ANKARA HACI BAYRAM VELİ ÜNİVERSİTESİ LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

THE ROLE OF LOCAL GOVERNMENT IN
DEVELOPMENT OF HIGER EDUCATION BASED
ON TECHNOLGY (A CASE STUDY IN
KANDAHAR CITY, AFGHANISTAN)

Ahmad MASOOD OMAR

Thesis Supervisor
Prof. Dr. Turksel KAYA BENSGHIR

MASTER'S DEGREE
ECONOMIC AND ADMINISTRATIV SCIENCES
INTERNATIONAL PUBLIC ADMINISTRATION

AUGUST 2019

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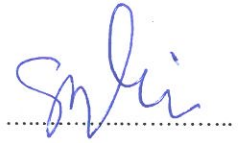
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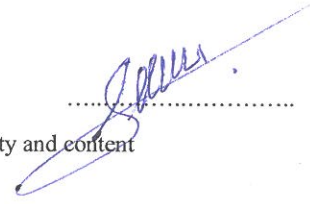Ankara Haci Bayram Veli University

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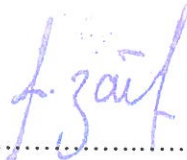**Member:** Prof. Dr. Doğan Nadi LEBLEBİCİ

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Ahmad MASOOD OMAR

22 . 8 .2019

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Ahmad MASOOD OMAR
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LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

Ağustos 2019

ÖZET

Bu araştırma, Afganistan'ın Kandahar kentinde teknolojiye dayalı yüksek öğrenimin geliştirilmesinde yerel yönetimin rolü ile ilgili olarak yapılmıştır. (Örnek olay incelemesi Kandahar şehri, Afganistan). Üç yıl süren savaş, profesyonellik eksikliği, ekipman sınıfı eksikliği, bütçe eksikliği ve diğer birçok zorluk nedeniyle, yerel yönetimin Kandahar eyaletindeki yerel yönetimin, geçen yılki teknolojiye dayalı yüksek öğrenim için desteklenip desteklenmediğini bilmesi gerekir. Araştırmanın sonucu, Kandahar'da teknolojiye dayanan yüksek öğretimin geliştirilmesi için yerel yönetim tarafından yapılması gereken hizmetlerin çoğunun yapmadığını belirlemektedir. Araştırma, yerel yönetimlerin, Afganistan'daki Kandahar'da teknolojiye dayalı yüksek öğrenim geliştirmedeki rolünü, faaliyetlerinde iyi yönetişim kriterlerini gözlemlemedeki rolünü bulmaya odaklanıyor. Yerel yönetim faaliyetlerinin zayıf pozisyonu ve bölümleri aracılığıyla finans kaynaklarının harcanması, Afganistan'daki Kandahar'da teknolojiye dayalı yüksek öğrenimde olumsuz bir rol oynadı. Bu araştırma iki değişken içerir; Yerel yönetimin teknolojiye bağlı değişkenlere dayanan bağımsız değişken ve yüksek öğrenim rolü. Araştırmada verilerin toplanmasında kütüphane ve alan temeli kullanılmıştır. Alan bazında veri anketleri araştırma amaçlarından gerçekleştirilmiştir. Bir devlet ve dört özel üniversiteye 373 anket dağıtıldı ve ortaya çıkan veriler SPSS (Sosyal Bilimler için Sosyal Paket) aracılığıyla analiz edildi. Bu araştırmanın sonucu üç hedefe sınıflandırılmıştır. Ankete cevap verenlerin bazı zorluklarla olumlu cevap verdikleri öğretim görevlileri aracılığıyla teknolojinin kullanımı, ikinci hedef yerel sonucun yerel yönetimin zayıf desteğini belirlediği yerel araştırmanın desteği ve rolü ve araştırmanın üçüncü hedefinin ise yüksek öğretime dayalı zorluklar olduğu oldu. Afganistan'ın Kandahar kentinde, ankete katılanların elektrik eksikliğini, ekipman sınıflarının yetersizliğini, profesyonel öğretim görevlilerinin yetersizliğini, devletler ve üniversiteler arasındaki koordinasyon eksikliğini, üniversitelerin bütçe eksikliğini ve elektronik araçların eksikliğini yüksek öğretime yönelik ana zorluklar olarak belirlediği teknolojide Kandahar'daki teknolojiye dayalı. Sonuç verilerinden, yerel yönetimin Kandahar'daki rolünün, olması gereken aşamada olmadığına, PowerPoint, projektörler, çevrimiçi kütüphane, öğrencilere e-posta yoluyla öğrencilere materyal gönderme ve diğer ilgili materyallerin mevcut olduğuna karar verebiliriz. Bu üniversiteler ancak birincil aşamada sorumlu idarelerin geliştirilmesi için göz önünde bulundurmaları gereken yerlerdir. Bunun yanında hükümet ve sorumlu,

THE ROLE OF LOCAL GOVERNMENT IN DEVELOPMENT OF HIGER
EDUCATION BASED ON TECHNOLGY

(M.S. Thesis)

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ABSTRACT

This research is done related the role of local government in development of higher education based on technology in Kandahar, Afghanistan. (Case study Kandahar city, Afghanistan). Due to three decade war, lack of professional, lack of equipment classes, lack of budget and many other challenges there is need to know that whether the local government support of local government in Kandahar province for higher education based on technology in last year's. The result of the research determines that most of the services which must be done by local government for development of higher education based on technology in Kandahar did not do. The research is focusing to find out the role of local government in development of higher education based on technology in Kandahar, Afghanistan for observing good governance criteria on their activities. Weak position of local government activities and expenditure of finance resources through it departments, caused to play negative integral role in higher education based on technology in Kandahar, Afghanistan. This research is includes of two variable; the role of local government as the independent variable and higher education based on technology dependent variables. The study employs library and field base method for collecting the data. In field base data questionnaires was conducted from research objectives. 373 questionnaires distributed to one governmental and four private University and the reveal data was analyzed through SPSS (Social Package for Social Science). The result of this research categorized to three objectives. The usage of technology through lecturers where the respondents answered positive answer with some challenges, the second objective was the support and role of local government where the result determine weak support of the local government and third objective of the research was the challenges toward higher education based on technology in Kandahar, Afghanistan, where the respondents determine lack of electricity, lack of equipment classes, lack of professional lecturers, lack of coordination between government and universities, lack of budget and lack of electronic tools in universities as a main challenges toward higher education based on technology in Kandahar. From outcome data we can decide that the role of local government in Kandahar is not in that stage which must be, the usage of technology like PowerPoint, projectors, online library, sending lecturers material to student through emails, and other related materials are exist in these universities but in primary stage where the responsible administrations must considered for the development of it.

ACKNOWLEDGEMENTS

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ABBREVIATIONS

Abbreviations	Explanations
PDC	Provincial Development Committee
IDLG	Independent Directorate of Local Governance
PRR	Priority Reform Reconstruction
MOF	Ministry of Finance
NGO	Non-Governmental Organizations
PRT	Provincial Reconstructing Team
UNAMA	United Nations Assistance Mission in Afghanistan
PPA	Provincial Administrative Assembly
ANDS	Afghanistan National Development Strategy
NDS	National Directorate of Security
ANA	Afghan National Army
ANP	Afghan National Police
ISAF	International Security Assistance Forces
MOE	Ministry of Economy
DDP	District Development Program
MOE	Ministry of Education
UNESCO	United Nations Educational Scientific and Cultural Organization
CS	Cooperative Studies
MOOCS	Massive Open Online Courses
IB	International Bank
LMS	Learning Management System
ABLE	Afghanistan Box Library Extension Program
AGA	Local Government Agencies
MNIHE	Mirwias Nika Institute of Higher Education

DFAT   Department of Forging Affairs and Trade

DG   District Governor

PG   Provincial Governor

1. INTRODUCTION

1.1. Back Ground of the Study

Historical documents determine that gradual rise and complication of human Society generate different challenges in human life. Answering to these challenges in different period of human history made different responsible phenomenon. One of these responsible phenomenon is education. Education is a social base concept which is developed by human society. Education is a process of learning. This process of learning is progress by different organs for the eradication of challenges in Society. Before French revolution the education system was not much more considerable in the world. Most of the countries in the world developed their education in informal way through Church, Family or Masjid. When French revolution took place the governments and societies consider to education as a more important skill. After first and Second World War educational system is developed with formal and logical framework in all over the governments and societies. The governments recognized education as a skill for business, political and social prestige.

In last century the education process is introduced with a frame work of primary, secondary and higher education to the world. Higher education teaches under graduate students a wide range of discipline- specific competencies and general skill to live responsible, productive and creative lives in a democratically changing world (Haigh & Clifford, 2011; Rossi, 2014).

Higher education itself examines different level of method and skill in it frames work. One of the huge revolutions in this stage of education was the usage of technology in higher education (power point, online classes, learning Videos, internet, and all electronic devices for higher education) which is modern equipment of current social awareness, training, achievement and skill for sustain development. For this purpose all the governments give priority to technological higher education that easily transfers academic data in all area through online way. China, India, Turkey and Iran and Sudia Arabia are the best example of these efforts.

Afghanistan as an Asian country also struggle to developed education specifically higher education in different parts of human history. Afghanistan is a land lock country which has more than 5000 year's history. To the north of this country Tajikistan, Uzbekistan and Turkmenistan, to the South and South east of this country Islamic Republic of Pakistan, To the North west of the country is China and to the west of the country Islamic Republic of

Iran are located. During ancient and Islamic period the documents approved that different provinces and areas were the center of education Such as Balkh, Heerat and Ghazni which were the best example in Philosophy, literature and Science scholars to serve the people of the regions. The medical treatise, written by Ibn-Sina Balkhi (Avicenna) in the tenth century, was used in European universities until the end of nineteenth century. Abu Rayhan Biruni (tenth century), Hakim Sanai (eleventh century), Khwaja Abdullah Ansari and Maulana Jalaludin Roumi (thirteenth century), so on Kushal Khan Khattak and Rahman Baba (seventeenth century), were Afghan poets and philosophers who enriched human thought and civilization. Said Jamaludin Afghani, a political philosopher of the nineteenth century who had many disciples, travelled in Asia, Africa and Europe to promote national independence and Islamic solidarity, and to explain the relation between Islam, science and progress (Samady, 2001).

Education provision in Afghanistan happened through mosques in *madrasas* – Islamic educational institutions in informal way. That was informal base information. Modern and formal education in Afghanistan dates back to the end of the nineteenth century. The first formal boys school was built in 1904 in Kabul, while the first institution catering to girls opened almost twenty years later in 1921 (American Institutes for Research, 2006).

In 1920s, efforts by Amanullah Khan, the sovereign of Afghanistan, signaled the beginning of state led efforts to promote education. Results were unpromising with the number of enrolled students increasing by only 12,000 between 1929 and 1940 (from 45,091 to 57,000 students) mainly because of a lack of resources invested in modern education. Real improvement in access to education in the country became observable in the 1960s and 1970s, starting with the 1964 constitution which made education compulsory. Following this declaration, formal education provision was extended outside of the cities to reach rural areas, and enrollment rates rose to over 30 percent (Reillie, Keri and Rehana, 2015).

From 1978 up to 1992 while Soviet Union were in Afghanistan, Unfortunately because of religious and ideological conflict most of the infrastructure including Schools building and human resources destroyed and killed. But this ideological conflict brings weakening and modern education in Afghanistan also provided through two different channels like communist systems and western system which were supported by Mujahidin. Soviet education policies try to eradicate all those challenges which were against communist ideology and bring under control all rural and urban education and learning policies.

During Mujahidin the education system was in a bad condition because of civil war only a limited school in some part of the country were opened. While the Taliban regime took the control of the country in 1995 the rate ratio dramatically decreased because they banned girls schools and only they permit to Kabul medical faculty that only women must teach to girls for training of girls to become doctors and treat women sickness and diseases in Afghanistan. In this period women were allowed to work only as a nurse and doctors.

After 2001/9/11 whiles the United States of America and UN (United Nation) collapse Taliban regime and inter to Afghanistan for eradication of terrorism in Afghanistan. Efforts for sustainable development started. In that time more universities were destroyed and the University of Kabul reported that in 2002, 24,000 male and female student were the lowest enrollment in the country (Afghanistan country profile, 2006).

In 2002 higher education was completely away from technology. Education system was completely on previous method were technological skill was in low level. Day by day capacity building increased, the government designed different plans and project for sustainable development in Afghanistan. No Private universities and institutions were exists only few governmental universities with primary sources without technological equipment's were exist in Kandahar, Mazarasharif, Nangrahar, and Herat provinces.

In higher education, total number of government and private universities & higher education institutions were 145 (36 governmental and 109 private), total number of faculties were 601 (233 governmental and 375 private) and total number of the student in higher education institutions were 300,344 (171,609 student in governmental and 128, 735 in private higher education institution) (Naeemy , 2016).

In this thesis we will analyze the technological education and local government efforts related the development of education based on technology in Kandahar city, Afghanistan. The research will progress in a case study method.

1.1.1. Structure of the Study

This research includes five chapters. Chapter one is introduction. Chapter one of these researches is about introduction of the research in which Background of the study, statement of the problems, Research questions, Hypothesis, Goals of the research, Significance of the research, limitation and structure of the research is indicated., chapter two literature review, chapter three is methodology, chapter four analyze of data and chapter five is about

conclusion, discussion and suggestion .In introduction part the historical background of the investigate topic, statement of the problem, Main question, Hypothesis, Objective, significance of the research, methodology, sample of the selection and limitation of the research.

Chapter two discussed on literature review. However doing literature review is done on different way but in this part I discussed only those studies which is done related to my issue in my country, regions or world. Scientific research, scientific article, Books. In this chapter each investigated topic will mention in this way. Name of author, topic of the research, methodology, statement of the problems, definition and finding will bring in a brief size. By doing this part of the research the readers will know that beside this topic do the others authors worked or not, and also it will determine to the readers that for better understanding of the issue beside this topic they can read that article also.

Chapter three declared methodology related the topic. This chapter will explain all those logic which is necessary for collection of data, distribution of questionnaire and other part which is necessary in this section. Chapter four includes collected data analyzing process. The collection of data analyzed by SPSS and interview is judged by the researcher of the topic. All the detail is mentioned by graphs, charts and descriptions. And finally chapter five talked about the conclusion, suggestions and other related issue.

1.1.2. Statement of the Problem

Higher education based on technology is important and integrated method and instrument of this century, where education takes shape through it. Higher education teach under graduate students a wide range of discipline- specific competencies and general skill to live responsible, productive and creative lives in a democratically changing world (Haigh & Clifford, 2011; Rossi, 2014). Information technology is the use of computer and software to manage information (Ali, Lodin, and others; 2004). During interior war education system specifically, higher education based on technology were completely destroyed in the whole country. With special attention of United Nation in 2002 to Afghanistan, most of the companies share their experience and resources with Afghanistan higher education system for sustain development of higher education in universities. Like Javid add that "higher education in present day Afghanistan remains a delicate area, hugely dependent upon foreign assistance, having meager resources and weedy infrastructure" (Javid; 2013).

