

An empirical analysis of barriers to the educational sector and their impact on economic growth of Afghanistan (2001-2021)

Uma análise empírica das barreiras ao setor educacional e seu impacto no crescimento econômico do Afeganistão (2001-2021)

Un análisis empírico de las barreras al sector educativo y su impacto en el crecimiento económico de Afganistán (2001-2021)

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Abstract

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In the past two decades, many steps have been taken to improve the education sector of Afghanistan. International NGOs, sponsors, donors, and partners along with the government of Afghanistan have invested heavily in the education system to improve literacy across the country, but Afghans still face many challenges in this sector. Access to education is the right of every child and youth, and the government is responsible for creating opportunities for quality education for its people by spending money and using resources. It is a fact that the government of Afghanistan has implemented many policies and achieved quantitative and qualitative goals, but the outcome is still insufficient. It should also be mentioned that the status of the educational system in the 1980s is not comparable with 2021 at all. It is also a fact that the education system faced serious and crippling challenges in the last twenty years (2001-2021), which have had a direct impact on the economic growth and development process in the medium and long term. This article will highlight the main challenges in education system of Afghanistan in the last 20 years and its impact on economic growth will be determined. It will also explain the impact of these challenges on quality of education in the different sectors by descriptive research and empirical analysis to evaluate the available evidence.

Keywords: Barriers; Education; Economics; Growth; Afghanistan.

Resumo

Nas últimas duas décadas, muitas medidas foram tomadas para melhorar o setor educacional no Afeganistão. ONGs internacionais, patrocinadores, doadores e parceiros, juntamente com o governo do Afeganistão, investiram pesadamente no sistema educacional para melhorar a alfabetização em todo o país, mas o país ainda enfrenta muitos desafios nesse setor. O acesso à educação é um direito de todas as crianças e jovens e o governo é responsável por criar oportunidades de educação de qualidade para seu povo, gastando dinheiro e usando recursos. É fato que o governo do Afeganistão implementou muitas políticas e alcançou metas quantitativas e qualitativas, mas os resultados são muito insuficientes. Também deve ser mencionado que a situação do sistema educacional na década de 1980 não é comparável à de 2021. Também é fato que o sistema educacional enfrentou desafios sérios e incapacitantes nos últimos vinte anos, de 2001 a 2021, que tiveram um impacto direto no crescimento econômico e no processo de desenvolvimento em médio e longo prazos. Este artigo destacará os principais desafios do sistema educacional do Afeganistão nos últimos 20 anos e determinará seu impacto sobre o crescimento econômico. Também explicará o impacto desses desafios na qualidade da educação nos diferentes setores por meio de pesquisa descritiva e análise empírica para avaliar as evidências disponíveis.

Palavras-chave: Barreiras; Educação; Economia; Crescimento; Afeganistão.

Resumen

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En las últimas dos décadas, se han tomado diversas medidas para mejorar el sector educativo de Afganistán. ONGs internacionales, patrocinadores, donantes y socios, junto con el gobierno de Afganistán, han invertido significativamente en el sistema educativo para mejorar la alfabetización en todo el país, pero el país aún enfrenta muchos desafíos en este sector. El acceso a la educación es un derecho de todos los niños y jóvenes y el gobierno es responsable de crear oportunidades de educación de calidad para su pueblo, invirtiendo dinero y utilizando recursos. Es un hecho que el gobierno de Afganistán implementó muchas políticas y alcanzó metas cuantitativas y cualitativas, pero los resultados son muy insuficientes. También debe mencionarse que la situación del sistema educativo en la década de 1980 no es comparable a la de 2021. Asimismo, es un hecho que el sistema educativo enfrentó desafíos serios e incapacitantes en los últimos veinte años, de 2001 a 2021, que tuvieron un impacto directo en el crecimiento económico y en el proceso de desarrollo a mediano y largo plazo. Este artículo destacará los principales desafíos del sistema educativo de Afganistán en los últimos 20 años y determinará su impacto en el crecimiento económico. También explicará el impacto de estos desafíos en la calidad de la educación en los diferentes sectores a través de una investigación descriptiva y un análisis empírico para evaluar las evidencias disponibles.

