GIRLS’ PARTICIPATION IN EDUCATION IN AFGHANISTAN

A case study of girls’ participation in primary and secondary schools, in Takhar province, Afghanistan.

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Date November, 2014
ABSTRACT

Many common basic challenges such as cultural beliefs, early marriages and poverty did not only inhibited girls’ participation in education but also long distance, lack of facilities and lack of parents’ attention play crucial role. Even urban and rural peoples’ attitudes were important factors on inhibiting or influencing girls’ participation in education.

Girls leaving of schools before completing their education cycle, to know who leave school prematurely and to what extent; this study describes some of factors that influence girls to leave school in primary and secondary level.

To find out some factors that may influence girls’ participation or their leaving in primary and secondary level. Hence, ten parents structured interviews were conducted in urban and rural areas as well as 32 questionnaires to female teachers and girl students were distributed 5 in urban and 5 in rural area of Takhar province Afghanistan. Data was collected from random sample of 80 parents, 40 girl and 40 teachers who were interviewed and distributed questionnaire to know what their opinions are on girls’ attending to schools.

After data collection, several factors were found to cause girls leaving of schools; some of the most prominent causes were poverty, lack of security, long distance to school and socio-culture factors. Major differences were found between urban and rural parents’ for instance nearly all urban parents always encourage their daughters to continue education up to university as well most of urban teachers thought, most people say girls’ education play vital role in the society, while rural people claim girls’ education is not lawful and perceive girls’ education is not necessary in the society.

By looking to current educational situation of Ministry of Education in Afghanistan, there is a need of research almost in all areas particularly in the area of girls’ education.
ACKNOWLEDGMENT

First of all, I would like to wholeheartedly thank the coordinator of Teacher Educator Master Program (TEMP), Dr. Pia Karlsson and Dr. Amir Mohammad Mansory together with involved whole staffs of Karlstad University who organized this program for teacher educator in Afghanistan. Also I would like to thank from all the lecturers of TEMP program i.e. Dr. Susanne Hansson, Dr. Olsson, Dr. Elisabet Olsson, and Dr. Arne Engstrom, Dr. Niklas Gericke, Dr. Shu-Nu Chang Rundgren, and Prof. Ingrid Mossberg Schullerqvist the staff of Karlstad University in Sweden who taught us through video lecture and those who have came to Kabul Afghanistan.

Especially, I would like to express my deepest gratitude and especial thanks to my honorable supervisor Dr. Mikael Svanberg, for giving me precious time and I have learned so much from his constructive feedbacks, detailed corrections and enough guidance contributed to my knowledge to work very hard for completing my field research. So, for the importance of this program I must say that many things regard to education is learned by me from various courses conducted by professional teachers and confidently I can say that this golden program will effectively develop the education system of Afghanistan in the future.

It is also mentionable to thank school principals, female teachers, students and parents who were kindly shared their ideas and responded my questionnaires as well they contributed and provided data for my research study. Also, it is worth to thank members of my family especially my mother, my wife and my little daughter who have given me moral for reading literature, writing course papers especially thesis.

Finally, I would like to thank the Swedish International Development Agency (SIDA) for its financial cooperation to (TEMP) Teacher Educator Master Program. As well this program may bring positive changes to the future educational system of Afghanistan.

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LIST OF ABBREVIATIONS

ANDS            Afghanistan National Development Strategy
EFA              Education for All
MDGs            Millennium Development Goals
MoE              Ministry of Education
MDGs            Millennium Development Goals
NGOs            Non Governmental Organizations
NDS             National Development strategy
NESP            National Education Strategic Plan
NGOs            Non Governmental Organizations
NRVA            National Risk and vulnerability Assessment
SCA             Swedish Committee for Afghanistan
UN              United Nation
UNDP            United Nation Development Programme
UNESCO          United Nation Educational Scientific and Cultural Organization
UIS             UNESCO Institute of Statistics
UNICEF  United Nation Children’s Fund
WB     World Bank
INTRODUCTION

Background

Participation in primary education plays important role and also it is the backbone of whole education system. So, without participation in primary education there may not be any factor to improve human capital, abolish poverty and eliminate gender disparity as well as enhance health promotion in the country. It is the important responsibility of all parents to allow their children especially girls to participate in primary education, because it is a fundamental factor for enhancing whole upper academic education. The Ministry of Education (MoE), international NGOs and agencies have committed to develop programmes for training, recruiting and engaging more female teachers to promote and enhance girls’ participation in education in the country (MoE, 2010). Similarly, the primary and secondary education should be provided compulsory and must be available for every child especially girls and also it should be free of charge for both of male and female because it is their right to have complete access of primary and secondary education. Also, it is believed by the facts that education is not only a capability in itself but also can be a factor of development of various aspects of human well-being such as social participation or good health as well as equips all children to think critically (UNESCO, 2005 cited in Trani, et. al 2012). Furthermore, primary and secondary education is a right and it is also a resource for both male and female. So, access to education must be provided for all human beings in the communities without any discrimination is so vital in the world especially in the country. The learning places and classes should be accessible to all human beings. This includes males as well as females and every one must be able to learn in their own languages and everyone’s traditional culture and religion perspective must be respected in any places of the country (MoE, 2010).

