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### The development of educational system of Afganistan

Afganistan education history began with Islamic background and Islamic education system started from Maktab Khana (Mosque school) and High level were in Madrasa. Modern education was developed in the 1950s and continued in the 1960s and 1970s. Until the 60s and 70s decade of 20<sup>th</sup> century the number of madrasa's were limited but by 80s decade with the follow up of Russian Invasion in Afganistan the number of madrasas increased. Many of the modern governmental schools were destroyed and kid were banned form going to governmental school in order not to be influenced by communist ideology. During Taliban regime especially between 1994 to 2001 traditional education was the only educational structure which was supported by government; but after the fall of Taliban the number decreased and the modern education got priority for the government and shut down many schools, especially for girls in the South and East, and some science subject replaced to religious subject. Unfortunately, Afganistan experienced periods of conflict, especially during the last two decades of the twentieth century, which had a devastating effect on Afgan society, and its social and economic infrastructure, including education.

Despite after the fall of the Taliban in Afganistan has had many achievements in the field of education. The high quantity of children and young people are enrolled in school, college and universities. Whoever Afganistan government could not achieve the high position of education but in some places study of modern education become a positive cultural point and people try to enroll their children in modern educational center and modern higher education.

This document examines the background of Afgan education and recent measures taken to establish principles and a framework for development of education and training in Afganistan.

**Key words:** traditional education, modern education, madrasa, higher education.

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#### Развитие системы образования в Афганистане

Статья посвящена анализу исторического развития системы образования, особенностей традиционного и современного образования в Афганистане. Выделено несколько этапов образования, большинство из которых связано с религиозным мусульманским обучением. Несмотря на упадок системы образования во время режима Талибан, сейчас ситуация улучшается. Все больше людей получают среднее и высшее образование.

**Ключевые слова:** традиционное образование, современное образование, медресе, высшее образование.

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#### Ауғанстанда білім жүйесінің дамуы

Мақала Ауғанстанда дәстүрлі және қазіргі білім ерекшелектеріне, білім жүйесінің талдауына арналған. Ауғанстанда білімнің бірқатар кезеңі белгіленген, олардың көпшілігі діни мұсылман тәлім-тәрбиесімен байланысты. Білімнің жүйесінің барысында Талибан режиміне қарамастан, қазір жағдай жақсаруда. Қазіргі көп адамдар жоғары және орташа білім алады.

**Түйін сөздер:** дәстүрлі білім, қазіргі білім, медресе, жоғары білім.

#### Introduction

Traditional educational background in Afghanistan dates back to centuries before and it has deep and close bond advent of Islam. Following the spread of Islam in the area, the mosques and Madrassas be-

come a location of teaching and learning of science and Islamic culture, until the early twentieth century mosques, Madrassas and religious scholars in the country became the single source of education, But

the twentieth century is the history of modern education in Afghanistan; Therefore, modern education is a new phenomenon that seeks to develop relations with other countries, especially neighboring countries of Afghanistan, came into existence. Therefore the main founders of modern education are government leaders who thought to education as an originally imperative for control the country.

There is traditional and modern education consisted in Afghanistan educational system. By changing political regimes, one of these systems picked up as official system of education in Afghanistan and new generation educated according it. But none of them could be implemented as a holistic education system in country.

### **Traditional Islamic education**

With the rise and spread of Islam in the land of Afghanistan, religious education and Islamic education in this country began, Quran teaching and learning Islamic education in traditional religious formation of the most important goals in Afghanistan and other Islamic lands areas. Teaching reading and writing, numeracy, familiarity with religious values - social and other objectives of this type of training calligraphy proved necessary. The traditional teaching of the scientific and educational value has been provided at two different levels. Mosque School was responsible for teaching elementary children and Madrassas (Madrassas refer to higher religions school which there Mullah teaches Islamic religious education to their student) specialized and advanced training offered to students.

### **Mosque school (Maktab khana)**

With the spread of Islam in the land of Afghanistan, mosques along with other religious activities were the perfect place for educational activities. Over time, an increasing number of children are indoctrinated some reason cleanliness and the mosque, separate centers Maktab khana (Mosque School) was established to took over task to educate the children. Quran and basic principles learning of Islam, teaching the practical skills of reading and writing assignments, individual and constitutes the most important educational goals of Madrassas. Since the formal rules or administrative on the performance of monitoring are not on Madrassas activity that is why the children of all ages and in every season of the year can be entered school. However, children typically enter school at age 5 and as long as the Mullah has the ability to teach at the school can continue but

girls usually after age 11 or 12 years are prevented from going to school. Mullah/maulavi is generally used to refer to a Muslim man, educated in Islamic theology and sacred law. The title, given to some Islamic clergy, is derived from the Arabic word *mawla*, meaning "vicar", "master" and "guardian". Mullah is an educated person with knowledge of Islamic whom they are often informally appointed by parents to teach the children, other functions such as the guidance, establish prayer; the religious ceremonies such as marriages, naming children are there responsibility. Mullahs can simultaneously other jobs such as agriculture, trade, and so it is.