Palabras clave: Barreras; Educación; Economía; Crecimiento; Afganistán.

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1 INTRODUCTION

Social, technological, environmental, demographic, economic, and political factors cumulatively impact on the structure and system of education in every country. In order to achieve the full potential of an education system, its structure and content needs to be defined at school and university levels. The goals should arise from the needs of society and the contemporary environment in which the society is expected to operate.

Therefore, it is necessary to evaluate the past and present challenges to provide recommendations according to the needs of society, which relate in certain ways to the economic growth and the development of the country.

The education sector has been weakened in the last four decades of conflict (Ribetti) in Afghanistan in terms of lack of human capital and other effective factors. The conflict has created many challenges and obstacles for the development process in the country.

The educational system of the Afghan school can be defined in three levels:

(1) General education, from 1st to 12th grade which consists of elementary, primary, secondary, and high school. Most schools provide such general education in Afghanistan.

(2) Vocational Education, offered in high schools, are of two main types: agricultural and technical schools.

(3) In addition to these public and professional schools, there are schools for religious education that provide Islamic education in mosques and Islamic education centers.

The Ministry of Education (MoE) has been established as a central administrative body to manage the entire educational system. At the same time, it manages basic, general,

and Islamic education throughout the country (Moe.gov, 2024). The Vocational Education Department manages the entire technical and vocational education system. These two organizations are the driving forces behind the expansion and development of the educational field. They provide the legal framework, laws, policies, strategies, different types of programs, and resources to achieve the goals and objectives of the strategy.

The education system in Afghanistan has a long history. The greatest progress was made during King Amanullah Khan's government, after 1919. There were 762 schools in 1956 with 121.000 students. Out of these, 27 were primary schools, of which 23 were boys' schools and four were girls' schools (Irshad, 2016). At the end of 1977, the management and supervision of educational institutions was divided into different authorities, namely the Ministry of Education and the Ministry of Higher Education (Sherzad, 2017).

In the last two decades (2001-2021), the education system has attracted more attention in society. Reports about the steady progress and reconstituting the education sector of Afghanistan, informed that approximately 800,000 students in 2001 were enrolled in schools. The number has increased to 8.5 million in 2014, of which 39% were girls (Aps, 2016). Other reports state that the number of students increased from 1 million in 2001 to approximately 9.7 million in early 2020. In addition, the number of schools went up to 16.625 by 2019 (*Deutsche Welle*, 2011).

Along with primary and secondary education, higher education is also the basic pillar of this system, which has a vital impact on society. It is said that investment in human resources helps to create a skilled labor force and leads the creative and innovative resources of society in the path of economic growth. It has a direct relationship with the higher, technical, and professional education of society.

The history of universities and higher education began with the establishment of the Kabul medical faculty, in 1932. After that, some other departments were created and joined with this medical faculty in the Kabul University. A limited number of students used to get education in these faculties and departments under the influence of foreign lecturers (MoE, 2022).

At the beginning of 2021, there were more than 387,946 students in public and private universities and institutions in the country, which showed a decrease of 8.6 percent compared to 2020. Thereafter, the total number of higher education institutions was 167, of which 128 were private and 39 were public universities and higher education institutions active in the whole country. The total number of private and public lecturers in these

university and institutions is 18,998 of which 2,617 were female and 16,381 were male lecturers (NSIA, *Annual statistics*, 2021).

Along with higher education, technical and vocational education also have had a long history and progress in Afghanistan. In fact, this part of the education system is divided in three areas:

- (1) formal technical and vocational education.
- (2) non-formal technical and vocational institutions.
- (3) in-formal technical and vocational education.

These three parts are organized by the Technical and Vocational Education Organization. There were about 172 public institutes and about 16 were private institutions in different provinces of Afghanistan (NSIA, 2019), so that many pupils get education in these centers and they have made good achievement in the last few years, despite many problems faced by teachers and students. Therefore, these challenges affect socio-economic sectors. Surveys show that there is a strong relationship between education and economic development of most countries, and that education is a fundamental factor in the economic development of any economy (Sagar, 2022).