However, the foreigners help with Afghanistan higher education system and technological based education. But still higher education and other level of education is recognized   as a critical engine of growth and development (World Bank; 2013). Here in this topic we will investigate the role of local government in development of higher education base on technology. The investigate issue will be technological based education in Kandahar University and four other higher institution which do their activities in Kandahar city, because according the reports of ministry of higher education there are so many limitation in Universities of Afghanistan related teaching. Afghan universities have several limitations and constraints in academic and administrative exercise (World Bank; 2013). Due to the above limitation and my observation technological higher education is a big challenge in Kandahar university and other higher institution which will analyze with all it aspect. The investigation will indicate the support of local government for higher education based on technology, Challenges toward higher education based on technology and the usage of technology by lecturers in higher education.

1.1.3. Objectives of the Research

In every research or thesis the author is sitting up the goals and objectives through what he tries to reach to the target through those mind sit objectives, first he/ she sit one or more than one objectives then start the research at the end the researcher analyze either the objectives are achieved or not. In this thesis we also sit up three main objectives where we will able to achieve or not. The objectives are,

- To investigate the integration of technology in the education system of Kandahar University and other higher education institutions.
- To study the role of local government in development of Higher education in Kandahar city, Afghanistan.
- To identify the challenges towards the integration of technology in higher education in Kandahar city, Afghanistan?

1.1.4. Research Questions

- To what extent is technology integrated in the higher education system of Kandahar University and other higher education institutions?
- What is the role of local government in development of higher education based in technology in Kandahar University and other higher institutions?

- What are the challenges towards the integration of technology in higher education in Kandahar city, Afghanistan?

1.1.5. Hypothesis

- Higher education based on technology at Kandahar University and other higher education institution is in low level.
- Local government played an important role in development of higher education in Kandahar University and other higher education institution in Kandahar.
- The role of local government for development of higher education based on technology in Kandahar University and other institutions of higher education is not in that level that must be.
- Lack of electricity, lack of talented figures and lack of equipment's are the challenges toward higher education based on technology in Kandahar city, Afghanistan.

1.1.6. The Significance of the Research

Doing higher education based on technology is recognized as a social, economical and religious development. For achievement of above purposes most of the governments do their research and investigation to identify the obstacles and facilities for best higher education based on technology in their country. Modern Society whether it is developed, developing and underdeveloped society's higher education based on technology is a core point but most of the time some individuals and social challenges deprive the inhabitants of the society from this fundamental rights specifically the inhabitants of under developing societies. So it is important of specify these challenges because it will help with normal procedures of higher education in this province and also with investigation of this topic the responsibilities of local government, people and NGOs will also identified. And overall the clarification of these factors will developed mental, physical and spiritual location of individuals in this province. That is why the investigation of this title is much more important.

1.1.7. Limitation of the Research

As each research has progress and limitation, so my investigate topic is also not away from limitation and progress. The first limitation is the lack of enough material which was related to the issue. While I want to collect the material for my topic, I faced with much more challenges. The second limitation concerns an assumption that conducted interviews and

questionnaires of the role of local government in development of higher education based on technology in Kandahar city, Afghanistan. Third limitation is the lack of my knowledge related the issues in Kandahar. Fourth limitation is the centralization strategy in Afghanistan in which the local authorities were not keen in their responsibility. Fifth limitation is the lack of capacity building and experts' workers for progressing of local government and education in Kandahar province.

2. LITERATURE REVIEW

2.1. Introduction

This chapter is accomplished from two parts. Part one is about the theory related government, local government and education and part two is about the studies related the issue which include articles, thesis which is done in the area. This Chapter discuss on independent variables and dependent variables. Independent variables (Local government), including the definition and characteristics of government and its main type (local government), objectives of local government, duties, importance and challenges of local government. Also, in this section will be mentioned the local government activities in Afghanistan. The second part of this chapter determines dependent variables (Education) including definition, characteristic, types and other related issue in Afghanistan.

This is more about the significant and important relevant topic about the thesis which will be the governments and its types from view point of different scholars, local governments and its local activities, role of governors and districts governors, education, types of education, a clear view from the education system which exist through the history in Afghanistan. Last but not the least the technology and its type especially in Afghanistan will be discussed at the end of the chapter.

So the above mentioned topics which are very relevant to thesis will help and support the topic and it's very important to know step by step the important of the topics and it's relevantly to the thesis.

In current era it is an imagination that education creates the environment for sustainable society so both education and society are the components which is guaranteed by governments. As above it is mentioned that education create the environment for development of societies so not only governmental sectors but private sector also make consider to this section. Modernization and social needs force human societies to have talented individuals in different areas whether it is trained by government or private sectors. In last decades in international, regional and country levels the countries do their best for development of education. So here it is necessary to know the concept of the government and Education.

2.1.1. Definition of the Government

Government is characterized by the breath of its powers which involve the ability to establish and enforce legal requirements (International Federation of Accounts, 2010, 3). Government is a totality of authorities which rule a society by prescribing and carrying out fundamental rules which regulate the freedom of its members. It is a whole class of officeholder upon who devolve the executive, judicial and administrative functions of the state. (Dammug&Campanila2004, 136-137). The political system by which a country or community is administrated and regulated (Huge Brogan, government).

2.1.2. Characteristic of the Government

- Governance focuses on solving problems and the actor is the democratic government.
- The tool used to solve such problem is democratic reform (currently, a new social contract, a reform of the old-age pension system, workfare, family policy and the policy of democratic integration).
- A good government is sensitive and innovative and, using its intelligence, it has the ability to manage emerging new issues.
- The state plays the role not only in creating the conditions for good governance but it also undertakes the tasks expected of good governance
- A good government is therefore expected to manage economic and social resources, maintain impartial and transparent management of public affairs, and ensure welfare, solidarity, justice and cooperation (Kovac, 2015, 115).

2.1.3. Types of Government

During the history of human society government was the best option for controlling the social, political and economic affairs in a society. Social needs and facts design different types of governments in different societies and era. Oligarchy, Monarchy, Aristocracy, Communism and democratic governments are those governments which were used in different segment of the world and still some of these forms continue.

- ➤ Oligarchy Government: this kind of power is rule by a small group of people who share interests or family relations.
- ➤ Monarchy Government: this type of the government is guide by an individual (Queen or King) who is inherited the role and hope to pass it on to their heir.

- Aristocracy Government: a government which is control by absolute power. All the power is with one person and the lack of mechanism is exists.
- Communist Government: all the privilege (health care, education and welfare) are prepared by the government to the people. The government owns farms and businesses.
- Democratic Government: In this type of the government all the affairs are controlled and elected by the people.

Here in this section the pivotal concentration is on democratic government because most of the countries included Afghanistan following this type of the government. Democratic governments itself has major types. Democratic governments have direct and indirect types of governments. Both direct and indirect types of the government are led by centralized, State/ provincial and local governments in the world. As my thesis concentrate the role of local government in development of education based on technology, so here I will discuss on local government and its related components education and technology specifically in Afghanistan.

2.1.4. Local Government

Local governments are limited to specific areas. It present local privileges to the people in each area. The main purpose of the local government is to supply good and services in one hand and involve citizen for solving local problems and needs in other hands. It is always based on democratize process for making discussions. In order to understand the structure and form of local government it is need to define local government and history of it, because it will signify and address the role of local government in development of local and central policies.

2.1.4.1. Definition of Local Government

Local government is that part of the whole government of a nation or state which is administered by authorities subordinate to the state authority, but elected independently of control by the state authority, by qualified persons resident, or having property in certain localities, which localities have been formed by communities having common interests and

common history (Gomme, 1987, 1-2). Or we can say that local government is a Local democratic governing units within the unitary democratic system of this country, which are subordinate members of the government vested with prescribed, controlled governmental powers and sources of income to render specific local services and to develop, control and regulate the geographic, social and economic environment of defined local area (Meyer, 1978, 10).

Local government is expected to provide more services, be innovative, and keep up with the increasingly sophisticated demands of an articulate populace who knows their rights (Bowman & Kearney, 1996).

2.1.5. History of Local Government

Local governments are public agencies that provide urban services to communities in enhancing better operations (Kuppusamy, 2008). The history of local government is long and we can find the symptom of this government in different era but formally it developed after Second World War when in 1949 the constitution of federal republic of Germany permits to government for supporting the local Self-government in that country. After Germany Spanish constitution in 1978 focused on the creation of Autonomous communities, local autonomy was nevertheless mentioned, Brazil's return to local self- government in 1988 constitution, South Africa consider to local government from 1996 constitution, the Constitution of Nigerian in 1999 permit local government in the country, Australian government recognized local government in 1970s constitution and the united states also developed local government and have long rich history in that country. The documents reveal in America that the government developed local government since 2002 (Steyler, 2005).

The above constitutions and documents determine that the local government is developed since four decades. The reasons of developing are different. With the increase of population and development of education in the world the situation urge the government to give the authority to local leaders for controlling social affairs and sustainable development. While some of the countries in the world examine local governments in their governmental system, it gives good result for sustainable development. So now the governments focus on local government as a major system for good governance. Governmental records points both central and local government in one country for better governance.

2.1.6. Objectives of Local Government

Local government as a famous and desirable government has its own objectives. The structure of this system struggles for giving the real form to these objectives. Local governments is developed for many purposes that some of these purposes are mentioned.

➢ To ensure good services and a well-functioning for local democracy.
➢ To provide substantial scope for the area and to improve economic, social and environmental well-being of their areas.
➢ To provide local partnership for making local leaders and strategic partnership for betterment of the areas.
➢ Local government and its partners have the prime responsibility for managing performance within their local areas, with support provided by regional improvement and efficiency partnerships.
➢ To provide and recognized local priorities for solving the problems and important changes.
➢ To form an action plan between the partnership and central government and cover a broad range of policy areas to enable partnerships to deliver improved economic outcomes through multi-area agreements (Majesty, 2009).

2.1.7. Importance of Local Government

In democratic governments the role of local government is much more important, because it base is on logic roots where all the citizens are function properly. Local government in democratic governments give the patience to the worker for more working and provide systematic system to the area for sustain development. In last decades local government spreads to much more countries because of it framework. Central and state government tries to support local government for specifying of local problems. This type of the government involved all human sources for equal development of human society. As I mention that the local government is possible in democratic condition so the roots and frame of democracy is increased in educational institutions. Local government is a platform for economic, social, religion and political platform. Generally state and central government in one country try to bring sustain progress for their people so it is only possible in condition when those governments determine the local necessities and problems and solved it on time.

Local government provides the environment for political and popular education in local area. This system of government ensures effective participation of citizen in administration and makes them realize about their responsibilities towards the society. Equity, effective solution of the problems, sustain economy, reducing the load of working, division of labor, local capacity building, civil services and technological promotion are the points which all the countries want to have progress it by local governments that is why in current era it become much more important as a type of government inside the state and central governments.

Generally the local governments do the control over bureaucracy for practical working in national and sub national areas. It is invaluable laboratory for small scale testing in different areas. It emerge training ground for local leaders, self-support of local administration, financial development, bureaucratic behavior of the citizen in each part of the country local government is defined the best kind of governing. It is prepared access and easy intimacy to local government officials. The importance of this government is in providing connection between central government and local citizen for contribution socio-economic development of the country. Channel of communication between central and local government is the network of communities and governments.

2.1.8. Governmental System in Afghanistan

According 2004 constitution established Afghanistan as an Islamic Republic, and set out the division of political powers. The Constitution grants the president wide powers over legislative and military affairs, but restricts time in office to a maximum of two five-year terms. Prior to the 2014 presidential elections, the executive consisted of a President and two Vice-Presidents, elected by direct vote for five-year terms, and eligible for a maximum of two terms in office. Governmental system is centralized. Every think is controlled by Capital Kabul. All the decisions are made through the related ministries in Kabul and then the plan for implementation is transfer to provinces. Afghanistan has 34 provinces, each governed by a presidentially appointed governor, who oversees an elected council. Each province is divided into districts, which have their own elected councils. The Afghan National Assembly is bicameral, consisting of the *wolesijirga* ('House of People') and the *meshranojirga* ('House of Elders'). The National Assembly has a range of powers, including the ratification, modification or abrogation of laws, and the approval of state budgets. It also has the power to approve or reject some appointments made by the President, such as Ministers, the head

of the Central Bank and the Justice of the Supreme Court. The *wolesijirga* has 250 seats, with members directly elected for five-year terms through a system of semi-proportional representation in a largely free, general, secret and direct ballot. Sixty-eight of the members must be women, including at least two from each province. The *meshranojirga* has 102 seats, with two-thirds of members elected from provincial councils for four-year terms, and one-third nominated by the President for five-year terms. (DFAT report, 2017, P. 8-9).

2.1.9. Local Government in Afghanistan

If we consider to the governmental system of Afghanistan, since centuries and decades Afghanistan had centralized system. It was not only politically centralized, it is also administratively, fiscally and in theory one of the centralized country in the world. Currently All budget plans, political, cultural and social decisions are made by the leaders of the country in capital Kabul. Provincial departments are connected with each ministry in Kabul most of the time the workers of each department also selected by each department where the role of the governor is so limited. However this country progress centralized system through it history and currently but in most interior affairs local government is developed and continue. The best examples of this reason are the activities of governors in provinces and district chief activities in districts during the history of Afghanistan.

Since 2002 with the reveal of new administration in Afghanistan and constitution of Afghanistan for sustain development in the country beside centralized system focusing to local government's increased. One of these is local governance project – Afghanistan which is started in LOGO. The Local Governance Project – Afghanistan (LOGO) started in October 2015 and is funded by European commission and Switzerland to make the state effective in improving socio economics development and good governance (local government project-Afghanistan report, 2016) The following title approve the symptom of local governance in Afghanistan.

2.1.9.1. Provincial Government (Wali)

Provincial governors (wali) acts as a representative to the president and has authoritarian role in coordination, development, education and security. Provincial governor work as coordinator of different directorates in province and supervise on district governors woluswals). In all activities and collation letter and plans which is sent to capital Kabul from the province the signature of governor is compulsory. His position is diplomatic and political

in promoting the government and giving trust to public people. Wali led provincial meeting each week and in this meeting all administrations take participation. Besides this meeting PDC meeting is also leaded by the governor of the province in. daily meeting with local meeting of public people and provincial council.