Moreover, this is justified by the fact that educational participation in Afghanistan is the worst in the world because more than 4.5 million children were not permitted to be participated in primary and secondary schools via their families. So, the girls are more likely than boys to be out of primary and secondary schools. The girls constitute 60 percent of these children in the country (MoE, 2010). Conversely, since 2001 after fall of Taliban1 regime the new government has committed to ensure equal participation opportunities for both male and female. So, in the current situation it is believed that 45 percent of females have been enrolled in primary education and also government has made systematic strategies with international cooperation to prioritizes and decentralizes girl’s education up to 2020 in the country (MoE, 2008). Similarly, girls’ education plays vital role in all societies because their education can improve economic growth and decrease rates of infant mortality in a country (Chabbott & Ramirez, 2000).

Therefore, education has become one of the most important own rights for individual level in the world. Also, it is extremely emphasized especially in Islam that education is not only an individual’s rights but also it is compulsory for both male and female to get education in or out of the country (MoE 2010). According to MoE (2010), the current government has committed to take plan, effective programs and new strategies to provide primary and secondary education free of charge for females and also balance and enhance female’s education in the country. So, this commitment includes full courses primary education for females, elimination of illiteracy, equal rights of female’s access in education and prioritize girls’ education in the

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1 Taliban is the plural form of Talib in which means learners of Madrasa, or the persons who enrolled in Darul Hifaz to memorize Holy Quran by heart as well as persons who enrolled in Madrasa to study Islamic subject. The Madrasas which have registered by government have formal but unregistered Madrasas have informal education in Afghanistan.
country. Also, it is the most important own right of female to access to basic commodities and essential sufficient food, adequate sanitation or safe water as well as to primary and secondary education, because their education plays vital role in the society, so when mothers have education they can reduce the rates of maternal mortality child disability and poverty in a family (Trani, et. al 2012).

**Problem area**

The war in Afghanistan during the Taliban and Mujahedeen regime have not only hindered girls’ participation in education but pneumonia, poor nutrition, diarrhea and other preventable diseases hindered their participation, even the persistence of the conflicts have also had enormous negative impacts on girls’ education. So, this is justified by the facts, that consequences of the long standing war are visible up to now in which create several barriers that inhibit an individual’s ability to transmit knowledge into effective freedom to choose to be well educated and actively participate in an effective learning process such as: family conditions, traditional culture peoples’ beliefs, disabilities and long ways to schools might hinder girls’ participation in education (Trani, et. al, 2012).

Therefore, lack of trained teachers, especially female teachers, insufficient of female teachers and lack of adapted resources are another cause of absence of schooling, especially for girls (ibid). Also, Ministry of education (MoE), with education sector facing many challenges such as: insecurity, lack of female teachers and so on is another key barrier towards girls’ participation in secondary schools in the country (MoE, 2010).

Fortunately, since 2001, after fall of Taliban regime that millions learners are freely going to schools especially girls’ participation in education significantly has improved, but in the current situations still the rate of girls’ participations are lower as well as constitute small portion and their leaving rate is so higher than boys in the whole part of the country, because of long ways, insecurity, lack of socio-economic, disabilities and so on are common barriers towards girls’ education. So, the low participation of girls in education includes different factors such as: parental views, cultural and traditional community’s attitudes towards girls’ education. These causes hinder girls not to participate prematurely in secondary education in Afghan country (Alvi-Aziz, 2008). The argument of Alvi-Aziz that religious (Islamic) believes are hampering to girls education, seems to be a prejudicial view of him and other Western researchers and seems to be propaganda against Islam. On the contrary, all Muslim believe that Islam promote and encourage education for all. Also, forced marriage, keeping women indoor, lack of school facilities as well as environmental constraints are other obstacles for girls’ participation in education (Trani, et. al 2012). Similarly, the concept of force marriage can be a misunderstood concept by Western researchers in Afghan context as a Muslim state. Ministry of Education (2010), claims, that 39 percent of the total population of Afghanistan is literate. While about 40 percent of primary school-age children equals to 4.2 million populations are deprived from the education quality and 60 percent of them are girls in the country.