The relationship between literacy ratio and Human Development Index (HDI) shows that the 100% literacy ratio indicates 0.93 HDI in Luxembourg, while in Pakistan, for example, the value that corresponds to a literacy rate of 56.44% is an HDI of 0.554 points (Sagar, 2022). The data shows that the highest literacy rate indicates the highest HDI. The same data also showed that there is a positive relationship between literacy rate, GDP *per capita* and life expectancy. Therefore, Gebre (2020) argues that access to education is likely to help to improve the socio-economic status of individuals and society as a whole, indicating that empowering individuals makes a positive impact on economic development.

Investing in education means investing in human resources, such as creating a skilled labor force that, in turn, affects the creation of innovations and increase productivity, which is expected to have a positive impact on economic growth (Besime Fekri et al., 2022). Therefore, considering the important role of education and its impact is an importation issue. For this purpose, it is necessary to highlight the main obstacles that affect the entire system and economic growth of the country.

2 LITERATURE REVIEW

Education and its role in society is an important subject to research and it has the potential to bring significant benefits to every individual, society, and nation in order to increase their standard of living and to find different ways to gain income, enhance their skills, and so on. Hence, many organizations and individuals have worked on this subject. The following eight studies have, directly and indirectly, relations to this article. Thus, some of the literature and its findings have been collected as follows:

1. Jerome Bredt and Carlyesycz (2007) showed in a survey, published by OCED, that, in 1995, about 29 countries had 5.42% of GDP average expenditure on educational institutions or in all levels of education. In addition, these countries increased these expenditures up to 5.9% average of GDP in 2003. The researchers have analyzed the relationship between effective expenditure on education and economic growth and stated that they agreed with Leuvan et. al. (2004), who found that “human capital has ‘dynamic complementarities’, so earlier learning makes subsequent learning easier”.

2. Unicef in Afghanistan (2017) published an article which highlighted obstacles faced by education in the country. The findings are mostly the result of their field studies carried out by their staff and are explained via a descriptive method. They found there is a shortage of schools, insufficient transportation, and 48% of the teachers have minimum academic qualification, which results in lower quality of education.

3. Irshad Aurangzeb (2016) has written about the general historical situation of education in Afghanistan. For him, most of the development took place in Amanullah Khan's period (after 1919). There were 762 schools in 1956 with 121,000 students. 27 of these schools were primary high school, out of which 23 schools were for boys and four of them for girls. This study described the past data and situation. In the past two decades (2001-2021), the school education system attracted much more interest from society. In early 2020, the number of students, schools, and higher education institutions was increasing, according to their research.

4. Gebre (2020) has said that “access to the education is likely to contribute improvements in the socio-economic status of individuals and community at large, which indicated empowering individuals has a positive impact on economic development” (Gebre, 2020).

5. Anna Valero (2021) found, in research published by Center for Economic Performance, that “there is strong evidence supporting the links between education and the determinants of growth in terms of investment in technology, and in generating innovation itself - the driver of growth in the long-run. Highly skilled individuals are key for the

invention of new technologies, and for establishing and managing high performing businesses. This research finally found that “universities, as producers of both human capital and innovation, tend to generate positive economic impacts on their surrounding economies, understanding better the precise mechanisms through which these effects occur”.

6. Besime et al. (2022) have said that investing in education means investing in human resources, that is, creating a skilled labor force that will influence the creation of innovations, increase productivity and others, which is expected to have a positive impact on economic growth.

7. Sarparaj Ramanand Sagar (2022), in the article “Role of education in the economic development of India”, has develop two hypotheses, called H1 and H0 hypothesis. In the end, he supported the H1 option arguing that “there is a causal relationship between literacy ratio and crude death in India, population growth, life expectancy and HDI” in the country. He found coefficients of correlation (r) = 0.795 which show significant positive causal relationship between literacy ratio and the *per capita* GDP of India.