The government of Afghanistan designs the structure of the government on the basis of tribes. In each province the major tribe have their person as the governor of the province and the second high populated tribe has their representative as a deputy governor in each province. The selection of these people as a governor and wolus wall which is first and second grad which political selection is done through the suggestion of IDLG and acceptance of the president of the country. Remain administrations members are selected through priority Reform and Restructuring PRR (Priority Reform Restructuring). For the position of grade three to five provincial Civil Service Board are responsible to appoint the employee and sent to the IDLG (Independent Directorate of Local Governance) (AREU, 2011).

In provincial level Finances and budgets process is mandate by Mastofiat (treasury department of the Ministry of Finance). Donor and consolidation revenues are the interest of central government according to the role. Within each provincial administration there are IDLG representatives working through the Afghan Stabilization Program, a US-funded initiative under which IDLG staff assist the governor in coordinating with line ministries, NGOs and other development actors, as well as contributing to the budgetary process and building capacity among provincial officials (AREU, 2011)

Provincial Development Committees (PDCs) are another element of provincial administration, meeting monthly under the governor's chairmanship to discuss development related issues. Attendees include line ministry representatives, PRTs, UNAMA, some NGOs and a representative of the provincial council. There is also a Provincial Administrative Assembly25 (PAA) which is charged with administering and overseeing the Provincial Development Plan outlined under the overarching Afghanistan National Development Strategy (ANDS). While PAA meetings are theoretically supposed to take place on a weekly basis, they were seen to operate in a more *ad hoc* manner, and most formal planning discussions took place under the aegis of the PDC. The research found no evidence of citizens exercising their right to address the PAA on provincial affairs, or of the PAA being accountable to provincial councils as originally intended (AREU, 2011).

Certain common trends were observed across the six research sites. Firstly, the *wali*of every study province was replaced during the research period. In large part this was a result of poor performance and public unpopularity, but the removals were also a way to meet short-term political demands and agreements. As one Wolesi Jirga member put it, "Once a *wali*is appointed, he is expected to support his party and ethnicity." In general, however, respondents felt that such higher-level civil servants should be appointed on grounds of merit and through open selection (AREU, 2011).

2.1.9.2. District Government

The *woluswal*is responsible for coordinating and monitoring district line ministries' efforts to provide service delivery, justice and security. District offices have no budget and work as branches of the provincial administration, which pays salaries, transport and incidentals. The *woluswal*is the government's point of interaction with the public—either formally or via more casual social exchanges—and passes requests and concerns to higher authorities including the *wali*'s office. *Woluswals* is holding weekly coordination meetings between line ministries and other development actors present in the district, as well as weekly security meetings with the Afghan National Police (ANP), National Directorate for Security (NDS), Afghan National Army (ANA) and International Security Assistance Force (ISAF), if present. Meetings with the *wali*take place on a monthly basis. It was observed that communication between the two officials has improved with the introduction of aDistrict Affairs Officer in the *wali*'s office. (AREU, 2011).

Despite relatively limited formal powers, the *woluswal*is a pivotal figure and as such serves as a gatekeeper to government services, especially in the field of justice provision.[28] However, recent procedural changes have imposed separation between the executive and the judiciary—a reduction in power that *woluswals*have occasionally found difficult to accept. Many people continue to visit them to report disputes or crimes, which are then referred to courts or sent to a local *shura*or *malik*/ *qaryadar*for mediation. In some cases, *woluswals*used this process as a rent taking opportunity.

In addition to the *woluswal*, district administrations include an executive officer [29] responsible for administration tasks, a sectorial officer responsible for liaising and coordinating line ministry activity in districts and an officer in charge of finance and administration. There is also a village affairs officer who registers data provided by community leaders such as *qaryadars*or *maliks*, including that on poppy cultivation. Village

affairs officers also listen to proposals and complaints from the villages and are in charge of local responses to natural disasters (AREU, 2011).

The number of line ministries varies in each district. Fewer ministries were seen in remote districts and in those with security problems. Researchers found that even in districts with a supposed ministry presence, few staff were regularly attending to their tasks. This was largely caused by lack of local capacity and an unwillingness of qualified staff to accept the travel and low salaries. District administrations were sometimes rather moribund affairs. In contrast, districts targeted by the District Delivery Program (see Section 5.6) saw a higher tempo of administration and line ministry activity with better staffing and a higher work rate.

The Taliban have a shadow administration in Wardak and Laghman, including a shadow *woluswal*and chief of police for each district. Taliban control of local governance extends beyond security to cover justice delivery, approval of development projects and the treatment of women and girls. In respect of the latter, they were reported to take a firm line in protecting women in accordance with Islamic rights; certainly this was so in Wardak. In locations with high levels of insecurity, government staff were often confined to their compounds—in Dawlat Shah District (Laghman), district officialsemployed someone to bring water from a source 200 metres away from their compound. In such districts nothing can be undertaken without Taliban (or HIA) consent. Consequently, *woluswals*in provinces such as Wardak and Helmand work with their lives under constant threat, and many hedge their bets by maintaining links with the armed opposition (AREU, 2011).

2.1.9.3. Planning and Resource Allocation

Provincial Development Committees in the study provinces include all key development actors: line ministries, PRTs, some NGOs and on most occasions a provincial council representative. Meetings take place every month and are chaired by the provincial governor. Their role was to produce coordinated, prioritized and budgeted plans across the sectors of education, health, agriculture, infrastructure and the economy. Planning was coordinated by the provincial office of the Ministry of Economy (MoE). Upon its approval by the Provincial Development Committee, the plan was sent to the (MoE) in Kabul and passed to line ministries for consideration and finally to the Ministry of Finance (MoF) for budget scrutiny and approval.

Provincial Development Committees have been subject to widespread criticism for being unwieldy and slow to produce clear decisions. However, their meetings provide a

useful mechanism to share ideas and convey planning-related information. In some provinces, they were the focus of considerable efforts to generate sectorial plans. In Samangan and Jawzjan, for example, delegations of line ministries and the provincial council were sent to the districts to discuss District Development Plans and identify projects as a direct result of PDC discussions. However, the Provincial Development Plans these efforts produced were largely ignored when sent to Kabul, supposedly due to poor quality, inadequate information and a lack of detailed budgets. (AREU, 2011).

Respondents in poorer provinces regularly lamented their lack of influential representatives in Kabul who could lobby on their behalf. A similar view was expressed by inhabitants of more peripheral districts, who claimed their lack of representation at the provincial center was causing them to receive less support than other districts. In the relatively stable Northern provinces, people were well aware of the substantial resources being targeted to the volatile South and East, and resented that attention and resources were seemingly bypassing them in favor of less secure areas (AREU, 2011).

2.1.10. Definition of Education

Education is the process of developing the inner abilities and powers of an individual (Sharma, 1994). According to Sociologist education is not arise in response of the individual, but it arises out of the needs of the Society of which the individual is a member individuals (B.V. Shah, K.B. Shah, 1998). Education represents a change to and an advance in the mental and social ability to investigate, think and practice. According to a famous scientist and doctor from the Islamic world, Abu Ali SinaBalkhi, education means planning the community's activity for the health of the family and the growth of the children in a society throughout life and after death (Haqmal, 2012, p, 211).

2.1.11. History of Education in Afghanistan

Afghanistan is a country where several generations of young boys and girls grew up experiencing nothing but war (Frank, 2002). Since centuries and currently poverty, war, political instability, cultural barriers, environment, lack of a simple program design and physical facilities, lack of quality assessment methods, out of date syllabus, lack of strategic planning and low skilled teachers are some of the main reasons behind the low literacy rates in Afghanistan (The World Bank, 2012).

Before Islam and after Islam in Afghanistan education system was exist and several efforts is done through different regime and figures but these efforts is done by informal way. Formal education institutions in Afghanistan never existed from its establishment (1747) until 1875. Amir Shir Ali Khan Amir of Afghanistan (ruled 1868-78) had built for the first time in the history Afghanistan two formal schools that underlined the modern education. One of theme was for the civilian and the other was a military school. After him King Habibullah Khan (1901-19) built two schools (Lisa Hibibia (1903) and Maktabe e Harbiya (1909) that were appropriately similar to today's modern education system.

The third and the biggest development in education took place after 1919. King Amanullah Khan (ruled 1919-29) made the primary schools compulsory to all. In this period for the first time a Ministry of Education was established, the number of high schools increased, German and French teachers were also employed in Kabul high schools as well as Afghan teachers. In this period for the first time schools were opened at the outside of the capital too. The numbers of primary schools have increased to 322. Hundreds of students have been sent by the Ministry of Education to study in Russia, Italy, Germany as well as Turkey. In 1921 schools were opened for girls and some female students were sent to Turkey for education. The opening of schools for girls and female students being sent to Turkey by Amanullah Khan led to a reaction of the scholars on the ground of that it is contrary to Sharia.

In 1923 the scholars requested Amanullah Khan for the closing of girls' schools; because according to their views, women can only get education by their intimates in their own homes. It is not permitted for female students to study outside of their homes. Although, Amanullah Khan tried to convince the scholars that there is no ruling in Islam that forbids women from studying and showed them examples from other Islamic countries such as India, Mecca, Medina, Egypt, Damascus and Baghdad, it was in vain. Thus, he closed the girls' schools for a while then reopened them. The opening of girl schools and sending girls to Turkey for education led finally to the exile of King Amanullah Khan from Afghanistan in 1929. "Habibullah Kalakany (ruled 9 months in 1929) had closed the girls' schools and recalled the female students who were sent abroad. He also closed schools that were opened by foreign countries such as Germany and France etc". (Mehtarkhan and Khwajamir, 2016)

During Nadir Shah Reign (ruled 1929-33) girls' schools were reopened and new schools were established. The first core of higher education is Kabul Medical Faculty which was established in 1932. The founding dean of this faculty was Professor Doctor Kami Rifki

(1980-1996) who came from Turkey and in the next year other Turkish professors also came from Turkey to teach in this faculty. This faculty with five others faculties were founded before the establishment of the universities in Afghanistan (Mehtarkhan Khwajamir 2016).

During the reign of Zahir Shah (ruled 1933-73), the development of education and training has continued albeit slowly. Is it reference or note? During this period, many students were sent to foreign countries such as Germany, France, the US, India and many others and a lot of new schools were established. In 1946 Kabul University was established as the first university in Afghanistan. This was followed by the establishment of other faculties and universities. From the occupation of Afghanistan by the Soviet Union in 1979 until their withdrawal in 1989 and collapse of the communist regime in Afghanistan in 1992, the education and training of students continued. However, education in this period was limited to the cities which were in the control of the central government. There was no formal education in many cities that were out of the central government's control. About five million Afghan Refugees in Pakistan and Iran and those who opposed the central government have established some schools and tried to continue their own education. In Pakistan, refugees have established some universities besides schools (Mehtarkhan, Khwajamir, 2016).

The Taliban regime (ruled 1996-2001) banned education of females and closed all girls' schools except the Kabul Medical Faculty. They left the medical faculty open because female patients were permitted to be examined only by female doctors. For this reason Taliban also had not banned women from working as doctors and nurses but they banned women working in all other areas. In this period, the numbers of religious madrasas have increased and almost all other schools have been transformed into madrasas. In 2001, the Taliban regime issued an educational law and pointed out in the mentioned law's second article that education is an equal right for all Afghan citizens. Also in the third article it is stated that women education will be regulated by a special law in accordance with the Sharia. However, this special law about female education was never issued after that onwards.

During Hamid Karzai's era (ruled 2001-14) according to the report which was published by the Afghanistan Ministry of Education in 2012, 10.5 million students studied in 16,600 schools and training centers. %38 of them consisted of female students. Likewise, 770,000 seniors studied in 30,000 literacy courses. %62 percent of them were also women

(Maarif, Volume, 170). Today there are about 30 state universities and about 100 private universities and colleges in Afghanistan (Khwajamir, 2016).
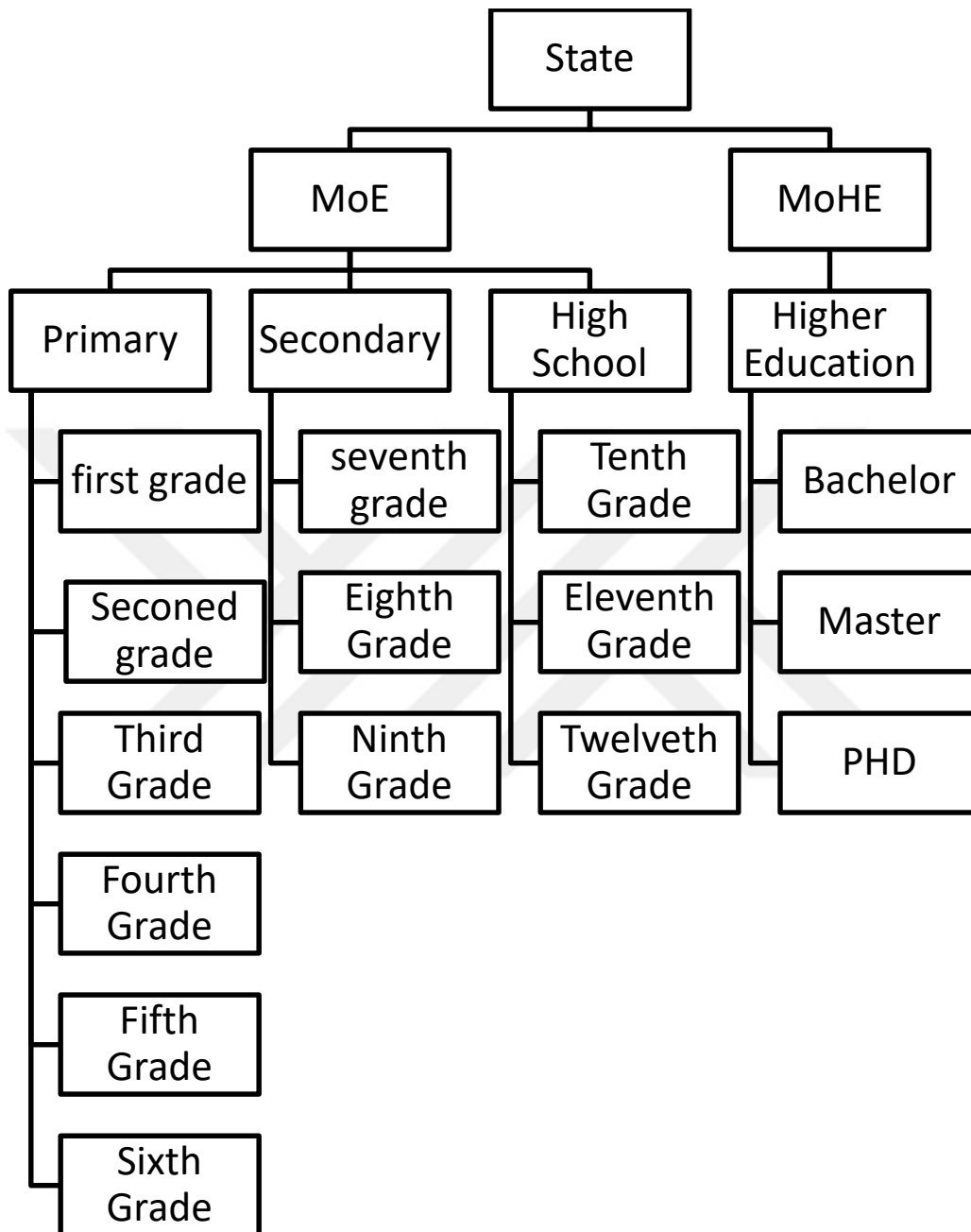
Figure 2.1. Educational system in Afghanistan is consisting on the following shape (From the official web sites of MoHE and MoE)

Figure 2.1 shows the educational system of Afghanistan which is manage by two different ministries. MoE (Ministry of Education) and MoHE (Ministry of Higher Education). In Afghanistan children starts their studies from nursery after that they join primary schools which starts from first grade to sixth grade then middle school and finally

to high school which till 12th class. All the activities from nursery to high school are covered by Ministry of higher Education.

