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MANAGEMENT**

**DOES SPORTS AND PHYSICAL EDUCATION (OLYMPIC VALUE BASED)
CONTRIBUTE TO PEACE IN AFGHANISTAN?**

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MASTER Thesis submitted to the professorial body in partial fulfilment of the requirements for the awarding of a MASTER title in the MASTER'S Programme: "Olympic Studies, Olympic Education, Organization and Management of Olympic Events" of the University of Peloponnese.

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Dedication

This thesis is dedicated to all women and men and for their true efforts made for a true and sustainable peace in Afghanistan.

Abstract

Jawid Khawar: Does sports and physical education (Olympic value based) contribute to peace in Afghanistan?

(Under the supervision of Konstantinos Georgiadis, Professor)

Throughout the history, sports have been a strong and positive influence in people's life style and social development. Considering the Ancient Olympic Truce all the way to the recent incidents; power of sport in *Being a fantastic showcase for the peaceful rivalry between nations through sports competitions* and building a friendship environment over conflicted and war-torn countries. The purpose of this study is to research and study "Does Sports and Physical education (Olympic Value Based) contribute to peace in Afghanistan?" In order to fulfill this purpose a quantitative approach was employed using questionnaires for Physical Education teachers at school, sport managers and a general questionnaire to public including the national team's athletes and none-sportive personalities. This research is also a tool to understand the Physical Education teacher's knowledge of Olympic and sports values, and their different approaches for teaching sports at school subject.

Keywords: Olympic education, value based physical education, Afghanistan, peace through sports

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List of Abbreviations

| | |
|--------|--|
| MOE | Ministry of Education |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations International Children's Emergency Fund |
| SIGAR | Special Inspector General for Afghanistan Reconstruction |
| USAID | United States Agency for International Development |
| QDPE | Canadian Quality Daily Physical Education |
| PE | Physical Education |
| NGO | None-Government Organization |
| IOC | International Olympic Committee |
| NOC | National Olympic Committee |
| GDPEs | General Directorate of Physical Education and Sports |
| CSO | Central Statistics Organization |
| OVEP | Olympic Values Education Programs |
| IOA | International Olympic Academy |
| NESP | National Education Strategic plan |
| YOG | Youth Olympic Games |
| NESP | National Education Strategic Plan |
| OCOG | Organizing Committee of the Olympic Games |
| WADA | World Anti-Doping Agency |

CHAPTER ONE

INTRODUCTION

It was an unforgettable night for the country, after their national team of football won, however not a very prestigious and important competition -South Asian championship but was enough to inspire people and provoke the national pride and bring people out of their home to cheer together. Fans in cars and on motorbikes joined others on foot to blow horns and dance throughout the night, a fan which was interviewed by a local radio said: *"I'm out on the street barefoot. We're all very happy."* (Bezhan, 2013). As Nelson Mandela Says: Sport has the power to change the world; the power to inspire and unite people. (Mulcahy, 2017) This Mandela quote was a good example of what was happening that night, it shocked the Afghan politicians, that what they could not do for decades, a sport win could do after 90 minutes of a football match – uniting the people from different ethnical and linguistic background. BBC reported that Afghanistan President Mr. Hamed Darzai was personally present in Kabul Airport to welcome home each player. (BBC, 2013)

The 2008 first ever Olympic medal for Afghanistan in taekwondo was another illustration of sport power in uniting the country. Rohullah Nikpa, twenty-one years of HAZARA ethnic boy claimed the bronze Olympic medal in the 58th Kg in the Summer Olympic Games 2008 which was also the first Olympic Medal ever for Afghanistan in the history of the Summer Olympic Games. He comes from a minority (HAZARA) which said to have been target of *systematic discriminations* throughout the political history of the country, but he had a hero's welcome back home after receiving his Olympic medal. As an Olympian he could now believe that the mentality can be changed overnight toward him with his sport achievement. He had no message but peace through his medal, *"I hope this medal can be a message of peace in Afghanistan,"* (Burch, 2008). Fortunately, he repeated the experience by achieving another bronze medal for the country in the Summer Olympic Games 2012 by doubling his bronze medal and the only medals Afghanistan has in the Olympic games – two bronze.

These are the only few examples from a war-torn country in the middle of Asia which the sport influences them and inspire their daily life but is not the only examples could be given of such positive aspects of the Sports in communities. There are thousands of such incidents and positive stories of sport inspiration around the world and in Afghanistan.

With all have been said till now, no research and previews studies have been done to understand and measure the real effect of the sport in social unity and contribution to peace in Afghanistan. Thus, it would be remarkably interesting to know if the sports and an Olympic value-based education system can contribute to peace in the war-torn country like Afghanistan?

The aim of the study

The aim of this research paper is to examine the current school's curriculum, physical education teacher's level of understanding from the sport and Olympic values, Afghan people's views about sport and its connection to peace, unity, personal and social development.

Research contribution

This study is significant because it is the first time to investigate in depth the sports and Olympic value-based education system contribution to peace in Afghanistan. The finding from this study could be strongly considered as the seed for the future sport projects and research, reconsider the importance of School Subjects, inclusion of the Olympic education in the curricula of the sport and most importantly to consider the Sports in the long term peace process in the country.

CHAPTER TWO

LITERATURE REVIEW

Afghanistan

Afghanistan is a mountainous country, located in the South Asian part of Asia and believed to be the *heart of Asia*, due to its strategic location. Afghanistan has a long history, but no exact record of its antiquity is available. Based on historical excavations on 1965 by Loui Dupri, the American historian, in North of the country; he excavated goods which were made of stone and bones. It suggests that civilization has existed before two to nine thousand years B.C. At the same time excavations in South east of the country in 1951 proves of the civilization before 3000 B.C (Gubar, 1989). The country has been named differently throughout the history, Ariana (1000 B.C to 5th century), Khurasan (5th -19th Century) and Afghanistan (19th Century to present). (Waak, 2005)

The modern Afghanistan has the surface area of 652 864 km² and has been divided to 34 different provinces. Though, the exact population of the country has not been estimated officially but the population has been announced 31,575,018 including 51% male and 49% female based on a report from Afghanistan Central Statistic Organization (CSO) in 2018. (Central Statistics Organization, 2018) This report also indicates that 47.8 % of the population to be under 15 years old and 2.7% of the population is above 65 years old. (Central Statistics Organization, 2018) The vast majority of Afghanistan population is Muslim consist of Shia and Sunni (Based on oxford definition Shia and Sunni are the two major branches of Islam) (Oxford, 2019) but a minority of Hindu and Sikhs are living in Afghanistan. Based on an investigation by a local TV Channel in 2016, it reveals *that the Sikh and Hindu population number was 220,000 in the 1980's*. (Yaad, 2019) The number of Hindu populations has dropped to 15000 during the civil war in 90's and now only an estimate of 1350 Hindus and Sikhs are also living in the country. Based on a report from the New York times, the two recent attacks in the country specially targeting the minority of the Hindus in the country killed more than 50. India Offered Escape to Afghan Hindus and Sikhs Facing Attacks expedite visas and the possibility of long-term residency for Afghanistan's tiny Hindu and Sikh minorities in India. (Mashal & Abed, 2020) Canada had the same offer and The Canada's Ministry of Immigration and Citizenships, Ahmed Hussien quoted his government decision on working on a plan to approve private sponsorship of Hindu and Sikh citizens of

Afghanistan by a foundation and approved individuals will be welcomed to Canada in the coming years. (Tolonews, 2018)

Afghanistan is a multiethnic and mostly tribal society. The exact number of ethnic and their population is not clear but Pashtun, Tajik and Hazara are the majority of the population in the country. People of this territory speaks in more than 30 languages (Schiffman, 2011) and according to the Afghanistan National constitution, the major two languages Dari and Pashto are the official languages: “*From among the languages of Pashto, Dari, Uzbeki, Turkmani, Baluchi, Pashaei, Nuristani, and other languages spoken in the country, Pashto and Dari are the official languages of the state.*” (The Constitution of Afghanistan, 2009)

The traditional and religious country with so many ethnical and language diversity has been always the battlefield of different empires and the civil wars. Diversity of religion (*Shia and Sunni*), multilingual and multi ethnicity have been the blind spot and apparently the cause of the four decades of the war specially the civil war in the country since 1990’s.

Education in Afghanistan

According to Article 43 of the Afghanistan Constitution, education is a right for all Afghan citizens and will be offered free of charge in state institutions. (The Constitution of Afghanistan, 2009) In support of this, the Ministry of Education (MOE) is responsible for administering the Afghan education system up to the college level, which consists of general education, Islamic education, technical and vocational education, teacher training, and literacy. Nine years of compulsory education (primary education and lower secondary education) are considered as mandatory by the education law of 2008. (UNESCO, 2011)The Ministry of Higher Education (MOHE) is responsible for administration of higher education which includes funding, policy development, institution establishment, quality assurance and advanced teacher education. The higher education sector includes universities and higher education institutes.

Based on information provided by United Nations Educational, Scientific and Cultural Organization (UNESCO) office in Afghanistan, the country is one of the lowest literacy rates in the world, currently estimated at about 31% of the adult population (over 15 years of age). Female literacy levels are on average 17%, with high variation, indicating a strong geographical and gender divide. (Rasmussen & Kelly, 2016) Only one in five women in the country is literate

and the literacy rate for women in rural areas is three times lower than in urban areas. The highest female literacy rate, for instance is 34.7%, found in the capital, Kabul, while rate as low as 1.6% is found in two southern provinces of the country. Male literacy rates average about 45%, again with high variation. The highest male literacy rates are in Kabul, at 68%, while the lowest is found in Helmand, at 41%. (UNICEF, 2016)

However, Afghanistan government provides free public education system, but due to the continues war and corruption, the quality of the education system is remains low and not accessible to everyone. In the poorest and remote areas of the country, enrolment levels vary extensively, and girls still lack equal access. Long walking distances to school and lack of safe/proper learning environments are major impediment toward female participation in schooling. In 200 of 412 urban and rural districts no female students enrolled in grades 10-12 and 245 out of 412 urban and rural districts do not have a single qualified female teacher. (NESP, 2016) This could be an essential issue for the female students' enrollment due to extreme religious believes. *An estimated 3.7 million children are out-of-school in Afghanistan – 60% of them are girls.* (UNICEF, 2016) Based on MOE, it is estimated that the 18.3% of the total number of students registered in the school were permanently absent through the year in 2014, but they were still registered as enrolled. (NESP, 2016) The reason could be the child labor as most of the families they send their kids to learn family business in early age. Of the 42% of children aged 5-14 enrolled in the school, more than half of them (51%) are also involved in child labor activities. 31% of the 25% of children involved in child labor attending the school which is one third of them. (NESP, 2016). The early marriage (Child Marriage) is another concern for the education attainment, based on a report from, girls marring before age 18 are more likely to drop out with only 5% competing secondary or higher and this percentage with the girls marring after age of 18 is 12 percent (UNICEF, 2016) Afghan government data indicates that girls who did not study are three times as likely to marry before age 18 as girls who completed secondary education or higher (HRW, 2017). However, the association between the child marriage and education is surprisingly weak but 9 percent of the women aged 20-24 are reported being married before age of 15 and 35 per cent by the age of 18 (UNICEF, 2016). In both cases the majority had never attend school.

Hundreds of schools are closed due to Taliban governing over the area and hundreds have been burnt by Taliban since 2001. Based on a report from Ewan Watt, 300 schools were burnt only in 2016 after Taliban attack education. (Watt, 2016) Based on information provided by Ministry of Education, approximately 42% or five million of the estimated 12 million school-aged children and youth do not have access to education and Over 5000 schools are without usable buildings, boundary walls, safe drinking water or sanitation facilities. (UNESCO, 2011) Based on a report in 2015, approximately 49% of schools lacked adequate buildings, 62% are lacking surrounding walls, 31% lacked drinking water, 33% lacked functional sanitation facilities and 76% are without electricity. (NESP, 2016) However, based on the national education policy of Afghanistan, the priority for the government is to build schools and shelters for the students and highest budget has been allocated for the school constructions, but it has been always challenged by Taliban by burning and destroying them. Based on a report from New York times in 2019 as per an official in Ministry of Education about 400 schools for both boys and girls have closed over the past several months for “security reasons,” including armed conflict and Taliban threats or attacks. (Rahim & Zucchini, 2019)

The other main issue concerning the Afghanistan education system, which is the consequences of the decades of civil war, conflicts, and uncertainty; is the population mobility, especially forced displacement (and return). An estimated of 1.2 million Afghans are internally displaced with 31 out of 34 provinces hosting newly displaced populations in March 2015. UNHCR estimates that around 20% of Afghan population are returned refugees. (UNHCR, 2016) However, there are limited number of countries where the Afghan refugees receive education through host country schools (facilitated by mutual governmental cooperation) and private schools runs be Afghans or international assistance. Afghanistan government assigned the education attaches in order to support the education in these countries. (NESP, 2016)

The current functional schools are reported 16328 by Ministry of Education and this report reveals an estimate of 9,919,470 (3,513,757 are female) students are currently enrolled in Afghanistan school which includes the professional, religious and Afghan students abroad. (MoE, 2019) The number of school teachers is reported 203,301 (66076 are Female) - 90% of qualified female teachers are located in the nine major urban centers (Kabul, Herat, Nangrahar, Mazar, Badakhshan, Takhar, Baghlan, Jozjan and Faryab). (NESP, 2016) To overcome this

critical issue of lacking female teachers which is sometimes very important due to the religious believes, the Afghanistan government policy is to accept the “best available” candidates with the highest formal education attainment, then provide support, monitoring and opportunities to become fully credentialed. Based on a report, in 2015 9% of the teacher’s education were below the grade 12. (NESP, 2016)

