



Assessment of Learning Achievements of School students in Afghanistan

Reading literacy competencies of grade nine students in local and international items
compared to PISA

Bahirullah Wyaar

Faculty: Art and Social Science

Subject: Education

Points: 15

Supervisor: Amir Mohammad Mansory

Examiner: Pia Karlsson

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ABSTRACT

This is a research study trying to find out the competencies of Afghan students in reading literacy at the end of grade nine i.e. compulsory educations in the country as well as to explore the responses of Afghan students on internationally developed and tested reading literacy items.

This study is based on a field research through utilizing two test items from Program for International Assessment (PISA) and two items developed locally as written test. A total number of 338 school students in different districts of Kabul city participated in this research. The study also tried to look for differences among male and female, public and private and a comparison based on the medium of instruction as well as the result related to student factors e.g. parents education.

The major findings of the study indicate a very low performance level of Afghan students in international test items. As reported the average score of the Afghan students participated in this study in PISA items is around 3 out of 10. If this test had been a final grade examination hardly any student could succeed to pass.

Although, average score of students in locally developed test items goes beyond 5, but still indicate poor results. Making comparisons average score of male and female students in sampled schools of Kabul city shows that boys are slightly better than girls in PISA items while the result in local items is totally different and reveals better performance of girls.

In additions the students with instruction language as Pashto did perform worse than those students with medium of instruction Dari, might be caused by weak teaching or low professional level of teachers in such schools.

The classes with Pashto medium of language is established in various schools but this research shows lower performance level of students in such classes compared to classes with Dari medium of instruction. This could be due to limited availability of qualified Pashto speaking teachers as well as proper resources.

Overall, the findings area is alarming when it comes to the low level of reading competencies of student compared to international averages. More likely not only weak teaching but also less pedagogically composed textbook may play an important role in these issues.

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ABBREVIATIONS

PISA	Program for International Assessment
PIRLS	Progress in Reading Literacy Study
OECD	Organization for Economic Co-operation and Development
IEA	International Association for the Evaluation of Educational Achievement
MoE	Ministry of Education of Afghanistan
SIDA	Swedish International Development Cooperation Agency
TEMP	Teacher Education Master Program
SCA	Swedish committee for Afghanistan

INTRODUCTION

This research paper focusing on learning achievements of students at the end of grade nine i.e. compulsory education in Afghanistan as well as the responses of Afghan students in international reading literacy items starts with some basic definitions and explanations as available literature about the topic. It looks up on reading from different prospective and notifies some cognitive competencies on reading literacy from two institutional views. It includes analysis and comparisons of findings in the light of the aim of the study as well as research questions. The finding chapter is followed by a discussion and conclusion note.

Background

Over the past 10 years considerable progress has been made in the field of Education in the country, while more than 9 million students are enrolled, the number of teachers increased almost to 200,000 and new curriculum is developed (MoE, 2013). Despite all the achievements in quantitative aspects, quality still remains as a challenge. It affects the learning although it is important to be considered that what students learn at the end of compulsory education is essential for the rest of their life which is directly linked to the quality of education.

Basic literacy, numeracy and even more scientific literacy are the essential competencies that schools are expected to provide to the students. Moreover, as Mullis et al, (2006) states reading fundamentally leads to personal learning and academic growth while social and economic growth of every society in today's world requires literate population.

The Education system of Afghanistan remain the same for more than decades with few changes in textbooks, while the assessment and grading system is absolutely classroom based and depended on the judgment of the teacher. Though there are many subjects that highly focus on reading and comprehension but no studies have been conducted to measure the learning achievements of students especially in reading literacy at the end of compulsory education. There is also little knowledge available how Afghan school students perform compared to the regional and international level of reading comprehension.

There is no doubt that a substantial change has been made and Afghanistan has witnessed improvements in education sector but most of the achievements are quantitative and quality still remains as a challenge. Over 70% of school teachers are only high school or TTC graduates more than 200 districts out of almost 364 are lacking at least a TTC graduate female teacher while around 50% of the total schools have no proper building (MoE 2013). Textbooks which are almost the basic tools for schooling in the country due to security and logistic problems always reaches schools late especially in rural areas. School time is too short for completing the curriculum in an academic year while schools in urban areas are with three or even four shifts. These can be seen among strong factors influencing the quality of education in the country.

Problem Area

The world today requires students to be problem solvers and critical thinkers in all areas which include the development of skills for life. Learning these skills is essential for contribution in the economic and democratic development process (Mullis et al., 2006).

Reading lays the foundation of learning among all subjects and is one of the most important abilities that students develop in their early school years. It allows the students to contribute in their society and can be used for personal growth (ibid).

Like any other part of the world millions of students in Afghanistan go to schools and continue the traditions of reading for assessment of learning (grade exam) i.e. to pass grade exam in all their school life. This is very common in Afghanistan and most students prefer to

read for assessment and memorize the text books in order to pass the final examination rather than reading for learning and gaining knowledge with developing skills for life. Reading skill is a prerequisite for learning but complains on low level of reading skills among Afghan students have always been there. Traditionally reading and reading comprehension skills are not taught in schools- rather decoding and memorizing text are dominant teaching strategies in schools (Mansory, 2010).

The assessment system in the country is not standardised. Final grade exam are organised and assessed by teachers. So it is almost impossible to compare grade exams with international standards. Afghanistan is lacking a proper assessment system while the present assessment system is school based, not standardized, and very subjective. Student's promotion is based on final grade exam, which are managed by school teachers. Neither national assessment system nor standardised tests are in place, hence there is no knowledge about how do school student perform in relation to goals set in the national curriculum. As such there is no knowledge about the reading skills of school students on national level, especially at the end of compulsory Education.

Since the country has not participated in any international assessments, hence there is no knowledge how school system works compared to international standards.

Though nowadays the parents, students, teachers, schools and governments wants to realize that how well the investments in education sector make effect and how well the students are able to read and comprehend (OECD, 2009). This kind of research based knowledge is of extreme importance for all parties, not least for policy makers in the country.

Countries in developed world went beyond these questions and for more than last one decade there have been many studies conducted globally to assess the learning achievements of students in reading literacy such as PISA and Progress in Reading Literacy Study (PIRLS). PISA was launched in 1997 while the commitment of governments grew for monitoring the outcomes of education systems in terms of preparing the students for life. PISA assesses the achievements of 15 years old students on a regular basis according to an internationally agreed framework which provides information to define and implement education goals (OECD, 2009).

Countries participating in such studies are not only seeking to find out how good their students read but comparison of their performance with global trends provide them with the information to reform the system and take action accordingly just to improve the abilities of students in reading literacy.

Afghanistan as a developing country but part of the international community has not yet participated in such studies though the Ministry of Education make efforts to establish the Learning Assessment System in the country with high focus on assessing language and the first study is to be conducted by 2014 on grade 6 (MoE, 2013).

Therefore this study which is conducted in Kabul city explores how Afghan students read and comprehend. It is a mixed design from the PISA 2009 and Afghan textbooks of grade nine. It will not only assess the reading competencies but will provide information on how Afghan students read and how they respond to internationally used reading items. Further on it provides the opportunity to compare Afghan students with international standards of PISA reading literacy.

Aim

The main aim of the study is to find out the learning achievements of students in reading literacy at the end of grade nine i.e. at the end of compulsory education, compared to international standards.

To achieve the aim of the study, the following research questions are set to be answered:

1. To what extent students in grade nine are able to read and comprehend?
2. How Afghan students respond to internationally designed reading test items?
3. What is the variation among students in relation to gender, school type, language of instruction in responding to PISA and Local items?

LITERATURE REVIEW

Reading helps children to be able to prevent any learning problems in the future. Many people still does not understand the impact of reading on life of children. Reading facilitates the language development in children and paves the ground for more enthusiasm among children for further learning (Russ et al., 2007).

It is very important to create the interest of reading among children. Regardless of the type of text, reading lead children to learning and improving their own vocabulary. The more words spoken to a child the more enriches the vocabulary of the child. “By increasing the percentage of parents who read aloud every day, a state can increase the proportion of young children who receive essential early language and literacy stimulation” (Russ et al., 2007 p.4).

What is Reading?

Reading as debating issues between professionals and theorists can be seen from different aspects. Some people views reading as a process of decoding while most of the language theorists argue that reading is ways of responding to an appreciating literature (Stahl and Murray, 1998, cited in Collins & Collins, 2002). Reading is a mental process where eyes have the job of sending information which is printed to the brain and the brain does the real act of reading (Collins & Collins, 2002). Rereading is not the goal for itself, but essential for succeeding in society and is really valuable for social and economic development (Snow. et al 1998).Reading as a complicated challenge can be intertwined with many other activities such as attention, memory, language and motivation (Snow. et al 1998).

The Progress in Reading Literacy Study (PIRLS) views reading literacy as one of the most important abilities of students especially in their early school years. It lays the foundation across all subjects and enables the students to contribute in society (Mullis et al. 2011).

Reading as a mental process covers two parts the recognition of the words which is also called decoding and the process of comprehension or meaning making (Collins & Collins, 2002).

Decoding

To start with Bialostok (2012 p.1) “decoding is the ability of the individual to figure out the pronunciation of a written word and ultimate determine the word’s meaning”. While Collins & Collins, (2002) stated that Decoding focuses on act of recognition of words in print and without making any meaning from the recognition of words can’t be called reading.

When an individual see a sequence of printed letters which refers to the form of written language then matches it with a pronunciation or meaning of that word in his brain. It is where the information can be collected and stored and later on transfers the mentioned information about its pronunciation, meaning and typical role in sentence to his working memory (Collins & Collins, 2002).

Comprehension

The act of making meaning from what one is reading is comprehension but still it cannot be seen as simple process because it involves many complex cognitive processes which enable the reader to make meaning of what is being read (Bialostok, 2012).

Comprehension occurs while the reader combines a number of words and makes a collective meaning form it in his mind. It is the reading and getting meaning which leads to have successful opportunities and avoid failure or disappointment in life (Collins & Collins, 2002). Simultaneously comprehension is also not possible without decoding the print thus it can be argues that one without other is not reading.

Reading fluency

Reading fluency is a critical component of learning how to read and in every effective reading program which includes the formal school curriculum and text book there should be instructions given on fluency. Reading fluency can be seen as a bridge between the key components of reading such as decoding and comprehension (Rasinski, 2004). In fact it is accuracy which leads fluency and facilitates the decoding process. Accuracy in speech, phrasing and expression, appropriate speed directly facilitates the communication and can be counted as major aspects of reading fluency. (ibid)

Rasinski, (2004) emphasizes on three factors or elements for characterizing fluent reading: Accuracy, Rate and “Prosody”. Accuracy is the ability of decoding words in the text without any problem or errors. Rate is the ability of decoding words automatically but prosody is the ability of using phrases and expressions appropriately.

However fluency in reading can differ from one fluent reader to another but still it depends on the type of the text. It varies from one text of narrative type to another of poetry or explanatory. Factors like background knowledge and information as well as prior practice of reading and vocabulary can also influence the fluency of reading (Rasinski, 2004).

Defining reading literacy

As argued above different people and institutions focus on different aspects of reading and define it from their own point of view. International institutions focusing on international assessments of reading literacy and making efforts for improving the reading literacy globally define reading from their own prospective and focusing angel.

Mullis et al. (2011. p11) define the reading literacy for PIRLS as “ability to understand and use those written languages forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, participate in communities of readers in school and everyday life, and for enjoyment”.

Moreover the Program for International Student Assessment (PISA) goes beyond the notion of decoding and literal comprehension on defining the reading literacy and defines it as “understanding, using and reflecting on written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society” (OECD, 2009 p.16). There are many theories behind the reading literacy as a constructive and interactive process and readers can learn from different types of texts about the world.

Assessment of reading literacy internationally

As much as the children lose their ability of reading in early grades the risk of falling behind increases further and further as they would not be able to understand printed information, written notes even communicate well. Weakness in reading might draw disappointing results and even causes higher levels of drop out at early stages (Gove & Wetterberg, 2011).

According to Gove & Wetterberg, (2011 p.1) “Teaching young children to read is the cornerstone of improving educational outcomes and has far-reaching implications. Unless they learn to read at an early age, children cannot absorb more advanced skills and content that rely on reading”.

To be able to know the situation better (Gove & Wetterberg, 2011) states that although, the data of learning assessment in early grade literacy in low income countries are limited but still shows that many students are lagging behind in learning the basic skills of reading. Therefore in order to know how well the students are performing in schooling especially how good they gain skills of reading literacy it allows the policy makers, educators and donors to be aware of the implications of poor reading in the future learning of students. The awareness which can be drawn from such assessments can lay the foundation to take

action for overcoming the existing problems of students in terms of reading. (Gove & Wetterberg, 2011).

In order to increase awareness about the situation and improve the quality of reading among students besides the national systems of learning assessments International organizations have come across to design and conduct international reading assessments and measure the abilities of students of same age in different regions. In the following section two of the main assessment organization will be discussed.

Progress in Reading Literacy Study (PIRLS)

Among those international studies targeting to measure the reading abilities of students Progress in Reading Literacy Study (PIRLS) was developed to help improve the teaching of reading and the acquisition of reading skills around the world. This program was approved by the General Assembly of The International Association for the Evaluation of Educational Achievement (IEA) as a key component of the IEA's regular cycle of core studies (IEA, 2011).

IEA is functioning since 1959 and its main purpose of this is to conduct comparative studies with high focus on educational policies and practices in countries around the world (IEA, 2011). PIRLS assess reading achievements of students in the member country with same scales in their fourth year of schooling. It provides information for countries on how well their children are in terms of reading and will indicate influencing factors on learning to read such as home supports for literacy and the instructions provided in schools (IEA, 2011). PIRLS is conducted each five years and provides information for the member countries on how the change in the achievements of students in terms of reading literacy happens.

Since in some countries students in years fifth and sixth develop some competencies of comprehension IEA emphasizes that information of achievements in grades 5th and 6th in reading literacy is very important and can draw vital conclusions therefore the organization encouraged the member countries to participate in PIRLS for grades 5th and 6th as a prerequisite for PIRLS and provide information about basic reading skills (IEA, 2011).

According to IEA, (2006) one of the key domains being assessed in PIRLS refers to purpose for reading which measures literary experience i.e. as half of the study while other half is about assessing to get information and use it. The second key domain for PIRLS covers processes of comprehension which are:

- Focus on and retrieve explicitly stated information
- Make straight forward inferences
- Interpret and integrate ideas and information
- Examine and evaluate content language and textual elements

Program for International Assessment (PISA)

In addition to PIRLS there is another international survey designed by Organization for Economic Co-operation and Development (OECD) in 1997 called Program for International Assessment (PISA) in order to respond the growing commitment of the countries for monitoring the learning outcomes of their education systems (OECD, 2009).

Since nine years of schooling is the end of compulsory education in most of the countries PISA aims to measure that how good students are developing skill and gaining basic knowledge for successful participation in the society (ibid).

PISA conducts surveys every three years in around 70 almost developed countries of the world which all together makes up close to 90% of the world economy. It paves the ground for policy dialogs and collaborations and provides a new basis for policy dialogue and for collaboration in defining and implementing educational goals in the way that can reflect judgment about the skills which are relevant to adult life (ibid).

PISA focuses on students 'abilities in reading, mathematics and science and measure many other factors including students' interest, attitudes and motivation. It aims to study how well the PISA assesses the reading abilities of students with using different text formats, reading process and situations. Further on it mainly focuses three types of reading processes as following:

The proficiency of students in:

- (a) Retrieving information
- (b) Interpreting texts and forming a broad general understanding of the text
- (c) Reflecting and evaluating its contents, form and features.

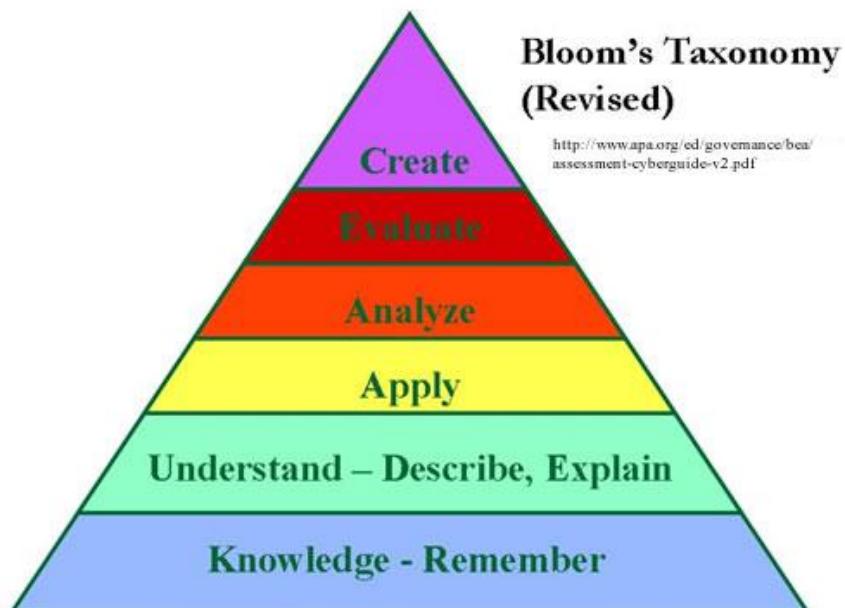
On the other hand, Bialostok (2012) introduces the below strategise proven important by researches during reading comprehension:

1. Inferencing
2. Visualizing
3. Monitoring
4. Identifying important information. (storyline in a narrative text and main ideas in expository texts)
5. Generating and answering questions
6. Summarizing-Synthesizing

In a comparative glance similarities in cognitive competencies of PISA and PIRLS can be seen. Further on a quick look to the above mentioned cognitive competencies measured in PIRLS and PISA or generally in international studies it can be easily seen that international assessments look up on higher order levels of thinking which can be easily seen in Bloom's Taxonomy. In contrast considering the traditional way of teaching reading and writing in Afghanistan it shows that still the entire system remains in the lower levels as remembering and recalling information and hardly to the levels of understanding. In order to elaborate more on this issue I would like to briefly explain Bloom's Taxonomy as following:

The Bloom's Taxonomy

The Bloom's Taxonomy is a model which classifies or divides thinking in two six cognitive levels of complexity. These levels through the years of development lead a teacher to convince the students to reach a higher level (Forehand, 2005).



Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Based on the levels of difficulty this classification is divided into two levels: The lower level includes Knowledge, comprehension and application. Higher level includes Analysis, evaluation and synthesis. Taking in view the above classification one can say that this arrangement in Bloom's Taxonomy leads to a natural division of lower and higher order levels of thinking (Forehand, 2005).

Looking to the Bloom's Taxonomy and the cognitive competencies defined in PISA i.e. retrieving information it can be seen that this cognitive competency in the Bloom's taxonomy refers to the knowledge and remembering. In additions the second cognitive domain i.e. Interpreting texts and forming a broad general understanding of the text can be seen in the second layer of bloom's taxonomy as understand or Describe while the third cognitive domain i.e. Reflecting and evaluating its contents, form and features of PISA refers to the third and fourth layers as Applying and Analyzing the content.

