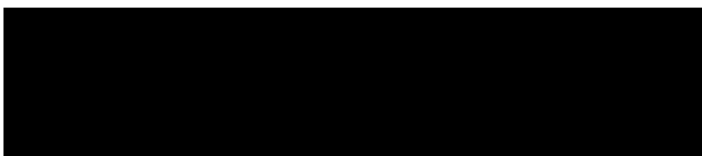


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EDUCATION IN AFGHANISTAN



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I. EDUCATION IN AFGHANISTAN

A. Introduction

Land-locked Afghanistan, with its 12 million inhabitants largely engaged in agricultural and pastoral pursuits, has a literacy rate of only six percent. 1/

Muslim Mullahs exercise great power over the people. The latter are fanatically religious and extremely conservative. Religion is a compulsory subject in education, and is taught throughout the system from the first primary grade through the highest college class. Coeducation has not yet been introduced. 1/

Modern education was introduced in Afghanistan during the reign of King Habibullah. Through his initiative the Military College and the first modern secondary school, Habibia College, were founded in Kabul in 1904. 2/

In 1919 King Amanullah embarked on a program to westernize his country. Subsequently, in 1920, a number of graduates from Habibia and the Military College were sent to Europe for study in medicine, science, engineering, economics, law, political science, and other fields of higher education. On their return in 1927, these students comprised the first group of specialists, each equipped in a specific field to contribute to the modernization of Afghanistan. 2/

The series of reforms initiated by Amanullah, (including education for women), alienated the powerful Mullahs and in 1928 plunged the country into civil war. This conflict ended in 1929 with Amanullah's overthrow and the eventual accession of General Mohammad Nadir Shah to the throne. In 1933 the latter was assassinated and was succeeded by his son, the present ruler, Mohammad Zahir Shah. 2/

World War II segregated Afghanistan, making its isolation almost complete. Foreign teachers and textbooks published abroad could not be obtained during the war period. 1/

At present, under the moderate, progressive policies of Mohammad Zahir Shah, educational expansion is slowly being carried out. Expenditure on education in 1951 represented 25 percent of the Afghan budget, in contrast to five percent in 1919. Education is state financed, and free of charge at all levels. Books and equipment are supplied gratis. 1/

In order to understand the educational problems facing Afghanistan, a summary review of the educational system and existing educational institutions is necessary.

B. The System of Education

1. General

The educational system is centralized under the Ministry of Public Education. This office supervises education through all levels, with entire

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responsibility for curriculum and textbooks. 3/ In this system there are six elementary grades, six secondary grades, and four college grades. 4/

2. Organization of the Ministry of Public Education

The Ministry of Public Education, coordinated by the Office of the Minister, consists of three departments:

(a) The Department of Primary Education, which supervises all phases of elementary school activity. This department is divided into: (1) The Executive Office, (2) Office of Inspection, (3) Office of Administrative and Primary Teaching Personnel, and (4) Office of Teaching and Education.

(b) The Department of Secondary Education, which supervises secondary and higher primary schools, and supplementary courses. It is divided into: (1) Office of Teaching and Education, and (2) Office of Administrative and Secondary Training Personnel.

(c) The Department of Technical and Vocational Education, which supervises vocational and professional schools. This department is divided into: (1) Office of Teaching and Education, (2) Office of Inspection, and (3) Office of Administrative and Technical Teaching Personnel. 3/

In addition, the following bureaus are attached to the Ministry of Public Education: Sports and Physical Culture, Sanitation and Hygiene, Museums, UNESCO and Foreign Relations, and Construction and Maintenance of School Buildings. 3/

Administration of the University of Kabul is under the rector of the University who is directly responsible to the Minister of Public Education. 3/

In the provinces, representatives of the Ministry have charge of the public education program. 3/

3. Media of Instruction

Pushtu and Persian are the official languages of Afghanistan. Arabic is required for religious instruction, since Afghanistan is a devoutly Moslem country. 5/ In regions where Pushtu is spoken, Persian is considered a secondary language, and vice versa. Pushtu is the language of instruction in the eastern and southern areas; Persian in the northern and western. 1/ Four secondary schools in Kabul, however, use European languages as media of instruction. These schools, sometimes referred to as "lycees", have been set up by the government to prepare boys for entrance into foreign universities. Istiqlal uses French as the main language, from the fourth grade up. Nejat employs German; Habibia and Ghazi use English, with American and British accents respectively. 6/

