

# Compendium

Afghanistan

National and International Commitments on the Equal Right of All Children to Quality Education in Inclusive and Child-Friendly Settings



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# **Afghan Compendium 2010**

National and International Commitments on the Equal  
Right of All Children to Quality Education in Inclusive  
and Child-Friendly Settings



# Foreword

This Compendium brings together in one document all the main conventions, declarations, and laws that support the right of all the children of Afghanistan. It is designed to help ensure that all children are able to realise their right to access quality education in schools that are both inclusive and child-friendly. Inclusive and child-friendly education is a developmental approach seeking to address the individual learning needs of all children, with special focus on those children who are vulnerable to marginalisation from and within the education system.

At the core of inclusive and child-friendly education is the right to education. The right to education is the gateway to realising other human rights.

This Compendium has been developed by the Ministry of Education and UNESCO, in close collaboration with the other member organisations of the Coordination Working Group on Inclusive Education (IECWG). It is an important tool in creating awareness among key government and non-government stakeholders in Afghanistan about the right all children have to education, care and protection.

In spite of the enormous efforts made in the education sector over the past few years millions of children throughout Afghanistan remain out of school. They are excluded from formal education often because teachers, headmasters, and education planners do not realise that, by law, they are obliged to provide quality education to all children, without discrimination based on gender, abilities, disabilities, backgrounds and circumstances. This is enshrined in our constitution.

This Compendium is therefore a timely initiative. The conventions, declarations and laws contained in the Compendium can be used by governments, civil society and even families to ensure that all children are welcomed and included in their neighbourhood schools. Education for All (EFA) can only be achieved if all those involved in education recognise their legal and moral responsibility towards all children excluded from schooling, for whatever reason.

It is my sincere hope that this Compendium will help in this process.



**Farooq Wardak**  
Minister of Education  
Islamic Republic of Afghanistan



# Preface

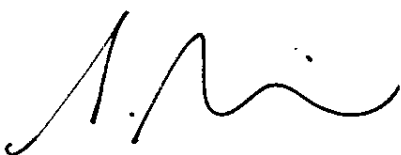
*The Afghan Compendium on National and International Commitments on the Equal Right of All Children to Quality Education in Inclusive and Child-Friendly Settings* has been developed to ensure that all children in future will have access to education in inclusive and learning-friendly environments in their home communities. The Compendium lists all the national and international commitments the government of Afghanistan and its international partners have made that guarantee all children, regardless of their gender, abilities, disabilities, backgrounds, circumstances and health conditions, the right to education. However, millions of Afghan children continue to be excluded from and within the education system in spite of considerable national and international efforts over the past few years.

Inclusive and child-friendly education is an educational and developmental approach that seeks to address the learning needs of all children and youth, with special focus on those who are most vulnerable to exclusion from and within the education system. At the core of inclusive and child-friendly education is the right to education as stated in the Education for All (EFA) goals, the Convention on the Rights of the Child (CRC), as well as in the Afghan Constitution and the Education Law, all listed in the Compendium. It is my firm belief that without making all schools more inclusive and child-friendly we will never reach the EFA goals or be able to develop a society in which all children are valued and respected.

The Compendium has been developed as an important tool to create awareness among key government and non-government stakeholders about their legal and moral obligation to provide quality education to all girls and boys throughout Afghanistan. It has been developed in close collaboration between the Ministry of Education, UNESCO and all the members of the Inclusive Education Coordination Working Group (IECWG).

I would like to thank the Swedish International Development Agency (SIDA) for its generous support in developing and printing the Compendium. My thanks should also go to the dedicated officials of the Ministry of Education for their valuable contributions as well as to my colleagues, Razia Arooje, Parween Azimi, Marina Patrier, Sayed Azam Sajid, and Terje Magnussønn Watterdal.

It is my sincere wish that the Compendium will be instrumental in removing barriers to learning, development and participation for the millions of children in Afghanistan who have yet to benefit from an education that is both inclusive and learning-friendly. Education for All can only be realised if all those involved in education recognise their legal and moral responsibility towards all children excluded from education. I am confident that the Compendium will help in this process.



**Shigeru Aoyagi**  
UNESCO Country Office Director  
UNESCO Representative to Afghanistan

# Introduction

The effective provision of educational services by schools, communities and education authorities is essential in order to reach the goal of access to quality Education for All (EFA). Children and youth develop knowledge, values and skills in school that will guide them through life. It is therefore not enough that schools merely enrol children who come to their schools, schools need to work in close partnership with leaders and members of the community to go out into the neighbourhoods and find children who are out of school in order to include them into the formal education system - in other words schools need to become child-seeking and pro-actively inclusive.

The education sector must show leadership and courage in fighting for the rights of all children to education, care and protection. It needs to create admission and evaluation systems that are child-friendly as well as family and community focused, rather than merely examination oriented. Children need to feel welcome and appreciated in school, regardless of their gender, abilities, disabilities and backgrounds. Schools and communities must start to embrace diversity, not merely tolerate it. What makes Afghanistan so beautiful and so unique, and what hold the secret to the future peace, development and prosperity in the country is the tremendous diversity of its people; diversity of languages, ethnicities, and religious expressions.

In spite of the commendable efforts the government and the people of Afghanistan have made these past few years, millions of school-aged children still remain out of school. Some children never enrol in school, while others drop out or are expelled during their schooling years. This often happens without education authorities, schools and communities fully realising their legal responsibility to provide quality education for all children, regardless of their gender, abilities or disabilities, their social, economical, cultural, ethnic linguistic or religious background, or their health conditions. Violence and abuse (verbal, emotional, physical and sexual) is common place both in homes and schools throughout Afghanistan, children are being forced to work for long hours under appalling condition, and girls are being denied their rights to an education merely because they are girls. These, and many other pressing issues, are being addressed in the conventions, laws and declarations quoted in this publication.

Therefore, in an effort to increase awareness of our collective legal and moral responsibilities to ensure that all children have equal access to quality education, we have developed an accessible and reader-friendly Compendium on a rights-based approach to education. It is aimed at legislators, education officials and planners, university lecturers, principals and headmasters, teachers, students, parents, education activists, and other key stakeholders. This Compendium is a collection of national and international commitments that the government of Afghanistan and its international partners has entered into, all designed to guarantee children their right to quality education, care and protection in their home communities. The full versions of these documents are available online, or as hard copies through the UNESCO, UNICEF, MACCA, UNAMA or UNDP offices in Afghanistan. We hope this Compendium will become an important tool in creating awareness among key stakeholders, and encouraging decision makers to action, to ensure that in the years to come all children will have equal access to quality education and health services in inclusive and child-friendly settings.

**Terje Magnussønn Watterdal**



# Grounds for discrimination against Children / 2002

Source: Implementation Handbook for the Convention on the Rights of the Child;  
UNICEF 2002; p.28

- gender
- disability
- race, xenophobia and racism
- ethnic origin
- sexual orientation
- particular castes, tribes
- “untouchability”
- language
- children not registered at birth
- children born a twin
- children born on an unlucky day
- children born in the breech position
- children born in abnormal conditions
- a “one child” or “three child” policy
- orphans
- place of residence
- distinction between different provinces/territories/states, etc.
- rural (including rural exodus)
- urban
- children living in slums
- children in remote areas and remote islands
- displaced children
- homeless children
- abandoned children
- children placed in alternative care
- ethnic minority children placed in alternative care
- institutionalized children
- children living and/or working in the streets
- children involved in juvenile justice system in particular, children whose liberty is restricted
- children affected by armed conflict
- working children
- children subjected to violence
- child beggars
- children affected by HIV/AIDS
- children of parents with HIV/AIDS
- young single mothers
- minorities, including Roma children/gypsies/travellers/nomadic children
- children of indigenous communities for discrimination against Children
- non-nationals, including immigrant children
- illegal immigrants
- children of migrant workers
- refugees/asylum-seekers including unaccompanied refugees
- children affected by natural disasters
- children living in poverty/extreme poverty
- unequal distribution of national wealth
- social status/social disadvantage/social disparities
- children affected by economic problems/changes
- economic status of parents causing racial segregation at school
- parental property
- parents’ religion
- religion-based personal status laws
- non-marital children (children born out of wedlock)
- children of single-parent families
- children in incestuous unions
- children of marriages between people of different ethnic/religious groups or nationalities





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# The Universal Declaration on Human Rights / 1948

## Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people, (...),

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

**Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS** as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

## Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

## Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. (...)

## Article 3

Everyone has the right to life, liberty and security of person.

## Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

## Article 16

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses. (...)

## Article 25

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.



## Article 26

(1) Everyone has the right to education.

Education shall be free, at least in the elementary and fundamental stages.

Elementary education shall be compulsory.

Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.