Teaching Reading and Writing in Afghanistan

In a quick look to the current system of education in Afghanistan not only teaching reading or language but almost teaching all subjects is limited to the specific subject text-books. Teachers put efforts to teach the textbook rather than focusing on teaching reading competencies to the students. Generally all language books in Afghanistan contain narrative, descriptive texts as well as poems. Teachers know reciting the book as their main responsibility and keep reading the text daily based where students must listen and learn the accuracy and fluency from listening to teacher. In additions to the mentioned text types another key area in Afghan language text books is high focus on grammar.

Students have to memorize the words especially the new words and their main job in learning writing is to copy the text of the book in their notebooks. Teachers rarely assign homework of analyzing texts of writing analytical topics or passages from the lessons learned from text books.

Higher order levels of thinking as explained in the Bloom's Taxonomy and mentioned in the key domains of PIRLS and PISA assessments are rarely mentioned in Afghan text

books. In addition, in a country where more than 60% of teachers have just completed secondary school would not be even aware of such higher levels of reading competencies.

It is argued that in schools reading and more writing is not taught at in the real sense of teaching reading and writing (Karlsson, 2005). Moreover reading comprehension strategies are hardly talked about when teaching languages and are not taught in teacher training programs as well (Mansory, 2010). In additions writing is almost forgotten and the traditional way of teaching writing at schools for the last decades are copying exactly the texts of text books into notebook and it has created the misconceptions about writing skills as imitating other texts. This way of practicing teaching writing at schools cannot be ignored for being influential on acquiring writing competencies among Afghan children. As it is more focused on text books there always has been complains about problems and mistakes in text-books even at higher levels so a mixture of these problems in teaching and the high focus on such text-books which contains many mistakes and does not properly respond to the needs of society it can be seen as a strong influencing factor on students learning. It is claimed that the dominant teaching strategy in school is “talk and chalk” which hardly promote any analytical thinking but memorisation. Although the situation should have changed the last years as with intensive teacher education programmes of in service nature are provided to all school teachers in the country, but to my knowledge, no study has been done on its impacts.

Few small scale researches although conducted for another reasons but still covers the area of language and reading shows low performance of Afghan students in language due still is better than math and other subjects.(Mansory, 2012).

A study of DT3 program (District Teacher Training Team 3) conducted in 168 schools of 17 provinces by Amir Mansory report that average scores of the test results of grade three and six of Afghan students are below 60 out of 100. The mentioned study which was focused on language and math at the end of grade six however in math but still has made a comparison with international averages in specific cognitive domains of math i.e. whole number performing routine procedures, data representation, fraction performing routine procedures, whole number solving problems with EFA 2004 results (Mansory, 2012).

According to the study the result of the Afghan students are below the international average in selected items even in some cases the result is very low particularly when it comes to data analysis presentations in graphs of diagrams shows that the afghan students are at the bottom line while in some items even its closer to the international average (Mansory, 2012).

METHOD

Since the entire study aims to find out the responses of Afghan students to the items developed and tested for measuring the reading abilities of grade nine students globally as well as testing few familiar items from the Afghan text books therefore this study is following a quantitative based approach.

As Denscombe (2007) states that questionnaire can be used for a large number of respondents in different locations and provides brief straightforward information and responds to our need for standardized data for equal questions. In additions taking in view the international studies such as PISA, PIRLS and TEMS the common way of assessing reading globally is utilizing questionnaire and developing specific test items based on the core competencies of reading according to the objective of the study.

Thus in this study questionnaire and test items were found appropriate tools for data collection. The information about the background of students and schools such as age, sex, mother tongue, language of instruction, type of school and....was collected through using the questionnaire. In additions the main tools for data collections were four test items out of which two items were translated and contextualized from PISA and two items were developed locally.

The four separate test items were developed in the way that two of the test items were selected from Program for International Student Assessment (PISA) that were tested in more than 70 countries. The mentioned items were translated to Dari and Pashto and to some extent contextualized for avoiding any cultural or social biases. Beside this the other two items were exactly the texts from the grade nine Textbooks but the questions were developed accordingly.

The logic behind selecting few items from PISA and few items from the Afghan textbooks is that to a large extent there are huge differences between the education system of Afghanistan and the rest of the world. Moreover PISA is to some extent adapted to the western culture of education which talks about a variety of topics out of which some are absolutely strange for Afghan students and they have never heard about such topics. As an example The Labour task force structure in PISA 2006 shows process of work forces in different areas in a diagram. Such texts have never been included to the language text books in Afghanistan and looks up on measuring levels of cognitive competencies. The way reading is being taught in Afghanistan is more typical in a way that the culture of reading literacy in the country is more focused on decoding and memorization while PISA measures higher order thinking levels of as per Bloom's Taxonomy i.e. understanding, applying analysis and evaluating.

Conducting the study required formal agreement of the Ministry of Education and the Kabul city Education Directorate along with the agreement of the school authorities. Therefore completing the formalities and conducting the study continued for more than 20 days in September.

The first stage of conducting the study was piloting the questionnaire and test items in one male and one female secondary school as of Ghulam Mohammad Ghubar boys' High school which is located in fifth district of Kabul city and one female secondary school of Gulkhana girls' high school which is located in the 7th district of Kabul city. As there were no serious problems seen in piloting then it was decided to continue conducting the main research in the other schools of Kabul city.

The way schools are managed in Kabul city most of the grade -nine students were studying in the morning so it was possible to cover only one school daily. In some cases where the grade nine students were in 2nd or 3rd shift of schools in the afternoon it was possible to cover two schools but in general one school was visited daily. Since Kabul city is nowadays highly populated and the exiting schools cannot cover all of the students at once.

Thus different classes are divided into shifts such as morning shift and afternoon or even in some cases into three shifts of elementary early in the morning, followed by lower secondary and then upper secondary.

Data collection tools both the questionnaire and test items which included different types of questions such as optional, multiple choice and descriptive questions were put in one booklet and already printed, only delivery to schools used to happen daily. Sampling was done based on the random approach. The names of schools were selected randomly from a list of total schools in Kabul city and later on the one school was randomly selected from the list of total grade nine classes of the mentioned randomly selected school. Although the main test was mostly conducted in one class of each school but as mentioned earlier that there were generally two types of test items the internationally tested PISA items and the local items and regardless of the difference in number of students in every target types of the test items were utilized in all classes. Since the questionnaire did not include the space for the name of the respondent thus it was specified with a code which facilitated the process of analysis later.

The test was conducted in 14 schools of Kabul city and total number of the respondents was 338 students. The sampled community contains male and female students of boys and girls 'secondary schools in Kabul. Further on it contained the categories of Dari speaking classes where the language of instruction was Dari as well as Pashto speaking classes where the language of instruction was Pashto as well as the category of public schools and private schools.

Out of 14 schools, six of them were girl's schools where more than 160 respondents were girls in five districts of Kabul city. In addition it contains around 50 students of private schools where the language of instruction was only Dari. Due to the aim of study which focuses on language, I could succeed to locate four classes where the language of instruction was Pashto classes in Kabul city and covered around 70 students.

According to the agreement of the Ministry of Education and almost in all of the cases even in private sector the people and the management of the schools were really nice and flexible with the timing but still they only agreed to give one of the four test items to every student. The reason behind this was that completing the background questionnaire and test items along with introduction and formalities required 120 minutes. Therefore on random bases the test items were distributed to students in every class and all types of the test items were covered in every class.

The frame of the test items was PISA and the local items were also aligned with the frame of PISA. In PISA each reading items contains 5 questions which assess different types of competencies and cover a range of correct, partially correct and incorrect answers (OECD, 2009). Therefore the two items including one graph and on continues text were selected and translated into Dari and Pashto languages and two other test items were developed locally from the Afghan text books of grade nine.

The item graph was a unique item which is developed based on the core competencies of retrieving information, reflecting and evaluating the text as well as interpreting the text. The entire item contains only two sentences for facilitating reading the graph and the rest of the information should be drawn from the contents of the graph and chart. One of the questions in this item can only be responded after making a comparison in the content of the item. The second item was a text for providing awareness about flu. This item was also translated from PISA 2009 which in comparison to the first item (graph) it was less strange although contained multiple choice questions which to a larger extent was new for the respondents.

The last two items which were developed locally was from the text books of grade 9 in Afghanistan. According to my own knowledge and understanding I found two narrative texts from text books and developed five questions for each accordingly.

Similarly the frame of analysis was also frame of PISA for the items taken from PISA as well as the items developed locally. All of the correct answers were marked 2 and all of the partially correct answers were marked 1, while incorrect answers both in PISA and local items were marked 0 similar to the grading system used by PISA (OECD, 2009). As PISA reports the findings based on the percentage of correct responses in relation to each question with specific competences thus the findings in this study is represented in totally similar way and compared with each other based on the average percentages (OECD, 2009). Additionally, average scores of each students per item i.e. the scores out of totally 10, as well as frequencies of correct answers to each item have been computed. As there were seen some interesting findings as the cumulative frequency was also studied in relation to each item.

Limitation

Afghanistan never participated in any international reading assessment yet. Schools are rarely used for such purposes and the culture of research is not common among school students. Especially collecting background data and asking students about their socio-economic status, the education of their parents, the support that they find from parents in their school life. In additions, the way they manage their studies and overcome challenges in cases that the teachers are not able to support in solving or are not welling. Considering these factors students were mostly feeling strange at the first glance to the questionnaire but while we assured them about the safety of the data and it would not be used for any personal issues especially when we asked them to avoid mentioning their names in the questionnaire to some extent it helped them to feel comfortable and provide information. Although it was planned that all of the four test items should be given to students but due to the limitation of time that solving only one item along with filling the background questionnaire required 2 hours therefore in order to overcome the challenge it was decided to select students on random base and give them only one item along with questionnaire. An implication of this is that students are compared based on cognitive competencies in each item adopted from PISA and compared accordingly.

However the study has been conducted in a specific number of schools but considering the nature of standardized test item, the finding can be generalized in Kabul city; although the test items feature was strange for the students especially while studying language but I explained even repeatedly in some classes the entire booklet and made sure that students understand how to respond to questions especially assuring that the students realize the part of questions about their background and the main test item. Despite all these explanations in some cases usually students used to ask individual questions about the questionnaire and data on their background which was replied accordingly.

FINDINGS

Introduction

The learning achievements of students in language have been looked up in two languages of Pashto and Dari in the schools of Kabul city. It was based on the average scores of the items translated from PISA and items locally developed from the text books of grade nine.

The schools where the study was conducted most of the public schools seemed generally in the same conditions in terms of environment, equipments and facilities as well as the private schools. There were no big differences considered among public schools while most of the private schools also appeared in the same conditions.

Findings are analyzed according to the average score of students in each item. Generally as per the objective of the study the results which were drawn from analyzed data is compared in different groups of boys and girls, students of public and private schools, medium of instruction in schools i.e. Pashto or Dari. In additions some student factors i.e. parental educations are also looked up on.

Taking in view the objective of the study for making comparisons with PISA international average the results of items which were adopted from PISA was compared to the PISA international average. This comparison was based on the percentage of correct answers of respondents in questions of each item.

Students test results

However the collected data on learning achievements of students both in PISA and local items can be analyzed from different aspects but as it is mentioned in the Method chapter that the frame of analysis for this study is PISA, therefore the analysis is limited to the average score of students in each item and compared to PISA international scale as well as some comparisons in relation to the gender, type of school and language of instruction has been made which is presented in tables 2,3 and 4.

Table: 1 Average score of students based on each item; Max score = 10.

Tendencies	Item type			
	Item 1 Lake Chad , (PISA)	Item 2 Flu, (PISA)	Item 3 Ahmad Shah BaBa, (Local)	Item 4 Ayaraan, (Local)
Average Score	2	3.1	5.1	5.1
N	82	84	84	88
STDEV	2	2.5	2.8	3.4

As seen in table 1, the average score of students in the first item which was a graph and picture and was translated from PISA 2006 is the lowest figure. It means that students in the targeted schools are weaker in solving problems shown in graphs and pictures but the result in this time is the least dispersed (Std 2 the lowest in all four groups). The next item which was a continues text and was also translated from PISA items however there is a slight difference with the first item but still the average score is lower than half of the total score of the test and the result is even more dispersed. In local items the average score is at least succeeding the level of half of the total test score and means that students in local items are performing two times better than in items adopted from PISA on the other hand, the level of dispersion in the results increases in this item the test, which indicate that students are of very different level of reading competence is in the group.

The average scores of student's further was dug for finding in differences between male and female students and the findings are reported in the figure 1.

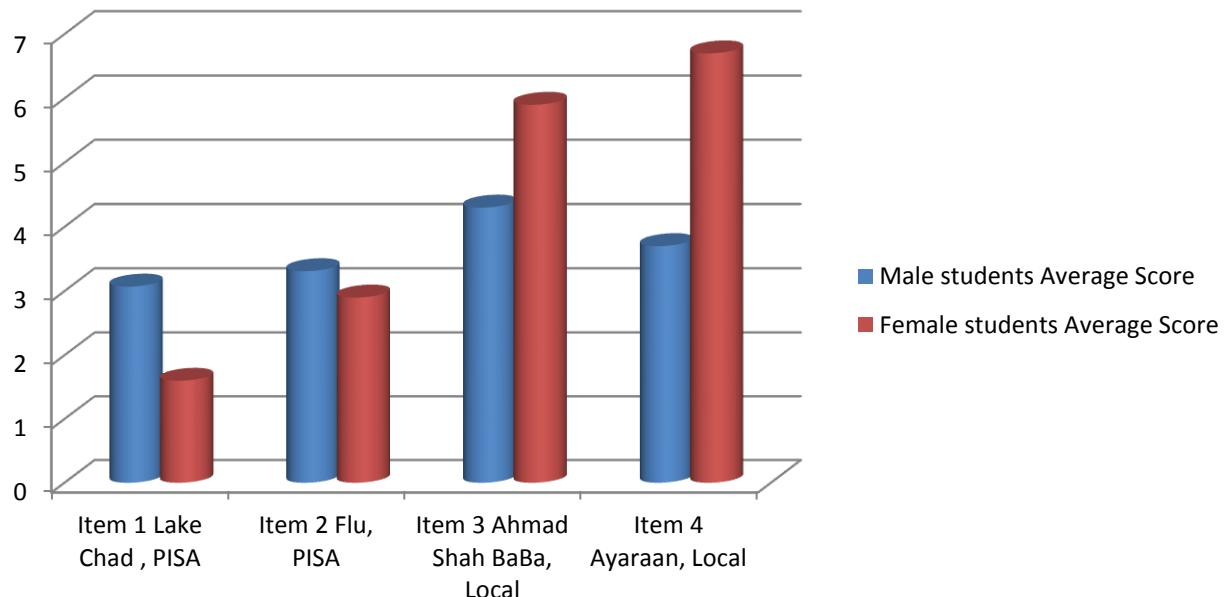


Figure 1: Compared the average score of male and female students in each item.

Taking in view the comparison between boys and girls in the figure it can be clearly seen that the average score of boys are almost two times higher than the average score of girls in the first item from PISA. The STDEV calculated in result of boys is 2.11 and the total number of male respondents in this item is 42 while the STDEV in result of girls 2.2 and the total number of girls are 42. Applying T-Test in this item shows that the result statistically significant with P Value of 0.0.

Similarly in the second item from PISA still the average score of boys is higher than girls. The STDEV calculated in result of boys in second item is 2.6 and the total number of male respondents in this item is 42 while the STDEV in result of girls 2.5 and the total number of girls is also 42. Applying T-Test in this item shows that the result is not statistically significant.

On the other hand the average score of girls in the local items is higher than boys. Although in both especially in the fourth item the average score of girls are two times higher than boys. The STDEV in results of boys is calculated 2.5 while in results of girls it is 2.9 in third items but in fourth item the STDEV is 2.9 in results of boys and 3.1 as calculated in results of girls. Applying T-Test in items developed locally shows that the result is significant with P-Values 0.01 and 1.45E-05 respectively.

The highest average score of boys in entire test items is found in the third item which is a narrative text and developed locally while the lowest average is in the first item the graph adopted from PISA. The situation repeats in relation to the first item with female students as well and the lowest average score of girls is also recorded in the first item but the average increases according to the number of items and in the last item it reaches to 6.7 which is almost two to three times higher than the average score in items adopted from PISA. When T-Test was applied it showed that the result in the items first and third is statistically significant.

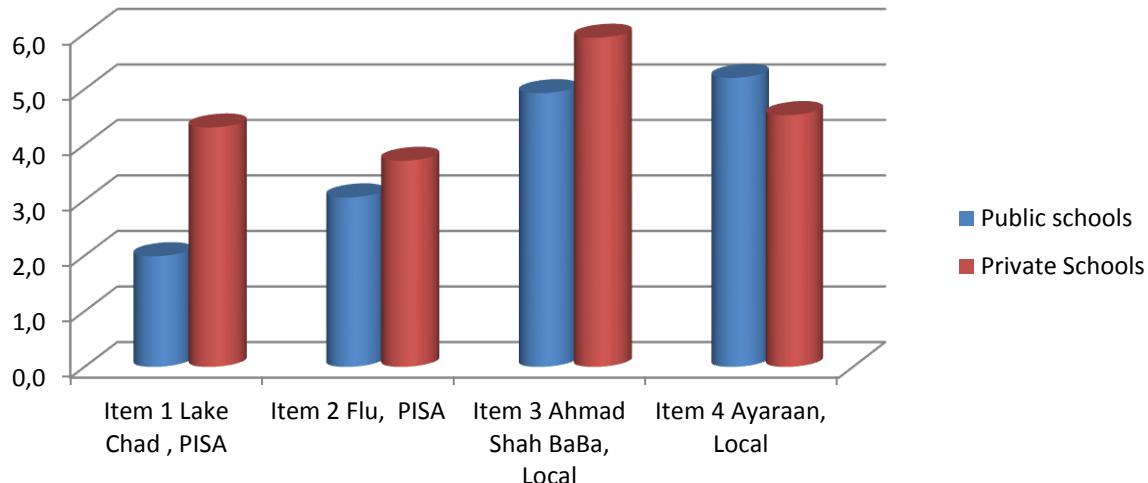


Figure: 2 compared the average score of students in public and private schools.

The table above shows that students in sampled private schools are generally performing better than the students in public schools, although the observed differences is found to be statistically significant only in the case of first item (reading and interpreting graph of PISA study). In the first item which is the adopted graph from PISA there is a significant difference between students in private schools in comparison to public schools. The STDEV in result of students in Public schools is calculated 2 while in the same item the STDEV in results of students of private schools is 2.7

In the second item also adopted from PISA however the average score of students in private schools are slightly higher and the STDEV is calculated 2.5 and 2.7 respectively in results of students in public and private schools.

In the local items however in 3rd item the students of private schools have still done better the STDEV is calculated 3 and 1.8 in respectively in results of students in public and private schools while in the item 4 a slight change can be seen and the average score of students of public schools went higher than the students in private schools. The STDEV in results in both categories is calculated the same 3.4.

It can be clearly seen that item 4 is the only item where students of public schools have done better than in private schools and the in the rest items the average score of private schools remained higher.

Applying the T-Test showed that in general the result only in first item is statistically significant while the results in other three results cannot be counted statistically significant.

