



## Afghanistan and Jordan's Bachelor of Laws Curricula: A Comparative Analysis

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## Abstract

This study conducts a comparative qualitative analysis of the Bachelor of Laws curricula in Afghanistan and Jordan, focusing on learning objectives, teaching strategies, and curriculum content. It examines how historical, cultural, social, and economic factors shape the legal education frameworks in these two countries, which present distinct legal environments. The research utilizes curriculum data from key educational institutions, such as Yarmouk University in Jordan and Afghan law programs, to identify similarities and differences in their approach to legal education. Both curricula emphasize foundational law courses, practical skills development, and addressing real-world legal challenges, yet highlight different legal traditions: Afghanistan's curriculum integrates Islamic law and legal pluralism reflecting its poly-jural system, while Jordan's program aligns with a civil law tradition and offers a broader range of specialized courses. Resource allocation also differs, with Jordan benefiting from well-equipped facilities and highly qualified faculty, while Afghanistan focuses on market relevance and practical skills amid resource constraints. Cultural and economic contexts significantly influence curriculum design, with Afghanistan prioritizing Islamic jurisprudence and reconstruction needs, and Jordan emphasizing a comprehensive international legal education. The study underscores the importance of internationalization, practical training, and flexible curriculum structures to prepare law graduates for professional challenges, recommending enhancements such as increased specialization, practical experiences, and embracing technological innovations to improve legal education quality in both countries. This research contributes valuable insights for educational reform aimed at strengthening legal education in similar socio-legal contexts.

**Keywords:** Curriculum Development, Comparative Analysis, Comparative Analysis, Higher Education Reform, Legal Education, Practical Skills.

## Introduction

This paper describes the history of the Faculty of Law at Yarmouk University, which began as a department in 1991 and became an autonomous faculty in 1999. The course descriptions and prerequisites for both the public and private law aspects of the Bachelor of Laws (LL.B.) program are offered in detail. In addition, numerous studies highlight the significance of the curriculum material for legal bachelor's degree programs. To improve students' critical thinking abilities and prepare them for global legal practice, the curriculum must be internationalized (Bentley et al., 2013). Moreover, Natural resource sciences, conservation law enforcement field tactics, and fundamental law enforcement competencies are essential elements of a successful legal education program (Rader, 2019). However, Enhancing training effectiveness requires innovative teaching strategies including role-playing, case studies, and practical exercises (Balabiyev & Kurmanova, 2022). Additionally, Acquiring general professional and specialized legal knowledge as well as practical skills should be the main goals of the curriculum. Flexibility, experiential learning, and multidisciplinary approaches should be given top priority in curriculum design (Stoliarchuk, 2020).

Furthermore, courses in criminal justice investigation, resource policy, and oral and written communication are regarded as of paramount importance (Rader, 2019). However, the findings underscore the necessity for a comprehensive and adaptable curriculum to equip law students for various professional challenges. Because of Afghanistan's intricate legal plurality, which includes civil law, Islamic law, and traditional justice, legal education their faces particular difficulties. In addition, the curriculum in Afghan law programs seeks to address pluralism through a poly-jural approach, providing students with exposure to diverse legal traditions (Choudhury, 2014).

However, Conflicts among statutory law, Sharia, and customary laws, along with the dual legal education system in law and Sharia faculties, generate complexities for legal clinics and pro bono facilities (Hosseini, 2020; Swenson & Sugerman, 2011). Additionally, The Afghan higher education system, particularly in law programs, is centralized under the Ministry of Higher Education, which has initiated efforts to standardize and globalize the system (Azimi & Balakarzai, 2020). Notwithstanding these initiatives, there are still issues in legal education, such as the requirement for better curricula, more hands-on training, and a focus on social justice and human rights (Swenson & Sugerman, 2011). Although, there are particular difficulties and chances for change in legal education in Afghanistan and Jordan. Following decades of war, Afghanistan is working to reconstruct its higher education system, which includes adopting legal pluralism and standardizing curricula. The law curriculum of the American University of Afghanistan adopts a poly-jural approach, combining traditional justice, Islamic law, and civil law (Choudhury, 2014). Additionally, Afghanistan's new Life Skills curriculum for primary schools supports Islamic concepts of peace and social equality while incorporating Western notions of multiculturalism (Jones, 2007). However, Practical legal education is becoming more and more in demand in Jordan to combat youth unemployment and get graduates ready for the field (Jones, 2007; Nisreen Mahasneh & Thomas, 2012). However, both countries are working to combine traditional Islamic principles with contemporary educational methods, reflecting a wider trend in legal education reform throughout the Middle East (Jones, 2007; Nisreen Mahasneh & Thomas, 2012). However, Legal education in