4. Quality of Instruction

In general terms, the quality of instruction in primary, secondary, and other schools is poor, due to the fact that most Afghan teachers lack proper pedagogic training and sufficient teaching background. 7/

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5. Salaries of Teachers

Teaching is not a lucrative profession. Many teachers in Afghanistan are forced to supplement their meager salaries by taking on additional jobs. The average salary ranges between twenty and thirty dollars a month. Some Afghans trained abroad get fifty dollars a month. American teachers employed by the Afghan government receive three hundred dollars monthly, seventy percent in dollars and thirty percent in Afghani - the basic monetary unit. 1/

II. Primary Education

A. General Information

Estimates made by the UNESCO Survey Mission to Afghanistan in 1949, based on a population of twelve million, indicate that less than ten percent of the boys and less than one-third of one percent of the girls of elementary school age were then in primary schools. 7/ A 1950 report gave the number of primary students as 76, 541.

B. School Buildings

Available statistics show that Afghanistan has a total of 279 primary schools. 3/ The buildings are in general very simple structures -- sometimes quite unsuited for education. Rooms are often without illumination or ventilation except through one door, with surroundings often unsanitary and depressing. This applies especially to older buildings. 7/

The physical equipment of the schools is generally poor. Two or three boys are crowded on a rude bench with an equally rude desk before them. In some cases boys are on the dirt or mud-brick floor, with only a thin carpet to sit on. There are few maps. Textbooks are torn, dirty, and insufficient in number. 7/

C. Stages of Education

The primary six-year course is divided into two stages, each of three years' duration.

The school term varies in length between thirty and forty weeks, with a five-hour school day (8 AM to 1 PM). The average class consists of between thirty and forty pupils. 3/

D. Curriculum

The course of instruction in the first primary stage includes basic training in reading the Koran, religion 3/, Persian or Pushtu 8/, writing, ethics, arithmetic, drawing, handicraft, and physical training. In the second stage, natural sciences, history, and geography are added to the curriculum, with Persian or Pushtu as a secondary language. 3/

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E. Teachers, Quality and Method of Instruction

Available information shows that in 1949 Afghanistan had 2, 222 primary teachers, 3/ poorly trained and greatly underpaid. About sixty percent of these teachers have had only nine years' schooling. This consists of six years' primary education, and three years in the primary teachers college or some other institution of secondary level. Nearly one-third (thirty percent) have had only elementary or private schooling, amounting to six years or less. 7/

The methods of teaching generally employed are essentially verbalistic, memoriter, authoritarian, and dogmatic in character. The disciplinary system is authoritarian in purpose and manner. In all primary schools, the second stage of elementary instruction (fourth, fifth, and sixth grades) has departmental teaching. One instructor teaches Pushtu to four or five sections, another teaches arithmetic, a third geography, and so on through the various subjects. 7/

Arithmetic is probably the best taught subject, but even in this the teaching seldom goes beyond the content of the textbooks prescribed by the Ministry of Public Education. Little attention is given to the solution of mathematical problems as applied to the pupils' individual lives (as expressed in such tangible items as sheep and oxen), while too much stress is laid on verbalizations which are required to accompany computation. 7/

Standards of teaching in the natural and social sciences are very low. Instruction in simple biology, as related to the agricultural pursuits of the people, is meager. Geography instruction is fragmentary and thin. History is little more than recitation of a few facts. The arts, handicraft, and musical pursuits are found only occasionally, and in rudimentary form. Health instruction in particular is non-existent, and physical education is poorly adapted to the needs of the children. 7/

F. Attendance

Available statistics show that 76, 541 students attend primary schools. 3/ Attendance is compulsory, subject to availability of a school. 2/ Children start attending school at seven years. Upon completion of primary school, those who pass the examinations are accorded a certificate, or brevet, which enables them to enter any of the various secondary schools, 3/ with the exception of the four lycees in Kabul. These provide preparatory training by associated elementary classes. 7/