Table: 2 Average score of students based on language of instruction at school

Language of instruction		Item type			
		Item 1 Lake Chad , PISA	Item 2 Flu, PISA	Item 3 Ahmad Shah Baba, Local	Item 4 Ayaraan, Local
Dari School	Average Score	2.5	3.4	5.7	5.7
	N	65	65	67	73
	STDEV	2.4	2.6	2.7	3.2
Pashto	Average Score	1.6	2.1	2.5	1.9
	N	17	19	17	15
	STDEV	1.8	2.1	1.8	2.1
T-TEST (P Value)		0.096	0.03	0.00	2.59E-06

The above table where the average scores of students in sampled schools are compared according to the language of instruction show that in 1st and 2nd items which are internationally tested items the students who were taught by Dari are performing better and the average is higher than students instructed by Pashto.

When T-Test was applied in these items it shows that the result in first item is not statistically significant. The P-Value in the second item is calculated 0.04 which indicates statistically significance in the result.

In local items there is a dramatic change in the results and students taught in Dari have performed even 2 times better than students taught in Pashto. Generally the data in schools where Dari is a mean of instruction schools is more dispersed compared to Pashto.

Table: 3 average score of students in relation to mother's education; Max score 10

Mother's Education levels		Item type			
		Item 1 Lake Chad , PISA	Item 2 Flu, PISA	Item 3 Ahmad Shah BaBa, Local	Item 4 Ayaraan, Local
Grade 9 and lower	Average Score	2.4	2.6	4.6	4.6
	N	58	43	54	45
	STDEV	2.3	2.6	2.7	3.6
Grade 12 and higher	Average Score	2.2	3.6	6.1	5.6
	N	24	41	30	43
	STDEV	2.3	2.4	2.9	3.1
T-Test (P Value)		0.637335	0.063102	0.020769	0.20132

The above table shows a relation between the education levels of mother and the achievements of students. It can be easily seen that generally those students whose mothers have completed high school or higher studies are performing better. However in the first item any significant change cannot be seen even the average of students whose mothers have studied grade nine or lower are slightly better. As it comes to the item 2 then the average score of students whose mothers are educated increases and keeps increasing in other items as well. Item 3 shows a significant change in levels of achievements of students even to 6.1 compared to 4.6 and this significant difference can also be seen in the last item as well.

When T-Test was applied it showed that the difference between the average score of students whose mothers have just completed grade nine or lower and students whose mothers have completed secondary education or even higher in the first and last items is not statistically significant. Though in the second and third items this difference is significant

Table: 4 average score of students in relation to Father's education; Max score 10

Father's Education levels		Item type			
		Item 1 Lake Chad , PISA	Item 2 Flu, PISA	Item 3 Ahmad Shah BaBa, Local	Item 4 Ayaraan, Local
Grade 9 and lower	Average Score	2.0	3.4	4.4	3.9
	N	30	24	32	28
	STDEV	2.0	2.7	2.7	3.5
Grade 12 and higher	Average Score	2.5	3.0	5.5	5.7
	N	52	60	52	60
	STDEV	2.4	2.5	2.8	3.2
T-Test (P Value)		0.308	0.506	0.077	0.024

Considering the table 4 a clear result can be drawn that there is a relation between the education levels of father and the achievements of students. Table shows that generally those students whose fathers have completed high school or higher studies are performing better compared to students whose fathers went to lower secondary or grade nine and even lower. However in the first two items any significant change cannot be seen and even in first item those students whose fathers have completed only grade nine performed better but in items 3 and 4 there is significant chance in achievements. The average score of students whose fathers' education levels is at least grade 12 or higher respectively increases to 5.5 compared to 4.4 and 5.7 compared to 3.9. Generally it can be said that the data in second category of students with higher levels of parental education is less dispersed compared to the first category.

When T-Test was applied it showed that the difference between the average score of students whose fathers have just completed grade nine or lower and students whose fathers have completed secondary education or even higher in the first three times is not statistically significant while in the last item this difference is significant.

Comparison with PISA international average

According to the objective of the study the first and second items were adopted from PISA and the findings in these two items are calculated based on the average correct answers of the respondents in each item. In order to be able to compare the result of Afghan students in sampled schools the percentage of correct answers of the respondents is counted and compared with the PISA international average according to questions in every item.

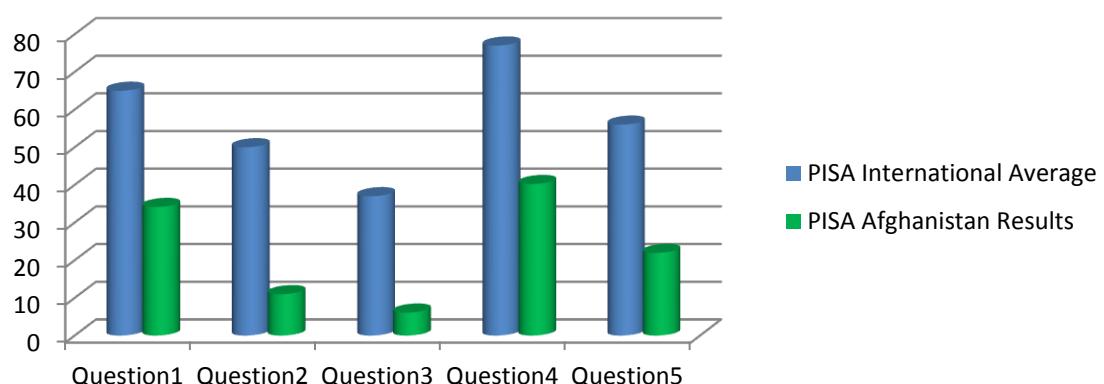


Figure: 3 average correct answers of students in sampled schools of Kabul compared with PISA international scale in the item Lake Chad.

As seen in chart 3 the percentage of the correct answers of Afghan students is almost half of the PISA international scale but the interesting figure in the chart is that where the performance of students in PISA countries are low the achievements of Afghan students become even lower. in the Q1 the PISA international Scale show an average percentage of above 60 while the achievements of Afghan students remain at the level of 30% and when PISA scale decreases to below 50% in Q2 the achievements of Afghan students get closer to the border of 10% and keeps reducing even to 5% in Q3. In contrast when it comes to Q4 there is a dramatic increase of achievements both in PISA countries as well as among Afghan students to the level of above 70% and 38% respectively and slightly reduces in Q5 to 50% and 20% as well.

However the biggest difference between results with PISA international averages was observed in question 3, which was developed based on the core competency of reflecting and evaluating the test.

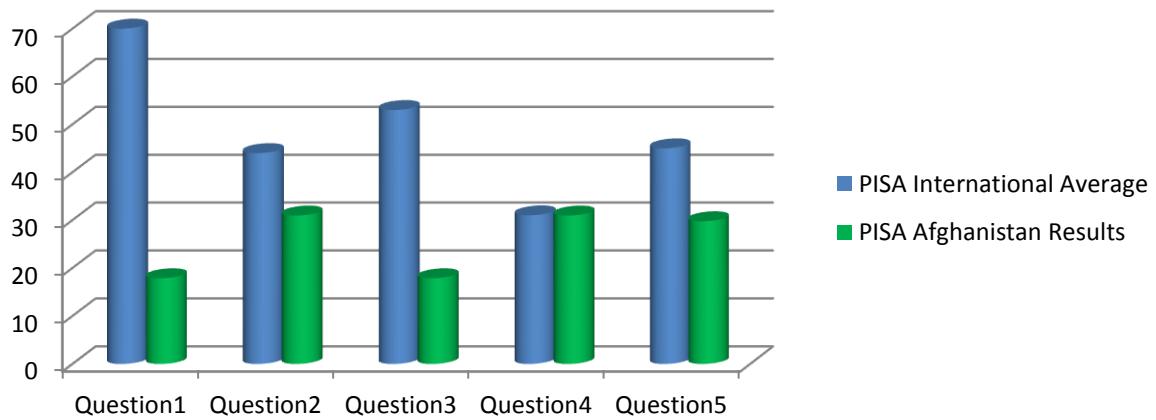


Figure: 4 average correct answers of students in sampled schools of Kabul compared with PISA international scale in the item Flu.

The above chart shows the percentage of correct answers of Afghan students in sampled schools of Kabul compared with PISA international average. In the first question a significant difference in performance of Afghan students compared with PISA international average can be seen which goes above 50% and records the lowest performance but this difference reduces to 10% in the second question. When it comes to the third question then the level of difference increase to above 30% and show lower performance of afghan students while in question four there is a dramatic change and the percentage of Afghan students is equal to the international scale and in the fifth question the difference is similar to the second question almost 10% lower than international average.

Taking in view the above findings when data was further analyzed the relative and cumulative frequency was calculated and the percentile is indicated in bellow table according to each test item:

Table: 5 cumulative frequency according to the students' score in each item; Max score 10

First Item (Lake Chad)		Second Item (Flu)		Third Item (Ahmad Shaah Baba)		Fourth Item (Ayaraan)	
Scores	Cumulative frequency	Scores	Cumulative Frequency	scores	Cumulative Frequency	scores	Cumulative Frequency
0	34%	0	22%	0	5%	0	14%
1	35%	1	31%	1	13%	1	18%
2	70%	2	47%	2	26%	2	28%
3	70%	3	62%	3	33%	3	39%
4	84%	4	75%	4	41%	4	45%
5	0%	5	85%	5	58%	5	54%
6	98%	6	94%	6	72%	6	60%
7	99%	7	95%	7	79%	7	69%
8	99%	8	97%	8	83%	8	81%
9	99%	9	97%	9	92%	9	87%
10	100%	10	100%	10	100%	10	100%

It can be seen that in the first item which was PISA item as found above 84 percent of students earned only 4 scores or lower than while in the second item also adopted from PISA 75% of students hardly earned 4 score and even lower. As it come to the third item which is a local item it indicates that 41% of the respondents scored 4 or lower and in the fourth item it even increases to 45% and shows that around half of the respondents could not succeed even to reach the level of 50%.

In conclusion it can be seen the lowest average score of Afghan students is recorded in international items adopted from PISA which is generally around 3 out of 10. Although, average score of students in locally developed test items goes beyond 5, but still indicate poor results. Making comparisons average score of male and female students in sampled schools of Kabul city shows that the average score of boys are slightly higher than girls in PISA items while the result in local items is totally different and reveals higher average score of girls.

In additions the average score of students with Pashto as medium of instruction in sampled schools of Kabul city is even lower compared to those students with medium of instruction Dari.

DISCUSSION

Since the objective of the study was to test some items from PISA in Afghanistan and find out the responses of Afghan students on internationally tested items as well as locally developed items of reading literacy which are more familiar to them. However it covers different categories of schools and the data is analyzed from different aspects but it is important to be considered that study represents the Kabul city. Though it can be generalized but could be only limited to Kabul.

As reported in Table 1 the first item that contained a graph and a picture where students were asked to answer questions based on core competencies of retrieving information was the item where the lowest average score of students is recorded. The result shows that Afghan students did perform poorly in retrieving information from illustrations and graphs. This can be due to difference in way of teaching reading in Afghanistan especially when it comes to languages as mentioned in the chapter Literature review most of the language text books which focus on reading are lacking such parts of analysing the illustrations and graphs. Language teachers hardly focus on such kind of reading items. It is claimed that generally teaching even other subject at schools hardly promotes reading illustrations such as tables and graphs or charts and even maps. Similarly in the second item of table 1 which was a narrative text the average score of Afghan students are 3.1 however is higher than the first but still it shows that Afghan students are performed poorly in responding questions developed based on the core competencies of reflecting and evaluating the text as well as making interpretations from the text where also methodological factors influence. Pretending if it was a final year exam of students in language it definitely indicates that hardly any student could pass and promote to higher grade in school. In additions it shows very lower performance at the end of compulsory education which means those students with such poor abilities would not be much of use in their future life and they will eventually face difficulties in their daily life in terms of reading literacy.

On the other hand the average score of students are mostly two times higher in items developed locally in comparison to the internationally tested items. This can be due to the familiarity with the type of texts as well as type of the questions that were developed based on the core competencies of retrieving factual information and hardly included questions on analyzing and making interpretations from the text. The average score of students in both local items considering the test items still shows poor levels of performance and means that the average score of students are slightly higher than 50%. It could also be interpreted that if it was a final year exam of grade nine only 50% of students could pass even in these local items and the rest all had to repeat the grade. The fact that the respondents have done better in locally developed items is that local items how ever in terms of in structure was adopted to the PISA structure but the kind of questions which were asked was similar to the questions that usually respondents face in their annual exams. More ever in some cases they have seen same questions in exercises of their text books. Such kind of questions however asks factual information or recalling facts, which comes in the lower level of learning hierarchy as of Bloom' Taxonomy. Similarity of these questions was allowed the students not to feel strange and usually students with a deeper reading and comprehending capabilities were able to find the answers accordingly. This helped the respondents to perform better in local items.

Due to the objective of the study especially the second research question which emphasizes on finding the differences among Afghan students, therefore in the second table which reports the findings according to students' gender. As is easily seen, those in the first and second items boys are doing better. The average score of boys in the first item is 3.1 almost two times higher than 1.6 of girls while in third and fourth items girls have performed better. The average score of girls in the last item is 6.7 almost two times higher than 3.7 of

boys and shows a dramatic change in learning achievements of girls compared to boys in international items. The fact that the average score of boys are better in the items tested can be due to the access of boys to reading material outside school especially their efforts for learning other languages out of school which contain such illustrations and make them able to better analyze and find out the results. More exposures of boys outside home and school to such illustrations especially in public places or Bazaar might also put influence in this area.

In some cases Boys in Kabul city especially when the parents are well educated to some extent attend English language courses out of school time which helps boys to be familiar with different systems of learning language and allow them to see different types of texts and illustrations for gaining specific skills in reading. The fact that boys have more access to such courses compared to girls is that most of these courses usually to a large extent belong to private sector. The owners and implementers prefer their business rather than learning qualities and facilities of students. Therefore the locations are not appropriate and most of them are located in the center of Bazaars and residential houses. Taking in view the situations most of the Afghan families are not willing to send their daughters especially young daughters to such courses and this remains as a barrier again the learning foreign languages out of school for girls.

When it comes to local items then a dramatic change can be seen in learning achievements of girls compared to boys. In contrast to international items the average score of girls are even two times higher than boys in the local items which can be due to the higher level concentration of girls on studies as well as the higher level of interest of girls with language and literature subjects. Taking in view the Afghan society most of the girls are very calm and concentrated students who care better than boys on their studies and give more of their time for their studies while boys spend much time out of home. In addition girls a higher interest rate can be seen among girls for studying language and other subjects with high focus on reading such as history and geography compared to science subjects. This situation might also put influence on achievements of girls in local items.

Finding out the differences among students of public and private schools in Kabul is another aim of the study which is described in the second research question therefore the table 3 reports that students in private schools are doing better than in public. The fact that students of private score are doing better can be due to the facilities which are provided in private schools and the longer schooling time where all of the private schools runs in one shift and keep students 2 to 3 hours longer compared to public schools. The reason of better performance of private schools in first and second items which are adopted from PISA can be that in most of the private schools there is a high focus on teaching international languages through using the Oxford and other text books which contain such figures, graphs and illustrations this can help students to be familiar with the internationally tested reading items.

On the other hand when it comes to local items then the difference between students of public and private schools is really smaller and even in the last item as reported in table 3 students of public schools have slightly done better compared to students in private schools. This may mean that teaching reading in private school promote understanding while in public school promote rote learning i.e., recalling information as of Bloom's Taxonomy in the lower hierarchy.

Another aspect of the study is to find out the differences between students where medium of instruction is Pashto and the students being taught in Dari language in Kabul city. As reported in table 4 students instructed in Dari are generally better in both local and international items. The fact that students who are instructed by Dari are better is that Kabul city as the capital of Afghanistan is mostly Dari spoken city. However Pashto remains as the formal language and the Ministry of Education of Afghanistan is committed to provide the opportunity education in mother tongue but still among the influencing factors lacking of

fluent Pashto speaking teachers in public schools of Kabul can be counted which directly affects the achievement levels of students being taught in Pashto. It seems important to be mentioned here that although the study shows lower performance of students in classes with Pashto as the medium of Language but the study cannot be generalized to Afghanistan. The findings do not mean that generally students with Pashto as the medium of instruction are lagging behind. Taking in view the southeren and eastern parts if we same test would be applied the findings might be contradictory to what is found here.

In additions to the above mentioned factors some of the family and background factors have also been studied according to the objective of the research among which the findings on the parental education is analyzed and reported in tables 5 and 6.

There is no doubt that a mutual relation between the education levels of parents and the learning achievements of the child exist and this claim is proved well in this study. Table 3 reports a direct relation between the education levels of Mother with achievements of students. Those students whose mothers have completed secondary education or higher are doing better than students whose mothers have just completed grade nine or even lower. According to Human Capital theory which argues that investment on human was seen similar as investment in other means of production and notions about economical values of schooling were elaborated. The return to college and high school education was estimated as a significant factor for social and economical growth (Unterhalter, 2009). In additions it from a social prospective since education is an investment on human capital it increases the productivity and the rates of return come in the form of economic growth (Mansory & karlsson, 2007). This finding here could be applied to the content of Social Capital theory and

Considering the Afghan society it can be due to the time that they spend at home and the kind of support that they find from their mothers as well as the way of caring about their progress at school. Educated mothers in Afghan society are the really instructors of their children they are supportive in providing better opportunity at home as well as contributing in better learning of their children. They provide support to their children in doing homework in some cases negotiate with school authorities about their children which can be counted as an influencing factor on their children's learning achievements.

This situation repeats when the correlation between the education levels of father and the learning achievements of students was studied. Based on the information provided in table 5 the students whose fathers have completed secondary education or even higher have performed better than the students whose fathers have just completed grade nine or lower than that. Considering the Afghan society the fact that the children of educated fathers have performed better is that educated parents provide better learning opportunities for their children and highly focuses on the learning of their children. They monitor and supervise the progress of their children at school which can be efficient in increasing the learning achievements of their children.

Generally this research approves the findings of the study of DT3 program as mentioned in Literature review especially in the part of local items. As mentioned in the Method chapter the locally developed items were more familiar for Afghan students and the average score is slightly higher than 50% which is obviously close to the result found in DT3 Assessment. Considering the findings of DT3 program assessment the results of both studies are to a large extent aligned with each other and indicate lower performance of Afghan students in reading competencies.

Comparisons of PISA items

As mentioned in earlier chapters especially in the research question 2 one of the key objectives of this study was to find out how Afghan students respond to internationally tested reading items which assess and evaluate not only reading abilities but also focuses on aspects

of developing knowledge for participating in the society as mentioned in the chapter literature review.

Hence to reach this objective and find out the responses of Afghan students on internationally tested items both of the items are analyzed and compared with PISA international averages separately.

Chart 3 compares the achievements of the respondents in Kabul with PISA international average in the item Lake Chad. Generally it can be seen that where the international average is high the performance of respondents in Kabul is also better and where it falls down then the percentage of correct answers of respondents in Kabul reduces as well.

In the first two questions which are developed based on the core competency of retrieving information from a graph the gap in achievements between Afghan students and international average is 30 to 40% respectively. In general there is a 30% difference among Afghan respondents and international average in all questions except the second question.

This item records the lowest performance of Afghan students and as explained earlier might be due to the strangeness because Afghan text books hardly contains graphs and illustrations in language books. Even to some extent language teachers are lacking skills in analyzing graphs and illustrations.