Afghanistan and Jordan presents challenges stemming from varied legal systems and the necessity for practical skills development. In Afghanistan, inconsistencies among statutory law, Sharia, and customary laws hinder the provision of legal aid services and clinical education (Hosseini, 2020).

In addition, The American University of Afghanistan employs a poly-jural approach by integrating civil law, Islamic law, and traditional justice into its curriculum (Choudhury, 2014). Moreover, Concerned about the high youth unemployment rate and the need for more hands-on training, clinical legal education is quickly becoming a popular solution in Jordan (Nisreen Mahasneh & Thomas, 2012). Furthermore, Jordan's experience with copyright law enforcement shows that both nations struggle to execute legislative reforms, underscoring the necessity of public education and awareness initiatives (Mulki, 2008). Consequently, Strategies include emphasizing practical aspects of law, enhancing curricular development, and addressing cultural and socio-economic factors to improve the effectiveness of legal education and law implementation in both nations. Although, Afghanistan and Jordan's different historical and cultural backgrounds are reflected in the curricular content of their respective legal programs. Decades of conflict have shaped legal education in Afghanistan, where courses frequently advance political or religious beliefs (Jones, 2007). In addition, this poly-jural approach reflects Afghanistan's complex legitimate scene and energizes basic considering among understudies. In differentiate, Jordan's educational programs examination centered on birthing assistance education, uncovering a medical model accentuation instead of planning for the complete scope of maternity care practice (Shaban & Leap, 2012).

However, both nations confront challenges in adjusting their educational curricula to international standards and neighborhood needs. In Afghanistan, resistance to Western-influenced educational modules remains a concern, whereas Jordan battles to get ready maternity specialists as essential maternity care suppliers (Jones, 2007). Although, Afghanistan battles with building up the principle of law, lawful instruction plays a vital part in forming legal counselors and government authorities (Swenson & Sugerman, 2011). Additionally, COVID-19 widespread has quickened the appropriation of e-learning in both nations, showing both focal points and challenges for law understudies (Gharibeh et al., 2023). However, the improvement of law and accounting instruction in Afghanistan and Jordan has been impacted by different social, financial, and verifiable components. In Afghanistan, social measurements like high control remove and manliness have prevented instructive advance (Marlin & Sohn, 2013). In addition, In Jordan, accounting practices have advanced due to chronicled legacies, administrative systems, worldwide weights, and financial components (Tahat et al., 2018). The country's socio-economic change, counting privatization endeavors, has driven changes in accounting education and practice (Alsharari, 2017).

Both nations confront challenges in adjusting their instructive frameworks with worldwide standards whereas tending to neighborhood cultural settings. The researchers emphasize the significance of considering social, financial, political, and cultural measurements when looking at the improvement of legitimate and accounting education in these Middle Eastern countries. The essential **research problem** tended in this study is the adequacy of bachelor's degree law curricula in Afghanistan and Jordan. This incorporates assessing how well these educational modules prepare understudies for the legitimate profession midst of the complexities of each country's lawful frameworks,

which are impacted by cultural, verifiable, and socio-economic components. The study looks to reveal the gaps in educational module's substance and instructing techniques that will ruin the advancement of competent legitimate experts. The **significance of this** research resides in its ability to inform educational improvements in legal education inside Afghanistan and Jordan. By identifying best practices and areas for development in the law curriculum, this study intends to contribute to strengthening the quality of legal education, thereby developing a new generation of attorneys able to traverse their individual legal contexts efficiently. Furthermore, the findings may serve as a model for similar educational assessments in other locations confronting analogous issues in legal education.