Although the elementary school period is six years, for most pupils it is only a matter of four. For each group of fifteen pupils entering the first grade, only one completes the sixth. In general, the attendance record drops off in the higher classes, as the boys become old enough to work in the fields. It is not unusual to find fifty boys on the roll in fifth or sixth grade classes, with only ten of them actually attending. Moreover, pupils over twenty years are found in fourth, fifth, and sixth grade classes. While these over-age cases are usually the result of failure to pass elementary grades, they are also sometimes the result of a boy waiting until his older brother has finished school, so that the family is never without the necessary field laborer or herdsman. 7/

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G. Government Efforts

Efforts are currently being made to extend educational facilities to outlying districts. In small villages the Department of Primary Education began an experiment in 1947 to use local mosques as schools, with the Mullah or other literate person as teacher. 2/ In 1951 the "cottage type" school, prevalent in India, was introduced in the villages. These schools offer the first three elementary grades, and a four-month course in reading and writing for adults. 1/ Until 1945 there were no primary schools for girls in the provinces. But now girls attend special primary schools in which the first stage of instruction is identical to that of the boys. In the second stage domestic subjects are emphasized. 3/

III. Secondary Education

A. General Information

Secondary schools, sometimes called colleges or lycees, are in Kabul and some of the provincial capitals such as Jellabad, Herat, Kandahar, Mazar-i-Sharif, and Katghan. 1/

The "lycees" for boys have been in existence since the inception of public education some thirty years ago, while secondary schools for girls 6/ are a recent development, and so far are in Kabul only. 3/

The aim of secondary education is to prepare students to become government officials, scientists, or technicians. 3/

The lycees are mostly in Kabul. In each province, however, there is at least one institution which is mainly a primary school, but which also provides the first three years of the six-year secondary course. 7/

B. School Buildings

A 1950 report stated that Afghanistan had forty-one secondary schools. Of these, twenty-six offered the first three-year stage, and fifteen offered the full six year course. 3/ UNESCO's Report of the Mission to Afghanistan, however, mentions only twenty institutions providing secondary education, including those primary schools with attached secondary classes. 7/

The lycees at Kabul and Kandahar are well located on extensive property, and have their own recreation areas and sports grounds. But the classrooms are generally small, with no electric light, heat, gas, or water supply. With one exception, they lack laboratories for the physical and natural sciences. Teaching aids are inadequate. Hygienic and sanitary arrangements are low standard. Neither the boys' nor the girls' lycees have a first-aid room, wash-room, or shower baths. Lavatories are primitive. 7/

The other secondary schools are divided into two groups: five of them, called commercial preparatory schools, admit boarders; the rest are day schools. The boarding-schools have rudimentary equipment. Dormitories are very small, quarters are cramped, and pupils have no recreation or assembly room. There is no electric light. Sanitary arrangements are primitive and kitchens are ill-equipped. 7/

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C. Stages of Education

As in primary education, the period of academic secondary education is six years. This period, in turn, is divided into two three-year stages, with admission to the second contingent on successful completion of the first. 3/

D. Curriculum

The course of instruction in the first stage includes Persian, Pushtu, Arabic, religion, history, geography, biology, arithmetic, geometry, physics, chemistry, ethics, citizenship, drawing, and physical culture. The second stage involves more detailed study of the same subjects, with the addition of trigonometry, mechanics, and astronomy, and with philosophy and sociology replacing ethics. 3/ The final examination for the six year course is known as the baccalaureat. After passing this examination, candidates may enter the University of Kabul or other institutions of higher learning. 2/

Secondary school curricula are remarkable for:

(1) Ambition. Syllabuses for the history courses alone cover sixteen pages. Apparently these were computed by assembling all that could be found in the combined school curricula of several foreign countries. They are so broad in scope that it would be impossible for a student to complete them.

(2) Confused arrangement and lack of structure. Neither in the syllabuses nor in the instructions accompanying them is it possible to discern any coherence or organization.

(3) Evasiveness and abstract content. Neither in syllabuses nor in instructions is there a single reference to the necessity for teaching on an experimental basis, or of moving from facts accessible to the senses towards abstract forms of reasoning. 7/

E. Teachers, and Quality of Instruction

The method and quality of instruction in secondary schools depend largely on the individual back-ground of the teacher.

