

In the Name of God, the Most Merciful, the Most Kind



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The Dearth of Basic Needs

Though human beings require different types of needs in their lives, the needs to live alive are the most basic and important ones. These include food, cloth and shelter. Provided with these rudimentary requirements, human beings are able to pursue their other needs, objectives and goals. Fortunately, our planet earth is embellished with different sorts of resources and all these resources help human beings in acquiring their needs. Unfortunately, it is still weird to find millions of people without the basic needs in the world.

Why is it so that even after having large reservoirs of different resources human beings are not able to get even their basic requirements? Though human beings are the most prudent of all the creatures and they claim to be the best, they are not able to use these resources wisely. From the very first human beings, like all the other creatures, they have strived to find out ways of fulfilling their needs. They have travelled much in this regard and yet stand nowhere. They have formed societies and developed systems, yet they are not able to provide even the basic needs of life to the all the human beings. This is really very much pathetic.

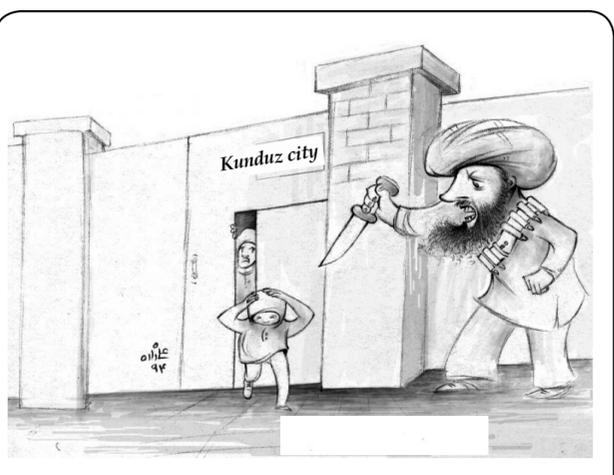
Some of the thinkers suggest that human beings are bound by the law of nature to be so. They believe that all human beings may not be able to have their basic needs as only those among them are capable of doing so who are the fittest among them. They, in fact, strive to apply the biological theory of Charles Darwin in society – struggle for survival, survival of the fittest. However, they forget a very important point that the theory may apply for the struggle among different species with their environment, not among the members of the same specie for their personal benefits. If as specie human beings adopt the theory of evolution, they would find out ways of making human beings survive against the changing nature of their circumstances, not fighting one another to steal basic requirements. Applying the theory among the different human beings of the same society may at the end result in the extinction of the entire society.

The examples of ants and honey bees can be cited here for further explanation. They work in communities and support each other for gathering their basic requirements and afterwards use them when they need. They are always found to be working together; supporting each other in the chores that are useful for the community as a whole. They have exemplary discipline and portray the best example of collective life. They have every right to survive as 'specie' as they are the fittest as a specie.

Ill-fatedly, human beings are not so. Human beings are divided into 'haves' and 'have-nots'. They are divided in the rich and the poor. The rich have all the requirements of lives and they enjoy all the luxuries as well while the poor suffer because of the lack of basic requirements. This is not nature that has decided such an arrangement; it is human beings themselves. The nature does not differentiate the human beings into rich and poor. The scented breeze in the nature blows for everyone without the distinction of race, community, poor and rich. The river that flows in nature provides everyone with same bewitching scene and cold water to drink. The fountains do not recognize the strata and the economic status. And even the natural calamities; like earthquakes, floods and deadly hurricanes destroys everyone equally. However, some may have developed better defense against all these calamities by the dint of their wealth, which is because of the economic system in society developed by human beings themselves, not the nature.

It is the socio-economic and political systems in the country that divide the human beings in different classes. These classes are distinguished with vivid and sharp boundaries. The differences found in these classes are gigantic and one wonders how human beings are really satisfied with so much distinctions. The examples are not difficult to find. There are millions of poor people in the world. They have not enough food to eat, no water to drink and no cloth to wear. The economic system developed by human beings, with the intentions to fulfill their requirements, has in fact cheated them and they are at a stage of misery. The class-based system and the vivid class disparities have neutralized the capacity of human beings to fulfill their basic requirements from the infinite resources.

This has generated an imbalanced system. This imbalance has further created different sorts of evils in society. There are crimes and injustices because of the same system. Poor, because of negligence and lack of basic requirements are bound to break the law and the rich, because of their authority to mock the law and order system, break it. Poor, to quench the thirst of their children and fill their stomach with few morsels of food, break the law; while the rich, to quench their thirst for luxury and adventure, break it. This system cannot guarantee sustainability and has to change or to die one day. It is a widely accepted proverb that necessity is the mother of invention. Human necessities will compel them to design a better system – a system that would guarantee the providence of basic requirements to all the human beings on the planet earth.