Until the early twentieth century, the education system in Afghanistan was confined to mosques, Madrassas and Religious School. Mullah and Maulavi were at the head of the educational system and the government did not monitor on their performance. Mullah or Maulavi with self-ability to detect had chosen learning materials for students. Students usually circle around Mullah sat on the ground and he had to teach each student individually and then take lessons. The process which was based on retention and repeat a lot, Understanding and Intellection was not in this system would not be effective in developing a child's mind, but it was too distancing children from the school. This style of training with hard physical punishment was frightful picture of Mullah, school and education illustrated in the child's mind [1].

Mullah or Maulavi incapable of any educational innovation, was forced the student hours (morning and afternoon) to keep repeating things out loud without understand meaning and purpose of education to remind those materials to students. Crowded classrooms made it impossible facility to deal all students with a good education. However, these were shortcomings of the traditional Islamic education system, the most important factors in the insufficiency schools to be categorized as below:

1. Teaching Material: Inappropriate materials were usually with abstract concepts that children were in capable of understanding it completely. At the beginning children were supposed to be familiar with the saline and obsolete terms and memorize them by repeating a lot.

2. Lack of Issue's Diversity: In this system of teaching, student will learn the slight portion of life's requirement, and usually do a poor dealing with other aspects of life.

3. Severe physical punishment: In this system of education a slight negligence and laziness is resulted

with harsh corporal punishment. The punishment will affect the creativity, innovation, self confidence and self-esteem of students.

4. Poor Knowledge of Academic Staff: though academic failure often arises from the weakness of teachers, the teachers who are in charge of educating new generation, but in many cases, these teachers have considerable academic positions. Generally due to unfamiliarity with teaching methodology the transforming of their learning occurs poorly.

5. Struggle against Innovation: traditional education system follows rigid and inflexible regulations. This system is less likely to have contact with the outside and other world, therefore outside of the educational innovations are strongly opposed.

6. Despite all the weaknesses, problems and clichés which were in traditional educational system, even after the formation of the modern education system, the madrasas which is in contrast with the school curriculum have been a priority, especially in elementary schools and this system has maintained itself.

Not only in some rural areas but also in some urban places, parents prefer Islamic studies at the beginning and later modern education. At the time of communist regime, traditional education was at its maximum demand. Because the parents were afraid of impact of communism schools on their ideology and prevented them from going to schools.

#### Madrasa (Religious Schools)

Madrasa, like school had a long history in Afghanistan. In many villages and cities madrasa exists; that the maintenance and equipment's and its activates are majorly depend on religious fund by people.

The seekers of knowledge from other region join specialized Islamic education, in this kind of religious schools. The students have the opportunity to choose this favorite teacher and madrasa and this is the reason that they pass along distance on foot to get education from their favorite teacher and madrasa. To enroll at the madrasa the students are required to have the primary home education and the basic information. Fiq, Arabic language, Tafseer, hadith, prophet's moral studies, ethics, rhetoric, philosophy, and Persian and Arabic literatures are the issues which are thought in the madrasa. In spite of all these, Fiq is the main subject and issue to be thought.

Period of getting education majorly depends of the performance and activities of the students. An active and talented student may finish the period

in ten years but for some it may last decades. By finishing the studies which is usually with finishing certain books, the student get the title of Malawi or Aleem and soon after her can have his activities under the name of Mullah or Imam and for gaining the title/position of lawyer and judge, her needs to pass more specialized educational period [2].

The madrasas which provides more specialized Islamic studies, are mainly in major cities like Kabul, Qandhar, Ghazni, Herat and Kunduz and this education is limited therefore this is the reason many students leave the country for higher and more education to the foreign countries.

One of the other characteristics of the religious schools was its independence from the govt. The madrasas were having its activity under the religious scholars with the religious fun of the public. The Shia madrasas are managed in this method but in some Sunni madrasa form the second decade of 21<sup>st</sup> century, after the passing of the domestic/home madrasa law, gradually the changes occurred in the contents and the methods of teaching and also in management field.