A 1950 report stated that Afghanistan had 605 secondary teachers, ninety-four of whom were foreign nationals. 3/

Some of the men teachers are excellent. These are recruited from Austria, Great Britain, the United States, France, Pakistan, Egypt, and India. Their instruction, each in his own tongue, is usually of high standard. 7/

Afghan men teachers generally fall into four categories:

- (1) Those who have attended foreign universities. Such teachers generally render a high quality of instruction.
- (2) Graduates of Kabul University. These have not had adequate pedagogic training. But with proper guidance some of them could become good teachers.

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(3) Young teachers who have completed twelve years of study at a special training school. They not only lack experience, but general education as well, and are not equipped to teach grade nine on leaving the training college.

(4) Teachers with no degree, but with some educational background. Such recruits are largely second rate.

There are two groups of women teachers:

- (1) A few foreign lecturers who teach in their own tongue.
- (2) A number of Afghan women teachers with no diplomas or pedagogic qualification, whose instruction is apparently poor. 7/

F. Attendance

Unlike primary education, secondary education is not compulsory. 1/ A 1950 report stated that in 1948 there were 15,997 students enrolled in secondary schools. 3/ This figure, however, has been modified in UNESCO's report to 13,000 students receiving secondary education in twenty institutions (including the primary schools with attached secondary classes). The UNESCO report further stated that the average age of secondary school students was quite high and ran from sixteen for the seventh grade (i. e., first year high school), to twenty-one for the twelfth. 8/

Many students drop out before completing their schooling; on the average, only one secondary school pupil in ten completes his course. 3/

G. Government Effort

Although secondary education is not compulsory, the government encourages students to take advantage of the advanced course. To this end textbooks are furnished free, and needy students are granted stipends of five dollars or more a month. 1/

H. Main Secondary Schools (Lycees)

The main secondary schools for boys are in Kabul. They are: Habibia, Istiqlal, Nejat, and Ghazi.

(1) Habibia, founded in 1904, has an enrollment of approximately 2,000 students. It has twelve grades, including attached primary classes. This school is headed by an American principal, Mr. P. P. Bushnell, and includes eight American teachers on its faculty of fifty. 6/

(2) Istiqlal, founded in 1922, has a French principal, and seven French instructors on its staff. 6/

(3) Nejat, founded in 1924, employs only Afghan teachers, eight of whom were trained in Germany. 6/

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(4) Ghazi, founded in 1927, is staffed by a British principal and six British teachers. 6/

There are only two secondary schools for girls in Afghanistan, both located in Kabul. 3/ The first was founded in the 1920's, and has become modern only during the past fifteen years. It comprises three sections, in each of which a different foreign language is taught (i. e., English, French, and German). It offers courses in general education and domestic sciences, 3/ and is headed by the German wife of an Afghan. The second school was founded during the 1940's. 1/ Its courses are general education and domestic sciences. Here, English is the only foreign language taught. 3/

A new large school for girls is being constructed in Kabul, and was expected to be completed in 1952. This school will be divided into three sections. One section will be used as a primary school for 600 girls. Another will be devoted to literary classes for adult women. A third section will be for instruction in arts and crafts. 8/

IV. Technical, Commercial, and Agricultural Education

A. General Information

In 1949 there were two types of professional and trade schools in Afghanistan: those accepting students with primary school certificates, and those accepting students who had completed the first secondary stage. 3/ An Afghan Institute of Technology at college level was established in 1951. 9/

In 1949 this group consisted of three technical, two commercial, one agricultural, and one nursing school. Instruction was by teachers who had studied at the University of Kabul or at foreign universities, and by teachers from foreign countries engaged by the Afghan government. 3/

In 1949 there were approximately 2, 521 students attending the various vocational and technical schools. 3/ This figure probably included students attending the five preparatory commercial schools and the nursing school, in addition to those attending technical, commercial, and agricultural schools listed in UNESCO's report.

B. Technical Schools

In 1949 the following schools provided technical education:

(1) The School for Mechanical Crafts (Kabul, non-residential) was founded in 1937. Its students were drawn from Kabul only.