Fallacious Educational Pursuit will Earn Ruins

By Asmatyari

We admit the role of quality education central to development of every country we aspire to associate with, anyway. It is believed education is one of the elements; entailing dynamic programs of socio-political and economic riches – it can only transform us from underdeveloped state into fully developed state. We have been narrating tales of technological progress, economic gains and educational developments the rest of the world has achieved, bidding to create an inspiration to our fate makers' so that they could steer the country on the agreeable course of sustainable success.

It is anticipated the government and concerned departments launches the state of emergency meant not only to increase the students' enrollment but also assures the provision of complimentary modern education. The allocation of most of resources into this sector is the cognition of aforementioned reality. Being driven by motives of change, the government diverts every saved penny for educational excellence is day dreaming. The level of consideration levied to educational uplift depicts the stance of government which is characterized by negation, underestimation, exclusion and refutation.

Earlier a study was conducted by Afghanistan Research and Evaluation Unit (AREU) that underlined widespread radicalization, including an extensive presence of radical activists among high school students in Afghanistan. It is a point of grave concern for masses, government and international community alike. The last three decades Afghanistan's education system was steered with ample radicalization. Control of the education system has been a mobilizing force for the conservative and radicalized movement that led to overthrow of the Soviet government and the subsequent rise to power of the Taliban. During the reign of the Taliban the educational system was inclined to produce Mujahedeen. Till date Taliban diverged several illogical reasons for justifying killings of thousands of innocents, prohibiting women from acquiring education, labeling co-education illicit and the modern scientific inventions desecrated, the list goes on and on. There is hardly any sort of condemnation noticed.

The study reiterates that the on-going radicalization of high-school students has not yet reached a critical point, where it could contribute decisively to the destabilization of the country. However, rather than waiting for that to happen, the competent authorities should reconsider the effectiveness of their educational policies and, first and foremost, their ban on political activities in high schools. The study notes that if the ban were to be revoked, at least there would be a more level playing field in high schools, allowing a greater variety of parties and organizations to compete for the loyalty of the younger generation. To date, the ban has primarily only been successful in keeping out moderate and progressive groups.

It is evident such education can function as a root cause and feeder of conflict, with the potential to retrench ethnic/religious divides and other societal cleavages. This dual nature of education reflects both the positive, or

peace building and the negative, or conflict enhancing potential of education. A careful examination of the linkage between education conflict and peace building in Afghanistan demonstrates the ways in which education policy reforms have to deliberately be used creating the conditions for building a foundation for reconciliation and sustainable peace or endless conflict. It is mentioned that political parties with radical outlook whose centers are outside the country, recruit teachers here with high salaries and then attract the attention of students. It is cautioned such groups want to infiltrate all tribes and ethnic groups of Afghanistan. Some parties are mostly active in Kunduz and their goal is to infiltrate all tribes in Afghanistan, the study recorded. It is heart wrenching to find education department showing negligence or criminal complicity to bare those behind such clandestine movement. It is indeed a great challenge for this department already meagerly administered and poorly governed – the cry for lack of resources is high, however when substantiated is defrauded. Afghan education sector already suffering of poor management, was struck by sever stroke of fund misappropriation and now it funds insurgents and turns into breeding ground of extremism may not serve the interest of nation at all.

Earlier school teachers being recruited and appointed by the Taliban in the Shah Joy district was reported. This worrying stance is affirmed by the serving head of the province confirming salaries of teachers were being pocketed by the Taliban as a number of insurgents have been appointed as instructors in the schools. It is unbelievably frightening the monetary allocation for education is funding heinous crimes – education is shunned in ignorance and militancy is supported instead. Regrettably, incriminating education which undoes the fear out of the mind and heart of people is camouflaged in the constant cloud of terror and endless fear – unluckily parasitizes on its very existence. It is right for the world and us to worry about the declining impact of Afghanistan's dysfunctional educational system, especially when it has been demonstrated that poorly educated young men in a country as large as Afghanistan pose a serious security threat to the rest of the world. Millions of families, especially those with little money, send their children to religious schools or Madrasas. Many of these schools are the only opportunity available for an education, but some have been used as nurturing ground for violent extremism. There is no doubt that Madrasas need to be reformed. Afghanistan's education system requires an almost total overhaul. In the modern world, economic growth and the spread of democracy have raised the value of education and increased the importance of ensuring that all children and adults have access to high quality and effective education. Education promoting the rich human values is increasingly driven by a growing understanding of what works in education and how to go about successfully improving teaching and learning in schools with sufficient resource allocation. Pluralistic education plays an essential role in relation to conflict prevention, resolution, reconciliation and reconstruction. Under these rationales, education should be structured as a non-traditional tool for building security by linking education to the human security framework.

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Safeguarding The Belief System!