In modern madrasa several Mullah teaches as a teacher the issues like Quran, Islamic Texts, Islamic ethics and other some other issues are thought here. Every day there is a clear plan and specific issues are thought and by the end of the educational period the graduation certificate is awarded to the students. The graduates of the madrasa have the right to peruse their higher studies in Islamic Studies faculty of Kabul University. The major purpose to government for bringing the madrasa under control was to train enough humanity resources for the judiciary, madrasa lecturer and other governmental work. Some the known ones are a Madrasa Shahe (king's Madrasa), Darul Olum Arbia (Arbic house of knowledge), Madrasa Olum Sharia (madrasa of sharia knowledge), Madrasa Abuhanifa (madrasa of Abuhanifa), Darul Hefaz Kabul, Najmul madarese sharqe (Najm Estren madrasa), Mazar Sharif Asadi madrasa, Maimani Zaher Shahi madrasa, Darulherfaze Maimana, Jame Herat madrasa and Darul Hefaz Herat.

During Taliban regime especially between 1994 to 2001, traditional education was the only educational structure which was supported by government; but after the fall of Taliban the number decreased and the modern education got priority for the government [3].

### Modern education

Formation of Modern Education (1870-1950) the initiative of the educational reform can be introduced to the regime of Amer Shir Ali khan. As Ghobar the famous history writer of Afghanistan writes( in field of culture and education, Amer Shir Ali khan established two modern schools one civilian and other military [4]... the school which was established by Amer SherAli khan was place for officials and landlord's son and the school was called civilian noble school( Maktab Mulki Khawaned. Law, management and politics and literature were the issues, which were thought. Teaching of mathematics, geography, chemistry and drawing of map I both schools were the responsibility of teachers.

Establishment of military (Harbia) school occurred when the government tended to have organized; educated and independent power till the government should be free of the need of irregular tribal forces. The learning materials of the military school which was provided in Sherpoor of Kabul, beside military trainings such as the basics of firing artillery, infantry and cavalry and firing and... And theory and practical training them also studied Islamic writings and history. 300 students were enjoying the facilities such as hostel, food and was funded by government [5].

After the regime of Amer Sher Ali khan modern education was neglected for a long period. In spite of having appropriate gourd for modern education, king Abul Rahman Khan didn't establish any modern school during his regime. It seems that the negligence of modern education in his regime was intentionally and planned because inspite of knowing about the modern culture and civilization he closed the doors of education on youths [4].

Though modern schools were established at the end of 19<sup>th</sup> century by Amer Sher Ali khan, but the formation of modern education was with the establishment of Habibia high school with the order of the king Habibullha khan at the beginning of 20<sup>th</sup> century and turned official. In king Amer Shir Ali khan's regime education was limited to specific group or limited to officials. The modern education's door was closed until the establishment of Habibia High school. King Habibullah khan established Habibia high school based on curriculum of Indian school; and the school was in three level; primary, secondary and high school which were thought Indian, Turkish and afghan teacher. The inauguration of school was

a major step towards educating society, print media, freedom and free public discourse [5].

The graduates of Hibibia high school were very few and during its first 14 years, graduated only 19 students. Undoubtedly these numbers of students in country that education is vital primary and fundamental need for the development of the community is very few and not considerable.

After establishing Habibia high school in 1903 he established military school in 1909 in Kabul for Afghanistan to have the advantage of modern, educated and professional military people. The school started with more than 150 students and later the number of student tuned to 900. The military school had three sub-schools under the names of Malik Zada military school, modern Islam Military School and Ordilan Hozor military school which had 300 students.

Later after the Habibia Hhight the need for training professional teacher and making of curriculum in accordance with the national and religious need of the country, turned up. The reason was for these needs were the teachers who were not ready to stay in cold weather of Kabul and on the other hand the text books of Hibibia high school was written in India the contains were in contrast to facts about Afghans with accusations. In 1912 the 1<sup>st</sup> teacher training college was build and after three years, annually it was graduating 30 primary teachers.

In 1913 Afghanistan education association was built to manage the educational system of the country and the association was headed by Sardar Enayatullah khan. The major activities of the association was providing free educational equipment and paying little money for their needs and perusing education.