# Constitution / 2004

In the name of Allah, the Merciful, the Compassionate

## Preamble

We the people of Afghanistan have adopted this constitution in compliance with historical, cultural, and social requirements of the era, through our elected representatives in the Grand Council (Loya Jirga) dated 14 Jaddi 1382 in the city of Kabul.

## Chapter I - The State

### Article 4 (Sovereignty, Ethnic Groups, Citizenship)

- (1) National sovereignty in Afghanistan belongs to the nation that exercises it directly or through its representatives.
- (2) The nation of Afghanistan consists of all individuals who are the citizen of Afghanistan.
- (3) The nation of Afghanistan is comprised of the following ethnic groups: Pashtun, Tajik, Hazara, Uzbek, Turkman, Baluch, Pashai, Nuristani, Aymaq, Arab, Qirghiz, Qizilbash, Gujur, Brahwui and others.
- (4) The word Afghan applies to every citizen of Afghanistan.
- (5) No member of the nation can be deprived of his citizenship of Afghanistan.
- (...)

### Article 6 (Purposes)

The state is obliged to create a prosperous and progressive society based on social justice, protection of human dignity, protection of human rights, realization of democracy, and to ensure national unity and equality among all ethnic groups and tribes and to provide for balanced development in all areas of the country.

### Article 7 (International Law)

- (1) The state shall abide by the UN charter, international treaties, international conventions that Afghanistan has signed, and the Universal Declaration of Human Rights.

### Article 16 (Languages)

- (1) From among the languages of Pashtu, Dari, Uzbeki, Turkmani, Baluchi, Pashai, Nuristani, Pamiri (alsana), Arab and other languages spoken in the country, Pashtu and Dari are the official languages of the state.
- (2) The Turkic languages (Uzbaki and Turkmen), Baluchi, Pashai, Nuristani and Pamiri (alsana) are - in addition to Pashtu and Dari - the third official language in areas where the majority speaks them.  
(...)
- (3) The state adopts and implements effective plans for strengthening, and developing all languages of Afghanistan.

### Article 17 (Education)

The state shall adopt necessary measures for promotion of education in all levels, development of religious education, organizing and improving the conditions of Mosques, Madrassahs and religious centres.

## Chapter II - Fundamental Rights and Duties of Citizens

### Article 22 (Equality)

- (1) Any kind of discrimination and privilege between the citizens of Afghanistan are prohibited.
- (2) The citizens of Afghanistan - whether man or woman - have equal rights and duties before the law.

### Article 24 (Liberty, Human Dignity)

- (1) Liberty is the natural right of human beings. This right has no limits unless affecting the rights of others or public interests, which are regulated by law.
- (2) Liberty and dignity of human beings are inviolable.
- (3) The state has the duty to respect and protect the liberty and dignity of human beings.



### **Article 43 (Education)**

- (1) Education is the right of all citizens of Afghanistan, which shall be provided up to the level of the B.A., free of charge by the state.
- (2) The state is obliged to devise and implement effective programs for a balanced expansion of education all over Afghanistan, and to provide compulsory intermediate level education.
- (3) The state is also required to provide the opportunity to teach native languages in the areas where they are spoken.

### **Article 44 (Education for Women and Nomads, Illiteracy)**

The state shall devise and implement effective programs for balancing and promoting of education for women, improving of education of nomads and elimination of illiteracy in the country.

### **Article 45 (Unified Educational Curriculum)**

The state shall devise and implement a unified educational curriculum based on the provisions of the sacred religion of Islam, national culture, and in accordance with academic principles, and develops the curriculum of religious subjects on the basis of the Islamic sects existing in Afghanistan.

### **Article 52 (Health Care, Hospitals, Physical Education, Sports)**

- (1) The state is obliged to provide free means of preventive health care and medical treatment, and proper health facilities to all citizens of Afghanistan in accordance with the law.
- (2) The state encourages and protects the establishment and expansion of private medical services and health centres in accordance with law.
- (3) The state in order to promote physical education and improve national and local sports adopts necessary measures.

### **Article 53 (Handicapped)**

- (1) The state takes necessary measures for regulating medical services and financial support to descendants of those who were martyred or are missing, to disabled or handicapped, and their active participation and re-integration into society in accordance with the law.
- (2) The state guarantees the rights and privileges of pensioners and disabled and handicapped individuals and as well renders necessary assistance to needy elders, women without caretakers, and needy orphans in accordance with the law.

### **Article 58 (Human Rights Commission)**

- (1) The State, for the purpose of monitoring the observation of human rights in Afghanistan, to promote their advancement and protection, shall establish the Independent Human Rights Commission of Afghanistan.
- (2) Any person, whose fundamental rights have been violated, can file complaint to the Commission.
- (3) The Commission can refer cases of violation of human rights to the legal authorities, and assist in defending the rights of the complainant.
- (4) The structure, and functions of this Commission, shall be regulated by law.



# UN Convention on the Rights of the Child / 1989

## It is Every Child's Right:

- To be born, to have a name and a nationality;
- To have family that is caring and loving;
- To feel safe and be protected from violence, abuse and exploitation;
- To receive a quality education and develop his/her full potential;
- To express an opinion and to be valued for his/her contributions;
- To be given opportunities for play and leisure;
- To have sufficient food and be healthy;
- To have adequate shelter and live in a peaceful community.

## Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years (...).

## Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

## Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, (...).

## Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

## Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know, and be cared for by his or her parents. (...)

## Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice. (...)

## Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. (...)

## Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.



### Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
  - (a) Make primary education compulsory and available free to all;
  - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need; (...)
  - (d) Make educational and vocational information and guidance available and accessible to all children;
  - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

### Article 29

1. States Parties agree that the education of the child shall be directed to:
  - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
  - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
  - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment. (...)

### Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. (...)

### Article 34

- States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:
- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
  - (b) The exploitative use of children in prostitution or other unlawful sexual practices;
  - (c) The exploitative use of children in pornographic performances and materials.

### Article 35

- States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

# UNESCO Convention against Discrimination in Education / 1960

## Article 1

1. For the purposes of this Convention, the term 'discrimination' includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:
  - (a) Of depriving any person or group of persons of access to education of any type or at any level;
  - (b) Of limiting any person or group of persons to education of an inferior standard;
  - (c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or
  - (d) Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.
2. For the purposes of this Convention, the term 'education' refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

## Article 2

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1 of this Convention:

- (a) The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;
- (b) The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;
- (c) The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

## Article 3

In order to eliminate and prevent discrimination within the meaning of this Convention, the States Parties thereto undertake:

- (a) To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;
- (b) To ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;
- (c) Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries;
- (d) Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;
- (e) To give foreign nationals resident within their territory the same access to education as that given to their own nationals.

#### Article 4

The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

- (a) To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;
- (b) To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;
- (c) To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;
- (d) To provide training for the teaching profession without discrimination.

#### Article 5

1. The States Parties to this Convention agree that:

- (a) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

- (b) It is essential to respect the liberty of parents and, where applicable, of legal guardians, firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions;
- (c) It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:
  - (i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;
  - (ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and
  - (iii) That attendance at such schools is optional.

# World Declaration on Education for All / 1990

## Meeting Basic Learning Needs

Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs.

## Shaping the Vision

To serve the basic learning needs of all requires more than a recommitment to basic education as it now exists. What is needed is an “expanded vision” that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices.

## Universalising Access and Promoting Equity

Basic education should be provided to all children, youth and adults.

## Focussing On Learning

Whether or not expanded educational opportunities will translate into meaningful development - for an individual or for society - depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values.

## Broadening the Means and Scope of Basic Education

Learning begins at birth.

- The main delivery system for the basic education of children outside the family is primary schooling.
- The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems.
- All available instruments and channels of information, communications, and social action could be used to help convey essential knowledge and inform and educate people on social issues.

## Enhancing the Environment for Learning

Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education.

## Strengthening Partnerships

National, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. New and revitalized partnerships at all levels will be necessary:

## Developing a Supportive Policy Context

Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilisation of basic education for individual and societal improvement.

## Mobilising Resources

If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilise existing and new financial and human resources, public, private and voluntary.

## Strengthening International Solidarity

Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities.

# The Dakar Framework for Action - Education for All / 2000

## Article 3

We re-affirm the vision of the World Declaration on Education for All (1990), supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies.

## Article 6

Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalisation. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency.

## Article 7

We hereby collectively commit ourselves to the attainment of the following goals:

- i. expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- ii. ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
- iii. ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
- iv. achieving a 50 per cent improvement in levels of adult literacy by 2015, (...);
- v. eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, (...);

- vi. improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.