8. For Unesco (2023), a huge progress has been made in enrollment in all education levels in Afghanistan, from around one million in 2021 to ten million in 2018, which include 2.5 million girls. In addition, they said, forty years of war, recurrent natural disasters, chronic poverty, drought, and Covid-19 pandemic, have already taken a huge toll on the Afghan people. They also added that, since August 2021, 1.1 million girls have been prevented from attending secondary school until further notice by the highest authority of the country (Unesco, 2023). August 2021 marked the restoration of the Islamic Emirate (and the return of the Taliban group to power)

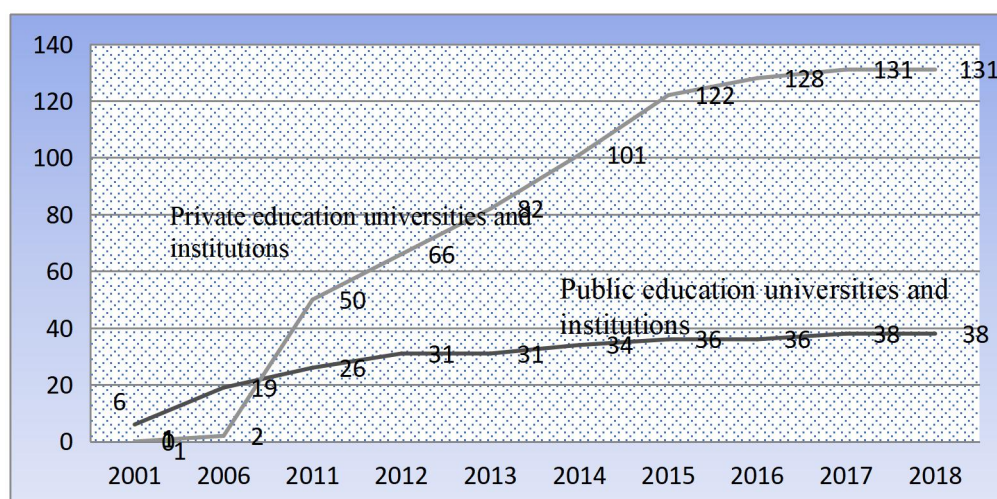
Most of these studies and research describe the generic situation of the education in Afghanistan, without focusing directly on education obstacles and its impact. The research work of Sarparaj Ramanand has focused on the topic from a different perspective and hypothesis. He defines his research scope only from India and the data and analysis he used are related to the mentioned country. Hence, it is necessary to introduce the research gap for this paper and highlight the main education obstacles and its impact on the eco-growth of Afghanistan.

2.1 Brief image of post 2002 status of the education sector

It is important to show the gradual progress of higher education institutions in private and public sectors during the past 20 years. The impact on economic growth and the main

barriers faced by the education sector will be described as well. The chart below shows the comparison of both governmental and private higher education institutions. The comparison indicates that the private higher institutions experienced substantive progress, and the number of these institutions increased from zero to 131 in 18 years.

Figure No.1 Comparison of private and public higher education institutions from 2001-2018.



Sources: Strategic plan of Ministry of Higher Education (2015-2019).

Before 2002, less than one million boys were receiving education in 3,400 public schools staffed by 20,700 teachers and there was not a single standard curriculum or standard textbooks (CSRS, 2020). Thereafter, the education sector widely received support from international donors and supporters, besides many other social and economic sectors.

After a long mission, Afghanistan successfully approached and got to some of the developmental goals at related field and the huge increment happened in the numbers of school students due to these efforts. The number reached 9.7 million in 2020. Still, a huge percentage of boys and girls were deprived of education in Afghanistan. According to Unesco statistics, before 2021, only 67% of the school age boys and 48% of school age girls were going to schools (Deutsche Welle, 2021).

2.2 Major barriers to education in afghanistan

There have been many obstacles and challenges in almost all social and economic sectors of Afghanistan in the past four decades due to conflict and political instability. Political events led to the Soviet invasion in 1979, civil war during the 1980's and 1990's, the Islamic Emirate of Afghanistan in 1996 (Taliban regime), the fall the Islamic Emirate in 2001,

the USA intervention and the Islamic Republic for almost two decades, and the rise of Islamic Emirate of Afghanistan once again, after 20 years, in August of 2021.