**Aim and objectives**

The main aim of this study is to explore how factors enhance girls’ participation in primary and secondary education as well as to find out obstacles for females’ participation in primary and secondary education in urban and rural areas. This study investigates peoples’ views on girls’ education and sees the influence of girls’ education through the eyes of local people. Why do they not find their ways to continue education? Which factors hinder parents not to allow their daughters to attend in primary and secondary schools?
Research questions

- What are the causes that hindered girls’ participation in education in urban and rural areas?
- Are there any specific causes that have motivated and influenced girls’ participation in primary and secondary schools?
- Are there any differences on men’s and women’s opinions about their daughters not to participate or quit school prematurely and appropriate ages for marriage and not only girls’ schools in remote areas?

Outline of this research

The first part of this study includes introduction which discusses the importance of girls’ education and obstacles for their participation in education as well as literature review in which discusses girls’ participation in education from 2001 up to 2014 with a particular focus on south Asia especially Afghanistan. The second part indicates the method chapter that describes the research participants, tools/instruments, procedure, design, analysis techniques and location. The third section comprises tables and figures which address urban and rural girls’ aspiration to education as well as obstacles to girls’ participation in education in Takhar province. The fourth part discuses and analyses the findings from the research study.

LITERATURE REVIEW

Education in Afghanistan

So, for the importance of education it will be better to define it hence, education is as a significant phenomenon for individuals’ life, it can lead the societies to modernization, as well as human could become modern and “take of” the burden of “tradition” (Unterhalter, 2009). Therefore, education can transmit skills, abilities, attitudes, values, and knowledge, which enhance and develop the national social and economic development (Saha, 2011). Also, Education is not merely the backbone of salvation for living beings in the world, but also it plays vital role for individual levels in the societies and also education is not only a legal own individual right, but it is an effective opportunity provided to the human beings and resources have to be allocated towards it (Trani, et. al 2012). Indeed education has an important historical background in all Islamic countries especially in Afghanistan and currently Afghan education comprises different historical orders hence, “Today, education includes three different categories: (i) traditional or indigenous (pre-Islamic), (ii) modern and (iii) Islamic education. Within the latter category, there are four types of Islamic schools in Afghanistan: Mosque schools; Traditional madrasa, first level; Traditional madrasa, second level; and Modern madrasa. In addition, so called Arabic schools have appeared from the eighties and onwards.”(Karlsson & Mansory, 2007, p.5).

Therefore, in the early twentieth century traditional education and training for Afghan children including male and female were provided in the mosques and in religious centers (Madrasa), as well as Modern education in Afghanistan has began in the early 1900s and it has developed and enhanced steadily in all parts of the country, while in the 1920s, following independence in 1919. For political, social and cultural reasons, the pace of modern educational development was very slow. The first significant development of general education and higher education has began in the 1960s and 1970s in the context of political and social improvement as well as economic and health development. In the late 1970s Afghanistan has had a
functioning education system including over one million students, of which 20 percent of girls in primary, secondary and higher education actively participated in formal education in the country (Ministry of Education, 2010-2014).

**Girls’ education in Afghanistan**

Girls’ education has long old historical background in Afghanistan like many other countries. Islam has entered to Afghanistan in the 7th century. So, almost 99 percent of Afghans are Muslims and all affairs, regulations and so on are based on Islamic laws or cultural religions and traditional culture. The schools are fundamental and popular center of gaining education for both male and female (Karlsson & Mansory, 2007).

Indeed many children in Afghanistan do not have access to formal education, especially girls. The government is trying to meet EFA targets need to be supported by provision of community-based schooling, facilitated by teachers as well as qualified and officially recognized teachers within the community. The Ministry of Education of Afghanistan (MoE), with international cooperation, agencies and NGOs has made efforts for supporting 1264 primary schools and basic education centers in 20 provinces as well as employing 1070 teachers to provide education for 112,115 children, including 21,314 girls, so the education of girls was prioritized by parents and community-based schooling in the country (Kirk & Winthrop, 2008).

Therefore, the united Nation Development programme (UNDP) Human Development and UNICEF Report in 2006 has estimated and reported the total population of Afghanistan is 31 million that comprises different ethnic groups and tribes. According to Rena (2007) educating females play important role for the societal level, because educating a female can equal to educate the whole persons in a family and also educating a female will equal to educate whole nations in a society, because there will not be educated nations without educated female but educating a male just indicates an individual educating.

Moreover, giving priority to girls’ education plays significant role, because girls’ education is an investment in a society and there is nothing to be most important and effective than girls’ education. Also investment in girls’ education can lead several socio-economic development goals. Educational facilities for girls can guarantees and provide various promotion in a society, for instance their education can enhance productivity and promotion but reduces child mortality and female infertility rates in a country (WB, 2005).

