10. NGO: None-government Organization
11. SCA: Swedish Committee for Afghanistan
12. UNDP: United Nation Development Program
13. IBE: International Bureau of Education
14. ECA: Education Center for Afghanistan
15. CTD: Compilation and Translation Department

CHAPTER ONE

1. INTRODUCTION:

1.1. A BRIEF INTRODUCTION OF AFGHANISTAN

Afghanistan is a landlocked country located in the south-east Asia. It has borders with Tajikistan, Uzbekistan, Turkmenistan, Iran, the longest border with Pakistan and the shortest border with China. Geographically it is a mountainous country of about 647,500 square kilometers and the Hindukush series of mountains divide this country to north-east and south-west. There are 34 provinces in Afghanistan and according to an estimation its population was 26,813,057, but with a rapid growth and 40% of the population is under the age of 15 (U.S. Census Bureau, 2001) which is estimated 40 million by the world fact-book in 2023. Afghanistan people speak almost with 40 languages and the three most spoken languages are Persian, Pashtu and Uzbeki. The formal language in Afghanistan is Persian and Pashtu languages. The government system was formerly Republic and after 2021 in the second period of Taliban its Islamic Emarat Afghanistan. This country has been invaded by British and Russian in the past. This country has suffered more from the internal conflicts. For this reason, millions of Afghans are living as refugees outside Afghanistan in Iran, Pakistan, Turkey, European and American countries. According to a census in 1979, 99.7% of Afghans are Muslims and the remaining are Sikh Hindus.

Throughout history, the region has been characterized and greatly influenced by several civilizations, empires, and major sociopolitical shifts: from the ancient Silk Road trade routes to the rule of the Persian, Greek, and Islamic dynasties and British colonialism attempts. These complex dynamics and challenges mark Afghanistan's sociopolitical climate. The country has faced prolonged conflicts, including civil wars, foreign interventions, and the rise of extremist groups. For instance, in the modern era, Afghanistan faced Soviet invasion, internal power struggles, and subsequent conflicts, including the 20-year-long U.S.-led war, the collapse of the US-backed government, and the Taliban's return to power. While leaving behind their legacies and influences, these factors have profoundly impacted governance, security, and societal well-being.

With regards to how these historical events have unfolded, The World Factbook (2023) describes the contemporary of Afghanistan as follows:

[Founded in 1747, Afghanistan] served as a buffer between the British and Russian Empires until it won independence from notional British control in 1919. A brief experiment in increased democracy ended in a 1973 coup and a 1978 communist counter-coup. The Soviet Union invaded in 1979 to support the tottering Afghan communist regime, touching off a long and destructive war. The USSR withdrew in 1989 under relentless pressure by internationally supported anti-communist mujahidin rebels. A series of subsequent civil wars saw Kabul finally fall in 1996 to the Taliban, a hardline Pakistani-sponsored movement that emerged in 1994 to end the country's civil war and anarchy. Following the 11 September 2001 terrorist attacks, a US, Allied, and anti-Taliban Northern Alliance military action toppled the Taliban for sheltering Usama BIN LADIN. (The world factbook, 2023).

A UN-sponsored Bonn Conference in 2001 established a process for political reconstruction that included the adoption of a new constitution, a presidential election in 2004, and National Assembly election in 2005. In December 2004, Hamid KARZAI became the first democratically elected president of Afghanistan and was reelected in August 2009. The Taliban conducted an insurgency for two decades against the Afghan Government and international forces from the United States and other countries. In February 2020, the US and the Taliban signed an agreement that led to the withdrawal from Afghanistan of international forces in exchange for commitments on counterterrorism and other assurances. The Taliban seized control of Afghanistan on 15 August 2021 (The world factbook, 2023).

The Taliban's government takeover marks a critical moment in Afghanistan's history and a depressing day for human development. UNDP's (2023) report indicates that due to the upheaval, for example, girls and women – over half of the 40 million people – have been deprived of fundamental rights and freedoms, limiting their agency and participation in public. Moreover, soon after the takeover, the economy collapsed drastically and added further negative consequences to the country's decade-long poverty, making Afghanistan one of the poorest countries in the world.

Due to its strategic location, Afghanistan has played a significant role in the position and history of the Silk Road (Seddiqi, 2010) and become home to a diverse population with various ethno-linguistic backgrounds. Although there is no reliable statistical data available on

ethnicity in Afghanistan, the country's 2004 Constitution listed 14 ethnic groups, namely, Pash-tun, Tajik, Hazara, Uzbek, Turkman, Baluch, Pachaie, Nuristani, Aymaq, Arab, Qirgiz, Qizilbash, Gujur, and Brahui. However, there are dozens of other ethnic groups in the country which have not been listed in the constitution.

Language is considered to be an essential part of ethnicity for most of the ethnic groups in Afghanistan, where ethnic diversity has played a significant "role in the civil war, unequal opportunities, discrimination, and domestic conflicts throughout the history of the country." (Sediqi, 2010, p. 17) The ethnic groups in Afghanistan can be distinguished by their religious practices, ideology, economic status, geography, way of life, and language. The Afghan people's language, ideology, cultural and religious practices, economic status, and geography are associated with their respective ethnic groups (Schetter, 2004). Afghans practice Islam as their religion, with 84% Sunni Muslim and 15% Shi'a Muslim (Zita, 2004).

Afghanistan is a multi-ethnic country with many ethnic groups and languages. Although there is no accurate data for the exact sizes of each ethnic group and the number of languages spoken, Ethnologue (Simons and Fennig, 2017) reports that Afghanistan has 36 living languages. The major ethnic groups include Pashtuns, Tajiks, Hazaras, Uzbeks, and Turkmen, which, among others, contribute to the country's cultural mosaic with their distinct traditions, languages, and customs. The aforementioned four ethnic groups speak Pashtu, Dari, Uzbeki, and Turkmani as their mother tongue (Sediqi, 2010). According to the 2004's Constitution, both Pashtu and Dari are considered the main official languages of the state. However, Uzbeki, Turkmani, Baluchi, and Pashayie can be treated as the third official language in the area where one of these languages is spoken by the majority (Coleman, 2019).

Afghanistan's educational system has faced immense challenges throughout its history. Years of conflict and instability have severely impacted educational infrastructure and access to quality education. However, efforts have been made to rebuild the education system and increase enrollment rates, particularly for girls. There are formal and informal educational settings, including public and private schools, religious madrasas, and community-based initiatives.

Over the past few decades, education has been used to promote certain conflicting ideologies, such as Islamism, communism, fundamentalism, and modernism, for political purposes

(Matsumoto, 2008). For instance, there has been widespread gender equality in all areas, including education (Orfan & Niazi, 2021; Noori et al., 2020), worsened mainly by certain religious groups' involvement in power in the past three decades (Noori, 2021).

After the fall of the Taliban regime in 2002, the Afghan state and international donors attempted to rebuild the education system by developing the regulatory framework and conditions for the involvement of non-state actors in education (UNESCO, 2022). The report adds that, until very recently, many entities such as NGOs, foundations, civil society organizations, religious institutions, private tutoring companies, private schools, and private universities have been actively engaged in providing, financing, and innovating the core and supportive education services in Afghanistan.

It can be said that Afghanistan's context is shaped by its historical legacies, geographical location, sociopolitical climate, diverse population dynamics, ethnic backgrounds, and fragile educational settings. Understanding these aspects is crucial for comprehending the complexities that Afghanistan faces in its journey toward stability and development. By exploring these dimensions, researchers and policymakers can work towards addressing the challenges and fostering positive change in the country.

After emergence of Islam Afghanistan has been land of intellectuals and knowledge since centuries ago (Kamgar, 2008). Before the beginning of formal education and establishment of formal schools teaching and learning has been done traditionally. In different periods of the history education contents has been different and has been done for different purposes. Regardless of types of religions, as countries part of the world before emergence of formal education in Afghanistan education meant only learning religion and logic, as well as western philosophy, astronomy and literature. Teaching and learning were happening traditionally in the cathedrals, mosques, monarchs, and open area (Andeshmand, 2011).

1.2. STATEMENT OF THE PROBLEM

Afghanistan which has been the cross-road of civilization and a land of different ethnical backgrounds has experienced many civilizations throughout the history (Samady, 2001). Islam religion came to Afghanistan during the third caliph of Islam His Excellency Osman in 652AD. "It provided spiritual, philosophical and cultural context" (Samady, 2001) for the country. Education, politics, social and cultural life has always been affected by religion in Afghanistan. In the Islamic period in Afghanistan education mostly focused on learning and teaching Islam and

Islamic subjects and philosophy, literature, science, ethics, logics and mathematics. During Islamic period many centers of education in Herat, Balkh and Ghazni that has educated philosophers, science and literature scholars that has served in Afghanistan, the region and beyond (Samady, 2001).

In Afghanistan, education was informal before 1903 and the place of education was mosques and Madrasas. The way of teaching was traditionally by Islamic scholars, philosophers and Mullahs (Andishmand, 2010). Through this traditional way of teaching great philosophers, Islamic intellectuals and scholars has been trained in this land. The traditional way of education was not compulsory or by the government. Education was private and was taught privately in the training centers or mosques (Andeshmand, 2011). The famous and most effective scholars of the Islamic period were as in the following: Ibni Sina i Balkhi (Avicenna) from Balkh in tenths century, his medical treatise has been used in European Universities until 19th centuries. Abu Raihan Biruni 10th century, Hakim Sanayi in eleventh century, Khowja Abdullah Ansary, Mawlana Jalaluddin Balkhi have lived in 13th century. Sayed Jamalluddin Afghani was a modern political philosopher of 19th century. He had many books and principles, Islamic and philosophical writings which traveled around the world to spread the idea of relation of Islam and science (Samady, 2001).

Primary and secondary education was done in Mosques and Madrasas until the establishment of formal education and schools. The first schools (education centers) were established in 1875 during King Shir Ali Khan (Kamgar, 2008). Formal education started by establishment of two schools; one military and one civil school in Afghanistan. The students studying in these schools were all The Monarchy children, ministers and elder people. Later in 1903, Afghanistan's famous high school was established called Habibia High school. Indian teachers are the first people who have been hired for modern education and has worked together with Afghan teachers to create the curriculum of education. Later on, Turkish teachers are the second foreign support that has been hired for the kingdom family and has established medicine faculty together with Afghan teachers (Kamgar, 2008). Many writers call this revolution in education beginning of formal education whereas Andishmand (2008) has described it as semi-modern education. The modern schools were established only in the capital and for the children of monarchy and high-ranking government workers.

Afghanistan got its independence by defeating British Empire in 1919. Following the independence, during the kingdom of Amanullah Khan, modern education in Afghanistan

started to develop considerably. Based on constitution primary education was announced compulsory in the country. Many famous schools were established in this period (Kamgar, 2008). In this period hundreds of schools were established in the provinces out of the capital. German and French teachers established Amany High school (one of the famous high schools) in Kabul. Development of women's education was one of the most important and first steps in Afghanistan. Women started going to school. Special schools were made for them. Ministry of education was one of the important ministers with a powerful budget. The government started to send both boys and girls for studying outside Afghanistan to England, Russia, Turkey, Germany and India (Kamgar, 2008). According to Andeshmand, in a religious country like Afghanistan, the fastest development of education, especially girls' education and sending them for scholarships to foreign countries caused the anger of religious section of the society, Islamic scholars and tribal elders (2011). Since Afghanistan had recently got its independence from The Great Britain the enemies of Afghanistan were searching for a gap to collapse the government. Using the religious ideas and anti-education ideologies of the tribal elders and the opposition of government, the enemies of Afghanistan could collapse the government. As a result, the rapid development of education was stopped in Afghanistan for decades. After King Amanullah Khan, Habibullah Kalakani shortly ruled Afghanistan. In his ten-months government there was chaos and confusion. The country was in a revolutionary condition so the schools were closed. Later in 1929, Nadir Khan came to power the country by the support of tribal leaders and religious elders. Nadir Khan caused to stop the progress of education. Contrary to Amanullah Khan he closed many girls' schools and abandoned females to go for study outside the country too (Kamgar, 2008).

Afghanistan had one of the most stable and calmest Dynasty which lasted for years in heart of Asian. King Zahir Shah ruled in Afghanistan for 40 years in Afghanistan. As the secur-est period in Afghanistan Education was in its normal pace (Andeshmand, 2011) and lots of primary and secondary schools were set up across the country (Samady, 2001). For the first time in 1960s and 1970s the American universities has developed syllabi for primary and secondary education in Afghanistan (Georgescu, 2008). In 1960s secondary schools were set up in all over the country including distant provinces and districts (Giostozzi, 2010). Before this period only the textbooks have been used as the curriculum in Afghanistan. Following Zahir Shah, first president of Afghanistan, the founder of president system in Afghanistan Sardar Dawod Khan (1973) came to power (Giostozzi, 2010). Dawod Khan's period is remembered as the golden period in Afghanistan in which all sectors have had equal development.

The Afghanistan Democratic People's Party came into power in 1978 after a military coup. The ADPP was a pro-soviet party which ruled Afghanistan until 1992. ADPP was a communist party, so they made changes in education system based on their ideologies. The 1978 coup of ADPP and killing Sardar Dawod Khan was the beginning of calamity in Afghanistan and education either. In 1979, the Soviet Union entered Afghanistan. As a result, in all parts of Afghanistan Jihad Started. People started immigration. So, the education system and curriculum got complicated. There were many different education systems (Samady, 2001). There were two types of education system in Afghanistan in the ADPP period. One education system was in the schools under the rule of the government. The other education system was in migrants' camps in Iran, Pakistan and territories under Mujahidin administration in villages inside Afghanistan (Kamgar, Afghanistan Education, 2008). The contents of the two systems were opposite to each other. As a result of the two contradictory education system. The children educated in Iran and Pakistan Afghan camps with the students in the villages inside Afghanistan were educated against each other (Andeshmand, 2011). This nation had been separated from each other. Inside the country, schools and education system had to serve the party in power. Schools were the centers to political activities. This condition continued until DRP was removed from the power by Mujahiddin in 1992.

In 1992 Mujahidin which were fighting Afghanistan's DRP from 1978 got the administration of Afghanistan. The Islamic Parties couldn't agree with each other and internal conflict started. There was war street by street. Schools closed in many parts of the country. There schools which were open in some parts of the country. They had lots of shortages in school, furniture, teaching material, and teachers and so on. They education system which was being implement in Migrants camps in Pakistan was copied to Afghanistan education system. The system of education, curriculum and education management completely changed.

The education in Afghanistan started to get worse as a result of consecutive changes and conflicts. In the first years of Taliban government in 1994 in Kandahar, Ghazni, Logar and Helmand schools were close for all students for two years. Later in 1996, when they captured Kabul the first thing, they did was closing the door of schools for females. Even some schools were made military bases (Kamgar, Afghanistan Education, 2008). Boys' schools were open but there was nothing in schools except the students sitting on the ground and some teachers without text books and teaching material. The contents of education completely changed. Lots of Islamic subjects in Arabic language were added. Some science subjects were removed. They students had to wear black turbans when coming to school. There was nothing called curriculum

and education system. Everything was in confusion. There was still conflict in Afghanistan. Education in a very bad condition.

Islamic Republic of Afghanistan became the focus of all the world in the beginning of the twenty first century of the incidence of September the eleven. At this time Taliban which had started fight in 1996 against the former Mujahidin was ruling in the country. After the mentioned incidence Taliban was accused of supporting international terrorism in Afghanistan and was targeted by the USA. Beginning from the Mujahidin's occupation of Afghanistan in 1991 leading to Taliban in 1996 and fall of Taliban in 2001 internal conflict had destructed the infrastructure of all sectors in Afghanistan. The economy of Afghanistan had completely collapsed. Education as one of the important infrastructures had severely been affected by this local conflict. The main part of this calamity in Afghanistan had started by the victory of Mujahidin on Communistic regime of Dr. Nagebullah in 1992. Afghanistan was suffering internal conflict since 1978 in fact and the end of the first period Taliban was supposed to be the end of internal conflict which was a wrong assumption. As a result of long-term conflict in Afghanistan, particularly in the four years of Mujahidin period and five years of Taliban all the infrastructures such as economy, social networks, industry and particularly the education system had been totally destructed. After the first period of Taliban government in Afghanistan, in the end of 2001, Afghanistan was one of the poorest and with a high rate of illiteracy in the world (Georgescu, 2008).

In December 2001, after establishment of a transitional government in Bonn conference supported by the United Nation a new chapter opened in the Afghanistan. As all the other sectors education sectors as ministry of education and higher education also reactivated. Later in 2004, the new constitution of Afghanistan was approved. Afghanistan experienced the first presidential election in October 2004 and Hamid Karzai became the first elected president of Afghanistan.

By the establishment of the interim administration in 2001, with all its shortages and technical problems most of the schools reopened in Afghanistan. Despite the tragic war and poverty in the country the parents were happy to enroll their children at schools. All the students rushed to schools, there were no places in the classes. Every class in the elementary schools had above 50 students. Later, the international NGOs from all over the world came to support Afghan civil society. Many organizations like UNESCO, SCA, UNICEF, UNDP, IBE and other organization helping in development of education together with ministry of education started the first steps in rehabilitation of education system in Afghanistan. In 2002, the ministry of

education with the support of UNICEF, International Bureau of Education (IBE) and non-governmental organizations could reconstruct the education system, design the education program and draft the curriculum framework for primary and secondary education (Georgescu, 2008). Later in 2008, the ministry of education adopted education law for Afghanistan.

This study focuses on the Education system of Afghanistan generally and describes recent curriculum attempts especially from 2001 to 2021. This paper is written as a Ph.D. thesis. It primarily overviews the education history and education system of Afghanistan during the different periods mainly beginning from 1903 to 2021. The main focus in first parts of the research mostly discusses the education condition in different points of the history and in the last part focuses on the elements of the new curriculum of Afghanistan education program developed in 2003 and reviewed in 2018. The last period of education which begins after the Bonn Conference in Germany which led to the establishment of the interim administration of Afghanistan in 2001 and later the new government by Hamid Karzai opens a new page in the history of education in Afghanistan. It's one of the most outstanding periods of education in the history of Afghanistan.

The purpose of this study for the reader is to give a general overview of how has been the education system of Afghanistan in the past, how is now and what could be done to improve it. The writer's purpose for this study is to get a general concept of Afghanistan education system and pave the way for further studies about curriculum studies, evaluation and comparisons in the future researches. This is secondary qualitative research which is mostly based on the printed information such as books, booklets, journals, reports and websites. How the education system and curriculum for primary and secondary education has been in Afghanistan in the past and how it could be improved.

1.3. Research Question

1. How did Modern Education emerge in Afghanistan?
 - a. What was the education like before 1919 or independence of Afghanistan?
 - b. What was the education like from 1919 to 2021?
2. What is the latest state of education like?
 - a. What is the recent (2001 – 2023) education system like?
 - b. What is the current Curriculum like?
3. What can be done to improve education in Afghanistan?
 - a. What can be done to improve The Education System?
 - b. What can be done to improve The Curriculum?

1.4. PURPOSE OF THE RESEARCH

The system of education in Afghanistan has been in very critical condition in the past and present. Throughout the history education has been used as a political tool in the country. Every regime has used education to support his government. This paper as a Ph.D. thesis analyses how the education system has been and developed in the past? How the curriculum has been developed throughout the history of education in the country. Finally, as the recent education system and curriculum development activities which started from 2001, how the recent education system and curriculum is in the country. Finally, what can we do to improve education system and curriculum in Afghanistan? The general purpose of the study is to create a trustable detailed literature for the new generation about education system of Afghanistan.

1.5. IMPORTANCE OF THE RESEARCH

Education has been a vulnerable sector in Afghanistan. Due to the long-lasting internal conflicts in Afghanistan enough research hasn't been done about education in Afghanistan. For this reason, as a Ph.D. thesis this paper focuses on the development of modern education and how the education program has been throughout the history in Afghanistan. It covers a small illustration about the informal education before the independence and later how the modern education has developed during different regimes in the country. During this time how has the curriculum development activities have been? The recent education system of Afghanistan starts from 2001 and continues to 2023. The importance of this research is to it creates literature about the two important topics; Education system and curriculum in Afghanistan to the next generation of education developers and researcher.

1.6. LIMITATIONS

This paper is only limited to discuss:

- a. The education system of Afghanistan from 1900 to 2019
- b. Overview of the curriculum from 2001 to 2019 and
- c. The recommendation for improvement of curriculum development in Afghanistan

1.7. DEFINITIONS

Education: Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

Education System: It is a system of processing and facilitating knowledge or acquisition of knowledge developed and exclusive to a special country for carrying on the education program.

Curriculum: It's an organized program of studying belonging to an education system, school or institution which includes all the expectations of the institution or school based on their students, society needs.



CHAPTER TWO

2. RESEARCH METHODOLOGY

In conducting this study document analysis research technic is used. Document analysis is a type of qualitative research which is used both as a research method and research technic. It is used to systematically review and evaluated documents, journals, reports, printed or electronic (Bowen, 2009). In this type of research documents, report, journals, records or any other types of data is placed in the center of the research (Bowen, 2009). It's inducted that document analysis is a qualitative research method and technic of collecting and analyzing data. In this study analyses the education system of Afghanistan and the recent curriculum development activities. Its main purpose is to study the education system of Afghanistan from formal education to modern education and how the curriculum has been recently. This research is done to analyze how the education system and curriculum from traditional to moder or from before independence to 2023. Based on the analysis of the documents it will be identified how to improve the education system in the future and what points or topics needs to be focused on.

2.1. DATA COLLECTION AND DATA SOURCES

Data collection was one of the difficult parts of this research. The reason is lack of enough research about education in Afghanistan. In conducting this research any books, reports from ministries related to education or supporting education in Afghanistan, annual reports from local and international non-government organizations working in the field of education, journal articles, thesis related to the topic, records and any other material related to the topic is overviewed. The main material used in this research are; the books, Modern Education in Afghanistan by Andishmand, Education and Afghan Society in the Twentieth Century by Samady, curriculum framework for primary and secondary education developed by ministry of education, constitution of Afghanistan, National Education Strategic Plans by ministry of education and Needs and Rights Assessment; Inclusive Education in Afghanistan done ministry of education and donor organizations.

2.1. DATA ANALYSIS

Data analysis help reseacher gather the data and evaluate it effecienlty. This because documents will be manageable and easily accessable (Bowen, 2009). In the first step, in this research all the collected data were oveviewed and studied. Through this stage the main data and most effective in useful data were selected. In the second stage the selected data in first stage were reviewed for further studies. Later, a detailed and focused critical study conducted to identify

the framework of the research report the subject. In the third stage, the information, results and findings acquired in through the critical studies in the second stage were reported.



CHAPTER THREE

3. FINDINGS

Based on my review of literature in Afghanistan publications there hasn't been published any special journals especially about the curriculum development regarding the education system of Afghanistan. The literatures that I could reach are generally about the education history and education system of Afghanistan. In this review the education system is explored from 1868 to 2021 and the recent curriculum development in Afghanistan.

The same as other sectors in Afghanistan education sector has faced many problems throughout the history of this country. There has been many ups and downs in education system of Afghanistan. Sometimes it has been in a very good condition, while other times it has been worse and even worst. The modern education specially beginning in King Amanullah Khan's period had a rapid development. Unfortunately, by the interferences of tribes and also revolutionary groups both the government and education system were collapsed and it never reformed like that again for longer times. Along the history every government that came in power in Afghanistan designed the education program based on their own ideology and tried to use education as a tool, and educational institutions as a place to use reaching their political goals, particularly in the DRA from 1978 to 1991. For this reason, education system of Afghanistan has not been changed repeatedly throughout the history in different regimes.

3.1. EDUCATION IN AFGHANISTAN BEFORE (1919)

The present Afghanistan which was called the ancient Ariana and Khurasan during the emersion of Islam, it has been the crossroad for different religions and cultures. Afghanistan has been the bed of education and knowledge since centuries ago. For example, before emersion of Islam in Ariana education was done through Vidi Religion and later it was being taught through Avistayi civilization (Kamgar, Afghanistan Education, 2008). Moreover, according to Kamgar, the centers for Zoroastrian and other similar religions were also active and Aristotle's logic, philosophy, astronomy, and Greek medicine were being taught too (2008).

In the ancient period the places for giving education were the palaces, recreational places and worshipping places like mosques, temples and other religious places. The Buddhism was also worshiped in western Afghanistan and it continued until the emersion of Islam (Jehani, 2018). Besides philosophy, logic and astronomy, mostly the main purpose of education was learning the values of the religion of the day. Therefore, in the Zoroastrian, Buddhism, were

worshiped and their values were taught. According to Jehani, after the conquest of Kabul by Islam army in the 664AD, the education system changed. In this period, instead of teaching ancient philosophy, logic and astronomy the people were encouraged to study the interpretation of Quran, Hadith, Fiqh, Arabic Syntax and grammar, Moral (Ethic studies), history, faith, philosophy of metaphysics and medicine studies (2018). In the beginning of the Islam mosques were the main places for education. Education was happened publicly and privately in the mosques throughout Ariana (the ancient Afghanistan). Besides the religious educations people were studying different other books in their native languages.