The next item adopted from PISA was a narrative text about Flue, which is mostly based on the core competencies of interpreting the text and reflecting and evaluating text. In this continues text however contains a range of multiple choice and descriptive questions but still there is a slightly better performance of Afghan respondents compared to the item Lake Chad. As showed in Chart 4 however in the first question there is more than 50% difference in performance of Afghan respondents with international average but as it comes to the second fourth and fifth question then the difference reduces to almost 10%.

In this item question 3 is the only question where Afghan respondents reaches the level of 30% which is the international PISA average. The mentioned question is developed based on the core competencies of interoperating the text and here Afghan students showed their highest levels of performance regardless of all exiting limitations in Afghanistan and could reach the level of international average.

CONCLUSION

Since the aim of the study was to find out the reading competencies of Afghan students in schools of Kabul as well as their responses on internationally tested items of reading this paper in the light of the research questions findings are analyzed and comparisons have been made. The entire findings and discussion is more focused on responding to the different aspects of the research questions.

Taking in view the findings and discussion chapter it can be clearly claimed that students in schools of Kabul develop poor skills of reading not only in international items but even in locally developed tests and the average is just closer to 50% which is an alarming issue. Meanwhile another result can be drawn that students develop only 50% of reading competencies in schools however there are slight differences between the students of private and public schools. Generally it can be seen that only 50% of the grade nine students participated in this study are capable to hardly pass final year examination and practice their poor reading skills in upper secondary. Taking in view the findings it can be claimed that students in private schools learn better compared to public school especially there average is at the level of 60% with 10% difference in comparison to students of public schools although it also could not be a desired result.

On the other hand when girls and boys are compared then there is a considerable difference among these two groups of students, boys are doing better in internationally tested items and mean that they are more familiar with type of texts that are not included in their text books while girls are better in responding to questions which are familiar to them and are included in their text books. It can also be added that as per the scientific classification of Bloom however the performance is poor but still boys are better in at least med level cognitive improvements.

One of the important findings of this study is that those classes which are established for Pashto speaking students in some specific schools of Kabul and the medium of instruction is Pashto in most cases there is only one Pashto class in entire school with a number of 30 or 40 students is not as efficient as classes where the language of instruction is Dari. The performance of respondents from Pashto instructed classes compared to Dari instructed classes in Kabul is very low and even concerning.

Generally one can say that this study to a larger extent is focused on responding to the research questions and aim. All aspect of research questions including gender, language of instruction, public and private and most important that the responses of Afghan students on internationally tested items is found out.

Considering the finding and discussion one can state that the performance of Afghan students is really low in comparison to international averages and the current way of teaching reading as well as the existing material including text books are not responding to the needs of the current society.

In additions in order to be able to achieve better reading competencies it can be suggested that using internationally utilized items as supplementary material at schools which will allow students to be familiar with different types of texts and meanwhile will enable them to develop higher order levels of reading competencies.

I am sure that the instructions that I have provided to respondents on how to respond to questions have been useful but since the text books are lacking various types of multiple choice and responses questions the students were taking time in dealing to such questions.

In this research there only have been two items from PISA that due to the limitations but for a deeper understanding of the situation it could be even more useful to conduct a larger scale study which requires more time and resource but without any doubt will provide even

more evidence about how concerning the situation is and how largely Afghan children are lagging behind in developing reading competencies.

As mentioned in the chapter Literature review in order to be able to contribute more effectively and to be able to recover the problems at earlier stages it might be even useful to conduct a PIRLS study in Afghanistan which will show the situation in primary education and will allow the stakeholders to find a chance of policy dialogue and reforms.

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ANNEXES

Annex 1: Student Questionnaire English

Student's Questionnaire

In this section you will find questions about:

- You
- Your Family
- Your Schooling
- Your Interests

Please read each question carefully and answer as accurately as you can. In the test you usually circle your answers. For this questionnaire, you will normally answer by ticking one box

In this questionnaire, there are no 'right' or 'wrong' answers. Your answers should be the ones that are 'right' for you.

You may ask the teacher for help if you do not understand something or are not sure how to answer a question.

All your answers will be kept confidential.

QUESTIONS ABOUT YOU

Question 1

How old are you? _____

Question 2

What is your sex?

Please fill one circle only.

Boy

Girl

Question 3

Which language do you speak at home most of the time?

Please fill one circle only.

Dari

Pashto

Another language

QUESTIONS ABOUT THE PLACE WHERE YOU STAY DURING THE SCHOOL WEEK

Question 4

Where do you live?

Please fill one circle only.

With my parents

Elsewhere (e.g. hostel/with other family members)

Questions 5 to 10 are about the place where you stay during the school week which you selected in Question 4.

Question 5

How far away is the school from the place where you live?

Please write the approximate number of kilometres in the box below.

Kilometres

Question 6

How long does it take for you to come to school each day?

Please fill one circle only.

Less than 30 minutes

30 minutes to 1 hour

1 to 2 hours

More than 2 hours

Question 7

How safe do you feel on your way to school?

Please fill one circle only.

Not safe

Partly safe

Moderately safe

Very safe

Extremely safe

Question 8

On a normal school day, how do you travel to school?

Please fill one circle only.

I travel in a car or on a scooter/motorbike

I travel in a bus

I walk

I ride a bike

Question 9

Do you have any books at home in addition to school books?

Please fill one circle only.

No ► *Please go to question 11.*

Yes ► *Please go to the next question.*

Question 10

How many books are in your home that are **not** school books, newspapers or magazines?

Please fill one circle only.

There are no books

1-10 books

11-30 books

31-50 books

51-100 books

101 or more books

Question 11

How much time do you spend **each day** on the following activities?

Please fill one circle in each row.

	<i>No time</i>	<i>Less than 1 hour</i>	<i>Between 1 and 2 hours</i>	<i>Between 2 and 3 hours</i>	<i>More than 3 hours</i>
Doing chores around the house (e.g. cleaning, cooking, washing)	0	0	0	0	0
Helping with my family's business (e.g. in a shop, doing deliveries)	0	0	0	0	0

Questions about your parents or guardians

Question 12

What is the **highest** level of education that your mother (or female guardian) has completed?

Please fill one circle only.

Grade 5 or lower

Grade 6

Grade 9

Grade 12

Grade 14

University degree (excluding teacher training)

I do not know

I do not have a mother or female guardian or my mother has died

Question 13

What is the **highest** level of education that your father (or male guardian) has completed?

Please fill one circle only.

Grade 5 or lower

Grade 6

Grade 9

Grade 12

Grade 14

University degree (excluding teacher training)

I do not know

I do not have a father or male guardian or my mother has died

QUESTIONS ABOUT YOUR SCHOOLING

Question 14

How many times have you repeated a grade since you started school?

Please fill one circle only.

I have **never** repeated a grade

I have repeated a grade once

I have repeated a grade twice or more

Question 15

Since you first started school, have you ever missed two or more consecutive months of schooling?

Please exclude school holidays. Please fill one circle only.

No, never

Yes, once

Yes, twice or more

Question 16

Which of the following do you have?

Please fill all circles that apply. If an item is broken at present but can be mended, fill in the circle next to it.

Pencil

Pencil sharpener

Pencil eraser

Ruler

Pen

School bag

Calculator

Mathematics textbook

<Test language> textbook

Islamic studies textbook

Holy Quran
Computer/notebook

Question 17

Are you allowed to take **books** (other than textbooks) home from school, that is, from a school library, class library, book corner or book box?

Please fill one circle only.

No, because there are no library books at school or in the class.

No, there are library books at school or in the class but we are not allowed to take them home.

Yes, there are library books at school or in the class and we are allowed to take them home.

Question 18

How much time do you typically spend per week studying the following subjects in regular lessons at school?

Please fill the appropriate circle in each row. Do not count any extra tuition you attend.

	<i>No time</i>	<i>Less than 2 lessons a week</i>	<i>2 – 3 lessons a week</i>	<i>4 – 5 lessons a week</i>	<i>6 or more lessons a week</i>
language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 19

Did you attend a community-based school before coming to this school?

Please fill one circle only.

No

Yes

Question 20

What age did you first start going to school?

Please write the age in the box below.

Age

--	--

Question 21

Have you studied all 9 years of school here in one school?

Yes

No

Question 22

What's the **highest** level of education you **expect to complete**?

Please fill one circle only.

Complete Grade 9

Grade 12

Grade 14

A university degree

QUESTIONS ABOUT YOUR HOMEWORK

Question 23

How often are you given homework by your school teacher in each of the following subjects?

Please fill the appropriate circle in each row. Do not count homework from any extra tuition you might be attending.

<i>I am not given any homework</i>	<i>Once or twice a month</i>	<i>Once a week</i>	<i>Once a week</i>	<i>Three or four times a week</i>
--	--------------------------------------	------------------------	------------------------	---

Question 24

How often does your school teacher check whether you have done your homework in each of the following subjects?

Please fill the appropriate circle in each row.

<i>I am not given any homework</i>	<i>Teach er checks</i>	<i>Teach er sometimes checks</i>	<i>Teach er often checks</i>	<i>Teach er always checks</i>
--	--------------------------------	--	--------------------------------------	---------------------------------------

Question 25

How often does a person **other than your teacher** help you with your homework?

Please fill one circle only.

I do not get any homework

Never

Sometimes

Most of the time

Question 26

Besides your study time at school, do you spend any time on extra tutorials?

Please fill one circle only.

No ► *Please go to question 35.*

Yes ► *Please go to the next question.*

Question 27

Besides your study time at school how much time you spend on blew activities:

Reading Language books _____ hours per week

Writing topics and texts related to language _____ hours per week

Other Subjects

Question 28

What materials do you read?

Please fill all circles that apply.

Holy Quran

Fiction books

Textbooks for school

Non-fiction books

Magazines

Comic books

Newspapers

Online materials

Annex2: Student Questionnaire Pashto

له زده کوونکی څخه پوښتني

د نهم تولګي له زده کوونکی څخه پوښتني

په دي برخه کي له تاسو څخه څو پوښتني د سناسو د خان په اړه، د سناسو د کورنۍ په اړه، د سناسو د مکتب په اړه او د سناسو د هيلو او علايقو په اړه، پوښتل کيري، مهرباني وکړي هري پوښتني ته ټير شئ او څومره چي کولاي شئ په پوره دقت بي ټوکن کړي. په دی ازموينه کي تاسو به معمولاً له ټوکنونو څخه حلقه را تاوه کوي او یا هم په دی علامي سره یو ټوکن په نښه کوي. (۷)

په دي پاڼه کي هیڅ کوم سم "صحيح" او یا هم نا سم "غلط" ټوکنونو نلري او سناسو ټوکن هغه دی چي سناسو لپاره سم وي.

که چېري نه پوهېږي چي کوم سوال ته څرنګه ټوکن وویاست نو کولاي شئ چي له خپل ښوونکي څخه مرسته وغواړي.

په ياد ولري چي سناسو تولی پوښتني په محرمانه دوول محفوظ سائل کيري.

سناسو په اړه پوښتني:

1- تاسو څو ګلن یاست؟

2- سناسو جنسیت څه دی؟

(الف): هلک

(ب): انجلی

3- تاسو په کور کي دېری په کومه ژبه خبری کوي؟

(الف): دری

(ب) پشتو

(ج) کومه بله ژبه

د ښوونځي په موده کي سناسو د اوسيدو د ځای په اړه پوښتني:

4- تاسو چېرته ژوند کوي؟

الف - د خپل مور او پلار سره

ب - لیلیه او یا هم کوم بل ځای

5- د ښوونځي واتن (فاصله) سناسو د اوسيدو له ځای څخه څومره ده؟ ټوکن: کيلومتر

6- تاسو هرڅه ورڅ په څومره وخت کي ښوونځي ته رسيري؟

(الف): له ۳۰ دقیقو څخه لېږ

(ب): ۳۰ دقیقي تر ۱ ساعت

(ج) ۱ نه تر ۲ ساعته

(د) له ۲ ساعتو څخه زیات

7- تاسو د ښوونځي په لاره کي څومره د امنیت احساس کوي؟

(الف): نا امن

(ب): نسبی امنیت

(ج) بنه امنیت

(د) دېر بنه امنیت

8- په یوه عادي ورڅ کي څنګه مکتب ته راځي؟

(الف) په موټر یا موټر ساپېکل کي

(ب) پیاډه (پلی)

(ج) بايسکل

9- آيا په کور کي د بنوونخی له کتابونو څخه بغیر نور کتابونه هم لري؟

(الف): هو/بلی
(ب): نه/نخیر

10- د بنوونخی له کتابونو څخه بغیر نور څومره کتابونه ، ورڅانی او مجلی تاسو په کور کي لري؟

(الف) هیچ کتاب نلري
(ب) 1-30 کتابه
(ج) 31-60
(د) 61-90 کتابه
(ه) 100 او لا ډير

11- تاسی په لاندی فعالیتونو باندی هره ورڅ څومره وخت تیروی؟

مهربانی وکړئ له یوی دایری څخه حلقه را تاوه کړی.
(الف) هیڅ وخت یا له 1 ساعت څخه کم
(ب) د 1 څخه تر 2 ساعتو پوري
(ج) 3 ساعته او لا زیات

○ د کور ورځنی کارونه لکه (پاکول، پخلی کول ، مینځل او نور....)
○ د کورنی له کاروبار سره مرسته کول لکه (دکان ته د توکو یا مالونو رسول او ...)

ستاسو د مور او پلار یا (پالونکي) په اړه پوښتنی:

12- ستاسو د مور یا (ښخینه پالونکي) لوره تحصیلی درجه څه ده:

(الف): پنځم تولګي یا تیته
(ب): شپږم تولګي
(پ): نهم تولګي
(ج): دولسم پاس
(د): څوارلسم پاس
(ر): پوهنتون او یا ډير
(س) زه مور یا ښخینه پالونکي نلرم یا هم مور می مړه شوی ده.
(ه) نه پوههيرم

13- ستاسو د پلار یا نارینه پالونکي لوره تحصیلی درجه څه ده:

(الف): پنځم تولګي یا تیته
(ب): شپږم تولګي
(پ): نهم تولګي
(ج): دولسم پاس
(د): څوارلسم پاس
(ر): پوهنتون او یا ډير
(س) زه مور یا ښخینه پالونکي نلرم یا هم مور می مړه شوی ده.
(ه) نه پوههيرم

ستاسو د بنوونخی د زده کړی په هکله پوښتنی:

14- د بنوونخی له پېل څخه مو تر او سه څو څلی یو تولګي تکرار لوستی دی؟

(الف): هیڅکله
(ب): یو څلی
(ج): دو څلی او یا هم ډير

15- له هغه وخته چې مو بنوونخی پېل کړی تر او سه پوری مو کله د دوو یا ډیرو میاشتو لپاره په مسلسل ډول غير حاضری کړی دی؟

د بنوونخی کلني رخصتي گاني په پام کي مه نيسني او د یو څوab څخه کربنه تاوه کري

(الف) : هيچکله
(ب) : یو څلی
(ج) دو څلی او یا هم دير

16- تاسو د لاندنيو شيانو څخه کوم لري هر هغه څه چي لري حلقه ترى راتاوه کري؟

الف : (پنسيل)
ب : (پنسيل تراش)
ج : (پنسيل پاک)
د : (خط کش)
ز : (خودکار)
ج (د مكتب بکس)
ط : (د حساب ماشين)
ه : (درسي کتابونه)
م : (قرآن شريف)
ى : (کمپيوتر/لپتاپ)

17- آيا تاسو اجازه لري چي له (درسي کتابونو پرته) له بنوونخی څخه کتابونه کورته یوسئ لکه د بنوونخی له کتابتون، د صنف له کتابتون، د کتابونو د آلماري يا صندوق څخه؟

(الف) : نه ، څکه چي زمونر په مكتب يا صنف کي کتابتون نشه .
(ب) : نه، په بنوونخی يا صنف کي کتابون او کتابونه شته خو مونر اجازه نلرو چي کورته یې یوسو.
(ج) بلی، په بنوونخی يا صنف کي کتابتون شته او مونر کولای شو چي کتابونه کورته یوسو.

18- تاسو معمولا په اونی کي په منظمه توګه د پښتو مضمون د څومره وخت لپاره لوی؟
اضافي صنف يا کورس په پام کي مه نيسني او له مناسب څوab څخه حلقه راتاوه کري

(الف) : هيچ يا په اونیو کي له ۲ درسونو څخه کم
(ب) : ۲ درسونه په اونی کي
(ج) : ۳ درسونه په اونی کي
(د) ۵ يا دير درسونه په اونی کي

19- مخکي تر دي چي بنوونخی ته راشي مسجد او یا هم کوم بل ځای کي مو زده کره کوله؟

(الف) بلی / هو
(ب) نه / نخیر

20- تاسو په کوم عمر بنوونخی کي شامل شوي یاست؟ کلني

21- آيا تاسو له پېيل څخه تر او سه پوري په همدي بنوونخی که زده کري؟

الف: هو
ب: نه تبدیل شوی یم

22- تمه لري چي تر کومي سوبې پوري خپل تحصیلات سرته ورسوئ؟

(الف) : د نهم صنف تر پاي
(ب) د دویلس مصنف تر پاي
(ج) - د څوارلس مصنف تر پاي
(د) پوهنتون

ستاسو د کورنۍ دندۍ په اړه پوښتني:

23- په پښتو ژبه د لیکل او لوستل کورنۍ دندې په معمول ډول هر څو څلی تاسوته سپارل کيږي؟

که چېرى کورس يا د مکتب نه پرته کوم بل صنف لري هغه په پام کي مه نيسې او له مناسب څواب څخه حلقة را تاوه کړئ.

- (الف) ما ته کورنې دنده نه سپارل کېږي.
- (ب) په میاشت کي یو یا دوه څلې
- (ج) په اونې کي یو څلې
- (د) ۳ یا ۴ څلې په اونې کي

24-ستاسو معلم څو څلې ستاسو کورنې دنده ګوري له مناسب څواب څخه حلقة را تاوه کړئ؟

- (الف) ما ته کورنې دنده نه سپارل کېږي.
- (ب) معلم ھیڅکله کورنې دنده نه ګوري.
- (ج) معلم کله کورنې دنده ګوري.
- (د) معلم ډېرې وخت کورنې دنده ګوري.
- (س) معلم ټل زموږه کورنې دنده ګوري.

25-آيا ستاسو له بنوونکي/ معلم نه پرته بل څوک هم ستاسو د کورنې دنده په ترسره کولو کي تاسو سره مرسته کوي؟

- (الف) مونږه ته هیڅ کله کورنې دنده نه سپارل کېږي.
- (ب) ھیڅکله څوک مرسته نه کوي.
- (ج) کله کله مرسته کوي.
- (د) ډېرې وخت مرسته کوي.