## Article 8

To achieve these goals, we the governments, organisations, agencies, groups and associations represented at the World Education Forum pledge ourselves to:

- i. mobilise strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education;
- ii. promote EFA policies within a sustainable and well integrated sector framework clearly linked to poverty elimination and development strategies;
- iii. ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development;
- iv. develop responsive, participatory and accountable systems of educational governance and management;
- v. meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict;
- vi. implement integrated strategies for gender equality in education which recognise the need for changes in attitudes, values and practices;
- vii. implement as a matter of urgency education programmes and actions to combat the HIV and AIDS pandemic;
- viii. create safe, healthy, inclusive and equitably resourced educational environments (...);
- ix. enhance the status, morale and professionalism of teachers;
- x. harness new information and communication technologies to help achieve EFA goals;
- xi. systematically monitor progress (...);
- xii. build on existing mechanisms (...).



# Salamanca Statement and Framework for Action on Special Needs Education

## Statement

### Article 2

We believe and pro claim that:

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,
- every child has unique characteristics, interests, abilities and learning needs,
- education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
- those with special educational needs must have access to regular schools which should accommodate them within a child centred pedagogy capable of meeting these needs,
- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

### Article 3

We call upon all governments and urge them to:

- give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties,
- adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise, develop demonstration projects and encourage exchanges with countries having experience with inclusive schools, establish decentralized and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs,

- encourage and facilitate the participation of parents, communities and organisation of persons with disabilities in the planning and decision-making processes concerning provision for special educational needs,
- invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education,
- ensure that, in the context of a systemic change, teacher education programmes, both pre-service and in-service, address the provision of special needs education in inclusive schools.

## Framework for Action

### Article 3

The guiding principle that informs this Framework is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups. These conditions create a range of different challenges to school systems. In the context of this Framework, the term ‘special educational needs’ refers to all those children and youth whose needs arise from disabilities or learning difficulties. Many children experience learning difficulties and thus have special educational needs at some time during their schooling. Schools have to find ways of successfully educating all children, including those who have serious disadvantages and disabilities. There is an emerging consensus that children and youth with special educational needs should be included in the educational arrangements made for the majority of children. This has led to the concept of the inclusive school. The challenge confronting the inclusive school is that of developing a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities. (...)

## Article 4

(...) It assumes that human differences are normal and that learning must accordingly be adapted to the needs of the child rather than the child fitted to preordained assumptions regarding the pace and nature of the learning process. A child-centred pedagogy is beneficial to all students and, as a consequence, to society as a whole. (...) it can substantially reduce the drop-out and repetition (...), while ensuring higher average levels of achievement. (...) Child-centred schools are, moreover, the training ground for a people-oriented society that respects both the differences and the dignity of all human beings.

## Article 6

(...) Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. (...)

## Article 7

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, (...)

## Article 10

(...) Experience, moreover, suggests that inclusive schools, serving all of the children in a community, are most successful in eliciting community support and in finding imaginative and innovative ways of using the limited resources that are available.

## Article 18

Educational policies at all levels, from the national to the local, should stipulate that a child with a disability should attend the neighbourhood school that is, the school that would be attended if the child did not have a disability. (...)



# Millennium Development Goals / 2000

All UN member states declared that by 2005 the following goals will be realised:

## **Goal 1: Eradicate extreme poverty and hunger**

- Reduce by half the proportion of people living on less than a dollar a day
- Reduce by half the proportion of people who suffer from hunger

## **Goal 2: Achieve universal primary education**

- Ensure that all boys and girls complete a full course of primary schooling

## **Goal 3: Promote gender equality and empowerment of women**

- Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

## **Goal 4: Reduce child mortality**

- Reduce by two thirds the mortality rate among children under five

## **Goal 5: Improve maternal health**

- Reduce by three quarters the maternal mortality ratio

## **Goal 6: Combat HIV/AIDS, malaria and other diseases**

- Halt and begin to reverse the spread of HIV/AIDS
- Halt and begin to reverse the incidence of malaria and other major diseases

## **Goal 7: Ensure environmental sustainability**

- Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources
- Reduce by half the proportion of people without sustainable access to safe drinking water
- Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020

## **Goal 8: Development a global partnership for development**

- Develop further an open trading and financial system that is rule-based, predictable and non-discriminatory, includes a commitment to good governance, development and poverty reduction nationally and internationally
- Address the least developed countries' special needs. This includes tariff- and quota-free access for their exports; enhanced debt relief for heavily indebted poor countries; cancellation of official bilateral debt; and more generous official development assistance for countries committed to poverty reduction
- Address the special needs of landlocked and small island developing States
- Deal comprehensively with developing countries' debt problems through national and international measures to make debt sustainable in the long term
- In cooperation with the developing countries, develop decent and productive work for youth
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries
- In cooperation with the private sector, make available the benefits of new technologies especially information and communications technologies



# Afghanistan MDGs / 2002 to 2020

## 9 Goals

- Goal No. 1 Eradicate Extreme Poverty
- Goal No. 2 Achieve Universal Primary Education
- Goal No. 3 Promote Gender Equality and Empower Women
- Goal No. 4 Reduce Child Mortality
- Goal No. 5 Improve Maternal Health
- Goal No. 6 Combat HIV and AIDS, Malaria, Tuberculosis (TB), and other Diseases
- Goal No. 7 Ensure Environmental Sustainability
- Goal No. 8 Develop a Global Partnership for Development
- Goal No. 9 Enhance Security

## Goal 2 SUMMARY

- About 1 in 5 Afghans is a school-age child. This is the highest proportion in the world.
- Despite the success of the return to school campaign between 2002 and 2005, the growth in the school population for boys has been slightly faster than that for girls. Girls have, with their enrolment increasing at the present pace, little prospect of catching up.
- There is currently no data available in Afghanistan for net enrolment. The school attendance rate is used as proxy indicator. For 2003 the net attendance was 54%, or 2.3 million students. The increase in net enrolment between 1997 and 2003 is 50% higher in the urban areas than in the rural areas.
- In spite of the rapid increases in gross enrolment and net attendance rates, in 2003 still almost 2 million children, twice as many girls as boys were out of school.
- Most of the out-of-school children lived in the south and central parts of the country. But there is a steady change as the number of provinces with few children attending school declines.
- Though major progress was achieved in the past years and in spite of a beneficial policy environment, it will be challenging for Afghanistan to meet its Millennium Development Goal to achieve universal primary education for both girls and boys by 2020. This assessment takes into consideration the combination of one of the world's lowest participation rates (especially for girls) and the highest proportion of school age population. The task is daunting, but potentially achievable.
- The overall primary completion rate is estimated as 45%. For boys it is 56% and for girls 30%. This means that of all the boys and girls who enrolled in Grade 1, slightly more than half the boys and only about one-third girls complete 5 years of education in the allotted time.
- The literacy rate of 15 to 24-year old Afghans is 34%, with 50% for men and only 18% for women. The younger an Afghan is, the more likely he/she is able to read and to write. There are regional variations, with particularly low literacy rates of the population in a belt of provinces reaching from the north of the country toward the south.

## AFGHANISTAN'S REVISED MDG TARGET AND INDICATORS

Ensure that, by 2020, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

- Net enrolment ratio in primary education
- Proportion of pupils starting Grade 1 who reach grade 5
- Literacy rate of 15- to 24-year olds

# Afghan National Development Strategy (ANDS) / 2008 - 2013

*Verily, never will Allah change the condition of people unless they change it themselves (013,011)*

*“In a few short years, as a result of the partnership between Afghanistan and the international community, we were able to create a new, democratic Constitution, embracing the freedom of speech and equal rights for women. Afghans voted in their first-ever presidential elections and elected a new parliament. Today close to five million Afghan refugees have returned home, one of the largest movements of people to their homeland in history. Thousands of schools have been built, welcoming over six million boys and girls, the highest level ever for Afghanistan. Hundreds of health clinics have been established boosting our basic health coverage from a depressing 9 percent six years ago to over 85 percent today. Access to diagnostic and curative services has increased from almost none in 2002 to more than forty percent. (...)”*

*Hamid Karzai, President of the Islamic Republic of Afghanistan*

## Education

### Role of the Education Sector in ANDS

The ANDS strategic vision for this sector is that regardless of gender, ethnicity, socio-economic status or religious affiliation, all Afghans will have equal access to quality education to enable them to develop their knowledge and skills and thereby maximize their potential. An education sector that engenders a healthy workforce with relevant skills and knowledge is a key to long-term economic growth.

### Expected Outcomes:

The overall education system agreed outcomes include an increase in the literacy rate, improved quality of education, an expansion in the capacity of the education system to absorb more students (particularly female students), equal access to education for all, improvement in opportunities and quality for Higher Education, expanded capacity and improved quality of vocational education and skill development, improved conditions for sport, improved and expanded capacity of the Academy of Science, and mainstreaming of cross-cutting issues.

### Policy Framework: Sector Strategy

Three dominant policy goals drive the education sector strategy; equity, quality and relevance.