The other activities that which were done by king was author who's under the name of "Biat Oulum madrasa Habibia" which was print text book and other general books. Sorajul Akhbar, Sorajul Atfal (kid's news paper) and other writings of Mahmud tarsi were printed here. Beside educating and civilizing of public, Habibia High School had key role in enlightenment and political awareness of the youths. The initial murmuring of reform and the first political movement which was with the change of political system was under the name of "Jameet Serre Melle / national secret public" from this school (habibia high school). The intellectuals of this school got familiar with worlds reform and constitutional movement around the world by being in touch with

foreign press also and keeping themselves update. These youth had secret sessions and were criticism the current going on situation of the country. The major change in educational system started with the kingdom of king Amanullah khan and independence of the country; because the ground was paved for the modern educational system and appropriate programs based on need of the society were introduced. Primary school was established in major villages and cities and the primary education turned compulsory. Education girls become a priority and students were sent abroad for better and more education.

King Amanullah khan who had experienced the modern education in military school, had a different view from the previous Afghan rulers. He believed that modern education and making it compulsory to public was a way to develop the country. The most valuable medal was education medal for him even more valuable than military medals and other awards and honors/medals. The education budget was the third major budget after the military and Darbar/kingdoms budget [6,7].

After the 1<sup>st</sup> constitution approval in 1923 April 19<sup>th</sup> in Loi Jerga of Jalalabad, the primary education was declared compulsory. After on the government was responsible for providing the educational needs and equipment's of the students in whole country. In 1923 the principles of the home-schooling and in 1926 the principles of the education was introduced and the educational system of the country was shaped based on it. Passing of rules and principles of in the kingdom of Amanullah khan was one of the major influential factors in fast growth of modern education in the country; the principles and rules were making government to pay more attention regarding education and opportunities [8].

Amanullah high school was built by French 1922 in Kabul. The manager of the school was French and the French teachers were elected for special teaching. The curriculum and materials were driven from the French text books and later in 1929 the school changed to Esteqlal high school. In order to manage, develop, education and take care of health of students and writing and translation of books, ministry of education was built. A year later in 1923 Amanullah high school changed its name to Nejat high school. Beside educational corporation of French and German in educational system of Afghanistan, England also built a school under the name of Ghazi in Kabul [9].

The school was built in 1927, English was thought as a foreign language in it. All the efforts

were toward making a slandered and develop educational system. Development of the educational reform in Amanullah khan regime in comparison to the previous regime had two major differences. The development of education in this period happened in two aspects:

Development in quality and quantity of education and expansions of schools in provinces

In this period the new schools were built in Kabul and provinces. Ghuabar writes "based on article 68 of constitutional law of Afghanistan, getting education to primary level turned compulsory and in capital beside Habibia High school, French and German and Afghan professors were teaching the students. Rashdia Jalal Abad, Rashdia Qandahar, agriculture, Rashdia Mazare Sharif, Rashdia Qataghan teacher training college, police, architecture, music, carpet weaving, housework, medical and more than 322 schools were opened in whole provinces... [10] the development of quantity and quality of modern schools were not possible without the cooperation of people. Though the government increased the budget of the ministry of education, he (government) was expecting the help of people also from the whole country and the people who were seeking the torch of development, strongly supported the government policy and in addition to that they also paid fun under the name of "educational help" to educate their daughters and sons and even some of the families were suffering from financial issues but they were helping the ministry of education financially.

Ghuabar writes about it this in this way "...this people at the regime of Amanullah khan which were suffering from poverty, built roads and schools and give financial help for the development and expansion of education and increased their tax. The people of Paktia based on magazine evidence who were eating corn bread paid 75 thousand Afghan for making of four schools in Khost, Chamkani, Gardez and Zormat. The shopkeeper in Qandahar built a school by his personal money [11].

#### **Legalization of girls and women's education**

Based on constitution of Afghanistan article 68 1923, primary education was declared free and compulsory. According to the social and economic situation of country having access to primary education for whole citizen of the country at that time was impossible, but the article (compulsory education) could have major impact. At the first the primary education was the right of every single citizen regardless of their, tribes, sex, sects and secondly govern-

ment was responsible for providing equipment and ground of education for the people and is supposed to put its effort for it. Based on this clear article the government was to make schools and ladies schools and the required equipment.

The first ladies school was built in 1920 under the name of "Esmat". The second girl's schools were build was built under the name of "Masturat" and two years later in 1920 it was opened. Later the school's name was changed to "Malali high school" in 1942. The school accepted the girls who had private studies, in higher classes and the rest of the girls started from the primary. Though the schools were limited to Kabul, but it was unique in contemporary history of Afghanistan and was vital for the development and growth of girls, because it was the first time that education outside of the home was provided and the tradition of traditional home-schooling was broken.

The first opposition with the educational reform shaped after the establishing of Musturat School. Some religious Mullah and local mullah declared that the modern education is against the nature of Islam. The opposition was declared form some of the representatives in Loie Jerga/ major council (traditional cession) which was held in Paghman in 1923 because of evaluating the reform programs of the government.

