

Afghanistan's Endeavors under the Taliban Regime as a Collapsed State to Achieve Sustainable Development Goal (SDG) No. 4: Quality Education by 2021-2024

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ABSTRACT

After the Taliban gained power in 2021, massive significant changes in various sectors made the Taliban unable to fulfill the functions of the state properly, including the education sector. The research aims to analyze Afghanistan's endeavor under the Taliban Regime as a collapsed state to achieve SDGs No 4, Quality Education. The research uses qualitative-descriptive methods. We collected data through the official websites of IGOs and NGOs, annual reports from NGOs, mass media, and journals as secondary data. The research shows The Taliban don't support equal opportunities for men and women to access education as seen by how they prohibit women from accessing higher education because it is not by the Islamic sharia implemented in Afghanistan. Learning process in Afghanistan conveys gender inequality. Shown by the learning content limited to strict Quranic interpretations, English books promote gender inequality, and absence of female teachers. In 2022 Taliban was forced to close universities from all visitors, although the statements were ambiguous towards women's education. By 2023, the labor participation rate between women and men is very distinctive, shown as 4.8% for women and 69.1% for men. Organizations such as GPE, UNICEF, and Save The Children in partnership promoting education in Afghanistan, but there was no support from the Taliban government. The research shows that the Taliban has failed to fulfill its educational responsibilities, obstructing progress towards SDG No. 4. Despite external support from several organizations, the Taliban regime has disallowed any outside assistance in Afghanistan.

Keywords: *Sustainable Development, Quality Education, Collapsed State, Afghanistan, Taliban*

INTRODUCTION

In the midst of rapid technological advances and globalization and the existence of the United Nations (UN) which is an instrument to overcome humanitarian problems, in fact collapsed states still exist in the world. The issue of collapsed states is important because it creates human insecurities. In addition, collapsed states become a comfortable area for terrorism and criminal organizations to operate because of the absence of law and law enforcement. If an area has been controlled by organizations outside the government, there will most likely be instability in various sectors, one of which is the education sector. The education sector itself is very important to support an advanced and prosperous life for individuals or communities in a country. In realizing a quality education sector, it is listed in SDG No. 4, namely Quality Education. SDG is a national and global effort and commitment to realize the welfare of society with the aim of achieving time in 2030 (United Nations, 2024).

Three different governments have ruled Afghanistan over two decades (Rodriguez, 2023). In 2001, Afghanistan's situation was bleak due to the armed conflict that had lasted for more than 20 years (Rodriguez, 2023). The Taliban had ruled Afghanistan, but due to the US invasion in 2001, the Taliban collapsed. Initially, Afghans had high hopes for the US invasion, but it did not lead to a better Afghanistan (Rodriguez, 2023). In 2006-2009, the Taliban strengthened its insurgency in various regions (Rodriguez, 2023). The insurgency caused many civilian casualties and seized most of the international financial aid. The presidential elections in 2014 and 2019 also created a political crisis and increased corruption (Rodriguez, 2023).

In 2011, President Barack Obama withdrew troops to temporarily end the intervention in Afghanistan, but this made the Taliban stronger due to the territorial gains they made (Murtazashvili, 2022). During President Trump's administration, he decided to leave Afghanistan completely and wanted to engage the Taliban in formal negotiations, which were contained in the Doha Agreement in 2020. The failure of the Afghan army to fight the Taliban in 2021 made President Ghani want to hand over the issue to the Anti Taliban Front, but due to their great wealth, they decided to leave Afghanistan and not fight the Taliban (Rodriguez, 2023). President Ashraf Ghani eventually moved to Uzbekistan. After the departure of President Ghani, the Taliban launched another offensive by capturing dozens of cities

in Afghanistan (Murtazashvili, 2022). The collapse of the Afghan state was caused by the lack of legitimacy of the government in the eyes of the people. Some of the causes of this lack of legitimacy are, first, the 2004 Constitution which gave the Afghan people little political participation. Second, the failure of international donors. Third, the uncontrollability of President Ghani's regime (2014-2021). No country has considered the Taliban until 2021 (Murtazashvili, 2022).