26-آيا په بنوونځي کي د درس ویلو برسيره تاسو اضافي وخت هم په درس ویلو تیروي؟

- (الف) هو
- (ب) نه

27-په بنوونځي کي د درس ویلو څنګ ته څومره نور وخت په لاندې مضمونو کي اضافي زده کړه کوي؟

- (الف) د پېښتو مضمون لوستل ساعته په اونې کي
- (ب) د پېښتو مضمون لیکل ساعته په اونې کي
- (ج) نور مضمونونه ساعته په اونې کي

28- تاسو د لاندې مړو موادو څخه کوم شیان لولی؟

- (الف): قرآن شریف
- (ب): د کیسو کتابونه
- (ت) د بنوونځي کتابونه
- (ث) د کیسو څخه پرته نور کتابونه
- (ج) مجلې
- (چ) د توکو کتابونه (طنزونه)
- (د) وړچانې
- (ر) آنلاین مواد

Annex 3: Student Questionnaire Dari

سوال نامه شاگرد

پرسشنامه متعلم – صنف نهم

در این بخش، چند سوال راجع به شما، خانواده شما، مکتب شما، علائق شما مطرح میشوند. لطفاً هر سوال را به دقت بخوانید و تا آنجا که می توانید به دقت جواب بدهید. در امتحان، شما معمولاً دور جواب های

تازه می کشید، در این سوال نامه، شما معمولاً با علامه (۷) فقط یک جواب را انتخاب میکنید.

در این پرسشنامه، هیچ جواب "درست" یا "غلط" وجود ندارد. جواب های شما باید آنها یعنی باشند که برای شما "درست" هستند.

اگر چیزی را نمی فهمید یا نمی دانید که چطور به یک سوال جواب بدهید، می توانید از معلم درخواست کمک کنید.

به خاطر داشته باشید که تمام جواب های شما به شکل محرمانه حفظ خواهند شد.

سوالات درباره شما:

1- شما چندساله هستید؟

2- جنسیت شما چیست؟ (الف): پسر (ب): دختر

3- شما در خانه بیشتر به کدام لسان گپ می زنید؟

(الف): دری

(ب) پشتو

(ج) یک لسان دیگر

سوالات درباره محل اقامت تان در طول هفته مکتب:

4- شما در کجا زندگی می کنید؟

الف - با والدین

ب - لیلیه و یا هر جای دیگر

5- مسافه (فاصله) مکتب از محل زندگی شما چقدر است؟ جواب: _____ کیلومتر

6- آمدن شما به مکتب هر روز چقدر وقت را در بر می گیرد؟

(الف): کمتر از ۳۰ دقیقه

(ب) : ۳۰ دقیقه الی ۱ ساعت

(ج) ۱ الی ۲ ساعت

(د) بیش از ۲ ساعت

7- شما در راه مکتب تان چقدر احساس امنیت می کنید؟

(الف): نا امن

(ب): امنیت نسبی

(ج) امنیت زیاد

(د) امنیت بسیار زیاد

8- در یک روز معمولی، چطور به مکتب می روید؟

(الف) با موتور و یا موتور سایکل

(ب) پیاده

(ج) بایسکل

9- آیا در خانه کدام کتاب غیر از کتاب های مکتب دارد؟

- (الف) بلی
- (ب) نخیر

10- چه تعداد کتاب غیر از کتاب های مکتب، روزنامه و مجله در خانه شما وجود دارد؟

- (الف) هیچ کتابی وجود ندارد
- (ب) 1-30 کتاب
- (ج) 31-60
- (د) 61-90 کتاب
- (ه) 100 و زیادتر

11- شما هر روز چقدر وقت تان را برای فعالیت های ذیل صرف می کنید؟

(الف) هیچ کمتر از 1 ساعت، (ب) بین 1 تا 2 ساعت، (ج) 3 ساعت و یا بیشتر

- (انجام کارهای خانه) مثل پاک کاری، آشپزی، شست و شو و غیره
- (کمک به کسب و کار خانوادگی) مثل انتقال مواد به دکان و یا غیره...

سوالات درباره والدین یا سرپرستان شما:

12- بلندترین درجه تحصیلی که مادر (یا سرپرست اناث) شما تکمیل کرده است، چیست؟

- (الف): صنف پنجم یا کمتر،
- (ب): صنف ششم
- (پ): صنف نهم
- (ج): صنف دوازدهم،
- (د): صنف چهاردهم،
- (ر) پو هنتون و بالاتر

(س) من مادر یا سرپرست اناث ندارم یا مادر من وفات کرده است.

13- بلندترین درجه تحصیلی که پدریا (سرپرست ذکور) شما تکمیل کرده است چیست؟

- (الف): صنف پنجم یا کمتر،
- (ب): صنف ششم
- (پ): صنف نهم
- (ج): صنف دوازدهم،
- (د): صنف چهاردهم،
- (ر) پو هنتون و بالاتر

(س) من پدر یا سرپرست ذکور ندارم یا پدر من وفات کرده است.

سوالات در باره دروه تعلیمات شما:

14- از زمان شروع مکتب چند مرتبه یک صنف را دوباره خوانده اید؟

- (الف): هیچگاه
- (ب): یک مرتبه
- (ج) دو مرتبه یا بیشتر

15- از زمانی که برای اولین بار به مکتب رفتید، آیا کدام وقت دو یا چند ماه متوالی در مکتب غیر حاضر بوده اید؟

لطفاً رخصتی های مکتب را در نظر نگیرید لطفاً فقط یک حلقه را پر کنید.

(الف) : هیچگاه
 (ب) : یک مرتبه
 (ج) دو مرتبه یا بیشتر

16- شما کدامیک از مواد ذیل را دارید؟ تمام آن وسائل را که دارید حلقه نمائید

الف : (پنسیل)
 ب : (پنسیل تراش)
 ج : (پنسیل پاک)
 د : (خط کش)
 ز: (خودکار)
 ج (بکس مکتب)
 ط: (ماشین حساب)
 و: (کتاب درسی ریاضی)
 ه: (کتابهای درسی)
 م: (قرآن شریف)
 ی: کمپیوتر/لپتاپ

17- آیا شما اجازه دارید که (کتاب های) غیر از کتاب های درسی را از مکتب، یعنی از کتابخانه مکتب، کتابخانه صنف، یا جعبه کتاب، به خانه ببرید؟

(الف) : نخیر، چرا که در مکتب یا در صنف کتابخانه نداریم.
 (ب) : نخیر، در مکتب یا صنف کتابخانه وجود دارد اما ما اجازه نداریم که کتاب های آن را به خانه ببریم.
 (ج) بله، در مکتب یا در صنف کتابخانه وجود دارد و ما اجازه داریم که کتابهای آن را به خانه ببریم.

18- معمولاً هر هفته چقدر وقت را برای خواندن مضمون دری در اوقات عادی مکتب صرف می کنید؟

(الف) : هیچ کمتر از 2 درس در هفته
 (ب) : 2 درس در هفته
 (ج) : 3 درس در هفته
 (د) 5 یا بیشتر درس در هفته

19- آیا قبل از شمولیت به مکتب به مسجد و یا جای دیگری برای درس خواندن میرفتید؟ (الف) بله، (ب) نخیر

20- شما در کدام سن مکتب را شروع کردید؟ سالگی _____

21- آیا تمام مکتب را از صنف اول تا نهم در همین مکتب خوانده اید؟

الف: بله ،
 ب: نخیر

22- بلندترین درجه تحصیلی که قصد تکمیل آن را دارید کدام است؟

(الف) : تکمیل صنف نهم،
 (ب) صنف دوازدهم
 (ج)- صنف چهاردهم،
 (د) پوهنتون

سوالات درباره کارخانگی شما:

23- برای خواندن و نوشتن به زبان دری ، معمولاً هر چند وقت یکبار از سوی معلم مکتب به شما کارخانگی داده می شود؟

(الف) به من کار خانگی داده نمی شود.
 (ب) یک مرتبه یا دو مرتبه در ماه
 (ج) یک مرتبه در هفته

(د) سه یا چهار مرتبه در هفته

24- معلم مکتب شما هر چند وقت یکبار کارخانگی شما را ارزیابی می کند؟

- (الف) به من کارخانگی داده نمی شود.
- (ب) معلم هیچگاه بررسی نمیکند.
- (ج) معلم گاهی اوقات بررسی می کند.
- (د) معلم اکثر اوقات بررسیمی کند.
- (س) معلم همیشه بررسی می کند.

25- آیا شخص دیگری غیر از معلم تان در قسمت کارخانگی به شما کمک می کند؟

- (الف) من هیچ کارخانگی دریافت نمی کنم.
- (ب) هیچگاه.
- (ج) گاهی اوقات
- (د) بیشتر اوقات

26- آیا وقت دیگری علاوه بر وقت مکتب برای تعلیم اضافی صرف می کنید؟ (الف) بله ، (ب) نخیر

27- غیر از اوقات مکتب چقدر وقت دیگر را برای مطالعه اضافی برای مضماین ذیل صرف می کنید؟

- (الف) خواندن مضمون دری ساعت در هفته
- (ب) نوشتن مضمون دری ساعت در هفته
- (ج) سایر مضماین ساعت در هفته

28- شما کدام مطالب ذیل را می خوانید؟

- (الف): قرآن شریف
- (ب): کتاب های قصه
- (ت) کتاب های درسی مکتب
- (ث) کتاب های غیرقصه
- (ج) مجله
- (چ) کتاب های طنز
- (د) روزنامه
- (ر) مطالب آنلاین در اینترنت

Annex 4: Head Teacher Questionnaire Dari and Pashto

سوالات از سر معلم مکتب

1- نوعیت مکتب چیست

الف: مکتب بچه گانه

ب: مکتب دخترانه

2- مکتب تا کدام سویه شاگرد دارد؟

الف: متوسطه

ب: لیسه

3- زبان تدریس در مکتب چیست؟

الف: دری

ب: پشتو

4- در چه تحصیل معلم زبان مربوطه درین مکتب چیست

الف: 12 پاس

ب: 14 پاس

ج: لیسانس و یا بالاتر

له سر معلم څخه پوښتني

1- ستاسو د بنوونځی نوعیت څه ده؟

الف: د هلکانو بنوونځی

ب: د انجونو بنوونځی

2- ستاسو بنوونځی تر کومه سویه پوری زده کوونکي لري؟

الف: متوسطه (منځی دوره)

ب: لیسه

3- د زده کري ژبه ستاسو په بنوونځی کي څه ده؟

الف: پشتو

ب: دری

4- د اړونده صنف د ژبی د بنوونکي تحصیلی درجه څه ده؟

الف: 12 پاس

ب: 14 پاس

ج: لیسانس او یا هم لوړ

Annex 5: Head Teacher Questionnaire English

Questions from Head Teacher of School:

Question 1

What is the type of school?

- Boys
- Girls

Question 2

What academic Level is provided in this school?

- Lower secondary education
- Upper Secondary (High School)

Question 3

What is the medium of instruction in your school?

- Dari
- Pashto

Question 4

What is the qualification of the language teacher of related class?

- Secondary School
- Grade 14
- University Degree or Higher

Annex6: Test item 1 English

Reading Literacy

LAKE CHAD

Figure 1 shows changing levels of Lake Chad, in Saharan North Africa. Lake Chad disappeared completely in about 20,000 BC, during the last Ice Age. In about 11,000 BC it reappeared. Today, its level is about the same as it was in AD 1000.

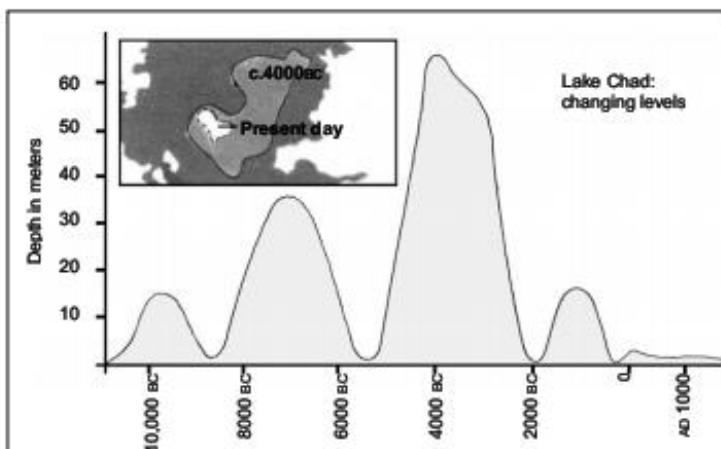


Figure 1

Figure 2 shows Saharan rock art (ancient drawings or paintings found on the walls of caves) and changing patterns of wildlife.

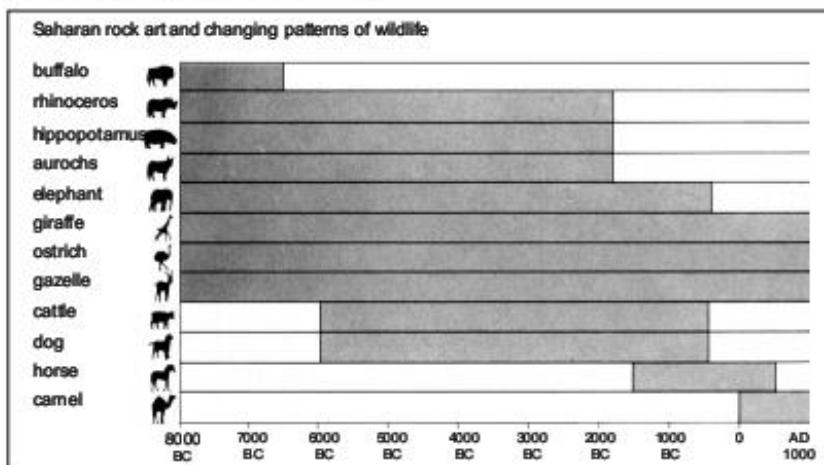


Figure 2

Source: Copyright Bartholomew Ltd. 1988. Extracted from *The Times Atlas of Archaeology* and reproduced by permission of Harper Collins Publishers.

Question 1: LAKE CHAD

What is the depth of Lake Chad today?

- A About two meters.
- B About fifteen meters.
- C About fifty meters.
- D It has disappeared completely.
- E The information is not provided.

Question 2: LAKE CHAD

In about which year does the graph in Figure 1 start?

Question 3: LAKE CHAD

Why has the author chosen to start the graph at this point?

Question 4: LAKE CHAD

Figure 2 is based on the assumption that

- A the animals in the rock art were present in the area at the time they were drawn.
- B the artists who drew the animals were highly skilled.
- C the artists who drew the animals were able to travel widely.
- D there was no attempt to domesticate the animals which were depicted in the rock art.

Question 5: LAKE CHAD

For this question you need to draw together information from Figure 1 and Figure 2.

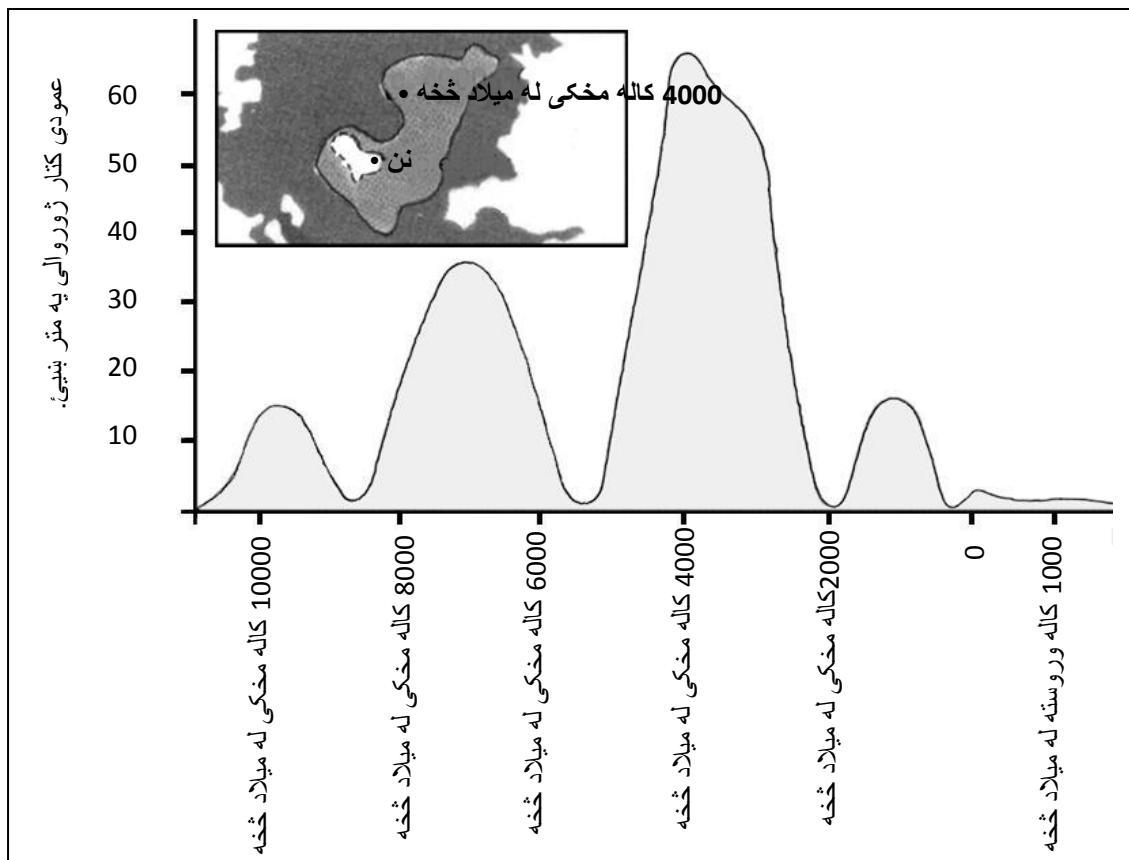
The disappearance of the rhinoceros, hippopotamus and aurochs from Saharan rock art happened

- A at the beginning of the most recent Ice Age.
- B in the middle of the period when Lake Chad was at its highest level.
- C after the level of Lake Chad had been falling for over a thousand years.
- D at the beginning of an uninterrupted dry period.

Annex 7: Test item 1 Pashto

په افريقا کي د چاد جهيل

لومړۍ انځور په افريقا کي د چاد د جهيل د اوېو کچه بنېئ. دا جهيل 20,000 کاله مخکي له ميلاد څخه د وروستي یخندان په موده کي په بشپړه توګه لادرک شو. نن د جهيل د اوېو کچه له ميلاد څخه د 1000 کاله وروسته په شان دي.



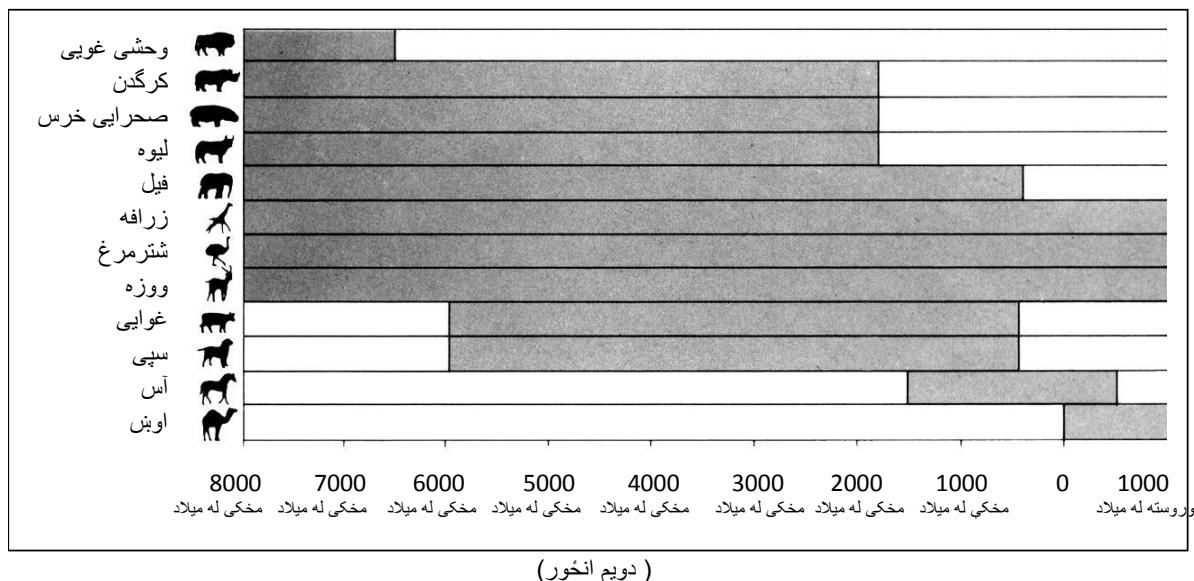
لومړۍ یوښته: د چاد د جهيل د اوېو کچه نن د خو مترو په شاوخوا کي ده:

الف: د دوو مترو په شاوخوا کي ده.
 ج: د پنځسو مترو په شاوخوا کي ده.
 ب: د پنځسو مترو په شاوخوا کي ده.
 ه: په تصویر کي معلومات ندي ورکړل شوي.
 د: په بشپړه توګه لا درکه شوی ده.