After graduation from high school the students join the universities through a general entrance (Kankor) exam to the universities, here all the activities including holding the entrance exam belong to the Ministry of Higher Education and so the master and PhD terms. In addition from primary to high school and who passed the general entrance exam the studies are free for them according to the constitution of Islamic Republic of Afghanistan

2.1.11.1. Higher Education and Technological Usage in Afghanistan

Afghanistan is a country which located in the heart of the Asia. During the history of this country the documents reveal that most of the time developed countries attacks and struggle to make it as a colony because of its strategic location and for economic purpose that is why war in Afghanistan got long period. Four decade war in Afghanistan gives more casualties to education system specifically in the time of Mujahidin and Taliban. The Time and documents determine that war did not only destroy social services, business and government but the war collapsed higher education also. Taliban Burned Universities, library and campuses became military bases.

In 2002, when the American led international Security Forces inter to Afghanistan, there were fewer enrollments in Schools and Higher Education. In present period higher education of Afghanistan is hugely depend on foreign assistance, weedy infrastructure and having meager resources. Ministry of higher education design ten year plan (2005-2015). This plan was design in (4) plan for the growth of higher education and first, second and third phases of the plan span two years, three years and five years respectively. Clear objectives were set for each phase (Javid, 2007).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2006 of March provided funding and the Minister of Higher Education (MOHE) of Afghanistan invited Cooperative Studies to bring a team of academics to Kabul, Afghanistan, to work alongside the MOHE to provide a professional development conference for Afghan university presidents and academic deans. The purpose of this research was to train the staff and leaders of the universities. Rebuilding Afghanistan's Higher education system was an article which focus on afghan higher education, Finding of the article determine that Ministry of higher Education of Afghanistan with the help of

Cooperative Studies (CS, an NGO, not-for-profit educational organization located in Kansas City) determine infrastructure needs such as buildings, libraries, laboratories, classroom equipment, office building, support (heating, electricity, water sewerage systems), and computers (Mccaryhy and L. Mitchell, 2007).

During 19 years the ministry of Higher education in Afghanistan developed Higher education. Different faculties, departments, building for study, professional lecturers, libraries and technological instrument is facilitate through foreign aid and assessments in all over Afghanistan. For professional and high level of education degree of lecturers and more enrollments of students in higher education, modern techniques and technology the relevant universities under the roles of higher education in Afghanistan and outside of the country start their efforts. Governmental Media and information center in Feb 11, 2019 provided a report from spokesman of the Ministry of higher education of Afghanistan. Ministry of Higher education in Afghanistan announced online learning for the first time in Afghanistan.

This online learning is named by Afghan X. Fisal Amin spokesman for higher education of Afghanistan give complete detail regarding this system in government media and information center on Monday. He added that Afghan X is internet Network which is prepared with Massive Open Online Courses (MOOCs) under the ceiling of electronically learning of Higher education. Through this system all the Afghan students with mobiles and laptops can access international lectures of international Universities for increasing of student talents and capacity building. (Amine, 2019).

The spokesman of higher education announced that ministry of higher education of Afghanistan prepared opportunities in foreign countries for 485 students of Bachelor degree, 192 students for Master degree and For 41 PhD students only in 2018. Meanwhile 3875 students in Bachelor degree, 2056 students in Master degree and 385 Students studies PhD currently in Foreign countries. He added that 43 Master level program and 3 PhD level programs is going on in governmental Universities. 32 Master level program is established through private Universities, ministry of Higher education have plan to established 11 other Master level programs in governmental Universities with the help of International Bank (IB).

The spokesman of ministry of Higher education determined that currently 35, 0000 students which 27% of this amounts are female, studying in Governmental and private Universities and higher institute of education. It is remarkable that the leadership of Ministry of higher education struggle to develop their aim through prepared strategic plan for several

academic activities that support higher education system and catch international modern standard development which responsible for current social problems (Amine, 2019).

2.1.11.2. The Role of Technology in Higher Education

Twenty first century is the century of technology and skill where most of the countries struggle for providing stable condition in different era. The role of technology is much more remarkable in social comprehensive prestige and higher education. According to S. Natow, Reddy and Grant "As institutions of higher education look for innovative and more effective ways to deliver course content and to connect more broadly with students, campus decision makers are increasingly turning to a variety of technology-based options. These options range from new computer labs, to software-based homework, to courses or degrees offered entirely online (Bell &Federman, 2013, Epper& Baker, 2009, Jacobson, 2006, Twigg, 2003, Zachry& Schneider, 2010)".

In most Societies policy making departments do efforts to known "how higher education leaders make decisions about what technology to use in developmental education. Understanding how leaders make these decisions is important for determining whether considerations of effectiveness for student learning are being prioritized, as well as for developing strategies for the implementation of educational technologies. Institutions do their best for integrating technology in to development education in variety of ways that can be categorized into instructional, course management, and student support technologies. Institutions have encountered a number of challenges while implementing technology in developmental education programs, particularly with regard to end-user difficulties with technology. Effectiveness of technology for improving educational outcomes was considered by a number of organizations in our sample when making decisions about technology use in developmental education; however, other considerations — particularly those based on costs and resources — were also quite influential"(Natow, Reddy,Grant, 2017).

2.1.11.3. Types of Technology

Document and social proof determine that the use of technology in higher education is the cause of educational development. That is why now day's academic centers and figures focus on technology and it important types which is divided to three categories based on technology's function.
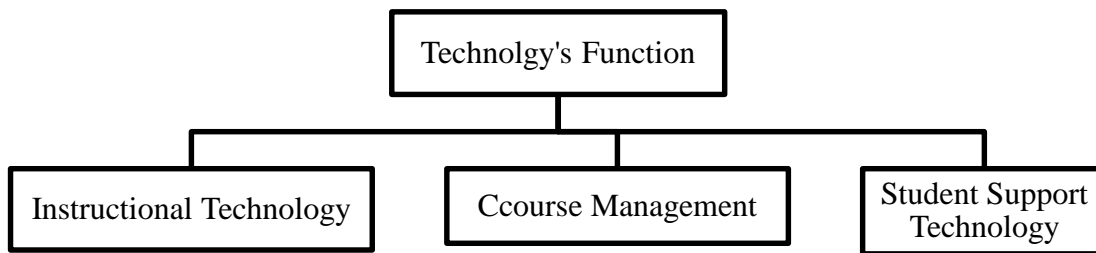
Figure 2.2. Types of Technology (https://er.educause.edu)

2.1.11.3.1.   Instructional Technology

Instructional Technology is one of the success methods that provide instructional content to students. Software and other technologies are the symptoms of development education that provide the instructional content of the course— be it reading, writing, or mathematics— to students. Best example for instructional technology is it instrument which include Pearson "Lab" software packages and other similar products. Meanwhile this technology includes other electronic method for student also, such as online video lectures or electronic textbooks (Educause, 2010, Thompson, 2011).

Instructional Technology is used in different courses and formats. The usage of this type of technology is used in a variety of ways by institutions in our sample, both before students enroll in classes and after enrollment. Instructional technologies, during the pre-enrollment period, has been used to prepare prospective students for assessment of their college-readiness skills. These programs were sometimes offered as online courses. Instructional technology was used across different kinds of course delivery methods. For example, respondents told us of students using instructional software to complete assignments as part of their coursework, which occurred in both lecture-based classes and emporium-style courses, in which class takes place in a computer lab and instructors provide assistance as students work on individualized computerized lessons (Twigg, 2003).

Instructional technology also includes the use of open educational resources, which are teaching and learning resources such as books or other course materials that are free or low-cost and available electronically (Educause, 2010) Other electronic textbooks, such as those produced by Engage, were also described by our respondents. Online video lectures also fall into the instructional technology category. These include online videos produced by

Khan Academy, a web-based provider of short instructional videos in a variety of subject areas (Thompson, 2011).

2.1.11.3.2. Course Management Technology

This is a learning management system (LMS). According to S. Natow, Reddy, Grant LMS "involves using technology to organize and present course structure and materials. Some specific uses for course management technologies are electronic storage of and access to important course materials (such as the syllabus, required reading materials, and lecture presentations), online quizzes and other assessments, student grades, class-wide communications (such as emails or electronic announcements), a course calendar (often providing deadlines for assignments), links to instructional videos, electronic course evaluations, and online discussion boards (Dalsgaard, 2006, Qutab, Shafi-Ullah, Safdar, & Khan, 2016,Wernet, Olliges, &Delicath, 2000). Some brands of learning management systems include Blackboard, Canvas, Moodle, WebCT, and Desire Learn (authors' interviews, Dalsgaard, 2006, Qutab et al, 2016, Wernet et al, 2000)".

This types of technology like instructional technology also can be used across different course formats. The scheduling aspect of course management technology might be particularly useful to students in developmental education, who may lack self-regulation skills (as some of our respondents suggested) and therefore stand to benefit from the structure and notice of deadlines that course management technology provides.

2.1.11.3.3. Student Support Technology

It is a technology that organizes course materials and makes them electronically available to students. Student support technology main purpose is to support students' academic performance either by providing individualized assistance with academic tasks or by monitoring students' academic behavior (such as course attendance and performance) to ensure they are staying on track to complete their courses. S. Natow, Reddy and Grant believed that "These electronic services include online access to remote tutors to assist students with academics and learning (authors' interviews, Britto& Rush, 2013, Price, Richardson, &Jelfs, 2007). A brand of online tutoring that was mentioned multiple times by our respondents was Smart thinking, a Pearson product. Online tutoring provides as much as 24-hour remote academic assistance via the Internet from tutors in a variety of subject

areas. One respondent described electronic tutoring as being "asynchronous," meaning that students and tutors need not be online at the exact same time".

Student support technology also determine that this technology track the products of student by monitoring their academic behaviors and activity on learning management systems, and then notifying advisors if a student is not fulfilling course requirements. "Such software can trigger an intervention by an advisor or other individual at the college to help prevent students from failing classes or dropping out of their programs (Britto& Rush, 2013, Faulconer et al., 2014)"(S. Natow, Reddy and Grant , 2017).

2.2. Studied Researches

In this Research those research and efforts are collected and summarized which were near to my investigate topic. Summarized research can give comprehensive conceptual frame work related to my topic. Those aspect which are needed to understand more and my topic might not analyzed on a way that is necessary so in that case mention research can help with you in better understanding the topic.

Glove Association in March 2010 had done Kandahar province survey Report about demography, political legitimacy, Reconciliation, crime, security and education. It was a qualitative research in which 1,994 interviewers were asked in Kandahar city and nine district of Kandahar province. The survey was conducted by face to face interviews with a representative sample of adult in Afghan citizens, 18 years and older. The detailed of education in Kandahar city and districts is mentioned in page 65 and other pages of the research. The mentioned survey which is done in research method describe the education condition in Kandahar and the role of local and central government in development and demotion of that in that province.

The research show about no formal education in the districts and remote area of Kandahar city and also in so districts the informal educations is exist like primary education in Masjeds and Madrasa and also for women the basic Islamic education in the homes like how read Quran and some primary knowledge about five times prayer. In addition the research shows that the local governments through DDP (District Development Programs) are making formal schools in the districts, perhaps the government support and provide basic facilities for children in some near and controlled districts to go to schools and motivate their family to send their children for studies.

Saltmarshe; Douglas and Medhi; Abhilash (Jun 2011) have done a research on Local government in Afghanistan (A view from the ground theory). It was a qualitative research where in each province interview focused on members of provincial administrations, line department, provincial council, representative of civil society and NGO. The research declares that local government is developed by provincial governors (wali). He is the representative of president in province. And under the guide of governors some district governors also work in district level. Provincial council, finance department and provincial development committee and other departments are working in many areas but their work authority is limited and their decision authority is low stage that did not have effect on education and other affairs. All the affairs are controlled from capital of the country. However the government of president Karzi was committed to local authority but remarkable action did not take related this purpose. And after that international society stress for development of local authority for sustainable development in provinces that is why with the help of Afghan government tried their efforts.

Richard, Sabina (2014) done research under the contribution of local government authorities in addressing teacher motivation in secondary schools in Tanzania (Case of DODOMA Municipality). This paper tried to determine the role of local government in enhancing teacher motivation for secondary school in Tanzania. Methodology of the research is based on survey method which include questionnaire, interview and observation for collecting the data from the area. The author of the paper says that local government which has long history established for bringing of government closer to people for share purpose of both people and government. The finding of the article shows that the Local government Agencies LGAs have not been able to motivate the teacher in public secondary school under them. The conclusion of the research determine that the LGAs must improve the living condition and work of teacher which encompass construction of teacher's houses, classrooms, salary and laboratories for teaching in schools.

Kakar and Hume (2016) have done a paper under the title of impact of maternal education and health awareness on child health in Kandahar province, Afghanistan. Methodology is qualitative way in which the data is collected through questionnaires in Kandahar province. The author believed that the lack of maternal education variability in the sample also make the sample more specific. Even the women education in the province is not very prevalent, but further research studies with great variability within the samples are recommended to fully investigate the relationship of maternal education and health

awareness on child's health in the province. The result of the study indicates that maternal health awareness is a significant predict of health supportive behaviors regardless of geographic location.

- In other words, the very essence of governance is to provide for the common good;
- The ideal of common good becomes identical with the normative content of a good democracy;
- The concept of "good government", however, cannot be imagined without an active, intelligent and strong state.

Mehtar khan Khwajamir had written an article under the title of History and problems of education in Afghanistan. The purpose of the article is to evaluate the important developments which happened in education and problems that have impeded the education in different period in Afghanistan. The Article also determines that before 1747 we did not had formal education and in 1875 it take new form. With the term of King Amanullah Khan Education system become more organized with innovation. Primary schools become compulsory for all and girl's education opened and some of the groups of girls send to turkey for more studies. This article focused on official education in Afghanistan and its problems form 1747 up to know.