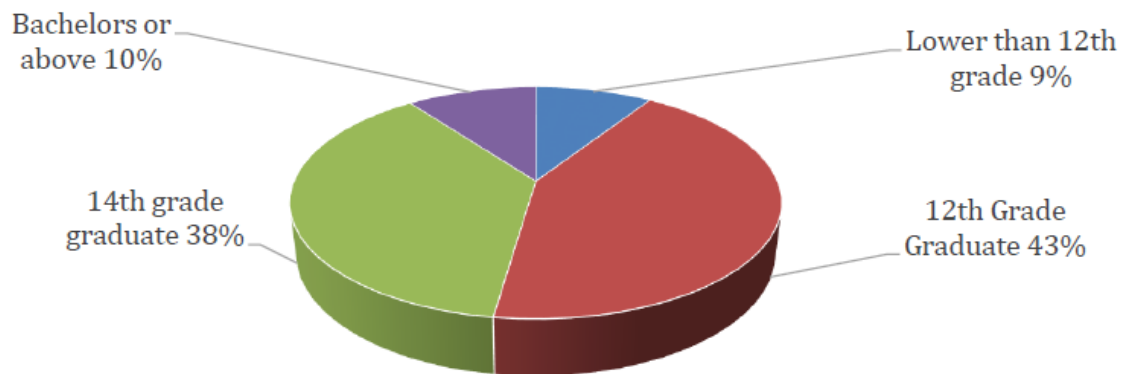
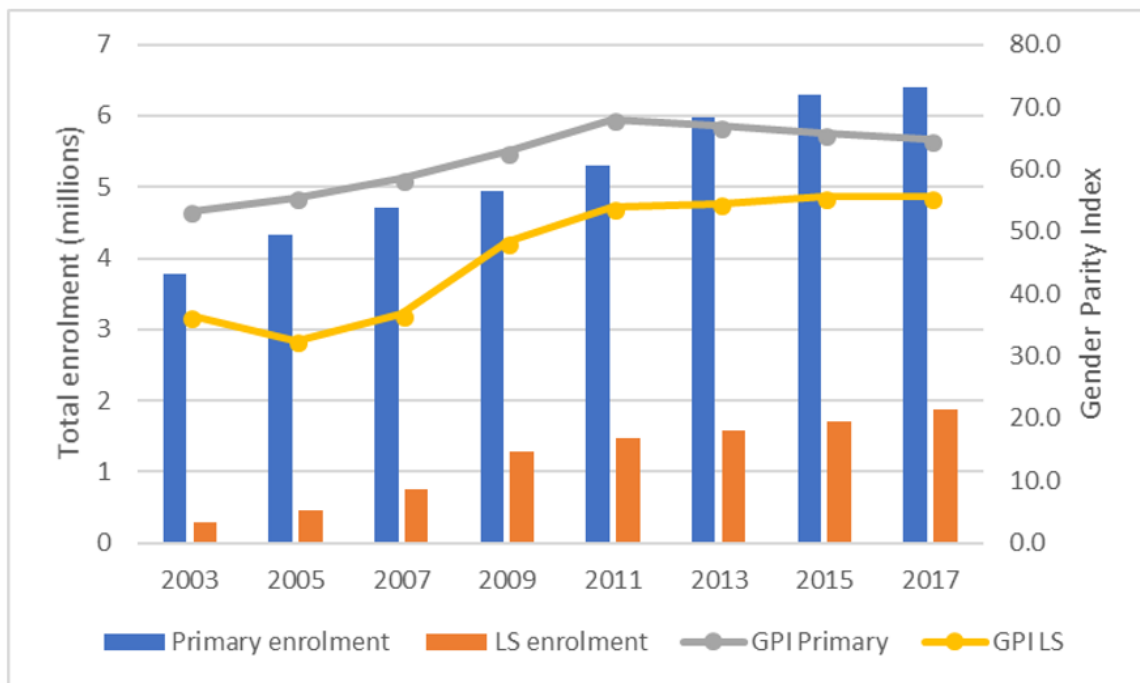


Figure 1 Teacher Education level, (NESP, 2016)

Corruption is the 2nd major problem facing Afghanistan after security. However, some of the above-mentioned numbers and statistics are from the 2015 onwards but Afghanistan education system experienced the biggest scandal of history when the statistics and number of enrolled students and schools were challenged by the independent organizations. John F. Sopko, the Inspector General for Special Inspector General for Afghanistan Reconstruction (SIGAR) in a report from the BBC says that they have no idea about the exact number of students and the exact number of schools in Afghanistan and the number provided by the Afghan government is not authentic. (Shahriyar, 2016) There was a big scandal in 2013 after it was found out that imaginary schools and student have been reported since 2002 -2013. Based on SIGAR an estimate of 769 million dollars is supported by USAID to Afghanistan Education till 2015 (RadioAzadi, 2015). In the national education strategic plan, the ministry of education has identified the elimination of corruption as a high priority. Based on which the MOE is committed to develop, in collaboration with tother stakeholder ministries, robust anti-corruption strategy to restore public and donor confidence in equitable and transparent program delivery including the

dissemination and open publication of policies, standards, plans, budget, results and reports. (NESP, 2016)

The Ministry of Education employs 67% of the civil servants in the country; however, only 15% of the national recurrent budget is allocated for education which makes it impossible to achieve the targets set in the National Education Strategic Plan (NESP) with the government resources. The government and Ministry of Education always depends on outsources for its survival and achieving the set targets.



Source: UNESCO Institute of Statistics (UIS)

Figure 2: Number of enrolled students in Afghanistan schools based on gender, (KERALI, 2020)

The National Education Plan (NESP) III 2017-2021 reports significant achievements since 2001 with regards to access and girls' education. The number of children enrolled in General Education (grades 1-12) has risen by almost nine times, from 0.9 million (almost none of them girls) to 9.2 million with 39% girls. The number of schools has also increased from 3,400 to 16,400. As stated earlier this has risen another issue which is the accommodation of the

new students as well as the development of capacities for delivering quality services. (MoE, 2019)

Table 1: Current figures and targets from projection model used for NESP III and SDG,

| A) ENROLLMENTS, CLASSES & TEACHERS | 1394 | 1396 | 1400 | 1409 |
|---|--------|--------|--------|--------|
| | (2015) | (2017) | (2021) | (2030) |
| Total enrolment (all programs, in 000) | 9,200 | 9,716 | 11,400 | 13,600 |
| Primary GER | 111.5% | 114.1% | 118.9% | 112.0% |
| Gender parity index for primary GER | 0.67 | 0.69 | 0.77 | 0.96 |
| Lower secondary GER | 66.9% | 76.6% | 95.4% | 122.0% |
| Gender parity index for Lower secondary GER | 0.57 | 0.63 | 0.69 | 0.81 |
| Upper secondary GER | 42.2% | 46.3% | 65.4% | 98.9% |
| Gender parity index for Upper secondary GER | 0.52 | 0.55 | 0.64 | 0.73 |
| Number of children in CBE classes (000) | 333.8 | 550 | 400 | 100 |
| Students/class ratio in public GE | 40.8 | 40.6 | 40 | 36.6 |
| Textbook to pupil ratio | 6.1 | 8.1 | 12.0 | 12.0 |
| % female teachers in GE | 33.3% | 35.1% | 40.7% | 46.0% |
| Total enrolment in TVET (000) | 81.5 | 82.4 | 153.6 | 499.2 |
| % female enrolment in TVET | 17.1% | 18.9% | 25.9% | 33.0% |
| % of schools with adequate building | 51% | 51% | 62% | 89% |
| Number of adult literacy learners (000) | 392.9 | 410 | 600 | 800.0 |
| % Female literacy learners | 53.9% | 57.2% | 60.2% | 62.5% |

The National Education Strategic plan III was developed by Ministry of Education in 2017, this is with no doubt a great achievement for Afghanistan's education sector and a sustainable policy for the improvement of quality and quantity education and good governance. The following provides a summary of six areas of focus for quality improvement in the NESP III:

1. Development of the relevance of the curriculum, to provide learners with appropriate social values and the skills needed to put knowledge to practical personal use as well as for community, society, and the nation.
2. Preparation and deployment of professional teachers through a competency-based training program, a system for support with quality assurance, and flexible deployment models
3. Further support of curriculum delivery through the preparation and deployment of school administrators including principals trained in leadership roles management, administration, data-based school improvement and supervision of teachers.

4. Safe (Physically and psychologically), healthy, non-discriminatory, inclusive and child friendly environment to ensure successful learning.
5. Continuous improvement in instruction quality in government, private and community schools which will be ensured by ongoing teacher professional development.
6. Building Capacity to conduct routine objective assessment of student learning outcomes in country. (NESP, 2016)

One of the focused areas of the (NESP, 2016) is to reform the current school curriculum which is not well organized. The current curriculum includes the general education, the Technical and vocational education and training, Islamic education, literacy, and teacher education. For the Physical Education there has been no centralized written curriculum.

Physical Education in Afghanistan

School physical education programs have the potential to make a unique contribution to positive social changes for the students. The research which has been done abroad, strongly illustrates this fact. Based on similar outcomes from the academic research; some countries around the world, have developed national initiatives which have striven to increase the amount of time for their Physical education programs at school, one of such initiative is the Canadian Quality Daily Physical Education (QDPE) with the aim to provide quality physical education for Canadian Children. (Chad, Humbert, & Jackson, 1999) A research in German school done by Spitzer and Hollmann, suggests that implementation of exercises by replacing lessons by sport had positive effects on concentration and social behavior and it did not reduce the academic performance, but study reveals that students had better results in their academic performance (Spitzer & Hollmann, 2013). In a similar study shows that the time increased in physical education at school has shown a better mental rotation performance results in students, which is related to success in science. (Jansen, Ellinger, & Lehmann, 2018)

However, a world-wide survey of school physical education by the UNESCO, indicates that globally, relatively few countries have officially prescribed or guideline indicators that characterize quality physical education. (UNESCO, 2014) The general findings conclude that in most countries there are either legal requirements for physical education or it is a matter of general practice for both boys and girls at least at some age/stage or phase of compulsory schooling years. Physical education provision during compulsory schooling years differs across

regions and countries according to age or year stage of attendance with variations in number of lessons per week and weeks taught per year. Despite official commitment to physical education either through legislation or as a matter of general practice, such provision is far from assured. Noncompliance with regulations is particularly evident in countries where curriculum responsibility lies with education districts or individual schools, i.e., in contexts of localized implementation of curricula. (Hardman, Murphy, Routen, & Tones, 2014)

Table 2: Compulsory education boys/ girls (%), (Hardman, Murphy, Routen, & Tones, 2014)

| Area | Yes | No |
|-----------------|-------|----|
| Global | 97 | 3 |
| Africa | 93 | 7 |
| Asia | 100* | - |
| Europe | 98 | 2 |
| LatAm/Caribbean | 98 | 2 |
| Middle East | 91 | 9 |
| North America | 100** | - |
| Oceania | 100 | - |

* In some countries, whilst physical education might be mandated for both boys and girls, in some schools girls do not participate in physical education lessons.

** Refer earlier commentary on United States concerning mandated provision.

Physical education and sport in Afghanistan school programs has not been taken seriously and neither the government nor the None-Government Organizations (NGOs) have paid enough attention to it as a proper subject in the schools. The NESP which is considered to be the most important and unique strategic plan for the education in Afghanistan has nothing regarding the physical education and sport.

The research and the personal experience suggest that the ministry of education has no written curriculum for the physical education and sport subject in schools. In the MOE website all the school subjects have been described in detail with the sample of the curricula, but physical education curricula cannot be found. As a general practice, although most of the schools they do not have the required facilities, but this subject remains as the mandatory programs of all the public schools.

The proper attention to the sport subject in Afghanistan school could be due to many reasons, some of which outlined below:

1. The Afghan donors have no interest in funding the budget for the physical education.
2. The physical education is always considered a physical activity and sport rather than an education tool.
3. Lack of facilities & equipment.
4. Lack of scholars in sport and physical education.

There is no information of how and when the sport and physical education have been part of the sport subjects and curriculums, but in 1932, the school tournament for hockey, football, and volleyball was held in Kabul (Warzish, 2015) which indicate the physical education had been part of the school's program.

The quantity of participation in physical education has a big difference between the genders. Being a traditional community with strict religious believes causes limited participation of girls in real physical activities at schools. Based on information provided by the NESP, most of the female students does not enroll or stop education because of non-availability of the female teachers. This important fact can affect badly the participation of the female in the physical activities.

As stated earlier and based on the (NESP, 2016) findings, most the schools suffer from the lack of qualified teachers specially in the rural areas. When the school does not have proper facility and qualified teachers for the important subjects, the physical education which is considered to be the lowest attention surely suffers the most. Although, the capital cities are considered less effective from the lack of teachers in other subjects but most of them suffers from the lack of physical education teachers and in most cases the other subjects' teachers are assigned as Sport teachers voluntarily.

However, important to mention that only the Physical Education university and Kabul Physical Education institute (14th Grade) are the high-level institutions which graduates physical education teachers. (SREU, 2019) Unfortunately, since the salary scale of the physical education teachers in the schools stands in lowest among the other schoolteachers and hiring system is contiguous; most of the graduates prefers not to join as the sport teachers in schools. On the other

hand, the curricula of these high institutions are also incredibly old and not matching with the current PE education systems in the world.

The Physical education and School's health department is the only official entity related to the sport and physical education in the structure of the Ministry of Education. The main duty of this department is to Manage, supervise and organize the matters related to the school's health and physical education and to implement the policies, regulations, and procedures in this matter in all over the country. But as the Job description of the department suggests, it only organize and manage the sport activities among the schools and has nothing to do with the school sport subject curricula.

Sport and Olympic Movement in Afghanistan

Afghanistan, a land famous for its agriculture and livestock; even when it was called Arianna (Ar(e)ianē) 300-350 BC (Gubar, 1989); had sports and games as part of their culture. (Hirat, 1978) Traditional wrestling, archery, horse riding, stone throwing and lots of other indoor and outdoor games were played to enjoy their time and free their mind from the stressful daily regular activities. (Hirat, 1978) The sport was not only as a time pass but a tool for competition, enjoyment, and gaining fame. Meanwhile, other local sports like swimming, shooting, running, and archery was introduced according to the facilities on hand, which most of them remained still the same in some parts of the country (Habibi, 2014) On Bakhtaran time, the king was hiring the healthiest and most powerful men to show the benefits of sport for health and encourage others to train and be active. Sport is somehow mixed with culture of this country; competitions in the cultural programs, gatherings, and wedding parties are a good example of such integration.

Physical activity for Afghans was not only a tool to celebrate and time pass, but to enjoy, compete, and a source of income and fame in the society. In Afghanistan, the new year celebration (NAWROZ) and other national day's celebrations were, where the youth take part in sports activities and their participation was praised by the King and other leaders with gifts and cash. This culture could be still followed in modern Afghanistan but with a lot of changes. The NOWRUZ celebration was 40 days in BAKHTARIAN kingdom like a long sports festival, where athlete used to play different games during the 40 days of celebration. (Hirat, 1978)

Synchronized dancing around the fire was the first sport and activity that Aryans established it. While Greeks entered the BALKH City and one of them married the King's daughter, the sports like wrestling, horse riding, gymnastic become famous and improved a lot. (Hirat, 1978) After the 18th Century, a value of sport raised not only as the good physical activity but as political and economic importance. The English colonization in the country had the great part in introducing some of the modern games in the country beside the local games people used to play. In the beginning of the 19th Century, the sports football, basketball, and volleyball were part of the school curriculum. In 1923, the King Amanullah Khan officially opened one of the biggest and famous Stadiums in Kabul called Ghazi Stadium which is a famous place in the country. (Warzish, 2015)

In 1930, under the guidance of the King an association of sport was established, the aim was to govern the sport and the king cousin was to lead the association. In 1931, the association was moved to the Army University. In the same year, a factory to produce the sports equipment was established right beside the university. The king was interested enough to improve and govern the sport, the association then moved to the Kingdom chancellery palace and the prince Mohd Yousuf took the lead. (Warzish, 2015)

In 1932, the school tournament for Hockey, football, and volleyball was held and Afghanistan becomes interested being part of the international sport organizations. The requirement and criteria to be affiliated with International Olympic Committee was to have active sports teams; tennis, football, hockey, athletics, and wrestling was introduced.