The curriculum extended over four years. The teaching staff was largely Austrian, necessitating the use of interpreters. The school provided instruction and training in mechanical skills of fitting and machining, forging, welding, and casting. Half the total weekly session (thirty-six hours) was given to practical work, the other half to theory.

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The school was well equipped with a variety of machine tools; but an acute shortage of practice material, lack of accessories and small tools, diminished the effectiveness of the instruction. 7/ These deficiencies have since been corrected. The school is now adequately equipped for practical instruction in mechanics. A course in motor vehicle machinery has also been added. 8/

This school requires only the primary school certificate for admission. In 1949 it had an enrollment of 132 students divided as follows: first year, sixty-one; second, forty; third, nineteen; and fourth, twelve. 7/

(2) The School for Carpentry and Tailoring (Kabul), also a non-residential school, was organized along the same lines as the School for Mechanical Crafts. 7/ In 1949 it had an enrollment of 156 students, divided as follows: first year (carpentry), forty-eight; first year (tailoring), thirty-eight; second year (carpentry), twenty-three; second year (tailoring), twenty-five; third year (carpentry), seven; third year (tailoring), four; fourth year, eleven. 7/ (These figures for each class are glaring examples of the reduced enrollment which prevails in the upper classes).

(3) The School for Carpentry and Building (Kandahar) was founded in 1948. In 1949 it had an enrollment of sixty students. This school was set up as an experiment, with the hope that it would eventually secure an annual entry of forty boys for a projected four-year course. 7/

In 1951 the Afghan Institute of Technology (AIT) was founded in Kabul. This school is now a going concern. 8/

AIT provides a four-year course at university level, and a three-year pre-engineering course, the latter equivalent to a technical high school course. 11/ Its staff was initially composed of American personnel. The plan was to introduce Afghan assistants gradually. 12/

The courses included in the curriculum were: Chemistry, Mathematics, Physics, Biological Science, Chemical Engineering, Civil Engineering, Sanitary Engineering, Electrical Engineering, Mechanical Engineering, Metallurgy, Mining, and Textile technology. 12/

Background Information on AIT

AIT was first conceived in 1948 as an engineering school to provide engineers and technicians, and later to direct future engineering and industrial development of Afghanistan. 11/ Subsequently, several discussions were held between American teachers, embassy personnel, and the Ministry of Education on this subject. 12/ As a result, Mr. Richard B. Soderberg, of Los Angeles, California, on 23 January 1951 signed a contract with the Afghan Government for establishment of a technical school in Kabul to instruct students in mechanical, automotive, and electrical engineering. 10/ Mr. Soderberg was appointed director and designer of the school. 11/ At that time Professor Soderberg was teaching at Habibia College, and had formerly been a member of the Engineering faculty of the University of Southern California. 12/

Meanwhile, on 10 June 1949, a US corporation was formed in Los Angeles County, California, known as the Afghan Institute of Technology, Inc. This

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corporation represents, cooperates with, and assists the Institute in Afghanistan. The corporation is made up of leading American educators, particularly representatives of institutions such as Massachusetts Institute of Technology, and California Institute of Technology. The corporation president is Hugo H. Winter, of South Pasadena, California. Its general director is Richard K. Soderberg, of Los Angeles, California. 12/

Through the activities of Professor Soderberg and the US "Corporation", a staff of American teachers, administrators, and necessary equipment were obtained for the AIT in Kabul. 12/

The Afghan Government has constructed a building to house the AIT, and the first commencement exercises were scheduled to be held in March 1951. 12/

C. Commercial Schools

In 1949 Afghanistan had only two schools qualified to meet the requirements of Commerce, both located at Kabul. They were the School of Secretaries and the School of Commerce.

The premises, particularly of the School of Commerce, left much to be desired. Amenities were few, and certain essentials, such as a good library, were absent. But in both schools the work was creditable, though the scope could be broadened to advantage. A short description of both schools follows.

(1) The School for Secretaries is residential, and offers a three-year course of instruction for applicants from Kabul and the provinces.