In 2021, new obstacles and new opportunities arose in the country as well. What will the opportunities be and how will the current government overcome the challenges? These questions will be answered in time, but main obstacles in the education sector could be described as follows: Shortage of infrastructure, lack of professional teachers, lack of female teachers, the presence of traditional beliefs, geographical barriers, weak leadership and administration from the government.

For instance, 9.7 million students were going to schools in early 2020, out of which 38% of them were girls (Ministry of Education, 2021) At the same time, 46% of schools do not have adequate infrastructure and buildings (CSRS, 2020). Students sit under the sky and carry on their studies. In the rainy, windy, and cloudy weather, teachers tell students that they have to leave school. Huge number of students face this problem, especially in rural areas and areas dominated by the Pashtun ethnic group. Mismanagement by the education ministry's authorities, corruption in the education sector and insufficient budget allotment from the government and donors cause these challenges.

There is a lack of teachers, especially a shortage of professional teachers at schools in the rural areas of Afghanistan. During decades of internal war and violence, most human resources and human capital migrated to neighboring Pakistan, Iran, and other countries, causing serious deficits in the human capital building process in the country. And the level of proficiency in the specified field of education became low. Natural sciences subjects do not have teachers or, if there were, they only possessed 14th class of *Daru'llmalimeen* (Teachers Training Centers). At the beginning of the republic state of Afghanistan there were a very low percentage of teachers with bachelor's degrees. Even though this percentage has increased, the obstacles mentioned have not been overcome in the past two decades.

The Ministry of Education has employed contractors and visiting teachers in schools to deal with this challenge. If we give a specific example of this obstacle in a specific geographical location, the eastern Kunar province, the education directorate had 4,045 teachers in 2019, which consisted of 3,803 male and 242 female teachers. Among these teachers, 22 had a master's degree, 411 were bachelor's degree holders, 2,578 were 14th class graduated, 1,002 were 12th class graduated, and 32 teachers were not even graduated from 12th class (Ministry of Economy, 2019). It means that, among those 4,045 teachers, more than 3,000 teachers are less qualified to teach professionally. Unicef has noted that children receive a lower quality of education because only 48 per cent of their teachers have the

minimum academic qualifications in Afghanistan (Unicef, 2017) . Having such types of challenges brings consequences. This article will answer this question in the discussion part below.

The lack of female teachers is other huge and sensitive challenge due to traditional culture of the population and other social practices of mostly rural people. The environmental factors directly affect this issue, which has arisen from the lack infrastructure, weak education system and corruption, lack of resources and funding channels, and so on. In early 2019, there were almost 51 female students per female teacher, but here the only concern taken in the account were quantity, and, in such analysis, the proficiency and subjects' profession were not taken in consideration. This means that, according to the national statistics and information from the authorities, there were only 72,480 female teachers for 3,685,665 female students in 2019 (NSIA, 2019).

With relation to local beliefs, tradition is a very important factor in the Afghan society, especially for women. It is necessary to follow these traditional rules and beliefs. Many girls are not allowed to be admitted in schools. For many years now some of them are not allowed to continue their secondary education in most rural areas. This might be a cause of the low level of education in society as a whole.

As war and political strife affected the nation for the past five decades, many families are not well prepared to allow their daughters to get modern education, specifically in the medical sectors, where, right now, there might be some districts and places where there is not a single women doctor to provide medical services to the residential females. This challenge has been going on for a long time and now, since 2021, secondary girl's schools are totally closed due to the general policy of the current government in Afghanistan.

Another challenge is the geographical barriers. Afghanistan is a country of mountains. Most of the area is covered by mountains and different valleys and there is not a standard transportation system. Going to schools in the mountain areas and taking long walk across the valleys to reach the schools is difficult for the children, disable students, and for girls living in these areas. Nuristan, Kunar, Badakhshan and many other provinces especially face this kind of difficulty. In the meantime, schools with weak infrastructures and no buildings are other obstacles for students in these locations. Therefore, on cloudy and rainy days, these schools are closed or at least some of the classes are off.