In 1934, Afghanistan National Olympic Committee was officially a member of the International Olympic Committee. The name of the association was changed to Afghanistan National Olympic Committee which was then changed as General Directorate of Sport and Afghanistan National Olympic Committee. For the very first time, a regulation and sport policy was developed (Warzish, 2015) this policy was the only written legislation till 2018. Both the National Olympic Committee and General Directorate of Sport and Physical Education (GDPEs) was governed by the same governmental organization.

The first ever Olympic Game that Afghanistan participated was 1936 Berlin Olympic Games, with 19 competitors as teams of hockey and athletics. (Wood, 2000) It was too early for the newborn Afghanistan sport to secure a medal for the games or at least perform well.

Sport and physical education were then established and included in Ministry of Education for the first time. The Sports secondary school graduate students were then employed to another school as sports teachers. Later, it promoted to high school then to institute of physical education and in 2003 it was officially the faculty of Physical Education in University of Education to graduate students in Bachelor level. (SREU, 2019) Afghanistan then took another important step forward and sent some of the graduates to abroad for further sports education. Mir Abdul Rashid Begham was one of the first who went for higher education in Germany as result of which he published books related to sport in the country and he is one of the countable sports authors at the moment. (Warzish, 2015)

In 90's, the Afghanistan black days began. The collapse of the central government and beginning of the civil war in the country. (Gubar, 1989) All the infrastructures destroyed and the only famous sports field –Ghazi Stadium was the battlefield. Millions displaced and millions left the country due the civil war. (Jackson, 2009)

Afghanistan National Olympic Committee was banned by the International Olympic Committee during the Taliban rule due to discrimination for women and could not participate in 2000 Olympic Games Sydney; however, the IOC offered to try to find a way for the athletes to compete individually under the IOC flag (McDonald , 2000). But the offer rejected by Taliban Olympic Committee head Abdul Shakoor Mutmaen as he declared participation meaningless without Taliban emirates flag. (McCarthy, 2000) Mahmood Saiqal, Afghanistan permanent representative in the United Nation at time, stated that Taliban are facing political isolation worldwide and they are seeing the Olympic Games as another way to seek world recognition and attention. (McCarthy, 2000)

This seems to be the darkest period Afghanistan Olympic and sport could ever have. Only football and volleyball were active in the country under strict Taliban and their fundamentalist Islamic rules. The short shorts were banned, and the athletes were not allowed to trim or shave their beards. In 1998, three Afghan athletes could not participate in a boxing competition as they refused to cut their beards and meet international boxing rules. They feared that in return they might be jailed by Taliban if they are clean shaved. For the same reason, Afghanistan missed participating in Asian Games, Bangkok Thailand 1998. “The Religious

police of the ruling Taliban even arrested visiting Pakistani football players and shaved their heads because they were wearing shorts! (McCarthy, 2000).

Women were not allowed for any off-home activities which were an extreme damage to the women's sport in the country. The Only football stadium was extensively used for public executions even during the football half times (Miglani, 2008)

In 2003, after the collapse of Taliban and the new government establishment the IOC lifted the suspension during the 115th IOC session in Prague. (IOC, 2003)

In 2014, Afghanistan National Olympic Committee was recognized as the independent organization from the government Sport organization, which is a General Directorate of Sport, officially called the General Directorate of Physical Education and Sports (GDPES) by the president decree. It was considered to be a step forward for the sport development and the Olympic movement, but due to the lack of legislation and regulations, the separation of these two governing bodies followed almost five years of serious conflict and clashes in Afghanistan sport. The Sport, which considered to be one of the delights for the Afghans was then the clashes of power for the leaderships claim. More than 10 National federation had two governing body parallelly. In 2018, the head of GDPES, was elected as the president of Afghanistan National Olympic Committee and since then the conflicts seem to be calmed down. (Butler, 2018)

Afghanistan has only two bronze medals in taekwondo, achieved by Rohullah Nikpa, from the Summer Olympic Games 2008 and 2012 respectively since its participation to this major multi-sport games.

In 2018, the new developed legislation become the law of sport in Afghanistan by the president decree no. (318). Since 2018, Afghanistan sport has significant sport achievements in its international relations. Ms Samira ASGHARI, the 24 years Afghan girl is now the youngest IOC member. (IOC, 2019) This could be a significant step forward for the sport and Olympic education in Afghanistan by her contribution.

Afghanistan sport is currently managed by the General Directorate of Physical Education and Sports (GDPES). This organization is responsible for managing, financing, and administrating the Sport in general (GDPES, 2020) GDPES is acting like a ministry for sport and has all the privileges of a ministry in Afghanistan government. This government organization has

the representative in all provinces of the country. (Warzish, 2015) Based on the Sport Law of the country which was signed by the president of the country and recently passed by the Afghan Parliament (Avapress, 2020), the article no. 16 of the sport law , the GDPES also assists the Ministry of Education (MOE) in providing them technical supports for developing the physical education curriculum. PE knowledge improvement, helping them with building sport teams, building sport facilities and etc (GDPES, 2020). However, currently the GDPES is not an academic organization and a deeper look into the structure of this government sport organization and the way it functions reveals, that it lacks professionalism and even has issues in helping the normal routine of its own organization and has no academic department or at least functional at the moment.

Beside the GDPES, The Afghanistan National Olympic Committee (AFG-NOC) is an independent sport organization in the country. It receives its funding from the limited financials supports from the IOC, and a significant percentage from the government of Afghanistan. (AFG-NOC, 2014) Based on the Olympic Charter one of the main role of this organization is *to promote the fundamental principles and values of Olympism in Afghanistan, in particular, in the fields of sport and education, by promoting Olympic educational programs in all levels of schools, sports and physical education institutions and universities, as well as by encouraging the creation of institutions dedicated to Olympic education, such as National Olympic Academies, Olympic Museums and other programs, including cultural, related to the Olympic Movement.* (Olympic Charter, 2017)

Olympic Values Education

The history of the Olympic Education goes back to the time where the Olympic Games were created. The Gymnasium of the antiquity in the ancient Olympics were not only the place to physically train the athletes, but rather a cultural site to cultivate and training of body, well and mind. (Naul, 2008) The understanding of Olympism is correlative to its education necessity. In Ancient Greek, the gymnasia were as a philosophy school in the central of the Olympic Games. It was playing an important role in youngster's education and cultivating of their character, but unlike the Olympic Games, the Olympic education did not have the necessary efforts for development and improvement afterward. As Coubertin the father of Modern Olympic states: *"This Olympic pedagogy which I recently said was based at once on the cult of effort and*

on the cult of eurhythmy- and consequently on the love of excess combined with the love of moderation- is not sufficiently served by being glorified before the world once every four years in the Olympic Games. It needs permanent factories. The Olympic factory of the ancient world was the gymnasium. The Olympiads have been renewed, the gymnasium of antiquity has not- as yet. It must be.” (Naul, 2008)

Since the 1970s, there have been many thoughts and ideas of what Olympic education is, and many different orientation and contents of an Olympic education program has brought up (Naul, 2008) *“Some foster the examination of the De Coubertin’s works, others the study of Olympic History, facts and figures, others the pursuit of Physical excellence, others the theoretical study of Olympism in a non-experiential manner and others and the amalgam of other orientations.”* (Culpan & Wigmore, 2010). A deep look into all the research and orientations suggests that a better Olympic education program can be the one which has more emphasis on values-based education which is the core of the Olympism. As Culpan also argues, the points for a better Olympic education program are to have more alignment and acknowledgment with the Physical education curriculum of the country as well as to have an outcome of the development of a type of active citizens who contributes to building a more peaceful and better world (Culpan & Wigmore, 2010)

When we talk about education, the first thing which comes in mind is the values. In sport these sets of values are called the fundamental principles. These principles introduced as the education values of Olympism by the International Olympic Committee. In modern Olympics, the Olympic education is not only about the body physical improvement but efficient way of learning and state of mind which can deliver the peace, tolerance, and brotherhood in the societies all around the world.

The promotion of the Olympic values and Olympism is one of the IOC and National Olympic committee’s initial responsibilities in the countries to educate people and promote these values. (Olympic Charter, 2017) This education and promotion happen through different programs like education seminars and conferences, a week of awareness programs, competition, Olympic museum, and most important is the inclusion of Olympic education in physical education programs at school.

In physical education which includes the Olympic education students do not only learn the physical activity but also learn the individual and group responsibility of a good citizen in a society. Jim Parry, the professor of Olympic philosophy in International Olympic Academy (IOA), evaluated a number of studies on philosophical anthropologies of Olympism and he suggests as conclusion that, “philosophical anthropology of Olympism promotes:

- Individual all round harmonious human development
- Towards excellence and achievement
- Through efforts in competitive sporting activity
- Under conditions of mutual respect, fairness, justice, and equality
- With a view of creating lasting personal human relationships of friendship
- International relationship of peace, toleration, and understanding.
- Cultural alliance with the art; “ (Perry, 2009)

The Olympic and sport values are one of the internationally accepted set of principles and when National Olympic Committees join the Olympic Movement and send athletes to compete at the Olympic Games, they agree to share these set of values “*Fundamental principles* “ (Olympic Charter, 2017)

Based on the Olympic charter these sets of values described as follow:

1. Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles.
2. The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.
3. The Olympic Movement is the concerted, organized, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world’s athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.

4. The practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.
5. Recognizing that sport occurs within the framework of society, sports organizations within the Olympic Movement shall have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organizations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.
6. The enjoyment of the rights and freedoms set forth in this Olympic Charter shall be secured without discrimination of any kind, such as race, color, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status.
7. Belonging to the Olympic Movement requires compliance with the Olympic Charter and recognition by the IOC.

The Olympic Values and Education Themes

The founder of modern Olympic Games, Pierre De Coubertin, believed that “The future of our civilization does not rest on political or economic foundations. It wholly depends on the direction given to education” (Müller, 2010). However, Pierre De Coubertin has never used the term Olympic Education and merely used the term ‘pédagogie sportive’, which translates to sporting pedagogy, to pursue his Olympic educational concerns (Müller, 2010). As the fifth IOC president, Avery Brundage also insists that the main idea of the Olympic revival was not to give the contestants a chance to win medals, break records, or people’s entertainment but to bring the awareness to the world that Physical Education pragmas and Sport competitions will not only physically improves individuals but will help them to significantly improve and develop their moral values through the character building eventually make them a better citizen. Before Pierre De Coubertin had the idea to revive the Olympic games, his main interest and enthusiasm was to reform the French school’s education system as result which he visited multiple schools in England with the main to integrate the physical education in the school’s curriculum, mainly in

France, which would embrace both body and mind (Müller, 2010). He learnt that moral values can be easily developed through the sporting activities.

Following the Pierre De Coubertin philosophical idea, over the past decade's different approaches of the Olympic education has been developed through the IOC. The Olympic education attempts to deliver a worldwide education to develop human individual, focusing on the fundamental values of human personality (Müller, 2010). The International Olympic Academy, which is an inspiration from the ancient gymnasium is "the legacy of the Coubertin's ideas". The IOA since its creation in 1961 with the vision to study, enrich and promote the Olympism, organizes many organizes several international sessions, seminars and conferences on Olympism, Olympic Studies and Olympic Education, to increase the knowledge of the people within the Olympic movement and the people who play a major role in youth education. (Georgiadis, 2008) According the IOA official website (IOA, 2020), the International Olympic Academy mission is as follow:

- To function as an International Academic Centre for Olympic Studies, Education and Research.
- To act as an International Forum for free expression and exchange of ideas among the Olympic Family, intellectuals, scientists, athletes, sport administrators, educators, artists and the youth of the world.
- To motivate people to use the experiences and knowledge gained in the IOA productively, in promoting the Olympic Ideals in their respective countries.
- To bring together people from all over the world, in a spirit of friendship and cooperation.
- To serve and promote the Ideals and principles of the Olympic Movement.
- To cooperate with and assist the National Olympic Academies and any other institutions devoted to Olympic Education.
- To further explore and enhance the contribution of Olympism to humanity.

The International Olympic Academy also acts as the coordinator for the national programs of Olympic Education through the National Olympic Academy's. Based on the IOA official website, the National Olympic Academies' objective are to cooperate with various organizations in order to develop Olympic Education Programs: with the IOA, National

Federations, the Councils for Primary, Secondary and Tertiary Education, local authorities, Bid Committees for hosting the Olympic Games or with the Organizing Committees if their country is to host the Olympic Games. The objective of the NOAs should be to approach Olympic Education from a practical rather than from a theoretical perspective. The programs should be flexible enough to respond to the needs of the young, adaptable into both printed and electronic forms of speech and addressed to the whole society. (IOA, 2020)

The Olympic Education commission is another IOC approach which promotes the Olympic values-based education and provides strategic direction on IOC programs and activities related to the education of youth through sport. (IOC, 2020)The responsibilities of the Olympic Education Commission is to advise:

The development and implementation of an Olympic values education strategy.

- Advocacy for quality physical education and the integration of values in school curricula, and for suitable and age-appropriate sports in and out of school settings.
- Dissemination of the Olympic values in various communication channels, and the promotion of the importance of sport and physical activity for youth development and education.
- Delivery of the Olympic Values Education Program, and development of resources for teachers and educators on Olympic values and life skills.
- Integration of values education into IOC properties and partner programs such as the Athlete Career Development Program, Massive Online Open Courses, YOG, OCOGs and WADA.
- Optimization of strategic partnerships with IOC-recognized organizations working in the field of education, and support Sport for Development programs which focus on the development of life skills and values education.