### Equity:

Access to education for all is enshrined in the Constitution which makes it illegal to deny or refuse access to schools for any reason. Although there has been significant progress in the past five years at the national level, boys' enrolment in primary schools is still nearly twice that of girls, while at the secondary levels it is three to four times higher. In urban areas girls are approaching gender equity but only at the primary level. In rural areas, girls are much less likely to be enrolled at any level but after the primary years boys are more than ten times as likely to be enrolled. The shortage of girls' schools and female teachers, especially at post-primary levels, are the greatest risk factors for achieving higher participation rates and gender equity in rural areas. Access to education for nomadic children, those with learning disabilities, pre-school children and older children who have missed the first years of basic education and now want to enter the system is also generally low. Equity in access to primary and secondary education will provide a firm base for equity in higher education. (...) Improvement in equitable access to education will be indicated through increased net enrolment in the various sub-sectors, by gender and special needs; additional physical infrastructure and facilities for that caters to all including females, special needs and nomadic communities in suitable locations.

### Quality:

The quality of education in Afghanistan is quite low across the sector. There are multiple reasons for this including teachers who do not have a thorough knowledge of either the subjects taught or effective teaching methods; the lack of adequate learning spaces, as well as the lack of quality teaching and learning materials. (...) Teacher-centered classrooms and rote learning are the norm in Afghanistan's classrooms (...). Existing (...) methods do not deliver basic literacy and numeracy and they do not develop critical thinking and analytical skills of students. (...) Although improving the pedagogical skills of teachers is a contributor to improving the quality of education in Afghanistan, recent surveys indicate that the knowledge level of teachers is also extremely low. (...) The quality of education will also be improved by continued updating and revision of the curriculum and by increased community involvement in the management of education delivery. Enhanced quality of education will be measured by the progression rates of students through the system and the numbers of teachers who have successfully completed competency tests and the systems put in place to monitor and coach teachers on a regular basis.

### Relevance:

For education to contribute to poverty reduction and economic growth it is important that the skills and knowledge acquired in the education system are relevant (...). The review and revision of curriculum to make Islamic education broad-based to allow multiple career paths for graduates, the teaching and learning of technical and vocational skills that are in demand and will lead to jobs, adult literacy that is linked to productive skills, are some examples of how government is attempting to make education more relevant to present day Afghanistan. (...)

### Strategic approaches:

The underlying principle of government in ensuring equal access to education for all is to develop a strategy that is national in scope but local in focus and delivery. Different measures will be required to overcome constraints to access and supply due to geography and thereby promote the diversity of Afghanistan. Government will work towards strengthening partnerships, clarifying responsibility and Government will work towards strengthening partnerships, clarifying responsibility and transferring skills. The value and contribution of partners to the education sector will be enhanced through improved understanding and collaborative implementation.



# Education Law / 2008

## Objectives - Article Two:

The main objectives of this law are as follow:

1. Ensure equal rights of education and training for the citizens of the Islamic Republic of Afghanistan through promotion and development of universal, balanced and equitable educational manner.
2. Strengthen Islamic spirit, patriotism, national unity, preservation of independence, and defence of territorial integrity, protection of interest, national pride, and loyalty to the republic system of Afghanistan.
3. Educate children, youth and adolescents as pious, Afghans and useful and sound members of the Society.
4. Develop and improve moral, sentimental, mental, physical nurturing capacities and sociable spirit of the students.
5. Strengthen the spirit of respect to human rights, protection of the women rights, democracy and elimination of every kind of discrimination, in light of the Islamic values and prevention of adduction to narcotics.
6. Strengthen the spirit of individual, social responsibilities and observance of law by teachers, lecturers, Modrasan, and the rest of the employees of the ministry of education.
7. Provide opportunity for the participation of the students' parents / guardians and other members of the society in the management affairs, and obtaining the moral and financial cooperation for the promotion and development of education.
8. Educate and train citizens by active participation to promote economy and social affairs in reduction of poverty in the country.
9. Ensure intermediate (basic) compulsory education and to provide grounds for secondary education, in accordance with the requirements of the society.
10. Ensure and Develop pre- school education in accordance with the needs of the country's children.
11. Ensure and develop teacher's training education, Islamic education, technical - professional, vocational and artistic education in the country.
12. Eliminate illiteracy and provide grounds for accelerated learning for the children and adults who are left behind from the school in the country.
13. Develop and improve the quality of education by applying modern experiences of the contemporary world, in accordance with the country's needs, Islamic and national values. Promote and improve academic and professional level of teachers, lecturers, Modrasan, directors, and the rest of the employees of the ministry of education.
14. Develop unified educational curriculum, in accordance with the contemporary and up to date standards.
15. Establish, expand, promote, build, repair and mobilize schools, Madrassas and other educational institutions of the ministry of education.

## Equal Rights in Education - Article Three:

The citizens of the Islamic Republic of Afghanistan have equal rights to education without any kind of discrimination.

## Free and Compulsory Education - Article Four:

1. The intermediate (basic) education in Afghanistan is compulsory.
2. Pre- school educational level, intermediate (basic) education, secondary, technical professional, vocational, artistic, formal Islamic education, higher education, (thirteenth and fourteenth grades) teachers' training , literacy and basic practical education in the public educational and training institutions are provided for free.



### **Establishment of Schools, Madrassas and Educational Institutions - Article Nine:**

2. Education and training of nomads' children, shall take place in the established and mobile schools. The ministry of education, within its financial capabilities shall provide facilities to the Kochi children, by establishing dormitories.

### **Pre-school Education - Article Fourteen;**

Pre- school education shall be provided in order to prepare children for intermediate (basic) education in accordance with its related rules.

### **Education of Persons with Special Needs - Article fifteen:**

Education of children and adults who needs special education and training, and due to different reasons are left behind from education and training, shall be provided (...) in accordance with related rules.

### **Chapter Two**

#### **Intermediate (Basic) Educational Level - Article Seventeen:**

Intermediate (Basic) educational level comprises grade first to the end of grade ninth, provided free and compulsory in a balanced and equitable manner, in accordance with the educational standards, considering the number of population and Kuchis residing in the area.

### **Chapter Three**

#### **Secondary Education Level - Article Nineteen:**

The secondary general education level comprises grades ten, eleven and twelve, is provided free in a balanced and equitable manner, in accordance with educational and training standards, considering the number of population and Kuchis residing in the area for the graduates of the ninth grades of the intermediate (Basic) educational level.

### **Chapter Four**

#### **Islamic Education Level - Article Twenty-one**

1. Islamic formal educational level comprises grade tenth to the end of grade fourteenth, provided and expanded free in the public educational Madrassas, in a balanced and equitable manner, in accordance with the number of population and Kuchis residing in the area and educational and training standards for the graduates of the ninth grades of intermediate (basic) education level.
2. Education in Dar-ul-Hefazes comprises grade one to the end of grade twelve, provided and expanded free in the public Dar-ul-Hefazes.

### **Chapter Ten**

#### **Literacy and Basic Practical Education - Article Thirty-five:**

Literacy and basic practical education comprises reading, writing, counting and learning knowledge of basic practical skills, vocational and professional occupational skills that shall be provided in a balanced and equitable manner for the deprived adults, adolescent and youths, who are left behind from educational institutions in the country.

### **Chapter Eleven**

#### **Prohibition of Physical and Psychological Punishment - Article Thirty-Nine:**

Every kind of physical and psychological punishment of students is prohibited even for their correction and chastisement. Violators shall be prosecuted in accordance with the legal provisions.

# Draft National Education Strategic Plan II (NESP II) / 2010 - 2014

Our vision is to develop human capital based on Islamic principles, national and international commitments and respect for human rights by providing equitable access to quality education for all to enable them to actively participate in sustainable development, economic growth, and stability and security of Afghanistan.

To do this the Ministry must evolve into a modern, effective, fully funded and accountable public institution that facilitates education opportunities for children and adults, without discrimination, across Afghanistan.

## *Program One: General and Islamic Education*

### **Sub-Program 1.1: General Education**

#### **Overall Goal**

All school-age children will have equitable access without discrimination to quality education to acquire competencies needed for a healthy individual, family and social life, and for continuing their education.

#### **Component One: Access to General Education - Targets: By end of 1393 (2014):**

- Conduct public awareness programs every year to increase enrolment, particularly the enrollment of girls.
- Increase enrolment in basic education to 8,700,000 students.
- Increase enrolment to 1,300,000 students in upper secondary education.
- By the end of 1389 (2010), the school mapping survey completed and with the cooperation of the Department of Planning and Evaluation, identify the needs of different regions for new schools.
- Establish 4,690 new schools.
- Upgrade 3,000 primary schools to lower secondary and upgrade 2,200 lower secondary schools to upper secondary schools.
- Establish 4,800 new outreach classes with the cooperation of communities and NGOs.
- Establish 3,200 accelerated learning centers for children who have been left behind from normal schooling.