The objectives of this research are to scrutinize the effectiveness of bachelor's degree law Curricula in Afghanistan and Jordan: This involves evaluating curriculum content, teaching methodologies, and learning outcomes. And to identify similarities in bachelor's degree law programs between both countries. Furthermore, to compare the differences between bachelor's degree law programs in Afghanistan and Jordan. Therefore, the research answers these questions such as What are the key components of the curriculum in bachelor's degree law programs in Afghanistan and Jordan? What common curriculum elements exist between bachelor's degree laws Programs in Afghanistan and Jordan? In what ways do both countries address Law challenges within their law programs, and what shared strategies are evident? What are the primary differences in curriculum content between bachelor's degree law programs in Afghanistan and Jordan? How do the resources allocated to law education differ between Afghan and Jordanian institutions, and how does this affect program delivery? And What cultural or economic factors influence the structure and focus of bachelor's degree law programs in Afghanistan compared to those in Jordan?

## **Material and Method**

This study employs a comparative qualitative methodology to investigate the bachelor's degree curricula in law from Afghanistan and Jordan. The focus is on understanding how these educational frameworks differ and what implications these differences may have for law education in both countries.

### **Method**

This study adopts a qualitative research methodology, as it seeks to explore and interpret the structure, content, and effectiveness of legal education curricula rather than measure variables numerically. A qualitative approach is appropriate because the research focuses on understanding educational frameworks, curricular design, and institutional practices within their real-world contexts. Document analysis serves as the primary method for data collection, allowing for a systematic review of existing educational materials. The following steps outline this process: Collect academic Bachelor syllabi and program descriptions from Yarmouk University, Jordan, and the National Curriculum of Law from the Ministry of Higher Education (MoHE) of Afghanistan. To comprehend the regulatory framework directing these initiatives, it is necessary to examine official reports issued by educational authorities concerning curricular requirements. Data were gathered through secondary methods, concentrating on the following parts: Syllabi from selected universities were compiled to provide insights into course offerings, structure, and

content. Reports from the MoHE in Afghanistan and relevant educational agencies in Jordan were evaluated to assess curriculum effectiveness and compliance with national educational requirements.

### **Data Analysis**

By classifying qualitative information taken from the reports and curricula, find recurring themes about the efficacy of the program. This entails identifying trends that show up in terms of learning objectives, instructional strategies, and topic coverage. Compare curricula from both nations using comparative matrices to show both system weaknesses and areas of strength including creative teaching strategies or thorough subject coverage. In addition, this structured approach offers a whole awareness of how law education is molded in Jordan and Afghanistan. By identifying parallels and contrasts in curricula, this study eventually attempts to guide improvements in both educational systems, encouraging a more effective law education that serves the needs of students in both nations.

### **Findings**

To answer the questions, it is evaluated as below:

The key constituents of the curriculum in bachelor's degree law programs

To answer our first question the bachelor's degree law program curriculum at Yarmouk University in Jordan, and material associated with the curriculum for a bachelor's degree in Law at in Afghanistan.

Here are some key takeaways from the sources regarding the curriculum for a bachelor's degree in Law:

Yarmouk University (Jordan)

The minimum number of credit hours required for a Bachelor of Laws (LL.B) degree is 132 credit hours.

The study plan consists of:

University Requirements (27 credit hours)

Faculty of Law Requirements (30 credit hours)

Department Requirements (75 credit hours)

Department Requirements consist of Obligatory Requirements (66 credit hours) and Elective Requirements (9 credit hours).

Bachelor of Law in Afghanistan:

The numbers of credit hours that have been identified are 174,

The minimum number of credit hours required for a Bachelor of Laws (BA. In Law) degree is 136 credit hours.

The study plan consists in Afghanistan is:

University Requirements (16 credit hours);

Faculty of Law or fundamental Requirements (44 credit hours);

Specialization Requirements (83 credit hours);

Project writing (Monograph) for Department Requirements (11 credit hours);

And Selective and changeable requirements (20 credit hours).

It is not the LL.B degree but it is BA in Law. The first semester curriculum for Law students includes courses such as Islamic Culture, Sharia Law, Foreign Language, Contemporary History of Afghanistan, and Fundamental of International Relations.