Finally, weak leadership of government is another challenge. There are problems with the services provided at all levels of the educational system. For instance, one may have problems getting admission, changing schools, making extra payments in private institutions,

as well as facing inadequate curricula in private schools and the use of different uniforms All of these practices have a direct impact on the education system in the country.

In addition, many schools' books were printed and published outside of the country in the past. They do not reach schools in time for distribution. Transportation and political challenges with the neighboring country and many other challenges have existed as well. To provide a clear example here, in 2012, more than four million school's books were stopped in Karachi port (Pakistan) for almost 10 months (Eman, 2012). It means that a significant number of students have spent their time in school without books, for almost ten months.

2.3 Impact of educational obstacles on the education system and on economic growth

The relationship between the existing challenges, quality education and quantity of the students in Afghanistan is considerable. The relationship between the rate of professional teachers and quality education is also clear, especially in rural areas. If there are insufficient teachers in the natural sciences' subjects, there will be consequences in those subjects as well.

Researches show that most teachers have graduated from the 12th class. Some of them studied at Teacher Training Centers (TTC). Hence, they face problems teaching natural sciences subjects like Mathematics, Geometry, Physics, and Chemistry. Studies shows that, in the period of 2004-2006, there were not Mathematics, Geometry and some natural sciences' courses for teachers in many eastern and southern provinces schools and in most schools in Pashtun dominated areas. There, the outcome was against the expectations and most of the 12th class graduated students were not able to understand the basic knowledge of these subjects (Rahim, 2021).

In addition, the relationship between the weak infrastructures and quantity of students enrolled in the system for education is also considerable and it will have huge impact on both quantity and quality of the system. Proper buildings, classrooms, libraries, clean water, good washrooms, sports grounds, laboratories, innovations support centers and other factors have a direct impact on the productivity of the system as a whole.

The political and security challenges faced by Afghanistan have also had a broad impact on the total numbers of students. In 2018, Unicef has reported that half of the Afghan children were excluded from the education (Unicef, 2018). At the same time, it has been declared that 3.7 million children are deprived of school education, which is considered a basic right. The main cause of this exclusion was the insecure situation and political instability in the past couple of years.

Human Resource Watch (2017) published a report saying that two third of the girls do not go to schools at Afghanistan. The main cause could be the insecure situation. It also said that 41% of the schools do not have infrastructure and proper buildings all over the country. As an example of a specific province, there were 453 schools in Kunar province, out of which 268 schools do not have proper buildings (Ministry of Economy, 2019). It means that more than half of the schools do not have adequate facilities.

Almost four decades of conflict have had a decisive effect on Afghanistan's education system. High/Secondary school-aged girls have been especially affected (*Borgen*, 2014), although it is said that these schools will re-open once a decree is issue by the IEA highest authority.

The findings from past surveys and published data show that, for more than four decades, this system has faced serious challenges and obstacles, which need permanent and strategic solutions. The solutions must be discussed by the related authorities of the Education Ministry and other parties involved. If this fact is not taken into account, it will cause a reduction in both quality and quantity of the productivity of the education sector. These obstacles also have an impact on the displacement and immigration levels in and out of the country and the psychological stress level of the youth. Self-confidence of young people might already be reducing. It will diminish the trust of the population in the government as well and the country will depend on other countries' human capital and human resources in both the short and the long run.

Azam said that education and knowledge are parts of the infrastructure of an economy of a country (Azam, 2023) . He argues that a country remains less developed when its economy is not productive and not developed. At the same time, the economy is not developed while its education is not developed.

If the Ministry of Education is not willing to take serious strategic action to solve all these challenges, the quality of the 12thclass's graduate student will be very low and it will clearly affect badly the education sector. We recommend authorities design a policy to attract, hire, and keep professional teachers, according to their professions, who have higher education diplomas, and who work for the good solution of all these challenges. This will support the future economic development of the country from different perspectives.