After the Paghman Loie jerga, Musturt School was closed in 1924, but soon after the king not only reopened the school but also opened 7 new girls school in 1928. After his Europe trip and seeing modern education, he paid special and more attention to youth's education. He declared the coeducation from 6 years old to 10 years old and ordered the compulsory education for the ladies.

Worth mentioning that girls education was not with normal process, especially after the return of king from the Europe, ladies educating was excellent. Kings acceleration for reforming programs and modern programs provoked the opposition of reforms, as a result the opposition was with the increase of rebels, insecurity in whole country, and finally turned to a civil war in country and Habibullah kalakani come into power and all the educational and cultural infrastructure was damaged.

**Development of modern education (1950-1980)** 1950 -1980 is considered as golden period of educational system in Afghanistan. The educational system had notice able improvement based on the

ground and situation that it had. The major elements of educational development can be categorized as following:

1. Existence of peace and stability within inside and outside the country
2. Increase of public understanding about the values of modern education.
3. Existence of national policy for social and economic development.
4. Existence of Appropriate multi cooperative international atmosphere in field of social and economic development project such as education.

United Nations support and related agencies such as UNICCO in field of promotion and acceleration of international education development.

The positive role of educated and professional Afghans in field of education who developed the educational system in Afghanistan.

All these factors paved the ground for the development of modern education and turned the constitutional law and education development law into goal oriented furthermore it made the development of educational system in priority of five year plan of the government. The constitutional law was more democratic even more democratic than the years after it, it was paved the way for the developed education. After the approval of constitutional law, education law was approved based on it the ministry of education came into existence.

Compulsory primary education for the boys and girls from 7years to 14 years, keeping the principles of balance in development of education was the major articles in modern constitutional law. The education law which was shaped based on constitutional law was one of the very developed and modern law both form the contain point of view and structure point of views and furthermore it was making the gourd ready for public and equal education.

Before 1950s the development of educational system was not organizational, systematic and managed, every single king of Afghanistan was establishing schools and madrasa based on their personal interests and their needs. The first systematic development of educational system was in 1947. It was the year Afghanistan asked UNISCO to send their professional representatives to study the educational system of Afghanistan. In continuation of the same process in 1954 an agreement was signed with agency of United State of America for international development, and a professional team of

lecture from the Columbia and New York University entered Afghanistan to improve the quality of teachers teaching. In 1955 the education institute was established and later became part of Kabul University. Two years later the economics department and in 1959 pharmacy was build. In continuation of higher educational development in 1962, faculty of education and industrial management institute was established. Simultaneously three evening schools (Ebn-e- Sina, Khosh khankhtak, rahman ba ba) was build. Ebne Cena as teacher training institute was in charge of urban students and khoshah khan khatak and rahman ba ba were active in tribal areas.

In order to develop the educational system, the government put five year plan into action. The first five year educational developmental plan (1967-1956) concentrated on primary school. The second five year plan (1962-1967) concentrated on development of vocational institute and higher education. The third five year plan,, in addition to equal development in all aspect and level the insist was also on quality of the teacher training.

By implementing the five-year development of education system, the figures demonstrates a considerable development in all the educational institutions such as primary and middle schools, technical institutions, teacher trainings and higher educational institutions in the country. Hikmalatullah Sadat says: "in 1960, 175600 students were enrolled in 1110 primary schools and 19000 of them were female students. In the meantime, 11300 students were studying in 17 middle schools (7<sup>th</sup> up to 9<sup>th</sup> grade) and 2500 were female students. In addition, 30000 technical institutions were active, which had 5000 young male students and 193000 students were enrolled in domestic and foreign religious schools [12].

Establishment of Kabul Medical College (1932), Law Department (1942) and Science Department provided the platform for the development of higher education. Later on, in 1946 all these colleges emerged and established the Kabul University which was the first University in the country. In 1947 two educational institutions were established for the development of women which had two departments of Science and Arts. Like this, the five-year plan generated the development of higher edu-

cation in the country. For instance, the Kabul University expanded its departments in different fields such as Elehayat Department (Religious Studies) in 1951, Economic Department in 1957, Department of Engineering and Agriculture studies in 1958, Pharmacy Department 1959 and Educational Department in 1962. The Medial College in Nangarhar which eventually developed to Nangarhar University started its functioning in 1963. Poly-technic Department, which later on changed to Poly-technic University, was added in list of Universities in 1967.