Distinguishing from the empirical history point of view, Afghanistan's dispute is no further from the face of collapse and its shortcoming strategy of state-building as a developed country. Therefore researchers have accomplished most of their analysis for the purpose of identifying the social challenges and efforts from Afghanistan while on a brink of collapse. Research from Journal of Democracy by Jennifer Brick Murtazashvili (2022) on “The Collapse of Afghanistan” claimed that Afghanistan's republic collapse was an enigma. Furthermore disclosed that the policy from the United States and its Afghanistan's partner for the past few years was one of the complications, leading to Afghanistan as an ungovernable and would always be a lost cause for the outside world, and as the journal mentioned, a graveyard of empires. The issue comes clear even further while the Taliban has emerged to govern Afghanistan in the years ahead. It was stated by the research that the Taliban's understanding towards the people's grievances in Afghanistan was an advantage, thus making an effective offense from the Taliban. For the context of development, it was clarified that the Taliban had differentiated their reign from the ones in 1991-2001. They have not banned women from public life. They are allowing elementary schools for girls to remain open, although they have closed secondary schools and universities to women, a measure the regime says is temporary (Murtazashvili, 2022).

Moreover, aside from the numerous challenges Afghanistan has to overlook, it is worth mentioning that Afghanistan as a country lacks the fundamentals of a democratic experience and is within reason from public and national governance. Based on “The Social Challenges of Modern State-Building in Afghanistan” journal by Sayed Mahdi Hussaini (2021), further investigate Afghanistan's state-building challenges and some of its crises left by the Talibans. The research attempted to highlight Afghanistan's frustrations towards numerous complications no further than poverty in many aspects, including its social and education value. The indelible war in Afghanistan has caused multiple disasters including a severe destruction towards education

centers forcing the enabled ones to shut down. Based on the statistics, the education index in Afghanistan is at the lowest row of indices in the world. It is worth mentioning, the population of girls and rural specifically are quite in an unfortunate condition. The incident is also known to stem from an influence which was centered at the extremist ideology of not only the Taliban, but also Al-Qaeda (Hussaini, 2021).

In the history of Afghanistan, their education system has long been shaped by wars, conflicts, and political instabilities. This paper researches the effort Afghanistan made in achieving SDG No. 4 whilst being a collapsed state that is under the Taliban regime. The rule of Taliban in Afghanistan has hindered the progress of achieving SDG No. 4 significantly. Current and existing research about the quality of education in Afghanistan primarily focuses on the Taliban’s policies on restricting women’s education, while there is an opportunity to have a wider analysis regarding this topic. To gain complete understanding about Afghanistan’s education quality, further research needed to explore the impact of Taliban’s policies towards both girls and boys education, a deeper role of international aid, the contribution from Afghan educators, scholars, and students, and the potential of alternative education approaches to overcome the challenges brought about by the Taliban regime. By filling these research gaps, researchers offer important insights into the complexities of Afghanistan’s education system and suggest potential strategies to promote sustainable development and inclusive education in the country. Therefore, this research will analyze Afghanistan's endeavors under the Taliban Regime as a Collapsed State to Achieve Sustainable Development Goal (SDG) No. 4, Quality Education in 2021-2024.

Thus, the main arguments that can be taken by the author regarding Afghanistan's endeavors under the Taliban Regime as a Collapsed State to Achieve Sustainable Development Goal (SDG) No. 4, Quality Education in 2021-2024. Afghanistan can be categorized as a collapsed state based on the 10 functions of the state. In 2021-2023 the Taliban did not carry out their responsibilities properly, the rule of law hinders the empowerment of civilians, monopoly of violence, low level of accountability to society, poor financial and economic management, low investment in human resources, restrictions on community rights, restrictions on infrastructure services, dependence on foreign aid, failure to manage public assets, and increasing domestic and international debt. Afghanistan's effort to reach SDG number 4, quality education can be seen

with Tikly’s quality of education concept. A good quality of education comes from the interaction of three environments: policy environment; school environment; and home and community environment. In some aspects there are increasing signs that Afghanistan is developing and reaching a good quality of education but there are also some aspects that shows Afghanistan is declining in having a good quality of education.

METHODS

In this paper, the writer uses a descriptive type of research. Descriptive type of research is research that aims to describe social phenomena thoroughly and comprehensively (Purbantina & Perbawani, 2023, 27). The writer mainly uses secondary sources from mass media such as Al Jazeera, scholar literature, and reports from international organizations, or non-governmental organizations. The writer analyzes all the data qualitatively to draw conclusions.

RESULT AND DISCUSSION

Collapsed State in Afghanistan

Collapsed State is a condition where a state is unable to perform its basic functions (Zartman, 1995). This concept is supported by the concept of ten essential state functions (Ghani & Lockhart, 2008). State functions are the rule of law, power to maintain legitimacy, effective administrative control, public financial management, investment in human resources, creation of citizenship rights, provision of infrastructure services to support economic growth and social welfare, management of public assets for the community, effective public lending arrangements, management of sovereignty dividends and sovereignty gaps to ensure the state is able to maintain sovereignty. A functioning state should be able to carry out its responsibilities well.

