THE POWER OF ‘THE STREET’: The Right Means for Demand ing the Legitimate Rights

Paralyzed stand against unequal civil rights have been the key to success throughout history and nonviolent movements can lead to meaningful systemic change. Restarting on several landmark moments can act as a guide for action in those tumultuous times to gain equality at all lives in society. At the Salt March, Satyagraha Parade, Delano Grape Boycott, Montgomery Bus Boycott, Singing Revolution led to historic positive social and political changes, any other peaceful stance may shine the same power to contribute to such changes in the society.

Based on the great lessons of the above-mentioned civil stances, Shia Hazaras have always pursued peaceful means to seek their legitimate rights including calling the Afghan government and the international community to protect them against the terrorist groups. To this end, hundreds of protesters marched through the night from the western parts of Kabul to the city center, close to the Presidential palace, in protest against what they are saying is neglect on the part of government to secure large parts of Ghazni and Uruzgan provinces.

They want the government to provide enough security to the central parts of the country especially in Uruzgan district of Uruzgan province, and Malistan and Jaghori districts of Ghazni province, which are home to mostly Hazaras. Though the march started late Sunday night by a few demonstrators but as they marched through the night their numbers grew. And by early Monday morning hundreds of protesters had made their way close to the Presidential palace.

They carried protesters with slogans – “Ghani and Abdul Wake up”. The protesters called on the National Unity government should plan for complete protection and provide overall security to Hazara men and women.

Nonviolence as active force when properly understood and used.

Every Afghan citizen is entitled to follow with fellow citizens in protest or peaceful assembly which is critical to a functioning democracy. At the same time no party or government or protesters shall violate this right that is a means to propel the country towards sustainable development, so we need to change the mindset from wholesale generation of terror across the country through a big educational project and put education in the top priority when making the overall budget plan. Education making us a united nation unless we get rid of ignorance and immense war is nowhere dealing with our Hazara countrymen. In fact, brave Hazara men and women represent Afghanistan in major international events, including sports and businesses, and have both received remarkable success and brought medals and honor to the country. It is the responsibility of the government to provide security and safety in the Hazara regions. The government should protect the rights of the Hazara citizens to participate in political life, to have equal opportunities for education and employment opportunities. Countries such as Colombia and Sri Lanka have come over these issues and they are also free and prosperous.

The current educational system of Afghanistan is not responsive to meet the educational needs of the country. As much as 9.5 percent of girls in our country are not willing to become teachers, the result is that, we have a great shortage of teachers. As a result, we need to increase the capability of women to become teachers.

In the light of the two factors, human capital and financial capital, which can be a gateway to economic transformation in the future. There are some variations in the relative amounts of the two types of capital, but no country has high levels of only one type. For example, the U.S. has more educated human capital than financial capital, while Japan has more financial capital than human capital. Despite the fact that both countries have high levels of both. Similarly, studies show that economic development does not occur automatically. If it did, there would be such large differences in the magnitude of the capital stocks between countries.

It is understandable that Afghan government officials have different priorities. According to the 2012 report, Afghanistan has the lowest prioritization of education across the region and the lowest priorities for the development of education. As a result, it cannot generate enough income from the education system. As a result, the government cannot provide enough funding for education, including schools and universities.

Therefore, it is the educational system that undertakes to provide human capital through basic and higher educational systems; while private financing of this type of investment is not feasible for poor children. Countries that are highly developed today have a long history of providing free or highly subsidized education to the poor. A review of their history suggests that the initial motivation for these actions had a religious basis, but that as the public’s level of education and income rose, their demand for schooling rose, and the financial support from private donors was replaced by public funding. If poor countries wish to achieve high levels of educational achievement, they need to provide public funding for the universal education of the poor, at least at the primary and secondary levels.

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