Higher education development had a significant development implementing the five-year development plan in between the 1960s and 1970s. In 1960 there were only 1700 students (157 female) were studying in the universities whereas it had increased drastically to 12260 students of whom 1860 students were female. In spite of substantial development in the higher education and education system in Afghanistan there were 130 students enrolled in higher education institutions out of 100000 people. This figure was very low in the comparison to the neighboring countries, Pakistan, Iran and India Having 189, 350 and 515 respectively.

Universities, schools and educational institutes benefitted as a results of the extensive efforts that took place in order to promote modern education in the country between the years 1950 and 1980. Despite some improvements, the existing hurdles like unequal access to quality education and basic resources hindered the process of educational modernization.

Not all the provinces in the country enjoyed the resources and infrastructures that existed in Kabul and a few other cities. This constraints, made it very difficult to accept and enroll students from every corner of the country. Despite all the challenges and setbacks that the country faced in the process of educational modernization, the five years economic plan improved the systematic development of education in the country. At the end of third economic plan the number of students in the capital decreased from 21% to 14%.

The following table depicts the improvements of modern primary, secondary and higher education after the implementation of five year plans in the country.

**Table 1** – The implementation of students for different levels of education

Schools	1955	1960	1967	1972
Primary	111650	213100	444240	540700
Secondary	5730	14100	54400	107600
Vocational	1950	2500	5700	5200
Teacher Training	1000	3900	5600	4170
Higher Education	760	1700	4320	6600
Total	121090	235300	514260	664270

Between the years 1979 and 2001, following the Russian military invasion of the country, the subsequent civil war and the empowerment of the brutal regime of the Taliban (The Taliban (*Pash-to*: *طالبان* *tālibān* «students»), alternative spelling Taleban, is an Islamic fundamentalist political movement in Afghanistan. It spread into Afghanistan and formed a government, ruling as the Islamic Emirate of Afghanistan from September 1996 until December 2001, with Kandahar as the capital. However, it gained diplomatic recognition from only three states: Pakistan, Saudi Arabia and United Arab Emirates. Mohammad Omar has been serving as the spiritual leader of the Taliban since 1994.) [13] destroyed and devastated the entire educational system of the country. The infrastructures, schools and universities were completely gone.

Many teachers and students were killed in war, some fled the country and some took arms and fought the civil war. In nutshell, this is considered as the dark era of Afghan education system.

During this time two third of schools were completely destroyed following the Russian military invasion of the country in 1980s. Statistics show a dramatic decrease in the overall number of students. In the year 1978 more than one million students attended schools and universities whereas it saw a vivid decrease in the overall number of students in the country. In the year 1978, more than one million students attended schools and universities whereas this number was decreased to 700000 students in 1985.

Similarly, the statistics for the year 1978 show that 3352 primary schools, 99560 students (152750 girls) and 29900 male and female teachers existed in the country but these numbers radically shrank to 568 primary schools, 62880 students (214560 girls) and 16500 male and 8870 female teachers in the year 1990.

These reductions were mainly due to war since many male teachers and students left schools and fought against the Russians and some thought it would be unsafe to stay and fled the country to the neighboring countries. The destruction and devastation were more visible and felt in rural areas than cities.

The demolish of educational environment was the main cause of reduction towards modern education and the other factor can be traced to the content and new educational system under the Kabul communism government and the top Russian councilors. The education system in the country which was similar to French educational system had been altered like of the Russian educational system, the Russian language were thought instead of other foreign languages, the Russian history were introduced as a subject to be thought in schools. More importantly the preaching of communism thought and idea made to the elimination of Islamic views and books. In consequence of such incident many illustrators lost their jobs and the people related to communism get hired, and many loyal student dropped and expelled from higher education and schools for many airy excuses. Most of the parents retained their children from going to school because of communism educational thought.

Weakness and reduction of educating which started in era of communism continued during the mujahidin internal war. Non consideration of the security which is the most important hurdle in success and development of educational system in country especially in Kabul, schools and educational system were facing lack of student and educated and professional teachers. There were no Books and other required educational materials, most of the institutes didn't have even constructed buildings. The three decade war in Kabul among different groups de-



stroyed and demolished the infrastructures of capital. According to Ministry of education's report in 1995 nearly 60% of educational building and higher institutes in Kabul and 75% in other provinces were destroyed or incurred losses during war.

During Taliban regime (1994-2001) were the darkest part in of Afghanistan's modern educational system. The college and schools were closed down for Girls, female teacher were home diocese and in most of provinces the institution were left ideal and youngsters were send to fight or introduced to the Islamic institutes(madrasas). Those schools which were continued had to obey the rule of Taliban for students' appraisal and promotion. Talent and Islamic knowledge were the main criteria of student appraisal. Change in educational system, material and books were the action taken by Taliban which is the other causes in reduction in quality of education in the country. Thought the number of Islamic subjects to be thought was increased during mujahidin time, but the Taliban during their emirates Government with concentration in getting Islamic education lead the country in to crises.