- Establish 16 competence centers for children with special needs and 500 schools for Kuchi children.
- Establish one model school per province.
- By 1391 (2012), pilot test one year pre-school education in five provinces.
- Facilitate the registration of private schools in Afghanistan and refugee schools in Iran and Pakistan and facilitate enrollment or certification of returning refugees.
- Recruit 100,000 new teachers (60% female) for basic education, and 19,000 new teachers for secondary education (60% female).
- Recruit 26,000 new administrative staff for general education schools.
- No child will be deprived of access to school (or access to education) for security reasons.

(...) One of the primary concerns of the Ministry is ensuring equitable access to education throughout the country. In remote areas and villages which do not meet the requirements for the establishment of a school, the Ministry will establish outreach classes to provide all school age children with education. The Ministry will establish and support 4,800 outreach classes with the cooperation of communities and NGOs by 1393 (2014).

Inclusive education is another of the Ministry's policies to ensure education for all children. The Ministry will gradually implement this policy and all children, including children with disabilities, will learn in one classroom. Such policy requires the revision of the curriculum, teacher education programs, and training of the school supervisors. Before this policy can be fully implemented, the Ministry plans to establish 16 competence centers for children with disabilities (with priorities for children with visual impairment, hearing impairment and developmental impairment). Based on an understanding with the Independent Department for Kuchi Affairs, the Ministry will also establish 500 schools for Kuchis by 1393 (2014). (...)

Pre-school education has an important role in preparing children and their families for sending their children to school. (...)

## Component Three: Student Services

### Targets: By 1393 (2014)

- Implement student counseling and guidance programs in 3,200 secondary schools
- Distribute stationery to all primary students
- Provide food to all primary students
- Facilitate provision of health services in 80% of schools
- Organize 35 mobile health clinics that will make regular visits to schools
- Provide dormitory facilities for 10% of secondary students.

## *Program Two: Curriculum Development, Teacher Education and Science and Technology Education*

### Sub-Program 2.1: Curriculum Development

#### Overall Goal

To provide quality modern textbooks and learning materials according to the new curriculum, based on Islamic principles and national values, in light of modern educational standards and the present and future needs of the society.

#### Overall Strategies

The new curriculum has been developed and revised based on Islamic principles and national and international standards particularly active learning principles. The Curriculum Department will continue to improve the curriculum to make it more relevant to students' daily lives and Afghanistan's priorities for reconstruction and development. The focus will be on how students can use and apply the knowledge and skills learned. Cross-cutting issues like human rights, gender equity, drugs (counter-narcotics), awareness of HIV/AIDS, family planning and environmental protection to promote education for sustainable development will be incorporated into all subjects including in the primary grades. Present and future needs, particularly social and economic ones will be addressed in the new curriculum. Consultations will be held with civil society, students and parents to further refine the curricula. (...)

## Component One: Develop and Revise Curriculum, Textbooks and Teacher Guides

### Targets - By 1393 (2014):

- Study the needs of the society regularly and conduct research on the curriculum to increase creativity and quality of the Islamic and General Education curricula
- Evaluate regularly curriculum implementation in schools
- Revise the curriculum and syllabi of General Education (primary and secondary)
- Revise the curriculum and syllabi of Islamic Education
- Revise the General Education textbooks
- Revise the Islamic Education textbooks
- Develop language textbooks for the third official languages
- Develop curriculum and material for one year pre-school education by 1390 (2011)
- Develop text books in Braille
- Develop audio-visual dictionaries in sign language
- Develop the curriculum and learning materials for students with special needs
- Develop and revise teacher guides for all Islamic and General Education subjects
- Develop an adapted Afghan version of "Embracing Diversity - Toolkit for Creating Inclusive, Learning-Friendly Environments" in schools
- Develop and revise learning aid materials (charts, maps, models, grade and subject specific questions sets and answer keys, etc).

(...) In line with the national Constitution, in the areas where the third languages are spoken the schools will provide the opportunity to students who speak in third languages to learn their native language in each grade. The Curriculum Development Sub-Program is developing textbooks for Pamiri, Turkmani, Uzbeki, Pashii, Baluchi, and Nurestani languages for grades 1-12. These will be completed by 1393 (2014).

Special curricula and learning materials will also be developed for pre-school children aged 5, for visually impaired and hearing impaired children, and for children with developmental impairments.

# Afghanistan Declaration on Inclusive and Child-Friendly Education / 2010

## Definition for Inclusive and Child-Friendly Education in Afghanistan

- An inclusive and child-friendly education system ensures that all children have equal access to quality education regardless of their gender, age, abilities, disabilities/ impairments, health conditions, circumstances, as well as socio-economic, religious, ethnic, and language backgrounds.

## Elaborated Definition:

- Inclusive and child-friendly education is a rights-based approach to education and thus in full accordance with the Constitution, the Afghan Millennium Development Goals, the UN Convention on the Rights of the Child, the Education for All (EFA) Goals, the Education Law, the National Education Strategic Plan (NESP II) and the Road Map of the Needs & Rights Assessment on Inclusive Education.
- Inclusive and child-friendly education is a means to achieve quality Education for All (EFA) - with special emphasis on the main 12 groups most vulnerable to exclusion from and within the Afghan education system (listed alphabetically):
  - Children affected by Conflict, War and Emergencies, Internally Displaced Children, Refugees and Returnees
  - Children affected by Drugs
  - Children from Ethnic, Language, Social and Religious Minorities
  - Children from Poor Economic Backgrounds
  - Children in Conflict with the Law / Children in Incarceration
  - Children living far away from School - in Villages where there are no Schools
  - Children suffering from Neglect, Abandonment and/or Abuse - including Orphans
  - Children with Disabilities
  - Children who are over-aged
  - Girls
  - Nomadic (Kuchi) Children
  - Street and Working Children

## The delegates at the National Conference on Inclusive and Child-Friendly Education agree on the following:

- The Ministry of Education should provide equal quality of education as well as equal access to education for all children, without discrimination, both in rural and municipal areas.
- Quality education should provide children with; values; basic literacy skills; life skills; problem solving skills as well as abilities to solve conflicts peacefully; ability to properly understand their faith, culture, and traditions; empathy towards others; skills that will help them, their families and their communities to develop and prosper; as well as skills that marketable on the labour market and will help Afghanistan to develop its economy.
- The education system should contribute to the peaceful development of Afghanistan, enabling children, families and communities to develop and for Afghan youth to compete on the global market place.
- Afghanistan should learn from successful education programmes, both inside and outside the country, to find a path towards a more effective, inclusive and child-friendly education system.
- A common strategy for inclusive and child-friendly education must be developed and implemented in all provinces, all districts and all schools throughout Afghanistan.
- Positive teaching and learning methods that foster, value and embrace the unique abilities of all children should be introduced in schools.
- Implementation of inclusive and child-friendly education in schools throughout Afghanistan should be expanded based on good practices in existing pilot schools and programmes.
- Inclusive and child-friendly pre-schools throughout Afghanistan should be established, with special focus on school readiness programmes for children vulnerable to exclusion from and within education.



- Quality education will need well trained, highly motivated, and responsible teachers who know how to facilitate learning among all groups of children.
- Teachers must serve as good examples for their students - it is therefore important that they are appointed based on objective quality and performance criteria.
- Text books and Curricula must reflect the needs and circumstances of communities, parents and children to make education more relevant as well as combat poor completion and transition rates from primary to secondary education.
- Introduce local content subject matter in the Curriculum - this should be decided upon by village education committees (comprising of parents, elders and children) - to increase the relevance of education.
- Coordination between different national and international stakeholders should be strengthened - both through the Inclusive Education Coordination Working Group (IECWG) as well as through other forums such as the Human Resource Development Board (HRDB).
- The cost of leaving children out of school is much higher than providing quality Education for All (EFA) without any form of discrimination.
- Inclusive and child-friendly education must be included into all pre- and in-service teacher education and training programmes in Afghanistan.
- More focus should be given within the education system to minority languages to promote education of children and youth from minority populations, as well as to preserve indigenous culture and knowledge.
- Sign language should be recognised as an official language with equal rights with spoken and written languages
- Books in Braille must be provided for all students who need Braille as a medium for reading and writing.
- Inclusive and child-friendly education should be implemented according to the Road Map towards Inclusion (2009) as well as the Plans of Actions developed during the 1st National Conference on Inclusive and Child-Friendly Education (2010).



# Road Map towards Inclusive Education (Executive Summary) / 2009 to 2014

## 1. Awareness Programmes and Policy Making

- Develop a definition on Inclusive and Child-Friendly Education for Afghanistan.
- Organise a National Conference on Inclusive Education.
- Build capacity within the Ministry of Education on policy making, planning and implementation of innovative education programmes.
- Promote inclusive and child-friendly education on TV, on the Internet and in the Print Media.
- Develop regulations and standards on inclusive and child-friendly education.
- Develop awareness material on inclusive education for children, parents, community and religious leaders, education and health officials, legislators, and other key stakeholders.
- Promote girls education among religious leaders, community leaders and family elders.