The provided course schedule for this university includes a breakdown of credit hours and types, including foundational courses, specialized courses, university-wide courses, and practical work and monographs. The sources also list course codes, names, and types (obligatory, specialized, and university-wide).

The sources emphasize the importance of a well-structured curriculum that prepares law graduates for the legal profession and addresses the needs of the legal market in Afghanistan. The curriculum focuses on developing practical skills, such as technology use, critical thinking, and internships.

#### Common curriculum elements

To answer our second question that Some common curriculum elements can be identified when comparing it to the program at Yarmouk University in Jordan and the National Curriculum of Law in Afghanistan:

**Foundational Law Courses:** Both programs emphasize a strong foundation in core legal subjects. Yarmouk University mandates introductory courses in civil law, commercial law, public international law, and criminal law. Similarly, the Afghan program's first semester includes the Fundamental of Sharia Law, Fundamentals of law, Fundamentals of international relations, Fundamentals of Islamic Jurisprudence (Fiqa), Fundamentals of Public economy, and legal clinic, which aligns with the Islamic legal tradition prevalent in Afghanistan. It's reasonable to infer that similar foundational courses are included, given their universal importance in legal education.

**Specialized Law Subjects:** Both programs offer opportunities for students to delve into specialized areas of law. Yarmouk University's curriculum includes courses covering labor law, constitutional law, administrative law, insurance contracts, intellectual property rights, and more. The Afghan program also incorporates specialized courses, as apparent within the classification of certain subjects as "specialized" inside the given course plan. Whereas the particular ranges of specialization may vary based on each nation's legitimate and societal settings, the guideline of advertising-centered research inside the broader field of law remains steady.

**The breadth of Information:** Yarmouk University expressly requires understudies to total university-wide necessities, likely including common education subjects. This recommends a commitment to cultivating well-rounded graduates with information beyond the lawful area. The Afghan program illustrates a comparative approach by counting courses like Islamic Culture, external language, and Modern History of Afghanistan. This shared accentuation on a broader instructive involvement likely stems from acknowledging that lawful experts benefit from a more extensive understanding of societal, chronicled, and social settings.

**Viable Abilities Improvement:** The sources highlight the significance of practical application in legitimate instruction. Yarmouk University offers a course titled "Legal Application," giving understudy hands-on involvement through case examination and perception of court procedures. The Afghan source emphasizes the requirement for the educational modules to prepare understudies with viable abilities important to the Afghan legitimate advertise, counting basic investigation and internship openings. This shared emphasis on bridging the crevice between hypothetical information and viable application underlines the significance of creating graduates who are arranged for the real-world requests of a lawful career.

Even though more in depth data on almost the Afghan educational modules is required for a comprehensive comparison, the recognized common components demonstrate a shared understanding of the fundamental elements of a bachelor's degree in law. Both nations prioritize a strong establishment in center lawful subjects, openings for specialization, well-rounded instruction, and an emphasis on improving commonsense aptitudes, reflecting a commitment to creating competent and well-prepared lawful experts.

Both nations handle legal issues in their legal curricula

To attempt our third question that the significance of teaching students about real-world legal issues within their legal systems is recognized by both Jordan and Afghanistan. Although the sources don't provide much information regarding the Afghan curriculum, a comparison with the program at Yarmouk University shows that these issues are addressed in similar ways:

**The importance of procedural law:** both nations acknowledge that law graduates must comprehend how the law is used practically in court proceedings. Specialized courses in criminal and civil procedure are available at Yarmouk University. These classes give students the information they need to successfully navigate court systems by going over the laws, procedures, and concepts that govern legal activities. Given that procedural law is a fundamental component of legal practice worldwide, comparable topics are probably included in the Afghan curriculum.

**Exposure to Legal Practice:** Gaining practical legal skills requires hands-on experience. This is implemented at Yarmouk University through the "Judicial Application" course, in which students examine actual cases and see courtroom activities. This firsthand experience closes the gap between academic knowledge and practical application and offers insights into the dynamics of legal practice. A similar dedication to incorporating real-world experience into the curriculum—possibly through internships, moot court competitions, or other experiential learning opportunities—is suggested by the Afghan source's emphasis on market demands and practical skills.