Conversely, if these challenges continue, they will motivate the youth to immigrate. This will raise other challenges in the county, like the permanence of traditional beliefs, political issues, and environmental differences, which could affect the economic development process of the society (Azam, 2023). Therefore, it is necessary to overcome these obstacles.

Table No.1 Government expenditure on education (total % of GDP) and annual economic growth rate (%).

No	Year	Govt. expenditure on education (%of GDP)	Annual eco-growth rate (%)
1	2006	4.7	5.4
2	2007	4.2	13.8
3	2008	4.4	3.9
4	2009	4.8	21.4
e	2010	3.5	14.4
6	2011	3.5	0.4
7	2012	2.6	12.8
8	2013	3.5	5.6
9	2014	3.7	2.7
10	2015	3.3	1.5
11	2016	4.5	2.3
12	2017	4.3	2.6

Sources: <https://www.statistica.lead.com>

The above table shows that the government of Afghanistan has spent different percentages of the total government expenditure to decrease illiteracy and promote the quality education in the country. The analysis of these data shows that there is a positive relationship between economic growth and education expenditure. This will allow accepting the hypothesis mentioned before.

Education is the infrastructure of development of a country. If the education system of the country is at a high level, up-to-date, and functions according to the needs and requirements of the market, its impact will be greater on economic growth. When the efficiency of education is at the highest level, it represents a quality human force.

The argument here is that skilled labor force and qualified human-power lead to the effective performance of related responsibilities. As the data mentioned above shows, Afghanistan has had little progress overall, but it is also argued that there is a qualitative increase in the relevant sector (MoE, 2021). Participation of the skilled labor resources in basic and huge projects (as well as the performance in government organizations and in ministries) have shown that human resources, trained and graduated in the Afghanistan

universities, especially from the polytechnic, played a main role in the infrastructure projects. As examples of such projects we mention the Qosh Tepa Canal, the Kabul-Qandahar highway re-construction, water management and other projects over the past years (Ministry of Public Works, 2024).

These projects were designed and accomplished by the Afghan skilled labor force, a group of workers trained and educated at Afghan universities and higher education institutions, during the past 20 years. Despite all difficulties, hundreds of innovations and creation of modern instruments have been invented by the Afghan youth. Other sectors, like the medical sector, also have had qualitative improvement proven in the past years.

Considering all these factors, it is possible to state that all these obstacles faced by the education sector, in the past and in the present time, have a wide impact, which finally have effects on eco-growth of the country. There is a positive relationship between annual GDP growth and expenditure on education sector of the country (although it is also necessary to say that exact data for the trained teachers in lower secondary - male and female -, preprimary education, secondary, high schools, and other institutions was not available in national and international platforms to be analyzed and discussed).

3 CONCLUSION

Afghanistan has faced serious obstacles in the education sectors, due to the certain reasons like a four-decade war, internal and external displacement, immigration, shortage of professional teachers, shortage of female teachers in schools, weak infrastructure, ineffective curricula, discrimination, corruption and traditional beliefs.

Most of these challenges have a direct effect on economic growth and the development processes of the country. Some experts believe that these challenges affect the education system, the amount and quality of education, trust of population, and so on. As a result, the low quality of education will affect academic society and all other sectors in the future, reducing the productivity and efficiency of these sectors.

It is necessary to establish high quality standards for the performance of core subjects at schools, targeting resources to ensure equality in the access to these basic rights of every child and youth. Currently, it is important for the government to take special and strategic initiatives for adopting policies to facilitate improvement of the system and work for the productivity of the education sector. Based on this research, we recommend some strategies to face the challenges. For instance:

- Capacity building and teaching trainings for strengthening and productivity of Afghanistan education system, by hiring new teachers who could be trained before entering to the education system.
- The Ministry of Education and Higher Education must focus on the attraction of international and regional donors to overcome their existing needs of infrastructure and building of schools and higher education institutions.
- The government of Afghanistan should increase the salaries of the school's teachers.
- The Higher Education Ministry of Afghanistan should focus on operating universities curricula and educational professions according to the needs of society.

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