Pia Karlsson and Amir Mansory wrote an article under the title of Islamic and modern education in Afghanistan- conceptual or complementary? The article was published in Institute of International Education Stockholm University and describes lowest rate of enrollment in modern education and of adult of literacy and highest rate of traditional education. Article claim that traditionally, local communities were responsible for developing the Islamic studies but after 20 centuries the government took the responsibility of education. Taliban regime tried to make madrasa's in modern mode in Afghanistan. But with new government in 2002 schools developed and the girls and boys were convenes to attend the school and universities for higher education in cities and rural areas.

Asia Foundation program (Improving lives, expanding opportunities) Written an Article under the title of Education programs in Afghanistan. In this Article the main aim was focusing of AFP on primary School, reducing literacy rate, training for primary and secondary education teachers, higher education scholarship specifically for women, Capacity building and development of those governmental agencies which work in education sectors. The foundation created strong link with formal education and some local NGO

partners for development of education specifically for girl's education. Recognizing of strategic approach and priority, Enhancing Numeracy and literacy skill, improving science and mathematics curriculum , Girls Kan Kore preparation and higher education scholarship where the main efforts which are described as a main purpose of this Article. Foundation developed mentioned titles through two local NGO (IT company Liwal (innovative mobile application) and Afghanistan Box Library Extension program (ABLE) in all over the country.

Christi Smith (2013) published an article in SAGE under the title of Afghanistan. In this Article beside social and historical structure the author of the article declared educational structure also. Smith believed that in the early 20 century education was organized through the madrasah which was centered in Islamic tradition. In 1909 the government of established the first board of education to established primary school and a teacher training course. 1931 constitution make primary school compulsory and between 1932 and 1970 girl's enrolment increased from 900 to 92500. Authority and resources transferred to province. In 1980 Soviet Union developed education sectors in Afghanistan but after that while mujahidin took the responsibility of the countries it become down and with Taliban regime modern schools and girls education become closed. By 2010 primary enrolment rose to 7 million with 37 present female students. Currently education system is developed by ministry of education and it supported partners which is laded by central government.

Anita L.Cloete done an article under the title of Technology and Education, challenges and opportunity. This article determines the integration of technology into education for the South African context in general and theological education specifically. Investigator in mention article also seeks to know social embed deadness of technology with other social development like economy. In the conclusion of this article Cloete conclude that technology is an integral part living in the 20th century, referred to as the fourth revolution accompanied with challenges and opportunities the overall aim of the articles is to illustrate the complexity of the technology as embedded in other social developments.

The researches and articles which are fit to the literature review of the thesis truly support the whole studies by showing the similarity of place, region and geography of the thesis. Like the first survey report which was done in 2010 in Kandahar beside every other sector it also cover some statistics about education and local governments which is matching the thesis issues. The other research which is done under the title of local government in

Afghanistan also matching the thesis topics, the main issues of this thesis is also including the local government in additions a municipality case study of Tanzania which include the role of local government in enhancing teacher for motivations the secondary school, so on the articles which is about to evaluate the developments of educations in Afghanistan.

Somehow both researches and articles which are sit up here in this chapter match the objectives, questions and main topic of this thesis, we just take out those part of the researches which were very relevant to the thesis issues and tried to fix up here according to the rules and regulations of the proposed study.

3. METHODOLOGY

3.1. Methodology

This chapter presents site description and methodology used for the three objectives of the study. The first objective which is to investigate the integration of technology in the education system of Kandahar University and other higher education institutions in Kandahar City was achieved by distribution of questionnaire to the relevant officials of the five institutions in Kandahar City and then the collected data was analyzed by SPSS and MS Excel. The second objective which is to study the role of local government in development of higher education in Kandahar City was accomplished through a different questionnaire than that of the first and the third objective which is to identify the challenges towards the integration of technology in higher education in Kandahar city, Afghanistan was also acquired by questionnaire of different set of questions. Figure 3.1 shows the general methodology of the study.
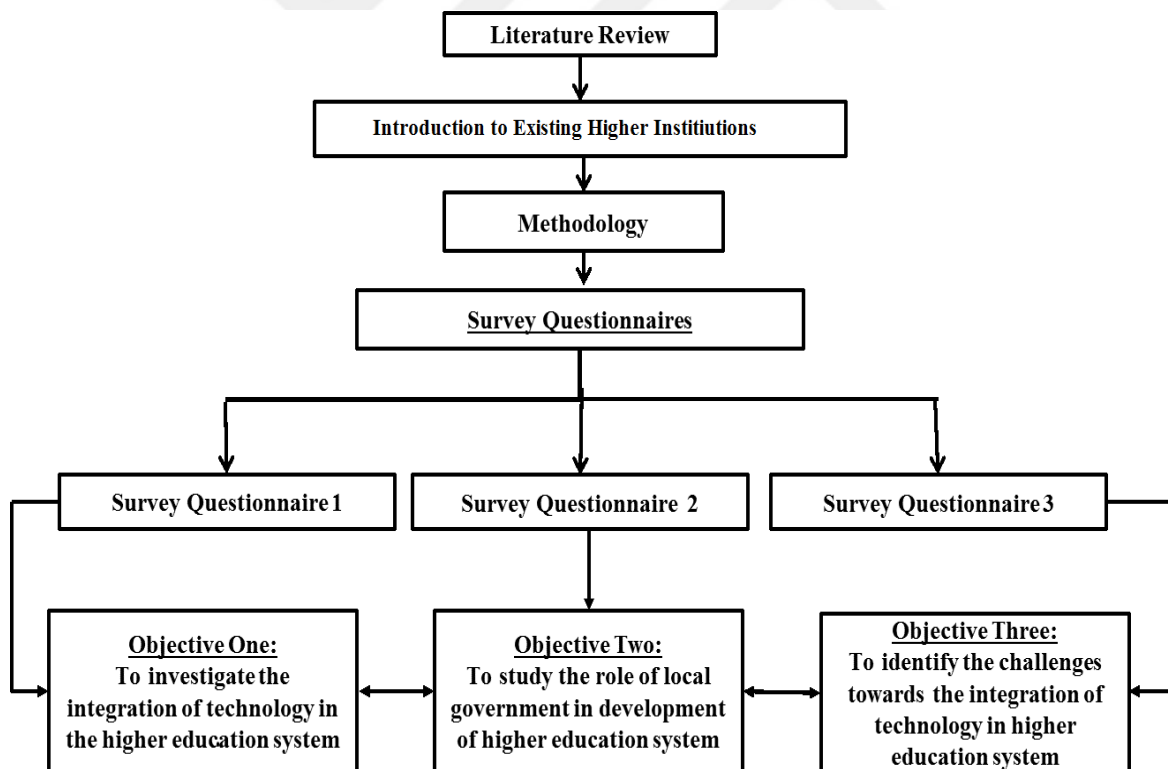

Figure 3.1. General Methodology of the Study

3.2. Site Overview

Kandahar City, the second largest city of Afghanistan, is located in southwest of the country at an altitude of 1010 m above sea level and laying in 31° 30´ North and 65° 51´ East.

Kandahar is one of the most ethnically significant cities of the Pashtuns. The region is famous for fine fruits, especially pomegranates and grapes. Kandahar has an international airport and road ways with Lashkar Gah and Herat to the West, Ghazni and Kabul to the Northeast, Tarin kot to the North, and Quetta in neighboring Pakistan to the South (Figure 3.2). Kandahar Province has 17 districts and Kandahar City is its capital. Kandahar City is divided administratively into 10 sub-districts.

Figure 3.2. Afghanistan Map (Perry-Castaneda Library)

Kandahar City has a subtropical arid climate. The annual precipitation is 190.6 mm (NOAA, 2014). Summers start in mid-May until late-September and are very dry. Winter begins in December till early March and gets most of its precipitation in the form of rain. The temperature varies from 0 degree C in winter to 40 degree C in summer. Sunny days

which are 300 days/year govern Kandahar City weather, mainly in summer, when precipitation is particularly rare. Figure 3.3 shows average temperatures for Kandahar City.
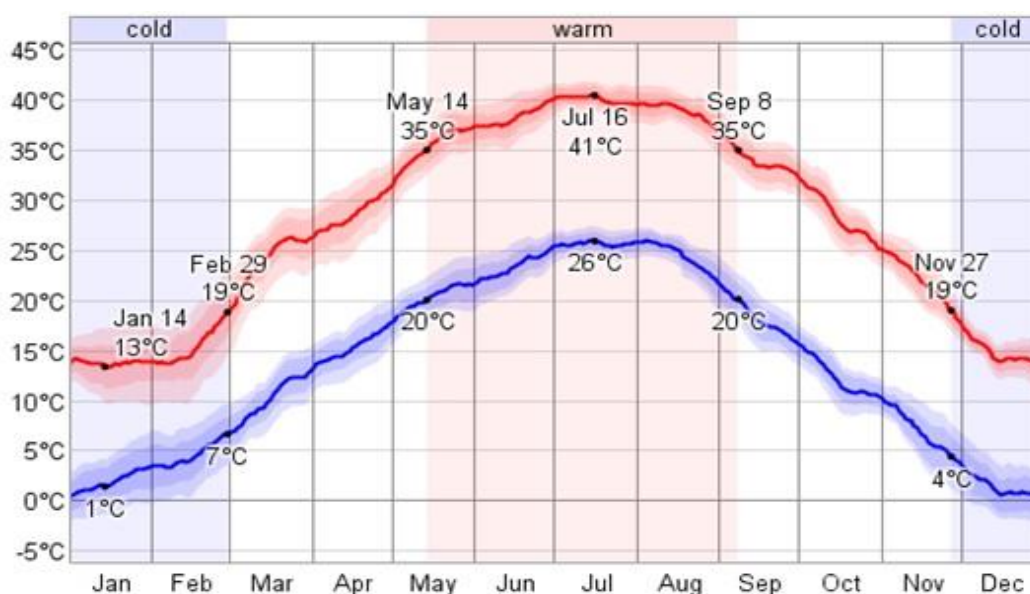

Figure 3.3. Kandahar City Average Temperatures (Weather Spark)

3.3. Research Methodology

One of the goals of social science is description (other goals include prediction and explanation). Descriptive research methods are pretty much as they sound — they describe situations. They do not make accurate predictions, and they do not determine cause and effect. There are three main types of descriptive methods: observational methods, case-study methods and survey methods. A brief description of each of these methods, their advantages, and their drawbacks are as follows.

3.4. Higher Education Institutions in Kandahar City

Here in Kandahar province one Governmental University and four private institutions develop higher education. In these institution and university, Kandahar University is the Olds University while other four Institutions (Mirwais Neeka Institute of higher education, Sabha institute of higher education, Malali Institute of Higher education and Benawa Institute of higher education) are established in last year particularly in 2010.

3.4.1. Kandahar University

Kandahar University is the famous and old Universities in the region. "it has been established in 1990 with the faculties of Agriculture, Medicine, Engineering, Education,

Sharia, Economics, Journalism and Public relations, Law and Political Science, Public Administration and Policy, Languages and Literature, Computer Science and Stomatology, being established one after another .The university has been engaged in training and graduating young generation in different study fields such as medical science, engineering, agriculture, education, Islamic studies, and journalism despite the harsh and challenging security, political and economic conditions of the country".

This University is recognized as a south western Zone of the country which function as "the main unit for observing all governmental and private higher education institutions in the region. Kandahar University has established its first filial department of Agriculture faculty in Helmand in 2006 while the Helmand University has four faculties. And its second filial Education faculty in Uruzgan province in 2012 while the number of the faculties in Uruzgan province are two recently. In addition, Kandahar University has established its third filial in Zabul province in 2017 while it has one faculty".

"The university currently holds possession of a total 350 hectares land that includes Agricultural Farm, Medical Faculty Campus and Aino Mena Campus .Kandahar University has Agricultural Research Farm, Teaching Hospital, Central Laboratory, Library, Meteorological Center, Career Center, Information Technology Center, Media Center, Peace and Anti-Violation Center (Pacha Khan Research Center), India – Afghan Foundation Academic Research Center and English Learning and Computer Learning Center of (ELCLC) its own.Pacha Khan Academic and Research Center, which was established in 2008, is the one and only unique center in all over the country that functions in working for peace and against violation. Moreover, the Career Center was established for the first time in all over the country in 2011 with the innovation of Kandahar University and financial support of USA. This unique center helps graduates and non-graduates students of university in finding job opportunities and in improving work capacity and professional skills. This center has many achievements regarding their work scope in a short period. Kandahar University is one of the national universities of Afghanistan. Since establishment to 2017 this university has been graduated (5630) students, which include (5417) male and (213) female students, meanwhile it has around 10000 students from 34 provinces of Afghanistan. In addition, it has 546 academic and administrative staff from 20 provinces of the country. Kandahar University is one of the largest universities of the country that has academic and technical relations with well-known universities of the world. These universities include (Asian Institute of Technology, Mahidol University – Thailand, Malaya

University — Malaysia, Purdue University, Ball State University, Texas University, John Hopkins University — USA, Handong University—South Korea, Bochum University, Berlin University — Germany, Jawaharlal Nehru University — India, Sistan and Baluchestan University, Zabul University — Iran. Also, The Kandahar University is the first to have the membership of (Global Water Partnership) Organization from all over the country".

Kandahar University has 12 faculties. The Education Faculty, Agriculture Faculty, Economics Faculty and Faculty of Sharia and low (Theology) are the faculties that also provide night- shift services to the students. The Education Faculty also give teaching services to (in-service) students. Besides, in the faculty of medicine we have Master of Public Health that was established in 2016.The university has a total of 43 graduating departments, 8 supporting (non-graduating) departments (KDU, website).

3.4.2. Mirwais Neeka Institute of Higher Education

After Kandahar University the first large private institute of higher education is Mirwais Neeka Institute of higher education. This institute has been established on the 18th Jan 2011, with accordance of Article # 46 and chartered by the Islamic Republic of Afghanistan through ordinance # 536 of directorate of Private Universities and Institutes of ministry of higher education (MoHE). MoHE has placed the MNIHE in the highest category "1st" in the evaluation done in 2014. MNIHE is having 3 faculties (Medical, Economics and Law & Political Science).The degrees are recognized by MoHE, of Islamic Republic of Afghanistan. The experience at this university has played an important role in the professional and personal development of our students. MNIHE will continue to fulfill its responsibilities to the society by creating and providing facilities for personal and professional growth of individuals who wish to make a career in the fields of medical, business administration, law and politics. Currently 2600 students study in three faculties and I have asked 73 student related my topic. (MUN, Website).