## 2. Expanding the Reach of Education

- Pilot-implement inclusive pre-schools (school-readiness programmes).
- Develop more community classes in villages and hamlets throughout Afghanistan.
- Strengthen existing community classes and ensure that they welcome all children regardless of their abilities and backgrounds, and ensure that provisions are made to meet the needs of children with special / individual education needs.
- Establish new formal schools in communities and areas far from existing schools.
- Upgrade CBS (Community based Schools) to formal schools.
- Establish new girls' schools in areas where girls' education is not possible in a mixed setting.
- Introduce multi-grade formal teaching (according to the Curriculum) for children who are incarcerated.
- Develop outreach programmes for working children.

- Expand the number of inclusive pre-schools, primary schools and secondary schools.
- Promote a holistic approach to Early Childhood Development (ECD) in existing education and health programmes.

## 3. Curricula, and Examination and Assessment Systems

- Develop inclusive and child-friendly curricula as well as teaching-learning materials for pre-primary, primary and secondary education including audiovisual material.
- Develop a visual (video) Sign language dictionary.
- Introduce a new subject called; Local Content. What the children learn in this subject matter will be decided by the Province or District to make sure that education is made more relevant to the needs of children and local communities. "Local Content" could be; Agriculture; Cooking, Local Food traditions and Nutrition; Economics and Small Industry Development; Environmental Protection; Local Culture; Local History; Mountaineering; Poetry; Story Telling; etc.
- Develop inclusive and child-friendly examination and assessment systems for primary and secondary education in order to reduce the vast number of children who are dropping out or being expelled from school every year.

## 4. Teacher Education - Kabul Education University and other universities with Faculties of Education and/or Health

- Revise and upgrade the Curricula.
- Develop new and innovative teaching and learning materials.
- Build capacity among senior faculty members at the Kabul Education University.
- Include courses in inclusive and child-friendly education in all teacher education programmes.
- Expand programmes related to Special Needs Education on university level.

## 5. Teacher Training - National and Provincial Teacher Training Centres (TTC)

- Build capacity among the faculty members of the TTCs on inclusive education.
- Coordinate all teacher training programmes related to inclusive and child-friendly education organised by government and non-government organisations.
- Include courses in inclusive and child-friendly education in all teacher training programmes.
- Expand programmes and courses related to Special Needs Education.

## 6. Support System for Children with Disabilities and Other Special Needs

- Establish a National Board for Inclusion and Special Needs Education under the Ministry of Education (MoE) in collaboration with the Coordination Working Group on Inclusive Education (IECWG) to plan and organise the development of a support system for children with disabilities and other special educational needs.
- Establish a National Competence Centre for Inclusion and Special Needs Education in Kabul under the MoE in collaboration with the IECWG to support the development of provincial competence centres and district units related to inclusion and special needs education.
- Establish Provincial Competence Centres in all 34 provinces of Afghanistan under the MoE and provincial governments in collaboration with the IECWG to support the district units, as well as teachers and children in schools.
- Establish District Support Units in all 445 districts of Afghanistan under the MoE as well as provincial and district governments - in collaboration with the IECWG - to support children with disabilities in inclusive schools.

## 7. Purchase and Development of Low Cost Assistive Devices

- Develop low cost and locally made assistive devices for children, youth and adults with disabilities. Seek cooperation with technical and/or engineering faculties at Afghan universities, as well as with community and Disabled Persons Organisations (DPOs).

## 8. Braille Production

- Establish a National Braille Press in Kabul as a consortium under the MoE and in collaboration with the IECWG.
- The National Braille Press in Kabul should produce school books and other reading materials. The press should produce 150,000 books per year by 2014.

## 9. Sign Language

- Develop a Sign language dictionary (printed) with 6,000 signs.
- Develop a Sign language in visual form (video).
- Develop curricula diploma courses, Bachelor as well as Master degree programmes for Sign language interpreters and teachers.
- The MoE and the IECWG should develop a policy on Sign language in the media. This should be done in collaboration with the Ministry of Information and Culture. The policy should mandate national as well as local TV channels to simultaneously translate of some TV programmes, such as news and education programmes, into Sign language.

# UN Convention on the Rights of Persons with Disabilities / 2006

## Article 5: Equality and non-discrimination

1. States Parties recognise that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.
2. States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds. (...)
3. In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.

## Article 7: Children with disabilities

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.
2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration. (...)

## Article 9: Accessibility

1. To enable persons with disabilities to live independently and participate fully in all aspects of life (...). These measures (...) shall apply to, inter alia:
  - a. Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;
  - b. Information, communications and other services, including electronic services and emergency services.
2. States Parties shall also take appropriate measures to:
  - a. Develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public;

- b. Ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;
- c. Provide training for stakeholders on accessibility issues facing persons with disabilities;
- d. Provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms;
- e. Provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public; (...)
- g. Promote access for persons with disabilities to new information and communications technologies and systems, including the Internet;
- h. Promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

## Article 19: Living independently and being included in the community

- States Parties to this Convention recognise the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:
- a. Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;
  - b. Persons with disabilities have access to a range of in-home, residential and other



- community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community;
- c. Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.

#### Article 24: Education

1. States Parties recognise the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life-long learning directed to:
  - a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
  - b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
  - c. Enabling persons with disabilities to participate effectively in a free society.
2. In realising this right, States Parties shall ensure that:
  - a. Persons with disabilities are not excluded from the general education system on the basis of disability, (...)
  - b. Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live; (...)
  - e. Effective individualized support measures are provided in environments that maximise academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:
  - a. Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
  - b. Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community; (...)

#### Article 25 - Health

- (...) States Parties shall take all appropriate measures to ensure access for persons with disabilities to health services that are gender-sensitive, including health-related rehabilitation. (...)
1. Provide persons with disabilities with the same range, quality and standard of free or affordable health care and programmes as provided to other persons, including in the area of sexual and reproductive health and population-based public health programmes;
  2. Provide those health services needed by persons with disabilities specifically because of their disabilities, including early identification and intervention as appropriate, and services designed to minimise and prevent further disabilities, including among children and older persons;
  3. Provide these health services as close as possible to people's own communities, including in rural areas; (...)
  4. Prohibit discrimination against persons with disabilities in the provision of health insurance, and life insurance (...)

# Law of Rights of Persons with Disabilities / 2010 (unofficial translation)

## Article 1:

This Law has been established in accordance with the provisions of Article 53 of the Afghan Constitution to provide economic, social, political, cultural, educational, training, sports and rehabilitation support for the Disabled (men, women and children) for the purpose of their active participation in the society and ensuring their rights.

## Article 2:

The following terms shall have the following concepts for the purpose of this Law:

1. **Disabled:** is a person who has lost his wellbeing and capability due to physical, mental and psychological damage to the extent that affects his/her ability in terms of social and economic aspects.
2. **Total Disabled:** a person whose disability has been confirmed by Disability Confirmation Health Commission to be over 60 percent.
3. **Permanent Partial Disabled:** a person whose disability has been confirmed by Disability Confirmation Health Commission to be between 30 and 60 percent.

## Article 3:

The Ministry of Labor, Social Affairs, Martyrs and Disabled (MoLSMD) in cooperation with other relevant agencies provides social and rehabilitation support for the disabled persons to ensure their active social participation in accordance with this Law.

## Article 15:

Individuals with disabilities have the right to participate in social, economical, political, cultural, educational and recreational aspects, without being discriminated against.

## Article 16:

1. A child with disabilities has the same rights as other children in regard to the use of rights and other basic freedoms.
2. Relevant ministries and government agencies shall establish special and accessible places equipped with the required equipment to ensure the access of the children with disabilities to recreational and sports facilities.

## Article 17:

Individuals with congenital disabilities are eligible to benefit all the Articles of this Law, except Articles 4 and 8.

## Article 18:

The Ministry of Public Health and other private health organizations shall inform in writing the Ministry of Labour, Social Affairs, Martyrs and Disabled of the birth of a child with disability.

## Article 19:

1. The Ministry of Education and the Ministry of Higher Education shall provide opportunities for comprehensive and specialised education for individuals with disabilities.
2. The government shall allocate 5% of the scholarships provided by the government and donor agencies to the people with disabilities.
3. Private educational institutions shall provide education opportunities for individuals with disabilities with 25% discount.

## Article 20:

The Ministry of Labour, Social Affairs, Martyrs and Disabled, in cooperation with other relevant agencies, shall provide opportunities for technical and vocational trainings of individuals with disabilities based on their talent and capability.