In the fourth century the Muslims started building Madrasas (a place for education, especially Islamic Education) and libraries especially in the big cities and education continued according to the methods of that era during Sassanid's, Seljuk's, Ghorians, Khurazm Shahian, Gorganian and Hotakian. In most places the Imams had the responsibility of teaching. This way of education continued up to 1246 AD. With different ups and downs in the value, and content of education and knowledge.

3.1.1. THE ESTABLISHMENT OF THE FIRST SCHOOLS IN AFGHANISTAN

In 1868 – 1878, during the rule of Amir Sher Ali Khan through a new revolution the first two schools one military and one civil school was formally established in Afghanistan, based on Sayed Jamalluddin Afghani's given program (Amaj, 1991) as cited in (Kamgar, Afghanistan Education, 2008). The military school was founded in Sherpoor Kabul with 100 students that was supported and accommodated by the government (Kamgar, Afghanistan Education, 2008). The education program of the military school included theoretical and practical education, qiraat, writing, Islamic studies, and history. Military educations, shooting rules, artillery firing, riding military, and sniper and so on were also being taught for the student (Kamgar, Afghanistan Education, 2008). The civil school has been established on the Balahisar of Kabul in which the only the children of ministers and commanders were studying. The curriculum of this school included law, administration, politics, and literature studies (Niazi, 1989) as cited in (Kamgar, 2008). Mathematics, geography, chemistry, and mapping were taught by foreign instructors. The formal schools were established only in Kabul whereas the traditional schools being taught classically at home were continuing in the provinces (Kamgar, Afghanistan Education, 2008).

In 1903, twenty-five years after the establishment of the first two governmental schools, the most famous and still internationally known high school named Habibia High school were

founded by Amir Habiburrahman Khan. The students graduated from this school is still respected in Egypt and are accepted without any preparatory courses in Alazhar University. Immediately after its establishment this school was taught by 10 Indian and Afghan teachers and has had 269 students. Later the number of students at this school increased to 1534 students and extended to six branches of primary schools in different parts of Kabul city (Andeshmand, 2011). The education program of this school was elementary at the beginning of establishment that continued for four years and by the end of the first term its first cohort graduated in 1907 AD. Later the curriculum of this school developed to three stages; Elementary 4 years, grades; 1, 2, 3, and 4, middle school (Rashidia) grades; 5, 6, and 7 for 3 years, and secondary (Adadia) (Numeric) grades 8, 9, 10 and 11 was for 4 years. Subjects taught in the elementary level, were such as Islamic information, Dari, Arithmetic, Geography and Hand Writing. In the Rashidia stage subjects such as Islamic information, Geography, History, Math, Geometrics, Dari language, Pashtu, English, Urdu, Turkish, drawing, hygiene, and arithmetic were taught. In Adadia (Numeric) stage, the subjects such as; Islamic studies, Dari Language, history, geography, Mathematics, geometry, analytic trigonometry, medicine, chemistry and English were taught (Kamgar, Afghanistan Education, 2008). The number of teachers at this school was 10 people Indian and Afghan. The list of subjects prepared by the Afghan and Indian teachers for the three levels of this school could be called the first education program or curriculum in the history of Afghanistan's education.

In 1909, a military school was founded which had six classes; three numeric classes and three war affairs classes. The education program included; Quran e Karim, hand writing, arithmetic, geometry, geography, gymnastic, military education, natural information, Islamic history, syntax and semantics, geometric proof, mathematics principles, riding artillery, telecommunication, history and other theatrical and practical military subjects (Kamgar, Afghanistan Education, 2008). The teachers of this school have been Turks and Afghans. The students graduated from this school were recruited in the national army of Afghanistan. This school has had three branches which all of them has been in Kabul.

In 1912, the famous and important education center in the history of Afghanistan's semi-higher education, Sayed Jamalluddin Afghani teacher training Institute was established (Kamgar, Afghanistan Education, 2008). Immediately after opening, 160 students enrolled at this institute and after two years of education and an assessment 65 students of 160 could graduate (Andeshmand, 2011). Sayed Jamalluddin Afghani Teacher Training Center is still considered one of the ancient, famous and big teacher training centers of Afghanistan in Kabul city.

According to Kamgar, the first medical school was established in 1918, where the new medicine was taught. This medical school was established with cooperation of Turk doctors in modern way in Kabul city (Andeshmand, 2011). The first students of this medical school were Habibia School Students (2008). Habibia School which is now called Habibia high school is one of the first and ancient high schools in Afghanistan located in the capital Kabul.

3.2. MONARCHY PERIOD, AFTER INDEPENDENCE (1919 – 1973)

Monarchy period, after independence by King Amanullah Khan is said to be one of the stable periods of education in Afghanistan. After the emergence of Amanullah Khan as the King of Afghanistan a new revolution took place in the education of the country. The king worked very hard for the development of education in this period. According to Andishmand, the modern education has started during the kingdom of Amanullah Khan and he is called the founder the modern education in Afghanistan. In 1924, five years after getting the independence of Afghanistan from Great Britain, elementary education became compulsory for the first time based on constitution (Andeshmand, 2011).

Sending students abroad for scholarship to learn the modern education started in Amanullah Khan's dynasty. A library was established in Kabul to support the education quality. (Andeshmand, 2011). At this time hundreds of students were sent to USSR, Germany, France, Italy and Turkey for studying by the ministry of education. One year later, some girls were sent to Turkey for studying and some military officers to The United Kingdom (Ghubar, 1995 as cited in Andishmand, 2011). Shah Amanullah Khan had given a great importance for education in his government and in his social programs and plans for the future education was paid much more attention. This fact was identified by giving the most important symbol for education. The education symbol had a higher importance and pride than any other symbols at that time (Leon, 2011 as cited in Andishmand, 2011).

The most credible schools were established during the dynasty of Shah Amanullah Khan. In 1922, Amania, which later in 1931, it was changed name to Istiqlal School was established by French Government. Thirty-one French teachers were teaching at this school (Andeshmand, 2011). One year later, after the establishment of Istiqlal School, Amani School was founded by the help of German government and the manager of this school was also a German. In 1927, Gazi School was established by the assistance of Indian government and English was taught as a foreign language at this school (Andeshmand, 2011). These schools

which were established by Shah Amanullah Khan at that time are still the most popular and credible high schools in Afghanistan.

The expansion of schools to provinces of Afghanistan also started during the rule of King Amanullah. He opened about 322 schools in all the provinces of Afghanistan in which 51000 students were studying (Andeshmand, 2011). In addition, he made some other schools in Kabul and some other important provinces. The schools were as language schools, Arabic Dar al Ulum of Kabul, Agriculture, Girls School, Painting, Carpentry, Architect, and Teacher training institutes, Police School, Music school, Carpet sewing school, medical school, and home making schooling for women. All these schools were made by the help of foreign professors and teacher from French, Germany and Afghan teachers (Andeshmand, 2011) & (Kamgar, Afghanistan Education, 2008).

The development of modern education started facing some obstacles in 1927. King Amanullah Khan had sent some students to foreign countries and had also opened girls' schools. He was always encouraging the residents of the country both men and women for education (Andeshmand, 2011). Since the Afghan society was a traditional society, the King faced lots of negative reactions mostly from western Pashtun tribes in Afghanistan forbidding women's education, which later caused to close down some girls' schools. Also, from the North of Kabul he faced critics by Habibullah Kalakani (Kamgar, Afghanistan Education, 2008). In January 1929, the Habibullah Kalakani got the administration of Kabul. Kalakani only ruled 10 months in Kabul and he was a religious person. He was also against girls' education because in that period the Afghan society didn't want girls' education. Moreover, all the elders of eastern and southern tribes were completely against girls' education.

There are many reasons why all schools were close during Kalakani's government. First of all, the country was in an emergency condition, there was fight so some schools were close in his time. According to an American researcher about Afghanistan, the reason for schools being closed was he was following the society's belief and mentality as well as the tribal leaders. Moreover, there wasn't a stable administration and he didn't have the budget of operating schools. To conclude, the closing of schools during Kalakani's government doesn't mean he was against education.

After Habibullah Kalakani, Nadir Shah came to power in Afghanistan in 1929. He had sealed in Quran and had sworn not to harm Habibullah Kalakani and to make a joint government together with Habibullah Kalakani, but when came to power he killed Habibullah Kalakani the

presidential palace (Karimi, 2005). Regarding education based on different authors, there are different ideas. Mir Mohammad Ghubar, (1996) the writer of Afghanistan throughout the History, has observed every change in education from near during Amanullah Khan and Nadir Khan Government. He states that the first things that Nadir Khan did in his kingdom was closing girls' schools, closing Kabul girls' association and magazine. He made Afghan students studying in Turkey to return to Afghanistan. The students who had returned from Turkey he put about nine of them to prison. Nadir Shahs government forced some students studying in the famous schools of Kabul, to leave school (Samady, 2001). The only reason he wanted to bring up his own generation from the beginning according to his ideology. Moreover, some traditional Islamic Madrasas also came under the control of formal schools. However, the education for girls was forbidden in this period too. Sending the females for scholarships abroad was stopped by government (Kamgar, 2008). This is because sending girls abroad, making more schools for girls, rapid development of education were the main reasons of collapsing Amanullah Khans kingdom. As well as the tribal leaders didn't let it the government to develop females' education. The following is the statistics of schools all over Afghanistan in until 1930 (Andeshmand, 2011):

Table 3.1. Number of schools all over Afghanistan until 1930:

No.	School Name	Type of School
1	Habibia	High School
2	Amania	High School
3	Amani	High School
4	Sayed Jamalluddin Teacher Training Center	Professional
5	Istiqlal	Middle
6	Industrial	Technical
7	Agriculture	Middle Technical
8	Islamic and Quran Memorization School (DarulUlum)	Religious High School
9	Najmul Madaris	Religious Middle School
10	Maymana Darulhifaz	Religious Middle School
11	Andkhoy Darulhifaz	Religious Middle School
12	Primary School No. 1. City (Kabul)	Primary
13	Primary School No. 2. City (Kabul)	Primary
14	Shiwaki Primary School (Kabul)	Primary

15	Dah Khudaydad Primary School (Kabul)	Primary
16	Sari Asya Primary School	Primary
17	Chehlstoon Primary School	Primary
18	Mazar e Sharif Primary School	Primary
19	Tashqurghan Primary School	Primary
20	Aqcha Primary School	Primary
21	Herat Primary Schools	Two primary schools
22	Kandahar Primary School	Primary
23	Kataghan ve Badakhshan	Primary
24	Khanabaad Primary School	Primary
25	Faizabaad School	Primary
26	Rustaq (Takhar) School	Primary
27	Andarab (Baghlan) School	Primary
28	Jalalabaad School	Primary
29	Laghman School	Primary
30	Maymana School	Primary
31	Andkhoy School	Primary
32	Sherintagab School	Primary
33	Farah School	Primary
34	Southern Gardez School	Primary
35	Ghazni School	Primary
36	Dayzangi School	Primary
37	Charikar School	Primary

Besides the vocational, technical and agricultural schools a medical school was established too in Kabul to train doctors and pharmacists in 1930. The medical school has been established by a Turkish doctor by the name of Rufqi who were working as family doctor in the Kings palace (Andeshmand, 2011). After that this Turkish doctor opened a nursing course with the assistance of Afghan doctors and youths. Following the establishment of this medical school King Nadir Shah founds the medical faculty which is counted as the basis of higher education in Afghanistan. Kabul University was established by the opening of this medical faculty which belonged to the ministry of education at that time (Kamgar, 2008). King Mohammad Nadir Shah paid more attention to military school in his period. He established the first military faculty

in 1933. At that time the only foreign instructor of this school was called Malki Bek a Turkish officer and the other instructors were mostly trained in Turkey (Andeshmand, 2011).

3.2.1. MOHAMMAD ZAHIR SHAH

Zahir Shah has ruled in Afghanistan for 40 years in four periods. He was 19 years old when he became king of Afghanistan in 1933 after his father's death. The development of modern education is elaborated in four separate periods during Mohammad Zahir Shah's government. This is because his government was ruled by four different prime ministers; Mohammad Hashim, Mohammad Naim, Mohammad Dawod and Doctor Mohammad Yusuf in these periods (Andeshmand, 2011). The modern education gradually developed in this period and higher education also established as an independent administration (Andeshmand, 2011).

3.2.2. MOHAMMAD HASHIM KHAN

Mohammad Hashim Khan was the uncle of Mohammad Zahir Shah and he was the first prime minister of Zahir Shahi government. At the same time, he was the uncle of the King Mohammad Zahir.

Since the anti-modern education tribes from the east still existed and the development of modern education was a little limited. The language of instruction was changed from Dari/Persian to Pashtu, but by the change of prime minister in 1946 the language of instruction again changed into Dari/Persian and Pashtu (Sadat M. H., 2004).

In 1934, first of all faculty of science was established for students graduated from the high schools in Kabul to train science teachers and engineers. In 1935 there were 43 schools were founded in Afghanistan most of them were in Kabul and some of them in the big cities like Kandahar, Herat, Ningarhar and Mazar-e-Sharif (Andeshmand, 2011). Over and above the slow development of education every year a number of schools were made in every part of the country and the number of students and instructors were increasing. Until 1940, which the population of Afghanistan was about 10 million, there were 60000 students and 324 schools and 1990 instructors in all over Afghanistan (Andeshmand, 2011). Although the prime minister himself was a very religious person and didn't want to establish girls' school and ideologies against girls' education existed "in 1939 the Ministry of Education created a High School for girls, called for several years a 'Nursing School' to prevent any social disturbance" (Watkins, 1963, P.172 as cited in Sadaat, 2004). By the end of the first prime minister's mission, Mohammad Hashim, in Mohammad Zahir Shah's dynasty there, 346 schools, and 95000 students in all over Afghanistan (Sadat S. F., 2016).

There were developments in the higher education section too during Mohammad Hashim's period. In 1937 an accelerated teacher training program was opened which was training the teachers for 7 months. 450 teachers were trained and sent to their provinces to teach at their schools in the same year (Sadat S. F., 2016). Medicine faculty, science and faculty of law were founded before the Second World War and the faculty of literature and human science was established in 1944. Until 1946 all these faculties belonged ministry of education, but by the establishment of these faculties Kabul University was formally founded for the first time in 1946 (Andeshmand, 2011).

Table 3.2. The number of students from 1933 to 1946:

No#	Year	Number of Schools	Male and female teachers	Male and female students
1	1933	37	165	4591
2	1934	39	206	6157
3	1935	50	209	6186
4	1936	52	309	9275
5	1937	150	586	17516
6	1938	228	823	18877
7	1939	312	1507	50000
8	1940	320	1990	60000
9	1941	331	3190	64000
10	1942	322	2548	72203
11	1943	353	2454	84124
12	1944	348	2522	87539
13	1945	349	2546	93276
14	1946	339	2677	93344

3.2.3. MOHAMMAD SARDAR SHAH MAHMOOD

In 1946 after the Second World War due changes in the administration of Afghanistan Sardar Shah Mahmood Khan the other uncle of the King Mohammad Zahir became the prime minister of Afghanistan.

In 1946 the budge of Afghanistan for education was considerable, budget for education made 40% of the national budget. In this year a women's institute was found in Kabul. Two

years later two girls' school was established and a faculty of education was opened for girls in 1947 (Sadat M. H., 2004).

During the mission of The Prime Minister Sardar Mohammad Naim the new constitution of Afghanistan was sanctioned and, in this constitution, there were many articles about education as in the following (Andeshmand, 2011):

- Article 20, "primary education is compulsory on all Afghan citizens."
- Article 21th stated that Islamic education is free in all over Afghanistan, but only Afghan instructors should teach it.
- Article 22, all schools are under the control of the government so that the education activities go on compatible with Islamic beliefs.

Language of instruction at schools was Pashtu it again changed into Dari/Persian and Pashtu during Sardar Mohammad Naim (Sadat M. H., 2004). The foreign teachers who had gone to their countries returned after the Second World War. Afghan relationship in respect to education was limited to Turkey, Frans and Germany and the United States and Russian assistances were also increased to education section (Andeshmand, 2011).

UNESCO established in 1946 for the first time and Afghanistan got its membership after one year. In 1949 it was invited to evaluate the system of education of Afghanistan for the first time. UNICEF and UNDP had also an important role in development of education in Afghanistan after the Second World War (Andeshmand, 2011).

The first female teachers started to teach at schools in Afghanistan in 1949(Watkins, 1963, P.172 as cited in Sadaat, 2004). By 1950 there 368 primary, secondary and vocational schools, and one teacher training school with a total of 95300 students. The estimated population of Afghanistan was 11 million and 6% of the children aged 6 to 12 enrolled in schools. In the higher education section at Kabul University the faculties of theology, agriculture and economics were also founded (Samady, 2001). However, this number is different by Andishmand, (2011). According to Andishmand, there were 627 different education organizations as primary, secondary and so on with the number of 111254 students (2011).

3.2.4. MOHAMMAD DAWOD

Mohammad Dawod was the cousin and brother-in-law of the King. He became the prime minister in 1953 and paid more attention to education when he became prime minister in the dynasty of King Zahir Shah in 1953. In order to support education and teacher training, he

established faculty of education at Kabul University for all. He started to open new schools all over the country and some schools promoted from elementary school to secondary schools and high school (Sadat S. F., 2016). Much attention was paid to girls' education too. In this period girls' hijabs were also ordered to be removed. Although there were some disagreements from Kandahar people but the government ordered the females to wear hijab. In 1960, the first-time co-education started at the university (Sadat S. F., 2016).

In 1949, Afghan government asked UNESCO to review and evaluate the education system of Afghanistan. Later, in 1950s much development happened in the field of education. For example, in 1954, USAID and Columbia University Teacher's College took part in teachers' education qualitative improvements (Samady, 2001). In 1955, the Institute of Education was established and later integrated into Kabul University. Two years later, the Faculty of Economics was established and the Faculty of Pharmacy in 1959. In 1962, the Faculty of Education and the Institute of Industrial Management was founded.

At the time of Dawod as a prime minister three boarding schools also established in Kabul province; Ibni Sina (later became high school/Lycees) which was serving as a teacher training school, Khushhal Khan Khattak, and Rahaman Baba Lycee (Sadat, 2004).

Efforts to expand the educational services are accounted by Wilber (1962) as cited in Sadat, 2004):

"In 1960 there were 175,600 pupils in 1,110 elementary schools of whom 19,000 were girls some 11,300 students, of whom 2,500 were girls, attended seventeen middle schools and eighteen secondary schools [The middle schools being grades seventh to ninth] there were thirty vocational schools with some 5,000 students, most of whom were young men some 193,000 students were enrolled in schools in Afghanistan and abroad, a figure double that of a decade [1950] earlier" (P. 85 & 87).

3.2.5. THE DEMOCRACY DECADE

In the last period of Mohammad Zahir's reign the political system started to change and prime ministers were chosen from people outside the king's family. In 1964, Mohammad Zahir the King, said that he and his family that had gained the political power in 1929 and now it is the time to transfer the power for people. He highlighted that it's the time for people to take part in the political system of the country so one of the principles of democracy got implemented (Andeshmand, 2011). After the year 1963 the prime ministers were out of the king's family

from different tribes. As a result, new period started in all sectors of the government especially education.

One of the most important and considerable revolutions in the democracy decade was the equal development of education in all over the country until 1973. For example, establishing high schools in all the provinces of Afghanistan and development of Kabul University and establishing other higher education institutions were considered of the vial steps towards the progress of the modern education throughout Afghanistan. Although there was an equal development in the education but there were quality differences in different regions of the country. For example, the schools in the capital and the big cities had more facilities than the smaller cities which led to quality differences and difference in students' levels in the country (Andeshmand, 2011). The other important improvement in education in the democracy decade was the evaluation and review of education curriculum. Distance education also started for the first time in this period through radio and television program for school teachers by UNESCO. The radio teacher training programs were about teaching methods, child psychology which were very effective for teachers, but couldn't develop more due to the lack of technological instruments (Andeshmand, 2011).

3.3. REPUBLIC PERIOD AND EDUCATION (1973 - 1978)

The first president of Afghanistan in the republic period was Sardar Mohammad Dawod. He came to power on July 1973 by a cope without a bloodshed against his cousin Mohammad Zaher's Kingdom. After Sardar Mohammad Dawod was announced as the first republican president of Afghanistan Russia immediately formally recognized his government (Andeshmand, 2011).

Reforms and improvements in the education section were in his priorities. He brought changes in different stages of the education system. For example, he increased the primary education from 6 to 8 years and giving test for students joining the secondary education (Andeshmand, 2011). In the field of education, "Special attention was given to the development of technical and vocational education including agricultural education" (Samady, 2001, P. 11) as cited in Sadat, (2004).

During Sardar Mohammad Dawod's government more attention was paid to education. Many primary-schools, middle-schools, high schools and higher education institutions and faculties were established. Intelligent students were encouraged and the number of students at Kabul University had also increased to 7798 students in 1974 (Andeshmand, 2011). In the same year Farah agriculture high school taking 300 students, Kabul technical high school taking 700 students, Music school in Kabul, Physical Education Institute, Engineering assistant institute and teacher training education were founded in Kabul (Andeshmand, 2011). In 1978 there were about one million students in all education organization beginning from primary schools to higher education institutions. Whereas, according to Samaday, (2001) as cited in Sadat, (2004) "Student enrollment in schools and other educational institutions in Afghanistan were over one million".

3.4. COMMUNISM PERIOD (1978 – 1992)

Democratic people's party of Afghanistan ruled in this country from 1978 to 1992. Politically it was the beginning of bloodshed in Afghanistan. In other words, USSR invaded Afghanistan during the sovereignty of this party in Afghanistan. Coming Russian soldiers in Afghanistan increased opposition against this party. In this period Mujahidin existed in the villages as opposition. Four presidents have ruled during this period; Noor Mohammad Taraki, Hafizullah Amin, Babrak Karmal and Doctor Nageebullah. Politically, and ideologically there are different ideas about the rule of this party. Ideologically there were many problems. First, people of Afghanistan are traditional Muslims so they never accept communism. Second, the way they behaved the people against their ideology was aggressive and oppressive. On the other hand, the Mujahid was in conflict with them in the villages outside cities. Invasion of Afghanistan by USSR and their behavior with Afghan people, are the reasons for many problems which later resulted to the collapse of the DRA.

In the top list of the DRA agenda was education reform. The reform or could be called education development was support by Russian advisors in education (Andeshmand, 2011). There were many reasons for modeling Russian education system in Afghanistan. The first reason was the Russian education advisor doing the reform of education in Afghanistan as part of their support to their communist regime in Afghanistan. The second reason was that Afghanistan government were sending school students from different classes to Russia for scholarship. For this reason, Russian education experts wanted to prepare the students according to their own system in order not to face problem in their education when they are going to Russia

(Samady, 2001). The focus of DRA on education included literacy programs for all Afghans, development of basic education around the country, improvement of vocational education and empowerment of higher education in the country (Samady, 2001).

There are different ideas about education condition in Afghanistan during the Democratic Republic Party in Afghanistan. Writers with different ideologies have evaluated differently the 14 years of DRPA government in Afghanistan. Writer with a religious view has only criticized basically, whereas writers with a communistic or democratic ideology has praised education in DRA. In the following paragraphs we will discuss all ideas regardless of any ideological views evaluating all writers' points of views. Regardless of their ideological and political issues, education had progressed considerably in the 14 years rule of DRA in Afghanistan. However still there are still evidences that they have acted against educators and student due to ideological reasons. Although different writers have different ideas about the condition of education in this period, but in general this period has had a qualitative education based on my interviews with teachers of this period. However, some writers believe that both quality of education had gotten worse and quantity of students had decreased in the DRA. The quantity of students was high at the beginning of DRA while it started to decrease in later years (Giostozzi, 2010), (Samady, 2001). The same is with the quality of education. One of the reasons that the teachers from DRA period defends quality of education in that period is that they compare it with the Mujahiddin after DRA. If they compare it with the education condition before DRA, it can't be more qualitative. One of the reasons which caused problem among the society was that the Russian education advisors had reformed education system according to communistic ideologies and principles. (Samady, 2001). Afghan society is a Muslim society even in many regions and distant areas there are very traditional Muslims which directly changing their way of thinking causes revolution. Co-education started during DRA (Giostozzi, 2010). According to democratic system it was a development in education while according to tradition Muslims views it was something against the Islamic values. During DRA schools had changed to propaganda center for the DRPA. Education centers were one of the best and safest ways for them to spread their party aims (Giostozzi, 2010). For a country like Afghanistan, it was unacceptable behavior.