**Specialized Courses Addressing Specific Challenges:** Both nations customize their legal curricula to handle certain legal issues pertinent to their environments. To address current legal issues, Yarmouk University offers courses in areas such as Securities Law, Law and Environment, Cyber Law, and Economic Crimes. The inclusion of Sharia Law as a basic subject emphasizes the significance of Islamic law in the Afghan legal system, even though exact course details for the Afghan curriculum are not provided. It makes sense to believe that specific courses addressing legal issues particular to Afghanistan's social, political, and economic environment are also included in the curriculum.

To sum up, even though the sources don't give much information about the Afghan legal program, their emphasis on procedural law, real-world experience, and specialized courses that address particular legal issues shows that they all recognize how important it is to give law graduates the abilities and information they need to handle legal issues in the real world. To guarantee that their graduates are equipped for the intricacies of their respective legal systems, both nations place a high priority on closing the gap between legal theory and practice.

The main subject differences between the law bachelor's degrees offered in Jordan and Afghanistan

Although there are certain commonalities between the legal programs in Afghanistan and Jordan, the sources also highlight some significant variances in curriculum content:

**Emphasize Islamic Law:** The importance of Islamic law and Islamic jurisprudence is clearly emphasized in the Afghan program. Sharia law's importance in the Afghan legal system is demonstrated by the fact that it is taught as a fundamental course in the first semester. Although the sources don't go into depth on further Islamic law courses, the program likely covers more ground in this field because of how significant it is to Afghanistan's judicial system. On the other hand, Yarmouk University's curriculum does not specifically contain courses on Islamic jurisprudence, even though the concepts of Islamic law may be mentioned in pertinent circumstances. This distinction demonstrates how each program meets the unique legal customs and requirements of its host nation.

**Specificity of Course Offerings:** Much more information on the course material at Yarmouk University can be found in the sources. Numerous specialist courses, such as Securities Law, Maritime Law, Aviation Law, and Forensic Medicine, are listed in the Jordanian curriculum, providing students with a wealth of possibilities for concentrated study. Although several specialist courses, including Forensic Medicine, are mentioned in the Afghan source, no more precise titles or areas of specialization are given. Although a direct comparison is challenging due to this lack of information, the Afghan program might provide a more limited selection of specializations, emphasizing topics that are especially pertinent to the Afghan legal environment.

**Inclusion of Sharia-Specific Content:** Courses discussing particular facets of Sharia law, such as family law, inheritance law, and criminal law from an Islamic perspective, are probably included in the Afghan curriculum. In a nation where Sharia has a major impact on the legal system, these topics are crucial for practicing law. Such courses are absent from Yarmouk University's curriculum, which is founded on a civil law legacy, underscoring the differences in their approaches to legal education.

In conclusion, the main distinctions are the focus on Islamic law, the degree of information offered regarding specialist courses, and the possibility of Sharia-specific material being incorporated into the Afghan curriculum. These variations are a reflection of the various legal systems, customs, and current issues influencing legal education in each nation.

**Allocation of different resources for legal education**

To answer our fifth question a direct comparison is difficult because the sources provide little information about how resources are allocated for legal services in Afghanistan and Jordan. Nonetheless, certain conclusions can be made with the information at hand:

**Faculty Qualifications and Experience:**

**Jordan:** The Yarmouk University source emphasizes the Ph.D. degrees earned by its law faculty members from Western universities. This implies an emphasis on hiring highly skilled educators with specific legal expertise.

**Afghanistan:** Information regarding faculty qualifications is not included in the source on the Afghan law program. The faculty is just mentioned in passing to acknowledge their contributions to the creation of the curriculum. Any evaluation of faculty expertise or its effect on program delivery is impossible due to this absence of information.

**Access to Resources and Facilities:**

**Jordan:** A "well-equipped" law library containing Arabic, English, and French materials, such as case law reports and journals, is mentioned in the Yarmouk University source. This implies that sufficient funds should be allocated to give students access to necessary

research resources. Additionally, the source emphasizes global partnerships, suggesting the possibility of resource and expertise sharing.

**Afghanistan:** The source highlights the Afghan program's focus on "market needs" and equipping students with "practical skills." This implies a resource allocation strategy that prioritizes aligning the curriculum with the demands of the Afghan legal profession.