Also, mothers’ education plays vital role in a society, because children with educated parents especially mothers can reserve to take part in active learning and will be motivated intrinsically and also they will gain healthy and well nourished life (ibid).

Therefore, UNESCO (2003), states via education, that female can freely gain their own rights, develop the productivity of a society, and actively take part with those who are active participants in the society and enhance health promotions for the next generations as well as their access to education is a significant key of fighting poverty and inequality in a society. Consequently, according to Karlsson (2001), the mothers’ education plays vital role, because their education can enhance their children’s primary education, so the girl’s education should be prioritized via their mothers, as a result female’s education can increase autonomy, ability, equality and economic growth in a society.

**Afghan and other Regional Trends of girl’s enrollment in Education**

In the current situation (2000-2012), the girls’ primary and secondary education participation rapidly increased by 6 percent from 654.8 to 691.3 million, while indeed leaving schools premature sharply decreased by 7 percent from 34.7 million to 32.2 million in the world.
respectively. So, different countries consist school population leavers, for example, South Asia constitutes one of the most distressing education statistics in the world, because millions of children especially girls have never pay attention to set foot in participation in education. Sub-Saharan Africa comprises the highest on percentage by 35 percent which equals to 11.4 million school population leavers as well as Arab States constitutes 61 percent of children who have never set foot to school. Also, South and West Asia are the second highest primary education leavers (increased from 7.7 million to 9.1 million, but reduced steadily to 36 in the mentioned period. For instance, in India, one-third of all children, that equals to 59 million children aged 6 to 14 have never set foot to participate in primary education. In Pakistan about 50 percent of the population has never participated in primary education. In Bangladesh about 60 percent of poor population just complete grade 1 and 36 percent of population complete grade 5 respectively. The Latin American and Caribbean consist with 17 percent of the primary education leavers but reduced primary school leavers by 36 percent in the mentioned period. As a result during the above mentioned period the primary school leavers of East and Pacific countries dramatically have decreased to 40 percent, but the participation in primary schools have increased to 16 percent. The all primary school leavers were found by 2 percent in Central Asia, North America, Western Europe and Eastern Europe. Indeed the survey or result has shown that girls were more likely than boys to quit secondary education prematurely in the mentioned periods in the countries (UIS, 2012).

Therefore, Afghanistan is located in the heart of Central Asia and it is one of the poorest countries in the world. In 1999, the primary education was 811,500 with only 7 percent girls. The participation in secondary and higher education were limited and the universities were often closed and did not function effectively, but between 2002 and 2012, participation in general education increased from 2.3 million to 8.6 million including 3.2 million female students which equals to 38 percent. Participation in higher education during this period has increased from 31,200 students to 101,000 students including 19,200 female students which equal to 19 percent respectively. As a result the girls constituted 35 per cent of all students who are participated in education (Ministry of Education, 2010-2014).

Indeed, the United Nation Children’s Fund (UNICEF), reports that during Taliban regime the females have seen the most mortal threats in Afghanistan, for instance the percentage enrollment ratio for girls has sharply decreased much lower about to zero and education of female banned by them, but after fall of the Taliban regime the primary and secondary participation ratio for girls steadily has increased to 5 percent. The total Afghan population has estimated 31 million, in 2005 of this population 6.7 million of female have enrolled in primary education and also the White House claims in 2007, about 7 million girls have participated in primary and secondary education (Alvi-Aziz, 2008).

However, there are some striking gender disparities in Afghan primary education systems, for instance the net primary enrollment was only 40 percent for girls and 67 percent for boys to 6500 government registered primary schools in the country (Guimbert, et. al 2008). Also Mansory (2000) reported that: “Historically, girls in Afghanistan have had less access to schools than boys, particularly in rural areas. The view that schooling is not for girls has traditional roots but has during the last years been reinforced by a political ban from the Taliban government (Mansory, 2000, p.2).

**Gender disparity in Afghanistan**

Gender parity, which means the equal ratio of females to males when participated equally in education as well equality, means the measurement outcome of education participation. The main aim of gender equality and gender parity is paving the way for human beings to gain education quality, improve equality and eliminate disparity in the world (UNESCO, 2007).
Therefore, it is obvious for all that during Mujahedeen and Taliban regime (1998-2001), the girls’ participation was banned and prohibited and also they have just perceived that education is the right only for male but not for female, hence “There are at present more than 30,000 girls only in the primary schools supported by the Swedish Committee for Afghanistan (SCA) in rural parts of the country, which means that in the countryside it is likely that there are more girl students than ever before in Afghan history. These girls are often the first females ever in their families to attend school and often the only females in their villages, who learn to read, write and count. It is therefore of special interest to find out about girls’ learning outcomes in schools, what they learn, if they learn more or less than or the same as boys and whether there are certain factors that influence particularly girls’ achievements. Understanding what factors that influence girls’ learning in schools might be a means to further increase girls’ participation in education” (Mansory, 2000. p2).