## Article 21:

1. The Ministry of Public Health shall take necessary measures to ensure the access of individuals with disabilities to health services, treatment and physical mental and psychological rehabilitation services. Sending the individual with disability abroad for treatment in case his/her treatment is not possible inside the country, after the approval of the health commission of the Ministry of Public Health.

## Article 23:

1. The Ministry of Labor, Social Affairs, Martyrs and Disabled, in cooperation with the Ministry of Public Health, the Ministry of Urban Development, municipalities and Olympics Directorate, shall establish and equip rehabilitation centers for people with disabilities within the limits of their financial capabilities.



**Article 25:**

Ministries, government and other relevant agencies shall consider facilities for people with disabilities while designing buildings, recreational places, playgrounds and public roads, transportation and technology.

**Article 37:**

The Ministry of Information and Culture and relevant ministries and governmental/ non-governmental organizations shall take necessary measures for raising awareness regarding disability and the rights of individuals with disabilities.





# Indigenous and Tribal Peoples Convention / 1989

## Article 7

(...)

2. The improvement of the conditions of life and work and levels of health and education of the peoples concerned, with their participation and co-operation, shall be a matter of priority in plans for the overall economic development of areas they inhabit. Special projects for development of the areas in question shall also be so designed as to promote such improvement. (...)

## Article 25

1. Governments shall ensure that adequate health services are made available to the peoples concerned, or shall provide them with resources to allow them to design and deliver such services under their own responsibility and control, so that they may enjoy the highest attainable standard of physical and mental health.
2. Health services shall, to the extent possible, be community-based. These services shall be planned and administered in cooperation with the peoples concerned and take into account their economic, geographic, social and cultural conditions as well as their traditional preventive care, healing practices and medicines.
3. The health care system shall give preference to the training and employment of local community health workers, and focus on primary health care while maintaining strong links with other levels of health care services.
4. The provision of such health services shall be co-ordinated with other social, economic and cultural measures in the country.

## Article 26

Measures shall be taken to ensure that members of the peoples concerned have the opportunity to acquire education at all levels on at least an equal footing with the rest of the national community.

## Article 27

1. Education programmes and services for the peoples concerned shall be developed and implemented in co-operation with them to address their special needs, and shall incorporate their histories, their knowledge and technologies, their value systems and their further social, economic and cultural aspirations.
2. The competent authority shall ensure the training of members of these peoples and their involvement in the formulation and implementation of education programmes, with a view to the progressive transfer of responsibility for the conduct of these programmes to these peoples as appropriate.
3. In addition, governments shall recognise the right of these peoples to establish their own educational institutions and facilities, provided that such institutions meet minimum standards established by the competent authority in consultation with these peoples. Appropriate resources shall be provided for this purpose.

## Article 28

1. Children belonging to the peoples concerned shall, wherever practicable, be taught to read and write in their own indigenous language or in the language most commonly used by the group to which they belong. When this is not practicable, the competent authorities shall undertake consultations with these peoples with a view to the adoption of measures to achieve this objective.
2. Adequate measures shall be taken to ensure that these peoples have the opportunity to attain fluency in the national language or in one of the official languages of the country.
3. Measures shall be taken to preserve and promote the development and practice of the indigenous languages of the peoples concerned.



### Article 29

The imparting of general knowledge and skills that will help children belonging to the peoples concerned to participate fully and on an equal footing in their own community and in the national community shall be an aim of education for these peoples.

### Article 30

1. Governments shall adopt measures appropriate to the traditions and cultures of the peoples concerned, to make known to them their rights and duties, especially in regard to labour, economic opportunities, education and health matters, social welfare and their rights deriving from this Convention.

2. If necessary, this shall be done by means of written translations and through the use of mass communications in the languages of these peoples.

### Article 31

Educational measures shall be taken among all sections of the national community, and particularly among those that are in most direct contact with the peoples concerned, with the object of eliminating prejudices that they may harbour in respect of these peoples. To this end, efforts shall be made to ensure that history textbooks and other educational materials provide a fair, accurate and informative portrayal of the societies and cultures of these peoples.

# United Nations Declaration on the Rights of Indigenous Peoples / 2007

<http://www.un.org/esa/socdev/unpfii/en/drip.html>

### Article 2

Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

### Article 6

Every indigenous individual has the right to a nationality.

### Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

### Article 22

1. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in the implementation of this Declaration.

2. States shall take measures, in conjunction with indigenous peoples, to ensure that indigenous women and children enjoy the full protection and guarantees against

# Worst Forms of Child Labour Convention / 1999

## Article 3

For the purposes of this Convention, the term the worst forms of child labour comprises:

- a. all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- b. the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c. the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- d. work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

## Article 6

1. Each Member shall design and implement programmes of action to eliminate as a priority the worst forms of child labour.
2. Such programmes of action shall be designed and implemented in consultation with relevant government institutions and employers' and workers' organisations, taking into consideration the views of other concerned groups as appropriate.

## Article 7

1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.
2. Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to:
  - a. prevent the engagement of children in the worst forms of child labour;
  - b. provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;
  - c. ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;
  - d. identify and reach out to children at special risk; and
  - e. take account of the special situation of girls.
3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.



# Worst Forms of Child Labour Recommendation / 1999

<http://www.ilo.org/ilolex/cgi-lex/convde.pl?R190>

2. The programmes of action referred to in Article 6 of the Convention should be designed and implemented as a matter of urgency, in consultation with relevant government institutions and employers' and workers' organisations, taking into consideration the views of the children directly affected by the worst forms of child labour, their families and, as appropriate, other concerned groups committed to the aims of the Convention and this Recommendation. Such programmes should aim at, inter alia:
  - a. identifying and denouncing the worst forms of child labour;
  - b. preventing the engagement of children in or removing them from the worst forms of child labour, protecting them from reprisals and providing for their rehabilitation and social integration through measures which address their educational, physical and psychological needs;
  - c. giving special attention to:
    - i. younger children;
    - ii. the girl child;
    - iii. the problem of hidden work situations, in which girls are at special risk;
    - iv. other groups of children with special vulnerabilities or needs;
  - d. identifying, reaching out to and working with communities where children are at special risk;
  - e. informing, sensitising and mobilising public opinion and concerned groups, including children and their families.
3. In determining the types of work referred to under Article 3(d) of the Convention, and in identifying where they exist, consideration should be given, inter alia, to:
  - a. work which exposes children to physical, psychological or sexual abuse;
  - b. work underground, under water, at dangerous heights or in confined spaces;
  - c. work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
  - d. work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
  - e. work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.
12. Members should provide that the following worst forms of child labour are criminal offences:
  - a. all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
  - b. the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; and
  - c. the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties, or for activities which involve the unlawful carrying or use of firearms or other weapons.



# Convention on the Elimination of All Forms of Discrimination against Women

## Article 5

States Parties shall take all appropriate measures:

- a. To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;
  - b. To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.
- b. Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
  - c. The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
  - d. The same opportunities to benefit from scholarships and other study grants;
  - e. The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
  - f. The reduction of female student drop-out rates and the organisation of programmes for girls and women who have left school prematurely;
  - g. The same Opportunities to participate actively in sports and physical education;
  - h. Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

## Article 9

1. States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband.
2. States Parties shall grant women equal rights with men with respect to the nationality of their children.

## Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- a. The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

## Article 12

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.
2. Notwithstanding the provisions of paragraph 1 of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.



#### Article 16

1. States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:
  - a. The same right to enter into marriage;
  - b. The same right freely to choose a spouse and to enter into marriage only with their free and full consent;
  - c. The same rights and responsibilities during marriage and at its dissolution;
  - d. The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;
  - e. The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;
  - f. The same rights and responsibilities with regard to guardianship, ward ship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;
  - g. The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation;
  - h. The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.
2. The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

## Beijing Declaration of the 4<sup>th</sup> Conference on Women / 1995

<http://www.un.org/womenwatch/daw/beijing/pdf/Beijing%20full%20report%20E.pdf>

27. Promote people-centred sustainable development, including sustained economic growth, through the provision of basic education, life-long education, literacy and training, and primary health care for girls and women;
30. Ensure equal access to and equal treatment of women and men in education and health care and enhance women's sexual and reproductive health as well as education;
32. Intensify efforts to ensure equal enjoyment of all human rights and fundamental freedoms for all women and girls who face multiple barriers to their empowerment and advancement because of such factors as their race, age, language, ethnicity, culture, religion, or disability, or because they are indigenous people;
34. Develop the fullest potential of girls and women of all ages, ensure their full and equal participation in building a better world for all and enhance their role in the development process.

# HIV and AIDS

The stigma related to HIV and AIDS leads to discrimination and exclusion of children (and adults) infected with or affected by HIV. If the child (or an adult) has a family member who is HIV infected, he/she is also often discriminated against, excluded from school and even chased out his/her home and community. The stigma (and lack of credible information) creates fear, insecurity and poor self-esteem, which result in barriers to learning, development and participation.