The Olympic Value Education Program (OVEP) which is a series of free and accessible teaching resources are a good example of the IOC Olympic Education Commission contribution. In OVEP Using the context of Olympic Sports and the cores principles of Olympism, participants are encouraged to experience values-based learning and to assume the responsibilities of a good citizenship and build a better world through sport by means of a

curriculum that uses sport pedagogy and focuses on values-based learning. (Barber & Stanec, 2017) It also transfers the benefits of Sport and Physical activity through an understanding of Olympism and its impact on individual health, enjoyment, and social interaction. (IOC, 2020)

The OVEP is based on the three core values of Excellence, Respect, and friendships and designed in five education themes of Olympism. These educational themes, aimed at transmitting a contemporized version of the Olympic principles, are the basis of the OVEP program.

- experiencing the Joy of effort
- learning to Play Fair
- practicing Respect for oneself and others
- pursuit of Excellence
- living a Harmonious and Balanced Life of Body, Will and Mind

The Youth Olympic Games (YOG) which is also an elite sporting event for young people from all over the world, integrates a series of educational activities with focus on the area of, athlete protection, working performance and athlete assistant out of the field of play. (IOC, 2020) In addition to the sports competitions, a variety of Learn & Share activities (formerly known as the Culture and Education Program - CEP) are proposed to the athletes and other participants, both before and during the YOG. This is a key factor which makes the YOG unique and different from other sports events. The Culture and Education program (CEP) is based on following five education themes. (SYOGOC, 2010)

- Olympism
- Social Responsibility
- Skills Development
- Expression and
- Well-being and Healthy Lifestyles

Peace through Sport

Looking back to the history of Truce in the ancient, it indicates the one of the main aims for the revival of the Olympic Games in (776 BC) was “*Ekecheiria*” (Keim LLB, 2009) and was a way to put an end to the constant wars that almost devastated the Peloponnese and the city-

states of Greece and to stop the war, though it is for a short period of time. (Syrigos, 2009)Based on the agreement of the kings of Sparta, Pisa, and Olympia, there was a ban of all warfare during the Olympic festival. According to this agreement, all the Elis and the territory of the Olympia was sacred and inviolable. Participants of the Olympic festival were also allowed to travel to the Olympia, even from the territory of the enemies and make their way to the ancient Olympia safely, for their safe return home, the truce lasted a month after the Olympic festival. (Syrigos, 2009) It was also agreed that during the truce neither armies nor weapons could enter the ELIS. Though the festival was for five days, but the truce was respected for one month initially then it was extended to two and three months to prepare the ground for a safe passage of the attendees. The festival and the truce were the grantees of success for each other, as Dr. Angelos believe that the festival organization or the truce was impossible without the other. (Syrigos, 2009)

The Olympic Games and the truce were not a military power to ensure the stability of the games and respect to the Truce, but the religious characteristic and heavy fines. (Reid, 2009) The Olympic festival had religious clause and athletes were paying their respect to Zeus. The violation of Truce terms was regarded to the disrespect to the GOD of Zeus and this was one of the facts that made the truce to survive for short of 12000 years and applicable. Dr. Heather argues that the peaceful competitions of the Greek have deeper roots than religious, xenia. Xenia (hospitality) requires the Greeks to welcome the strangers prior to knowing anything about the guest. This could provide protection for both guest and host. (Reid, 2009)

The religious characteristic of Truce, fear from God and heavy fines were the solid reasons behind the success and respect to the Truce in Ancient time, but the religious characteristic of Truce seems to be of no benefit in our generation due to extremist religious war in the world. A Thousand thoughts and religious believe - some with extremist ideas put no door open for Truce from the religious point of view. But as Dr. Angelos argues; the Olympic truce still has the potential to play key role and contribution to peace in the world. He points to the two factors of the Olympic Truce in our generation. Its capacity as the practical results on the ground in the past decade and perhaps more important, when the political institutions lose the confidence, the Olympic Truce can remind us of the power of idealism. (Syrigos, 2009)

A more practical aspect of Olympic Truce can be found in the education of the Olympic values and the sports activities for the children which can be the seed of peace for the future generation. *The IOC Olympic Education Commission recognizes the importance of supporting children and youth to learn values and skills that equip them for life* (IOC, 2020). Only for the Beijing Olympic Games education program, a 4.5 Billion global audiences were reached (BOCOG, 2010). This indicates the importance of the Olympic education for the IOC and the organizing committee of the Summer Olympic Games.

CHAPTER THREE

METHODOLOGY

In order to investigate the contribution of peace and physical education in Afghanistan, considering the research question, qualitative research approach with short questionnaires could be the best fit for this study. Three major questionnaires were prepared in English and then translated in Persian for convenient understanding of the participants.

Considering the security threat and instability in the country which makes it difficult to reach all the focusing groups that are mainly the physical education teachers and the top sport managements, data was optioned from smaller group representing the targeted population for the PE teachers.

Physical education teachers:

Sampling and participants: The sample size for the physical education teachers are 97 physical education teachers from four major provinces of Afghanistan (Kabul, Ghazni, Balkh and Herat) and considering the geographic location of these provinces it represents different zones of the country (central, south, north and west) Bellow figure better explains the sampling collection from the physical education teachers.

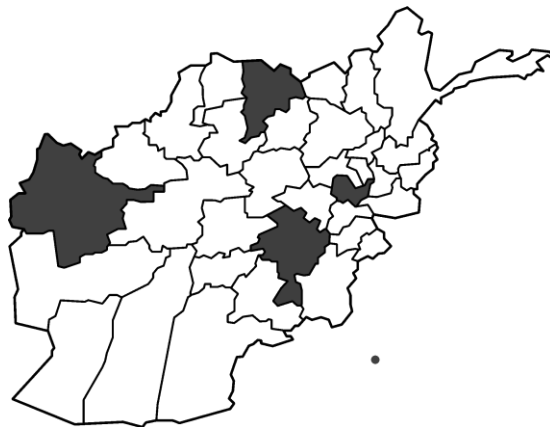


Figure 3: Sampling Collection from four provinces of Afghanistan

1. Kabul province is one of the thirty-four province of Afghanistan located in the eastern section of the country with the population of estimated to be more than 5 Million

in 2020 (NSIA, 2020), the capital city is Kabul which is also the largest city of the country and it is the home of more than 4 million people.

2. Herat province located in the western part of the country with an estimated population of more than 2 million. Its primary and administrative capital is Herat city which is the 3rd largest city in Afghanistan. It is the second most popular province and as other provinces of the country multiethnic, but largely Persian speaking (NSIA, 2020).

3. Balkh is in the north of the country with an estimated population of more than 1.5 Million in 2020 based on National Statistics and Information of Afghanistan. The capital city is Mazar-e-Sharif which the 4th largest city of Afghanistan. This city is also multi-ethnic but mostly Persian speaking society (NSIA, 2020).

4. Ghazni province is in eastern part of the country with an estimated population of more than 1.3 million people making it the 5th most populous province. The city of Ghazni serves as the capital city with only 183,051 population (NSIA, 2020).

Way of collecting Data: To fulfil this purpose a questionnaire of twenty questions were printed in A4 page (front and back) and one person for each province was hired for a maximum of five days to reach the physical education teachers at the schools, institutes and universities and deliver the questioner's papers to be answered and collect it back immediately. In the areas which was governed by Taliban, we did not propose to send the team due to security concerns. To ensure the reliability of the information collection; the hired person (data collector) was selected based on friends and family's recommendations. All the data collected then has been digitalized for purpose of sending (Scanned or photographed by mobile) and sent through email or social media (Facebook & WhatsApp) based on conveniences of data collectors. This process took 25 days to reach the number required and collect back the information. The sample of the questionnaire in English can be found in (Appendix 3).

Statistical analysis of Data: We made a data entry for the all the collected forms to the excel sheet. Then it was calculated and analyzed automatically by applying the required formulas. The required graphs and tables which will be analyzed in detail in next chapter are the result of the analyzation which is created by implementing the simple excel formulas.

Sport managers:

Sampling and participants: A separate questionnaires were developed for the top management in Sport organizations including the GDPES, National Olympic committee, National federations' president and the only Afghan IOC member, Samira Asghari. Due to limited access to all the sport managers involved in the country and after discussion with the Supervisor, Prof. Kostas Georgiadis, it was concluded that 17 Sport managers will be considered sufficient for this research. To reach the required number, more than 25 different sport organizations management was involved that only 19 responded. Since women participation in management field for the sport is extremely limited, only three women participated in the survey are from the sport managers.

Way of collecting Data: To fulfil this purpose a questionnaire of 16 questions were developed, it was put to electric form in *Survey Monkey* which is a major online platform for the surveys. The survey link was then shared to the targeted people by social media and emails. It took 15 days to get the required number of responses. A sample of the questionnaire for the sport managers can be found in (Appendix 2).

Statistical analysis of Data: The survey monkey calculated & generated the required results in tables and graphs automatically upon submission of the information. All these results are analyzed in detail in next chapter.

Public questionnaires:

Participants: A public questionnaires were also developed to understand the view of public in respect to our research question. The survey was shared through Facebook pages and other social media in potential Afghan groups and networks in order to reach people from different provinces.

Way of collecting Data: In order to fulfil this purpose a questionnaire of 15 questions was developed, it was put to electric form in *Survey Monkey* which is a major online platform for the surveys. The survey link was then shared and remained open for responses and promoted for 15 days in social media and other networks between the Afghan networks.

Statistical analysis of Data: The Survey monkey calculated & generated the required results in tables and graphs automatically upon submission of the information. All these results are analyzed in detail in next chapter.

Ethical considerations:

The questions developed based on the primary research question and are found in Appendixes. Some of the questions are common in all the questionnaires. To adhere the ethical issues in our questionnaires' the research reason was briefly explained in the first page of all questionnaires and it was indicated that participation to this research is voluntary and anonymous and their information provided are confidential to be used only of the purpose of this research. No names and other personal identical information were requested in our questionnaires. Meanwhile, since a large portion of the survey was online, the participants had the right to not answer any question they are not willing to and they could withdraw any time without penalty. Meanwhile, this same procedure was followed in the PE group survey as well.

Limitation of the study:

As an inexperienced researcher, developing the new questionnaires where no previous research has been done was with several mistakes. However, these mistakes do not have any direct or indirect effect on the overall outcome of this study.

Many parts of the country are not considered safe and even some of the schools in our targeted provinces were not recommended being visited. We could not risk visiting the schools under the governing body of Taliban as well. The non-accessibility in technology and internet for most people was an obstacle for our research. Hence the number of participants in our research for the PE teachers are quite small. The other limitation was the internet access for the public group research as only 7.56 million of the country's population have access to the internet and only 3.60 million are the active social media users which we approached our participants through (Kemp, 2020). This limits our access to a huge number of people that are living in rural areas or have no internet access.

CHAPTER FOUR

RESULTS

In this Chapter, the profile and demographic of the participants along with findings and result of the questionnaires are presented. The bellow are the common questions and profiles for all the three groups of surveyed participants.

Gender: The results shows that 445 (76.72%) of all the participants in these three targeted groups have been male and 135 (23.28 %) are female. Four people participated without indicating their gender.

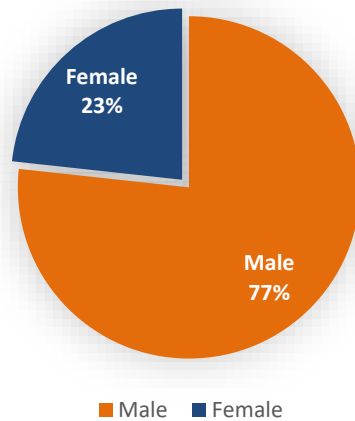


Figure 4: Participation by Gender

Age: All the participants had the choice to choose their ages from five options, <20, 20-30, 30-40, 40-50 , 50 >. The results suggest that:

- 48 (8.25%) participants were below 20
- 296(50.86 %) were 20-30 years old
- 169 (29.04%) were between 30-40 years old
- 56 (9.62 %) were between 40-50 years
- 13 (2.23 %) were above the 50 years old.

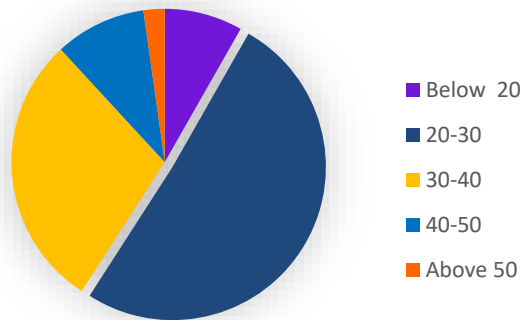


Figure 5: Participants age groups

Education: The results reveal that six people (1.18%) had bellow primary School education, 65 (13.02%) had high School education, 59 (9.47 %) had institutional education (14 Grad), 331(53.85) had Bachelors, 116(21.89 %) had masters and 3 (0.59 %) had education level of PHD.

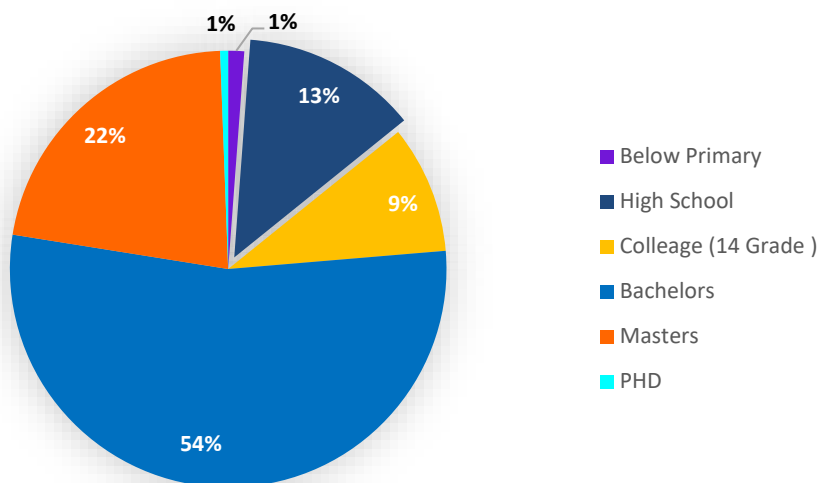


Figure 6: Participants Education Level

Level of Sport involvement: This option was not part of the questionnaires for the management and physical education teachers. The result for the public questioner shows that 69 (14.79 %) have been the current national team players, 55 (11.83%) are registered and elite athletes, 119(25.4 %) do regular practice but not registered with any club or organization, 88 (18.93 %)

play football / volleyball few days a week for fun , 63(13.61) love sports but has no physical activity, 31(6.51%) has no physical Activity, 27 (5.92%) are ex-national athlete and still have physical activity and 13(2.96%) are ex-athletes and currently have no physical activity.