The last point, modern educational system in last three decade war which caused instability lead to educational recession and low quality, not only the infrastructures were demolished but in consequences most of the new generation and youngsters were kept aside from education. In the duration of war, the modern education system was suppressed by many fundamentalist and warring groups. In whole they could not perform their basic responsibility which were to educated the new generation of society and develop their talent in proper way.

Following the event of September 2001 in the United States and subsequent removal of the Taliban regime, Afghanistan has been moving toward political, social and economic reform. With the assistance of the international community, efforts are made to stabilize the country and initiate social and economic development. The government's priority programmes include the provision of education. According to government reports, in 2012 9.5 million children and young people including a significant portion of girls were in the education system [15] country which has around 27.5 million people living in it.<sup>[16]</sup> However, the rapid expansion of education without sufficient teachers and adequate teaching materials is a challenge for the education authorities. The main concern

now is the quality and relevance of education. The country needs thousands of trained teachers, textbooks, schools and other facilities to ensure the adequate development of education.

This requires substantial technical and financial resources, appropriate strategies and trained cadres for management of the education system.

The new Constitution of Afghanistan [17], which was adopted in 2004, stipulates that nine years of basic education (primary and middle school) will be compulsory for all Afghan children between the ages of six and fifteen years old. Secondary, technical and vocational and higher education will also be expanded. Education in State schools and institutions will be free up to university level.

Modern primary education in Afghanistan did not develop until the beginning of five-year education development plans in 1956. In 1975 there were 789,000 boys and girls (thirty per cent) in primary education, which represented twenty-five per cent of the compulsory school age population. Two subsequent decades of conflict served only to exacerbate the situation. By the end of the century in 1999 there were 875,000 students including 64,000 females in 3100 schools and education centers throughout the country. The average enrolment was 29.4 % (52.6 % for boys and 4.5 % for girls) for an estimated population of 25 million people. The government's campaign of 'back to school' in 2002 generated enormous interest and over two million children including 30 % girls enrolled in primary education.

Major steps to reform the schools curricula in Afghanistan were taken in the 1960s and 1970s. However, because of the conflicts, which then erupted and continued for two decades, education fell into a decline and millions of people became refugees. Diverse and uncoordinated efforts were made to maintain education services, both inside and outside the country, with the result that the teaching lacked most of its Afghan national features. Refugee camps and schools in neighboring countries where children were taught, to which millions had fled, used their own curricula for teaching which contained little reference to Afghan history and culture, and made it difficult for children to obtain a sense of their own national identity from the teaching they were given. Since 2002 the Ministry of Education has initiated a curriculum development project in line with national goals and objectives.

**Table 2** – Education in Afghanistan in 2011 (according UNICEF datas) [15, 19]

Indicators	
Adult literacy rate (15+ years)	39 %
Adult female literacy rate (15+ years)	13 %
Number of total schools, Grade 1-12	12 740
Number of community-based schools	3 843
Number of primary school teachers	170 000
Number of female teachers	51 000
Primary and secondary students	7. 3 million
Girls in primary and secondary education	2.4 million
Boys in primary and secondary education	4.6 million

In 2011, Afghanistan became the 44th member of the Global Partnership for Education (GPE), a consortium of donor and developing countries working to enhance the quality of education systems. The MoE has subsequently developed a multi-year proposal to strengthen school enrolment, with a special emphasis on girls in some of the least served and insecure Provinces. UNICEF is performing the role of the Supervising Entity for the GPE, and in this capacity will be responsible for coordinating activities amongst multiple stakeholders and overseeing the dispersal of the three year grant, which is expected in early 2012. In 2012 9.5 million students enrolled and participate in school.

### National Development Strategy

The Government of Afghanistan in consultation with the international community adopted a National Development Strategy in 2006. The Strategy focuses on security, governance, economic growth and poverty reduction (relevant elements of the National Strategy are presented in subsequent chapters). The government's vision, as stated in the National Development Strategy Document, is the following:

“Our vision for the Islamic Republic of Afghanistan is to consolidate peace and stability through just, democratic processes and institutions, and to reduce poverty and achieve prosperity through broad based and equitable economic growth.” The government's goal, in the education sector, is to significantly improve the quality of, and promote equitable access to, education, skills development and other social services in order to re- invigorate Afghanistan's human capital, reduce poverty and facilitate economic

growth. The objectives in educational development will be to expand access to primary and secondary education; build a system of higher education that responds to development needs of the country; and develop an effective skills development system. By the end of 2010 in line with development goals, net enrolment in primary school for girls and boys will be at least 60% and 75% respectively; enrolment of students in universities will be 100,000, with at least 35% female students; and 150,000 men and women will be trained in marketable skills.