Research materials and library resources are not mentioned in the Afghan law program source. Nonetheless, it places a strong emphasis on working together with a range of organizations, such as the Ministry of Higher Education, the Asia Foundation, and global agencies like the UNDP and GIZ. These collaborations may provide access to knowledge and resources that make up for any shortcomings in the Afghan institution.

**Curriculum Development and Needs of the Market:**

**Jordan:** With a broad choice of specialist courses covering current legal challenges, the curriculum of Yarmouk University seems thorough and current. This implies sufficient resources for curriculum development and legal landscape adaptation.

**Afghanistan:** According to the source, the Afghan curriculum emphasizes meeting "market needs" and giving pupils "practical skills." This suggests a method of allocating resources that places a high priority on matching the curriculum to the requirements of the Afghan legal industry.

**Overall Impact on Program Delivery:**

It is challenging to provide a firm assessment of the Afghan law program's impact on program delivery due to the dearth of comprehensive data regarding resource allocation. Nonetheless, the concentration on market demands and practical skills points to an emphasis on creating graduates who are ready for the Afghan legal environment. The program at Yarmouk University seems well-positioned to provide a high-grade legal education because of its highly skilled staff, extensive curriculum, and resources. In conclusion, both nations exhibit methods for optimizing resource usage to fulfill particular legal education demands, even though the information available points to possible resource differences between Afghan and Jordanian legal institutions. The Afghan program may lessen any budget restrictions because of its strategic alliances and emphasis on market applicability and practical skills. On the other hand, Yarmouk University's dedication to offering a comprehensive and up-to-date legal education is demonstrated by its investment in faculty experience, resources, and curriculum development.

**Economic or cultural elements affection**

As our sixth answer that to the sources, bachelor's degree law programs in Afghanistan and Jordan are structured and focused differently due to cultural and economic differences. This is a summary: **Afghanistan:**

**The supremacy of Islamic law:** Islamic jurisprudence, or Sharia law, has a significant influence on the Afghan legal system. The structure of the law program, which includes Sharia Law as a basic component, directly reflects this cultural factor. In order to practice law in Afghanistan, graduates must be knowledgeable about Islamic legal principles, which is ensured by this concentration.

**Post-Conflict Reconstruction and Development:** The program's emphasis on practical skills and "market needs" is probably influenced by Afghanistan's recent history of violence and continuing reconstruction efforts. This implies a focus on generating graduates who can help restore the legal system and deal with the particular legal issues facing the nation.

**Resource Limitations:** Although not mentioned specifically, program delivery in

Afghanistan is probably impacted by resource limitations in a post-conflict setting. In contrast to well-resourced universities in more stable nations like Jordan, this might result in a more targeted curriculum with possibly fewer specialized courses.

Jordan:

**Civil Law Tradition:** The civil law tradition is the main foundation of Jordan's legal system. This has an impact on the design of the law program at Yarmouk University, which provides a more thorough and organized curriculum with a greater selection of specialized courses. The civil law emphasis on codified laws and legal concepts is consistent with this strategy.

**Stable Economic Environment:** More funding for legal education is probably possible in Jordan due to its comparatively stable economic climate. This is demonstrated by Yarmouk University's worldwide partnerships, well-stocked library, and faculty members who hold Ph.D. degrees from Western universities. This implies an emphasis on giving pupils a top-notch, comprehensive legal education.

**International Law and Regional Role:** The law program's inclusion of courses on international law, human rights, and diplomatic and consular law reflects Jordan's involvement with the world community as well as its role in regional affairs. Graduates of this program are prepared for worldwide legal jobs.