DRA focused more on development of education and elimination of illiteracy form the society. Since adults and also elder literacy was one of the main concerns in Afghanistan, they made new plans to campaign illiteracy and made learning to read and write for all men and women compulsory all around the country in 1979 (Samady, 2001). It was to bring a great

revolution in education in the country. In the end of December 1979 Soviet Union came to Afghanistan to support their alliances, the DRA. It resulted the education development to slow down a little, but not considerably. Later in 1980, the new programs about elimination of illiteracy started. The government ran three-month course for different ages in different place all around the country, so that all people learn how to read and write. This program also included accelerated learning courses for children missed elementary school in order to prepare them for enrollment in schools. They had implemented courses for family management and professional skills, reading and writing for elder ages, agricultural information courses and reading writing course for farmers (Kamgar, Afghanistan Education, 2008). All the governmental organizations had their own association to develop literacy in the country. The government was doing its best to eliminate illiteracy from all over the country. Besides, all the associations working to campaign illiteracy were spreading and teaching the aims and ideologies of the DRA too (Kamgar, Afghanistan Education, 2008).

Education in DRA had a considerable development in Afghanistan however there were many obstacles which caused problem later. The DRPA had a wide plan for development of education in Afghanistan. They founded many Universities, vocational institutes, teacher training institutes and lots of schools (Andeshmand, 2011). Moreover, they paved the way for the female education more than any other period in Afghanistan. The enrollment of girls at schools in all level and higher education had a considerable increase. They also sent lots of students to Soviet Union and Soviet Union's partner countries for education. According to statistics every year about 2600 students were sent for study (Andeshmand, 2011). However, there were also problems in sending students to Russia and Eastern Europe counties. For example, they even sent children from one year old and two-year-old to ten-year-old to be trained there in The Soviet Union. Moreover, the standard for selecting students for scholarship was being member of the DRPA (Sadat M. H., 2004).

Doctor Nagebullah who was the former Afghan Intelligence Agency became the fifth president in Afghanistan in 1986. He paid more attention to higher education. In the same year he found Balkh University and later he found a university in Herat and another university in Kandahar (Samady, 2001). The enrollment of students increased at the universities. Kabul University had 10000 students at that time and 620 instructors. He established many primary, secondary and high schools. As well as, he paved the way of education for children of Afghan refugees returning from Iran and Pakistan (Andeshmand, 2011).

In the DRA there was another education institutes in Afghanistan too. Like the schools of migrants in Pakistan and Iran by Mujahidin and the schools created in Mujahidin's territory in Afghanistan in the later years (Andeshmand, 2011). Mujahidin schools both in Pakistan and inside the country were supported by foreign organizations. The foreign organizations supporting education were such as; Swedish Committee for Afghanistan, Education Center for Afghanistan by Nebraska University, UNICEF, UNHCR, IRC, GTZ, USAID and other Islamic Organizations (Andeshmand, 2011). Most of the schools in Afghanistan and Pakistan were supported by Swedish Committee for Afghanistan. The curriculum and text books for these schools were also prepared by the Swedish Committee. The teachers for these schools were selected by Swedish Committee and the Mujahidin authorized party in the region (Andeshmand, 2011).

Democratic Republic of Afghanistan's period was also called conflict period. It was the worst period for some students and educators. At the beginning of their government, they killed and put teachers and educators in prisons even from their own parties (Andeshmand, 2011). Later when Mujahidin emerged many conservative teachers joined Mujahidin, some of the teachers were killed in very bad ways by Mujahidin such as Jamiat-e-Islami and Hizb-i-Islami. This is because they were teachers and they work for a communist government (Kamgar, 2008). School students also left school in the rural areas and even from the cities left school and universities and joined Mujahidin. Most of the students and teachers in the big cities were put in prison and killed only because they were a little conservative. This way education in Afghanistan was in its worst condition. According to a figure by the government of that time only by the end of October 1983 the government's oppositions had killed 9000 teachers and by October 1986, 2000 educators were killed (Giostozzi, 2010). In this period lots of schools were burned by Mujahidin, because they didn't like school and the Democratic Party's education system. Because of the conflicts the government could do any reforms in the education section.

Not only killing students and teachers by the two parties were the problem, but also DAPP had brought culturally and religiously many unacceptable changes in the education organizations and process. For example, On the other hand, during Babrak Karmal's sovereignty thousands of 6-, 7- and 10-year-old children were sent to Soviet Union to be trained there. The criteria to employ the teachers and instructors were being member of the DAPP. The academic level of the universities was low. All the scholarships were bound to The Soviet Union or only to other communist countries (Kamgar, Afghanistan Education, 2008). Most of the students were not going to those countries for studying but their purpose was enjoyment. In most of the dormitories Afghan – Russian friendship rooms for young adults to time pass (Andeshmand,

2011). In conclusion, all the communists and specially Karmal's regime played a vital role in destroying education in Afghanistan.

In conclusion, the education system in DRA period had a complicated pace. There were both developments and problems. DRA established primary, secondary schools, vocational institutes and universities. They developed their own education system. They developed campaigning illiteracy programs country-wide. On the other hand, in this period learners, educators and education faced serious problems too. Internal conflict started lots of teachers had to leave the country. There was fight in the villages so the students were able to go to school. Teachers in the Mujahiddin area or near them were punished by the name of communists. Some school teachers, university instructors, school and university students who were a little pious or practicing Muslims. They were either put in prisons, punished and killed. Later, the number of students started to decrease significantly. The anti-religious and anti-cultural acts of DRA finally caused them to be thrown down.

Table 3.3. Official Curriculum (1980) "The curriculum of General Education (periods per week)"

Subjects	Grades									
	I	II	III	IV	V	VI	VII	VIII	IX	X
Theology	1	1	1	1	2	2	2	2		
Native Language	12	12	10	10	4	4	4	3	1	1
Literature					3	3	3	4	4	2
Dari/ Pashtu					2	2	2	2	2	2
Mathematics	6	6	6	6	6	6	6	6	6	6
History				2	2	2	2	2	2	2
Social Sciences									1	2
Natural Study			2	2						
Geography					2	3	2	2	2	
Physics and Astronomy						3	3	2	4	6
Chemistry							2	2	2	3
Biology					2	2	2	2	2	2
Technical Drawing							1	1	1	
Foreign Language					3	2	2	3	3	4
Music and Arts	2	2	2	2	2	2				
Physical Education	2	2	2	2	2	2	2	2	3	3
Skills Development & productive work	2	2	2	2	2	2	2	2	2	2
TOTAL	25	25	25	27	32	35	35	35	35	35

(Samady, 2001)

Table 3.4. The Decline of Primary Education in Afghanistan (1978-1990)

Region	No. of Schools			No. of Teachers			No. of Students		
	1978	1990	Dec. %	1978	1990	Dec. %	1978	1990	Dec. %
North-East	520	81	(84)	3,667	967	(74)	123,474	59,777	(52)
North	550	138	(75)	3,031	2,038	(33)	129,595	81,069	(37)
West	333	95	(71)	2,938	926	(68)	83,548	57,224	(32)
East-Central	237	8	(97)	1,022	73	(93)	34,230	6,872	(80)
Central	503	87	(83)	10,032	9,466	(8)	349,570	349,671	0
East	356	93	(74)	3,344	865	(74)	97,686	22,963	(76)
South	330	44	(87)	2,891	251	(91)	84,633	17,929	(79)
South-West	523	40	(92)	2,708	520	(81)	92,917	27,008	(71)
Total	3352	586	(83)	29,907	15,106	(49)	995,653	622,513	(59)
Dec. = Per Cent Decrease									
North-East	Kunduz, Baghlan, Takhar and Badakhshan								
North	Balkh, Samangan, Jawzjan and Faryab								
West	Herat, Badghis, and Farah								
East-Central	Bamyan and Ghor								
Central	Kabul, Parwan, Kapisa, Logar and Wardak								
East	Nangarhar, Laghman and Kunar								
South	Paktia, Paktika and Ghazni								
South-West	Kandahar, Helmand, Zabul, Oruzgan and Nimroz								

(Samady, 2001)

3.4.1. EDUCATION OUT OF THE TERRITORY OF DRA) 1978-1992)

At the beginning of revolution in Afghanistan in 1978 in Afghanistan, Mujahideen were not giving importance for the modern education in their territory. There were two reasons for their oppositions with modern education. One of the reasons was the communistic ideology they were fighting against and the other was many Mujahideen being illiterate. For these reasons, at the beginning they used to burn schools, disturb students and kill teachers (Kamgar, 2008). As stated by Andishmand 2010, later in many provinces they started to run their own schools and Madrasas. Hizb-i-Islami had his schools in the south Afghanistan and Jamiat-i-islami had his schools in the north of the country in villages and districts of Takhar, Badakhshan, Kunduz and Baghlan provinces. Similarly, the other Jihadi parties also had their own schools in the areas under their control. In the DRA period there was a separate education and schooling system in the Mujahideen's' territory in the surrounding villages in the cities and in the districts.

In the Mujahideen territories schools were supported by foreign NGOs and donors. According to UNICEF almost twenty NGOs were helping in the field of basic education in 1988. Besides helping the Mujahideen schools, these donor organizations had established their own schools too. Protection of schools, employment of teachers, education plan and students' textbooks were all with coordination of Mujahideen (Kamgar, 2008). Mostly the foreign NGOs

were helping schools through Mujahideen. Many of these foreign organizations helping schools in the Mujahideen area inside Afghanistan were supporting Mujahideen schools for migrants in Pakistan too (Andeshmand, 2011). In the villages and districts under control of Mujahideen girls' education was not prohibited. Both boys and girls could go to school (Kamgar, 2008). In the 1988, in Mujahideen schools, there were totally about 181655 students being taught by 2974 teachers in 1490 primary schools in Mujahideen areas during DRA government in Afghanistan. Besides, there were schools established by foreign education aid organizations too which does not include these statistics.

There were many foreign organizations supporting education under Mujahideen. Out of these organizations three of them had major projects for education. The first one was SCA Swedish Committee for Afghanistan. SCA has been one of the first donor organization which has started helping Afghan migrants in Pakistan in 1982. Later in 1984, this organization started its activity in the field of education either (Andeshmand, 2011). This European humanitarian organization is still active in Afghanistan supporting education. The education programs of SCA are usually for primary schools, disables and children out of schools. SCA have had its own curriculum and text books for education according to Afghan culture (Andeshmand, 2011). They publish their books themselves. The second major organization supporting education in Afghanistan was Muslim Aid. This international organization for supporting Muslims was directed by British singer Cat Steven which had reverted to Islam and called Yusuf Islam. This organization had started supporting Afghan migrants in education first in Pakistan in 1987. Later, it expanded its activities inside Afghanistan. Muslim Aid had established 191 schools in 21 provinces in the areas under control of Mujahideen. There were about 17551 students taught by 564 teachers at these schools.

ECA or Education Centre for Afghanistan was one of the foreign NGOs supported by USAID and coordinated by Nebraska University of USA. This organization had started its activity in Peshawar Pakistan in 1986 to support education in Mujahideen camps (Samady, 2001). Later ECA expanded its activities to inside Afghanistan with the consultation of Mujahideen parties. The main activities of this center included, supporting primary schools inside Afghanistan in Mujahideen territory, design and printing text books for primary schools, middle schools and a limited number for secondary schools for schools in Pakistan camps (Andeshmand, 2011). According to Azimi the director of this organization, the center had three main objectives; establishment of schools in the villages and campaigning illiteracy, training professional staff for the rehabilitation of Afghanistan and paving the way for Afghan students to study in American

universities (Andeshmand, 2011). This organization was one of the big centers with major activities in supporting Mujahideen in the field of education. They were providing and publishing all the teaching material needed for the schools under control of Mujahideen during the DRA sovereignty in Afghanistan.

To conclude, as implied from the previous paragraphs, during the DRA or the rule of Democratic Party of Afghanistan Republic in Afghanistan there were two types of education system and in Afghanistan. The two types of education system made by two different ideologies; Islamic and communistic. There were two equivalent governments, The DRA and Mujahideen. Significantly, the two education systems were developed by the two super powers; USA and USSR. The education system of the legal government of Afghanistan was developed The USSR and the education system of Mujahideen was developed by the US and European supported NGOs supporting education.

3.5. MUJAHIDEEN PERIOD (1992 – 1996)

After the collapse of Democratic Republic of Afghanistan supported by USSR in 1992, Mujahideen came to power and established the Islamic Republic of Afghanistan. Two months after Mujahideen's occupation of Kabul in June 1992, Burhanuddin Rabbani was assigned as the president of Islamic State of Afghanistan based on Mujahideen parties' leaders' agreement in Peshawar, Pakistan. Burhanuddin Rabbani as the president of Islamic State of Afghanistan in his statement said, "Provision of education for all Afghan children is deemed mandatory and is one of the principle aims of the Islamic government. Moreover, he emphasized for the development of a curriculum based on Islamic values and modern needs of the human society. The Islamic state does all its efforts to provide free education to all new generation and young adults of this country. We believe that children education and teenagers' mental and scientific development based on Islamic teachings which is the country's valuable wealth will be the main factors for the development of the society and protection of revolution achievements. We are planning to review the curriculum according Islamic principles and the society's modern needs. We should improve the quantitative and qualitative aspects of education and save the education of the country from the current confusion. Improving education level, increasing the number of schools and universities, rehabilitation and construction of education institutions will be our priorities. Based on the needs to reconstruction of the country we train technical and cadre by improving vocational and provisional studies in the country (Andeshmand, 2011)". Based on the statement above the President of Islamic State of Afghanistan wanted specially focus on development of education in the country. Burhanuddin Rabbani as the President of Islamic State

of Afghanistan had many goals and plans to support the education system of Afghanistan, but he couldn't succeed. Shortly after the establishment of the Islamic State of Afghanistan, the Mujahideen leaders couldn't agree and the government system collapsed. The country went to a new phase of tension and internal conflict started in Kabul city (Samady, 2001).

After the beginning of the conflict between Mujahideen groups in the country education system also collapsed and went to a confusion. Since different parts of the country was governed by different groups of Mujahideen and some parts of the country was governed by the ex-commander of the DRA the condition of education was different as well (Andeshmand, 2011). Education in the capital was in its worst, most of schools were closed due to the internal conflict and war inside Kabul city. Many schools were changed to headquarters of the parties involved in conflict (Samady, 2001), (Andeshmand, 2011). Education condition in most of the provinces was good. Especially in Mazar e Sharif and its surrounding cities under control of the ex-commander of DRA education system and condition hadn't changed. Schools and universities were active as before. In the other parts of Afghanistan Mujahideen was ruling and they had made their own system of education (Kamgar, 2008).

Education in Mujahideen period was in a complicated and contradictory condition. There were both strong and weak points related to education in the post-communist regime in Afghanistan. First of all, due to the conflict during between communist regime and Mujahideen many schools in rural areas had damaged. There were no school buildings in lots of the villages. Many of the school teachers had escaped from the Mujahideen area because they were considered communist by Mujahideen. As well as, many school teachers and university students were being punished by the communistic regime because they were praying or had beard. Moreover, inside the communistic regime there were oppositions between themselves. They had put lots of teachers and students in prison because they had ideological differences (Kamgar, 2008). As a result, in the DRA and post communistic regime education had lots of shortages in Afghanistan. The other dimension of education in the DRA and Mujahideen was the impact of ideology on students' families in sending children to schools. Islamic state or Mujahideen didn't prohibit females from school. They even encouraged them to go to school, but with Islamic covering and separating girls and boys' schools only. Many of the females who were not going to school, started going to school in Mujahideen period. Thousands of students returned from the migrants' camps from Pakistan and Iran after the victory of Mujahideen in Afghanistan. The returned migrant students and students going to school as usual in Afghanistan made a higher

quantity of students in the country. According to Samady, the number of female students had increased during the Mujahideen period comparing to DRA period (2001).

3.5.1. CURRICULUM IN MUJAHIDEEN PERIOD

The Curriculum model applied in their education programs were the American curriculum model which were developed in 1980 by the donor organizations in the refugee camps in Pakistan (Giostozzi, 2010). Before fall of the communistic government of Afghanistan, during the 14 years of Afghan peoples Jihad lots of Afghan families had migrated to neighboring countries especially Pakistan. During this period Mujahidin had their own Afghan schools and universities. The donor countries had helped Afghan Mujahideen developing their own education curriculum and text-books. After the victory Mujahideen in 1992 they almost already had their curriculum and foundations to publish new textbooks (Andeshmand, 2011).

For these reasons the condition of education differed in different provinces of Afghanistan. The education policy of every region was based on the ideology of the ruling party. For example, in the regions under control of Jamiat-e-Islami both girls and boys were going to school while in areas under control of Hizb-e-Islami Khalis girls were prohibited to go to school. On the other had in the northern provinces controlled by Abdurrashid Dostum the situation of education was like in the DPAP period. Unfortunately, schools and universities were closed for longer time in the capital due to the war between the parties. Many schools that were active in the provinces didn't have building. The schools that had building and classes didn't have chairs and other needed material for education like enough book.

3.6. TALIBAN (PERIOD I, 1996 – 2001)

The last years of 20th century and the beginning of 21st century which was the years of development of education in the world unfortunately Education in Afghanistan was in its worst condition. In 1996 the Islamic Republic of Afghanistan governed by Burhanuddin Rabbani collapsed and Taliban, an Islamic fundamentalist group took the control of Kabul the capital of Afghanistan. Taliban regime ruled in 95% of Afghanistan until 2001 and at the same time they were in conflict with the government of Afghanistan administrated by Burhanuddin Rabbani which later called North Alliance (Andeshmand, 2011).

Soon after capturing Kabul and establishing their Emarat, Taliban forbidden education for girls. Their reason for prohibiting females' education was insecurity for females in the country and technical problems. This condition continued for five years of their rule (Rubin & Rudiforth, 2016).

In 1994 and 1995 when the Taliban had recently emerged, they had captured some southern provinces of Afghanistan. Since the focus of Taliban is always religious education, they had closed secondary schools for females in Kandahar, the second biggest city of Afghanistan (Andeshmand, 2011). Later they closed schools for females and restricted them from education in Helmand, Ghazni, Logar, Maidan and other cities (Andeshmand, 2011). After capturing Kabul in 1996, Taliban banned education and working in government institutions for females in Kabul. Many of girls' schools were used as the military bases of Taliban militants or was changed to boys' Islamic schools (Andeshmand, 2011). According Rubin & Rudiforth, in 1990s, when the former director of Swedish Committee of Afghanistan (SCA) has discussed with Taliban leaders about girls' education and reopening girls' schools in Afghanistan, they have pretended the poor economic condition of their administration (2016). On the other hand, when Taliban were criticized by the international community for closing girls' schools and their opposition for restricting females' education, Mula Mohammad Ghaws their foreign minister had stated to the envoys of united nation that they can't permit females education until the war is not finished in Afghanistan. He has claimed that their warriors are Sothern rural areas and they don't have the experience of girls' education culturally. He has stated that one of their commitments to their warrior is forbidding females education, if they permit girls' education, their warriors will return to their villages and don't fight (Andeshmand, 2011). The same as now in the first period of their rule in Afghanistan Taliban never respected females' education and they never let girls to go to school even when they had the chance to provide enough facilities for girls by international community. According to Andishmand, in 1997 Deputy foreign minister of Norway visiting Stanikzai deputy foreign minister of Taliban has suggested them to reconstruct ten big schools according to Taliban standards by European community, but on condition that five of these schools must be allocated for girls. The European community has also promised to provide safe transportation facilities for student. The deputy foreign minister Stanikzai accepts this suggestion and asks to form a commission from both sides to work on it. Unfortunately, when the leader of Taliban, Mulla Mohammed Omer, in Kandahar gets aware of the topic, he has immediately rejected this suggestion (Muzghda, 2002).

Taliban in the first period of their government not only restricted education for females but also, they had set very difficult conditions for males' education too. The behavior of Taliban with modern education was a hostility policy. Indirectly they were restricting education for males too (Muzghda, 2002). The word TALIB is an Arabic word literally means (someone gaining knowledge). In fact, based on their names Taliban had to give too much importance for education than any other states, groups or governments in Afghanistan. These Taliban were acting contrary to their name. Education condition in the Taliban period was worse than any other period in Afghanistan. Boys had to wear turban (the Afghanistan cultural wearing piece of fabric in the head). Otherwise, they were not allowed to enter schools. In one hand there were no infrastructures for education. Schools were in a very bad condition due to the conflicts. There were no furniture and teaching material. On the other hand, the Taliban administration had changed the teaching books at schools from modern studies to religious books. The students had to study the difficult religious Arabic books, though no one knew Arabic language at schools. For this reason, many students left schools. They either started working in the market or immigrated abroad. Mowlawi Hafizullah Haqqani as stated in (Andeshmand, 2011), has indicated that most of Taliban leaders believe Islamic education is necessary in the first stage for a Muslim and modern education is in the later. With this principle in mind, Taliban had made lots of Madrasas (a school where Islamic subjects are taught) in many different cities. In some cities they had changed girls' schools to boys Madrasas (Andeshmand, 2011).

Taliban's opposition with females' education and work is based on their wrong ideology (Andeshmand, 2011), tribal culture and rural culture (Muzghda, 2002). Most of the Taliban were from the rural areas of Afghanistan which were pessimist to the cities and civilization. They believed that civilized society causes anti-religion behaviors (Plan, 2016). They had negative opinions about modern schools. In their rural areas there weren't females' schools. With this ideology in mind when they came to cities, they tried to change cities like their villages (Muzghda, 2002). Woman was a sensitive topic for Taliban.

To conclude, education condition in the Taliban period was worse than Mujahideen period in Afghanistan. Most of the students left schools and universities and immigrated to the neighboring countries. Girls were not allowed to go to school. Most of the teachers left their jobs at schools.

Most of the subjects were taught by (Mullas) Madrasa graduates. The Islamic books were also in Arabic language. The students didn't understand the contents of the books because they didn't have a foundation of Arabic and Islamic knowledge before. Education in this period

not only didn't improve but got worse than before. For this reason, education in Taliban period was in its worst condition comparing to any other period in Afghanistan.

Table 3.5. The growth of education in Afghanistan, students' enrollment from 1940 to 1999:

Year	Primary Education				Secondary Education				Total
	Male	Female	Total	(ER)	Male	Female	Total	(E R)	
1940			57,000				1,800		58,800
1950	87,444	3,970	91,414		2,746	283	3,029		94,443
1955	107,100	8,900	116,000		4,900	1000	5,900		121,900
1960	155,719	19,939	175,658	(9)	13,588	3,059	16,647	(1)	192,305
1965	303,739	54,298	358,037	(16)	27,532	6,450	33,982	(2)	392,019
1970	464,542	76,143	540,685	(21)	92,823	14,736	107,609	(5)	648,294
1975	668,773	115,795	784,568	(20)	77,683	9,854	87,537	(6)	872,105
1980	917,413	198,560	1,115,993	(34)	98,345	26,143	124,488	(10)	1,240,481
1985	401,472	179,027	580,499	(20)	71,784	33,248	105,032	(9)	685,531
1990	410,846	211,667	622,513				182,340	(9)	804,853
1993	609,330	74,670	684,000		196,650	85,690	282,340		966,340
1999	811,495	64,110	875,605	(29)					

Table 3.6. The growth of female/male education in Afghanistan

Primary + Secondary + Higher Education

Student Enrollment: 1940 - 2000

Year	Female	Male	Total	Female (%)
1940	900	59,000	60,000	1.5
1945	2,000	75,000	76,000	2.6
1950	4,350	90,640	94,990	4.6
1955	9,990	111,100	121,090	8.3
1960	23,155	170,845	194,000	11.9
1965	61,394	334,074	395,468	15.5
1970	92,030	564,090	656,120	14.0
1975	127,345	757,030	884,375	14.4
1980	229,690	1,028,730	1,258,425	18.2
1985	215,390	492,440	707,830	30.4
1990	311,220	517,970	829,190	37.5
1993	160,360	805,970	966,330	16.6
1999	64,110	811,495	875,605	7.3

Note: The data for 1999 refers to enrollment in primary education only, as reliable data for other levels of education is not available. (Samady, 2001)

3.6.1. CURRICULUM AND EDUCATION STRUCTURE IN THE TALIBAN PERIOD (1996-2001)

When Taliban got the political power in Afghanistan in 1996 the education condition in Afghanistan got worse than any other time in the country. Although if we evaluate based on infrastructure there were already a number of problems in education before Taliban, but it was only with education centers buildings and somehow teaching material. The education, teaching-learning both for males and females were going on before Taliban even if there were difficulties. After Taliban's arrival to Kabul their first order was forbidding girls from going to schools and working in the society (Muzghda, 2002). In the five years of Taliban period there weren't any special curriculum development activities. The only thing they did was increasing religious and decreasing scientific subjects at schools. The general education structure was the same the Mujahidden structure as 6+3+3. Six years primary school, three years middle school and three years secondary school. The main aim of Taliban was to train students that and Muslims that have full information about Islam. Based on the authorities of Taliban in the first period and in the second period of their government after 2021, only gaining Islamic education is obligatory for Muslims. The modern science and knowledge come later. There were no education development plans and activities so there weren't any textbooks based on their ideology for teachers and students to use at schools.