دویمه یوښته: ستاسو په آند ګراف په انځور کي په تخمینې بول په کوم کال کي پېل شوی دی؟

درېیمه یوښته: ستاسو په آند لیکونکي ولې ګراف یې له دی نقطې څخه پېل کړی دی؟

دوييم انخور: د د بري تراشولو (سنگ تراشی) هنر (د غرونو له سوريو څخه لاسته راول شوي د تراش شوو دبرو انخورونه او هم د وحشي ژوو (حيواناتو) په ژوند کي توپير) د افريقا په وچه کي بنبي.



(دوييم انخور)

څلورمه یوبنتنه: دوييم انخور ددي فرضبي له مخي جور شوي دی چي:

الف: د انخور د اپستولو په وخت کي همدغه ژوي (حيوانات) په سيمه کي ژوند کاوه.

ب: هغه انخورگر چي د ژوو انخورونه یي ایستلی دير تکره او پیاوری وو.

ج: هغه انخورگر چي د ژوو انخورونه یي ایستلی پراخه منزلونه یي وهلي وو او دبرو خایونو ته تللى وو

د: هیچ راز هڅه د هغو ژوو د اهلي کولولپاره نه وه شوي کوم چي په انخور کي بنوودل شوي دي.

ینځمه یوبنتنه: لومړي او دوييم انخورونو ته بنه ځير شئ او بیا دی یوبنتني ته خواب ووایاست:

الف: د افريقا له تراش شویو دبرو آثارو څخه د کرگدن ، صرهابی خرس او لپوه لادرکه کېدل په لاندی کومه یوه موده کي رامنځ ته شوي ده:

ب: د پېښدان د لومړي مودي په پېل کي.

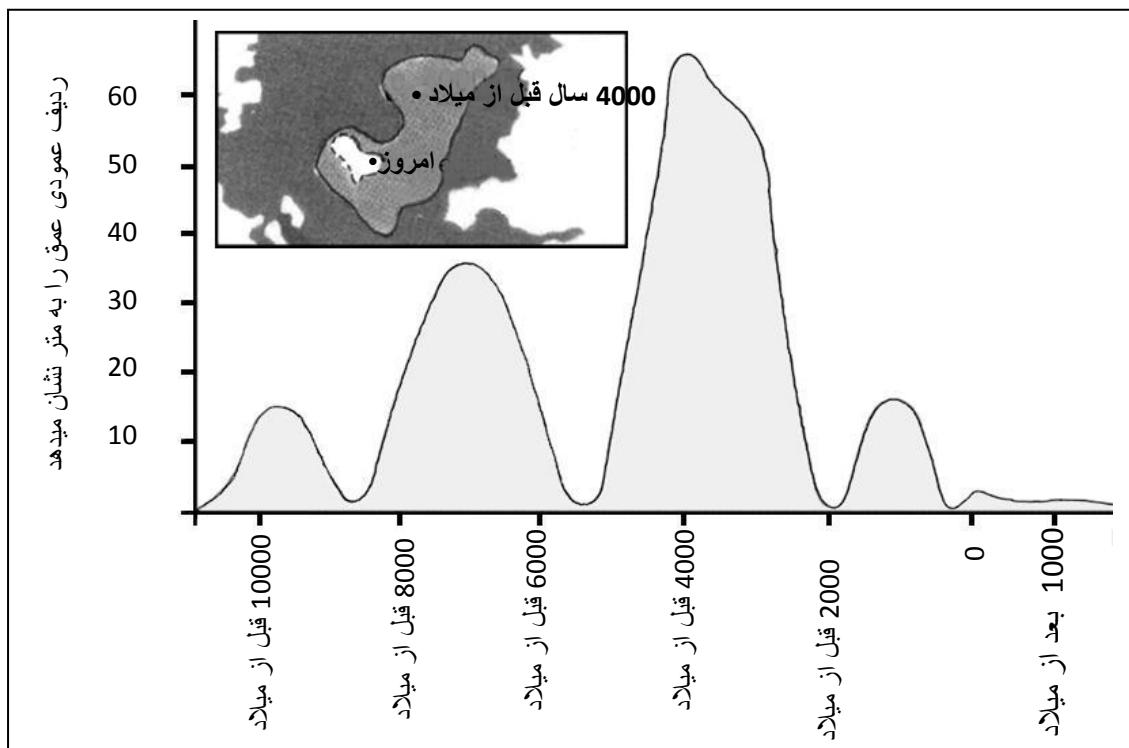
ج: د مودي په منځ (وسط) کي کله چي د چاد جهيل د اوپو کچه خپل اوچتوالی (اوج) ته رسیدلی وه.

د: وروسته له هغه چي د چاد د جهيل د اوپو کچه له زرو کلونو څخه زیات د کېيدو په حال کي وه ؟

Annex 8: Test item 1 Dari

جهیل چاد در افریقا

تصویر اول تغییرات در سطح آب جهیل چاد را در افریقا نشان میدهد. این جهیل در سال 20,000 قبل از میلاد در دوران آخرین یخ‌بندان کاملاً ناپدید شد امروز سطح آب جهیل مانند سطح آب در سال 1000 بعد از میلاد است.



(تصویر اول)

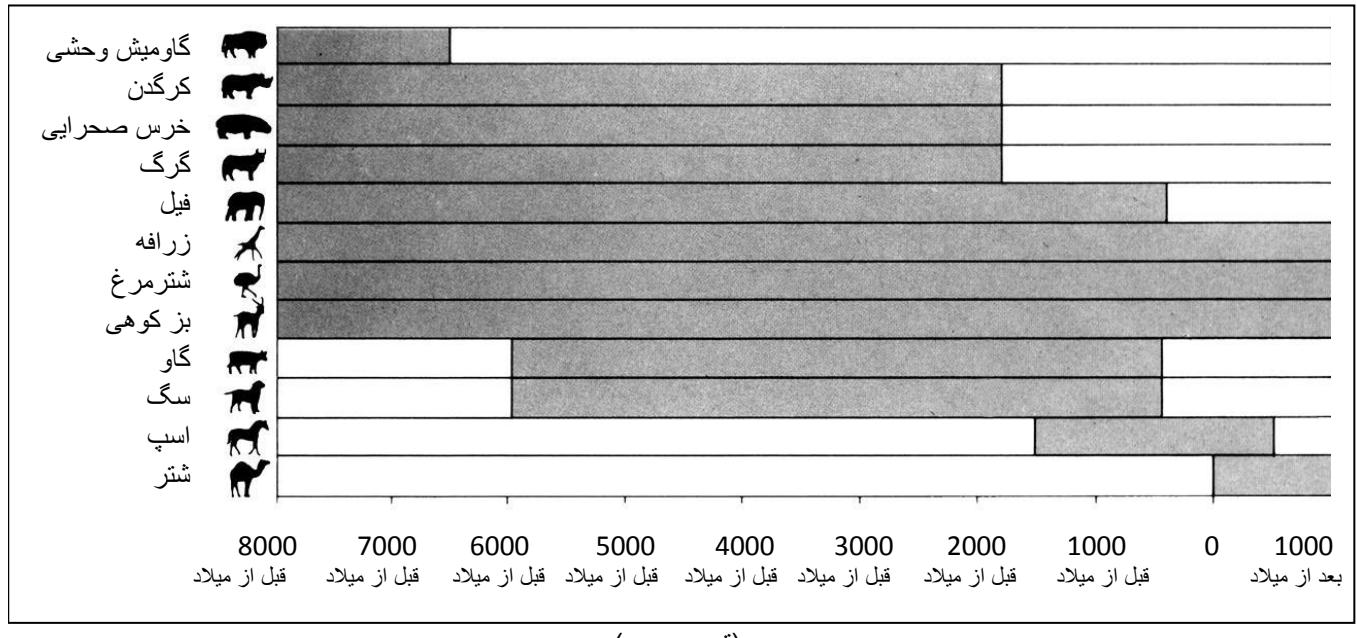
سوال اول: سطح آب جهیل چاد امروز در حدود چند متر است:

الف: نزدیک به دو متر است ب: نزدیک به پانزده متر است
 ج: نزدیک به پنجاه متر است د: کاملاً ناپدید شده است
 ه: معلومات در تصویر موجود نیست.

سوال دوم: گراف در تصویر به نظر شما بطور تخمینی در کدام سال شروع میشود؟

سوال سوم: به نظر شما چرا نویسنده گراف را ازین نقطه آغاز کرده است؟

تصویر دوم: هنر سنگ تراشی در افريقا (تصاویر تراشیده شده که از مغاره ها بدست آمده و تغييرات در زندگی حيوانات وحشی) در درين قاره را نشان ميدهد.



(تصویر دوم)

سوال چهارم: تصویر دوم بر اساس این فرضیه ساخته شده است که :

الف : در زمان تهیه رسامی همین حيوانات در محل زندگی میکردند.

ب: رسام که تصاویر حيوانات را رسامی نموده بسیار ماهر و لایق بوده است.

ج: رسام که تصاویر حيوانات را رسامی کرده سفر های زیادی کرده بود.

د: هیچ تلاشی برای اهلی کردن حيوانات که در رسم نشان داده شده صورت نگرفته بود.

سوال پنجم: به تصاویر اول و دوم دقیقا نگاه کنید و به این سوال جواب بگوئید :

الف: ناپدید شدن كرگدن ، خرس صحرایی و گرگ از سنگ تراشی های افريقالی در کدام يك از زمان های ذيل صورت گرفت:

ب: در شروع اولين دوره یخندان

ج: در اواسط دوره زمانیکه سطح جهیل چاد به اوج خود رسیده بود

د: پس از آنکه سطح آب جهیل چاد در بیشتر از یکهزار سال در حال پائین آمدن بود

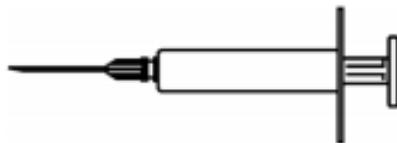
Annex 9: Item test 2 in English

FLU

ACOL VOLUNTARY FLU IMMUNIZATION PROGRAM

As you are no doubt aware, the flu can strike rapidly and extensively during winter. It can leave its victims ill for weeks.

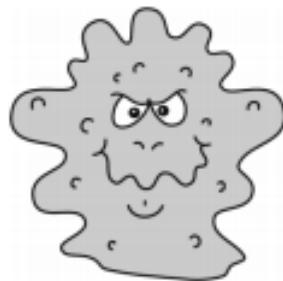
The best way to fight the virus is to have a fit and healthy body. Daily exercise and a diet including plenty of fruit and vegetables are highly recommended to assist the immune system to fight this invading virus.



ACOL has decided to offer staff the opportunity to be immunized against the flu as an additional way to prevent this insidious virus from spreading amongst us. ACOL has arranged for a nurse to administer the immunizations at ACOL, during a half-day session in work hours in the week of May 17. This program is free and available to all members of staff.

Participation is voluntary. Staff taking up the option will be asked to sign a consent form indicating that they do not have any allergies, and that they understand they may experience minor side effects.

Medical advice indicates that the immunization does not produce influenza. However, it may cause some side effects such as fatigue, mild fever and tenderness of the arm.



Reading Literacy

WHO SHOULD BE IMMUNIZED?

Anyone interested in being protected against the virus.

This immunization is especially recommended for people over the age of 65. But regardless of age, ANYONE who has a chronic debilitating disease, especially cardiac, pulmonary, bronchial or diabetic conditions.

In an office environment ALL staff are at risk of catching the flu.

WHO SHOULD NOT BE IMMUNIZED?

Individuals hypersensitive to eggs, people suffering from an acute feverish illness and pregnant women.

Check with your doctor if you are taking any medication or have had a previous reaction to a flu injection.

If you would like to be immunized in the week of May 17 please advise the personnel officer, Fiona McSweeney, by Friday May 7. The date and time will be set according to the availability of the nurse, the number of participants and the time convenient for most staff. If you would like to be immunized for this winter but cannot attend at the arranged time please let Fiona know. An alternative session may be arranged if there are sufficient numbers.

For further information please contact Fiona on ext. 5577.

*Enjoy
Good Health*

Reading Literacy

Fiona McSweeney, the personnel officer at a company called ACOL, prepared the information sheet above for ACOL staff. Refer to the information sheet to answer the questions which follow.

Question 1: FLU

Which one of the following describes a feature of the ACOL flu immunization program?

- A Daily exercise classes will be run during the winter.
- B Immunizations will be given during working hours.
- C A small bonus will be offered to participants.
- D A doctor will give the injections.

Question 2: FLU

R077Q03- 0 1 2 9

We can talk about the content of a piece of writing (what it says).
We can talk about its style (the way it is presented).
Fiona wanted the style of this information sheet to be friendly and encouraging.
Do you think she succeeded?
Explain your answer by referring in detail to the layout, style of writing, pictures or Other graphics.

Reading Literacy

Question 3: FLU
R077Q04

This information sheet suggests that if you want to protect yourself against the flu virus, a flu injection is

- A more effective than exercise and a healthy diet, but more risky.
- B a good idea, but not a substitute for exercise and a healthy diet.
- C as effective as exercise and a healthy diet, and less troublesome.
- D not worth considering if you have plenty of exercise and a healthy diet.

Question 4: FLU
R077Q05- 0 1 2 9

Part of the information sheet says:

WHO SHOULD BE IMMUNIZED?

Anyone interested in being protected against the virus.

After Fiona had circulated the information sheet, a colleague told her that she should have left out the words “Anyone interested in being protected against the virus” because they were misleading.

Do you agree that these words are misleading and should have been left out?
Explain your answer.

Reading Literacy

Question 5: FLU
R077Q06

According to the information sheet which one of these staff members should contact Fiona?

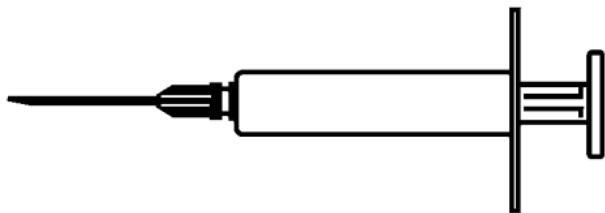
- A Steve from the store, who does not want to be immunized because he would rather rely on his natural immunity.
- B Julie from sales, who wants to know if the immunization program is compulsory.
- C Alice from the mailroom who would like to be immunized this winter but is having a baby in two months.
- D Michael from accounts who would like to be immunized but will be on leave in the week of May 17.

Annex 10: Test item 2 Pashto

د سره میاشت له ریزش څخه د معافیت پروگرام

څرنګه چې پوهیری، سره لری(ریزش) د ژمی په موسوم کې په پراخه او چېټکی سره خپریری او خلک د اوردي مودی لپاره ناروغه کوي.

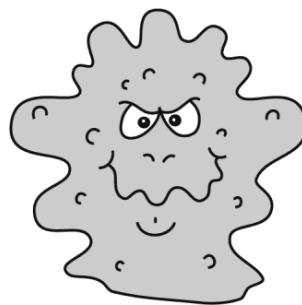
د دی ویروس سره د جګړه (مجادله) تر تولو بنه لاره د روغ او مناسب بدن درلودل دی. ورځنۍ سپورت او غذایي رژیم د میوو او ترکاریو څخه په زیاته ګټه اخیسته د بدن معافیت سره مرسته کوي تر څو ددی مضر ویروس په برابر کې جګړه وکړي.



سره میاشت، هود لري چې د خپلو کارکونکو لپاره د دی ناروغی په برابر کې د مصونیت زمینه برابره کړي او هم د دی ناروغی د لا زیاته پراختیا مخه ونیسي. سره میاشت ی نرس ته دنده سپارلی تر څو د مرغومی (جدی) د میاشتی په ۱۷ نیټه د یوی کاري ورځی په نیمیابی کې معافیتی سیستم په دی دفتر کې په لاره واچوی. دا پروگرام پرته له کوم لکبنت د سره میاشت د تولو کارکونکو لپاره دی او په دی کې ونده اخیستل هم په داوطلبانه (په خپل رضایت) کېږي.

څوک چې غواری له دی موقع څخه ګټه پورته کړي د رضایت یوه فورمه باید امضا کړي او په هغه کې ولکې چې حساسیت نلري او هم په دی پوهیری چې له ریزش څخه معافیت کیدای شي جانې عوارض ولري.

صحی داکتران سپارښته کوي چې له ریزش څخه معافیت د انفلونزا لامن نه ګرځی که هم کیدای شي چې د ځینې جانې عوارضو لکه ستريتا، ملایمه تبه، او د متود عضلاتو د حساس کیدو سبب شي.



څوک باید معافیت لاسته راوري؟

هر هغه څوک چې غواری له دی ویروس څخه په امن کې پاتې شي کولای شي معافیت لاسته راوري. که څه هم تولو ته د معافیت سپارښته نه کېږي خو هغه کسان چې د ۶۵ کلونو څه یې عمر زیات وي هغوي ته سپارښته کېږي. هر هغه څوک چې (مزمن) معلوم کونکی ناروغی لري په خاصه توګه قلبي ناروغی، ریوی (د سریو) ناروغی، د برانشونو ناروغی او یا هم د شکر ناروغی لري باید معافیت لاسته راوري.

څوک باید معافیت لاسته را نه وری؟

هغه کسان چی د چرگی د هگی سره دیر زیات حساسیت لري، هغه کسان چی په حاد(شديد) تبه لرونکي ناروغی اخته دي. حامله بنخی باید د خپل معالج داکتر سره مشوره وکړي د دی لپاره څه که چېږي مخکی تر دي د کومی پېکاری په برابر کي یې حساسیت بنودلی وي نو بیا معافیت دی باید لاسته را نه وری.



که چېږي تاسو غواړی چی د مرغومي (جدي) په اوولسمه نېټه معافیت لاسته راوري نو مهرباني وکړي اداري مسؤول بشاغلی حميد ته د مرغومي له 7 نېټي څخه مخکي خبر ورکړي.
دقیق وخت د ګډونکونکو د شمیر او هم د اړونده نرس د تیاری په پام کي نیولو سره تاکل کېږي. که چېږي تاسو نشي کولای چې په دی ژمي کي معافیت لاسته راوري مهرباني وکړي بشاغلی حميد په جريان کي کړي که چېږي ستاسو شمیر زیات وي نو یوه بله دوره به هم په پام کي ونیول شي. د لا زیاتو مالوماتو لپاره په دی شمیره 5577 اړیکه تینګه کړي.