According to Freedom House's annual report on Freedom in the World, which contains political rights and civil liberties, in 2021-2024, Afghanistan is “not free” due to its low political rights and civil liberties scores. In 2021, the Freedom in the World score was only 27/100 with a political rights score of 27/100 and civil liberties of 14/60 (Freedom House, 2021). Continuing in 2022, Afghanistan's freedom score only reached 10/100, but the figure

dropped again in 2023 by 8/100 and 2024 was Afghanistan's lowest point as the country's freedom level was only 6/100 (Freedom House, 2022; Freedom House, 2023; Freedom House, 2024).

The report is based on political rights, such as the freedom to vote in the electoral process, political participation, government efforts to carry out government functions and civil liberties, namely freedom of expression and belief, rule of law, and individual freedom. Based on the assessment indicators used in the report, it can be analyzed that Afghanistan is unable to fulfill the political rights and civil rights of its citizens.

Rule of Law, Monopoly on The Legitimate Means of Violence, dan Administrative Control

The first and foremost function of the state, according to Ghani, is the rule of law. Rule of law, according to Ghani, means that the state must establish rules that are used to run society. Thus, society must follow the rules made by the state. The level of rule of law can be measured by the extent to which people follow the rules made by the state. When the rule of law is implemented, stability, predictability, trust and empowerment will be strengthened. Stabilization of governance through the rule of law and accountability. Predictability creates an environment that can be planned. Public trust in change within a sustainable framework. Civil society and economic empowerment (Ghani & Lockhart, 2008, 125-128).

The Taliban applies a strict interpretation of Islamic law (Maizland, 2023). The Taliban exercised its policymaking function through the Ministry of Policy Promotion and Prevention of Vice which was responsible for enforcing the Taliban's morality laws, including a strict dress code and gender segregation in society. If violated, the morality police will publicly punish.

In order to measure the rule of law in Afghanistan under the Taliban, researchers looked at the level of compliance. Generally, Afghans feared that oppression and draconian regulations in the name of “pure” Islam would be implemented by the Taliban (Bezhan, 2023). With oppressive regulations, women were saddened that their education was disrupted and felt they had no future. So they chose to leave Afghanistan to get an education (Hughes, 2024). This shows that although laws have been established and enforced, the impact of the rule of law is not achieved because policies will be difficult

to trust and repressive policies will hinder civilian empowerment.

Furthermore, the state should monopolize violence by creating an army that takes orders from the state. Thus, the state has control over the use of violence. The way the state monopolizes legitimate violence is by bringing together three processes, namely establishing a monopoly on the means of destruction and the use of violence, establishing legitimacy to subject violence, using violence against citizens who oppose legitimacy. This has an impact on the freedom of citizens because the cost of protection is borne by the state, property becomes safe and transactions are governed by rules and not weapons (Ghani & Lockhart, 2008, 128-131).

In order to have legitimate violent control, the Taliban had an army and police to maintain legitimacy. When the Taliban took over the Afghan government in 2021, it undermined the Afghan national army by disbanding it (Al Jazeera, 2022). By February 2022, the Taliban were forming a “grand army” for Afghanistan that would include officers and soldiers who served in the old regime (Al Jazeera, 2022). The army is officially called the Islamic Emirate Army and contains 170,000 personnel (Arina News, 2023). The Taliban has a moral police tasked with punishing offenders (BBC, 2021). Through the Afghan army and moral police, the Taliban has monopolized violence.

The monopoly on violence began when the Taliban collected weapons from the population in August 2021 (Reuters, 2021). Indicating that the Taliban began to have the exclusive right to use violence. The moral police used violence to maintain the legitimacy of Taliban rule in a way that those found breaking the rules were severely punished - floggings, beatings, amputations and public executions (BBC, 2021). The monopoly on violence did not fully serve its purpose, because while citizens could relax a little without fear of others shooting at them, women were still constrained by laws that forced them to stay at home. The Taliban made decisions and policies unilaterally, without the consent of the people (BBC Indonesia, 2021).

Administrative control is governed by publicly elected policy makers with a sense of responsibility to their citizens and is achieved by organizing the state's territory through a unified body. A citizen is able to measure the success of an administration by its capability to realize public value. (Ghani & Lockhart, 2008, 131-135). The Taliban's administrative policies are not supported by written administrative law. The Taliban's unfulfilled promises

demonstrate their lack of accountability (BBC Indonesia, 2021).