3.7. NEW DEMOCRACY PERIOD (2001 - 2021)

After the fall of Taliban regime in 2001 the interim administration was established in Bonn conference and Hamid Karzai was selected as the president of Afghanistan. By establishment of the six months interim administration and later happening election in Afghanistan, everything in Afghanistan started a new life. The international community, donors and developed countries of the world committed to assist the rehabilitation of Afghanistan in all sections that education was one of them. Afghanistan became the focus of attention for international community. Different donor organizations flew to Afghanistan. Many international organizations came to Afghanistan and the ones which were already working in Afghanistan intensified their activities to Afghanistan reconstruction in different fields, especially in education.

In this period, first of all the government created a policy for education in cooperation with the political leaders and in the light of the newly sanctioned constitution of Afghanistan. In the new constitution of Afghanistan, the policy on education is summarized as in the following:

“The government shall promote education at all levels. Free education is granted to all Afghans until the level of the B.A. The government shall promote education for women, improving of education of nomads and elimination of illiteracy in the country. The government shall establish and operate higher, general and vocational education. The citizens of Afghanistan and foreign powers also can establish higher, general, and vocational private educational institutions and literacy courses with the permission of the state. Furthermore, the state in order to promote physical education and improve national and local sports adopts necessary measures. (Articles 17, 43, 44, 46, 42) (Afghanistan’s constitution, 2003)”

The president focused more on education development and put it in a high priority. First of all, the reconstruction of schools started. Most teachers who had escaped from Afghanistan to foreign countries in Taliban and Mujahidin period returned to Afghanistan and took part in the education rehabilitation. The enrolment of new students in the primary and secondary were in its highest rate than any other time in past in Afghanistan’s history of education. There was not enough space for students in the classes because of the high number of students especially in primary schools. In every class there were 60 to 90 students. Afghan families sent their children to school without any discrimination of boys and girls. In few years later this big number of students studying in primary level progressed to middle schools and high schools. As a result, the same crowd was made in the middle schools and high schools.

It was a new start for Afghanistan. Education as the important key of success and development of all nations was it is worst condition comparing any other countries in the world. All the world had focused on Afghanistan’s reconstruction. In December 2001, a group composed of foreign donor countries did a quick needs assessment to identify the immediate needs for education in Afghanistan (Asian Development Bank, 2003), and presented to the ministers meeting in Tokyo. This assessment could make a good preparation to start schools in March 2002. Later, Asian Development Bank did a comprehensive needs assessment to identify critical needs and help coordinate education rehabilitation projects appropriately (Asian Development Bank, 2003).

Afghanistan education system had been damaged during the 23 years of conflict. There was no standard system. According to primary needs assessment done by Asian bank the gross enrolment rate for primary education of boys was estimated 38% and the girls were estimated only 3%. Whereas, before the war in 1980 the male’s enrolment rate for primary education has been 54% and females it has been 12% (Asian Development Bank, 2003). However, during the communist regime the enrolment for girls increased to 35%. By the end of the Taliban regime, the gross estimated enrolment for secondary education was 5-11% and it was 1-2% for the

female students. In 1990s education in Afghanistan especially for girls has declined in tremendously due to the civil war (Asian Development Bank, 2003).

Afghanistan education system, curriculum, schools and all elements related to education was at a critical condition at the beginning of the new government of Afghanistan in the years 2001. The curriculum hadn't been revised for 30 years in 2001 (Asian Development Bank, 2003). Afghanistan had an opportunity to develop education and in the 20 years long. Asian foundation primary and comprehensive needs analysis for the donors in supporting education in Afghanistan was an effective start for education rehabilitation in Afghanistan. It paved the way to Ministry of Education (MoE) to make a wider needs assessment to develop curriculum framework. Based on the need analysis done by the ministry of education in 2003, there were too many problems to be solved to improve education system and develop a comprehensive curriculum framework in Afghanistan. Before 2003, especially the last decades of 19th century many different education programs practiced at schools were not matching the universal standards of education and the needs of the modern world (Education M. , 2003). There wasn't a unified education system in the country for 23 years, since 1980. As well as there wasn't a centralized and unified curriculum framework administering the teaching practices (Education M. , 2003). During the civil war for 23 years long a list of subject and preferred text books based on the ideological preferences of the ruling regimes was called curriculum.

Based on the first survey of the ministry of education, out of 4.5 million students which were eligible to register at schools only three million students register at schools (Education M. , 2003). The reason was called lack of schools (Giostozzi, 2010). The other problem the beginning of this period was lacking teachers in the ministry of education (Education M. , 2003). This was one of the other factors affecting quality education. Based on survey of ministry of education at this time there has been 5,063 schools in the country while it was needed for 7,563 schools. Lack of teaching materials, text books and other resource was one of main problems (Education M. , 2003). At this stage, Afghanistan school teachers needed appropriate teacher trainings for professional development. The ministry of education did have enough access to information technology. Lack of professionals in education and academic experts was also one of the problems (Education M. , 2003). Most important of all, the low salaries of teachers were affecting all the education process in the country. In a very difficult condition with all these problems the government of Afghanistan, the ministry of education with the international community was committed to find solution to these problems and develop education in the country.

Ministry of education in coordination with its development partners (DPs), international organizations as UNESCO, Asian Development Bank, USAID, UNICEF, UNDP and others started to make the basic laws, strategies, as Education law, National Education Strategic Plan, (NESP) Curriculum framework, Afghan National Development Strategy (ANDS), Education for All (EFA), Inclusive Education in Afghanistan, and joined Millennium Development Goals (MDGs) (Education M. , 2003), (UNESCO, Needs and Rights Assessment; Inclusive Education in Afghanistan, 2009). The laws, strategies, policies, frameworks and plans all were aimed to develop a universal standard education system and curriculum for a prosperous Afghanistan in the future. These laws and strategies were used as an action for the development of education in Afghanistan. All the progress in education based on and evaluated based on these strategies.

3.7.1 EDUCATION LAW:

When the new chapter started in the life of Afghans in 2001, the government of Afghanistan started everything from beginning. For many years the government of Afghanistan worked on new laws and regulations needed for the development of the country. After making the new constitution as a basic and general need the ministry of education made Education Law by 2008. The education law of Afghanistan is composed of eleven chapter and fifty-two articles. Every chapter is composed of an objective and detailed articles about the subject of the chapter. The education law focuses on the following topics:

- General Provision of Education (chapter one)
- Intermediate (basic) Education (chapter two)
- Secondary General Educational Level (chapter three)
- Islamic Education (chapter four)
- Technical - Professional, Vocational and artistic Education (chapter five)
- Teachers' Training (chapter six)
- Centre for Science and Educational and Training Technology (chapter seven)
- Educational Curriculum (chapter eight)
- Extra Curricula Activities (chapter nine)
- Literacy and Basic Practical Education (chapter ten)
- Miscellaneous Provisions (chapter eleven)

National Education Strategic Plan

This paper is the main guideline for education development based on education law in the country. It analyses the progress of education, strengths and weaknesses in the education

objectives and plans the future educational activities for five years. Based on the future plans of education activities to be fulfilled in the country, the budget for the five years is identified. NESP is the cornerstone of education in Afghanistan after education law. All the improvements to education system and curriculum are done according the plans highlighted in this paper. NESP also strengthen and focus on objectives identified by the reform committee of the ministry of education (Education M. o., Education Joint Sector Review 2018, 2018). The objectives are as reform of the structure of the ministry of education, establishment of Education Reform Program, privatizing printing and distribution of text books, implementation of school-based management and encouragement of private sector education (Education M. o., Education Joint Sector Review 2018, 2018).

The recent NESP III which is one of the recent plans prepared in 2018 demonstrates the education ministry to increase the current low primary attendance and improving enrolment in the secondary schools specially in the rural areas where poor people live (Education M. o., Education Joint Sector Review 2018, 2018).

3.7.2. EDUCATION AND LITERACY PROGRESS

Education in Afghanistan had started a new period in education in 2001 and developed considerably until August 2021. There are many reports showing the progress of education written by different foreign organizations supporting Afghanistan education. Moreover, the annual reports prepared by the ministry of education of Afghanistan in different years are the reliable papers about the education development in Afghanistan. From 2001 to 2004 the international organizations as World Food Program and UNICEF, and some other foreign organizations such as Asian Development Band had done surveys about education in Afghanistan and had submitted the result to the ministers meeting. Based on all the needs analysis and results gained from the surveys done by the ministry of education with the development partners, the ministry of education and international partners developed curriculum framework and other development plans. The most important of all was the strong constitution and legal commitment of Afghanistan to support education. The constitution in Afghanistan guarantees the right to education to all citizen and it is compulsory from first grade to 9th grade (Education M. , 2003).

3.7.3. LITERACY PROGRESS

One of the basic instruments and skill of participating in the society is literacy. It helps individuals to fully participate in the society and in the labor market. Literacy helps to have a healthy and wealthy family and develops more opportunities in life (UNESCO, The Right to Education: What's at Stake in Afghanistan?, 2021). Afghanistan has one of the lowest literacy

rates in the world. More than half of the population over 15 years old which makes 57% of the adult population don't have the ability to read and write. Comparing to South Asian it is two times more than the average of 27% illiterate adults (UNESCO, The Right to Education: What's at Stake in Afghanistan?, 2021). There is a big gender gap in the percentage of illiterate adults. The percentage of female adults are 51% while the percentage of female illiterates are 80%. Socio-economic, family types the way of living rural and urban are the factors affecting in the rate of literacy and gender differences in the percentage (UNESCO, The Right to Education: What's at Stake in Afghanistan?, 2021).

According to UNESCO, 2021, there has been a considerable progress in the literacy rate in the last 20 years in Afghanistan. The literacy rate among 15 years and above adults from 32% in 2011 has increased to 43% in 2018. There has been an 11.6% increase. Similar increase has been happened for women. The literacy rate increased 12.8% for female adults. It has increased from 17% to 30% (UNESCO, The Right to Education: What's at Stake in Afghanistan?, 2021).

There is a contradictory fact about the percentage of literacy among male and females between (Pouras, 2016) stated in the Education Sector Analysis Afghanistan Volume 1, and (UNESCO, The Right to Education: What's at Stake in Afghanistan?, 2021). In the Education Sector Analysis; Afghanistan Volume 1, the rate the national literacy rate in 2016 is 60% where it consists of 50% females and 70% males (Pouras, 2016). Pouras has used the statistics from National Risk and Vulnerability Assessment used by deputy ministry of education. According to NRVA the table below indicates the recent literacy rate according to gender, place and nation.

Table 3. 7. Literacy Rate According to Gender, Place and Nation:

%	Urban	Rural	Kuchi (Mi-grant)	National
Gender				
Male	68.7	39.1	13.2	45.4
Female	37.9	10.4	1.2	31.4
M+F	53.5	25.0	7.2	31.4

Source: Education sector analysis (2016)

Literacy among young women has been specially surveyed by Afghanistan Multiple Indicator Cluster Survey (AMICS). Based on this survey among the young adult women aged 15-24 one out of five women in Afghanistan is literature only (Pouras, 2016). This rate is 3 times lower in rural area than the urban areas (Pouras, 2016). This survey to identify literacy rate has been done by AMICS by asking the women aged 15-24 to read a simple text or by asking their highest school level. According to AMICS in this survey a woman who has attend

secondary school or higher (Pouras, 2016) or if they could read an entire sentence has been consider literate. The table above by AMICS indicates a detailed information about young women's literacy in Afghanistan (Pouras, 2016).

Table 3. 8. Percentage of women age 15-24 years who are literate, Afghanistan 2010 – 2011:

Percentage of women age 15-24 years who are literate, Afghanistan 2010 - 2011			
	Percentage literate	Percentage not known	Number of women age 15 – 24 years
Region			
Central	40.5	0.3	1,762
Central Highlands	34.6	0.1	343
East	16.4	0.1	866
North	24.2	0.5	1,257
North East	20.8	0.0	1,799
South	2.7	0.0	1,259
South East	16.1	0.1	1,121
West	21.9	0.6	1,213
Residence			
Urban	51.6	0.6	1,868
Rural	15.1	0.1	7,752
Education			
None	1.1	0.1	6,749
Primary	28.9	1.1	1,135
Secondary	100.0	0.0	1,733
Age			
15-19	27.7	0.3	5,510
20-24	14.8	0.2	4,110
Wealth index quintile			
Poorest	5.1	0.1	1,673
Second	10.6	0.1	1,797
Middle	13.0	0.0	1,875
Fourth	23.8	0.3	2,029
Richest	50.3	0.4	2,245
Total	22.2	0.2	9,620
AMICS indicator 7.1: MDG indicator 2.3			

Source: (Pouras, 2016)

According to the table above in five women in Afghanistan almost one woman is literate in urban areas, but in rural areas the literacy rate is lower. 29% of the women who had only studied primary school could read the sentences used in the survey. The literacy rate in the poorest families are 10 times lower than the wealthy families (Pouras, 2016).

3.7.4. STUDENTS ENROLLMENT PROGRESS

Students' enrolment at schools between years 2001 to 2021 had a rapid and historical improvement in Afghanistan. At the beginning of 2001, by the end of the first period of Taliban regime in Afghanistan the gross estimated rate for primary students' enrolment at schools was

38% for boys and 3% for girls (Asian Development Bank, 2003). According to UNESCO, 2021, this number made about one million students. After the fall of Taliban by the establishment of the new government in Afghanistan, in 2002 about 3 million students enrolled at schools. However, the number of students eligible for enrolment to schools were 4.5 million (Education M. , 2003). The remaining 1.5 million students couldn't enroll schools due to lack of schools and school facilities in the country (Education M. , 2003). Based on the latest education joint sector review 2018, Afghanistan education has progress. The number of student while it was about one million in 2001 has increase almost 10 times until 2018 in all education levels. The number of girl students from zero percent in 2001 has increased to 38% in 2018 (UNESCO, The Right to Education: What's at Stake in Afghanistan?, 2021). 38% of girl – students almost make four out of ten students. The number of girls in primary schools from zero in 2001 made 2.5 million in 2018. (UNESCO, The Right to Education: What's at Stake in Afghanistan?, 2021), this is a considerable increase. In Afghanistan from 2001 to 2021 the right and permission of education to female students was given.

Similarly, there has been a great increase in the number of students in the higher education institutions. In 2003, the number of students enrolled in high education was 26000 while in the latest education report by UNESCO in 2018 it increased to 380,000 students. Female students have had a big share in this unbelievable progress. In 2001, there were 5000 female students in the higher education institutions where as in 2018, it reached to 90,000 students (UNESCO, The Right to Education: What's at Stake in Afghanistan?, 2021). Students going abroad by Afghanistan government, ministry of higher education and international scholarships have also increase. By 2018, the number of students going abroad had reached 30,000 students which shows a thirteen-fold increase comparing to 2001 (UNESCO, The Right to Education: What's at Stake in Afghanistan?, 2021). Education centers in general for all program has increased to 18073 in 2018 while it was 3400 in 2001 (Education M. o., Education Joint Sector Review 2018, 2018).

There have been many factors involved in the improvement of education participation, interest and development. First of all, the new government with new plans for education development. Government had established school Shuras at schools (school councils) which played an important role in increasing enrolment at schools. All the government plans and policies were supported in development and implementation by the international development partners. All Afghans, government and international partners together had their roles in progress and improvement of education in the first two decades of 21st century.

Table 3. 9. Gross enrolment ratio by level of education and Gender Parity Index in Afghanistan, 2001-2018

Year	Primary			Lower Secondary			Upper Secondary		
	Both Sexes (%)	Female (%)	GPI	Both Sexes (%)	Female (%)	GPI	Both Sexes (%)	Female (%)	GPI
2001	20.9	..		13.0	11.6		
2005	98.1	71.8	0.58	25.2	12.7	0.35	11.4	4.9	0.28
2010	96.9	80.6	0.68	67.4	46.4	0.53	30.6	17.8	0.42
2015	103.5	83.5	0.68	62.1	54.5	0.58	40.2	27.1	0.52
2018	104.0	82.9	0.67	68.9	50.6	0.59	40.8	28.5	0.54

Data Source: UIS Database (accessed on 31 August 2021)

3.7.5. COMMUNITY BASED EDUCATION

Community Based Education was one of the other ways of developing education in Afghanistan. This strategy was applied to expand education to remote rural areas that the government has been able to provide education there due to security of facilities. This program was run by non-governmental international organizations in order to support Afghanistan education system (Education M. o., Education Joint Sector Review 2018, 2018). CBE has offered only primary education from grades one to three. In one of the reports from 2012 to 2018 this system had provided education (Afghanistan & Education, Education Law, 2008) for about 200,000 children. The total number of Community Based Education was about 355,050 students out of which 202,152 of them were boys and 152,907 of them were girls. One of the important point CBE schools are being near to students' houses and being taught by local teachers known in the community (Pouras, 2016). Ministry of education of Afghanistan had developed a three-option policy to integrate the CBE schools and classes after taking from the NGOs; the first option was opening new primary school in the region, building distant school belonging to another school in the surrounding area, or sending the CBE students to a nearest school from grade 1-3 in the area (Pouras, 2016). The first and second options have been usually applied. The CBE education quality have been similar to government schools. They provide education both for boys and girls out of school. According to research "suggests that it holds significant potential for addressing key challenges in promoting access, retention and improving learning for children in remote communities" (Pouras, 2016). Community based education, supported by international NGOs was a very good solution for remote areas for primary education. It helped development of education in Afghanistan.

3.7.6. ISLAMIC EDUCATION

Afghanistan has a long history of about 5000 years. Before Islam in Afghanistan, Buddhism, Zoroastrian, Hinduism, and Judaism were worshiped. To prove this, there are still Buddha statues, Jewish places of worship and Zoroastrian truce, tombs of Jews, temple of Hindus and Hindus themselves are still living in Afghanistan. The people of Afghanistan, except one city called Nuristan, all other cities converted to Islam in 642 during the reign of Osman Ghani

(Andeshmand, 2011). The province of Nuristan, located in the south of Afghanistan, also converted to Islam in the 19th century. Now people of Afghanistan are 99% Muslims. It is 90% Sunni Hanafi and 10% Shias in Afghanistan (Kamgar, Afghanistan Education, 2008). As Afghanistan is a very traditional country, the religion of Islam has always been a means of unifying the country. In Afghanistan, Islam encompasses all aspects of life, such as politics, education, science, daily life at home, office work, and the field. They try to do everything in life according to Islam. Afghanistan's constitution is made based to Islamic values. Islamic scholars or mullahs in the local mosque are highly respected. That is why the role of religious scholars is very important in Afghan society. Similar to other aspects of life, education programs and curriculum is specially prepared based on the Islamic values. Islamic values are written in the first sentence of curriculum principles (Education M. , 2003).

Islamic education in Afghanistan is taught in three different institutions: mosques, Islamic madrasas and modern schools. The foundations of religion in Afghanistan are carried out in mosques from an early age of childhood by the mullahs in the mosques (Andeshmand, 2011). In all of Afghanistan, after the children have learned to speak well, after the age of 4, sometimes 5 and 6 years old are sent to the mosques by their families to learn Quran. By reaching seven years old children get enrolled primary school and in the morning they go to school and they go to the mosques in the afternoon. In the mosque, they learn from the alphabet to reading the Qur'an. Some smart kids also read poetry books and language topics after they finish Quran. In the past, in villages without school, people learned to read and write in the mosques too (Andeshmand, 2011). Generally, children who go to the mosques do not have much difficulties in school lessons. This is because they already learn alphabets at mosque.

Madrasas and Hafiz (Memorizers of Quran) training schools are the other informal institutions which provide Islamic education in the society. Unregistered madrasas divided into two types: The first variety does the job of a mosques. They teach children the basics of Islam. These types of Madrasas have been established in the recent years getting copy from Pakistan. They have their own programs for children. The programs are also brought directly from Pakistan Deobandi Madrasas. These Madrasas are not free for children. They pay to study there. They provide their financial needs with the fees collected from students and Sadaqa and Zakats. They have three-shift schedules for children. The first group goes from 6-9, the second group goes from 9-12 and the third group goes to Madrasa in the afternoon. The children select their study times based on their school schedule (Muzghda, 2002). The second type of these Madrasas offer advanced religious courses. Some children go to the second stage if they want to

continue their religious education. There is a separate training program at this stage. In this training program, classical religious subjects such as Arabic, Saft & Nahw (Arabic Syntax) logic, Fiqh, hadith and tafsir are included. At this stage, they study for 4 or five years, and eventually, they become an Islamic instructor and establish similar madrasas or assign them to similar madrasas. These classical madrasas have trained mullahs in Afghanistan for centuries. These madrasas are mostly boarding schools. Students come from different cities especially from villages of distant cities and study there. This type of studying is a classic Islamic education in Afghanistan which continues from centuries before now (Andeshmand, 2011). There are also places that train hafizes within the madrasahs in Afghanistan. Hafiz is practiced in a very systematic way in this country. Children who are hafiz try to memorize the Qur'an day and night. They do not read anything else and do not engage in any intellectual or mental activity during the period of Hafiz. Although this method is good in terms of accelerating the duration of memory, its harms cannot be ignored. Hundreds of hafizes graduate from these institutions annually (Mazhari, 2013) .

There are many religious schools in Afghanistan that are registered with the ministry of education. These official madrasas or religious schools train scholars or Islamic education teachers for schools. There are two main types of Islamic schools registered in the ministry of education. The first category starts from first grade to 12th grade. The second category starts from first grade or ninth grade to 12 or 14th grade. After completing the 12th grade, the students attend the university entrance general exam and chooses theology faculties. As well as in the second category after completing the 14th grade the students of the opportunity to enter specialization exam to continue their education in the faculty of Sharia law or theology to complete bachelor's degree.

3.7.7. The Number of Students in Islamic Schools Registered in MoE

In 2015, about 312.093 students had enrolled in Islamic schools where it makes 3.3% of the total enrollments in all the programs of ministry of education in Afghanistan. Out of these number 175.669 students have enrolled in Islamic Madrasas which makes 58.6% of all the students enrolled in all the Islamic education schools (Pouras, 2016). 19.9% if these students have enrolled in Darul Hiffaz schools and 21.5% of them have registered in Darul Olums (Government Islamic Education Centers only Training Islamic teachers or Scholars). Female students have also a considerable share in the Islamic education. Out of the 322.093 students enrolled in Islamic schools in 2015 makes 20%. Girls enroll both in Madrasas and Darul Olums (Pouras, 2016). As mentioned in the earlier paragraphs, mosque education is the most common Islamic

education in Afghanistan which is almost considered as pre-school education in Afghan society. According the Education Analysis report written by Pouras, 2016, more than one million children have attended Islamic education in mosques based on 2013 calculation. As well as about 40.000 students are estimated to be registered in traditional unregistered Islamic courses in Afghanistan. The same as the general education this progress in Islamic education enrollment has been done from 2001 to 2021.

3.7.8. PRIVATE EDUCATION

After the beginning of the new revolution in Afghanistan's education in 2001 private education also started to develop. Until 2001 in Afghanistan private education was very rare in Afghanistan. Together with the development of general education in Afghanistan the investors, especially Afghans returning from abroad, started establishment of private schools and institutions in different fields of studies.

In 2014 there were 215,136 students were enrolled in the private education centers out of which 202,787 of them were enrolled in general education. This number makes 2.4% of all the general education enrolment in MoE. There is a good gender balance in private education centers. 30% of the students enrolled in private education are females (Pouras, 2016). Private education centers/schools' registrations have been regulated in the official gazette of ministry of justice of Afghanistan on 2007. All the private schools in Afghanistan follows the education system and curriculum by ministry of education. Private schools are supervised by officers of ministry of education weekly (Pouras, 2016). The medium of instruction in private schools are Persian and Pashtu and also English. Many parents prefer private schools for having high quality of instruction, small classes and controls. As stated in education sector analysis; Afghanistan volume I, there are more facilities for students in private schools. Completing the education program is the other important factor parents prefer private schools. As well as there are additional education programs as English Language, science programs, computer programs and additional text book in may subjects for students' development (2006). In the education development period from 2001 to 2021 private education sectors have had an important role in development of education in Afghanistan.