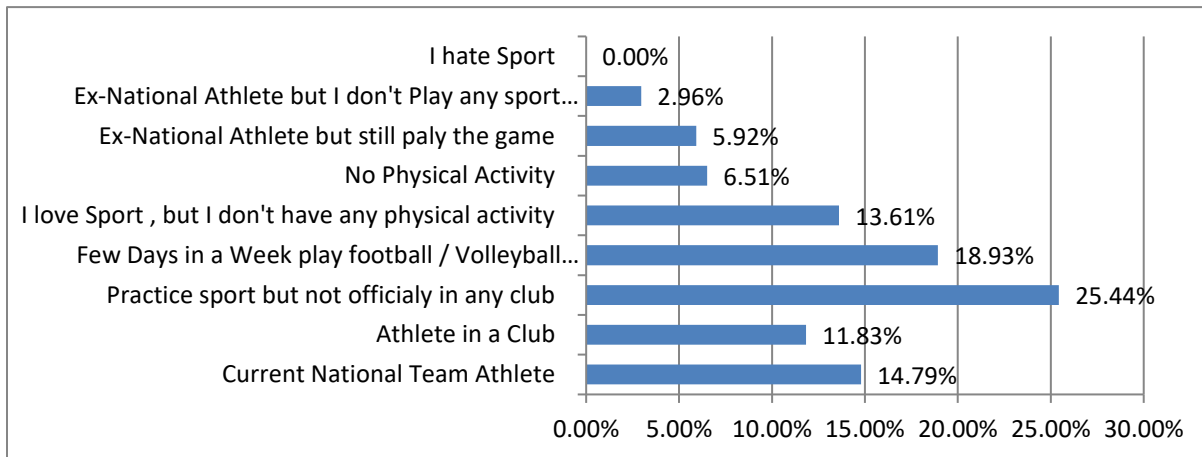


Figure 7: Participants level of Sport involvement

73 (75%) of the physical education teachers involved in this study have been teaching sport subject in public school and 24(25%) are in private schools. The survey also shows 19(20%) teachers are involved in teaching in a primary school, 42(43%) are involved in secondary school and 36 (37%) are involved in teaching the P.E for high school students. More than 90% of schools visited were mixed boys and girls. Based on data collected, more than 87.72% of the schools have *NO* or *Not appropriate* sport facilities in their compound.

14 People (74%) of the Sport Managers have been from the National federations, 3 people from the National Olympic Committee and only 2 members of the GDPES participated.

Below are the result and findings of all our Public Group and common questions among P.E group questionnaire and Sport managers group questionnaire.

Question: *If you have completed the School in Afghanistan or currently a student, which bellow describes the best your school subject?*

This question was asked from the public as well as the Sport managers to indicate in what extend they have viewed their school sport and physical education subject.

- 85 (17.78 %) responded that their School didn't have any Sport facilities; so, they didn't have any Sport programs.
- 126 (26.36%) responded that in Sport subject hours, they were only playing the games which facilities were available, no theoretical lessons.
- 125 (26.15%) responded that they had Physical and theoretical lessons during their sport subjects.
- 79 (16.53%) responded that they had no Sport subject lessons at all
- 63 (13.18%) that their last subject at school where sport so they were leaving home and this subject was not important at all
- 0 people responded others

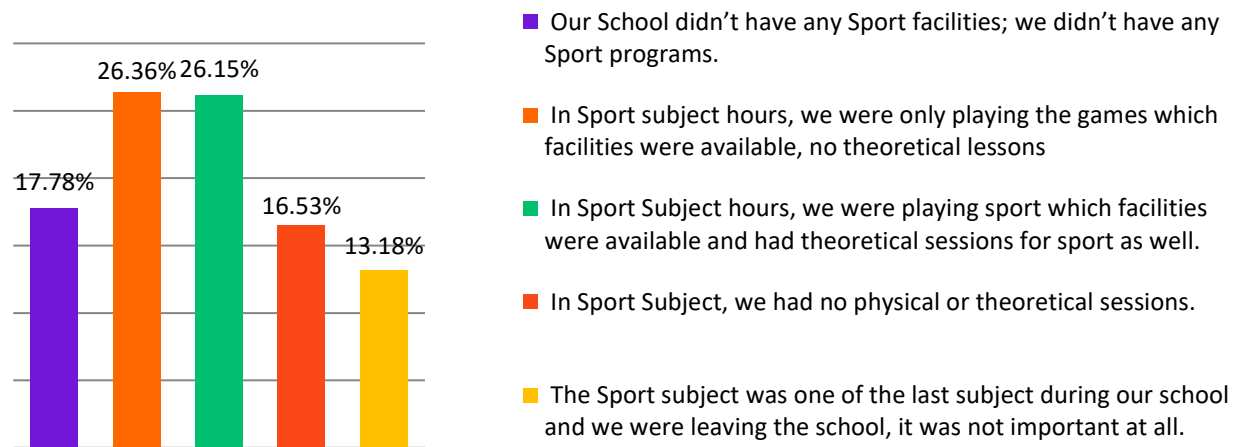


Figure 8: Sport Subjects and physical education at school

Question: *How you think the sport subject was / is valued in your school. (Please rate from 1-5 where 1 as lowest value and 5 as the highest value)*

In all the three questionnaires, they had the chance to indicate the value their sport subject has been given comparing to other subjects at school. 173 (30.14%) chose the lowest value and 1, 114 (19.86%) valued the highest and marks the number 5. 107 (18.64%), 104 (18.12%) and 76 (13.24%) chose the medium values from 2-4 respectively. The bellow Tables shows the different choices among the three group of participated.

Table 3: School subject valued comparing to other subjects

| Answer Choices | Public | P.E | Managers |
|-----------------|------------|-----------|-----------|
| 1 | 31.24% | 30.53% | 0.00% |
| 2 | 19.31% | 18.95% | 0.00% |
| 3 | 18.22% | 18.95% | 11.11% |
| 4 | 11.71% | 11.58% | 61.11% |
| 5 | 19.52% | 20.00% | 27.78% |
| Answered | 461 | 95 | 18 |
| Skipped | 7 | 2 | 1 |

Question: Do you think Sports Subject in one way, or another creates/created a better friendly boundary and relationships among your classmates/ pupils?

The result revealed that most of the responses have been yes to this question, means 555 (95.85%) believed that Sports subject in one way, or another has created a better friendly boundary and relationships among their classmates/students. 4 (0.69%) people which is among the public responders said no and 20(3.45%) where not sure and preferred to choose the option” we don’t know. “

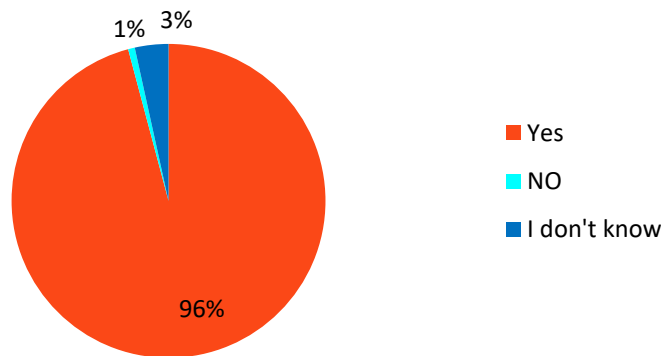


Figure 9: Sport Subject effects on friendship and inter-student relations

Looking deep into the result of this question it suggest that among the 24 who answered the *No* or *I don't know*; 14(63.64%) of them had no physical activity in their school.

Question: Do you think Sport subject has a positive effect in better personal and social development for the pupil?

Following to the question in respect to the effects of Sports Subjects in the class and effects on better friendly environment, we asked all the participants from the three groups (P.E, Sport Managers and Public group) , to let us know how they think about the sport subject effects on social and community. The answer to this question had many options of positive and negative. 231 (39.97 %) responded Yes, 278(48.10%) responded Yes, but they believed the low quality of the curriculum at school has caused that it be less effective in the society. 8 (1.38%) said simply NO, but 59 (10.21%) blamed the bad quality of curriculum for this no effect.2 (0.35% said they do not think Sport has anything to do with the better growth in a society. The interesting part here is the 35(36.08%) of the P.E who believed that bad quality of the sport subject is the cause that has no effect in personal and social development in the country said “No” because of the quality of the sport subjects. The bellow table shows the difference thought of the different groups.

Table 4: Sports Subjects at school and its effect on better social and personal growth

| Answer Choices | Public | P.E | Managers |
|---|------------|-----------|-----------|
| Yes! | 39.52 | 46.3 | 16.6 |
| Yes, but the quality of the subject is very poor, and its effect is low | % | 9% | 7% |
| NO! | 53.13 | 17.5 | 83.3 |
| No, Because the quality of the subject is extremely poor | % | 3% | 3% |
| NO, I think Sport subject has no effect in better Social development. | | 0.00 | 0.00 |
| | 1.73% | % | % |
| | | 36.0 | 0.00 |
| | 5.18% | 8% | % |
| | | 0.00 | 0.00 |
| | 0.43% | % | % |
| Answered | 463 | 97 | 18 |
| Skipped | 5 | | 1 |

Question: *How effective the international or national sportive achievement have been for you in terms of positive motivation and national spirit and pride. Rate from 1-5 , as 1 the least effective and 5 the most effective)*

The participants were asked to determine the level of their positive motivation, national spirit and pride in international achievement in a scale of One to five. 450 (93.75 %) of the participants responded 3-5 and 30 (6.25%) responded 2 or 1. It reveals that the average of response rate (1-5) for this question has been 4.37.

Question: *How important is to you; the ethnicity, race, and language background of an athlete who present Afghanistan in International competition?*

This question was asked from all the Public and Sport managers groups, 424 people (88.52%) said that the athlete ethnicity, race, and language are not important for them at all. 41 people (8.58%) responded that it is not important, but they will feel prouder if they have the same ethnicity as they have. And from 9 people (1.88%) as they responded the ethnicity, race and language of an athlete was important while they represent Afghanistan in International competitions. Looking deep into the individual group results, all the 19 sport managers responded that the athlete ethnicity and language are not important for them at all. The bellow graph shows the percentage of the responses for this question. 13 people skipped this question without answering.

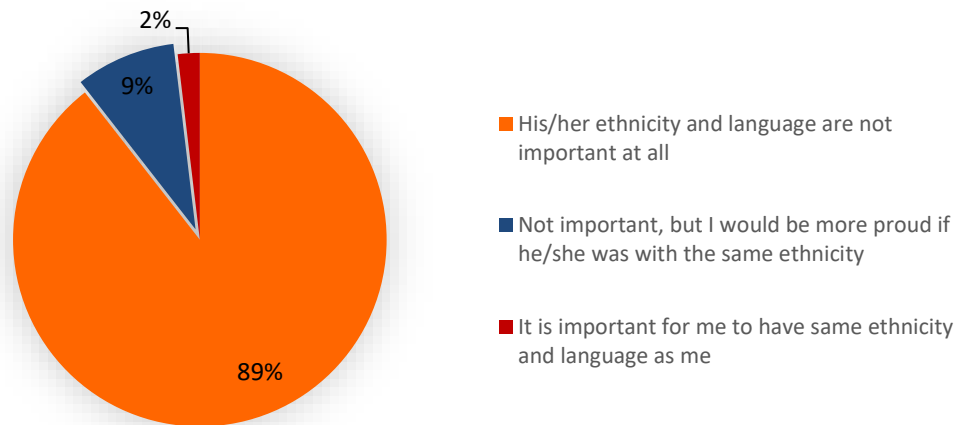


Figure 10: Importance of ethnicity, race, and language of Athletes in people’s view

Question: *If you are a member of national or a club team, how important your teammate ethnic and language background are for you?*

The results and finding to this question revealed that 450 people which is 92.22 % of all the respondents believes that the ethnicity and race are not important factor for them in their clubs or teams, 18 people (5.99%) believed that though it is not important for them but having the same ethnicity with their teammates helped them to connect better. Only 8 people (1.80%) believed that their teammates and club mate’s ethnicity and language are important to be same as them. 11 people skipped this answer without answering it. Bellow graphs illustrate the answers for this question.

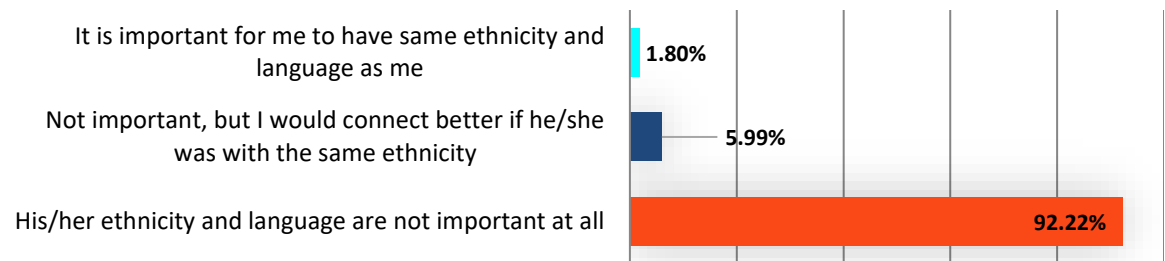


Figure 11 : People’s view on ethnicity, race, and language of their teammates

Question: *Imagine you in a competition, Athlete/team A is a member of your community or club and Athlete / Team B is someone who has the same race as you, which team/athlete will you support?*

We asked this question from our public group only to put everyone in a situation to imagine themselves in a competition and choose between the team/athlete of their club or a team/athlete of same race and ethnicity as they have. They could respond with four options and the results reveals that:143 people (30.54%) responded that they will support Team/ Athlete A, 28 People (5.99%) answered that they would support team /Athlete B, 266 people (56.89 %) responded that Ethnic and race is not a characteristic for them to support an athlete or team. 6.59 % of all the participants marked the option *I do not know* as their choice.