Teachers should therefore be able to understand and explain the main facts about HIV and AIDS. They need to emphasise that HIV is not transmitted by:

- Learning together
- Playing together
- Drinking from the same glass, eating from the same plates, using the same cutlery, or
- Giving a handshake or a hug.

HIV is only transmitted through:

- Sharing of needles and syringes (if infected blood is present)
- Sexual contact (unless proper protection is being used)
- Blood-transmissions (from infected sources), and:
- From mother to child and unless proper ARV (antiretroviral) treatment is used according to advice from the World Health Organisation (WHO).

## **HIV:**

**Human:** Means that it is transmitted from one human to another.

**Immune Deficiency:** Means that it breaks down the immune system so that the body protect itself from diseases.

**Virus:** Means that it is a microscopic organism that causes diseases in the bodies of those infected.

The virus weakens the immune system, the body's natural defences against diseases. A person infected with HIV can still feel and look healthy for years. He/she can continue to carry on with their education, work and other daily activities. HIV multiplies only in human immune cells and infection is therefore only acquired through contact with human body fluids. HIV may live in the human body for years and can be transmitted to others before any visible symptoms appear. HIV is the virus that leads to AIDS.

Proper use of antiretroviral drugs (ARV) will strengthen the immune system of people living with HIV, which will help them to enjoy a much better quality of life, and increase their life expectancy substantially. Although there is treatment for HIV, there is currently no cure for HIV (and AIDS).

## **AIDS:**

**Acquired:** Means that you can get infected with it.

**Immune Deficiency:** Means a weakness in the body's immune system that fights diseases.

**Syndrome:** Means a group of health problems that make up a disease.

People do not "get" AIDS but they get infected with HIV, and will with time develop AIDS. When the damage to the immune system by HIV has reached a critical level a person is considered to have AIDS. One way to measure the damage to a person's immune system is to count their CD4 cells. Healthy people have between 500 and 1,500 CD4 cells in a millilitre of blood. CD4 cells are an important part of the immune system. When a person has less than 300 or 200 CD4 cells in a millilitre of blood the person is considered to have AIDS and treatment with Antiretroviral Drugs (ARV) must start. These drugs help restore the immune system by increasing the number of CD4 cells to a normal level. If the person do not have access to these drugs or do not use them properly the person will die as the immune system slowly deteriorates. With proper and permanent antiretroviral therapy (ART) and a healthy lifestyle a person living with AIDS can have a near normal life expectancy.

# Quote from: UNESCO's Strategy for Responding to HIV and AIDS

As the UN specialised agency for education, UNESCO supports lifelong learning that builds and maintains essential skills, competencies, knowledge, behaviours and attitudes. This includes learning in formal educational settings (...); through non-formal educational activities (...); and through informal education through family and neighbours, work and play, the marketplace, the mass media and other resources found in the learners' environment.

The priority that UNESCO has given to education is based on the evidence that education - especially education on prevention - contributes toward the knowledge and skills essential for the prevention of HIV and protects individuals, families, communities, institutions and nations from the impact of AIDS. Education also helps to overcome the conditions that facilitate the spread of HIV, including poverty, ill-health, gender inequality, violence and abuse, particularly against girls and women. Beyond this, education can create the conditions of understanding, respect and tolerance - all of which contribute to reduced stigma and discrimination against vulnerable and marginalised communities and people living with HIV.

(...) While progress has been made in recent years in efforts to achieve Education for All (EFA), about 77 million children are still not enrolled in primary school, 55 percent of them girls. There is growing recognition that efforts aimed at achieving the EFA goal of universal primary education (EFA Goal 2) must be strongly linked with interventions supporting gender equality in education (EFA Goal 5); addressing the educational needs of young people and adults through appropriate learning and life skills programmes (EFA Goal 3); and reducing illiteracy, -particularly among women (EFA Goal 4).

There is also growing recognition among partners that EFA cannot be achieved without a much stronger overarching focus on HIV and AIDS. As a result, the Working Group on EFA had a session in its July 2006 meeting to discuss strategies to scale up and enhance attention to HIV and AIDS within the EFA framework. Ministers, top-

officials of multilateral and bilateral agencies, and leaders of civil society organisations reaffirmed the "central role of education in enabling individuals, communities and nations to respond effectively to the challenges of HIV and AIDS, and in enabling learners to protect themselves and others from HIV" at the High-Level Group on EFA in Cairo, Egypt in November 2006. (...)

UNESCO's Executive Board has included EDUCAIDS; the UNESCO-led UNAIDS Global Initiative on Education and HIV & AIDS, as one of three core priority initiatives within EFA, acknowledging the importance of comprehensive education sector engagement as part of the national response to HIV and AIDS. EDUCAIDS links with these core initiatives for maximum synergy and impact.

Through EDUCAIDS, UNESCO and its partners support countries to implement comprehensive, scaled-up educational programmes on HIV and AIDS that cover: content, curriculum and learning materials; educator training and support; policy management and systems; and that ensure quality and the full utilisation of approaches and entry points, through both formal and non-formal education. (...)

Recent research through a 'global readiness survey' of national education sector capacity to respond to the epidemic, undertaken in over 70 countries, demonstrates that encouraging progress has been made, but much more is still required. For example, the study revealed that while nearly three-quarters of the participating ministries of education have dedicated HIV and AIDS management structures in place, only one-third have adopted a sector-specific HIV and AIDS policy. Moreover, national education sector responses continue to emphasise HIV prevention, with comparatively little attention to issues of treatment, care and support, workplace issues, and management of the impact of HIV and AIDS.

In order to achieve the maximum effectiveness of educational efforts on HIV and AIDS, holistic approaches are required along a continuum from prevention to treatment, care and support. (...)

# Muslim Workshop on HIV/AIDS / 2004

**Asian Muslim Action Network, Asian Resource Foundation and Thai Muslim Network**

**International pre-conference Muslim workshop on HIV/AIDS**

*In the name of Allah, the Beneficent, the Merciful*

We the participants at the International Pre-conference Muslim Workshop on HIV/Aids organized by Asian Muslim Action Network, Asian Resource Foundation and Thai Muslim Network held on 9 July 2004 at Chaleena Hotel, Bangkok, Thailand, represented by the following countries: Thailand, India, Afghanistan, Iran, Australia, Palestine, Norway, Bangladesh, Indonesia, Philippines, Malaysia, Cambodia, Nepal, UK, Kenya, South Africa, Laos, Egypt, Hong Kong, Sri Lanka and Pakistan came together with the following statement.

1. We recognize that HIV/Aids is not just a disease or epidemic.
2. We are calling for an Islamic approach based on the principles of Benevolence, Compassion, Justice and Wisdom identified with Allah's attributes of Adil, Muhsin, Rahman and Hakim.
3. We recognize that youth and young people and women are most vulnerable and susceptible to the epidemic.
4. We acknowledge that there are many effective efforts and programs implemented in the Muslim world that require to be scaled-up, coordinated with resources and expertise shared.
5. We want our interventions to be impact driven and issues based.
6. The pre-conference Muslim workshop called for monetary reallocation of zakat for treatment and care programs.
7. We also acknowledge that people living with HIV/AIDS need unconditional love and support and are not to be stigmatized and discriminated.
8. We recognize that abstinence and being faithful are pivotal preventive measures. In addition, we also recognize that the usage of condoms is also effective preventive tool in the case of discordant couples.
9. We concur that it does not matter how one is infected but it does matter how one is affected.
10. We call for greater involvement with equal stake holders of Muslim national and religious leaders for prevention, care, support and advocacy for HIV/AIDS. We recognize that religious leaders need to be empowered and informed of the dynamics of HIV/AIDS.
11. We want to achieve an enabling environment within the mosques, madaris, and religious houses alike for people living with HIV/AIDS to get support , care and guidance.
12. We recognize a need to form a global network of religious leaders comprising of various levels ranging from Imams to Muftis including community leaders, policy makers, academic and people living with HIV/AIDS to share resources and implement effective intervention programs.
13. We recognize the importance of continuing interfaith cooperation for common goal to reduce HIV infection and create positive enabling environment for access to all.



14. We end with the following verses from the Quran: “Who has created me, and it is He who guides me. And it is He who feeds me and gives me to drink. And when I am ill, it is He who cures me. And Who will cause me to die, and then will bring me to live (again). And Who, I hope, will forgive me my faults on the Day of Recompense (the Day of Resurrection).” (Quran 26:78-82)

“And we send down from the Quran that which is a healing and a mercy to those who believe.” (Quran 17:82)

And the following Hadith - the prophetic tradition: Allah (SWT) create the disease and the cure, if there is correct diagnosis for the disease there will be cure by the permission of Allah (SWT).







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