3.7.9. SPECIAL EDUCATION

Afghan children have always faced problems, lived with difficulties, have become disabled due to internal conflicts, experienced violence, denied, abused, oppressed, injured and died. In Afghanistan not only disabled children but also healthy children couldn't have all access to education. Being a child in Afghanistan means being the unluckiest one ever. The disability of Afghan children could be different with most of the disabled children around the world. Disables in the rest of the world could have hearing impairment, vision impairment, physical

impairment, developmental or intellectual impairment, autism or speech-language impairment, but in Afghanistan besides all these disabilities there are many children have lost their body parts in explosions and war has been abused, struggling with poverty and psychological problems. Drug addiction is the other reason for children to exclusion in Afghanistan (UN Office of Drugs and crime, 2007). Working children are one of the biggest part of students with special education needs. They have left school to support their families and have grown. Later when they want to study, they face problems of not having appropriate school for their level and age. There are children have been denied or excluded from school due to ethnicity, language, social and religious minorities. Living in distant rural areas which access to school is difficult is the other reason for exclusion of children in Afghanistan (The Ministry of Education, 2008).

Regardless of any disabilities or impairments girls are the most vulnerable groups of children who have been always excluded from school only because of gender. This is traditionally done mostly in south of Afghanistan. Unfortunately, at the moment all girls are excluded from school by the current administration of Afghanistan, the Taliban regime, from secondary and high school. Over above all the problems such as conflict, war, poverty, humanitarian risks and all the other barriers and socio-cultural problems in the last 20 years, from 2001 to 2021, before the second period of Taliban regime Afghans have shown a considerable progress both in education for all and special education (disability-inclusive education practices in Afghanistan, 2021).

3.7.10. SPECIAL EDUCATION IN AFGHANISTAN

Afghanistan is a dangerous place for a child to be born. In the current situation Afghanistan is a place which almost more than half of the children needs special education. There are many different groups of students in need of special education in Afghanistan which anyone of them results from varieties of reasons. These groups include children affected by conflict and war, drug addicted children, ethnicity, language, poverty, children in conflict with law, children living far away from school, homeless children, child abuse like early marriages, children with disabilities, girls, nomad children and working children (UNESCO, 2008). The groups of children above all need special education. This paper mostly focusses on the children with disabilities. Disable children in Afghanistan include children affected the internal conflict and violence, children with ADD (Attention Deficit Disorder, Autism, cerebral palsy, deaf blindness, developmental impairment, epilepsy, hearing impairment, multiple impairments, physical impairments, dyslexia, visual impairment and others (National Disability Survey of Afghanistan, 2005).

According to Afghanistan living condition survey 2016-17, the percentage of disability among Afghan young adults is 3.2% and the children aged 2-17 years old is 3.2% too (2018). Out of all the disabled children 95% of them have no access to school states ESA (2016). Out of this percentage 75.1% has never enrolled school (ALCS, 2018). Most of the children with disabilities able to go to school has faced many problems. One of the main problems is identifying disability in Afghanistan. Due to the absence of a systematic birth registration and health condition identification most of children with unapparent disability are not clear. For this reason, the school administration and the teachers can't identify the disability of many children. This results to misbehavior of the teachers, school administration and their school mates.

The children with apparent disabilities who are able to go to school faces various problems. One of the main problems is with the infrastructure of schools which is not compatible with the disabled children. Hygienic problems, health care support and accessibility devices are the factor that affect the disable students. (Disability Inclusive Education Practices in Afghanistan, 2021). To conclude, most of the children with disabilities can access education or leave schools due to inaccessibility to basic needs of a disabled child. This situation is having a high percentage especially in rural areas.

Table 3. 10. Approaches to educating children with disabilities:

Approach	Example
Home schooling	Swedish Committee for Afghanistan coaching classes
Special education	Rahyab school for children with disabilities, Kabul Blind School
Integration	In some schools, for children with mobility difficulties
Inclusive education (pilots)	7 pilot inclusive schools in Kabul
Alternative learning pathways	Community-Based Education community learning centers and Alternative Learning Programs, community-based rehabilitation, literacy programs such as sign language
Apprenticeships	In schools for children with visual, hearing and speech impairments

Disability-Inclusive Education Practices in Afghanistan, (2021)

International and national organizations and some government supported special education schools have been founded in Afghanistan which has all the facilities for children with

special educational needs. Most of these schools have been founded in urban areas to which all special need education children can't have access. These schools are available in the following provinces: Badakhshan, Baghlan, Balkh, Ghazni, Herat, Jowzjan, Kabul, Kandahar, Kunduz, Laghman, Logar, Nangarhar, Parwan, Samangan, Takhar and Wardak (Afghanistan-National-Disability-Action-Plan-2008).

The Swedish Committee for Afghanistan built schools in remote rural villages and supported existing community-based classes to provide learning opportunities to children with disabilities.⁶⁴ SCA education initiatives included school construction; inclusive education training of teachers; home school/coaching classes; support for mainstreaming students; and technical support to transition CBE schools into formal schools. SCA worked with MoE in its integrated education programs for children with disabilities in community schools and community-based rehabilitation (CBR). In this initiative, children with physical disabilities were enrolled in regular schools and provided rehabilitation services.⁶⁵

The only government special school is the Kabul Blind School in Kabul. This school is only for visual impairment students. 150 children, youth and adult are enrolled in this school. This school has a small braille printing facility, a small braille library and vocational training center (Needs and Rights Assessment, 2008). Moreover, 380 blind students are integrated with normal schools throughout Afghanistan, out of which 132 of these students are in Kabul and Parwan provinces. These students are also getting training using Braille writing. However, they are facing problems too due to the lack of enough education facilities specially Braille printing (Needs and Rights Assessment, 2008).

There are two special schools for people hard of hearing; one in Jalalabad and one in Kabul the capital (Needs and Rights Assessment, 2008). There are 300 students studying in the hearing impairment school of Jalalabad-Afghanistan which is the largest hard of hearing school in Afghanistan (Inclusive Education in Afghanistan, 2008). The Kabul hearing impairment special school has 250 students enrolled in a small school which is run by Afghan National Deaf Association.

3.7.11. MINISTRIES INVOLVED IN EDUCATION IN AFGHANISTAN

Ministry of Education and Ministry of Higher Education are the main ministry responsible of education in Afghanistan. Ministry of education runs pre-school, primary, secondary education, teacher training and other professional colleges while ministry of higher education

coordinates higher education institutes and universities in Afghanistan. Moreover, many education programs are run in cooperation with other ministries too. For example, vocational training is implemented by MoE but in partnership with MoHE, MoLSAMD, Ministry of Urban Development and International NGOs. Many other ministries as Ministry of Religious Affairs, Ministry of Women Affairs, Ministry of Rural Rehabilitation and Development and Ministry of Public Health contributed in implementation and development of education in the Afghanistan too. For example, Ministry of Rural Rehabilitation and Development helps Ministry of Education in school construction and reconstruction. Ministry of Higher Education cooperates in academic capacity developments by teacher training programs. One of the main contributions of ministry of education was cooperation in curriculum development for primary and secondary schools. Ministry of Urban Development helps in organizing grants in urban areas. To conclude, in the past two decades especially from 2001 to 2021 all Afghan people, government organizations and international NGOs worked together to develop Afghanistan's education.

3.7.12. DEVELOPMENT PARTNERS

After the 2001 Afghanistan was in an after-war condition with zero facilities in all sectors. Afghanistan started work in all sectors from the beginning. Similarly, Ministry of Education needed assistances from development partners. After 2001 most of the international NGOs as USAID, UNESCO, UNICEF, DFID, The World Bank, The UN Agencies and embassies of countries active in education development such as Sweden, Canada, Germany, Australia, Japan, Norway, Finland and Denmark active in education development in the world rushed to Afghanistan (Education I. R., 2014). As it was clear that the ministry of education had to start all education programs, curriculum, education policies/ strategies, education law and so forth from the beginning. All these organizations have helped the ministry of education and ministry of higher education for education development in Afghanistan (Education I. R., 2014). These organizations and embassies have done both academic and financial assistances. For example, SCA has always help Afghanistan education from the beginning of revolution in Afghanistan both academically and financially. Similarly, UNICEF has cooperated with teaching and learning material and capacity building. USAID has mostly helped with school reconstruction and also has funded academic development programs. All the development partners (DP) have worked hard in partnership with the ministry of education to development and improvement of education in Afghanistan.

3.7.13. CURRICULUM DEVELOPMENT AND EDUCATION POLICY AND ADMINISTRATION IN AFGHANISTAN

Afghanistan as a war-torn country in the world which its people has faced the worst difficulties and experience the toughest problems for more than five decades. Over and above all these problems Afghans have always given importance to education and used the tiniest opportunities to educate their children and has offered learned people to the country and the world using the least facilities. The education system of Afghanistan has experienced varieties of problems in education as economic problems for education development, insecurity that prevents education, government system changes and ideological conflicts. All the mentioned problems cause not to have a professional curriculum framework. According to (Georgescu, 2008) the only form of curriculum in education system in Afghanistan used for three decades consist of text books. It means there hasn't been a professional education program with a clearly defined objective. In 1960s and 1970s teachers' college of Columbia University has help ministry of education in Afghanistan by developing syllabi for all subjects and grades, but for the time being due to war in the country and system changes using syllabi has been stopped. The government hasn't supported the experts working in that section. As a result, there hasn't been a unified education system and curriculum in Afghanistan for years (Georgescu, 2008). The case of Afghanistan education system and curriculum has been exactly as the Tyler says:

“Many educational programs don not have clearly defined purposes. In some cases, one may ask a teacher (...), of English, social studies (...) what objectives are being aimed at and get not satisfactory reply. The teacher may say in effect that he aims to develop a well-educated person and that he is teaching English or social studies or some other subject because it is essential to a well-rounded education. No doubt some excellent educational work is being done by artistic teachers who do not have a clear conception of goals but do have an intuitive sense of what is good teaching, what materials are significant, what topics are worth dealing with and how to present material and develop topics effectively with students (Tyler, 1949).”

The case of Afghanistan education program and curriculum has been similar to what Tyler stated above. From 1978 to 1992 during the rule of Democratic Republic of Afghanistan the education system of the country had been directly affected by Soviet Union. Education program of Afghanistan had been reviewed by Soviet Union advisors. They had developed syllabi according to their own party's ideology (Samady, 2001). Similar to

1960s and 1970s education program means the text books and syllabi not a professional curriculum framework.

After the victory of Mujahidden in 1992 all the text books and syllabi developed by The Soviet Union advisors in DRA period. Instead, the Islamic Republic of Afghanistan by Mujahidden continued with their own education system. They already had schools, universities inside Afghanistan in their areas and outside the border of Afghanistan in migration camps. They had their own text books developed by the Mujahidden experts and Nebraska University of the United States and SCA (Andeshmand, 2011). They were already using their own education system and program and they had printed their books with the help of foreign donor organizations. They carried the same system to Afghanistan in 1992 after coming to power in the country. Mujahidden government continued printing same books with the help of USAID with a poor quality in Pakistan printing companies. For the Mujahidden government curriculum development meant simply providing text books for students (Georgescu, 2008). It was clear that in Mujahidden period there wasn't any department called curriculum and text book department. Instead, there was compilation and translation department in the ministry of education. This department's activity was translating books from the neighboring countries and for social sciences replacing some contents according to Afghan culture and printing them (Georgescu, 2008). There was no framework, objectives, attitudes, teaching and learning activities, methodologies and assessment methods. Consequently, in different periods in Afghanistan every government has developed their own text books based on their ideologies as education system in Afghanistan. An educational program which is planned there must be a goal to be achieved and the teaching material will be selected based on these objectives. The contents of the program will be outlined according to those objectives and similarly the teaching and learning procedure are designed and test and assessments are prepared (Tyler, 1949). Setting the goals are not individual preference done a teacher or a school, its set by the education philosophy of a country after lots of discussions and analysis by expert. And the objectives are set to achieve those aims (Tyler, 1949).

The term curriculum has been only used as a list of subjects for many years in Afghanistan. Usually, syllabus has also been considered as curriculum for an education program in Afghanistan. In the recent years, a complete education program including all the education aim of a country, the philosophy of education, the objective to reach that general aim, list of subjects, text books, material, education theories used in the program, methodologies and assessment

strategies were called curriculum. The first modern school called Habibia School founded in Afghanistan in 1903. Establishment of this school is very important in the history of education of Afghanistan. This is because it provides the foundation of education in Afghanistan. The school had three grades; primary, middle and secondary classes. All the three stages were run by ten Afghan and Indian teachers (Andeshmand, 2011). These teachers had prepared the education program or curriculum of this school. In Habibia School the Indian and Afghan teachers prepared list of subjects to be taught in every stage of the school. The subjects were as Islamic information, Dari, Arithmetic, Geography and Hand Writing for primary school, Islamic information, Geography, History, Math, Geometrics, Dari language, Pashtu, English, Urdu, Turkish, drawing, hygiene, and arithmetic were taught for secondary grade and Islamic studies, Dari Language, history, geography, Mathematics, geometry, analytic trigonometry, medicine, chemistry and English in the third stage called Numeric or Adadia (Kamgar, Afghanistan Education, 2008). Curriculum as a list of subjects continued to be used for many decades.

In 1956 the systematic education planning started in Afghanistan. USAID and a team of American education specialist from Columbia University came to improve teacher education in Afghanistan. The education specialist team worked on primary, secondary, technical and higher education improvement, and general expansion of education (Samady, 2001). In the first step from 1956 to 1961 the specialist worked on primary education. In the second stage, from 1961 to 1967 they worked on improvement of secondary, technical and higher education. In the third stage from 1968-1973 the education experts focused on all levels of education equally for improvement of teacher education.

Table 3.11. Student Enrollment: Plan-I (1956-1961) Plan-II (1962-1967) Plan-III (1968-1972):

	1955	1960	1967	1972
Primary	111,650	213,100	444,240	540,700
Secondary	5,730	14,100	54,400	107,600
Vocational	1,950	2,500	5,700	5,200
Teacher Education	1,000	3,900	5,600	4,170
Higher Education	760	1,700	4,320	6,600
Total	121,090	235,300	514,260	664,270

Source: Education and Afghanistan Society in Twentieth Century (Samady, 2001)

Following the independence of Afghanistan, the concept of “public modern education” (Samady, 2001) came to existence in the country. From 1931 to 1976 four constitutions were

developed and sanctioned in Afghanistan (Andeshmand, 2011). Regarding education all those government had similar policies. Primary education has been compulsory in these constitution (Samady, 2001). As in article 20 and 22 of the constitution of 1931, primary education made compulsory for all Afghan children and controlling and supervision of all education institution was the duty of the government (Samady, 2001). Similarly, in constitution of 1948, primary education was compulsory for all Afghan children male and female and the government had the responsibility to administer all education centers from schools to universities. Later in 1964 a new reform was made in the government system of Afghanistan and a new constitution was made. In this constitution education was stated as the right of every Afghan citizen and should be provided by the government (Samady, 2001). The most important focus was made in during 1960s and 1970s on education in Afghanistan.

3.7.14. EDUCATION OBJECTIVES IN 1960S AND 1970S

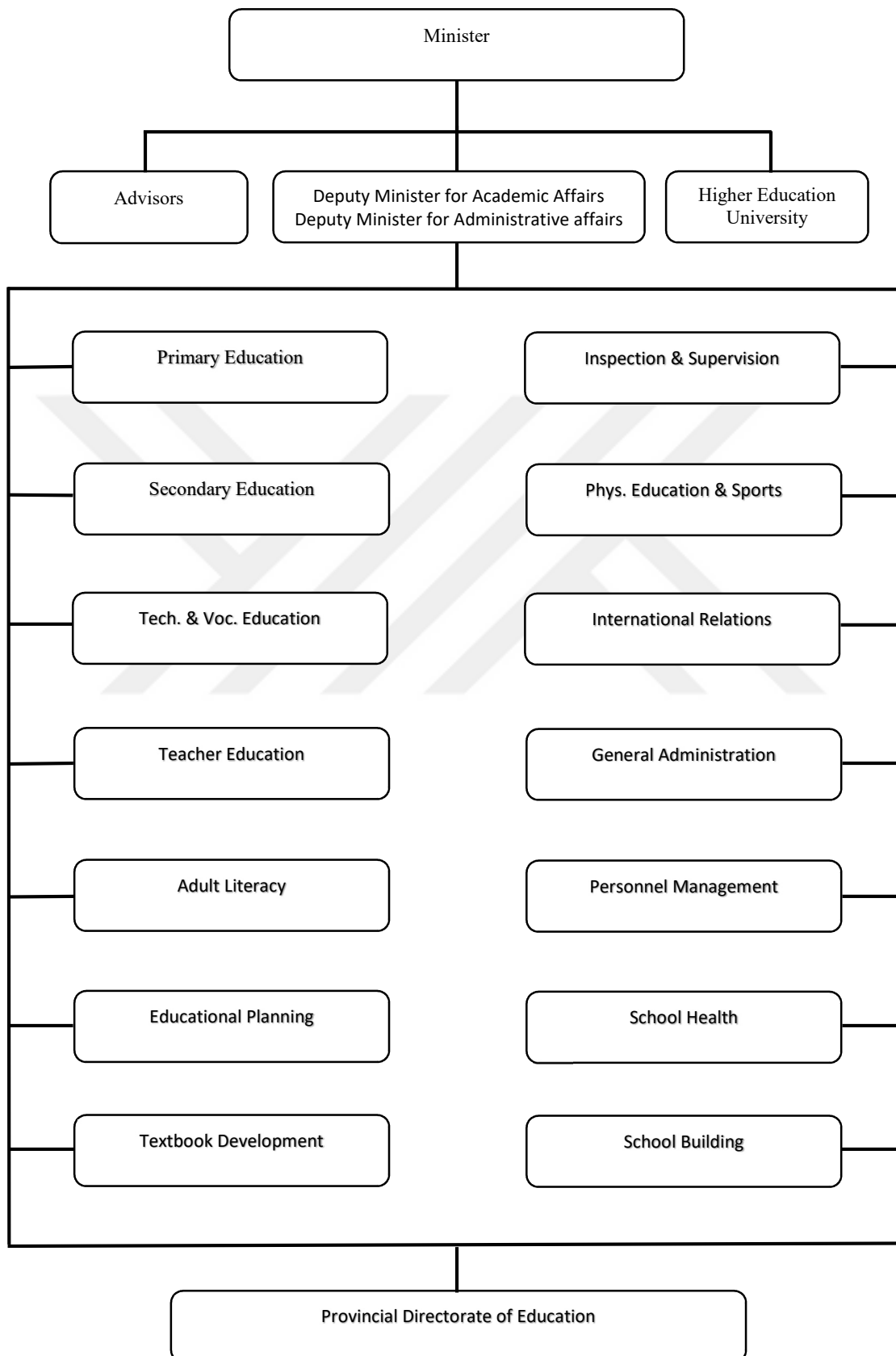
The fundamental education objectives of education in 1960s and 1970s are describes in Education and Afghanistan Society in Twentieth Century (Samady, 2001) as in the following:

- I. According to article 35 of constitution 1964, education is the right of every Afghan citizen. Education is provided free by for free and all the education activities are guided and supervised by the government.
- II. The basic objectives of all educational and cultural activities by the government are the development of physical, mental and spiritual talents of the individual and strengthening of feelings of patriotism, humanism and loyalty to Crown among all Afghans.
- III. Providing equal education opportunities regardless of sex, race, and religion, social or economic status.
- IV. For children between the ages of seven and fourteen primary education shall be compulsory.
- V. Providing secondary and vocational education is only the duty of the government which will support the youth based on the government's criteria identifying the talents of students.
- VI. Higher education will be provided by the government for those who have the academic capabilities.
- VII. Free basic education will be provided for the above school age students by the government through literacy programs.

- VIII. The basic principles of Islam is taught in all primary and secondary schools, and it is not compulsory for non-Muslim students.
- IX. Except secondary, vocational and higher education establishing private education centers are allowed to be established under the supervision of the government.
- X. The medium of instruction is Persian and Pashtu languages. In the areas where majority of people speak Persian the language of instruction is Persian and in areas majority of Pashtu speakers, the language of instruction is Pashtu.
- XI. Foreign education centers are allowed to be established according to law.

Following the establishment of republic of Afghanistan by Sardar Mohammad Dawod all the articles of fundamental education objectives in 1964 was implemented except articles related loyalty for the Crown stated Samady, (2001). In 1973, The Republic of Afghanistan sanctioned a new constitution. In article 10 this constitution the main aim of education was “provision of public compulsory primary education; development of free general secondary, vocational and higher education for training of scientific and technical personnel, with the aim of serving people” (Samady, 2001). All the education objectives based on different constitution from 1931 to 1973 were similar to each other. In all of them the obligatory of primary education and administration of all education institutions were emphasized.

3.7.15. STRUCTURE OF MINISTRY OF EDUCATION FROM 1947 TO 1978 DEPARTMENTS ADDED IN 1960:

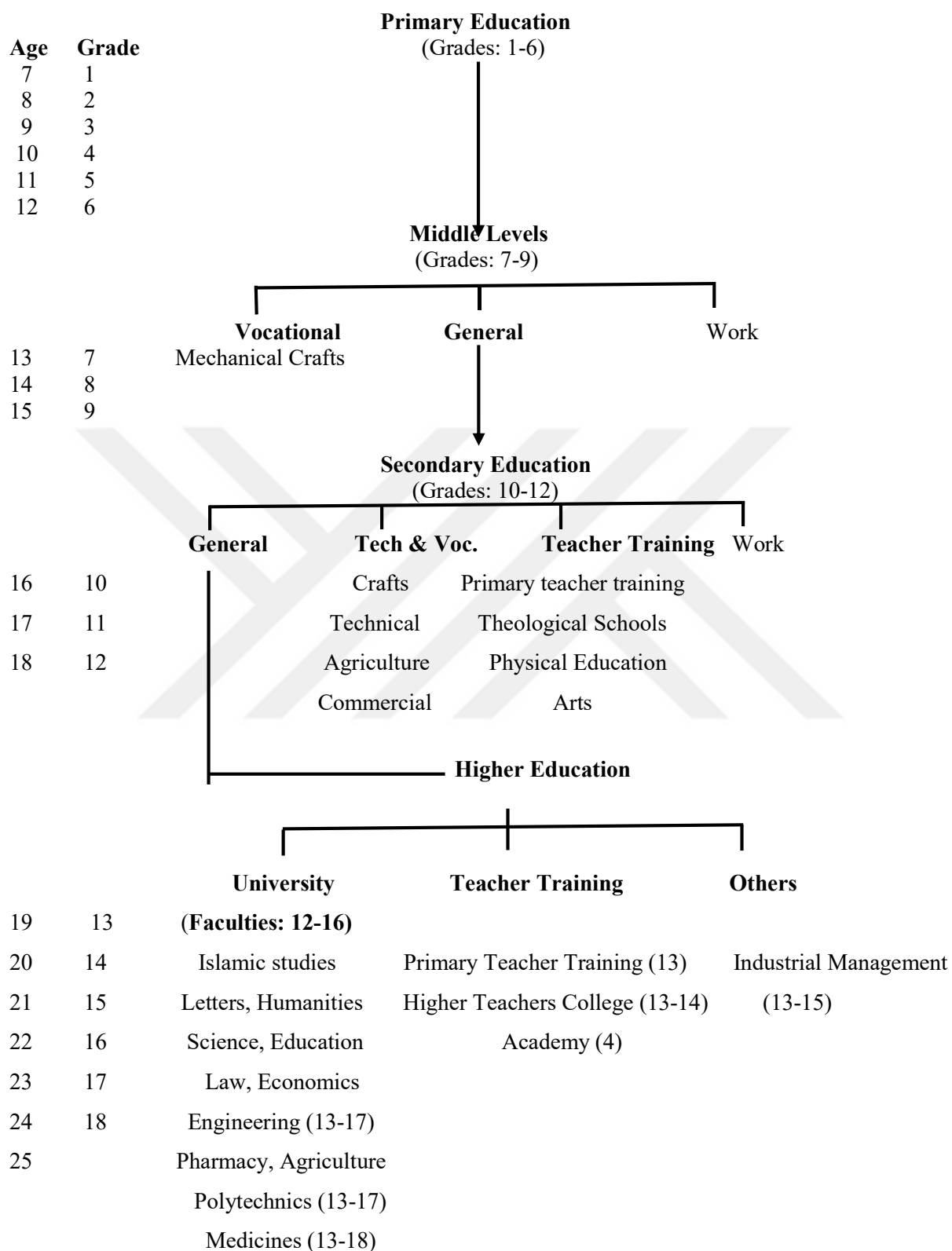


Source: (Samady, 2001)

The structure above is the format of ministry education from 1947 to 1978. Ministry of higher education was also part of ministry education. Along the above-mentioned years and also in later years, education of Afghanistan has been always coordinated and directed by two important authorities, deputy minister for academic affairs and deputy minister for administrative affairs. According to this structure, there are directorates or departments as primary education department, secondary education department, education planning, textbook development department and etc. In each province there is one education department connected to ministry of education. In this structure there isn't any curriculum department. Textbook development department was responsible to curriculum with primary and secondary education department.