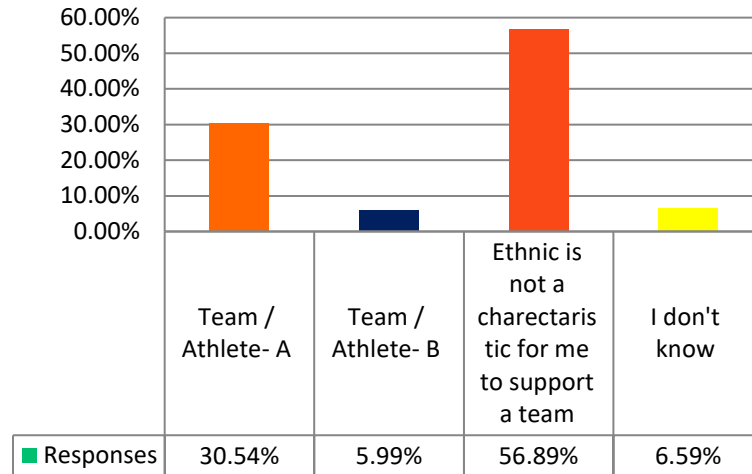


Figure 12 : Team/Athlete support and ethnicity

Question: *Do you Agree with the statement: Friendship through sport, is more reliable long lasting and hearty, regardless of ethnic, race and language they speak?*

One of the main Olympic values is *friendship*, we asked the question to know if the sport has any connection with long lasting friendship and what is our participants experience in this regard. A noticeable number of the participants in our survey which is (73.11 %) agreed with the sentence and they had friends connected through sports. 19.54% were not sure as they did not have such an experience about it, and they have chosen the second option and only 7.35% of our participants disagreed with the statement and believed that this statement is not true.

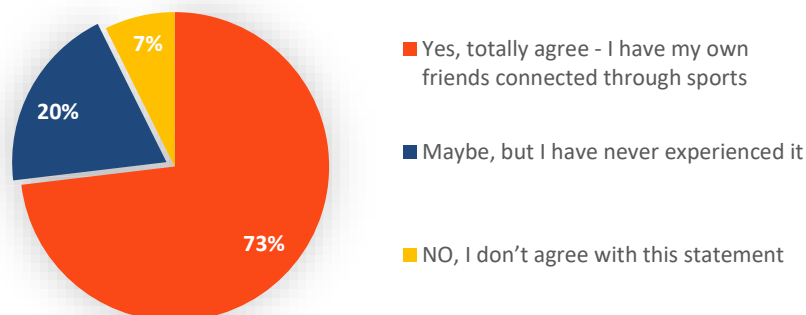


Figure 13: Friendship through Sports

Question: *Do you think, Sport can have an efficient role in creating unity, friendship, mutual respect among the different ethnics and races in Afghanistan and in general contributes to peace in Afghanistan?*

Participants of all the groups (P.E, Sport Managers and Public) were asked this common question, this is the most important question especially at this occasion when peace talks are going on with Taliban and the Afghanistan government. A huge number of our survey participants which is 558 (97.21%) of total participants believed that Sport can have an efficient role and contributes to peace in Afghanistan. (1.05%) which is a total of 6 responses said No and believed that sport doesn't contribute to peace in Afghanistan and (1.74%) 9 people were not sure and they have chosen "Maybe" as their response to this question.

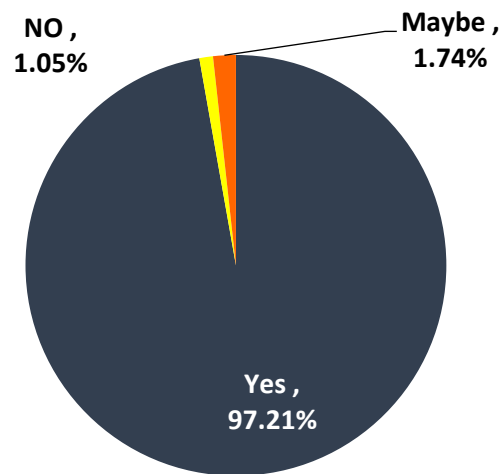


Figure 14: Afghanistan People believe in contribution of Sports for peace.

The bellow is the results of all the questions addressed only to the sport managers group.

Question: *Do you agree that the elite athletes with a professional sport background has less ethnical, racist and language discriminations?*

This question was asked for the Sport managers who are directly involved in elite sport and athletic in Afghanistan. Among the 19 participants in this survey; 17 people (89.49%) strongly agree with the statement that athletes with a professional and elite sport background have less discrimination and racist acts and only one person said I don't know and one person

has chosen “other” and mentioned in the comment that actuality of such an effect strictly depends on the coach believes and method of training and coaching.

Table 5: Relation of Elite athletic and discrimination

| Answer Choices | Responses | |
|---------------------------------------|-----------------|-----------|
| Yes, strongly agree | 89.47% | 17 |
| NO, Sport has nothing to do with this | 0.00% | 0 |
| I do not know | 5.26% | 1 |
| Other | 5.26% | 1 |
| | Answered | 19 |
| | Skipped | |

Question: If you have been involved in elite athletics, have ever been educated with the sport and Olympic Values?

Olympic Values are very essential part of our research and more question has been asked from the Values and Olympic Education. All the participants responded to this question and 14 (73.63%) of the participants answered Yes , 5 (26.32%) responded No to this answer. Based on comments provided by 3 respondents, they have taken these educations during the coaching Courses inside or outside the country.



Figure 15: Sport and Olympic Values education for Sport Managers

Question: As a sport manager, do you think that your involvement in sport and Sport itself has affected your personal growth in a positive way?

Sport managers were asked if their involvement in sport has affected them in a positive way or not, they have all responded yes to this question.

Table 6: Sport and Olympic Values education for Sport Managers

| Answer Choices | Responses | |
|----------------|-----------------|----------|
| YES | 100.00% | 9 |
| NO | 0.00% | |
| | Answered | 9 |
| | Skipped | |

The bellow is the results of all the questions addressed only to the Physical Education group which was the main group of our research concerning the physical education.

Question: *How many hours per week do you have the Sport subject for each class, and Do you think the time which has been allocated for the Sport subject is enough?*

Normally in school curriculum one hour per week has been assigned for sport subject. 60 (61.86%) of the Physical education teachers marked 1 hour per week sport subject in their school, 5 (5.15%) had two hours of sport subject in their school and 32(32.99%) chose the option other and generally they have mentioned that the school subject is only on the papers and they do not have any facility for sport activities.

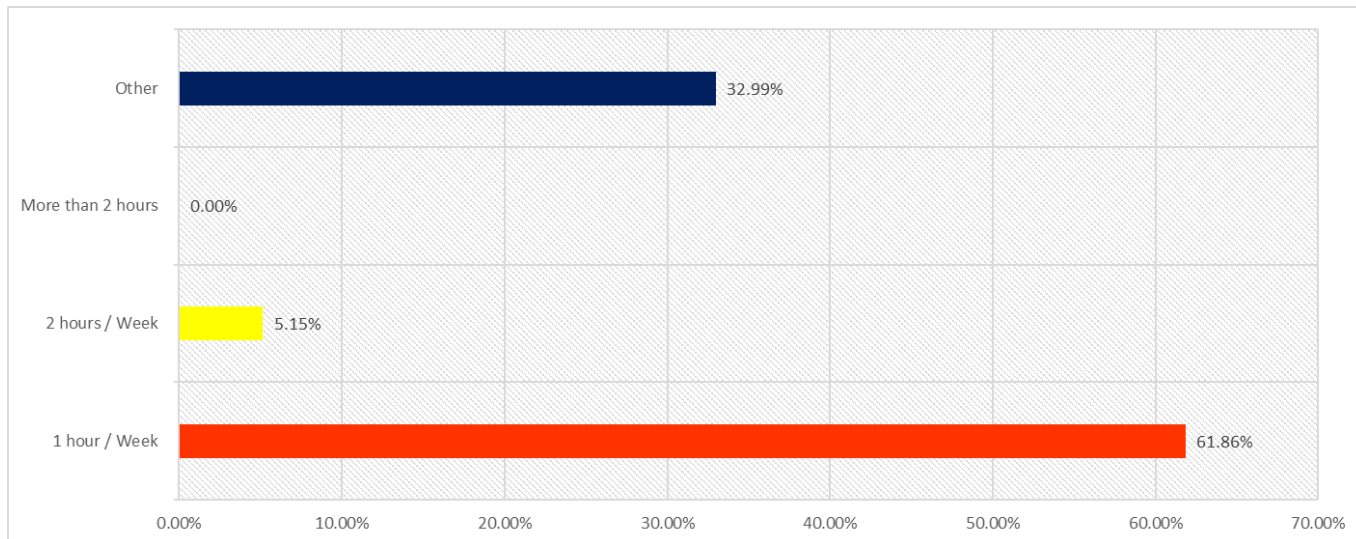


Figure 16: Physical Education and Sport subject in Afghanistan schools

However, the answer for the 2nd part of question the most majority of the P.E believed that the time for the sport subject in school should be increased and the current time is not enough. Bellow table indicate the exact answers.

Table 7: P.E response to increase the time for School Subject in Afghanistan

| Answer Choices | Responses | Count |
|-----------------|-----------|-----------|
| Yes | 5.21% | 5 |
| No | 94.79% | 91 |
| Other | 0.00% | 0 |
| Answered | | 96 |
| Skipped | | 1 |

Question: *How you design (Develop) your Sport subject curriculum, what sport(s) have been included in your curriculum and Why?*

However, these questions have been asked in two separate questions for the ease of answering and to give more option for the accuracy of the answers in the survey from; but as the answers are correlated, we bring them here as one question.

The response for the 1st part of the question has been as bellow:

- 15(15.46%) responded that the Ministry of Education sends them the complete curriculum for the sport Subject.
- 12 (12.37%) has responded that they develop the curriculum themselves at school.
- 70 (72.16%) said that Ministry of Education sends the general guidance and then they develop the curriculum based on it.

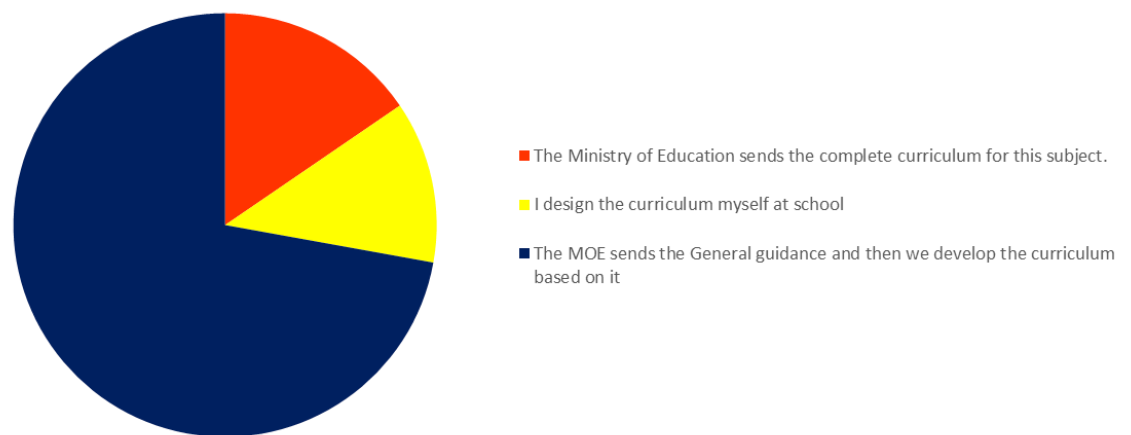


Figure 17: Sport subject curriculum design

For the 2nd part of the question, the P.E were asked which sports they include or has been included in their curriculum and why? The most popular and common sports in the country were put as the options to be chosen , meanwhile they had the option to include the other sports which were not in the list and the responses reveal that 37(38.14%) of the P.E teacher have chosen football as the main curriculum of their sport subject,18 (18.56%) have preferred cricket, 20(20.62%) and 15(15.46%) teaches has chosen volleyball and basketball as their current sport

subject in their schools. Only 7(7.22%) of the responses have been other, but only two of the P.E teachers have mentioned running and martial arts. Almost all the responses have been “*Based on available facilities* “and “*the interest of local students* “ as we asked the reason of their choice for the mentioned sport subjects.

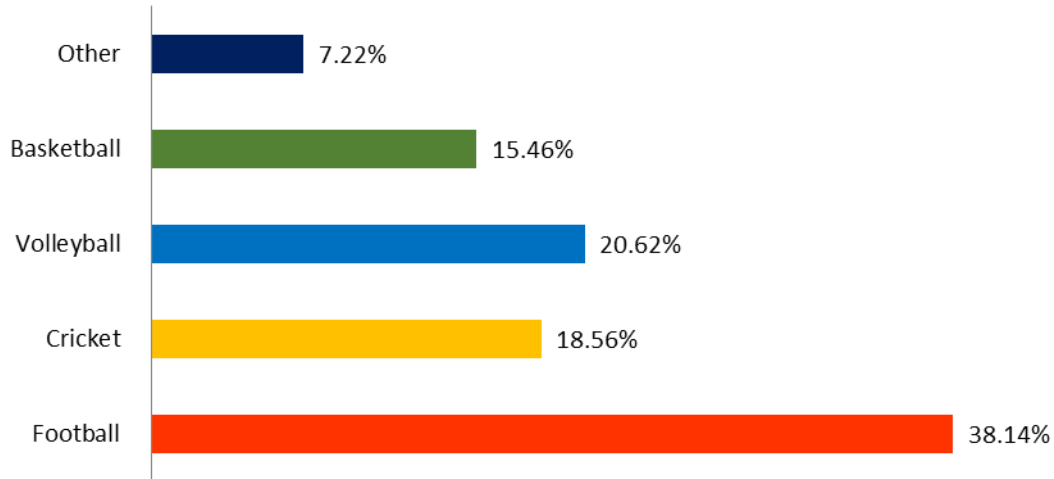


Figure 18: Sports included in curricula of schools Physical Education and Sport Subjects

Question: *Do sport values have been considered in your curriculums?*

The responses to this answer reveal that it has been a challenging question for the participants since 7 P.E teachers skipped this answer without choosing any of the options. 21 (23.33%) responded Yes, 43 (43.78%) responded No and 26 (28.89%) said that they do not know about the Sport Values.

Table 8: Sport Values in Afghanistan School Curriculum

| Answer Choices | Responses | |
|---------------------------------|-----------------|-----------|
| YES | 23.33% | 21 |
| NO | 47.78% | 43 |
| I don't know about Sport Values | 28.89% | 26 |
| | Answered | 90 |
| | Skipped | 7 |

Question: *Have you ever heard of Olympic Values based education system?*

The Olympic values are something very unfamiliar in Afghanistan. We asked the P.E teachers to know in what extend their knowledge goes about the Olympic Values education system. 23(24.47%) answered Yes and however it was asked to provide more information if you answer yes, but no response has been provided. 71(75.53%) had not heard anything about the Olympic Values based education system. Three 3 P.E teachers preferred not to answer.