Investment in Human Capital dan Creation of Citizenship Rights Through Social Policy

Investment in human capital has been the key to building the middle class in developed countries. As human capital becomes more important for wealth creation than any other type of capital, the pace of investment or public capital through universities also becomes crucial. It is important for a development community to invest in human capital through primary education, especially girls. Such investment is important, but it is insufficient because the skills required for leadership and management will not be formed without a first-stratum higher education system. The consequences of failing to invest in human capital are high levels of social inequality, social immobility and persistent poverty (Ghani & Lockhart, 2008, 139-144).

Human Capital in Afghanistan can be seen from the policies and treatment of the Afghan government for its people, conditions in Afghanistan are getting worse due to the suppression of freedom, authoritarian government, as well as the denial of civil and political rights of the people, this is especially true for the treatment of women (VOA Indonesia, 2022). Afghanistan's human capital can also be assessed from the health sector, in Afghanistan, due to the Taliban's policy of limiting education to women, the number of medical personnel and doctors to treat patients in hospitals and especially earthquake victims on June 22, 2022 in the remote mountains of Afghanistan is very few and limited. This is very unfortunate because in addition to earthquake victims, pregnant women cannot get first aid after the earthquake, this very minimal empowerment of women occurs in conservative areas, so female doctor personnel are also minimal (Shafaq, 2022). From the explanation above, human capital in Afghanistan is limited, especially in the health sector, where the number of female doctors is very small. That is due to the prohibition of learning for women, in addition, the authoritarian government that denies the civil and political rights of the Afghan people makes people not get proper treatment by the government which can affect their human capital.

The creation of citizenship rights through social policies related to ethnicity, race, gender, religion and region is important for the prosperity and resilience of the country. Citizenship rights can take the form of setting a minimum wage and creating a welfare system, such as social security,

retirement benefits, disability benefits, etc. If a country makes social policies with the aim of realizing equal opportunities for its citizens, it will create national unity and strength to overcome the differences that exist in society (Ghani & Lockhart, 2008, 144-146).

After Afghanistan returned to power in 2021, many of the country's citizens fled in search of what they thought was a safe haven. Before the Taliban returned to power there were at least 2.2 Million refugees from Afghanistan in several neighboring countries, such as Pakistan and Iran. Furthermore, there are around 3.5 million people who are displaced and homeless around the borders of Afghanistan. This is the result of conflict and political turmoil (BBC News, 2021).

Afghanistan does not make effective social policies to protect the citizenship rights of its citizens. This can be seen from restrictions on freedom of opinion and expression, the right to assembly, freedom of civic space, and forced evictions (UNHCR & OHCHR, 2022). In addition, Afghanistan is also denied the right to an adequate standard of living due to the ongoing conflict and drought. According to the World Food Program (WFP), 22.8 million Afghans are unable to meet their food needs, causing severe hunger (UNHCR & OHCHR, 2022).

Restrictions on citizenship rights are also applied to women, such as the prohibition of becoming workers in Non-Governmental Organizations (NGOs) on the pretext that NGO employees have violated the provisions on dress because they do not wear the hijab or veil. In December 2021, women were no longer allowed to attend university (BBC News Indonesia, 2023). There are many other restrictions on citizenship rights by Afghanistan when examined one by one, namely (1) restrictions on citizenship rights through restrictions on embracing minority religions, namely Sikhs, Christians, Ahmadis, Ismailis, and Hindus; and (2) freedom of the press is restricted (Amnesty International, 2023).

Provision of Infrastructure Service and Formation of a Market

The state has an important role as an infrastructure service provider. The provision of infrastructure services can take the form of transportation, electricity, water, communication (Ghani & Lockhart, 2008, 147-149). Generally, the state works with the private sector to build, operate and

maintain infrastructure services. The provision of infrastructure services ensures the legitimacy of the state as it addresses spatial inequalities and the accumulation of technical and technological knowledge. When the state's infrastructure services are inadequate, the effects are inadequate sewage systems, lack of clean water provision, lack of health services such as hospitals and difficult integration into the larger market which leads to poverty (Ghani & Lockhart, 2008, 147-149).

The Taliban limited the use of the community's electrical infrastructure to just a few hours, even less than a few hours (Kumar, 2021). Hospitals in Afghanistan also have limited services and around 2,500 hospitals have been closed (Kimball, 2021). From 2021-2024, women have been banned from attending secondary schools and universities, and only well-off children have the opportunity to attend primary school over less well-off children (UNICEF, 2023). While secondary schools still exist, a shortage of qualified teachers and limited lessons make school meaningless (Human Rights Watch, 2024). Thousands of gyms, sports halls, beauty salons and public parks are also banned for women (DW, 2023). The Taliban has not provided equal access to infrastructure services to its people. This means that the Taliban cannot guarantee the legitimacy of the state, is unable to provide security and creates inequality. The creation and expansion of markets is supported by the state through three main steps: establishing and enforcing regulations and laws regarding commercial activities; supporting the operation and development of private enterprises; if the market fails, then the state intervenes. If it does not perform these functions, the market is forced to take over. There are two models of state support to the market: indirect and involves infrastructure, human resource development, providing security services, setting monetary policy and honest and transparent governance; advocating the formation of alliances with the private sector (Ghani & Lockhart, 2008, 149-156).