3.7.16. Structure of Education in Afghanistan in Years; (1945-2000):



Note: General education structure: 1945-1975 (6+3+3); 1975 - 1978 (8+4); 1979 – 1985 (4+4+2)
1986 – 1990 (5+4+2); 1991 – 2000 (6+3+3)

Source: (Samady, 2001).

The structure of general education changed many times based on the type of government came to power in Afghanistan. In the kingdom system the structure was six years primary school, three years middle school and three years high/secondary school (Samady, 2001). The republic system by Sardar Dawod Khan changed the education structure to 8 years primary and four years secondary. In the communistic regime the structure completely changed. It will be furthered discussed in the coming paragraphs.

3.7.17. EDUCATION POLICY IN THE DEMOCRATIC REPUBLIC OF AFGHANISTAN

The democratic republic of Afghanistan government was a system totally supported and coordinated by USSR/ SOVET UNION. In the DRA education was a very important instrument of government for developing Afghan society. Democratic party of Afghan people used schools as their party centers. Education, schools and students were used as political tools. In the rule of DRA, the government developed an education policy with the help of Russian political and education advisors. Moreover, the advisors formulated an education system of same as the Soviet model. This was because Afghanistan had close collaboration in primary, secondary and higher education in Afghanistan. Therefore the systems of education had to be the same as each other. The APD party's policy was directly reflected in the education policy as in the following:

Article 24: eradication of literacy, development of education, public health, social security, science and technology, physical education, culture and arts, sports in a stable way (Samady, 2001)

Article 26: The government is responsible to provide education, and vocational training, help the find jobs and provide them a good atmosphere for spiritual, moral education for them to be able to participate in developing of a new society (Samady, 2001).

Article 29: Citizens of the country has the right to education in their own language. The government will develop national education, eradicate illiteracy, primary, secondary, vocational and higher education is free for people of Afghanistan (Samady, 2001).

The above three articles were the focus of education by DRA. Democratic Republic of Afghanistan valued too much to literacy. Their first and most programs and activities were on literacy. They made many literacy-education center in the capital and provinces of Afghanistan.

For implantation of the three above articles The Revolutionary Council of Democratic Republic of Afghanistan had issued two decrees as below:

1. All Afghanistan citizens regardless of their sex, religion, social status, economic status and nationality have equal rights to education and primary education is free and compulsory to all Afghan children. The students can study by their mother tongues. The parents preventing their children from the compulsory education will be punished (Andeshmand, 2011).
2. The second decree was about the literacy. The government set up a national literacy campaign in all over the country to fight ignorance. The campaign aimed to provide literacy to men aged ten to fifty, and it was not compulsory for women (Andeshmand, 2011).

As mentioned earlier, the first aim of education for the DRA was providing literacy for the society. They established many centers to teach people out of school as children of elder ages that can't go to schools. The elders who didn't have literacy. For implementation of the literacy campaign a number of different organizations and associations were established. The aim of this campaign was not only literacy development, their main aim was achieving the political objectives of the party.

In the communistic regime the ministry of education and ministry of higher education was separate. Both of these ministries had the responsibility of education and literacy development. Both, the ministry of education and ministry of higher education have many Soviet experts and advisors in the different areas of education as department of education management, planning, research and curriculum and textbooks development (Samady, 2001). The same thing happened in Hamid Karzai and Ashraf Ghani government in Afghanistan from 2001 to 2021, but there was a difference. The education advisors and experts during Hamid Karzai and Ashraf Ghani were working as international NGOs inside projects taken from donor countries and organizations with the permission of Afghanistan government.

There were many changes in the primary and secondary education structure and curriculum in this period. The latest structure of general education at that time which was 8+4 changed to 4+4+2. There were four years for primary school, four years for middle school and two years for secondary or high school. Many changes were made to curriculum of general studies too. For example, they had reduced religious subjects at schools. In the languages of instruction besides Persian and Pashtu other local languages as Uzbeki and Turkmeni were also used both at schools and literacy programs (Andeshmand, 2011). Russian language was introduced as the main foreign language at schools. Fundamentals of social science was added a new subject to secondary schools. Science and mathematics were emphasized more than other subjects

(Samady, 2001). The structure of education was similar to Russians education structure so that the students going from Afghanistan to Russia for further studies should not face difficulties. In this DRA system of education there was department of translation and adaptation and pedagogical research center was responsible for textbook development. In 1986, four years for primary education was thought not enough the ministry of education changed the structure; 4+4+2 to 5+3+3 for general education (Samady, 2001).

3.7.18. THE RECENT CURRICULUM FOR PRIMARY AND SECONDARY IN AFGHANISTAN EDUCATION

In 2001, after the fall of the first rule of Taliban regime in Afghanistan and the establishment of the Islamic transitional government, education in Afghanistan had already experienced the worse problems than lack curriculum and text books. There wasn't security for years in the country. There weren't enough and proper schools. The same as other ministries and departments education was also in a very critical condition. The ministry of education considered it very necessary to develop a centralized curriculum for the education system of Afghanistan. With the joint effort of development partners and technical support of UNESCO and UNICEF ministry of education of Afghanistan started development of a new curriculum for primary and secondary education in 2002 (Georgescu, 2008). In order to do this task ministry of education organized a committee comprised of the head of CTD (compilation and translation department) of the ministry of education, Mr. Abdul Nabi Wahidi and other education experts, professional and experienced teachers and respectable intellectuals to design a unified curriculum (Education M. , 2003). The curriculum development commission was consisting of the following members:

- Nazar Mohd Karyar, Assistant Professor, College of Engineering, Kabul University
- Mir Nagibullah, Senior Textbook Author, Academic member, CTD
- Hoyatullah Osmani, Academic member, CTD
- Haji Mohd Aniss Younus, Assistant Senior textbook author, Academic member, CTD
- Amannullah, Senior Textbook Author, Assistant director, CTD
- Gul Rahman Hakim, Professor, Dean, College of Education, Kabul University
- Mohd Osman Azizi, Senior textbook author, Academic member, CTD
- Saifurahman Ashna, Academic member, CTD
- Rahim Big Yagoubi, Assistant professor, Medical Institute, Kabul

The assigned committee together with international experts especially the curriculum development expert Dakmara Georgescu started curriculum development process after three decades of confusion. For three decades Afghanistan didn't have a national curriculum, there weren't any criteria to identify and learning outcome (Georgescu, 2008). The first meeting of curriculum development started in Tehran with the participation of the curriculum development commission and international development partners' facilitations. In order to identify the current curriculum's strengths, weaknesses, opportunities and threats they run a SWOT analysis and identified the following results:

Table 3. 12. Outcomes of a SWOT analysis of the existing Afghanistan curriculum in 2002:

Strengths	Weaknesses
<ul style="list-style-type: none"> • The curriculum of regular schools is quite well-balanced since it includes both secular subjects and religious education subjects. • Heavy emphasis is placed on science education. • "Scope and sequence" were somehow provided for all subjects and grades based on curriculum development experiences the 1960s and 1970s. • In 1960s and 1970s some good grounds had been laid for curriculum development. 	<ul style="list-style-type: none"> • There is no "National Curriculum System". • The curriculum is prescribed only through textbooks of mediocre quality and relevance. • There is little capacity to develop quality curriculum frameworks, syllabuses and textbooks. • There are many sensitive areas surrounding the curriculum (i. e. girls' education; balance between religious and secular perspective). • The present curriculum does not address life relevance competencies. • There is no choice among a wide range of teaching and learning strategies fostering learner centeredness. The main emphasis is placed on rote learning of content and fact-laden subject matter. • Assessment is not relevant and not reliable.

	<ul style="list-style-type: none"> • Education (and the curriculum has not been updated with international and national developments for quite some time (including the labor market and the world of work).
Opportunities	Threats
<ul style="list-style-type: none"> • New prospects of stability in the country. • Parents and students trust education and are eager to benefit from good education. • Support of international community after the 2001-2002 war • Possibility to align education with developments in other societal sectors. • Capacity development prospects. 	<ul style="list-style-type: none"> • Huge needs in terms of material and human resources (i. e. lack of educational infrastructure, lack of qualified teachers, lack of quality and affordable material) • Prospects of political instability and slow economic recovery • Difficulty to reach consensus on sensitive educational issues. • Fundamentalist attitudes and threat of terrorism.

Source: (Georgescu, 2008)

The chart above portrays the ideas of Afghan curriculum experts immediately after war in 2002. After identifying the SWOT analysis results the commission has overview curriculums of some post-communist transition countries in eastern Europe like Romania, Hungary and Slovenia and some post-conflict countries as Kosovo (Georgescu, 2008), also the committee has studied the curriculum of neighboring countries of Afghanistan (Education M. , 2003). After doing an international level review the Afghan curriculum commission has prepared the draft for their own curriculum framework (Georgescu, 2008). In the second stage the outline of the curriculum framework has been identified by the CDC and development partners to develop the draft (Georgescu, 2008). The identified draft outline was as follows:

1. Introduction
2. Education policy
3. General objectives of education in Afghanistan according to education domains
4. Structure of the education system and education objectives of each cycle

5. Literacy programs
6. Plan of study
7. Syllabi
8. Learning and teaching strategies
9. Assessment and evaluation of learning outcomes
10. Counselling and guidance

In 2004 while developing the curriculum frame work for general education in Afghanistan for the first time after a long conflict in the country the followings were written in the needs analysis part and were considered as education needs in the country:

High level of illiteracy: Afghanistan is among the highest rate of illiteracy. Based on studies 95% women and 90% men are illiterate in the country (Curriculum Framework, 2003).

Lack of facilities: most of the schools are damaged or lack facilities. During the long conflict in Afghanistan many schools damaged in the war. The schools with building don't have any or enough furniture and teaching facilities.

Lack of appropriate curriculum provision: As a result of decades of war in Afghanistan curriculum had changed by changing regimes. After the fall of DRA in 1991 there were a stable curriculum development activity in country for many decades. The Islamic State of Afghanistan (The Mujahideen) changed the curriculum and education system. Later in 1996 Taliban made changes in the education system. As a result, the curriculum of Afghanistan for primary and secondary education had lost cohesion between grades and education levels.

Lack of appropriate learning and teaching materials/ resources: There were not enough teaching materials before 2001. Especially during the Taliban first period there were no teaching materials.

Lack of appropriate teacher training: there were not enough qualified teachers. Also, there was lack of teacher training and pedagogy for school teachers.

Low salaries: school teachers' salaries were extremely low, not enough to live with.

Lack of professionals in education and academic experts: it is necessary to increase education experts, to develop professional education domains, such as professional teaching, curriculum, textbook development, assessment, education and school management.

Poor access to information and communication technology: there lack of access for information technology so that it caused not to be able for self-development.

Lack of appropriate system for vocational education: Vocational education had severely suffered from the long war the country.

Need for reconnecting people to the outside world: due to the internal conflict young generation couldn't find the opportunity to learn foreign languages and connect outside world by scholarships.

3.7.19. VISION AND GENERAL OBJECTIVES OF EDUCATION IN AFGHANISTAN

According to National Education Strategic Plan 2015 – 2020, the vision of the education ministry is to educate human resources based on Islamic values, national and international dedications and respect for human rights by providing equitable access to quality education for all. This is to enable human capital to actively participate in an ongoing development, economic growth, stability and security of Afghanistan (2014). To achieve this, the Ministry of Education (MoE) must be evolved to a modern, effective, fully funded and accountable public institution that facilitates equal education opportunities for children and adults, without any kind of discrimination across Afghanistan.

Education in Afghanistan must strengthen Islamic morals, national unity, independence, rule of law, respect for human rights, and democracy, tolerance, peace and sustainability; and help eradicate poverty, violence and drugs (MOE-DPE, 2010). The According to constitution of Afghanistan (Islamic Republic of Afghanistan, 2004) Article 45 articulates "the state is responsible to 'devise and implement unified educational curricula based on the tenets of the sacred religion of Islam, national culture, and academic principles." The education system must improve ethical, emotional, cognitive, physical and social development. Also, it should improve the problem solving, critical thinking skills, creativity and scientific thinking of all students including those with special needs. The education system should also contribute to socio-economic growth, poverty, reduction and restoration of stability, security and self-sufficiency (MOE-DPE, 2010).

According to the Education Law of Afghanistan (2008), generally the main objectives of education in Afghanistan are as in the following:

- Ensure equal rights of education and training for the citizens of the Islamic Republic of Afghanistan through promotion and development of universal, balanced and equitable educational manner.
- Strengthen Islamic spirit, patriotism, national unity, preservation of independence, and defense of territorial integrity, protection of interest, national pride, and loyalty to the republic system of Afghanistan.
- Educate children, youth and adolescents as pious Afghans and useful and sound members of the Society.
- Develop and improve moral, sentimental, mental, physical nurturing capacities and sociable spirit of the students.
- Strengthen the spirit of respect to human rights, protection of the women rights, democracy and elimination of every kind of discrimination, in light of the Islamic values and prevention of addiction to narcotics.
- Strengthen the spirit of individual, social responsibilities and observance of law by teachers, lecturers, and the rest of the employees of the ministry of education.
- Provide opportunity for the participation of the students' parents/ guardians and other members of the society in the management affairs, and obtaining the moral and financial cooperation for the promotion and development of education.
- Educate and train citizens by active participation to promote economy and social affairs in reduction of poverty in the country.
- Ensure intermediate (basic) compulsory education and to provide grounds for secondary education, in accordance with the requirements of the society.
- Ensure and Develop pre-school education in accordance with the needs of the country's children.
- Ensure and develop teacher's training education, Islamic education, technical - professional, vocational and artistic education in the country.
- Eliminate illiteracy and provide grounds for accelerated learning for the children and adults who are left behind from school in the country.
- Develop and improve the quality of education by applying modern experiences of the contemporary world, in accordance with the country's needs, Islamic and national values.

- Promote and improve academic and professional level of teachers, lecturers, Modarisan, directors, and the rest of the employees of the ministry of education.
- Develop unified educational curriculum, in accordance with the contemporary and up to date standards.
- Establish, expand, promote, build, repair and mobilize schools, Madrasas and other educational institutions of the ministry of education.

This education law is the first step in shaping and facilitating education for Afghan citizens and is prepared based on articles seventeenth, forty- third, forty- fourth, forty-fifth, forty- sixth and forty- seventh of the constitution of Afghanistan.

3.7.20. BASIC RULES AND REGULATIONS OF EDUCATION

According to article 43 of the constitution of Afghanistan approved on 2004, states that education is the right of all Afghan citizens and its free of charge from three months old in the nursery class up to university undergraduate level in public education institutions. In order to provide equal education opportunities and develop compulsory education throughout the country the government prepares effective education programs considering the mother tongue and teaching mother tongue in different areas of Afghanistan (UNESCO, Islamic Republic of Afghanistan, 2011).

According to article 4 of the education law sanctioned by the Cabinet of Islamic Republic of Afghanistan in 2008, education from grade 1 – 9 is compulsory. This article also states that education is free in pre-school education, primary, lower-secondary, secondary as general secondary, technical and professional, vocational and artistic, Islamic education, semi higher education, teacher training (grades 13 – 14), literacy and basic practical education in public education and training schools of Islamic Republic of Afghanistan (Afghanistan I. R., Education Law, 2008). Article 32 of the same law states that teaching in all the public and private education institutions happen by one of the two formal languages of Afghanistan, Dari language and Pashtu (2008). The teaching languages are decided based on the majority of population living in an area. In the areas that the majority of people are speaking with the third languages as Uzbeki, Turkmani, Pashahi, Nuristani and Balochi in addition to Dari and Pashtu one of the third languages will also be taught based on the majority of the speakers (UNESCO, Islamic Republic of Afghanistan, 2011) & (Afghanistan I. R., Education Law, 2008).

3.7.21. GENERAL OBJECTIVES OF EDUCATION IN AFGHANISTAN

The general objectives of education in Afghanistan are prepared considering the needs, values and social development of Afghan society. These objectives generally cover spiritual and moral, intellectual development, cultural and artistic education, economic education and health education. As well as, these objectives are designed to meet the educational and scientific development of the individuals in accordance with learning theories and development.

The most important general objectives are as in the following (Ministry of Education, 2003):

A. SPIRITUAL AND MORAL OBJECTIVES

In order to develop as faithful, spiritual and moral persons, students will be offered guidance for (Education M. , 2003):

1. Based on Qu'ranic and the Prophet's teachings (peace be upon him), students will reinforce their faith and will broaden the Islamic vision and religious principles in a non-extremist way;
2. Education will foster students' self-awareness and religious emotions for strengthening their belief in their Creator (God);
3. Students will develop a sense of responsibility for their educational, social and cultural awareness and will cultivate knowledge and wisdom.

B. INTELLECTUAL DEVELOPMENT

As a result of learning processes facilitated through curriculum provisions and extracurricular activities, students will acquire essential knowledge and will develop higher-level intellectual skills. The following are considered important learning objectives for intellectual development (Education M. , 2003):

1. Mastering successfully basic education skills such as reading and writing for personal expression, and calligraphy in both mother tongue and foreign languages; mastering numeracy, science literacy and information and communication technology (ICT);
2. Learning to learn: developing capacities for self-monitoring of learning processes and outcomes from a life-long learning perspective;
3. Developing capacities for appropriate self-expression and effective communication skills, learning the importance of interaction, dialogue and co-operation;
4. Understanding the complex interdependencies in nature and society which are explored in different areas of science, culture and education;

5. Valuing creatively acquired knowledge and skills in order to cope with current and future challenges successfully, based on the responsible use of achievements in modern societies in natural sciences, technology, economy and the arts;
6. Developing problem-solving skills to carry out both individual and collective tasks;

C. CULTURAL AND ARTISTIC EDUCATION

The cultural/artistic dimension of human personality will be cultivated through the pursuit of the following objectives (Education M. , 2003):

1. Awareness of national and international artistic creation in fine arts and other cultural domains (music, architecture, crafts, drama, role play, home decorations, needle work, weaving, embroidery); Awareness of history and culture of Islamic civilizations, civilization of Afghanistan and of other countries in the world;
2. Developing artistic skills through exercise and personal creative activities;
3. Developing a sustained interest for preserving the historical and cultural heritage of the country;
4. Promoting the Afghan culture in other cultures and valuing cultural dialogue;
5. Cultivating an aesthetic sense and a sustained interest in arts and culture as important vehicles for enriching human personality and life; applying arts in creating a better environment for daily-life activities;
6. Developing the capacity of self-expression through artistic knowledge and skills;

D. SOCIAL AND CIVIC EDUCATION

Students will be supported in their development as members of a family, and of a local, regional, national and international community through the pursuit of the following objectives (Education M. , 2003):

1. Honoring their country and defending its sovereignty and strengthening family and social relationships based on Islamic values, principles and rules;
2. Cultivating principles of solidarity, peace, brotherhood and co-operation at national and international level;
3. Respecting laws and protecting one's rights and the rights of others in a responsible way, irrespective of religion, ethnicity, gender, age, economic/social status, political orientation, etc.; Fighting against terrorism and narcotic drugs and against all other society's ills;

4. Developing capacities for responsible and competent participation in religious, economic, social-political and cultural activities through the pursuit of a fair balance between individual interest/benefits and social/collective interests/benefits;
5. Applying critical thinking and effective communication skills in public dialogue and settling differences of opinion constructively;
6. Handling diversity and settling conflicts peacefully and constructively;
7. Developing the capacity for handling Mass Media messages critically;
8. Improving social creativity skills and cultivating a sustained interest in public matters;
9. Protecting the environment, promoting healthy life styles and enjoying a carefree school environment;
10. Promoting and enhancing a culture of tolerance and negotiations.

E. ECONOMIC EDUCATION

Economic education aims to prepare students to play different roles in the economic system: individuals can be producers of goods and services and/or consumers; they can be employers or employees. They have to constantly cope with new challenges resulting from local, national and global interdependencies. In order to support students' development as successful participants in economic activities, the following important objectives must be achieved in the education system in Afghanistan (Education M. , 2003):

1. Understanding the need and conditions for a sustained economic development of the society, based on moral and legal principles, and its effects on family incomes;
2. Cultivating the value of work and diligence, as well as the interest for engaging in useful occupations;
3. Cultivating students' willingness and capacity/skills for engaging in productive activities according to interests, talents and training and to the social and economic needs in the country. Students have to learn to be accountable in deals with others and avoid unnecessary expenses such as the ones for make up or other undesired and unhealthy life styles;
4. Cultivating an economic thinking and conduct resulting in a responsible use of resources (i.e., using diverse – conventional and unconventional - sources for energy, exploiting natural resources in a sensible way, avoiding and reducing all forms of pollution and contamination);

5. Encouraging traditional occupations (crafts, agriculture, etc.) as well as new occupations emerging on the labor market as a consequence of technological and social progress;
6. Promoting an ethical conduct in running economic activities and fighting against illegal and unethical economic activities and income sources;
7. Encouraging entrepreneurial skills and activities, as well as management and organizational skills, based on taking into consideration timely market demands and job opportunities within a society in change;
8. Promoting consumer education and awareness of consumer rights;
9. Promoting work ethics from the perspective of both employers and employees.

F. HEALTH EDUCATION

Students will be supported in promoting a healthy environment and healthy life styles through the pursuit of the following objectives (Education M. , 2003):

1. Understanding the need for hygiene and healthy life styles for personal and collective/societal well-being; preserving a healthy environment;
2. Acquiring basic knowledge and developing basic skills for protection against illnesses and for harmonious mental and physical development/growth;
3. Practicing physical education and sports so as to encourage students to engage in fair competition, to exercise solidarity and team work, and be able to make a reasonable physical effort;
4. Enabling students through appropriate knowledge, attitudes and skills to take responsible and competent action for the preservation of a healthy environment and promotion of healthy life styles;
5. Promoting knowledge and awareness of nutritious and economic food as prerequisites for avoiding malnutrition and health problems, especially among infants;
6. Helping people to acquire knowledge and develop the right attitudes and skills to avoid danger (i.e., land mines, use of weapons, drug-addiction, contamination risks, including sexually transmitted diseases). Students should be able to take responsible and competent measures for reducing and eliminating the negative consequences of different life-style choices (smoking, use of drugs, unhealthy food, overdose of medication, etc.).

3.7.22. STRUCTURE OF THE EDUCATION SYSTEM

According to the education law of Afghanistan, all the citizens of the Islamic Republic of Afghanistan have equal right of education (2008). All the children and teenagers have from 3 months old to 20/21 have the opportunity to gain free education in the government schools belonging to the ministry of education (Education M. , 2003).

A. Pre-School Education: Nursery-School and Kindergarten

a. Nursery (3 months to 3 years)

Children from three months to three years old are taken care of at the nursery schools for free. The purpose of this stage is mainly feeding and bringing children physically, emotionally and socially in order to prepare them for kindergarten (Education M. , 2003).

The basic objectives of nursery education are summarized in the following:

- Look after the physical and psychological health of children according to national and international quality nurturing standards
- Expose children to basic rules of social life
- Prepare children for kindergarten

b. Kindergarten (4 years to 6 years)

After the nursery school the children from 4 to 6 goes to kindergarten for free. Similar to nursery school, the purpose of this school is further development of physical, social and emotional as well as moral. Generally preparing students to be ready facing new challenges in the primary education is sought (Education M. , 2003).

The main objectives of kindergarten education are summarized in the following:

- Foster spiritual and moral development
- Familiarizing children with individual and group activities/tasks
- Experiencing joy in performing individual and group activities
- Develop curiosity for investigating the world children live in
- Reinforce hygiene rules
- Preparing for primary education: reinforcing cognitive/intellectual skills

Both in the nursery and kindergarten generally the families in the living in the big cities send their children. In the other provinces normally, the working women send their children to kindergarten and nursery schools.