Moreover, in the light of new government as well as strategies and decision making on education in December 2001, the Afghan land and education systems revived and has experienced a dramatic increases and changes in education participation especially for girls. So, in the current situations millions children are participated and most of schools are full of learners, from these millions one third of them are female learners. Indeed, by the coming of new regulations and government that education has become one of the priorities and own rights for females on the national agenda (National Strategic Plan, 2007, and Education Sector Strategy for Afghanistan, NDS, 2007).

Similarly, “The Constitution makes it illegal to refuse access to schools on the grounds of gender, faith or ethnicity. Although there has been progress in the past five years, at the national level the enrolment of boys in primary schools is nearly twice that of girls, while at the lower secondary level it is three times higher and at the higher secondary level boys are almost four times more likely than girls to be participated. In urban areas girls are approaching gender equity at the primary level but that boys are almost twice as likely to be enrolled in secondary schools girls. In rural areas, girls’ participation declines precipitously. Boys are more than twice as likely to be participated in primary school and more than ten times as likely to be enrolled in post-primary education. This dramatic difference is certainly influenced by the shortage of girls’ schools and female teachers in the rural areas, especially at the post-primary level. It is also a product of long-term social and political exclusion. The Ministry of Education has made major achievements since 2001, but the education system is still facing immense challenges. According to the National Risk and Vulnerability Assessment (NRVA) household survey of 1382, only 57% of primary school-aged children were in school. It is still possible that half the potential population is still outside the system. Significant gender gaps and geographic disparities exist with regard to access to education at all levels. The vast majority of students are enrolled in Grades 1-4; very few are enrolled in secondary education where the curriculum has yet to be updated. The education of girls is still facing threats and challenges due to political and socio-economic conditions.” (ibid p. 3).

**Recent progress of girls’ participation in Afghanistan**

Indeed Afghanistan in the middle of 20\textsuperscript{th} century has had a poor largely uneducated population but there were only 5\% of children participated in education (Guimbert, et. al 2008). Conversely, since (2001), in the Constitution of Afghanistan it is mentioned “that no one can deny or ignore the education is the own right of male and female as well as government has responsibility to provide primary and secondary education free of charge for all citizens
especially for girls in the country and also government has committed to implement effective strategies for balancing and enhancing primary and secondary education for female and eliminate female illiteracy in urban and rural areas. During the mentioned period the government of Afghanistan has committed to MDGs for balancing girls’ and boys’ enrollment ratio and also girls and boys must be given equal right to access a full complete course of primary education. The ministry of education and ministry of higher education, in cooperation with UNESCO and other International Organizations, have prepared strategic development plans for primary, secondary, technical and vocational education and higher education of all citizens especially girls in the country (Trani, et. al 2012).

Moreover, there are about eight million children participated in primary and secondary education in the country and 37 per cent of whom are girls (MoE, 2010-14). According to International Amnesty (2009), that from eight million one in four percent is girls, while UNICEF (2009), claims that girls’ participation steadily has increased to 35.38 percent. The whole primary and secondary rates enrollment for male are 49 and for female is 35 percent (ibid). Therefore, according to survey of UNICEF (2009), the primary rate enrollment was estimated for boys 74 and for girls 47 percent. Indeed the male learners constitute 64.63 and female as mentioned above is 35.38 percent of total number of learners in the country (Guimbert, et.al 2008). According to new the strategies of ministry of education, the recent primary and secondary participation rates in education are high. On average, that these rates have estimated to be 45 percent female have been participated in education in the country (MoE, 2010). Also, the Afghanistan National Development Strategy (ANDS), and Millennium Development Goals (MDGs), have committed to decrease the drop-out rate of girls to 3 percent and their participation to 50 percent in primary and secondary schools by 2014 as well as 75 percent participation rate for girls and boys by 2020 in the country (ibid).

Similarly, In 2005, the participation of children (4-7 years) in primary and secondary education was estimated 53 to 54 percent learners in the country for, instance for boy it was about 65 percent for girls it was between 30 percent and 40 percent (Karlsson & Mansory, 2007). Also, ministry of education has committed to focus on improving the quality and equality of primary and secondary education by making high and effective standard strategies, in order to keep the education system on track toward achieving the Afghanistan Millennium Development Goals for 2020 and the gross participation rates in primary and secondary education for boys and girls will increase to 104 percent and 103 percent respectively; and the net participation rates will increase for boys and girls to 98 percent and also the number of students in Islamic Education will increase to around a half a million (at least 40 percent female). The national literacy rate will be 75 percent in 2020 (Ministry of Education, 2010-2014).