By Muhammad Rasool Shah

These days, parents struggle a lot to admit their children in quality schools. Even in public schools, admitting a child has become a hard task and parents suffer a lot to manage different needs of schooling. But all Afghans have witnessed a time when people were reluctant to send their children to the schools and they tried their level best to keep them away from the school. In almost all the rural areas and some of the urban places, teachers of schools were given the responsibility to go and see the parents and persuade them to admit their children in schools, but it was not an easy task. In those days, a teacher was perceived to be as strong as a police commissioner and people respected him too much. Whenever a teacher visited a village, all the male members of the village assembled in the house of the village chief and looked at teacher as if he was an alien, being sent from an outer space. Anyhow, villagers requested the teacher to exempt their children from admissions. In this regard, they did their best to please the teacher and win his favor. Teacher was presented with different gifts like pure ghee, hen, sheep, and similar things associated with the village life. Indebted under all these, teacher agreed to exempt their children from the enrollment and this favor of teacher was time and again remembered by delivering wood, edibles and similar gifts on different occasions. Parents feared that if their children started going to school, they will become an atheist or leave their religion. This fear was based on a rumor that majority of the literate do not follow their religion, drink forbidden alcohol and get indulged in similar sins, not permitted by their religion. This rumor was spread by a few who had travelled to Kabul and observed some of the citizens who were in fact in the same condition.

Like in every society, there were also present some people in Kabul in those days who had not only lost their belief on any kind of religion and things associated with it, but they also did inappropriate work of talking against the religion. They also criticized those who followed any religion and termed them to be stupid and lazy. Those days, people were much strongly attached to the belief system and all these came to them as a great shock and thus there spread a belief that anyone who goes to school or becomes educated, strays away from religion and turns into an atheist or an agnostic. In fact, they believed that education taught them to revolt against their set of established beliefs and turn them into an atheist.

However, whatever were the possible causes of this belief, it kept many of our generations away from schools and weakened the basis of the country and made it vulnerable to a number of dangers. In the years to follow, our vulnerability was exposed in the form of internal differences and civil war which kept the country crippled for about three decades and pushed the country back for many more decades.

Anyhow, in those days, Afghanistan was under the strong influence of the communist block and many students were sent to the countries of the block for higher education. They not only learned the languages of the host countries but also made their access to the different books of philosophy, logic and literature. As many of us may be aware of, last two centuries were the most productive regarding the growth and maturity of western philosophy. There were many eminent scholars whose ideas molded the minds and

thoughts of people of their time and brought changes in politics, social ideology and other fields of life. Many forms of government like communism, socialism, capitalism and a number of other political schools of thought were the results of the great ideas of the political philosophers of their time. There is a long list of such philosophers and some of the prominent are Bertrand Russell, Kant, Hugo, Carl Marx, Angels, Rousseau, Milton, and many more. All these scholars and philosophers were at the peak of their natural talent and literary skills and thus, whatever they wrote, left lasting traces on the minds of their readers. As most of us know, the system of church had greatly lost its effectiveness and its greedy and selfish members had greatly used it as a source to earn personal benefits. This greatly disappointed the people and a number of scholars wrote against this institute of belief. They also scolded the practices of church that paralyzed the open thinking of people and thus most of the above scholars emphasized critical thinking and were opposed of following the beliefs without any proper evidence. As religions are based on beliefs, thus they directly opposed the religions and not only their own religion Christianity came under attack but they also opposed all the other religions of the world. They were of the view that religions stop the people from open thinking and it was a tool of some of the religious elders to fool the people and exploit them for their own benefits. To replace this, they talked of Atheism in which a person doesn't believe on any religion or God or less harmful is to become an agnostic. An agnostic is a term used for a person who believes that it is not possible to know if God exists or not. The readers of these thinkers were very much moved by the impressive reasons, logical points and other mesmerizing features and they entered a new world of amazing facts and realities. The basic theme of all these writers is based on reasoning. They ask us to challenge every set of established beliefs with questions and not to accept anything without proper investigation. Every idea is accepted after it is supported by logic and reason and nothing is accepted on mere belief. It wants us to challenge the existence of anything which is not felt by our senses. Their reasoning is impressive that a person with less knowledge about the religious basics can soon develop the doubt. Doubt is the base of logical reasoning but in religions, especially Islam, doubt acts like dynamite to the set of beliefs and brings down each and everything. As mentioned earlier, if we do not have good knowledge about our religion, these books and ideas in them can harm us a lot. But stopping our youth from these books by force will not be a logical approach. Rather it would make them more curious about these ideas and they might adopt a secret route to access them. First, we can choose good books for them. Luckily, there are modern Islamic scholars in the world who have presented the logical interpretation of the Islamic teachings. These books can be provided to our youth according to their ages. The books of philosophy and logic (mentioned above) can also be provided after they get mature enough to understand and tackle them with logic and understanding.

The above problem may not be much evident in our society but the more the level of knowledge and education will rise, more will be our youth and educated vulnerable to the above mentioned problem. With the gradual advancement of literacy and education in our country, we should be fully ready to protect our youth of this problem.

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