B. Primary School (Grades 1 To 6)

Primary school in Afghanistan covers grades 1 to 6 and is part of the 9 years compulsory education. Primary education is divided into two stages:

a. Primary education grade 1 to 3:

The students can be enrolled in the first grade in the ages of 6/7 in the elementary school. The instruction time is four hours a day and six days a week (Afghanistan I. R., Education Law, 2008). This period is mostly to familiarize students to school life. The objectives of this cycle are summarized as in the following (ministry of education, 2008):

- Foster spiritual and moral development
- Acquire basic knowledge and skills (reading and writing, calligraphy, numeracy)
- Develop motor skills
- Develop of a sense of discipline/appropriate conduct and approach tasks constructively
- Develop basic artistic skills
- Acquire basic hygiene rules

b. Primary education grade 4 – 6:

In the second stage of the primary education the curriculum will become a little difficult and students are exposed to new requirements as in acquiring and developing of appropriate knowledge, skills and attitudes. The instruction period is 5 hours a day six days a week (Education M. , 2003). The total primary education period is 6 years which prepares students for the lower secondary studies. The lower secondary studies are divided into two parts general studies and Islamic studies (Education M. , 2003). The general objectives of primary second cycle is summarized as in the following (ministry of education, 2003):

- Reinforce spiritual and moral development
- Use basic knowledge and skills for self-expression; extend knowledge and skills by exploring the natural, social and artificial environment
- Develop skills for self-monitoring of learning processes
- Apply knowledge and skills in solving daily-life problems
- Look after physical health
- Develop teamwork skills
- Develop an interest in public matters
- Reinforce artistic skills

C. Intermediate Level – Lower Secondary Schools (Grades 7 To 9)

Education is compulsory up to middle school in all over Afghanistan and middle school is from grade 7 to 9 (Education Law, 2008). In this level students' mental abilities are more developed and are ready for achieving higher level goals as spiritual, moral, emotional and social values (curriculum, 2003). In this stage education routes, career counselling and guidance are paid special attention. The study periods are 6 hours a day, 6 days per week. This stage is a preparation for higher intermediate classes 10 to 12 in general, Islamic and vocational education programs (curriculum, 2003). The main objectives of this stage are surmised as in the following (curriculum, 2003):

- Reinforce spiritual and moral development
- Develop capacities for exploring the natural, social and artificial environment based on scientific concepts, tools and procedures
- Encourage inquiry into an interest in intellectual work
- Reinforce the capacity for self-monitoring of learning processes
- Enrich communication skills through the acquisition of foreign languages
- Develop technical skills, including ICT
- Look after physical health
- Reinforce self-awareness, capacity to further one's studies and choose of a career
- Develop further teamwork skills and the capacity to engage in fair competition

D. Upper Secondary Schools Grade 10 – 12

The upper intermediate cycle is generally composed of two main areas of studies; natural sciences and social sciences. One of the basic purposed is training students at least to be able to teach primary classes. In general, the students are trained based on the different schools they study in as vocational schools and Islamic schools (Education I. R., 2014), (Education M. , 2003) & (UNESCO, Islamic Republic of Afghanistan, 2011). The students graduating from upper secondary schools will be able to join different institutions of public and private higher education institution and semi higher education, vocational, technical institutes after participating a country-wide national university entrance exam called Kankur Exam.

The main objectives of upper secondary education of the Islamic republic of Afghanistan are summarized as in the following (Education M. , 2003):

- Develop further spiritually and morally

- Prepare for further studies in higher education/developing skills and attitudes important in fostering academic excellence
- Broaden the knowledge horizon and further develop an interest for quality academic/intellectual work
- Prepare for adult life and to make full use of knowledge, skills and attitudes in solving academic and daily-life problems
- Approach rights and responsibilities in different social contexts constructively
- Look after physical health
- Develop further skills for self-monitoring of learning processes and the ability to pursue their own talents and interests
- Develop teamwork

E. Post-Secondary Schools (Grades 13 To 14)

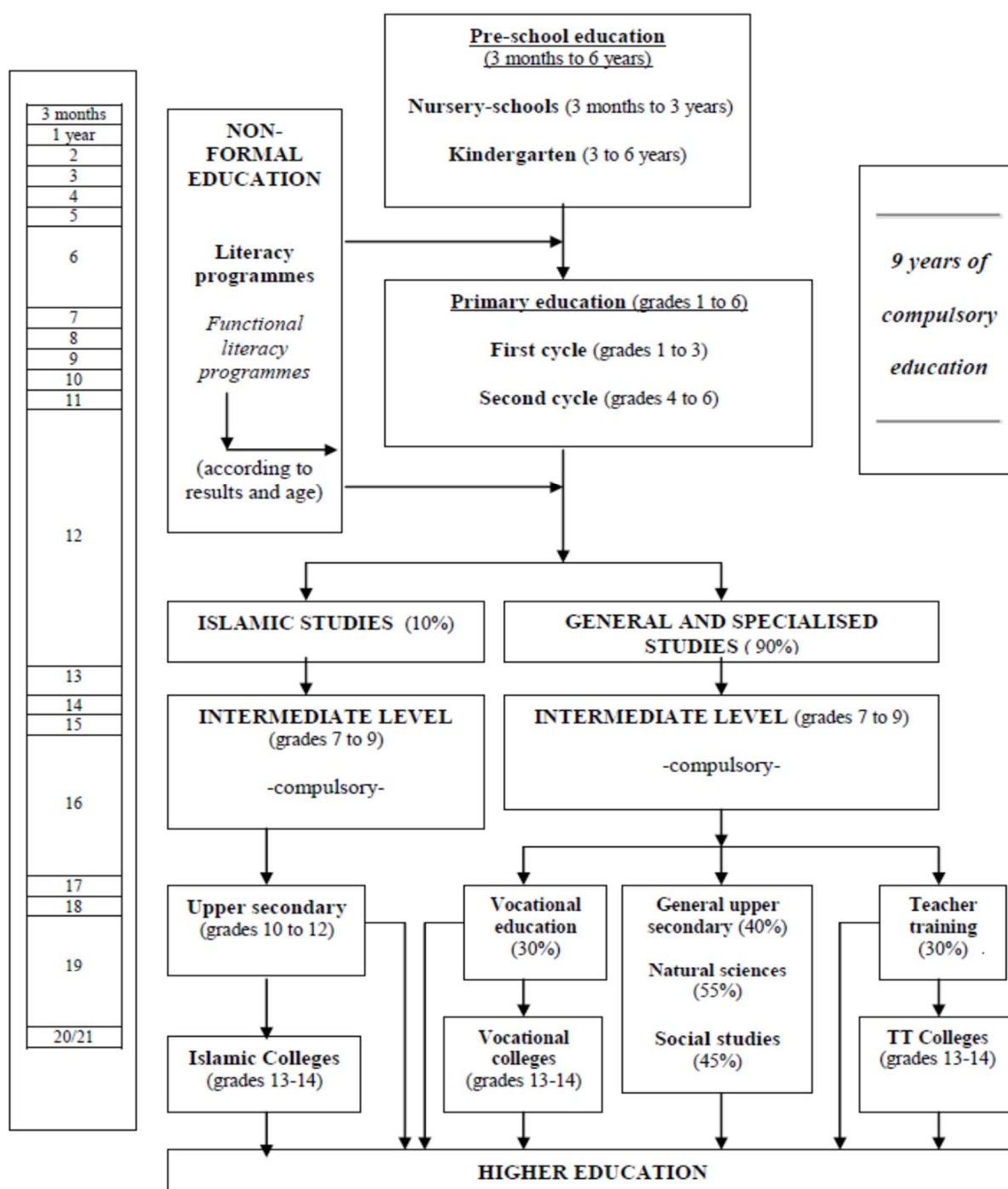
In Afghanistan system of education following the upper-secondary school, there are post-secondary schools like Islamic education training, teacher training education, vocational education and technical education schools which are covered by the ministry of education of Afghanistan (Andeshmand, 2011) & (Education M. , 2003). Student students graduating from the same field or general studies in secondary education can join these professional schools after joining the national university entrance exam.

The main objectives of post-secondary education are summarized as in the following (Education M. , 2003):

- Prepare to enter the labor market successfully
- Prepare for adult life
- Prepare for further studies
- Foster further spiritual and moral development
- Foster further physical, emotional and social development
- Foster further artistic skills
- Familiarity with new information and communication technologies, as well as with new technologies applied in production and services

Minister's staff office, and the department of internal audit and inspection (UNESCO, Islamic Republic of Afghanistan, 2011).

Table 3.12. The Recent Structure of Afghanistan's system of Education (2001-2021):



Ministry of Education, (2003)

3.7.23. THE RECENT STRUCTURE OF THE MINISTRY OF EDUCATION IN AFGHANISTAN

The years between 2001 and 2021 were the best years in education in Afghanistan although there were many difficulties too. In these years the system of education developed based on universal standards. The structure of the ministry of education was also updated according to the need of a modern

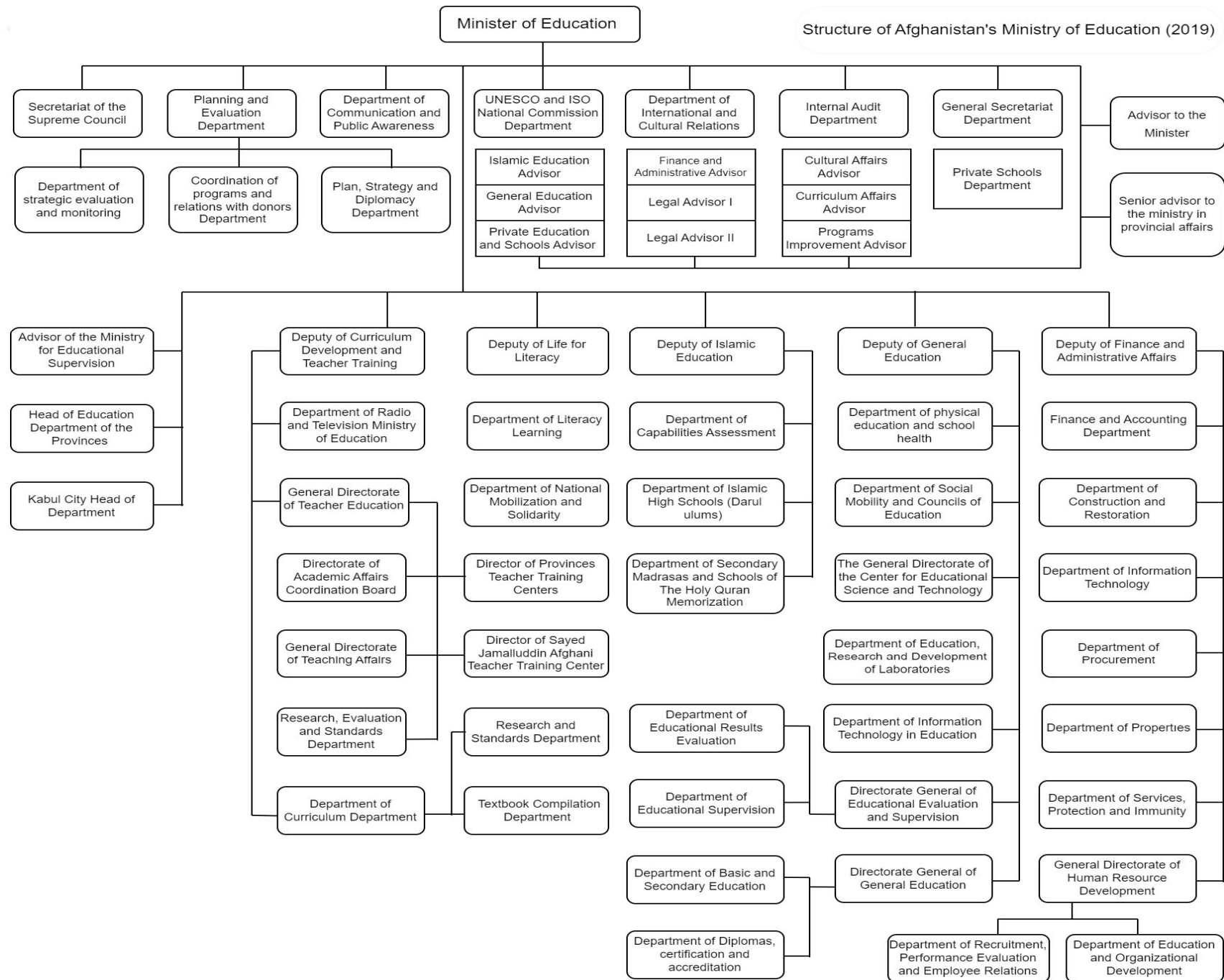
education system in Afghanistan. Similarly, many schools and institutions were established by government and also private schools. Systematically the education in Afghanistan had its best condition comparing to other periods from different dimensions. Besides all these developments, there was war and conflict too. Over and above all the difficulties, Afghanistan government and people worked very hard to improve their education system, build schools, and develop curriculum and the children rushed to schools in these two decades. The following is the recent structure of the ministry of education of Afghanistan.

Table 3.12. Structure of Afghanistan's Ministry of Education:

Source: www.moe.gov.af.

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3.7.24. ADMINISTRATION OF THE EDUCATION SYSTEM

The ministry of education itself directly runs a lot of educational programs such as formal schools, curriculum development, teachers' education programs, technical and vocation education and training (TVET) schools, literacy courses, community-based education, training and capacity building of staff, monitoring and evaluation and policy making (UNESCO, Islamic Republic of Afghanistan, 2011). The ministry of education of Afghanistan is centered in the capital Kabul and has 35 departments in the 35 provinces of Afghanistan which includes districts offices too. These departments provide the technical support to district offices and ensure coordination and supervision in all districts (UNESCO, Islamic Republic of Afghanistan, 2011). The ministry of education was composed of five deputy ministers in 2008 that each one of them works in special areas such as deputy minister for academic affairs, administration and finance, curriculum development and teacher education, technical and vocational education, and literacy (Andishmand, Afghanistan Modern Education, 2011). There are four departments directly working under the control of the minister such as the planning and evaluation department, the academic council, the minister's staff office, and the department of internal audit and inspection (UNESCO, Islamic Republic of Afghanistan, 2011).

3.7.25. STUDY PLAN

The study plan of Afghanistan Education curriculum developed in 2003 comprises of the following areas:

- A. Islamic Studied
- B. Languages
- C. Mathematics
- D. Natural sciences
- E. Social studies
- F. Life skills
- G. Arts, practical work and technological education
- H. Physical education

Although education at present situation in Afghanistan is very important, primary education spends 24 hours a week and secondary and upper secondary education takes 36 hours a week. There are two distinct curricula for the upper secondary; social science curricula and natural science curricula (Education M. , 2003). The curriculum is centralized and unified to meet the general requirements of all students. There are also optional courses at schools as extracurricular activities such as information and communication technology. The specialized courses/ classes are also designed in accordance to the plans on the curriculum for general education. Students' performances are observed and evaluated by the teachers and are graded based on their performances.

Table 3. 13. The study plan for primary and secondary education (2001-2021):

STUDY PLAN FOR PRIMARY AND SECONDARY EDUCATION															
Curriculum areas and subjects	Primary education						Intermediate school			Upper secondary school					
	First cycle			Second cycle						Natural sciences			Social studies		
ISLAMIC STUDIES	1	2	3	4	5	6	7	8	9	10	11	12	10	11	12
Holy Qu’ran	2	2	2	2	2	2	1	1	1	-	-	-	-	-	-
Islamic Education	2	2	2	2	2	2	2	2	2	-	-	-	-	-	-
Holy Hadith (Sayings of the Prophet)	-	-	-	-	-	-	1	1	1	2	2	-	2	2	-
Interpretation of Holy Qu’ran															
Faiths	-	-	-	-	-	-	-	-	-	-	-	2	-	-	2
LANGUAGES															
First language	8	8	8	6	6	6	4	4	4	4	3	2	4	4	4
Second language	-	-	-	3	3	3	3	3	3	3	3	2	4	4	4
Foreign language	-	-	-	3	3	3	4	4	4	4	4	4	4	4	4
Arabic language	-	-	-	-	-	-	2	2	2	-	-	-	-	-	-
MATHEMATICS															
Arithmetic	5	5	5	5iv	5	5	3		-	-	-	-	-	-	-
Geometry							2	2	2	3	3	3	-	-	-
Algebra	-	-	-	-	-	-	-	3	3	3	3	3	2	2	2
Trigonometry	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-
Geometry and Trigonometry	-	-	-	-	-	-	-	-	-	-	-	-	2	3	2
NATURAL SCIENCES															
Men and environment	-	-	-	2vi	2	2	-	-	-	-	-	-	-	-	-
Physics	-	-	-	-	-	-	2	2	2	4	4	4	2	2	2
Chemistry	-	-	-	-	-	-	2	2	2	4	4	4	2	2	2
Biology	-	-	-	-	-	-	2	2	2	4	4	4	2	2	1
-HISTORY AND SOCIAL STUDIES															
Social studies (History, Geography & Social studies)	-	-	-	2vii	2	2	-	-	-	-	-	-	-	-	-
History	-	-	-	-	-	-	2viii	2	2	1	1	1	4	4	4
Geography	-	-	-	-	-	-	2	2	2	1	1	1	4	4	4
Ethics	-	-	-	-	-	-	2ix	-	-	-	-	-	-	-	-
Civics	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-
Economics	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-
Logic	-	-	-	-	-	-	-	-	-	-	-	2	-	-	2
LIFE Skills															
	2	2	2												
Arts, practical work and technological education															
Calligraphy	2	2	2	2	2	2	-	-	-	-	-	-	-	-	
Drawing and Home economics	2	2	2	2	2	2	1	1	1	-	-	-	-	-	-
										1xi	1	1	1	1	1
Information and Communication Technologies/ICT	-	-	-	-	-	-	-	-	-	2	2	2	3	2	2
										1xii	1	1	2	1	1
PHYSICAL EDUCATION AND SPORTS															
	1xiii	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL	24	24	24	30	30	30	36	36	36	36	36	36	36	36	36

Optional Activities:

OPTIONAL COURSES/ACTIVITIES															
Students can choose between: <input type="checkbox"/> Sport activities <input type="checkbox"/> Environment education <input type="checkbox"/> Peace and human rights education <input type="checkbox"/> Mine awareness <input type="checkbox"/> Life skills <input type="checkbox"/> Computer education	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2

Source: The Curriculum Framework, 2003

3.8. EDUCATION IN TALIBAN PERIOD II

Taliban took the political power in Afghanistan in August 2021. Taliban is a religious group which they had already ruled in Afghanistan from 1996 to 2001. In Taliban first period education for girls was banned in the first decree of Taliban leaders after occupying Kabul in 1996. At that time boys' schools and education was in a very bad condition. In the second period Taliban it was school time and students were going to schools. Schools were suspended until the next year new year for beyond sixth grades. The educational year starts at March 23th in Afghanistan. All the students were waiting for schools to reopen and go to their schools. Among the students, girls were the ones waiting beginning of schools with too much enthusiasm.

All the world was waiting for Taliban's decision about females' education by the beginning of education year in Afghanistan. On September 17th 2021 Taliban announced that schools will be reopened only for boys only. Zabihullah Majaheed, the deputy minister of culture and information told the media that Taliban wants to reopen schools for both male and females, but they don't have the financial capacity to support education in all over Afghanistan. Nurullah Munir the acting minister of education and Abdul Hakim Hemat the deputy minister of education stated that Taliban is not opposite to girls' education, but they need to wait until they can provide safe environment for them (Jackson, 2022). At this time international community was worried about girls' education in Afghanistan. there were many pressures by international community for opening girls' schools too by the beginning of educational year. International community and United States had promised to support education in Afghanistan, if Taliban opens girls' schools. On March 23th 2022, Taliban leadership announced that girls' schools will not open for after sixth grades. This decision was announced on 23th March when the girls' schools had already opened. It was a tragedy. All girls returned home in that day by eyes full of tear. Taliban's reaction was that at the moment the schools are not ready for female student. They stated that Islamic

scholars will decide about girls' education later. Afghanistan is the only country in the world where education is prohibited for women.

Education for girls is stopped in Afghanistan. According to Popal (2022), females make half of the population of Afghanistan. Women makes half of the community in Afghanistan. By closing girls' schools in the country half of students going to schools are sitting at home at present. Since the international community doesn't recognize Taliban, Popal believes that Taliban is using females' education as means of pressure on international community for their recognition (2022).

Following the closure of girls' schools in Afghanistan many Madrasas were made for Islamic education for boys in Afghanistan. Many girls' schools are changed to Madrassas. Curriculum development activities stopped in the country after coming Taliban to power. Lately, Taliban has started changing the contents of education at schools and literacy learning centers. Taliban has removed some subjects from the curriculum and increased Islamic subjects. Furthermore, in the content of literacy learning course they have put topics praising Taliban leaders (VOANEWS, 2023). This is not new in Afghanistan. During the monarchy period the school textbooks were in the service of the kingdom praising the king. During communistic regime in Afghanistan, the school textbooks were used as means of propagating DRA ideologies. These are the reasons that education system and curriculum will not be national and stable in a country. As a result, the quality of education will be poor and it affects the future of the children and development of the country negatively.

CHAPTER FOUR

4.1. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Afghanistan, a famous name in the world for internal conflict and war in the country, has suffered too much for years. The imposed war in the country has affect everything in the life of people in Afghanistan such as economy, social life, the government system, the way of life and most important it affected education system. Afghanistan is an Islamic country. All the governments ruled in Afghanistan except the communist regime from 1978 to 1992 and Amanullah Khan Period from 1919 to 1929, have had the slogan of Islam in their government. Afghanistan is a country which 99.7% of the population is Muslim. Islam is the formal religion and the red line of Afghan people. Throughout the history most of the rulers focuses has been Islam in Afghanistan. Islam religion is the only guide in all aspects of Afghan people's life. Being a student in Afghanistan is very difficult for a child. If this student is a female, it is too much difficult. The reason is that Afghan people not all but some of them are very traditional Muslims that believes education for girls are not needed or not so much important.

Education in Afghanistan have had too many ups and downs. Formal education started in Afghanistan between the years 1868-1878 by making two formal schools by government for the first time in Afghanistan. In these years only one military and one civil school was made for the children of government authorities (Andeshmand, 2011). Later in 1903, the first international and famous school made by the name of Habibia School that now it's called Habibia High school (Samady, 2001). Founding this school was the first step to modern education in Afghanistan. The classes at this school were taught by Afghan and Indian teachers. Indian teachers were the first foreign teachers employed in Afghanistan education. The education program of this school was made by the Afghan and Indian teachers together.

Modern education development started after getting the independence from the Great Britain in 1919 in Afghanistan by Amanullah Khan. In this period the political and social condition was ready for education development. Primary education became compulsory for the first time according to constitution in this period (Andeshmand, 2011). The first minister of education was appointed on 1922. During this time a number of primary schools and many important and international secondary schools were established. The most famous secondary schools were Istiqlal, Amania and Ghazi school. A secondary school was made for girls and many adult education centers were made for females (Samady, 2001). The king provided many facilities for

the development of modern education through diplomatic connections with countries like Turkey, France and Germany. The government sent hundreds of Afghan girls and boys to study to countries like Turkey, France, Italy, England, and Germany for the first time. The king was giving too much importance to education not only he liked education but to help develop the country. He believed that the base of development of a country is education. The first girls' school was made in Amanullah Khan Kingdom (Andeshmand, 2011). The King worked hard to develop education in Afghanistan. He himself sometimes were going to schools and teaching for the students. He has taught literacy for illiterate elders at mosque even to encourage them to support education development. This development didn't last longer. For the reason of giving freedom and making schools for girls and sending female students abroad he faced opposition of the tribal leaders and Islamic scholars. At the same time there were local and foreign political oppositions using this opportunity to collapse the kingdom. After too many criticizes for the females' education, he closed girls' schools temporarily but it didn't work. Before implementing his educational plans Kingdom of Amanullah Khan collapsed. In 1929 Habibullah Kalakani came to power and he ruled for 10 months. He was a religious person and against girls' education. In the 10 months of his government the country had a military condition all the education centers were close (Andeshmand, 2011).

By the end of 1929 the political system changed in Afghanistan. Nadir Shah came to power in the country. This king was supported by tribal and religious leaders. the first thing he did was closing down all schools, literacy education centers, magazines and any educational and cultural activity related to girls and women (Andeshmand, 2011). The king also called all the students went abroad to study home and put some of them in prison. He was afraid of learned and modern people. The king was a religious person himself and supported more the religious madrasas. In modern education he started to train new generation loyal for himself. He wanted to be in power and to be in power he knew that he should be against modern education.

Education condition continued to get a little better gradually. The first faculty of medicine or a medical school was found with the help of Turkish doctors who were working in the monarchy. Later, in Zahir Shah Period until 1945 many primary and secondary schools were made, but there weren't any innovations. After the Second World War some reforms were made by the government. Many Afghan specialists came from abroad and on 1947 the ministry of education was recognized to help develop education in different levels. Around these years, in 1946 Kabul University was found and many other faculties were established too. UNESCO was invited in 1949 to Afghanistan and many other developments took place in education. These

activities were general education developments. The education programs, curriculums and teaching material were the same as before. There weren't any professional activities on education programs and curriculum development until 1956.

The first education program or curriculum development systematically started by the cooperation of United States Agency for International Development in Afghanistan. For the first time a group of experts came from California University of The United States for development of education program in Afghanistan in 1956. They had systematic five-years planning for improvement of every level of education. From 1956-1961, they worked on primary education. From 1962-1967 they worked on secondary, technical and higher education improvement and 1968-1973 they worked on teacher's education (Samady, 2001). It was the first time that systematic development was done in Afghanistan. This team has worked on syllabus development and teaching material. This education program continued up to the communist regime came to power in 1978.