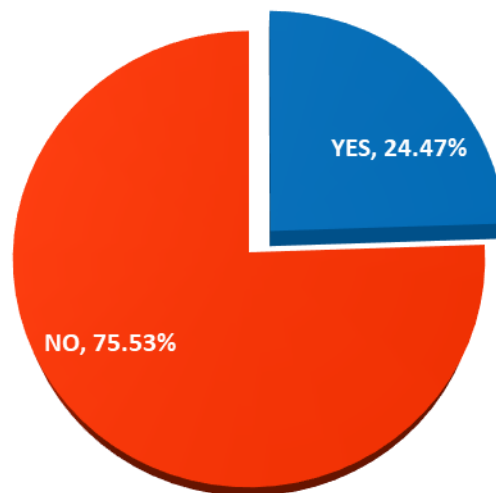


Figure 19: Afghanistan P.E teachers understanding about Olympic Value Based Education System

Question: *Do you agree that a value based (Olympic and Sport Values) Physical Education system is more efficient in better social and personal development of the pupil, than an education system which only considers sport as physical activity?*

Though we understand the knowledge for the Olympic and Sport Values are little in the country, but we asked the physical education teachers to let us know if they agree or disagree with the question which states Value based physical education system is more efficient in better social and personal development for pupil than usual physical education subject in the country. 31 (31.96 %) agreed and believed that Valued based Physical education system works better for the social and personal development of their student, 2 (2.06%) of the P.E didn't agree and

64(65.68%) took a neutral position and answered, I don't know. The bellow graph illustrates the responses.

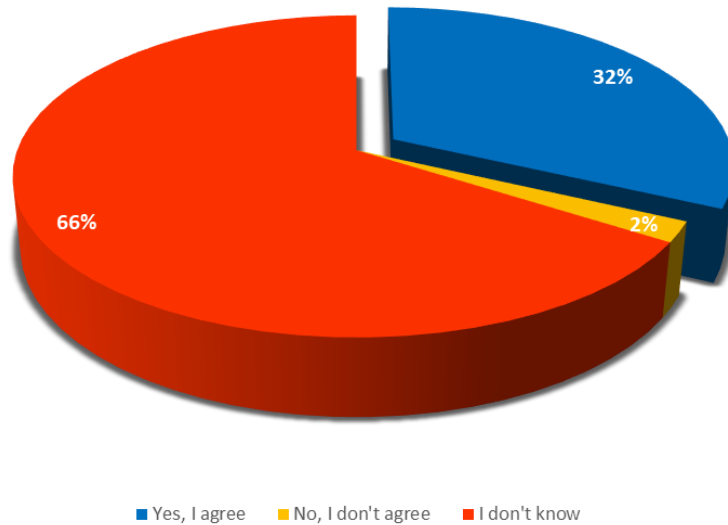


Figure 20: P.E teachers' point of view on Valued based P.E system VS Normal P.E system

Summary of the Results:

The finding of this chapter after analyzing the data which is the outcome of 3 questionnaires from three different groups (Public, Sport Managers, P.E teachers) in details reveals that the Olympic and Sport Values are still not a known terminology for Afghanistan and even the knowledge of the P.E teachers in this regard was extraordinarily little. It seems that there has not been any education related to the values or the Olympic values. But one thing that the result of this study conclusively reveals and all the three groups of participants believed that Sport is a a tool for making a long-lasting peace in the country. Our study also reveals that all the schools have only one hour of Physical Education in their schools which sometimes the time is reduced to 35 -45 minutes due to the tight schedule of schools, in the other side some provide schools have the physical education with two hours per week which they have better facilities available at their compound. Our study also suggests that there is no common or a centralized syllabus for the physical education and sports subjects neither in public nor in private schools. In

general, it is the P.E teachers who chose the sport they teach even the choice of teaching theory or physical are based on availability of the facilities, equipment, students interest the teacher demand.

In the next chapter, the data will be discussed in depth to conclude the results of these study and provide recommendations related to topic.

CHAPTER FIVE

DICSUCSSIONS & CONCLUSION

The harm inflicted by three decades of war on the people and the country of Afghanistan have been cumulative. Hard statistics are difficult to find, and many of the available data are estimates. During the decade of war following the Soviet invasion in 1979, Afghanistan lost an estimated 1.8 million killed, 1.5 million disabled (among whom were more than 300,000 children), and there were 7.5 million refugees. More than 14,000 villages also were destroyed. During the present war launched by the US against Afghanistan on October 7, 2001, estimates are that over 100,000 Afghans have lost their lives, and many have been disabled (Noorzoy, 2012) This is only the numbers and figures which is shown in papers for the murder and deaths of Afghanistan civilian and children during the war, the psychological effects and consequences of such wars are never measured and will be never done. Unfortunately, the tool which has been used to increase the violence and division among the different ethnicity in this country is the religious fundamentalism which could cause more and long-lasting harm to unity of this country.

At least one or two of the school that we visited may not exist now as they are burnt by Taliban or has been under their control and closed, with the peace talks and after the Taliban agreement with the USA now the violation has increased.

With such situation going on in the country, the education and especially the physical education can never be the priority. But one thing can be said for sure that Afghan people are extremely tired of the war and violence and they strongly support peace, this is what our survey results also reveals. Although we think our research has been the first in its kind regarding the Physical education and value-based education system and it reveals some interesting factors which will be discussed in depth in this chapter.

In this study the major concern was to find either the Sports and Physical Education (Olympic Value Based) contributes to peace and unity in Afghanistan or not? Further to my previous comments and as stated the country is currently in war and the education is not a priority, therewith, the Physical education is considered as worthless subject in the schools. To find out and take into account the fact that, this is the first study on the mentioned subject, three

different targeting groups for our research was considered to increase the accuracy of the information.

All inclusive, 584 people has been parting our research inclusive the three groups and majority of them have been men. Most participant women taking part in our research have been in P.E teachers' group which is $\frac{1}{4}$ of our all our participants this targeting group. Taking in the consideration that in 2018 only 33% of the teachers in Afghanistan were women (MoE, 2019) the number of women participations in our research is logical and understandable.

The large population of the studied group has been young and people between the ages of 20-30 years old. This is maybe due to the fact that our promotion and way of approaching our targeted groups especially the public group was the social media (Facebook and WhatsApp)- these social platforms are the most commonly used and especially famous among the young generation of the country.

331 people of our participated population in this survey had the bachelors as their highest education. Only a small portion of about one percent had the education of below the primary school. Considering the high illiteracy rate in the country, this is remarkably interesting number. The education level of the participated P.E teachers could be interesting to be discussed as well; four of the P.E teachers in our schoolteachers group participants had the education level of 12 grade and 2 had master's as their qualification background. However, one third of the participants in P.E teachers group had qualification background of higher than 12 grades, but not in the sport field and had no sport education background but they teach Physical Education subject as voluntarily beside their main subject in which they had their higher qualification. A report suggests that only 52% of the teachers in Afghanistan school meet the minimum requirement of the MOE ((NESP, 2016) which is the bachelor's degree. Interestingly based on the MOE 2019 annual report, most of the teachers with high education degree (Bachelor or higher) are living in the provinces where our targeted participants are (Kabul, Balkh, Ghazni and Herat) (MoE, 2019). Meanwhile, these cities except Herat, are among the lowest number of teachers with education bellow 12 grade.

Around 76% of all the participated population in this survey are involved directly in athletic activities; either as a P.E teachers, Sport managers or they have been practicing sport.

Referring to the Sport subject in Afghanistan school, 87.62 % of the P.E teachers responded that they have a general guidance from the Ministry of Education on how to, and what to include in their curricula for the sport subject or the MOE sends them the complete curriculum for the subject; these schools are mostly in capital city and private sectors. P.E teachers that were mostly from other provinces rather than capital city mentioned that they have designed their own curriculum for the physical education subject they teach. The sport and physical Education subject generally are part of the weekly programs of all the schools. Three out of five visited schools had the physical education subject as one hour / week where some of the schools which are mostly among the private schools had it two hours and more in their weekly programs. However, majority of the P.E teachers (94.79%) believed the timing allocated for the physical education subject is not enough and needs to be increased accordingly. Some of the schools even reduces the one-hour time of the lectures to 35-45 minutes due to the very tight schedule which sometimes must accommodate three shifts students daily.

As our general research outcome suggests, the Football, Cricket, volleyball, and basketball are the most sports have been picked up as the main curriculum of the subjects in school. However, it is interesting to know that half of all participating groups mentioned that their school had no sport facilities, or they did not have any physical sport activities during their one-hour time dedicated to the subject at school.

Since most of our participants were between the age of 20-30 years meaning that they have been students at high school level after the year 2010, based on MOE reports (The information of active schools is available only in the report after 2016) indicates that in 2015 only 88.5 % of the active high schools had the proper building for the school the rest have been either under construction or has no building, this number has increased due to the intensity of war in the past couple of years. Our data also has the similar findings, more than 88 percent of the schools we have visited, or the survey have been conducted, did not have the facility or at least appropriate one for these sports. Also, nine from ten of all the school visited, the P.E teachers responded that they have no facility or not appropriate facility available in their school. This is obvious that our data collector teams only visited the schools which were under the government control and had proper buildings, but due to the fact that the number of active schools are not proportional to the number of enrolled students; the schools have to operate in

two to three shifts. The MOE recognizes that the number of shifts operating within one school affects the length of the school day and the quality of instruction in general. Likewise, during the construction, the most important thing is to have a greater number of classes than dedicating a huge area of the school available space to the sporting grounds. The half of our public participants in the survey had the experience of having the physical activity in their schools most of which were limited with the specific sport where the facility allowed to be played in.

Sports and Physical Education subject in Afghanistan schools are always considered as the least valued subject. Based on National Education Strategic plan (2017-2020), they intend to change the whole curriculum system of the schools, but the sport subject still considered not important and no discussion about it has been noticed in whole the strategic plan. Half of the studied population in public group and Sports managers group have rated that the school subject in their school time was valued incredibly low comparing to the other subjects where one out of third of the P.E teachers have rated the lowest value when asked to rate from 1-5 of how their subject has been treated.

Sport and Olympic values as part of the Physical education is an essential part of our study. Unfortunately, as the subject is considered least, least work has been done to educate, develop or increase the P.E teachers' knowledge in this regard, almost all the teachers participated in our research has responded that they have no sport values education and even about 28 percent of the teachers had no idea about the sport Values. The outcome of our survey results is even worse concerning the Olympic values education as 75% of the P.E teachers have never heard anything about the Olympic Values based education system. This is not something very strange when the Sport subject has not been considered important in the weekly schedule of the schools, it is obvious that upgrading and development of the subject is also not a priority for the government or NGOs. The most interesting part after analyzing the questions related to the Olympic values-based education system was that one third of the teachers believed that Value based (Olympic and Sport Values) results better and is more efficient in personal development of the pupil in the society. It reveals that 9% of the P.E teachers that earlier responded that they have no idea about the Olympic values education system also agrees that value based could result better than the current only physical based education system.

It is interesting that with all the deficiency currently the sport subject is facing, 98.85% of the participants in our survey believed that the sport and physical education subject has created friendly boundary and relationship among their classmates. It is noticeable huge percentage of 97.05 % of participants who believed that current sport subject has a positive effect in better personal and social development for the pupil, but only half of the participants argued that the bad quality of the subject made it less effective. This raises the question that why, in spite of all the deficiency and shortage concerning the quality of the subject, non-availability of the facilities, teacher's education and so on have been noticed, still people believe and have experienced (P.E) the positive effect of the Sport subject? We cannot have a clear answer for this question, but we believe it can be influenced by the result of the sport influences outside the school time, as all our sport managers group believed that their involvement in sport made positive effect in their personal and social development. As well 73.11 % of all our participating groups in this study had the experience of having friend(s) through sport (Not necessarily in the school) and they believe it is more reliable and long-lasting friendship. As we stated earlier, Afghanistan is truly diverse country, and it happens that in big cities, for instance in capital city of Kabul people from different provinces of the country could live together in one building. This is because of the continues war that made people to move to the big cities where the security is somehow stable, this indicates how important role the sport could play in this country.

With no doubt the best moments of the country have been marked with sport and the Afghanistan sport achievements, does not matter where and in what level it could be - considering the two Olympic Medals as the top sport achievement for the country or a friendly match of football in Afghanistan. More than 93% of our participated public groups reflected the same aspect of the sport as a positive motivation and national spirit and pride for the sport achievements. This is such amazing power of Sport that in a remarkably diverse country in terms of religious, language and ethnicity; the sport achievement itself has been important to people not the ethnicity background of the athlete. Almost nine out of ten responses were positive for this question. We had almost similar result and outcomes when our participants were asked how important the ethnicity and race of their teammates and the club members are for them and they responded that it is not important. Analyzing the result of the similar question from the sport managers suggest that athletes with a more professional background in sport has shown less ethnical, racial and language discrimination. This is obvious that it is strongly correlated to the

environment, method of coaching, and the social characteristic of the athlete as it was pointed by one of the participants. The outcome of a more challenging question for our public participants also reveals that ethnicity and race are not important factor and a characteristic for supporting the athletes and the sporting teams. Referring to the perception that ethnicity is the predominant argument in all the political and social discussion of the country and even in the current years the number of cabinet members of the government are chosen based on different ethnicity, this outcome is predominantly promising. Meanwhile a study done on voters' behavior in 2014 by Rabia Nasimi reveals that most of voters mostly vote for someone who shares a common culture and ethnic identity instead of looking at a candidate's experience and considering their merits (Nasimi, 2016). Conrad Schetter argues in his study *Ethnicity and the Political Reconstruction in Afghanistan*, that ethnicity is the neither the cause of the Afghanistan war nor a natural constant but have been created or furnished with cultural substance mainly by Western anthropologists (Schetter, 2005). Based on an unwritten role, the position of the president of the country and the two vice presidents are chosen based on ethnicity and the politician ethnic background.

Finally, our most important question reveals that most majority of the population in our survey (97.21%) believes that sport does contribution to peace in the country. It seems that the sport power has been proved for the Afghans, as Nelson Mandela stated that it *could change world* (Mandela, 2000). With no doubt it is the experience, however short, which creates happiness and unity among the people during a sport achievement with a long-lasting memory in their wounded hearts from the war and conflicts.

CONCLUSION

“Sport can create hope, where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination.” (Mandela, 2000)

Unfortunately, the legacy of war in the country is a generation of tired, frustrated, and hopeless for the future and the sport is a trustable tool, at least for now, that can create hope for the future and unity of the people. *“Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers.”* (Mandela, 2000). After analyzing and discussing all the findings of this study it reveals that the sport as a tool for uniting the people in the country has always been underestimated and no proper consideration has been done so far. The Sport and physical education Subject in the school is considered free time and, in some cases, has been used to cover back-warded syllabus of other subjects.