The rise of the Taliban in Afghanistan brought significant changes to the country's market formation. The government sought to develop agricultural markets to stabilize the country's economy. One of the important aspects in 2021 was the cultivation of opium poppy, Afghanistan in this case being a country with a drug economy. Opium poppy farming and trade provide a source of income for many Afghan farmers (UNOCD, 2022). In 2022, Afghanistan's de facto authorities banned all opium poppy cultivation, resulting in a shift in focus in Afghanistan's agriculture to cereal farming such

as wheat, maize and grains, but this did not fully replace the lost revenue from opium cultivation (UNODC, 2023). Lack of transparency by the government on funds received, economic instability and dependence on foreign aid are among the reasons a country can be said to be a collapsed state (Ghani & Lockhart, 2008).

Sound Management of Public Finance, Management of Public Assets, dan Effective Public Borrowing

Good public financial management is the means by which a state can realize its public goals. Failure to manage public finances effectively and transparently harms the state as it weakens trust and bonds between citizens (Ghani & Lockhart, 2008, 135-139). Afghanistan is fairly transparent about public finances but less effective (VOA Indonesia, 2022). The Taliban's first year after taking control of Afghanistan, faced with the condition of the country's economic problems in economic management which included drought, the COVID-19 pandemic, and the loss of public confidence in the ousted government, most of the efforts made by the Taliban have not borne fruit (VOA Indonesia, 2022).

Afghanistan's last fiscal year before being ruled by Ashraf Ghani's Western-backed group ended in 2020-2021, as much as 75% of public spending from Afghanistan's USD5.5 billion annual budget came from foreign aid, aid for civilian and international security was halted when the Taliban took power. The Taliban's own revenue is estimated to be around 27.5 million USD to 35 million USD, obtained from drug trafficking taxes and levies on truck drivers as a result the Taliban's fiscal budget in 2022-2023 is estimated at 2.6 billion USD (VOA Indonesia, 2022). The financial and economic management of the Afghan state is still not running well and smoothly after being taken over by the Taliban, this is due to problems with economic management by the previous government and also the economic sanctions given to Afghanistan related to human rights issues (VOA Indonesia, 2022).

Furthermore, State capital also consists of a number of assets such as fixed assets, cultural heritage, natural capital, intangible assets. There is a crucial group of activities: management of land and water rights; sustainable use of natural capital; environmental management and protection; licensing of industrial and commercial activities (Ghani & Lockhart, 2008, 156-160). The lack of transparency in the procurement of land or private assets will trigger

protests from the people who are supposed to benefit from these projects (Ghani & Lockhart, 2008, 156-160). Afghanistan under the Taliban regime had several cases where the government failed to manage public assets such as the availability of minerals worth around \$1 trillion that the world needs (MoMP, 2019). Minerals and resources in Afghanistan are still largely unused and underutilized by the government. These resources can restore the Afghan economy and indirectly also help the economy of the Afghan people. With the neglect of these minerals and resources, the government has failed to utilize state assets for the needs of the community or in this case to restore a stable economy.

Countries should make policies to reduce public debt, and avoid deficits that are often experienced by countries unable to carry out development, giving rise to a policy called public borrowing which is generally affiliated with international actors. Public borrowing is expected to increase productivity and the economy so that aid or loans entering the country can continue (Ghani & Lockhart, 2008, 160-163). In developing countries, in carrying out the development of their country, it is not uncommon for them to borrow to finance their needs and overcome their lack of resources.

Borrowing is often experienced by countries that are financially unable to carry out a development of their country and is one of the factors for the use of public borrowing or public loans which are generally affiliated with international organizations or actors (Flodén, 2001). However, in the context of Afghanistan, this is not done because Afghanistan's securitization upholds Islamic bonds or sukuk (Aslam et al., 2014). However, these bonds have become so high-risk that they have put Afghanistan's finances in an increasingly weak position due to the government's inability to service domestic and international debt and the ever-increasing interest rates (Dawi, 2024).