In 1978, the education system completely changes. Until 1978 the system was a western system. After invasion of SOVIET Union to Afghanistan and establishment of a communist government they changed the education system according to their ideology. The system of education, curriculum, and teaching material all changed to eastern system. They RUSSIAN advisors in the ministry of education changed the system according to their own system of education (Andeshmand, 2011). The communist's regime used schools as the center of their party to do their political activities. Education and education centers were used as an active tool for their political activities.

In 1991, the communism collapsed and Mujahideen came to power in Afghanistan. Mujahideen completely changed the system of education to an Islamic system. They printed their own books. The system of Mujahideen was again like a western system in structure. This is because the University of Nebraska had help Mujahideen in developing education program outside the borders of Afghanistan in Pakistan (Andeshmand, 2011). Although for many years the condition education was good in Afghanistan, but the internal war and conflict destroyed everything in the country. Schools were burned, people migrated to neighboring countries. Due to the conflict in the country with very little facilities students were going to school in few parts of the country (Andeshmand, 2011). The important point in education was the freedom of education for both genders. There weren't any obstacles for females to go to school. Boys and girls were going to school. The only difference was that there were separate schools for boys and girls after primary level.

In 1996, Afghanistan started experiencing its worst days in education. Taliban came to power in Afghanistan in 1996. The first thing they did was closing down girls' schools. The females didn't have the right to education. Boys were going to schools with lots of difficulties. There were not enough schools. There was no furniture at all at school. Teaching material and textbooks were one of the biggest problems. Besides girls, most of the boys also left schools due to the difficult conditions at schools. There weren't students at schools at all. There were only 5 to 10 students in every class (Andeshmand, 2011).

The best period of education in Afghanistan was after the fall of Taliban in 2001. Afghanistan's education system, curriculum, schools, international organization, education in all sections developed between years 2001 to 2021. First of all, the government of Afghanistan and ministry of education developed new constitution in 2004. Later in 2004, the ministry of education started development of the first curriculum framework for primary and secondary education. Later the MoE developed education law and National Strategic Educational Plans. Too many schools were made and new institutions founded. Afghanistan education had the highest number of student both in primary and secondary levels (Pouras, 2016).

4.2. DISCUSSION

Afghanistan education system and curriculum has been always affected by the ideology, political view, cultural and national perspective of the authorities, insecurity, lack of professional cadres and poor economic condition in different period of education in the country. There are many factors causing not to have an effective and national education system and curriculum.

Before the independence of Afghanistan, (1919) it was the beginning of formal education in Afghanistan. In this period few schools were opened and education started development. Later, after independence of the country modern education started in the country by opening new schools and education centers. After the independence modern education in Afghanistan had its fastest growing pace (Samady, 2001). In this period, laws and regulations made place for the first time in the constitution. The biggest budget was allocated to education after military. Education was rapidly in progress until the tribal leaders and Mullas started opposition with the government. The objection of tribal leaders and Mullas were about girls' education and sending female students abroad. It was the first strike to education in Afghanistan. The fastest growing education in Afghanistan declined after 1927. The government made reforms as closing down girls' schools and reforming education to more religious programs. In the beginning of the

Monarchy period the king was only thinking of the development of the country by development of education. Unfortunately, due to the religious problems he couldn't implement his plan.

After the decline of education development in 1927 education started a passive development. Few years later only the development of education was only founding new schools and education centers in country. In 1949, one of the main achievements of the country was membership in UNESCO. The main professional work on education started in 1956 by California University of United States in Afghanistan. This development was the second main professional development in education in Afghanistan. After the change of regime from Monarchy to president system in 1973, the same education system and program with a little political change. The basic principles of education in monarchy period and presidential system period was Islamic values. There is no doubt Afghanistan is an Islamic country, but Islam is always misused in this country. In the recommendations section in later paragraphs more details will be given. Except Amanullah Khan all the other kings in the Monarchy tried keep their government by using the principle of Islamic values in the beginning of their education programs only theoretically.

By coming communist regime to power in Afghanistan, the concept of education changed totally. The quality of education was very good but it was in opposition with ideology and belief of Afghans. For this reason, Mujahiddin emerged and parallel education system started in the districts villages and migration camps out of the country (Andishmand, 2011). Communists used schools as means of propagations for their ideology and development of their parties. They decreased and didn't emphasize on Islamic values and cultures at the beginning of their government. This caused the collapse of their government.

Mujahiddin established the Islamic State of Afghanistan in 1992. They changed the system of education according to their own ideology. The schools were open at the beginning, but later internal conflict started and chaos created in the country. After mujahidin the Taliban regime came to existence in 1996 and education declined more than any other time. The system of education and curriculum changed. The slogan of Mujahiddin was education based on Islamic values both for boys and girls. The insecurity and internal conflict caused the decline of education in the country. The insecurity in the country caused the government not to be able to pay for the school teachers. Not paying teachers' salaries affected the quality of education negatively. Taliban regime claimed Islamic education, but the radical Islam. It caused schools system to stop.

In 2001, the new democracy period of education was one of the most important period of education in the country. The reconstruction for all infrastructure in the country started. The best curriculum, education law, national strategic education plan and all other formal documents developed by the government of Afghanistan with the help of international none-governmental organizations working in education sector. Too many schools were reconstructed and built. This period started on 2001 and continued to 2021. The governments in the new democracy period tried to keep balance between Islam and democracy. The basic principle and the firm aim of education was still development of Islamic values in the country by education.

The second period of Taliban regime started in August, 2021. In this period the same as the first Taliban period the first decree was forbidden girls from education. All the developments in education stopped. Girls' schools changed to Islamic Madrasas. Based on the Taliban authorities the same as 1996, they believe that the schools in Afghanistan is not ready for girls technically and the Islamic scholars will decide about opening schools for girls after the sixth grade. From 2021 to present which is 2023, the development in education is stopped. Instead, the government is putting limitation in education and changing the contents and program according to their wishes.

4.3. RECOMMENDATIONS

Based on this research, as a result of analysis of the data received from different sources regarding education in Afghanistan many points need to be improved in education system in Afghanistan and curriculum. The Islamic aim of education, using education for political purposes, security, economy and education contents based on joint benefits of nations in the country are the main points that their improvements help the country to have a useful education system.

The unchangeable goal of education in the system of education in Afghanistan in all periods is that Education should be based on Islamic values in Afghanistan. This principle is unchangeable. The Islamic principle and Islamic values are stated theoretically in the education goal in the curriculum. In this goal is not achieved as it should be achieved. This Islamic goal written in the education system in Afghanistan has been used for different purposes in different regimes. Some regimes used this goal to control the feelings of the religious leaders as the new democracy period and the Monarchy period after King Amanullah Khan. Others used this goal to come to power as Mujahiddin and Taliban. Some governments used this principle to able to continue their government as the communist regime. In the education program of Afghanistan only in moderate governments development of Islamic values and bringing up students with

Islamic morals is finalized by increase or decreasing some Islamic subjects in the curriculum. However, the Islamic subjects are always taught at schools and universities in Afghanistan.

This Islamic goal has been affected the contents of the textbooks other than Islamic books in some period of education in Afghanistan. For example, in the education program of Mujahiddin the small texts and topics in the primary and secondary schools were mostly Islamic topics. This reflection hadn't affected science subjects. There wasn't any decrease in social and natural science in the program. However, this topic has been misused in the two periods of Taliban regime in education contents. In the first period of Taliban teaching social science and natural science books were forbidden. Most of the books taught at schools were thick Islamic books in Arabic language which are usually taught in professional Islamic schools. Many other authorities that are involved and claims that the curriculum should be Islamic, they don't know themselves what does it mean the curriculum should be Islamic.

It's inducted that many regimes used the Islamic goad of education as a political means to reach to power. Based on Andeshmand (2011), in the last years of his government Amanullah Khan made Islamic reforms in the education program to keep his power but failed. After Amanullah Khan, Nadir Shah took the power by forbidden female education and slogan of Islamic education. The communistic regime made Islamic reforms to education system which was made by Russian education experts (Samady, 2001). It's also didn't work because of their communistic ideology. One of the main slogans of Mujahiddin that helped them to come to power was education according to Islamic values. Taliban regimes also used Islamic education or forbidding female students from schools for political purposes. Islam itself and Islamic values have always been misused in Afghanistan by the political leaders to reach to power.

Based on the history of education in Afghanistan, the curriculums used in different periods in Afghanistan, there should be the Islamic goal of education in the curriculum for primary and secondary education in Afghanistan. The curriculum should include basic Islamic education for children, but it shouldn't cause the modern science subjects to be forbidden. The goal of education based on Islamic values shouldn't cause to prevent females from education. The contents of the Islamic textbooks should contain Islamic texts, but the contents of literature and cultural books should neither be affected by Islamic topics nor by western culture. Islam has never prevented Muslims from studying modern sciences, but it has encouraged Muslims to gain knowledge both Islamic and modern science. If we study the miracles of the holy Quran, all the modern science and natural science are part of Quran. There isn't anything called non-Islamic science or knowledge. For this reason, the curriculum development experts representing

Islamic subject or Islamic values must have enough knowledge of Islam to develop a curriculum with a real Islamic value.

In many periods of education Afghanistan had a good education system and curriculum but couldn't achieve the objectives of the curriculum. One of the most important needs of the society is security. During the Mujahiddin period there was conflict in most part of Afghanistan. For this reason, the condition of education wasn't good in Afghanistan in the Mujahiddin period. Similarly, after Mujahiddin period there was conflict in many parts of Afghanistan during first Taliban period. This was causing the schools to be closed or schools had been destroyed. Later, in the new democracy period from 2001 to 2021 the governments made the best education system and developed the best curriculum in the history of Afghanistan. One of the main reasons governments couldn't implement effectively this curriculum in all over Afghanistan equally was due to the internal fight between Taliban and government. For this reason, security as one of the most important needs of human being is also in development and implementation a curriculum. In order to have a good education and implement a good education system the government must provide security for the residence of a country first.

Historical, cultural and literature contents of the curriculum is very important topic to keep balance between nationalities in a country. The same as the education system and curriculum objective the contents of text-books have also changed based on the general aims of the authorities in power. The contents of the textbooks have very religious or very democratic at times. The history and cultural texts also differed based on the nationality of the majority that is in power in the country. Afghanistan is a multi-national country. All the nationalities and residence must have equal right in all affairs of the country. To have a national and standard system of education and curriculum the authorities and curriculum expert should give value to the history and literature of every nationality.

The education system and curriculum of a country plays an important role in the development of a country. However there have been many problems in Afghanistan as insecurity, poor economy, and lack of solidarity between nationalities. The education system in Afghanistan has been used as means of politics. The political, religious and tribal ideology of the authorities always affected the system of education and curriculum. Based on the analysis of the education systems and curriculums in different periods in Afghanistan, it is believed that if there should be a stable and national system of education and curriculum independent of any religious, political and tribal ideologies. The education experts and curriculum developers should be independent, not belonging to any party. The system of education should be designed based

on the national interest of the country not political, tribal or religious interest. Afghanistan is an Islamic country and population is Muslim. No one can deny it. National curriculum and education system includes religious values too, but religion shouldn't be misused, or dominant in the System of Education and curriculum. If the country can have a national and independent system of education, it can be stable. The change of regimes in the country doesn't change the system. As a result, a stable and national system of education and curriculum in the country helps solve all other problems in the country. It will help for the development and bringing peace in the country. A national and stable education system eradicates all the problems causing instability and leads the country to development. Wishing to have a developed and peaceful AFGHANISTAN.



GENİŞLETİLMİŞ TÜRKÇE ÖZET

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Eğitim Programı ve Öğretim Bilim Dalı
Doktora Tezi

AFGANISTAN EĞİTİM SİSTEMİ VE GÜNCEL EĞİTİM PROGRAMI GELİŞTİRME ÇALIŞMALARI

QEYAMUDDIN MUBASHIR

Dünyada yaşadığı iç çatışmalarıyla ve savaşlarıyla bilinen bir ülke olan Afganistan, yıllardır birçok alanda problem yaşamaktadır. Ülkede çıkan savaş, Afganistan'da insanların hayatındaki her şeyi; ekonomiyi, sosyal hayatı, hükümet sistemini, yaşam biçimini ve en önemlisi eğitim sistemini etkilemiştir. Afganistan bir İslam ülkesidir. 1978'den 1992'ye kadar komünist rejim etkisini göstermiştir. 1919'dan 1929'a kadar Amanullah Han Dönemi dışında Afganistan'da hüküm süren tüm hükümetler yönetimlerinde İslami anlayışı yansıtmışlardır. Afganistan, nüfusunun %99,7'sinin Müslüman olduğu bir ülkedir. İslam dini, Afgan halkının hayatının her alanında tek rehberdir. İslam, Afgan halkının resmi dini ve kırmızı çizgisidir. Tarih boyunca Afganistan'da yöneticiler de ülke yönetiminde baskın olarak kendi İslami anlayışlarına uygun davranmışlardır. Eğitim sistemi bir ülkenin rejiminden ve kültürel alt yapısından ayrı düşünülemez. Afganistan'daki eğitim anlayışı da değişen rejim ve anlayışlara göre değişiklik göstermiş olup hiçbir eğitim programı modern istikrarlı bir şekilde uygulanamamıştır.

Afganistan'da eğitim çok fazla iniş ve çıkış yaşadı. Afganistan'da ilk kez 1868-1878 yılları arasında devlet tarafından iki okul yapılarak örgün eğitime başlandı. Bu yıllarda devlet yetkililerinin çocukları için bir askeri ve bir sivil okul yapılmıştır (Andishmand, Afganistan Modern Eğitim, 2011). Daha sonra 1903 yılında Habibia Okulu adıyla yapılan ilk uluslararası ve ünlü okul, şimdi Habibia Lisesi olarak adlandırılmaktadır (Samady, 2001). Bu okulun kurulması, Afganistan'da modern eğitimin ilk adımı oldu. Bu okuldaki dersler Afgan ve Hintli öğretmenler tarafından veriliyordu. Hintli öğretmenler, Afganistan eğitiminde istihdam edilen ilk yabancı öğretmenlerdi. Bu okulun eğitim programı Afgan ve Hintli öğretmenler tarafından birlikte yapılmıştır.

Modern eğitim gelişimi 1919 yılında Afganistan'da Amanullah Khan tarafından Büyük Britanya'dan bağımsızlığını kazanmasıyla başlamıştır. Bu dönemde siyasi ve sosyal durum eğitim gelişimi için hazırdı. İlköğretim bu dönemde anayasaya göre ilk kez zorunlu hale gelmiştir (Andishmand, Afganistan Modern Eğitim, 2011). İlk eğitim bakanı 1922'de atandı. Bu süre zarfında bir dizi ilkokul ve birçok önemli ve uluslararası ortaokul kuruldu. En ünlü ortaokullar İstiklal, Amania ve Gazi okulu idi. Kızlar için bir ortaokul, erkekler için birçok yetişkin eğitim merkezi yapılmıştır (Samady, 2001). Kral; Türkiye, Fransa ve Almanya gibi ülkelerle diplomatik ilişkiler kurarak modern eğitimin gelişmesi için birçok

kolaylık sağladı. Hükümet ilk kez yüzlerce Afgan kız ve erkek çocuğu Türkiye, Fransa, İtalya, İngiltere ve Almanya gibi ülkelere okumaları için göndermiştir. Kral eğitime çok fazla önem vermiştir. Sadece eğitimi sevmiyordu aynı zamanda ülkenin kalkınmasına da yardımcı oluyordu ve bir ülkenin kalkınmasının temelini eğitim olduğuna inanmaktadır. İlk kız okulu Amanullah Han Krallığı'nda yapılmıştır (Andishmand, Afganistan Modern Eğitim, 2011). Kral, Afganistan'da eğitimi geliştirmek için çok çalışmıştır. Kral, bazen okullara gidiyor ve öğrencilere ders veriyordu. Okuma yazma bilmeyen yaşlılara camilerde okuma-yazma öğretmiştir hatta onları eğitim gelişimini desteklemeye teşvik etmiştir. Bu gelişme fazla sürmedi. Hürriyet verme, kız çocuklarına okul yapma ve kız talebeleri yurt dışına göndermesin uygun olmadığı gerekçesi ile aşiret reislerinin ve İslam alimlerinin muhalefetiyle karşılaştı. Aynı zamanda bu fırsatı krallığı çökertmek için kullanmak isteyen yerli ve yabancı siyasi muhalefetler de vardı. Kral, kızların eğitimine yönelik çok fazla eleştiriden sonra kız okullarını geçici olarak kapattı ama işe yaramadı. Eğitim planlarını uygulamadan önce Amanullah Han Krallığı çöktü. 1929'da Habibullah Kalakani iktidara gelmiştir ve 10 ay hüküm sürmüştür. Dindar bir insandı ve kız çocuklarının eğitimine karşıydı. Hükümetinin sonuna gelindiğinde ülke, askeri bir yapılanmaya sahip olmuştur ve çeşitli eğitim yenilikleri yapılmıştır (Andishmand, Afganistan Modern Eğitim, 2011).

1929 yılının sonunda Afganistan'da iktidar değişmiştir. Nadir Şah ülkede iktidara gelmiştir. Bu kral, kabile ve dini liderler tarafından destekleniyordu. Yaptığı ilk şey tüm okulları, eğitim merkezlerini, dergileri kız çocukları ve kadınlarla ilgili her türlü eğitim ve kültür faaliyetini kapatmak olmuştur (Andishmand, Afganistan Modern Eğitim, 2011). Kral ayrıca yurt dışına okumaya giden tüm öğrencileri evlerine çağırmıştır ve bazılarını hapse attırmıştır. Nadir Şah, bilgili ve modern insanlardan korkuyordu. Nadir Şah, dindar bir insandır ve daha çok dinî medreseleri desteklemiştir. Nadir Şah, iktidarda kalmak istiyordu ve iktidarda olmak için modern eğitime karşı olması gerektiğini düşünmekteydi.

Afganistan'daki Eğitim alanındaki gelişmeler yavaş bir şekilde ilerlemekteydi. İlk tıp fakültesi, monarşi yönetiminde Afganistan'da bulunan Türk doktorların yardımıyla kurulmuştur. Zahir Şah Dönemi'nde ise 1945'e kadar çok sayıda İlk ve Orta dereceli okul yapılmış ancak köklü bir yenilik olmamıştır. 1946'da Kabil Üniversitesi ve başka birçok fakülte kurulmuştur. İkinci Dünya Savaşı'ndan sonra hükümet tarafından bazı reformlar yapılmıştır. Yurt dışından birçok Afgan uzman gelmiştir ve 1947'de Eğitim Bakanlığının farklı düzeylerde eğitimin geliştirilmesine yardımcı olmaya çalışmışlardır. 1949 yılında UNESCO Afganistan'a davet edilmiş ve eğitim alanında birçok gelişme yaşanmıştır. Bu faaliyetler genel eğitim geliştirmeleriydi. Eğitim programları, müfredatlar ve öğretim materyalleri öncekiyle aynıydı. 1965 yılına kadar eğitim programları ve program geliştirme konusunda herhangi bir köklü değişiklik ve eğitimi bulunmamaktadır.

Afganistan'da ilk eğitim programı veya müfredat geliştirme Amerika Birleşik Devletleri Uluslararası Kalkınma Ajansı işbirliğiyle gerçekleştirilmiştir. 1956'da ise Amerika'nın California Üniversitesi'nden Afganistan'da eğitim programı geliştirmek için bir grup uzman gelmiştir. Eğitimin her kademesinin iyileştirilmesi için sistematik beş yıllık planlamalar oluşturulmuştur. 1956-1961 yılları

arasında ilköğretim üzerine çalıştılar.1962-1967 yıllarında orta, teknik ve yüksek öğretimin iyileştirilmesi üzerinde; 1968-1973 yıllarında ise öğretmen eğitimi üzerinde çalıştılar (Samady, 2001). Sistematik bir şekilde Afganistan'daki eğitim sisteminin geliştirmesi ilk kez yapılmaktaydı. Amerika'dan gelen ekip, müfredat geliştirme ve öğretim materyali üzerinde çalışmıştır ve eğitim programı hazırlamıştır. Bu eğitim programının uygulanması 1978 yılında komünist rejimin iktidara gelmesine kadar devam etmiştir.

1978 yılında eğitim sistemi tamamen değişmiştir. 1978 yılına kadar eğitim sistemi batılı anlayışa uygun olarak modernleşme yolunda sistemdi. Sovyetler Birliği'nin Afganistan'ı işgal etmesi ve komünist bir hükümet kurmasının ardından eğitim sistemi ideolojiye göre değiştirilmiştir. Eğitim, müfredat ve öğretim materyali sistemi çağdaş olmayan bir anlayışa göre düzenlenmeye başlanmıştır. Milli Eğitim Bakanlığı'ndaki RUS danışmanları, sistemi kendi eğitim sistemlerine göre değiştirdiler. Komünist rejim, siyasi faaliyetlerini yürütmek için okulları partisinin merkezi olarak kullanmıştır. (Andishmand, 2011).

1991'de komünizm çökmüştür ve Mücahidler Afganistan'da iktidara gelmiştir. Mücahidler, eğitim sistemini tamamen İslami bir sisteme çevirmiştir. Mücahilerin eğitim sistemi bazı yönleriyle yapı olarak bir batı sistemine benzemektedir. Bunun nedeni, Nebraska Üniversitesi'nin Pakistan'da Afganistan sınırları dışında bir eğitim programı geliştirmede Mücahidlere yardım etmesidir (Andishmand, 2011). Afganistan'da uzun yıllar eğitim sisteminde önemli gelişmeler yaşanmasına rağmen iç savaş ve çatışmalar ülkedeki her şeyi olumsuz yönde etkilemiştir. Okullar yakılmıştır. İnsanlar savaş ortamından dolayı okula gitmeye hatta dışarı çıkmaya çekinmişlerdir. Bu nedenlerle bazı Afganlar komşu ülkelere göç etmiştir. Tesislerin çok kısıtlı olduğu ülkedeki çatışmalar nedeniyle öğrenciler ülkenin birkaç yerinde okula gidiyordu (Andishmand, 2011). Eğitimde önemli noktalardan biri her iki cins için de eğitim özgürlüğü olmasıdır. Afganistan'da erkekler de kızlar da okula gitmekteydi fakat; ilkokuldan sonra kız ve erkek öğrenciler ayrı okullara gitmekteydiler.

1996 yılında Afganistan eğitimde en kötü günlerini yaşamaya başlamıştır. Taliban 1996'da Afganistan'da iktidara gelmiştir. İlk yaptıkları kız okullarını kapatmak olmuştur. Kadınların eğitim hakkı yoktu. Erkekler ise okullara pek çok zorlukla gidiyorlardı. Okullarda eğitim için gerekli olan materyaller ve eşyalar yoktu. Öğretim materyalleri ve ders kitapları en büyük sorunlardan biriydi. Kızların yanı sıra erkeklerin de çoğu okulların zor şartlarından dolayı okulu bıraktı. Okullarda hiç öğrenci yoktu. Her sınıfta sadece 5 ila 10 öğrenci vardı (Andishmand, 2011).

Afganistan'da eğitimin en iyi dönemi 2001'de Taliban'ın devrilmesinden sonra olmuştur. Afganistan'ın eğitim sistemi, müfredatı, okulları, uluslararası teşkilatı, eğitimi her alanında 2001'den 2021'e kadar gelişmiştir. Eğitim Bakanlığı 2004 yılında yeni bir anayasa geliştirmiştir. 2004 yılında, Eğitim Bakanlığı İlk ve Orta Öğretim için ilk müfredat çerçevesini geliştirmeye başlamıştır. Daha sonra MEB, eğitim yasası ve Ulusal Stratejik Eğitim Planları geliştirmiştir. Çok fazla okul ve eğitim kurumu yapılmıştır. (Pouras, 2016).

Ağustos 2021'den sonra Taliban'ın tekrar ülke yönetimine gelmesiyle birlikte; Afganistan'ın eğitim sistemi yeniden çağdaşlıktan uzak bir şekilde yapılanmaya başlamıştır. Taliban iktidara geldikten sonra ilk iş olarak kız çocuklarına ve yetişkin kadınlara; eğitimi, İslam'ı bahane ederek yasaklamıştır. Afganistan'daki kız çocuklarına 6.ıncı sınıftan sonra ortaokul, lise ve üniversiteye gitmek yasaklanmıştır. 2021'den sonra Afganistanda kız çocukları sadece İlk Okula kadar eğitim almışlardır. Günümüzde Afganistan'da öğrenci olmak bir çocuk için çok zordur özellikle öğrenci kız ise daha da zordur. Bunun nedeni, Talibanın kız çocuklarının eğitimini kısıtlamasının yanında Afgan halkının hepsinin olmasa da bir kısmının kız çocuklarının eğitime ihtiyacı olmadığına inanan geleneksel Müslümanlar olmasıdır.



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