Sport and physical education at schools in Afghanistan are poorly managed, no proper attention made and left even without curricula. The Ministry of Education which is the first responsible organization for development of the curriculum for the school have not made any proper step forward. However, the NESP emphasizes that education in Afghanistan Schools shall and must satisfy the material and psychological needs of individual and create a sense of shared social responsibility, but sport has never been indicated as the tool for such a goal. In the functional review of MOE operations in NESP, the first theory of change is that all learners at all level accomplish the knowledge, skills, attitudes, and values needed to be productive, healthy and responsible citizens (NESP, 2016), but sport or the physical education has even not mentioned once to be as a tool of such a change. The General directorate of Physical education and sport which is by law an important stakeholder of the MOE; has done nothing regarding the matter. UNESCO intended to change the curriculum for the schools with the *objective of better preparation of the youth for work*, but this change did not include the sport subject as well.

Similarly, the terms value-based education system is not known. Our deep analyzation of the data provides by the P.E suggest that there are no comprehensive curricula at schools regarding the sport and physical education. The theoretical lectures also limit to the history of the sports itself.

On the other hand, our study suggests that the population participated in our survey are happy with the result of the sport subject and majority of them believes it creates better friendly boundary and relationships among the pupils and social development for the student. Even though, all of them complains about the bad quality of the curriculum for the subject and non-availability of the facilities and the professional P.E teachers as obstacle and roadblock for further and better positive effects. The P.E teachers' education is essential for the growth and delivery of concrete and tangible results, as Ang and Catherine reveal that it is the teacher education that determine how they provide and use the knowledge in teaching (CHEN & D. ENNIS, 1996), this is another issue in delivering the teaching material. As Blinder in a study of different curriculum development and implementation notes that, Curriculum development decision within the context of Olympic Values based are complex and needs for curriculum specialists and comprehensive field testing (Binder, 2012). Such specialty is not available in the country at the moment as result of the continuous war and abandon to the sport and physical education professional development.

Meanwhile, the same positive result of the sport in social and personal development of the athletes and managers have been noted among the athletes and sport mangers as result of their involvement in athletic activities. Meanwhile, the sport achievements are the source of hope, national pride and unity and happiness for the people.

Finally, sport has played a constructive role in the Afghan community and our final analyzation of the study reveals it. Afghanistan people believes in power of sport by all means, this is the result and the outcome of experiencing the true spirit of sport, either by practicing, watching or witnessing a sport achievement by their compatriot - this is indeed a promising and hope for the future of the sport and the country itself. While Afghanistan is always in the headlines for corruption, conflicts, drug dealing and other bad news, Sport provides the country another dimension to shine in international area, to be proud of. While Afghanistan conquered the top in the list of the most corrupted countries, the most dangerous country to live in, takes the number one position for drug export, war and ethnical conflicts, migration, and a lot other of such discomfort list, the sport is the only place makes people proud. While the outcome of our result shows that sport achievement no matter to who it belongs to, raises the national pride and unity and a trigger to express the national unity, pride and belonging.

Beside the deep attention that the sport subject curriculum requires to play its important role in the society and uniting the young generation of the country, promotion of Sport and implementation of the projects can play a key and fundamental role in this section. As a conclusion of the study, it can be said that sport and physical education can strongly contribute to peace and unity in Afghanistan and in order to get a tangible result in the future, it is recommended that all the stakeholders cooperate and work together toward this goal. The IOC and UNESCO projects are the most applicable and realistic projects beside the school and physical education subjects at schools to be implemented at the moment which demands the teamwork and cooperation of the National Olympic Committee, GDPES and MOE. Implementation of any program based on the values requires expertise where they have the good understanding and knowledge of the Olympism, values, and experience in values-based education system. It is recommended that the MOE consider the physical education and sport subject as a long-term strategy to rout out and eradicate ethnic prejudice and discrimination and to seed the values that can develop better human for the Afghan Society through Olympic value-based education system, by improving and putting a special attention to the physical education teachers and physical education curriculum in the schools.

It is also recommended that a similar study with a practical implementation of a value-based education under the guidance of experienced experts in the field of Olympic Value based education to be done and pupil behavior in real time could be observed for a more practical result.

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APPENIXES

Appendix 1: Public questionnaire

Important Note: This survey is part of a research program: “Do Sports and Physical Education (Olympic Value Based) contribute to peace in Afghanistan?”, Your input is only used for this purpose. All the data collected will remain anonymous and confidential. You may withdraw at any time, without consequences- including the withdrawal of any information that you have provided. This information will not be disclosed or shared with any other parties or for any other purpose. In this Survey no personal details except your age, gender and your education background, which is required for our research, other information is not requested and required to be mentioned. Your accurate responses will help us in finding the level of influence Sport and Physical education could have on youth and in general for the peace and unity in the country.

1. Age:
 - Below 20
 - 20-30 Y
 - 30-40 Y
 - 40-50 Y
 - Above 50
2. Gender
 - Male
 - Female
3. Education Background:
 - Primary School Education
 - High School Education
 - Higher Education institutions (14 Grade)
 - Bachelors
 - Masters
 - PHD
4. Level of Sport exercise
 - Current National Team Athlete

- Athlete in a Club
- Exercise regularly but not officially registered in any club
- Few Days in a Week play football / Volleyball with friends for fun
- I love Sport, but I don't have any physical activity
- No Physical Activity & exercise
- Ex-National Athlete but still play the game
- Ex-National Athlete but I don't Play any sport now
- I hate Sport

5. What is your favorite Sport?

- Football
- Cricket
- Volleyball
- Taekwondo
- Basketball
- Martial Arts
- Swimming
- Other

6. If you have completed the School in Afghanistan or currently a student , which bellow describes the best your school subject ?

- Our School didn't have any Sport facilities; we didn't have any Sport programs.
- In Sport subject hours, we were only playing the games which facilities were available, no theoretical lessons
- In Sport Subject hours, we were playing sport which facilities were available and had theoretical sessions for sport as well.
- In Sport Subject, we had no physical or theoretical sessions.
- The Sport subject was one of the last subject during our school and we were leaving the school, it was not important at all.
- Other

7. How you think the sport subject was / is valued in your school. (Please rate from 1-5 where 1 as lowest value and 5 as the highest value)

- 1
- 2
- 3
- 4
- 5

8. Do you think Sports Subject in one way or another creates/created a better friendly boundary and relationships among your classmates?

- Yes
- No
- I don't know

9. Do you think Sport subject has a positive effect in better personal and social development for the pupil?

- Yes!
- Yes, but the quality of the subject is very poor and this effect is low
- NO!
- No, Because the quality of the subject is very poor
- NO, I think Sport subject has no effect in better Social development.

10. How effective the international or national sportive achievement have been for you in terms of positive motivation and national spirit and pride. Rate from 1-5 , as 1 the least effective and 5 the most effective)

- 1
- 2
- 3
- 4
- 5

11. How important is to you; the ethnicity , race and language background of an athlete who present Afghanistan in International competition?

- His/her ethnicity and language are not important at all
- Not important, but I would be more proud if he/she was with the same ethnicity

- It is important for me to have same ethnicity and language as me

12. If you are a member of national or a club team , how important your teammate ethnic and language background are for you?

- His/her ethnicity and language are not important at all
- Not important, but I would connect better if he/she was with the same ethnicity
- It is important for me to have same ethnicity and language as me

13. Imagine you in a competition, Athlete/team A is a member of your community or club and Athlete / Team B is someone who has the same race as you, which team/athlete will you support?

- Team / Athlete- A
- Team / Athlete- B
- Ethnic and race is not a characteristic for me to support a team
- I don't know

14. Do you Agree with the statement: Friendship through sport, is more reliable long lasting and hearty, regardless of ethnic, race and language they speak;

- Yes, totally agree - I have my own friends connected through sports
- Maybe, but I have never experienced it
- NO, I don't agree with this statement

15. Do you think, Sport can have an efficient role in creating unity, friendship, mutual respect among the different ethnics and races in Afghanistan and in general contributes to peace in Afghanistan?

- Yes
- NO
- Maybe

Appendix 2: Sport Managers questionnaire

Important Note: This survey is part of a research program: “Do Sports and Physical Education (Olympic Value Based) contribute to peace in Afghanistan?”, Your input is only used for this purpose. All the data collected will remain anonymous and confidential. You may withdraw at any time, without consequences- including the withdrawal of any information that you have provided. This information will not be disclosed or shared with any other parties or for any other purpose. In this Survey no personal details except your age, gender, education background and Sport organization, which is required for our research, other information are not requested and required to be mentioned. This questionnaire is specifically for the people involved in top Management of Sport in Afghanistan.

1. Age:

2. Gender

3. Education Background:

4. Sport Organization :

5. If you have completed the School in Afghanistan or currently a student, which bellow describes the best your school subject ?

Our School didn't have any Sport facilities; we didn't have any Sport programs.

In Sport subject hours, we were only playing the games which facilities were available, no theoretical lessons

In Sport Subject hours, we were playing sport which facilities were available and had theoretical sessions for sport as well.

In Sport Subject, we had no physical or theoretical sessions.

The Sport subject was one of the last subject during our school and we were leaving the school, it was not important at all.

Other

6. How you think the sport subject was valued in your school. (Please rate from 1-5 where 1 as lowest value and 5 as the highest value)

- 1
- 2
- 3
- 4
- 5

7. Do you think Sports Subject in one way or another created a better friendly boundary and relationships among your classmates during your school time?

- Yes
- No
- I don't know

8. Do you think Sport subject has a positive effect in better personal and social development for the pupil?

- Yes!
- Yes, but the quality of the subject is very poor and this effect is low
- NO!
- No, Because the quality of the subject is very poor
- NO, I think Sport subject has no effect in better Social development.

9. How important is to you; the ethnicity, race and language background of an athlete who present Afghanistan in International competition in your sport and / or Federation?

- His/her ethnicity and language are not important at all
- Not important, but I would be more proud if he/she was with the same ethnicity as me
- It is important for me to have same ethnicity and language as me

10. Do you agree that the elite athletes with a professional sport background has less ethnical, racist and language discriminations?

- Yes, Strongly agree
- NO, Sport has nothing to do with this
- I don't know
- Other

11. Do you Agree with the statement: Friendship through sport, is more reliable long lasting and hearty, regardless of ethnic, race and language they speak;

- Yes, strongly agree - I have my own friends connected through sports
- Maybe, but I have never experienced it
- NO, I don't agree with this statement

12. If you have been involved in elite athletics, have ever been educated with the sport and Olympic Values?!

- Yes
- NO
- If yes where:

13. As a sport manager, do you think that your involvement in sport and Sport itself has effected your personal growth in a positive way?

- Yes
- NO
- Other:

14. As a manager, do your coaches use in a way explains the sport and Olympic Values to their athletes in order to create a team work, better understanding and motivation?

- Yes
- NO
- Explain Please:

15. Do you think, Sport can have an efficient role in creating unity, friendship, mutual respect among the different ethnics and races in Afghanistan and in general contributes to peace in Afghanistan?

- Yes
- NO
- Maybe

16. Any other experience, idea or comment which can help us with the research:

Thank you !

Appendix 3: P.E Teachers questionnaire

Important Note: This survey is part of a research program: “Do Sports and Physical Education (Olympic Value Based) contribute to peace in Afghanistan?”, Your input is only used for this purpose. All the data collected will remain anonymous and confidential. You may withdraw at any time, without consequences- including the withdrawal of any information that you have provided. This information will not be disclosed or shared with any other parties or for any other purpose. In this Survey no personal details except your age, gender and your education background, which is required for our research, other information is not requested and required to be mentioned. Your accurate responses will help us in finding the level of influence Sport and Physical education could have on youth and in general for the peace and unity in the country.

1. Age:

- 20-30 Y
- 30-40 Y
- 40-50 Y
- Above 50

2. Gender

- Male
- Female

3. Education Background:

- High School Education
- Higher Education institutions (14 Grade)
- Bachelors
- Masters
- PHD

(Is your Education related to Sport? Yes NO)

4. Organization you work as P.E teacher?

- Public School

- Private School
- Public University
- Private University

5. Which level / Class you teach P.E?

- Primary
- Secondary
- High School
- University Level

(Please specify the gender of your students: Only Male Only Female Mix)

6. How many hours per week do you have the Sport subject for each class?

- 1 Hour / Week
- 2 Hours / Week
- More than 2 Hours / Week
- Other

.....

7. Do you think the time which has been allocated for the Sport subject is enough?

- Yes, the time is enough
- NO, the time needs to be increased
- Other

8. How you design your Sport subject curriculum?

- The Ministry of Education sends the complete curriculum for this subject.
- I design the curriculum myself at school
- The MOE sends the General guidance and then I develop the curriculum based on it
- Other

.....

9. What Sport(s) have been included in your curriculum and Why?

- Football
- Cricket
- Volleyball
- Basketball
- Other

.....

Why you chose these sport (s)?

.....

10. How are the Sport Facilities in your school?

- No Sport facility is available in our school
- We don't have appropriate Sport facility
- We have good Facilities in our school
- Other

.....

11. Do sport values have been considered in your curriculums?

- Yes
- NO
- I don't know about the Sport Values

12. How you think the sport subject is valued in your school. (Please rate from 1-5 where 1 as lowest value and 5 as the highest value)

- 1
- 2
- 3
- 4
- 5

13. As a P.E teacher, do you think Sports Subject in one way or another creates a better friendly boundary and relationships among your Students?

- Yes
- No
- I don't know

14. Do you think Sport subject has a positive effect in better personal and social development for the pupil?

- Yes!
- Yes, but the quality of the subject is very poor and this effect is low
- NO!
- No, Because the quality of the subject is very poor
- NO, I think Sport subject has no effect in better Social development.

15. Do you think your pupil and youth in general chose their sport role models, regardless of ethnic and race more than they do in politics and other fields?

- Yes
- No

If your answer is “yes” what could be the reason:

.....

16. Do you think Sport can have a role in making peace, understanding and mutual cooperation among your pupil (Especially the ones who are from different ethnic and race)?

- Yes
- No

If you have any experience to share, please:

.....

17. Have you ever heard of Olympic Values based education system?

- Yes
- No

If your answer is “yes” where and what is your opinion about it:

.....

18. Do you agree that a value based (Olympic and Sport Values) Physical Education system is more efficient in better social and personal development of the pupil, than an education system which only considers sport as physical activity?

- Yes, I agree
- No, I don't agree
- I don't know

19. Do you think, Sport can have an efficient role in creating unity, friendship, mutual respect among the different ethnics and races in Afghanistan and in general contributes to peace in Afghanistan?

- Yes
- NO
- Maybe

20. Any other experience, idea or comment which can help us with the research:

Thank you!