3.4.3. Malalay Institute of Higher Education

After Mirwais Neeka Institute of Higher Education the second large private institute of higher education is Malalay Institute of higher education. This institute has been established in 2012, with accordance of Article # 46 and chartered by the Islamic Republic of Afghanistan through ordinance # 536 of directorate of Private Universities and Institutes

of ministry of higher education (MoHE). MIH is having 2 faculties (Medical, & Political Science).The degrees are recognized by MoHE, of Islamic Republic of Afghanistan. The experience at this university has played an important role in the professional and personal development of our students. MNIHE will continue to fulfill its responsibilities to the society by creating and providing facilities for personal and professional growth of individuals who wish to make a career in the fields of medical, law and politics. Currently 1200 students study in two faculties and I have asked 45 student related my topic. (MIH, Website).

3.4.4. Benawa Institute of Higher education (BIHE)

After Malalay Institute of higher education the third large private institute of higher education is Benawa Institute of higher education. This institute has been established in 2013, with accordance of Article # 46 and chartered by the Islamic Republic of Afghanistan through ordinance # 536 of directorate of Private Universities and Institutes of ministry of higher education (MOHE). Benawa institute of higher education is having 2 faculties (Engineering, & Computer Science faculties).The degrees are recognized by MoHE, of Islamic Republic of Afghanistan. Currently 680 students study in two faculties and I have asked 20 students related my topic. (BIHE, Website).

3.4.5. Sabah Institute of Higher education (BIHE)

After Benawa Institute of higher education the Fourth large private institute of higher education is Sabha Institute of higher education. This institute of higher education also trained student's computer Science and economic faculties for four years. Currently 670 student study in this institute of higher education which I have distribute 19 questionnaires to them related to my topic.

The main questions which were asked through questioner form, from the students of the existing Higher Institutions including Kandahar University, were in different parts as sample I want to mention some here. The usage of technology through lecturer in lectures, your lecturers use teaching videos for development of technology and better understanding of you, all your lecturers us instructional technology (slides, videos making online courses and providing online E books) in every semester for the betterment of instructions.

In part two the main questions as I want bring here just as sample were, the support of local government in the integration of instructional technology in higher education, the local government and non-governmental organizations has provided technological support for

modernizations purpose only to the private university, the local government of Kandahar has sponsored specific trainings and seminars intended to enhance the capacity of Kandahar University's lecturers in terms of instructional technology adoption.

In part three the main questions which were asked through questioners form were. One of the main challenges in adoption of instructional technology is the lack of coordination among the Kandahar University, private universities and local administrations in terms of using technological instructions, lack of technologically unequipped classes is a major obstacle in the adoption of instructional technology and the absences of a specific instructional technology subject in the curriculums of the universities leaves a major negative influence in the adoption of instructional technology in classes. Perhaps each question carry itself four options, so the questioner was made optional.

3.5. Observational Method

With the observational method (sometimes referred to as field observation) animal and human behavior is closely observed. There are two main categories of the observational method naturalistic observation and laboratory observation.

The biggest advantage of the naturalistic method of research is that researchers view participants in their natural environments. This leads to greater ecological validity than laboratory observation, proponents say. Proponents of laboratory observation often suggest that due to more control in the laboratory, the results found when using laboratory observation are more meaningful than those obtained with naturalistic observation. Laboratory observations are usually less time-consuming and cheaper than naturalistic observations. Of course, both naturalistic and laboratory observation are important in regard to the advancement of scientific knowledge.

3.6. Case Study Method

Case study research involves an in-depth study of an individual or group of individuals. Case studies often lead to testable hypotheses and allow us to study rare phenomena. Case studies should not be used to determine cause and effect, and they have limited use for making accurate predictions. There are two serious problems with case studies expectancy effects and atypical individuals. Expectancy effects include the experimenter's underlying biases that might affect the actions taken while conducting research. These biases can lead

to misrepresenting participants' descriptions. Describing atypical individuals may lead to poor generalizations and detract from external validity.

3.7. Survey Method

In survey method research, participants answer questions administered through interviews or questionnaires. After participants answer the questions, researchers describe the responses given. In order for the survey to be both reliable and valid it is important that the questions are constructed properly. Questions should be written so they are clear and easy to comprehend. Another consideration when designing questions is whether to include open-ended, closed-ended, partially open-ended, or rating-scale questions.

Advantages and disadvantages can be found with each type, Open-ended questions allow for a greater variety of responses from participants but are difficult to analyze statistically because the data must be coded or reduced in some manner. Closed-ended questions are easy to analyze statistically, but they seriously limit the responses that participants can give. Many researchers prefer to use a Liker t-type scale because it's very easy to analyze statistically (Jackson, 2009, p. 89).

Likert Scale is a psychometric scale where questions based on this scale are normally used in a survey. It is one of the most widely used question types in a survey. In a Likert Scale Survey respondents simply don't choose between "yes/no", there are specific choices based on "agreeing" or "disagreeing" on a certain question in the survey.

Likert scale survey questions are essential in measuring a respondent's opinion or attitude towards a given subject. Likert Scale is typically a five, seven, or nine point agreement scale used to measure respondents' agreement with a variety of statements. Organizational psychologist Rensis Likert developed the Likert Scale in order to assess the level of agreement or disagreement of a symmetric agree-disagree scale. In general, a series of statements each designed to view a construct from a slightly different perspective are leveraged. The power of this technique is that it works across disciplines—it is just as applicable to a social science construct as it is a marketing one.

3.8. Methodology of the Objectives

The whole research methodology is based on survey questionnaire; however, there can be some changes in type and number of questions prepared for each objective. The first

objective which is to investigate the integration of technology in the education system Kandahar University (governmental) and other 4 private higher education institutions namely, Mirwais Nika University, Malalai University, Benawa University and Saba University, in Kandahar City was achieved by questionnaires having questions to be analyzed quantitatively and qualitatively. Thus, different sets of questions were included in the questionnaire. In the first questionnaire the questions were mainly responded by mainly by students, lecturers and the procurements offices in the institutions.

The second objective which is to study the role of local government in development of higher education in Kandahar City was accomplished via a questionnaire of different types of questions. These questionnaires were responded mainly by office of vice chancellor for academic affairs, program development committees and external relation offices of the institutions. The third objective which is to identify the challenges towards the integration of technology in higher education in Kandahar city, Afghanistan was also acquired by questionnaire of different set of questions and was responded mainly by students, lecturers, office of vice chancellor for academic affairs and other relevant officials. Attempts are madeto cross check data from program development committees, office of academic affairs and other relevant officials. The total number of students in the 5 higher institutes are obtained and the sampling size are calculated with the below formula

$$S.S = \frac{\left(z^2 \frac{p\,(1-p)}{e^2}\right)}{1 + \left(z^2 \frac{p\,(1-p)}{Ne^2}\right)} \dots \dots \dots \dots \dots \dots \dots \dots \dots .. (1)$$

Where

(Z) Confidence Level,

(E) Margin of error,

(P) Standard Deviation,

(N) Population

There are one public university (Kandahar University) and four private universities namely, Mirwais Nika University, Saba University, Benawa University and Malali University in Kandahar City which have 8000, 2600, 700, 680 and 1200 students, respectively. Calculating the sample size separately for each university and adding up them all together will result a sample size of (366+334+248+245+291) 1484 which is not

comfortable. Therefore, as we are assuming the five university as one sector of higher education and assessing them as one group rather than individually, so we are calculating the sample size for student population of all five university as one. We replace the population (8000+2600+700+680+1200) with 13180 and set the confidence level to 95% which has the value of 1.96 from the z table. Margin of error is set to 5% and standard deviation is assumed 0.5. Therefore, the sample size is 373.

$$S.S = \frac{\left((1.96)^2 \frac{0.5\,(1-0.5)}{(0.05)^2}\right)}{1 + \left((1.96)^2 \frac{0.5\,(1-0.5)}{\mathbf{13180}\,(0.05)^2}\right)} \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots (1)$$

Thus the sample size will be distributed proportionally to the student size of each university that is 226, 73, 19, 19 and 40, respectively, for Kandahar University, Mirwais Nika University, Saba University, Benawa University and Malali University.
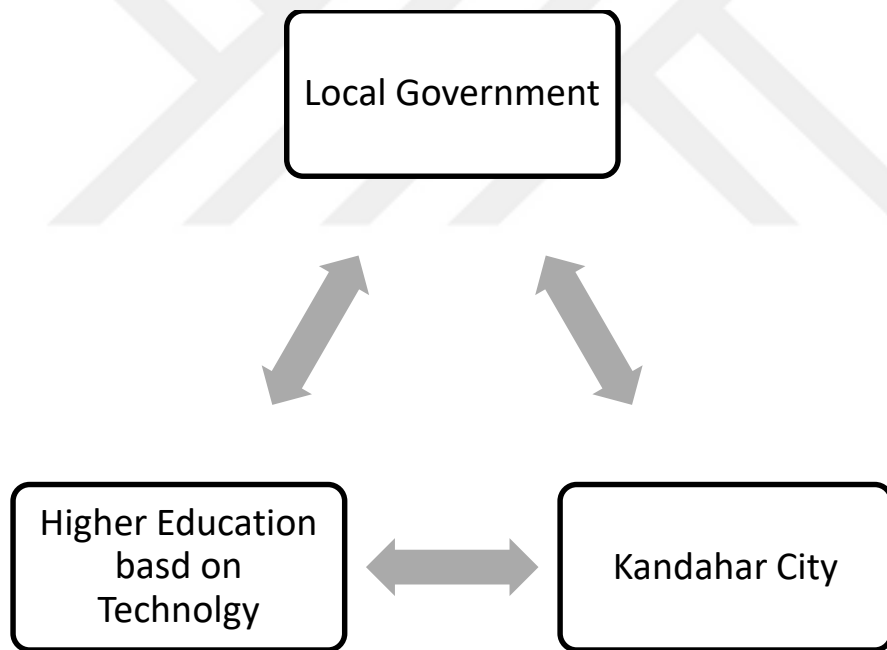
Figure 3.4. Conceptual Frame Work

3.9. Conceptual Frame Work

Figure 3.4 shows conceptual frame work of the study where local government, Kandahar city and Higher Education based on technology shows its relationship with each other and all the three are connected to each other. Here we will find out the local government in Kandahar city of Afghanistan help and support the Higher Education based on

Technology. Especially for Kandahar University and other higher Institutions existing in Kandahar city.

4. DATA ANALYZE

4.1. Data Analyze

Chapter four include those collected data which is asked through questionnaires from one governmental University and four private higher education institutions in Kandahar city, of Afghanistan. In this questionnaires which were asked from 373 students in different faculties of these universities include 30 questions.

4.2. Objective one

The first objective of the study investigated the integration of technology in the education system of Kandahar University and other higher education system. Relevant findings are presented in Table 4.1.

The usage of technology in higher education Universities	Mean	Std. Deviation
Your lecturers lecture you via power point presentation.	1.97	1.019
Your lecturers insist on using group work and individual activities based on technology.	2.0 8	1.060
Your lecturers use lecturer (teaching) Videos for development of technology and better understanding of you.	2.42	1.106
However lecturers did not use technology during their teaching but they emphasis on using technology while you prepared you homework for his subject.	2.58	1.328
A few of your lecturers use instructional technology (Slides, Videos, Making online E-books) in every semester for the betterment of instruction.	2.61	1.218
The University has provided the student the opportunities to benefit from online library, attend online lecturer from various international universities and has a computer lab, all intended to improve students' technological awareness.	2.73	1.228
All your lecturers use instructional technology (Slides, videos, making online course and providing online E-books) in every semester for betterment of instruction.	2.79	1.216
Your lecturers send all their teaching materials (Slides and Videos) to your email addresses completely.	2.80	1.213
With regard to the rules and regulation of the university, the faculty strives to provide opportunity to the students to take online classes for other universities.	2.87	1.300
Your lecturers upload all their teaching material (Slides and Videos) to a specific website so that student can benefit from it.	2.89	1.177

Table 4.1. The Usage of Technology in Higher Education of Universities

(Scale: 1= Completely Agree, 2= Agree, 3=Disagree, 4=Completely Disagree, 5=No idea).

Table 4.1 shows the mean score to investigate the integration of technology in higher education system of Kandahar governmental and private universities. All of the items had

the mean scores between the ranges of one to two. It was deduced that the average level of responses for the integration of technology in higher education system in Kandahar was in the range of 'completely agree', and 'agree'. Items which gained mean scores comparatively higher towards participants agreement in this dimension were identified as 'your lecturers lecture you via power point presentation' (Mean = 1.97, SD= 1.019), 'your lecturers insist on using group work and individual activities base on technology (Mean=2.08, SD=1.060),'your lecturers use lecturer (teaching) Videos for development of technology (Mean= 2.42, SD= 1.106), However, lecturers did not use technology during their teaching but they emphasis on using technology while you prepared you homework for his subject (Mean= 2.58, SD= 1.328).

Meanwhile items with comparative lower mean score towards the participants' agreement were, "Your lecturers upload all their teaching material (Slides and Videos) to a specific website so that student can benefit from it (Mean=2.89, SD= 1.177)", "With regard to the rules and regulation of the university, the faculty strives to provide opportunity to the students to take online classes for other universities (Mean= 2.87, SD= 1.300)", "Your lecturers send all their teaching materials (Slides and Videos) to your email addresses completely (Mean= 2.80, SD= 1.213)" and "All your lecturers use instructional technology (Slides, videos, making online course and providing online E-books) in every semester for betterment of instruction (Mean= 2.79, SD= 1.216)".

The findings of the outcome data reveal that firstly lecturers lecture their lesson through power point presentation, Secondly insist on using group work and individual activities based on technology, thirdly using teaching videos for development of technology and better understanding of students and fourthly lecturers did not use technology during their teaching but they emphasis on using technology while students prepared their homework for their subject. Meanwhile, the findings suggests that participants responses indicate that the integration of technology in the education system of Kandahar University and other higher education system are comparatively weaker in areas such as lecturers sending all their teaching materials (Slides and Videos) to students' email addresses completely, the rules and regulations of the university, the faculty strives to provide opportunity to the students to take online classes for other universities and lecturers uploading all their teaching material (Slides and Videos) to a specific website so that student can benefit from it. This indicate that there is still a need to work on technological aspect of university and higher education institution during their teaching.

4.3. Objective Two

The second objective of the study investigated the role of local government in development of Higher education in terms of providing support in the field of technology in Kandahar city, Afghanistan.

Table 4.2 presents the relevant findings.