Factors had influenced the rate of girls’ participation in education

The ministry of education has committed to encourage teachers to welcome all children especially girls, encourage parents to send their children to schools and ensure parents that teachers are teaching, that books, learning materials are of good quality and are available and also encourage students to participate actively in competition, gatherings and academic conferences, artistic, literary and sporting in and outside of the country. The ministry of education has organized workshops and seminars for understanding the charter of the UN, basic declaration of the human right and respect to human dignity. Every kind of physical and psychological punishment of students have prohibited in learning places in the country and learning spaces are child friendly, parents and guardians are satisfied about teachers’ characteristics and willingly send their children to schools, especially young girls as well as learning environment is relevant to keep children safe and secure and protect children from all
forms of physical, emotional and social threats, such as abuse, exploitation, violence, bullying and so on. Building of schools have made more secure and safe that include: sanitations facilities, clean water, toilets, dormitories and so on. Teachers use methods that are appropriate to age, language, ability and needs of children. Students will be given certificate after graduation and the teachers visit families at home to talk with parents about benefits of education. Ministry of education claims, for enhancing girls’ participation in education that communities and parents should be encouraged to participate in school management, such as monitoring teacher attendance or forming a committee to oversee the upkeep of the schools. As a result the ministry of education has taken the mentioned plans to enhance and increase the rates of girls’ participation in primary and secondary education as well as to promote students educational level with having the spirit of unity, harmony, equality, sense of understanding, assistance, humanism, respect to human and woman’s rights (MoE, 2010). Indeed decreasing poverty, forced marriage inequality and gender disparity as well as eliminating illiteracy parents, conflicts, and discrimination play vital role for influencing of girls’ participation in education in the country.

METHODS

Method and Design

In this research I have used method of (quantitative), in order to find out the rates of girls’ participation in primary and secondary schools as well their leaving from several schools in Takhar province. So, it is believed by the facts that usage of quantitative method in a specific research project can directly convey and lead certain issues to the researchers (Denscombe, 2010). Also, the quantitative method is used for interviewing girls’ parents. The quantitative data can be collected through different research strategies such as case study and phenomenology as well as different research tools like interview, observation, document and so on play important role in it. As a result it focuses on numbers and figures (Bryman, 2012 and Denscombe, 2010). On the other hand the quantitative method is used for determining the rates of girls’ participation in several different schools. According to Denscombe (2010), the quantitative methods mostly deal with statistical measurements, figures and numbers as well can be economical for both collecting and analyzing data and also the quantitative methods can alleviate the risks of misinterpretation of information and will be most appropriate for collecting certain issues, opinions and facts. The approach has been utilized in the research study was a case study, in order to get a real statistics from the rich experiences and the first hand sources. This case study was conducted in 10 government primary and secondary schools in urban and rural areas of Takhar province.

As a rule of ethic in research, I had informed the principal and female teachers by showing them a letter issued by ministry of education and verified by principal directorate of Takhar province. The letter had information about master program and advises to the principals of schools to allow me to enter to schools. As well as, I had informed them about the purpose of the study by explaining to them “it is for my thesis completion and not for your evaluation”. This may lead to another significant ethical rule, for instance informing respondents may lead about the purposes of the study (Bell, 2010).

Data collection and analysis

Data collection for this study is done in September 2014. I have collected data in three weeks via three surveys: Survey 1 includes designed questionnaires to 20 urban and 20 rural girl students that are included of 17 questions in which include barriers on their school attending.
Survey 2 also included designed questionnaires that are comprised of 15 questions for 20 urban and 20 rural teachers in which mainly related to quality of education and reasons for leaving school as well as reasons for low and high level of girl students’ participation. Survey 3 includes structure interviews that are consisted of 10 structured questions to 40 urban and 40 rural parents which mainly deal with the reasons of out of school girls and barriers on their education. As well as their family background, their ideas on importance of girls’ education and daughters who left school prematurely. According to Bryman (2012), the questionnaires can lead the researchers via its various sections. The first section consist closed questions such as dichotomous, multiple choice and Likert Scale, so this section can be used for eliciting peoples’ opinions on girls’ participation in education. The second section includes open-ended questions that search for responses on peoples’ opinions together with reasons for the given responses. The third section comprises factual questions for collecting nominal data such as age, gender, qualification, experience, and so on. Hence, Cohen (2010) recommends that question should be formulated in a way to keep participant non-committal on taking only positive or negative side of the issue, but should remain positive and engaged from the beginning to the end of the issue. Besides, the use of Likert scale method in replying in which gives many choices to the participants not to stick only negative or positive side of the issue but to have more authority and think critically between choices of answers. Also, Likert scales in the questionnaire informed the level of agreement and disagreement of the respondents that helped to know the level of their judgment (Bryman, 2012).