Modern higher education in Afghanistan began with the establishment of the Faculty of Medicine in 1932, followed by the Faculty of Law (1938), the Faculty of Science (1942), and the Faculty of Letters (1944). These Faculties were the basis of the University of Kabul when it was established in 1946. With the launching of the first five-year economic development plan in 1956, attention was given to the development of higher education. New buildings were constructed in Ali Abad for several Faculties and the administration of the University of Kabul as well as residential facilities and a central library. In 1968 the Constitution of Universities was enacted, and as stated in Article 1, the principle objectives of the University are the preservation, dissemination and advancement of knowledge; strengthening personal and social responsibility in youth; and training youth to realize Islamic, national, legal and political values in order to serve Afghan society and mankind.

The Ministry of Higher Education has also started the reorganization and development of universities and post-secondary institutions in the country. The plan envisages the consolidation and development of five regional universities (Kabul, Kandahar, Herat, Balkh and Nangarhar), 13 other universities and institutes of higher learning and a number of 2-year community colleges. The curricula of the institutions of higher education will be modernized and made relevant to the reconstruction and development needs of Afghanistan. Increased attention will be given to the subjects such as agriculture, health, engineering, science and technology, the environment, business and management etc.

In 2003, 92 Faculties provided higher education on the following subjects:

Agriculture (8), Veterinary (2), Medicine (9), Pharmacy (1), Science/geology (12), Engineer-

ing (9), Economics (5), Law/Political Science (6), Literature (11), Fine Arts (2), Social Science (10), Theology (7), and Education (10). In 2005, a total of 36,786 students including 7,990 female students were enrolled in the institutions of higher education. It is expected that the enrolment in higher education will reach 100,000 by 2010. According to the provision of the new Constitution of Afghanistan, the government envisages the establishment of private universities and colleges of higher education. The first private university, the American University of Afghanistan, opened in Kabul in 2006. The major focus of this University will be management and new technology. According to of Statistics of 2012, the Afghan Ministry of Higher Education to 9868 the number of male students in the 7922 and 1946 it constitutes the other girls are studying in 25 government universities in Afghanistan. And 3025 teacher teach in 25 governmental universities. In addition 87 privet education institute established in Afghanistan which 46 of them in Kabul and 41 of them are in another province [20].

### Conclusions

Afghanistan is a traditional multi-ethnic developing country. Afghanistan is among the countries with the lowest rates of enrolment in modern education and of adult literacy. At the same time, the country has a long tradition of Islamic education. Educational development during much of the twentieth century reflected the traditional nature of the society. The first school in Afghanistan as part of modern, right establishments in 1875 by "Amir Shir Ali Khan" and modern education was developed in the 1950s and continued in the 1960s and 1970s. Unfortunately, Afghanistan experienced periods of conflict, especially during the last two decades of the twentieth century, which had a devastating effect on

Afghan society, and its social and economic infrastructure, including education. The nature and form of education and its expansion have been influenced by the changing political context in the country and by the social and economic policies of successive regimes and governments, as well as by parents' aspirations for the education of their children. Experience has shown that, under conditions of peace and tranquility and with appropriate education policies, a modern education system, with equal access and opportunities for all, could be developed in the context of national values and heritage. The evolution of modern education in Afghanistan, including government policies, the expansion of education,

Despite after the fall of the Taliban in Afghanistan has had many achievements in the field of education. The high quantity of children and young people are enrolled in school, college and universities. According to reports the Ministry of Education, 9.5 million students participate which forty percent of the female constitutes, Even though many arguments have been made criticizing the status and rate of development of the educational system in Afghanistan; and despite efforts by the Taliban to burn and shut down many schools, especially for girls in the South and East, more Afghans now attend school or receive some sort of education than ever in its modern history but the situation is fragile and the quality of education is low, A lot more still needs to be done in order for Afghanistan to have what modern nations have for their citizens today. An estimated 11 million Afghans are still illiterate [21], many schools lack proper facilities, the number of qualified teachers are still low, and a major obstacle that needs to be overcome is a cultural bias that many Afghans have, especially in the conservative areas towards the necessity of educating women. There are some obstacles in the growth trajectory of education.

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