The support of local government for Higher education in Kandahar city.	Mean	Std. Deviation
The local government (Governmental and non-governmental organizations) has provided technological support for modernization purpose only to the public University.	2.82	1.245
Local government has always provided technological support to the university for the betterment of teaching process.	2.83	1.194
The local government of Kandahar has provided computers to Kandahar University for enhancing technology based instruction in the University.	2.94	1.306
The local government of Kandahar has sponsored specific trainings and seminars intended to enhance the capacity of Kandahar Universities Students in terms of instructional technology adoption.	2.96	1.224
The local government of Kandahar does not provide instructional technological support to the private universities of Kandahar because the government believes they are functioning for the sole purpose of business.	2.97	1.416
The local government of Kandahar has sponsored specific trainings and seminars intended to enhance the capacity of Kandahar Universities lecturers in terms of instructional technology adoption.	3.02	2.122
The local government of Kandahar has provided support to the Universities of Kandahar for making an online library for students through which they can access valuable books and publications.	3.03	1.600
NGO's in comparison to the governmental organizations has provided more technological support in terms of providing technological instruments to the university under the frame work of local government.	3.04	1.257
The local government of Kandahar has provided computers to private Universities for enhancing technology-based instruction in the Universities.	3.16	1.295
The local government of Kandahar province encourage foreign consulates in Kandahar for providing technological aid for the universities for better and modern lecturer.	3.27	2.390
The local government (Governmental and nongovernmental organization) has provided technological support for modernization purpose only to the private university.	3.33	1.340

Table 4.2. Role of Local Government Technological Support to Higher Education

(Scale: 1= Completely Agree, 2= Agree, 3=Disagree, 4=Completely Disagree, 5=No idea).

Table 4.2 shows the mean score about the role of local government in development of Higher education in terms of providing support in the field of technology in Kandahar city, Afghanistan. All of the items had the mean scores between the ranges of two to three. It was deduced that the average level of local government and it support for the development of higher education in Kandahar city, Afghanistan was in the range of 'agree' and 'disagree'. Items which gained mean scores comparatively higher towards participants agreement in this dimension were identified as 'the local government (Governmental and non-governmental Organizations) has provided technological support for modernization purpose only to the public University (Mean= 2.82, SD= 1.245)', 'Local government has always provided technological support to the university for the betterment of teaching process' (Mean= 2.83, SD= 1.194), 'The local government of Kandahar has provided computers to Kandahar University for enhancing technology based instruction in the University (Mean= 2.94, SD= 1.306),'The local government of Kandahar has sponsored specific trainings and seminars intended to enhance the capacity of Kandahar Universities Students in terms of instructional technology adoption' (Mean= 2.96, SD= 1.224) and Meanwhile Items which gained mean scores comparatively lower towards participants agreement in this dimension were identified as 'NGO's in comparison to the governmental organizations has provided more technological support in terms of providing technological instruments to the university under the frame work of local government (Mean= 3.04, SD= 1.257), The local government of Kandahar has provided computers to private Universities for enhancing technology based instruction in the University (Mean= 3.16, SD= 1.295), The local government of

Kandahar province encourage foreign consulates in Kandahar for providing technological aid for the universities for better and modern lecturer (Mean= 3.27, SD= 2.390) and the local government (Governmental and nongovernmental organization) has provided technological support for modernization purpose only to the private university (Mean= 3.33, SD= 1.340).

The findings of the outcome data reveal that participants have shown their agreement to firstly, the local government (Governmental and non-governmental organizations) has provided technological support for modernization purpose only to the public University, Secondly Local government has always provided technological support to the university for the betterment of teaching process. Thirdly The local government of Kandahar has provided

computers to Kandahar University for enhancing technology based instruction in the University. Fourthly The local government of Kandahar has sponsored specific trainings and seminars intended to enhance the capacity of Kandahar Universities Students in terms of instructional technology adoption.

Meanwhile, the data suggest that participants have shown comparatively their disagreement to: Firstly the local government of Kandahar has provided computers to private Universities for enhancing technology based instruction in the University. Secondly the local government of Kandahar province encourage foreign consulates in Kandahar for providing technological aid for the universities for better and modern lecturer. Thirdly the local government (Governmental and nongovernmental organization) has provided technological support for modernization purpose only to the private University.

4.4. Objective, Three

The third objective of the study sought to identify the challenges towards the integration of technology in higher education in Kandahar city, Afghanistan.

Challenges towards technology integration in higher education	Mean	Std. Deviation
The lack of technologically unequipped classes is a major obstacle adaptation of instructional technology.	1.91	.165
The absences of a specific instructional technology subject in the curriculum of the Universities leaves a major negative influence in the adaptation of instructional technology in classes.	2.09	.327
The lack of lecturer' training and skills in using instructional technology has left a major influence in the adaptation of the instructional technology.	2.27	.286
No electricity is considered to be one of the main causes for the lack of instructional technology adaptation.	2.27	.418
One of the main Challenges in adaptation of instructional technology is the lack of coordination among the Kandahar university, private universities and local administrations in terms of using technological instruments.	2.51	.319
The allocation of limited budget of higher education ministry for Universities has negatively influenced the usage of instructional technology in the Universities.	2.51	.285
The lack of coordination among the lecturer of Kandahar University and private Universities in sharing their skills and experiences with each other has resulted in the lack of instructional technology adaptation.	2.52	.294
Low financial privileges to the lecturers have resulted in their engagement in other jobs or their low motivation to adopt instructional technology in their teaching instead of the traditional lecturing method.	2.52	!.033
The low income and financial instability of private Universities in Kandahar is considered to be one of the major obstacle in adaptation instructional technology.	2.70	!.165

Table 4.3. Challenges Towards Technology Integration in Higher

(Scale: 1= Completely Agree, 2= Agree, 3=Disagree, 4=Completely Disagree, 5=No idea).

Table 4.3 shows the mean score about to identify the Challenges towards the integration of technology in higher education in Kandahar city, Afghanistan. All of the items had the mean scores between the ranges of one to two. It was deduced that the average level of Challenges towards the integration of technology in higher education in Kandahar city, Afghanistan was in the range of 'completely agree' and 'agree' which mean that there are challenges toward higher education. Items which gained mean scores comparatively higher

towards participants agreement in this dimension were identified as 'the lack of technologically unequipped classes is a major obstacle in the adaptation of instructional technology (Mean= 1.91, SD= 1.165), The absences of a specific instructional technology subject in the curriculum of the Universities leaves a major negative influence in the adaptation of instructional technology in classes (Mean= 2.09, SD= 1.327), The lack of lecturer's training and skills in using instructional technology has left a major influence in the adaptation of the instructional technology (Mean= 2.270 , SD= 1.286).

Meanwhile Items which gained mean scores comparatively lower towards participants agreement in this dimension were identified as 'the lack of coordination among the lecturer of Kandahar University and private Universities in sharing their skills and experiences with each other has resulted in the lack of instructional technology adaptation' (Mean= 2.52, SD= 1.294), 'Low financial privileges to the lecturers have resulted in their engagement in other jobs or their low motivation to adopt instructional technology in their teaching instead of the traditional lecturing method' (Mean= 2.52, SD= 2.033) and 'the low income and financial instability of private Universities in Kandahar is considered to be one of the major obstacle in adaptation instructional technology' (Mean=2.70, SD= 2.165).

The findings of the outcome data reveal that all of the participants either agreed or strongly agreed to all of the mentioned challenges as presented in Table 4.3. However, they have identified the following as more of a challenge compared to the other challenges: firstly, biggest challenges towards higher education is the lack of technologically unequipped classes is a major obstacle in the adaptation of instructional technology, Second challenge toward higher education in Kandahar city, Afghanistan is the absences of a specific instructional technology subject in the curriculum of the Universities leaves a major negative influence in the adaptation of instructional technology in classes. Third challenge toward higher education in this area is the lack of electricity is considered to be one of the main causes for the lack of instructional technology adaptation.

Meanwhile, participants have identified the following as comparatively less challenging issues towards the integration of technology in higher education: firstly, the lack of coordination among the lecturer of Kandahar University and private University in sharing their skills and experiences with each other has resulted in the lack of instructional technology adaptation. Secondly, Low financial privileges to the lecturers have resulted in their engagement in other jobs or their low motivation to adopt instructional technology in their teaching instead of the traditional lecturing method and thirdly, the low income and

financial instability of private Universities in Kandahar is considered to be one of the major obstacles in adaptation instructional technology.

5. CONCLUSION

This unite culminates the study report. It provides conclusion drawn from the findings, discussion on the interpretation of the results and findings and suggestion for future research.

5.1. Discussion and conclusion

The role of local government in development of higher education based on technology (Case study) addresses three research questions that determine the usage of technology in higher education of Kandahar university and other institutions of higher education in Kandahar city of Afghanistan, the support of local government for development of higher education based of technology, and Challenges which are in front of higher education based on technology in Kandahar city of Afghanistan. The results indicate that the usage of technology in higher education institutions and Kandahar University is good, most of the lecturers use technological equipment while teaching to their students, but still sending material through emails, using online libraries and using videos were aspects found to be less used. Meanwhile the results of a study entitled "Education technology for developing world" show that information and communication technologies that are effective for teaching students in the developed world will not necessarily work with students in developing countries. The findings further claim that well-intentioned learning technologies in developing countries fail for simple reasons like teachers are not willing to use the technology for fear that they may "break something" (Park Woolf, Arroyo, A. Zualkernan, 2011). Likewise a study regarding higher education in Afghanistan (An Emerging Mountains cape) also describes that ICT usage and internet access is relatively low in Afghanistan at present and over time this situation will change. Additionally it is claimed that teaching in modern universities is making much greater use of electronic resources, and access to global resources is now essential for scholarship and research .The study also proposed that the ministry of higher education with the coordination of ministry of finance have to consider the usage of technology in higher education (World Bank; 2013).

Local governments are public agencies that provide local services to communities in enhancing better operations. It is the prime source of services which are responsible for standard higher education based on technology in each human Society(Vadeveloo, Singara,velloo, 2013).The second objective of this study sought the support of the local government in higher education section it was found that some of the aspects in which local government of Kandahar failed to provide technological support to the higher education

were: Low arrangement of capacity building of lecturers and staff, no contact with private institutions for modern higher education and lack of coordination between foreign consulates and universities. Meanwhile a study by Arifin (2016) under the title of "university and local government partnership emphasis strong relationship and support of higher education through local government. Likewise according to a report of Australian government published in 18 of September in 2017, proposed that the government of Afghanistan has to strongly consider support to higher education specifically to education system (DFAT Report; 2017). Moreover, a research which is done under the title of local government and education development in Rivers state of Nigeria determine that local government, the third tier of government in the country, can be effective in the education development of any nation. Finding is also an important component (Gabriel; 2010). However, the findings of current research show that the lack of local government support and lack of budget in Kandahar city, Afghanistan for higher education are recognized as main challenges for the integration of technology in higher education. The findings also found that lack of coordination, lack of training, unequipped classes are the other factors for weak technological integration in to higher education.

According to Articles 43 and 44 of the Afghan Constitution, all Afghan citizens have the right to get education or educate, Article 43 states that free public education up to the bachelor degree level is available for all Afghan citizens. Therefore, the government is responsible for providing all educational opportunities to the afghan people, particularly in the field of teaching national languages (Haqmal; 2010). However, the findings of the current research reveal that not only the local government failed to provide all the necessity opportunities to support higher education organs, but in most aspects the activities of the local government were recognized as a big challenge to higher education.

5.2. Implications of the Study

The following implications are made based on the findings of the current study.

The usage of technology in higher education of Universities Although, lecturers and students use technology in higher education for different purposes, but still there are some aspects that need to be considered by lecturers, students and government

- Lecturers have to upload teaching material to a specific website
- The local government should provide facilities to the universities so that they can make and website and upload their teaching and learning materials in to it

- The local government should provide online class facilities to the universities in Kandahar Province

- Universities in Kandahar province need to make memorandum of agreements with other Universities for online teaching and other educational purposes and the local government should financially support this process.

- Lecturers of universities in Kandahar province are advised to send lecturing materials to student through their emails.

- Lecturers at Universities in Kandahar province should use online learning videos in their classes for students' better understanding.

1. The support of local government for Higher education in Kandahar city

   o The local government of Kandahar has not fulfilled their responsibilities for providing support for higher education with regard to technology integration as necessary. Therefore the following key responsibilities which the local government needs to fulfill are proposed.

      ▪ For better support of higher education the local government can provide their support in aspects of making or linking to online libraries and online learning videos to the universities and higher education institutions.

      ▪ The local government should provide financial support for organizing capacity building seminars for lecturers and student for the betterment of education.

      ▪ Establishment of better and good relationship between local government and higher education institution for standard higher education.

      ▪ Good coordination and communication between governmental university, private higher education institutions and local government.

      ▪ Encouragement of NGOs for supporting higher education in financial and capacity building section.

      ▪ Provide international conference facilities through foreign consulates through local government support.

2. Challenges towards the integration of technology in higher education in Kandahar city, Afghanistan.

- After identifying the challenges towards the integration of technology in higher education, the following suggestions are proposed.

o The classes should be equipped technologically with all required technological materials.

o The local government should provide financial support to the universities and institutions in Kandahar province in making solar powered or other alternative electricity power source to the classes as lack of electricity is an identified as a major challenge.

o The absences of a specific instructional technology subject in the curriculum of the universities leaves a major negative influence in the adaptation of instructional technology in classes. So the responsible references needs to consider placing this subject a part of curriculum.

o Lack of trained and skill full lecturers, limit budget and no coordination between universities are other challenges toward higher education that have to tackled by universities in support of local government.

5.3. Recommendations

3. The local government of Kandahar, NGOs (Non-Governmental Organizations) and higher education institutions and University of Kandahar must develop different Kind of researches for exploring of not existing coordination between universities and local governance her in Kandahar. To specify and indicate the suggestions for obstacle and challenges that are exist.

4. The University of Kandahar and private higher education institutions must trained their lecturers and staff for increasing of capacity building and must provide internship programs for their lecturers and staff in international level that export different kind of experience from other universities around the world.

5. Local government of Kandahar province must provide technological facilities to all higher education institutions and University for training of young generation without any discrimination and negative doubt.

6. Good coordination between University of Kandahar and other private higher education institutions for sharing their knowledge, skills and other necessaries technological development in Higher education section her in Kandahar.