**Table 1:** Comparative Table: Key Aspects of Bachelor of Laws Curricula in Afghanistan and Jordan

Aspect	Yarmouk University (Jordan) - LL.B	Afghanistan - BA in Law	Key Similarities/Differences
Total Credit Hours	132 minimum (University: 27; Faculty: 30; Department: 75 [66 obligatory + 9 elective])	136-174 (University: 16; Faculty/Fundamental: 44; Specialization: 83; Project/Monograph: 11; Selective: 20)	Similar minimum (132-136); Afghanistan higher max, more emphasis on project work.
Foundational Courses	Civil law, commercial law, public international law, criminal law.	Sharia Law, Fundamentals of Law/International Relations/Islamic Jurisprudence/Public Economy, Legal Clinic, Islamic Culture.	Both build core legal foundations; Jordan civil-focused, Afghanistan Sharia-heavy.
Specialized Courses	Labor/constitutional/administrative/insurance/IP law, securities/environment/cyber/economic crimes, maritime/aviation/forensic medicine.	Specialized courses (details limited); includes forensic medicine; Sharia-specific (e.g., family/inheritance/criminal from Islamic view).	Both offer specialization; Jordan broader/more detailed (civil tradition), Afghanistan narrower, Sharia-centric.
Practical Skills	Legal Application (case analysis, court observation).	Internships, critical thinking, technology	Strong shared focus on bridging

		use, market-aligned practical skills.	theory-practice via hands-on elements.
Real-World Legal Issues	Procedural law (criminal/civil), Judicial Application, specialized courses on contemporary challenges.	Procedural law (inferred), practical skills/internships for local issues; Sharia integration.	Both prioritize procedural exposure and context-specific challenges; Afghanistan adapts to post-conflict needs.
Resources/Facilities	PhD faculty from Western unis, well-equipped library (Arabic/English/French), global partnerships.	Faculty acknowledged (qualifications unspecified); collaborations (Ministry of Higher Ed, Asia Foundation, UNDP/GIZ); market/practical focus.	Jordan more resourced (faculty/library); Afghanistan leverages partnerships amid limitations.
Influencing Factors	Civil law tradition, stable economy, international/regional role (e.g., int'l/human rights law).	Islamic supremacy, post-conflict reconstruction, resource constraints.	Cultural (Sharia vs. civil); economic (stability vs. recovery) drive divergences.

One distinctive feature of the Afghan legal curriculum is the influence of Islamic law, which shapes both its content and structure. The Jordanian curriculum, on the other hand, offers a wider number of specializations and focuses on methodical legal concepts, reflecting a civil law background. The post-conflict environment in Afghanistan probably encourages a curriculum that is driven by the market and emphasizes practical skills, whereas Jordan's relative stability permits a more thorough and research-based approach to legal education.

## Conclusion

This study comparatively examined the Bachelor of Laws curricula in Afghanistan and Jordan to assess their structure, content, and effectiveness in preparing students for contemporary legal practice. Using a qualitative, document-based comparative methodology, the research identified both shared foundations and significant contextual differences between the two systems. The findings show that both countries emphasize core legal knowledge, practical skills development, and the connection between legal education and real-world challenges. Foundational subjects, opportunities for specialization, and increasing attention to experiential learning reflect a shared commitment to producing competent legal professionals. However, these elements differ in scope and implementation due to variations in legal traditions, institutional capacity, and socio-economic conditions. A major distinction lies in the philosophical orientation of the curricula: Afghanistan's system reflects a poly-jural structure integrating Islamic law,

civil law, and customary practices, while Jordan's curriculum aligns more closely with a civil law tradition and offers broader specialization supported by stronger academic infrastructure. Resource allocation and institutional capacity further distinguish the two systems. Jordan benefits from more developed academic resources, qualified faculty, and diversified curricula, whereas Afghanistan prioritizes market relevance, practical skills, and alignment with national reconstruction needs despite existing limitations. Additionally, cultural, historical, and economic factors play a central role in shaping curriculum design, with Afghanistan emphasizing Islamic jurisprudence and legal pluralism, and Jordan demonstrating greater alignment with international legal education trends. Based on these findings, the study highlights the need for ongoing curriculum reform in both contexts, including expanding specialization, strengthening clinical legal education, enhancing faculty development, and integrating technology into teaching. Promoting international collaboration and flexible, interdisciplinary approaches can further improve legal education quality. Overall, while both countries share similar educational goals, their distinct contexts require tailored reform strategies, and this comparative analysis provides useful insights for policymakers and educators aiming to strengthen legal education in similar settings.

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### **Data Availability Statement**

The data that support the findings of this study are available from the corresponding author upon reasonable request.

### **Conflicts of Interest**

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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