Quality Education in Afghanistan

The author in this research uses the concept of quality of education from Tikly (2011) to look at the quality of education in Afghanistan which is a collapsing state. Tikly (2011) defines quality education as education that enables all learners to realize the capabilities they need to be economically productive, develop sustainable livelihoods, contribute to a peaceful and democratic society, and improve well-being (Tinkly, 2011, 10). Three

principles of social justice also underlie the definition, namely (1) quality education must be inclusive, (2) quality education must be relevant, (3) quality education must also be democratic (Tinkly, 2011, 9).

A good quality education arises from the interaction between three interrelated environments: the policy, the school and the home/community environment. To create a supportive environment, appropriate inputs are needed for each environment along with accompanying processes. Quality inputs include teachers, principals, textbooks and materials, investment in education resources, infrastructure and ICT, feeding, health and child development (Tinkly, 2011, 11). There are three elements in quality education, namely enabling policy environment, enabling school environment, and enabling home and community environment (Tinkly, 2011, 17).

Enabling Policy Environment

A national debate on education quality

It is essential for policymakers, nongovernment, and civil society organizations to know the processes and mechanisms used to determine policies related to education quality and how they reflect different interests within the state and civil society (Tinkly, 2011, 14). Delivering good quality education requires that policy-making should be based on a process of dialogue, consultation and debate, both within the state and between the government and groups with an interest, including teachers and teachers' unions, NGO and civil society organizations comprising parents and other stakeholders in education (Green et al., 2007). Although for Afghanistan, it was far from its favorable condition. It is worth mentioning that Afghanistan has been confronted with a significant amount of social and material poverty. The complication aggravated as soon as the Taliban made its first movement towards Afghanistan, which led to not only a declining education but also a severe poverty. It was made worse by the expansion of illiteracy causing the young generation in Afghanistan in a devastating amount of crises (Hussaini, 2021).

Teacher development, salaries, and incentives

Whenever teachers and school principals are encouraged to recognize and act on quality issues through multiple forms of professional development, they become empowered to do so (Tinkly, 2011). Teacher morale can be addressed with the introduction of incentives and accountability mechanisms to enhance learning and equity, also to strengthen national, regional, and school assessment to support a policy that aimed for the same at the end (Tinkly, 2011). In 2021, Taliban banned female teachers for teaching male students (Education International, 2024). There is an organization called Act for Performance that helps UNICEF to verify incentives payment for 194.000 Afghanistan’s teachers in all 34 provinces (Act for Performance, 2022). Due to the regulation, teachers can’t show their professionalism, it means they can’t develop themselves properly. For the salaries, in 2024 Afghanistan’s teachers earn around 722,100 AFN per year depending on the experience (World Salaries, 2024).

Headteacher training

In Quality Education, school leadership in delivering quality education is important. Successful principals focus on resource mobilization, using resources such as ICT appropriately, fostering and encouraging staff, optimizing time on task, and cultivating parents to be supportive of children's studies (Tinkly, 2011, p. 13). Before the Taliban took over the government, principals and teachers in Afghanistan still received training such as modern teacher training in Afghanistan in 2019 (GIZ, 2019). Afghan principals also received training in US teaching methods in America (US Department of State, 2005). However, after the Taliban took over the government, the authorities closed a number of teacher training centers in Afghanistan on the grounds that they were ineffective and unnecessary (Rahmati, 2023).

Assessment, monitoring, and evaluation

Policy development related to education quality includes attention to inequalities in education quality between and within countries, and the nature and scale of educational disparities is essential. A key priority is the strengthening of national assessment, monitoring and evaluation systems, which includes the availability of longitudinal data relating to educational institutions and Individuals (Tinkly, 2011, p. 15). There was policy

development in Afghanistan regarding education under the Taliban regime, but it was in stark contrast to developing the quality of education. In September 2021, the Taliban ignored their public commitment to allow girls to continue learning and re-enacted most of their policies of the previous government from 1996 to 2001 by banning adolescent girls from attending secondary school. Then at the end of 2022, in December 2022, the Taliban escalated the ban on girls by prohibiting them from attending university (Human Rights Watch, 2023).

The prohibition on continuing schooling to secondary and tertiary levels has increased the education gap between women and men. Instead of developing a policy on improving the quality of education in Afghanistan, the Taliban prohibited access to education for women, which only reached elementary school due to the principle of sharia law implemented by Afghanistan (Barakat, 2024). As a result, 1.4 million girls have been intentionally deprived of access to secondary education by Afghanistan since 2021. The figure represents an increase of 300,000 since UNESCO's previous count in April 2023 - with many more girls hitting the age of 12 each year (Azoulay, 2024).