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Appendix 1.   thesis Questioner Sample in English Language

Ankara Haci Bayram Veli Universit

(Master degree dissertation Questionnaire)

| Dear student this is a master degree research which is about the role of local government in development of higher education based on technology in Kandahar, Afghanistan. Please answer carefully. |

Part one The usage of technology through lecturer in lectures	4- Your lecturers send all their teaching materials(slides and videos)to your email addresses	7- A few of your lecturers use instructional technology (slides, videos, making online courses and providing online E-books) in every semester for the betterment of instruction.
1- Your lecturers lecture you via PowerPoint presentation. A-Completely Agree B- Agree C- Disagree D- Completely Disagre E- No idea	Completely Agree B- Agree C- Disagree D- Completely Disagre E- No idea	A-Completely Agree B- Agree C- Disagree D- Completely Disagree E- No idea
2- Your lecturers use lecturer (teaching) Videos for development of technology and better understanding of you. A-Completely Agree B- Agree C- Disagree D- Completely Disagre E- No idea	5- Your lecturers upload all their teaching materials (slides and videos) to a specific website so that the students can benefit from it. A-Completely Agree B- Agree C- Disagree D- Completely Disagre E- No idea	8- However lecturers did not use technology during their teaching but they emphasis on using technology while you prepared you homework for his subject.
3- Your lecturers insist on using group work and	6- All your lecturers use instructional technology (slides, videos, making online courses and providing online	A-Completely Agree

individual activities based on technology. A-Completely Agree B- Agree C- Disagree D- Completely Disagre E- No idea	E-books) in every semester for the betterment of instruction. A-Completely Agree B- Agree C- Disagree D- Completely Disagre E- No idea	B- Agree C- Disagree D- Completely Disagree E- No idea
9- With regard to the rules and regulation of the university, the faculty strives to provide opportunity to the students to take online classes from other universities. A-Completely Agree B- Agree C- Disagree D- Completely Disagree E- No idea 10- The university has provided the students the opportunities to benefit from online library, attend online lectures from various international universities and has a computer lab, all intended to improve students' technological awareness. A-Completely Agree B- Agree	Part two The Support of Local government in the integration of instructional technology in higher education 11- Local government has always provided technological support to the university for the betterment of teaching process. A-Completely Agree B- Agree C- Disagree D- Completely Disagre E- No idea 12- The local government (governmental and nongovernmental organizations) has provided technological support for modernization purpose only to the public university. A-Completely Agree B- Agree	13- The local government (governmental and nongovernmental organizations) has provided technological support for modernization purpose only to the private university. A-Completely Agree B- Agree C- Disagree D- Completely Disagree E- No idea 14- NGO's in comparison to the governmental organizations has provided more technological support in terms of providing technological instruments to the university under the framework of local government.

C- Disagree	C- Disagree	A-Completely Agree
D- Completely Disagre	D- Completely Disagre	B- Agree
E- No idea	E- No idea	C- Disagree
		D- Completely Disagree
		E- No idea

Appendix 2. Thesis Questioner Sample in Pashto Language

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حاجي بيرم ولي پوهنتون

عامه ادري پوهنځي

ماستري تيزيس پوښتنپاڼه

درنو محصلينو نوموري څيرنيزه موضوع په كندهار ولايت كي د لورو زده كرو په تدريس او تكنالوژيكي وده كي د محلي حكومتولي رول ترعنوان لاندي ده نو ستاسو څخه هيله كيري چي په پوره ديقت او حوصله مندى هر سوال ته حواب وركړي .

ستون ۳ (ښي لوري)

لمري برخه
په تدريس كي د استادانو په واسطه د تكنالوژي استعمال

١- ستاسو استاد د تدريس په جريان كي د تكنالوژي څخه استفاده كوي .
A – كاملآ موافق
B – موافق يم
C – مخالف يم
D – كاملآ مخالف
E – نظر نه لرم

٢- ستاسو استادان د خپل تدريس مطابق ويډيو او تجربي د تكنالوژيكي مهارتونو په پام كي نيولو سره مخ ته وري .
A – كاملآ موافق
B – موافق يم
C – مخالف يم
D – كاملآ مخالف
E – نظر نه لرم

٣- ستاسو استادان ستاسو په انفرادي ، ګروپي كورني كارونو كي پر تكنالوژي (سلايد او ويديويي تدريس) باندي ډير تاكيد كوي .
A – كاملآ موافق
B – موافق يم
C – مخالف يم
D – كاملآ مخالف
E – نظر نه لري

ستون ۲ (منځ)

٤- ستاسو استادان خپل تدريسي مواد (تدريس سلايدونه او ويديو ګاني) تر تدريس وروسته ستاسو ايمل ادرسونو ته در ليرلي .
A – كاملآ موافق يم
B – موافق يم
C – مخالف يم
D – كاملآ مخالف يم
E – نظر نه لرم

٥- ستاسو استادان خپل تدريس مواد (تدريس سلايدونه او ويديو ګاني) و مشخصي انترنيتي پاني ته پورته كوي تر څو هر محصل تري استفاده وكړى .
A – كاملآ موافق يم
B – موافق يم
C – مخالف يم
D – كاملآ مخالف يم
E – نظر نه لرم

٦- ستاسي ټول استادان په هر سمسټركي دتكنالوژي(تدريس سلايدونه، ويډيو ګاني، د انلاين كورسونو اماده كول او انلاين كتابتونونه) څخه دبهتره تدريس په موخه استفاده كوي .
A – كاملآ موافق يم
B – موافق يم
C – مخالف يم
D – كاملآ مخالف يم
E – نظر نه لرم

ستون ۱ (کيڼ لوری)

٧ـ ستاسو يو تعداد استادان په هر سمسټر كي دتكنالوژي(تدريس سـلايدونه، ويديو گاني، د انلاين كورسـونو امـاده كول او انلاين كتابتونونه   ) څخه ديهتره تدريس لپاره استفاده كوي .
A – كاملآ موافق يم
B – موافق يم
C – مخالف يم
D – كاملآ مخالف يم
E – نظر نه لرم

٨ ـ ستاسو استادان كه څه هم په تدريس كي د تكنالوژي څخه استفاده نه كوي ولي ستاسو په كورني كارو كي د تكنالوژي پر استعمال تاكيد كوي .
A – كاملآ موافق يم
B – موافق يم
C – مخالف يم
D – كاملآ مخالف يم
E – نظر نه لرم

٩ - د پوهنتون د لايحي او هڅو په پام كي نيولو سره د پوهنځي اداره هڅي كوي چي ددي زمينه مساعده كړى چي د نورو پوهنتونوناستادان په انلاين شكل موررته تدريس وكرى .
A – كاملآ موافق يم
B – موافق يم
C – مخالف يم
D – كاملآ مخالف يم
E – نظر نه لرم

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10_ زموږ پوهنتون د خپلو استادانو او محصلينو د تکنالوژيکي پرمختګ او استعمال لپاره انلاين کتابخانه ، د نړۍ د معتبره پوهنتونو د استادانو سره انلاين تماسات او کمپيوټر ليب سهولت مساعد کړي دي چي دا کار پر تکنالوژيکي پرمختګ ډير تاثير اچولي دي .
A – کاملاً موافق يم
B – موافق يم
C – مخالف يم
D – کاملاً مخالف يم
E — نظر نه لرم

دوهمه برخه
د حکومت تقويه او نه تقويه د د تکنالوژي په استعمال کي د کندها رپه لورو زده کرو کي .

11- د کندهار محلي حکومت هر وخت د پوهنتون سره د ښه تدريس په موخه د برقي لوازمو او تکنالوژي مرسته کړي ده .
A – کاملاً موافق يم
B – موافق يم
C – مخالف يم
D – کاملاً مخالف يم
E — نظر نه لرم

12- د کندهار محلي حکومت (دولتي او موسيسات) د تدريس د مډرن کيدو له لپاره يواځي د دولتي پوهنتون سره د تکنالوژيکي وسايلو مرسته کړي ده .
A – کاملاً موافق يم
B – موافق يم
C – مخالف يم
D – کاملاً مخالف يم
E — نظر نه لرم

۱۳ـ د کندهار محلي حکومت (دولتي او موسيسات) د تدريس د مډرن کيدو له لپاره يواځي دشخصي پوهنتون سره د تکنالوژيکي وسايلو مرسته کړي ده .
A – کاملاً موافق يم
B – موافق يم
C – مخالف يم
D – کاملاً مخالف يم
E — نظر نه لرم

۱۴ـ د کندهار د محلي حکومت په چوکاټ کي د حکومتي رياستو په نسبت موسيسات دتکنالوجيکي وسايلو په برخه کي دپوهنتون سره ډيره مرسته کړي دانه .
A – کاملاً موافق يم
B – موافق يم
C – مخالف يم
D – کاملاً مخالف يم
E — نظر نه لرم

۱۵ـ د کندهار محلي حکومت (دولتي او که د غيري دولتي ادراي دی) د شخصی پوهنتونونو سره چي په کندهار ولايت کي فعاليت لري د تکنالوژيکي وسايلو مرسته نه کويځکه چي د دوی له نظره دا پوهنتونونو د تجارت په موخه خلاص سوي دي .
A – کاملاً موافق يم
B – موافق يم
C – مخالف يم
D – کاملاً مخالف يم
E — نظر نه لرم

۱۶ـــــ د کندهار محلي حکومت و پوهنتون ته د بهرنيو کونسلګريو (چي په کندهار کي موقعيت لري) مرستي د تکنالوژيکي وسـايلو اروند تر خپلـه وسه راجلب کړي دي .
A – کاملاً موافق يم
B – موافق يم
C – مخالف يم
D – کاملاً مخالف يم
E — نظر نه لرم

۱۷ د کندهار محلي حکومت (موسيسي او دولتي اداري) د کندهار پوهنتون سره د کمپيوټرانو مرسته د تکنالوژيکي تدريس لپاره کړي ده .
A – کاملاً موافق يم
B – موافق يم
C – مخالف يم
D – کاملاً مخالف يم
E — نظر نه لرم

۱۸- د کندهار محلي حکومت (موسيسي او دولتي اداري) د شخصي پوهنتونو سره د کمپيوټرانو مرسته د تکنالوژيکي تدريس لپاره کړي ده .
A – کاملاً موافق يم
B – موافق يم
C – مخالف يم
D – کاملاً مخالف يم
E — نظر نه لرم

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۲۵- د امتيازاتو لر والي دا زمينه برابره کړي ده چي استادان دي په نورو ځايونو کي مصروف سي او دا لامل ددي کرېدلي دي چي استادان خپل تدريس په نظري بيله کومه تکنالوژۍ مخته يوسي .

A ــ کاملاً موافق يم

B ــ موافق يم

C ــ مخالف يم

D ــ کاملاً مخالف يم

E ــ نظر نه لرم

۲۶- د کندهار پوهنتون او د شخصي پوهنتونونو د استادانو د مهارتونو نه شريک کيدل د تکنالوژۍ د نه استعمال لوی مشکل دي.

A ــ کاملاً موافق يم

B ــ موافق يم

C ــ مخالف يم

D ــ کاملاً مخالف يم

E ــ نظر نه لرم

۲۷- د برق نشتون يو د سترو علتو څخه دي چي استادان دتکنالوژي پر استعمال زيات تمرکز نه کوي .

A ــ کاملاً موافق يم

B ــ موافق يم

C ــ مخالف يم

D ــ کاملاً مخالف يم

E ــ نظر نه لرم

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دريمه برخه

چلينجونه

۲۲- د کندهار د دولتي پوهنتون ، شخصي پوهنتونونو او محلي ادارو د ترمنځ د تکنالوژيکي وسايلو د استعمال په برخه کې د همږغي نشتون د تکنالوژيکي تدريس لپاره لوی خند دي..

A ــ کاملاً موافق يم

B ــ موافق يم

C ــ مخالف يم

D ــ کاملاً مخالف يم

E ــ نظر نه لرم

۲۳- د کندهار د شخصي پوهنتونو ضعيفي کټي او مالي ثبات نه درلودل د تکنالوژيکي تدريس لپاره لوی خند بلل کيږي .

A ــ کاملاً موافق يم

B ــ موافق يم

C ــ مخالف يم

D ــ کاملاً مخالف يم

E ــ نظر نه لرم

۲۴- د کندهار د شخصي پوهنتونو ضعيفي کټي او مالي ثبات نه درلودل د تکنالوژيکي تدريس لپاره لوی خند بلل کيږي

A ــ کاملاً موافق يم

B ــ موافق يم

C ــ مخالف يم

D ــ کاملاً مخالف يم

E ــ نظر نه لرم

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۱۹- د کندهار محلي حکومت (موسيسي او دولتي اداري) د کندهار د پوهنتونو سره د استادانو د تکنالوژيکي ظرفيت لوروني اروند خاص سمينارونه په خپل مالي لګښت ايجاد کړي دي.

A ــ کاملاً موافق يم

B ــ موافق يم

C ــ مخالف يم

D ــ کاملاً مخالف يم

E ــ نظر نه لرم

۲۰- د کندهار محلي حکومت (موسيسي او دولتي اداري) د کندهار د پوهنتونو سره د محصلينو د تکنالوژيکي ظرفيت لوروني اروند خاص سمينارونه په خپل مالي لګښت ايجاد کړي دي .

A ــ کاملاً موافق يم

B ــ موافق يم

C ــ مخالف يم

D ــ کاملاً مخالف يم

E ــ نظر نه لرم

۲۱- د کندهار محلي حکومت (موسيسي او دولتي اداري) د کندهار د پوهنتونو سره د محصلينو لپاره انلاين کتابتون سهولت زمينه مساعده کړي ده تر څو د نړي معتبره کتابو ته د تکنالوژي په مرسته لاس رسي ولري .

A ــ کاملاً موافق يم

B ــ موافق يم

C ــ مخالف يم

D ــ کاملاً مخالف يم

E ــ نظر نه لرم

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</table>

۲۸- د استادانو ټیټ مهارت ښتون د تکنالوژي پراستعمال زیات تاثیر اچولي دي .
A ـ کاملاً موافق یم
B ـ موافق یم
C ـ مخالف یم
D ـ کاملاً مخالف یم
E ـ نظر نه لرم

۲۹- په تکنالوژي سمبال صنفونو نشتون د تکنالوژیکي تدریس لپاره لوي خنډ دي.

A ـ کاملاً موافق یم
B ـ موافق یم
C ـ مخالف یم
D ـ کاملاً مخالف یم
E ـ نظر نه لرم

۳۰- په نصاب کي د تکنالوژیکی وسایلو اړوند مضمون نشتون د لورو زده کړو پر تدریس په خاص ډول د تکنالوژي پر نه استعمال تاثیر غورځولي دي .
A ـ کاملاً موافق یم
B ـ موافق یم
C ـ مخالف یم
D ـ کاملاً مخالف یم
E ـ نظر نه لرم

ستاسو د توجو او حوصلي څخه نري مننه

احمد مسعود عمر

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CURRICULUM VITAE

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Education

Degree	School/ Program	Graduation Date
MPA	Ankara Haci Bayram Veli University / Public Administration	2019
Undergraduate	Kabul Education University / Sociology	2011
Undergrduate	MIHE (Miwand Instittute of Higher Education, BBA	2013
High School	Zahir Shah Hai High School	2008

Professional Experience

Yeat	Place of Work	Position
2017-Ongoing	Kandahar Governor Office	Cheif of Stuff and
2013-2017	Kandahar Governor Office	Social and Cultural Speclist

Foreign Language

English, Persion, Dari, Urdu, Pashto

Hopbies,

Swimming, Playing Football, Shooting (firing), Hunting.