The purpose was to provide accountants and secretaries for government departments, the curriculum having been drawn up with this in mind. Admission was contingent on the student's possession of a primary school certificate. In 1949, 230 students were enrolled, divided as follows: first year, 107; second, 58; third, 65. 7/

(2) The School of Commerce, also residential, received its recruits from five preparatory commercial schools, two of them in Kabul and three in the provinces, all residential. 7/ (Reference to these schools was made in Section III, item B, paragraph 3.)

In 1949 the School of Commerce offered a six-year post-elementary course, the first three years paralleling the preparatory schools. The program of study for the last three years covered Economics, Commerce, Accounting, Banking, Theology, Statistics, Economic Geography and History, History of Trade and Commerce, and Correspondence. 7/ A typing course has recently been introduced. 8/

This school employed many foreign teachers who were assisted by interpreters. In 1949, 158 students were enrolled, divided as follows: first year, 0; second, 35; third, 26; fourth, 44; fifth, 32; and sixth, 21. 7/

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D. Agricultural Schools

A college of agriculture (Lycee d'Agriculture), the only one of its kind in Afghanistan, was established in Kabul in 1943. 10/

As of 1949, the college buildings were inadequate, consisting of little more than a series of classrooms and sleeping accommodations, and lacking an experimental farm. 7/ Enrollment that year was approximately 100 students;8/ in 1951 it had increased to 125. 10/

Students are recruited from the ninth grade of secondary schools. Upon completing the commercial courses they are required to accept employment in the Department of Agriculture for a number of years, and are not normally released for practical agricultural work. 10/

Courses of instruction include Botany, Plant Distribution, Animals, Useful Insects, Fruits, Harmful Insects, Agriculture (soil), Cereals, Mathematics, Land Survey, Physics, Vegetables, Chemistry, Animal Husbandry, Industrial Agriculture, Plant Drawing, Agricultural Machinery, Hygiene, Economics and Administration, Meteorology, Insects, Geology, Animal Breeding, Dairy Farming, English, Pushtu, and Sport and Gymnastics. 10/

This program was drawn up twenty-eight years ago and includes many subjects not ordinarily offered as part of an agricultural education. Many subjects are taught merely because an expert happens to be available for part time. All instruction is given in class. There is no practical work. Instruction is theoretical, based mostly on rote memory. 10/

V. Vocational, Literary, and Religious Education

A. Vocational Education

In 1949, vocational education in Afghanistan was limited to a school for nurses. This field was broadened in 1951 when a school for mid-wives was founded in Kabul.

(1) The School for Nurses

In 1949, Afghanistan had one small school for nurses at the Kabul Hospital, offering a three-year course of training. Sixty-nine student nurses were enrolled that year, divided as follows: first year, forty-one; second, twenty-one; and third, seven. The program of theoretical studies covered eighteen hours per week, and included Hygiene, Physiology, some Pharmacology, the elements of Gynaecology, Hospital Administration, Persian, and French. 7/ Admission to the school was contingent on the student's possession of a primary school certificate. 3/ During the last three years the number of student nurses has increased markedly. 8/

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2. School for Mid-Wives

A promising school for mid-wives was inaugurated in Kabul late in 1951, under the direction of a physician from the UNICEF mission to Kabul. 8/

B. Literary and Religious Education

Afghanistan has a total of five institutes for Arabic studies, and one for Islamic sciences:

1. Institutes of Arabic Studies

Of the five institutes of Arabic studies, one is in Kabul. These institutes provide primary and secondary courses. The one in Kabul also provides an advanced course. These institutes teach Arabic literature, the Koran, and philosophy. In addition they offer courses in grammar, syntax, morphology, logic, geography, and science. Each course requires three years of study to complete. Graduates of the advanced course become judges, officials of the Ministry of Justice and the courts, or instructors of religion in the lycées. 3/

2. The School of Islamic Sciences

This school was founded in 1944 in Kabul. It offers a nine-year course leading to a degree in theology. The curriculum for the first six years is equivalent to that of the lycées. In addition, Arabic and English are taught. 3/

Egyptians, Americans, and other foreign nationals are on the teaching staff, and the sole requirement for entrance is the primary certificate. 3/

It is expected that the School for Islamic Sciences will become the country's leading school of theology, with standards at university level. 3/