A relevant and inclusive curriculum

A primary problem related to curriculum accessibility is the media of teaching used in schools (Tinkly, 2011, p. 16). The use of the language of instruction regularly in the home and community environment is a good predictor of achievement (Smith and Barrett, 2010). In 2022, curriculum under Taliban administration changed a lot than before, they propose to remove entire subject on the curriculum, textbooks will be stripped of all images of living creature, prohibition on mentioning human rights and democracy in positive light, and other stuff about women's right, celebrated poets, non-Muslim national figures will also be removed, the new curriculum will focused more on propagating Taliban influenced history, Islamic world, and Jihad (Oates, 2022). Based on that information, the curriculum in Taliban-ruled Afghanistan is heavily revolved around Taliban and Islamic teachings. The removal of many things including the depiction of living creatures, human rights, and historical/national figures proves that there is no relevant and inclusive curriculum in Afghanistan.

Textbook Procurement and distribution

Textbooks are essential to support learning as well as teaching, especially in underprivileged contexts and where teachers' specialist subject knowledge is limited (Tinkly, 2011, p. 13). In 2023, The United Nations Children’s Fund (UNICEF) in Afghanistan distributed new textbooks to around 5.7 millions student in Afghanistan's public schools, UNICEF reports that around 13% children in second and third grade have the ability to read, even though 200k students expected to enrolled elementary school that year, the de-facto government, however, promised to focus on standardizing education, addressing the challenges within Afghanistan's education system, and developing a plan to reopen schools for girls. (Salam Watandar, 2024). According to that information, changes has been adopted in Afghanistan regarding textbook distribution and a promise from the de-facto government on standardizing education for the better. This proves that distribution of textbooks is happening in Afghanistan with the help of UNICEF.

Targeted financial support for schools

A major challenge for policymakers is to make sure that funding is adequate to fulfill needs and is efficiently deployed to schools (Tinkly, 2011, p. 13). Aid for Afghan education relies mostly on international aid. GPE, for example, donated \$110 million to support education in the country over two years, helping more than 7.66 million children and focusing on improving educational resources and teacher training (GPE, 2023). UNICEF and WFP also provided financial support and food for teachers who had not received their salaries for months (HRW, 2022).

Enabling School Environment

School based professional development

In the context of education quality, teachers and principals are given the power and support to identify and address education quality issues (Tinkly, 2011, p. 13). Through professional development, they become more motivated to take such action. professional development programs need to be aligned with the new curriculum and other initiatives, and schools need support in implementing and monitoring changes (Tinkly, 2011, p. 12). Nevertheless, countries such as Afghanistan underwent changes within its educational system because of the unfavorable conditions in its country,

that are far from what was known as professional development. However, the complication never sought to discontinue the urge of NGOs advice for world leaders to support Afghanistan's education. Even so, Afghanistan has yet to develop the funds and capacity in order to keep existing schools open for children, one of the reasons why the coalition of civil society organizations was called upon as an additional support and fundraising (International Parliamentary Network for Education, 2021).

School self-evaluation infrastructure

At the school level, it is important to utilize data as part of school self-evaluation and the importance of local support for schools in interpreting data and implementing changes. It is important to strengthen national assessment systems by providing longitudinal data, which can be used to see the development of student achievement over time. This data helps identify strengths and weaknesses in the education system, as well as groups of students who may need more attention (Tinkly, 2011, p. 15).

Infrastructure, and resources (including ICTs)

Investing in infrastructure and resources can have an impact on the achievement of underprivileged students. Policymakers, therefore, need to ensure that funding is sufficient to meet needs and distributed efficiently to schools. Once resources are available in schools, they are used effectively in ways that support teaching and learning and the need for the use of ICT in the teaching-learning process (Tinkly, 2011, p. 13). In 2023, Save The Children Programme help improving Afghanistan school infrastructure starting from boundary walls, segregated latrines, and solar-operated wells (Save The Children, 2023).

Structure Pedagogy

For teacher training to have a positive impact on disadvantaged students, it must match the demands of the curriculum. The focus should be on better teaching practices, including the use of “structured pedagogy,” effective language and literacy teaching in multilingual environments, effective use of ICT (information and communication technology) to support learning, and strategies to promote inclusion in education. These initiatives often support teachers to use a variety of strategies, such as teaching and opening

question answer sessions to the entire class, working on problems or reading independently, discussing in groups and conducting practical projects according to the context, students' needs and course material (Tinkly, 2011, 15-16). UNESCO had published a blended pedagogy plan for more efficient learning in Afghanistan, where Ms. Anwari, a teacher based in Kabul after actively participating had learned that blended pedagogy, an educational approach that combines face to face instruction with digital learning components can improve the learning experience and fosters a flexible learning environment (UNESCO, 2024)

Enabling Home and Community Environment

Parental literacy

In low-income contexts, paternal and maternal literacy levels and related forms of cultural capital affect the literacy levels of children (Smith & Barrett, 2011). The ongoing complication with the Taliban has undoubtedly caused a devastating outcome towards social culture including education in Afghanistan. It is also worth mentioning that this long-term war has caused a severe degradation towards Afghanistan's education system which unfortunately causes a massive growth for the amount of illiteracy (Hussaini, 2021).

