Summary of the Teaching of Philosophy in Afghanistan

Philosophy in the National goals of Education

The vision of the government “is to facilitate the development of a vibrant human capital by providing equal access to quality education for all and enable our people to participate and contribute productively to the development and economic growth of our country.”¹

The main goal of education is mentioned in the national strategy. “The National Education Strategic Plan 2006-2010 indicates what the education system of Afghanistan should look like in the future. It represents the ambitions and aspirations of the people of Afghanistan, their government and the Ministry of Education for a knowledge-based, secure society, grounded in the tenets of modern and tolerant Islam, with a strong national identity, actively engaged with the rest of the world and the main national education stakeholders.”²

According to the Afghan constitution “The State develops and implements a unified curriculum based on Islamic principles, national culture and in accordance with scientific methods and it prepares the curriculum of the religious subjects on the basis of the branches of Islam in vogue in Afghanistan.”³

Population: 27,145,000¹
Gross Enrolment Ratio²
Primary: 103% (2007)
Secondary: 28% (2007)
Percentage of GDP invested in education: N/A³
Percentage of government expenditure invested in education: N/A⁴
Compulsory Education: 6-15 years⁵


The GER is used in the education sector and by the UN. According to the UNESCO Institute for Statistics the definition of the GER is the “total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.” Its purpose is “to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age group. It can also be a complementary indicator to net enrolment rate (NER) by indicating the extent of over-aged and under-aged enrolment.” It is calculated by dividing "the number of pupils (or students) enrolled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education, and multiply the result by 100.”

³ N/A
⁴ N/A
⁷ Ibid.
In 2003 the following domains in education were developed:

- Ethics
- Knowledge and learning
- Arts and culture
- Social and civic
- Economic
- Health

During compulsory education one week consists of 26 teaching hours of 45 minutes each.

**Primary education**
Primary education now includes life skills.

**Assessment**
Not available at this moment.

**Case studies of philosophy teaching in primary schools: Identified courses called “philosophy” in schools**
Not available at this moment.

**Secondary education**
Not available at this moment.

**Assessment**
Not available at this moment.

**Case studies of philosophy teaching in secondary schools: Identified courses called “philosophy” in schools**
Not available at this moment.

“The content of education is improved by improving the quality curriculum and textbooks and relating them to the life of students and their socio-cultural and natural environments. In curriculum study and development, the experiences of other countries and international organisations are utilised through participation of their experts in relevant workshops and seminars to this effect. Furthermore, the content of education focuses more on the development of culture of peace, respect for human rights and international understanding, national unity, brotherhood, forgiveness, the reconstruction of Afghanistan and safeguarding its territorial integrity and independence.”

National Report on the development of education in Afghanistan
Case studies of philosophy teaching in secondary schools: Philosophy related teaching in schools
Not available at this moment.

Identified programmes to provide teaching materials in philosophy
Not available at this moment.

Links
http://www.ibe.unesco.org/

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