A data base in Microsoft Excel program was developed and data was entered, coded and analyzed. Data was separately analyzed in two sheets for students, teachers and parents what gave a picture of the responses for girls students, female teachers and parents with segregation of sex, income level, and school background. Answer of all the questions was labeled by a code (number) which were easy to be analyzed. Tables were made based on the answers respondents MS-Word program.

The research was carried out in Takhar province with a total sample of 10 schools 5 in urban and 5 in rural areas that may not be representative for all the schools in the country. The schools’ selection for collecting quantitative data were done purposefully, so the schools were selected based on girls’ schools existence mainly in rural areas where girls’ schools were open, while girls schools in the central of province were selected based on locations from different parts of the city. Also, the research has been done on analyzing and interpreting data, in order to know who have left school prematurely and who have continued school, as well who extremely face conservatism challenges such as: cultural beliefs and traditional practice in urban and rural areas.

Limitations of the study

limitations of the methodology of this research is focused on quantitative data that includes interviews of parents, and filling the questionnaires by teachers and students, while finding and collecting data to gather the researchers’ requirement was a little bit difficult, because of very long distances, outspread location of schools and difficulties for searching and finding girls’ participation in education, for instance some families in districts have avoided sharing their problems in terms of out of school girls, so this may cause to some extent inadequacy to the correctness of the data collection and also shutting down of girls’ schools in remote areas, accessibility and travel of researcher to these remote areas were perceived much difficult. Similarly, indeed it is believed that no research is perfect especially in Afghanistan, for instance generally asking about gender role or women which extremely would prohibit responses, create anger and raise suspicions, so this may limit the researchers’ finding. As a result research was structured to find out some main causes that hinder girls’ participation in education. The sample
study of girls’ participation would be an important step and is being planned by me during hot-climate schooling.

Moreover, the most important obstacle of this research was the Salang Tonals which is a long distance from our province to Kabul city. Most of the times it was closed because of much snowing and avalanche during winter season, and with many anxieties I have participated in the guidance courses, seminars, and seminars of thesis and also holidays in schools, lack of internet facilities, shortage of electricity, and lack of security have been more common problems for searching and finding data.

As an ethical role it was difficult to find the homes of all the parents whose daughters had left schools and to interview them because they were at the age that they didn’t like to be interviewed and their families didn’t let others enter their houses and meet them (culture limitation). In addition, parents were difficult to be found to be interviewed because some had jobs in other provinces; some were busy during the day and refused to be interviewed in the evening when they came from work.

I have conducted a school based girls’ participation survey of 11 and 16 years old girl students in urban and rural areas of Takhar province. The caregivers of schools have given me chance to enter female schools, but I could not conquest barriers to systematically sample families who would not or did not send their children especially adult girls to schools, so it was a big limitation of this study. Finally, I aimed to contact children especially girls in order to share their life experiences in this research. I randomly have selected 10 schools with probability sample and proportional to size and equivalence of girls’ schools. I used class participation lists to random selections 21 female students per school totaling, so this research is limited to 10 schools which include, 80 parents of out of school, 40 girl students in 5th and 9th grades and 40 female teachers.

FINDINGS

This chapter presents major findings of the research study and also parents’, female teachers’ and girl students’ views about females’ participation in education. As well as total of 120 respondents were surveyed in urban and rural areas in Takhar province.

Findings derived from the data are included based on reasons for girls’ leaving school or continuing school. The schools in which the study was conducted were in urban and rural areas. There were some differences and similarities among the parents’, female teachers’ and peoples’ attitudes towards girls’ participation in education in both areas as shown in tables and figures.

This study found that, the rate of girls’ participation is different in urban and rural primary and secondary schools. The tables and figures indicate that the rate of girls’ participation in urban is much higher than in rural areas, which will describe in the coming pages.

General findings

The result has found the majority of rural parents (75%) and 60% of urban parents were illiterate, but only 25% of rural parents had college education and 35% of urban parents had secondary qualification level, as well the largest number of rural female students (75%) thought that their parents are illiterate, but only 25% of rural girls’ parents had tertiary education level. So, the illiteracy of parents especially mothers have been the most common obstacle for completion of girl students’ secondary and tertiary educational level.
Therefore, most of urban parents have claimed that needed to work for family, poverty and school distance are not only the biggest obstacle for our daughters’ education, but also lack of facilities, insecurity and early marriages are the most common obstacle for our daughters’ education. While the rural parents have viewed the biggest obstacles for our daughters’ education are not only lack of economic, school distance and no female teachers, but cultural and community beliefs, got married, and no only girls’ school play significant role for inhibiting our daughters’ education.