لله رَبِّ الْعِزَّةِ تَحْمِلُهُ حَوْلَهُ وَأَحْلَهُ

د سره میاشت اداري مسؤول حميد پورتني مالومات یې د دفتر کارکوونکو ته برابر کړي وه. د مالوماتو په پام کي نیولو سره لاندې پوښتنو ته حُواپ ووایاست.

لومړۍ پوښتنه :

د لاندې جملو څخه کومه یوه یې د سرمیاشت د ریزش څخه د معاقیت پروګرام بنه بیانوی:

- الف - د تمریناتو ورځنی صنفونه د ژمي په موسم کي په لاره اچول کېږي.
- ب - معافیت د کاري ساعتونو په جريان کي برابرېږي.
- ج - یوه وره چایزه د تولو ګډونکونکو لپاره په پام کي نیول شوی ده.
- د - یو ډاکټر پېچکاري کوي.

دویمه پوښتنه:

بشاغلی حميد غښتلو چي دا متن دوستانه او هڅوونکي (تشویقی) وي:
 ستاسو په آند د متن محتوا ته په کتو او هم د وراندی کولو طریقه د تصویرونو په پام کي نیولو سره :

آيا حميد توانیدلی چي په خپل کار کي بريالي ووسی؟
 تصویرونه او د متن شکل په پام کي ولري او خپل حُواپ په درېپو کړښو کي ولیکي .

درېپمه پوښتنه:

له ریزش څخه د معافیت مالوماتی پانه لیکي چي له پېچکاري (واکسین) څخه کته پورته کول:
 الف- له تمرین او رژیم نیولو څخه ګټور دی خو خطر لري.
 ب- یوه بنه مفکوره ده خو د تمرین او رژیم نیولو بدل نشي کیدا.
 ج- د تمرین او رژیم نیولو په اندازه ګټور دی او زخمت هم کم لري.

د- لازمي نده کله خه تاسو دير تمرین کوي او غذائي رژيم هم لري.

څلورمه پوبشنې :

د مالوماتي پانۍ په یوه برخه کي راغلي چي :

څوک باید معافیت لاسته راوړی ؟
هر هغه څوک چي هیله لري د ویروس په برابر کي مصون پاتی شي.

وروسته له هغه چي بناغلي حميد مالوماتي پانه یې خپره کره د هغه یو ملګري ورته وویل چي دا جمله " هر هغه څوک چي هیله لري د ویروس په برابر کي مصون پاتی شي. " له منځه یوسې څکه یوه ناسمه او له لاري ایستونکي (منحرف کونکي) جمله ده.

ستاسو په آند آیا په ریښتیا دا یوه نا سمه او له لاري ایستونکي منحرف کونکي جمله ده ؟

څلپ څوپ په دوو کرښو کي ولیکي.

پنځمه پوبشنې :

د مالوماتي پانۍ له مخې د لاندی کارکونکو خخه کوم یو باید له حميد سره اړیکه ونیسي ؟ (له سه خواب خخه کړښه راتاوه کړی):

الف- عبدالقدوس له دېپو خخه چي نه غواړي معافیت لاسته راوړي او د څلپ بدن طبیعی معافیت ته ترجیح ورکوي.

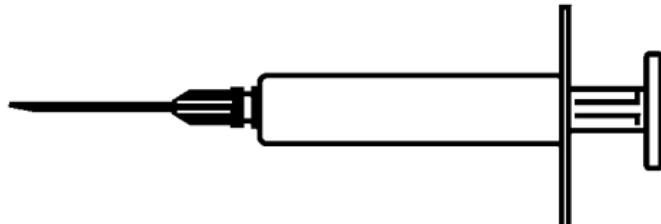
ب- جمیله د خرڅلوا له برخی خخه چي غواړي پوهه شي چي آیا د معافیت پروګرام جبری دی.

ج- عادله له مراسلاتو (دلیکونو د لیزد برخه) چي غواړي معافیت لاسته راوړي خو یوه دوو میاشتني ماشومه لري.

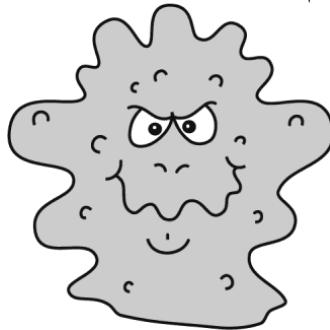
د- مشعل د محاسبې له برخی خخه - چي غواړي معافیت لاسته راوړي خو هغه د مرغومي په ۱۷ باندي رختست دی.

برنامه معافیت از ریزش (سرما خوردگی) سره میاشت

همانطوریکه میدانید، ریزش (سرما خوردگی) در فصل زمستان بگونه وسیع و سریع شیوع میکند و انسان ها را برای هفته ها بیمار میسازد. بهترین راه مجادله با این ویروس داشتن بدن صحت مند و مناسب است. ورزش کردن روزانه و رژیم غذایی با استفاده بیشتر از میوه و ترکاری سیستم معافیتی بدن را کمک میکند تا با این ویروس مضر مجادله نماید.



سره میاشت، تصمیم گرفته تا زمینه مصوونیت کارمندان خود در برابر این بیماری و همچنان راه های جلوگیری از انتشار آن در میان کارمندان خود را فراهم سازد. سره میاشت یک نرس را توظیف نموده تا سیستم معافیتی را بتاریخ 17 ماه جدی در نیمه یک روز کاری درین دفتر تنظیم نماید. این برنامه بطور رایگان برای تمامی کارمندان دفتر سره میاشت میباشد و اشتراک در آن داوطلبانه صورت میگیرد. کسانیکه میخواهند ازین فرصت استفاده نمایند باید یک فورم رضایت را امضا کنند تا در آن بیان نمایند که حساسیت ندارند و همچنان درک میکنند که معافیت از ریزش احتمالاً عوارض جانبی داشته باشد. دوکتوران صحی توصیه میکنند که معافیت از ریزش سبب بوجود آمدن انفلونزا نمی گردد با وجودیکه شاید سبب بعضی عوارض جانبی چون خستگی، تب ملایم، و حساس شدن عضلات بازو گردد.

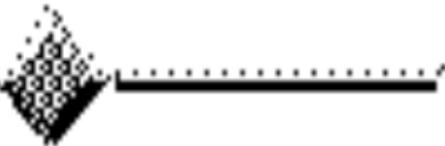


کی باید معافیت حاصل کند؟

هر فردیکه میخواهد از این ویروس محفوظ باشد میتواند معافیت حاصل کند. هر چند معافیت برای تمام افراد توصیه میشود ولی بیشتر به افراد بالاتر از سن 65 سال تاکید مبگردد. هر کسیکه مریضی مزمن معلول گتنده دارد به خصوص مریضی قلبی، مریضی ریوی، مریضی برانشیت ها (قصبات) و یا هم شکر باید معافیت حاصل کند. در فضای کاری دفتر همه کارمندان در معرض خطر مبتلا شدن به مریضی ریزش (سرما خوردگی) قرار دارند.

کی باید معافیت حاصل نکند؟

کسانیکه بسیار زیاد در برابر تخم مرغ حساسیت دارند. کسانیکه از مربیتی های حاد تب دار رنج میبرند و همچنان خانم های که حامله هستند باید با داکتر معالج خود مشوره کنند. در صورتیکه قبلاً در برابر دوا و یا هم پیچکاری های ریزش حساسیت نشان داده اند باید معافیت حاصل نکنند.



در صورتیکه شما میخواهید بتاریخ هفدهم جدی معافیت حاصل کنید لطفاً آقای حمید مسؤول اداری را قبل از تاریخ 7 جدی اطلاع بدهید.

زمان دقیق آن نظر به تعداد شرکت کننده گان و آماده بودن نرس مربوطه تعین میگردد. در صورتیکه شما نیمتوانید درین زمستان معافیت حاصل کنید لطفاً، آقای حمید را در جریان بگذارید. در صورتیکه تعداد شما زیاد باشد یک دوره دیگر نیز در نظر گرفته خواهد شد. برای معلومات بیشتر به شماره 5577 در تماس شوید.

از صحنه‌های بهتر لذت ببرید

حمید مسؤول اداری سره میاشت معلومات فوق را برای کارمندان دفتر تهیه نموده بود با در نظر داشت معلومات فوق به سوالات ذیل جواب بدهید؟

سوال اول:

کدام یک از جملات ذیل برنامه کسب معافیت از ریزش سره میاشت را بهتر نمایان میکند؟
الف - صنف های تمرین روزانه در جریان فصل زمستان راه اندازی میگردد.

ب- معافیت در جریان ساعات کاری فراهم میگردد.

ج- یک جایزه کوچک برای تمامی شرکت کننده گان در نظر گرفته شده است.

د- یک داکتر پیچکاری میکند.

سوال دوم:

آقای حمید میخواست که این متن تشویق کننده و دوستانه باشد؟

به نظر شما با توجه به محتوی این متن و همچنان طرز که پیشکش شده و طوریکه با تصاویر دیزاین شده است

آیا:

آقای حمید توانسته که در کار خود موفق باشد.

جواب خود را در سه سطر بنویسید و همچنان تصاویر و شکل این متن را نیز در نظر بگیرید.

سوال سوم:

صفحه آگاهی در باره کسب معافیت از ریزش مینویسید که استفاده از پیچکاری (واکسین) :

الف- نسبت به تمرین کردن و رژیم گرفتن مؤثر است اما خطرناک است.

ب- یک مفکوره خوب است اما بدل تمرین کردن و رژیم گرفتن نیست.

ج- به اندازه تمرین کردن و رژیم گرفتن موثر است و زحمت کمتر دارد.

د- لازم نیست زمانیکه شما تمرین زیاد میکنید و رژیم غذایی نیز دارید.

سوال چهارم:

در بخشی ازین صفحه آگاهی آمده است:

چه کسانی باید معافیت حاصل کنند؟
هر کسیکه علاقمند است تا در برابر ویروس مصون باشد.

پس از آنکه آقای حمید صفحه آگاهی را به نشر رساند، یک تن از دوستان وی به او گفتند که باید جمله "هر کسیکه علاقمند است تا در برابر ویروس مصون باشد." را حذف نماید زیرا این جمله گمراه کننده و اشتباه است.

به نظر شما آیا واقعاً این جمله گمراه کننده و اشتباه است یا خیر؟ (جواب تان را در دو سطر بنویسید)

سوال پنجم:

طبق صفحه آگاهی کدام یک از کارمندان ذیل باید با آقای حمید در تماس شوند (حلقه نمایید):
الف- عبدالقدوس از دیپو (گدام) - کسیکه نیخواهد معافیت حاصل نماید و به معافیت طبیعی بدن خود ترجیح میدهد.

ب- جمیله از بخش فروشات - کسیکه میخواهد بداند که آیا برنامه کسب معافیت اجباری است.

ج- عادله از بخش مراislات (ارسال نامه ها) - کسیکه میخواهد معافیت حاصل کند اما یک طفل دو ماهه دارد.

د- مشعل از بخش محاسبه - کسیکه میخواهد که معافیت حاصل کند اما او بتاریخ 17 جدی در تعطیل میباشد.

Annex 12: Test item 3 Pashto

احمد شاه بابا



احمد خان د زمان خان زوی او د دولت خان سدوزابي لمسی په کال ۱۷۷۲ ميلادي چې د ۱۱۰۱ هجري لمريز سره برابريدي په هرات کي زيردلي دی. د ۲۵ کلنی په عمر د مزار شير سرخ په جرگه کي سلطنت ته ورسيد او د غنمو ويدي د پاچاهي سموول په توګه د صابر شاه کابلی په لاس چې دينداره شخصيت و د هغه پر پکري کينبودل شوو. په دي توګه احمد شاه بابا د پاچا هی مقام ته ورسيد او لاندی تکي یې خپل (موخی) اهداف و تاکل:

- 1- د مرکزی قدرت توحید او بیاخلی ژوندی کول(احیا).
- 2- د افغانستان د طبیعی پولو (سرحدونو) تامین چې د آمو له سین خخه د سند او د سند تر سمندره پوری پراختیا درلوده.

احمد شاه بابا ټینی کارونو ته یې لاس پوری کړ. هیواد یې د اقتصادي او سیاسي پلوه یوځای (متحد) کړ. د قبایلو تر منځ ناندري او اختلافات ته یې د پاڼي تکي کينبود. خلک یې دي ته وهڅول تر څو د هیواد په ګټو او زیان کي سره شريک شي.

د سیاسي رجال (اشخاصو) لپاره د سلا مشورو په خاطر د مشرانو د دائمي جرگي بنسټ یې کينبود. د دي موخو او پروګرامونو د پلي کولو لپاره یې د مذهبی دلو د ملاتر لاسته راولو ته ورودانګل. د خپل تولنیز موقف د پیلوری کولو لپاره د خپلوي روابطو یې جور کړل. احمد شاه بابا د بنه استعداد په لرلو سره په تولو برخو کي دیری هڅي وکړل او د دولت د جورولو په بهير کي یې دیری ستونزی هم وزغلمي.

اداري اصلاحات

احمد شاه بابا په اداري، نظامي او ملي جورښت کي یې اصلاحات رامنځ ته کړ. وزیران یې مقرر او د مشرانو جرگه یې جوره کړه. د هغه د حکومت بول د نورو اسلامي هیوادونو په خير مطافه سلطنت وو. د مشرانو په جرگه کي (۹) تنه ګډون درولود چې د پریکری تر تولو ستره مرجع وه. د نظام اداري تشکيلات له دری ګونو قواوو اجرائيه، مقننه او قضائيه خخه جوره وه. قضائيه قوه په بشپړه توګه خپلواکه وه. د هیواد عواید د مالياتو له تولولو، غنیمت مالونه، جنګي غرامات او تحايفو خخه لاسته راتل.

د احمد شاه بابا خزانه له طلا (سره زر)، جواهرات (ګانې) او نورو با ارزښته دبرو خخه دک وو. د هغه په سترو کارونو کي د کندهار د نوي بنار او د خلم بنار جوریدل هم شمیرل کېږي. د معماري، حکاکي او نقاشي حرفی د هغه په سلطنت کي دېر پرمختګ وکړل.

پوچي فعالیتونه

احمد شاه بابا په پوچي برخه کي خاص استعداد درلود. د افغانانو جګريز او د ګټي غوشتنی احساسات یې په جګرو کي راپارول. ولسي قوه به یې په حرکت اچوله نو په دي توګه وتوانيد چې خلک یو موتي کړي او هیواد خپل طبیعی پولو (سرحدونو) ته ورسوی. د هغه وخت په وسلوال پوچ کي دوه دوله عسکرو شتون درلود. یو منظمي قواوی او بل غیر منظمي قواوی چې د قومي قواوو په نوم هم یادیدل. د احمد شاه بابا په سلطنت کي د عسکرو شمیر په اوسيط بول سل زره کسانو ته رسیدل. قومي قواوی د خدمت په دوره کي له مالياتو خخه معافي وی. د هیواد عواید له یو ديرش ملييونو روپيو خخه زیاتریدل چې له مفتوحه (فتح شوی) سيمو خخه لاسته راغلي وی.

احمد شاه بابا په درېپو لوريو وسوال پوچ یې توظيف کړ. تر تولو مهمه جګرو کي د هند په لوري د پانی پت په نوم شهرت لري چې په دي جګرو کي احمد شاه بابا د اتل په حيث ظاهر شوی دی. افغانی قواوو دير غنیمتونه یې لاسته راول. د نظم د راوسټلو په موخه احمد شاه بابا دوه خلی د لويدیخ په لوري بريدونه تر سره کړل او ګنې لاسته راوريښي یې هم درلودي. احمد شاه بابا د پولو د تعیینولو لپاره د شمال په لوري هم بريدونه تر سره کړل چې بريالي شو او د آمو سین یې د دوو حکومتونو تر منځ د طبیعی سرحد په توګه تعین کړل.

د احمد شاه بابا غښتلنوبونه (سجایاوی)

احمدشاه بابا د اوسنی افغانستان د بنست ایښودونکی په توګه ددی جغرافیا په جوړولو بریالی شو او د قومونو ترمنځ یې وحدت تامین کړ له دی کبله د ولس په منځ کې ځانګړی ځای لري. هغه داسي پاچا وو چې تاج به یې نه په سر کاوه. تشریفات بې خوبن نه وو، پګړی به یې په سر کوله او په ځمکه باندی کښیناسته. هغه د ولس سره مستقیمه اړیکه درلودله او په شخزو او ناندريو کې د مصلح شخص په توګه پریکړه کوله. په تواضع به یې خبری کولی، پیاوړی او هیوادپاله شخص وو. د نړی په مسائیلو کې به یې په عدالت عمل کاوه او دیری مسلی به یې په سولیز ډول حل کاوه. احمد شاه بابا په سیاست کې تل د ملایمیت او نرمی پلوی وو او په دوستی به یې چلند کاوه. که څه هم د خاوری د پراختیا لپاره یې فکر کاوه خود وېښی د توبولو مخه به یې نیوله او د دی نیکو صفتونو له کبله هغه ته د بابا لقب ورکړ شوی دی.

احمد شاه بابا وروسته له ۲۶ کاله سلطنت څخه د ۵۱ کلنی په عمر د ورپیش شوی نارو غی له امله د ۱۱۵۱ لمریز هجری کال چې د ۱۷۷۳ میلادی کال سره برابریری له نړی څخه یې سترګی پتی کړئ او د کندهار بنار د خرقه مبارکه په انګر کې خاورته سپارل شوی دی.

پورته متن په لوستلو سره لاندی پوښتنو ته څو ابونه وو ایاست:

1- د احمد شاه بابا د دولتداری ډول او حکومتی نظام څرنګه وو، واضح یې کړئ؟ (په دوو کربنبو کې څو اواب ولیکۍ)

2- د احمد شاه بابا د شخصیت اړخونه (ابعاد) تشریح کړئ؟ (په دوو کربنبو کې څو اواب ولیکۍ)

3- قدرت ته له رسیدو وروسته د احمد شاه بابا عمدہ او اساسی موخي (اهداف) کوم وو؟

4- د احمد شاه بابا د سلطنت په دوره کې د هیواد عواید له کومو سرچینو څخه لاسته راتلل او په اوسته ډول څومره وه؟
(په دوو کربنبو کې څو اواب ولیکۍ)

5- ولی احمد شاه بابا د اوسنی (معاصر) افغانستان د بنست ایښودونکی په توګه پیژنډل کېږي؟
(په دوو کربنبو کې څو اواب ولیکۍ)

Annex 13: Test item 3 Dari



احمد شاه بابا

احمد خان، پسر زمان خان و نواسه دولت خان سدوزایی در سال 1772 میلادی مصادف به 1101 هجری شمسی، در هرات متولد شد. به عمر بیست و پنج سالگی طی جرگه مزار شیر سرخ به سلطنت رسید و خوشه گنبد را صابر شاه کابلی که شخص متدينی بود به دستار موصوف به عنوان سمبول شاهی نصب کرد. به این شیوه احمد شاه بابا به مقام شاهی انتخاب گردید و بعد از انتخاب نکات زیر را به عنوان اهداف در نظر داشت :

3- توحید و احیای مجدد قدرت مرکزی

4- تامین سرحدات طبیعی افغانستان، که از دریا آمو تا سند و بحر سند وسعت داشت.