Parent support for learning

Successful principals who focus on resource mobilization using resources such as ICT appropriately will be able to do several things, one of which is nurturing parents to fully support children's studies (Tinkly, 2011, p. 13). Despite the ongoing circumstances, Afghanistan has always prioritized the utmost of its education system. One of the factors is due to the obvious case of the decline of culture and awareness, which led to most people especially the children lack modernization in social and education (Hussaini, 2021). An organization known as International Rescue Committee, which was made as a response for crises as such made an impact not only towards children's passion in education, but also their parents (IDCS, 2007). This movement was purposefully done as a support for Afghanistan's students in school, especially those who are forced to flee and unable to undergo proper education (International Rescue Committee, 2022).

Books in the home

Being outside of a steady family environment, lack of fundamental materials including books at home and a workplace, undernourishment and illness exposure, as well as inadequate access to teaching media outside the school context, are predictive of poor literacy and numeracy rates (Smith & Barrett, 2011). Afghanistan literature rate data has not been consistent as the terror occurs as they banned girls and women access to education (UNICEF, 2016). Books in Afghanistan had also lost their value as the Taliban increased the tax and banned, delayed, or declined literature that is not to their ideology (Zia, 2023).

A place to study

Tackling the 'learning gap' that frequently occurs between school-based learning and the home/community environment entails putting a focus on students' health and nourishment as well as working with parents to develop a home environment that encourages learning (Tinkly, 2011, 12). There is an imbalance between those who study at home/community and those who study at school. This inequality between men and women is a result of the ban on secondary and tertiary education for women in Afghanistan. Women in Afghanistan pursue further education through online classes in their homes, but they face many barriers to learning. In a country where many people suffer from poverty, digital services such as computers, Wi-Fi and other internet services are expensive and slow. This creates inequalities in the learning process.

In health and nutrition issues, there is data obtained from United Nations Children's Fund (UNICEF) regarding stunting rates in various countries in the world, Afghanistan is one of the countries that has a very high stunting rate under the age of five, which is 41%. In addition, the extreme wasting rate from severe chronic malnutrition of 9.5% is also a problem in Afghanistan (UNICEF, 2019). Based on the policy of banning secondary schools and colleges, the inequality of the learning process with the high cost of digital and internet services, and the alarming level of health of children in Afghanistan, it can be seen that Afghanistan under the Taliban regime still does not provide a comfortable place to study and has high inequality in terms of learning.

CONCLUSION

Afghanistan is seen as a collapse-state under Taliban rule based on their handling of 10 state functions. The Taliban enforce strict Islamic law, which is harsh and discriminatory, limiting trust and progress. While they claim to enforce laws, compliance is low. They control violence by banning weapons for civilians, but they don't manage administration properly due to a lack of written laws. The Taliban don't invest in the people, leading to many seeking refuge in other countries. They haven't created good social policies to protect citizens' rights, and they've shut down many public facilities, failing to provide infrastructure. They have allowed an opium market to form, but the country's finances are poorly managed due to sanctions and past issues. International loans aren't available because the Taliban focus on Islamic bonds. They also fail to use the country's resources for the public good. Overall, Afghanistan meets only 3 out of 10 essential state functions, making it a collapse-state. In terms of achieving Sustainable Development Goal (SDG) No. 4: Quality Education, Afghanistan-ruled Taliban did not succeed based on the concept of quality of education from Tikly, three principles of quality of education are inclusive, relevant, and democratic, our research found that Taliban did not meet those qualities, in fact the Taliban regime put restriction towards women students, removing certain subjects in the curriculum, and did not has democratic value in terms of education. Although promises were made by the government, none were actually completed. Afghanistan itself cannot stand alone and needs external support from partners or NGOs in achieving SDG No. 4. The suggestion the author provides for further research is to explore the impact of Taliban's policies towards both girls and boys education, a deeper role of international aid, the contribution from Afghan educators, scholars, and students, and the potential of alternative education approaches to overcome the challenges brought about by the Taliban regime.

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