VI. Teacher Training

In 1949 there were two teacher training colleges for men in Kabul (normal schools), situated in adjoining buildings. One of these institutions, a three-year school of grades seven to nine, prepared teachers for the elementary schools. The other, a six-year school (grades seven to twelve) furnished teachers for the first stage of secondary education. These were boarding schools, accommodating young men from all parts of the country. The students are given board, lodging, clothing, tuition, and even pocket money at state expense. 7/

The curricula of these schools are much the same as those of the ordinary secondary schools for the corresponding years. In addition, the students receive some instruction in pedagogic theory and a very short period of practice teaching. In the three-year Primary Training School, practice teaching is given in the ninth class; in the Secondary Training School it is given in the twelfth class. In all, these student-teachers had a practice period of only twenty days. Since the teachers in the practice classes were

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sometimes one-year graduates of the training school, it was evident that the practical preparation was entirely inadequate. 7/

The language of instruction was Persian, with some classes in Pushtu. English was taught in all classes of the Secondary Training School. 7/

Buildings, equipment, library, and laboratory facilities were more extensive and better organized than in the average Afghan secondary school.

The teaching staffs of the two training schools were also generally superior in training and experience to those in most secondary schools. 7/

In 1949 the Primary Training School had a total enrollment of 463 students, with 191 in grade seven, 134 in grade eight, and 138 in grade nine. The Secondary Training School had 426 students distributed as follows: 124 in grade ten, 53 in grade eleven, and 52 in grade twelve. Therefore, less than 200 teachers per annum completed their training at these two schools, not enough to furnish more than a small fraction of the number of new teachers needed. 7/

In compliance with UNESCO's recommendation to improve the quality of teacher training, a faculty of education was established in 1952 at the University of Kabul for training secondary school teachers. A dean for the faculty has been appointed, but as yet no courses have been inaugurated. 8/

VII. Higher Education

A. Higher Education in Afghanistan

Higher education in Afghanistan is provided at the University of Kabul, which was chartered April 15, 1946, following the merger of four colleges: College of Medicine, founded in 1932; College of Political Science and Law, 1938; College of Science, 1941; and College of Literature, 1944. The University is governed by a senate nominated by the Ministry of Education and approved by the Prime Minister. The senate is under direction of the Ministry of Public Education. 13/

Applicants for university training must hold a secondary school certificate. Students receive clothing, school supplies, and a monthly allowance. Provincial and needy students are housed in a boarding-house in Kabul maintained at government expense. 3/

Graduation from the Faculty of Medicine requires six years of study. The other faculties offer a four-year course. 3/

The Faculty of Medicine offers the following subjects: general medicine, surgery, physiology, biochemistry, pediatrics, dermatology, psychiatry, and bacteriology. Students may not be taught dissection, since a strict interpretation of the Koran forbids cutting a dead body. In order not to break Moslem law, the king sends the senior class of the Medical School to Lahore each year, since Pakistanis do not object to the course of dissection. 14/ In 1950, the dean and assistant dean of the Medical College in Kabul were French, and four French, two Trukish, and one German professor were included on the staff. 15/

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The Faculty of Law and Political Science requires the following subjects for graduation: principles of law, international law, political science, (principles and constitutions), psychology, sociology, and economics with allied subjects. 13/ In 1950, the assistant dean of the school was Turkish, and two Turkish and two German professors were on the teaching staff. 2/

The Faculty of Science offers courses in chemistry, physics, mathematics, psychology, education, geology, botany, plant physiology, and zoology. 13/ The teaching staff includes one Polish and one Indian professor. 15/

The Faculty of Literature requires the following subjects for graduation: Persian language and literature, Pushtu language and literature, Sanskrit, philosophy, and philology. 13/

The recently established Faculty of Education for training secondary teachers has not as yet inaugurated any courses, although a dean has been appointed. 8/

B. Higher Education Abroad

The Ministry of Education awards government scholarships of \$150 a month, plus tuition and fare to Afghan men for study in the United States and Europe. 1/ Applicants for scholarships must have completed secondary or university education to qualify for the competitive examination. Scholarship recipients must return to Afghanistan on completion of their study and take up employment approved by the government. 16/