احمد شاه بابا به یک سلسله اقدامات دست زد. کشور را از نگاه اقتصادی و سیاسی وحدت بخشدید، اختلافات میان قبایل را از بین برده، مردم را نشویق نمود که در نفع و ضرر مملکت باهم شریک باشند.

جرگه دایی بزرگان را برای دادن مشوره به رجال سیاسی اساس گذاشت. به منظور عملی نمودن این اهداف و برنامه ها به حمایت گروه های مذهبی مراجعه نمود، برای تقویه موقف اجتماعی خویش به تامین روابط خویشاوندی دست زد. نامبرده با داشتن استعداد خوب در همه عرصه ها کوشید و در راه تشکیل دولت تکالیف زیادی را متحمل شد.

اصلاحات اداری

احمد شاه بابا اصلاحات در ساختار اداری، نظامی و مالی وارد نمود. وزرا را مقرر و جرگه بزرگان را ایجاد کرد. طرز حکومت او مانند همه کشورهای اسلامی سلطنت مطلقه بود. در جرگه خبره گان نه (9) تن از افراد ماهر عضویت داشتند که مرجع عالی تصمیم گیری شناخته میشدند. تشکیلات اداری نظام را قوای سه گانه اجرائیه، مقتنه و قضائیه در بر می گرفت. قوای قضائیه دارای استقلال کامل بود. عواید کشور از طریق جمع آوری مالیات، اموال غنیمت، غرامات جنگی و تحائف شاهان تکمیل می گردید.

خزانه احمد شاه بابا مملو از طلا، جواهرات و سنگ های قیمتی بود. از کارهای مهم موصوف ساختمان شهر جدید کندهارو بنای شهر خلم به شمار میرفت. حرفه های معماری، حکاکی و نقاشی در این زمان پیشرفت قابل ملاحظه داشت.

فعالیت های نظامی

در عرصه نظامی احمد شاه بابا استعداد ویژه ای داشت. احساسات جنگی و منفعت جویی افغانها را در فتوحات تشویق می کرد. قوای مردم را به حرکت می آورد. بدین وسیله موفق شد تا وحدت را تامین کند و کشور را به سرحدات طبیعی اش برساند. در قوای مسلح آن زمان دو نوع عساکر موجود بودند: یکی قوای منظم و دیگر قوای غیر منظم بود که به نام قوای قومی شهرت داشتند. در سلطنت احمد شاه بابا تعداد عساکر به طور اوسط به یکصد هزار تن می رسید. قوتهای قومی در هین خدمت از تادیه مالیات معاف می شدند. عایدات کشور عمدتاً به سی و یک میلیون روپیه بالغ می شد که از مناطق مفتوحه حصول می گردید.

احمد شاه بابا در سمت های سه گانه قوت های مسلح را توظیف کرد. مهمترین لشکر کشی ها به جانب هند به نام پانی پت شهرت دارد. در نتیجه آن احمد شاه بابا بحیث قهرمان ظاهر گردید. غنایم زیادی را قوای افغانی کمایی کردند. به مقصود آوردن نظم، احمد شاه بابا دوبار به غرب کشور لشکر کشید که طی آن موفقیت هایی را نصیب گردید. احمد شاه بابا به هدف تعیین مرز ها به شمال نیز لشکر کشید و پیروزی هایی را کسب نمود و دریایی آمو را سرحد طبیعی میان دو حکومت تعیین کرد.

سجایای احمد شاه بابا

احمد شاه بابا به حیث اساس گذار افغانستان معاصر موفق به ساختمان این خطه و تامین اتحاد میان اقوام گردید که روی این ملحوظ از جایگاه خاص برخوردار بود. نامبرده شاه بود که تاج به سر نمی نهاد، از تشریفات خوشش نمی آمد، دستار به سر می بست و روی زمین می نشست. او تماس مستقیم با مردم داشت به عنوان شخص مصلح در دعوا و منازعات فیصله ها صادر می نمود و با تواضع سخن می زد. شخص دلیر، شجاع و وطن دوست بود. در امور جهانداری با عدالت رفتار می کرد مسایل را از طریق صلح به صورت مسالمت آمیز حل می نمود. احمد شاه بابا در

سیاست همواره طرفدار ملایمت بوده و از باب دوستی پیش آمد می نمود. با وجود آنکه در وسعت خاک اندیشه داشت، از خون ریزی جلوگیری به عمل می آورد و به اساس اینگونه سجایای پسندیده به او لقب بابا داده شده است. احمد شاه بابا بعد از بیست و شش سال سلطنت به عمر پنجاوه یک سالگی در حالی که مریضی عاید حالت بود در سال 1151 هجری شمسی مطابق به 1773 م چشم از جهان پوشید و در شهر کندهار در محوطه خرقه مبارک به خاک سپرده شد.

با خوانش متن بطور دقیق به سوالات ذیل جواب بگوئید:

6- طرز دولتداری و نظام حکومتی احمد شاه بابا چگونه بود واضح سازید؟ (در دو سطر جواب تائرا بنویسید)

7- ابعاد شخصیت احمد شاه بابا را تشریح کنید؟ (در سه سطر جواب بگوئید)

8- اهداف عمد احمد شاه بابا پس از رسیدن به قدرت کدامها بودند؟

9- عواید کشور در دوره سلطنت احمد شاه بابا از کدام منابع بدست می آمد و بطور اوسط چقدر بود؟
(در دو سطر جواب تائرا بنویسید)

10- چرا احمد شاه بابا به حیث اساس گذار افغانستان معاصر شناخته میشود؟ (در دو سطر جواب تائرا بنویسید)

Annex 14: Test item 4 Pashto

عياران او کاکه گان



په پخوا وختونو کي د عيار کلمه په تولنيزو معاملاتو کي په بيلابيلو مانا گانو کارول شوي ده. زوروakan ، ظالمان او هغه کسان چي پر نورو انسانانو باندي د هیچ دول ظلم څخه بي دده نه کوله تل به د عيارانو او ميرانو د قهر او غصب سره مخامخ کيدل. د مظلوم په نظر عيار د مظلوم مدافع او پلوی ته ويل کيده. په همدي توګه عيار دير متدرك ، زيرک او اوښيار سري ته هم ويل کيده، په داسي حال کي چي عيار د زمري له نومونه څخه هم ده.

د ميراني او څوانمردي سابقه د عرفان له پلوه حضرت ابراهيم ادهم (رح) ته رسيري. ميرانه او څوانمردي له تصوف سره هم نبردي اريکه لري. د فتی (څوانمرد) افظ د قرآن کريم په اتو ځایونو کي ذکر شوي دی چي هدف بي هم ميرانه او څوانمردي ده. د عيارانو او کاکه گانو له صفتونو څخه یو هم دا ده چي هغوي د ظاهري چارو څخه دير باطنې چاروته پاملننه کوله.

د عيارانو د اخلاقو اصول

راز ساتنه، رېښتنيولي او صداقت، د بیوزلو سره مرسته، عفت او پاک لمنی، قرباني ورکول، د وعدی سره سم عمل کول، د امانت ساتنه، سخاوت، ميرانه ، دينداري، حبا او عقل د عيارانو او کاکه گانو د اخلاقو له اصولو څخه دي.

د دي ډلي ګري د ولس له منځ څخه پورته شوي او ديرې بي د تولني بي وزله او څوکمنو څوانان څخه وو چي په عين حال کي له حالاتو څخه ناراضه وو. د دي ډلو مشران د بير، استاد، سرهنگ او پر عهد په نوم یاديدل. د ډلو موخي (اهداف) یو له بل سره توپير درلود او خپلي سيميزی ګتني ته به یي ترجيح ورکوله. داوطلابان په ځانګرو شرایطو کي د عيارانو په ډلو کي ورگيدل او د تعهد پانه به یي لاسليک کوله، ارونده دعا به پري ويل کيده او ملا به یي هم ترل کيدله، د مالکي د مزه کولو څخه وروسته د سخا، صفا او وفا مراتب به یي پر غاره اخیسته او د ځانګرو کالیو تر اغوسټلو وروسته د "فتوت" عيارانو او ميرانو له ډلي څخه شمېرل کيده.

دي ډلي چي کله په افغانستان کي په فعالیت پيل کر د "عيارانو" په نوم یاديدل او د تولنيزو شرایطو له کله یي سیاسي جورښت غوره کري.

د هيواد د لويدیخو عيارانو لاسته راوري ی او کرني په سیستان (نیمروز) کي شهرت لري څرنګه چي یعقوب ليث صفار د صفاري دولت بنسټ ایښونکي خپله د عيارانو له ډلي څخه وو. عياران په کابل کي د "کاکه" په نوم او په کندهار کي د "څوان" په نوم یاديدل.

د داسي څوانانو او عيارانو شمير په افغانستان کي دير وو. ميرانه او څوانی، صداقت، ژبه او وعده، ایثار او فداکاري د دوي د ژوند نه بيلابونکي برخه وه. د آذر زوي ، پپرو د ادي زوي ، کاکه طلا، کاکه نقره ، کاکه شکور، عزيز لنگر زمين او صوفي غني په کابل کي د نولسمى پپري له نامتو عيارانو څخه وه. د ولس په خوبني او غم کي د عيارانو ګدون د ويړ ځائي وو او ولس هم ورته ځانګري احترام درلود.

افغان څوانانو! تا سو هم د ميرانی او څوانی لاره غوره کري او خپلو هيوادولو ته خدمت وکري او راتلونکي نسلونو ته هم ميرانه او فداکاري ور زده کري. په تپرو وختونو کي مونږ نامتو کاکه گان او عياران درلودل لکه د شلمي پپري کاکه گان رحیم، قیوم ، ګل او ميرزا د کوهه دامن په سيمه کي پېژندل شوي وه.

د کابل کاکه گان او عياران د کابل د چوک په بشکته سيمه کي، شوربازار، مرادخاني او چندالو کي بيلابيل کري او بيل مشران درلودل او په مخامخ جګرو کي د خپل مري او یا هم تپي کيده نه دولتي اداري به یي نه خبرولی او خپله همدا کري د خپلو ستونزو د حل لپاره لاس په کار کيدل او دولت ته به یي عرض یا شکایات ننګ ګانه.

د کابل عياران او کاکه گان ځانګري کالي درلودل، اوږده پګري تر زنگون، خپلي ، نیفه لرونکي کميس او پرتوګ به یي په ځان کاوه.

د عيارانو بله بشکته د ستونزمنو چارو سرته رسول، په اديرو او غرونو کي تک او راتک کول، د لري واتن سفرونه او له مصیبتونو څخه د بی وزلو ژغورل وه. تل به دوي یو بل ته په خبرواترو کي د "زمري" خطاب کاوه. غیره نیول، سپورت، د لرکي و هلو لوړه، لامبو وهل او پلی ګرځيدل به یي زده کاوه او تل سیلاوه، پیش قبضه او تومانچه به یي له ځانه سره ګرځوله. پاک کالي به یي اغوسټل او د نوم او ننګ کلک ملاتري وو. د ستونزو او مصیبتونو په وخت کي یي صبر درلود او درازونو په ساتلو کي به یي تل څخه کوله.

د شلمی پېرى په پای کي د کاکه گي او عياري رنګه په کابل کي بده شوه او هغو کسانو د عياري لاره غوره کړي وه چې د دوي اصلی خوي او سيرت يې نه درلود.
کاکه ګان او عياران په عربي هيوادو نو کي "فتۍ" په تركيکه کي "آخۍ" ، په ماوراءالنهر کي "غازۍ" او په ایران کي د "داش مشندي" په نوم یاديدل.

پورته متن ته په کتو لاندې پوښتنو ته څوab ووایاست:

1- کومه طبقة (برخه) د خلکو د عيارانو او کاکه ګانو په دلو کي شامل کيدل او د عيارانو او کاکه ګانو هدف څه وو ؟
(خپل څوab په دوو کرښو کي وليکي)

2- عياران او کاکه ګان د نړۍ په کومو هيوادونو کي شتون درلود او په څه نوم یاديدل؟ (په یوره کرښه کي څوab وليکي).

3- آيا کله هم کوم عيار (کاکه) پاچاهي ته رسيدلی دی ؟ که چېرۍ ستاسو څوab (بلې) وي نو په دو کرښو کي بې تشریح کړي
چې خپل دولت يې چېرته جوړ کړي وو؟ (خپل څوab په دوو کرښو کي وليکي)

4- اغوستل-څښکل - عهد کول - او مسؤولیت منل د عياری یا کاکه گي په کومه مرحله کي لازمي وه تشریح بې کړي؟

5- عياري او کاکه گي په کابل کي کله او ولی بدنامه شوه؟ (خپل څوab په دوو کرښو کي وليکي)

Annex 15: Test item 4 Dari

عياران و کاکه ها



واژه عیار در زمانه های مختلف آنهم در معامله های اجتماعی به معنا های گوناگون به کار می رفته است. آنانی که قدرتمند ، ظالم و ستمگر بودند و از هیچگونه ظلم در مورد همنوعان خویش دریغ نمی ورزیزند، همیشه مورد خشم عیاران و کاکه ها و جوانمردان قرار می گرفتند. از نظر مظلومان و ستمدیده گان عیاران به حامی و پشتیبان مظلومان گفته می شد. همچنان عیار به معنای مرد بسیار حرفکت کننده، رند و تیزفهم باهوش و مرد فریبینه می باشد و عیار یکی از نام های شیر نیز است.

جوان مردی از لحاظ عرفانی دارای سابقه تاریخی است که به حضرت ابراهیم ادهم(رح) می رسد. فقط و جوانمردی با تصوف پیوند خیلی نزدیک دارد. لفظ فتنی^۱ در هشت جای قرآن کریم آمده است و از آن مردانه گی و جوان مردی اراده شده است. عیار معنای نزدیک به کاکه دارد. از اوصاف عیاران و جوانمردان یکی این است که توجه آنها به امور درونی بیشتر از امور بیرونی است.

أصول اخلاق عیاران

رازداری، راستی و صداقت، یاری در ماندگان، عفت و پاکدامنی، فداکاری، عمل به قول و وعده ، امانتداری، صبر و شکریابی ، سخاوت، شجاعت، مروت ، دین ، حیا و عقل از اصول اخلاق عیاران است.

اعضای این گروه و یا دسته ها از میان مردم برخاسته و متشکل از فشر ندار جامعه و جوانان پر شور و قدرتمند و در عین حال ناراضی از اوضاع بودند. روسای این دسته ها را به عنوانین پیر، استاد، سرهنگ و پدر عهد می نامیدند. اهداف این دسته یا گروه ها متفاوت بود و منافع منطقوی و یا محلی خویش را ترجیح می دادند. داوطلب عضویت در این دسته ها به شرایط خاص پذیرفته می شد و او عهده نامه می داد، دو عای مریبوط بالایش خوانده می شد و کمروی را می بستند، پس از چشیدن نمک و آبی، مراتب سخا، صفا و وفا را برذمه او می گذاشتند و پس از پوشیدن پای جامه مخصوص از اهل "فتوت" به شمار می رفت.

این گروه زمانیکه در افغانستان فعال گردیدند نام "عياران" را به خود گرفتند و نظر به شرایط اجتماعی به شکل سیاسی درآمدند. کارنامه های عیاران غرب کشور در سیستان (نیمروز) مشهور بود، چنانکه یعقوب لیث صفار مؤسس دولت صفاری خود از جمله عیاران بود. عیاران در کابل به نام "کاکه" ها و در کندهار به نام "جوان" یاد می شدند.

تعداد چنین کاکه ها و عیاران در افغانستان زیاد بود. جوان مردی، صداقت، قول و زبان ، ایثار و از خود گذری جزء لاینک زندگی شان گردیده بود. بچه آنر، پیروی بچه آدی، کاکه طلا، کاکه نقره، کاکه شکور، عزیز لنگر زمین و صوفی غنی از مشاهیر عیاران در قرن نزده و بیستم در کابل بودند. اشتراک کاکه ها در مراسم خوشی و غم مایه افتخار هر مهماندار بود و به کاکه ها عزت و احترام خاص قابل بودند.

جوانان افغان ! شما هم راه فتوت و مردانه گی در پیش گیرید و از در خدمت به هموطنان پیش آبید و به نسل آینده نیز عیاری و فداکاری بیاموزید. در گشته ما کاکه های مشهوری داشتیم چنانکه کاکه های قرن بیستم رحیم، قیوم، گل و میرزا در منطقه کوههای مشهور بودند.

کاکه های کابل در پایین چوک کابل، شوربازار ، مرادخانی و چندالول حلقه های جداگانه و رؤسای علیحده داشتند و در جنگ های تن به تن با حریفان از کشته و یا زخمی خویش ادارات دولتی را اگاه نمی ساختند و خود گروه ها و دسته ها در قسمت حل مشکلات خویش اقدام می کردند و عرض و شکایت به دولت را ننگ و عار می دانستند. کاکه های کابل لباس مخصوص به تن می کردند، دستار دراز تا زانو، پیزار، پیراهن ، تنبان با پاچه های نیفه زده به تن می کردند.

خلاصت دیگر کاکه ها انجام خدمات مشکل ، گشت و گذار در قبرستان ها ، کوه ها و سفرهای دور و نجات دادن ضعیفان و ناتوانان از مصیبت بود و همیشه یکدیگر را در مکالمه "شیربچه" خطاب میکردند.

پهلوانی، ورزش، چوب بازی، آب بازی و پیاده روی می آموختند و همیشه سیلاوه ، پیش فبض و تفگچه با خود حمل میکردند. کاکه ها رفتار مخصوص و خرامان داشتند و لباس پاک بر تن می کردند و پابند ننگ و نام بودند، هنگام مشکلات و زحمات صابر و در حفظ اسراسر، جاحد بودند.

در اواخر قرن بیست کاکه گی در کابل مبتنل شد و کسانی اسم و رسم کاکه گی را در پیش گرفتند که اصلاً علایم و خوی و سیرت کاکه ها را نداشتند.

کاکه ها در کشور های عربی "فتی"^۱ در ترکیه "آخی" در مواراءالنهر "غازی" و در ایران " داش مشدی" نامیده می شدند.

سوالات ذیل را جواب بگویید:

6- کدام قشر مردم شامل گروه های عیاران میشند و هدف عیاران و کاکه ها چه بود؟ (در دو سطر جواب خود را بنویسید)

7- عیاران در کدام کشور های جهان بودند و به چه نام ها یاد میشند (یک سطر جواب بنویسید).

8- آیا گاهی عیاری به پادشاهی رسیده است؟ در صورتیکه جواب تان (بلی) است در دو سطر تشریح کنید که کی بود و در کجا دولت بناء کرد؟

9- پوشیدن-نوشیدن - عهد کردن - و مسؤولیت گرفتن در کدام مرحله عیاری نیاز بود و چگونه صورت میگیرفت؟
(در سه سطر جواب بگوئید)

10- کاکه گی در کابل چه زمان و چرا خراب شد؟ (در یک سطر جواب بگوئید)