Between 1950 and 1952 the Ministry awarded seventy-five scholarships for four-year courses in technology, science, public administration, economics, agriculture and law. Similar awards will be offered for 1953 and 1954. 16/

Recently, the government has started granting scholarships to Afghan women for study abroad. To date these have been awarded to women already abroad with a relative, such as husband, father, or brother. 8/ Eight such scholarships were awarded in 1951-1952 for courses in home economics, child welfare, nursing, and medical assistants' training in Canada, Switzerland, Turkey, and the United States. Similar awards will be granted in 1952-3 and 1953-4. The scholarships are available to women nationals of Afghanistan. The grants cover expenses, and their duration is according to study needs. 16/

VIII. UNESCO and US Assistance

A. UNESCO Assistance

In 1951, UNESCO authorized \$100,000 for educational assistance in Afghanistan. The Afghan Ministry of Education was asked to draw up a

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program for the use of this money, but failed to do so. Ninety thousand dollars of the original authorization was later withdrawn. 17/

Projected UNESCO assistance for 1952 provided for sending two experts to Afghanistan. One of these was to be assigned to the Afghan Institute of Technology, the second to the Mechanical School or the Teachers' Training School. Three fellowships were to be granted. A total of \$10,000 was to be contributed in the form of equipment, to be divided between the Afghan Institute of Technology, the secondary schools, the Agricultural College, and the primary schools. The equipment in the primary schools was to be used for setting up manual training shops. 8/

B. US Assistance

The Technical Cooperation Administration of the Department of State on 30 June 1952, allocated \$75,675 for sixteen Afghan trainees in agriculture, coal mining, irrigation, and education. 18/

IX. UNESCO's Recommendations and their Implementation

A. UNESCO's Recommendations

Following its survey of Afghanistan in 1949, UNESCO published a detailed, analytical report on the state of education in Afghanistan. Included were several recommendations for improving Afghanistan educationally, which, according to UNESCO's commission, could be carried out in a period from four to five years. The most important of these recommendations were:

1. First stage primary teaching should be taught in the vernacular only; the additional language, whether Pushtu or Persian, should not be introduced until the second stage.
2. Secondary, technical, and higher education should be carried on entirely in Pushtu and Persian, within a period of a few years.
3. The syllabuses for the various subjects required should be reviewed, correlated and simplified.
4. The present pedagogic concepts should be raised - in future, teaching should be concrete and experimental.
5. The present teaching staff should be reeducated, and a very special training for new teachers should be provided.
6. A tremendous effort should be made during the next four or five years in education for women.
7. Schools must be adapted to local conditions, and must also provide education for adults.
8. An effort must be made to develop the technical training of pupils from the primary school onward. In addition, institutions for advanced education in technology, commerce, and the arts should be established.

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9. A faculty of Education should be organized to supervise and coordinate teaching throughout the country. In collaboration with the faculties of arts and science, this faculty would also have the task of training men and women, secondary school teachers, inspectors, administrators, and heads of teaching establishments.

10. Teacher training schools should be reorganized so that in addition to passing through grades ten to twelve, teachers would also acquire sound professional training.

11. Training methods should be brought up to date.

12. An attempt should be made to give some instruction to the nomads, who are an important part of the population.

B. Implementation of Recommendations

It is reported that the Afghan Ministry of Education has accepted in principle almost all recommendations submitted to it by the UNESCO Commission, and that it is endeavoring to implement them. But progress has thus far been slow. The delay is due mainly to lack of sufficient funds, administrative inefficiency, and the fact that some of the recommendations are contrary to social tradition and political policies of Afghanistan. The recommendations, according to an informed source, were comprehensive and far-reaching, but some of them could not be achieved within the next twenty years. 8/

X. Conclusion

The Government of Afghanistan appears to be aware of the problems confronting it in the field of Education. The progress made since 1949, though slow, indicates that, within its limitations, the government is sincerely attempting to implement the recommendations made by the 1949 UNESCO Commission.

At its present pace, and with continued aid from UNESCO and the United States, Afghanistan will most likely succeed in its effort to reduce illiteracy, expand its educational institutions, and improve the quality of educational standards.

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