Also, the result has found the big differences on urban and rural parents’ attitudes towards their daughters’ education, for instance almost 40% of urban girls viewed that their parents become very upset when their daughters leave school as well 35% of them thought their parents become angry, but 70% of rural girls viewed their parents become very happy when their daughters leave school and 30% of them said their parents show other reactions. As well as the majority of urban girl students (80%) viewed that most of their parents extremely like their daughters’ education, but only 20% viewed their parents hate their education. While the largest number of rural girl students (65%) said parents hate their daughters’ education and 35% of them have viewed that parents like their druthers’ education very much respectively.

Table 1: Reasons of parents who do not allow their daughters to attend school

<table>
<thead>
<tr>
<th>What would be the reason for not permitting your daughters to school?</th>
<th>Urban %</th>
<th>Rural %</th>
</tr>
</thead>
<tbody>
<tr>
<td>No useful thing to learn in school</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Poverty</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Cultural beliefs</td>
<td>33</td>
<td>70</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Mullahs</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

As seen in table 1 above, almost more than half of the rural parents (70%) responded community and cultural beliefs cause us not to allow our daughters to go to school, but only 23% of them thought mullahs play significant role for not permitting our daughters to attend school, while (33%) and 30% urban parents viewed cultural beliefs and lack of school facilities are the biggest of our reason for not allowing our daughters to attend school. There is a vast difference on current girl student’s school attending in rural and urban areas. The majority of urban girl students are currently attending school and the rate of their enrolment is gradually increasing, but in rural areas poverty, mullahs and cultural beliefs play crucial role for deceasing the rate of girl students’ participation in education.
The finding in figure 1 clearly shows the reasons of urban and rural girl students’ sisters or relatives who left school before completion. The majority of urban girl students (40%) thought community and cultural beliefs is important factors on their leaving school. While the largest number of rural girls (70%) viewed community and cultural beliefs is a common big factor on inhibiting girls’ participation in education respectively. Moreover, rural and urban girl students have different reasons as shown in the figure. For urban girl students 10% lack of parents’ support was the reasons for their dropping out from schools, while for rural girl major obstacle was community cultural and traditional reasons for leaving school before completion. As a result probability of girls getting out of school is much higher in rural areas than urban one, because the presence of unlawful practice play crucial role on girls to leave school early, i.e. nowadays most of rural girl students do not only face various type of discrimination like social, economical and discrimination, but also lack of parents support, sickness and cultural beliefs have much higher negative impacts as well increases the probability of girl students getting out of school especially in rural areas in Takhar province.

Table 2: Female teachers’ views on girls who leave school prematurely

<table>
<thead>
<tr>
<th>What is the important reason that girl students leave school prematurely?</th>
<th>Urban% Female teachers</th>
<th>Rural% Female teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The family needs her to work around the house</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>The family needs her assistance to earn money</td>
<td>45</td>
<td>5</td>
</tr>
<tr>
<td>She hates the school</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Lack of family support</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Due to distance of school</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
The largest number of rural female teachers (45%) thought due to long distance to school is important reasons for girl students leaving school prematurely, while about half of urban female teachers (45) viewed the family need their daughters to work around the house and 20% thought lack of family’ support is important reasons for leaving school prematurely. Moreover, rural and urban female teachers had different reasons as shown in the table. For urban girl students 45% the family needs her assistance to earn money and lack of parents support is the reasons for their dropping out form schools, while for rural girl students major obstacle is long distance to school is a very common factor on inhibiting girls’ participation in education respectively.

![Figure 2: Girl students’ challenges at schools](image)

As seen in figure 2 above, the vast majority of urban female teachers (75%) responded that most challenges of their girl students is lack of textbook, while almost more than half of rural female teachers (70%) thought that most of girl students leave school because of lack of female teachers. Moreover, rural and urban female teachers have different reasons as shown in the figure. For urban female teachers lack of textbook is the reasons for their students dropping out form schools, while for rural girl students major obstacle lack of female teacher is a big reason for their students dropping out from school respectively.

<table>
<thead>
<tr>
<th>Table 3: Parents’ views on daughters who leave school before completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the biggest obstacle to your daughters’ education?</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Need to work for family</td>
</tr>
<tr>
<td>Lack of security</td>
</tr>
<tr>
<td>Not only girls’ school</td>
</tr>
<tr>
<td>Got married</td>
</tr>
<tr>
<td><strong>Total %</strong></td>
</tr>
</tbody>
</table>

The finding in table 3 compares the different factors of urban and rural parents who do not allow their daughters to continue education. The majority of urban parents (60%) thought got married is a big factor for not allowing our daughters to continue education, while almost half...
of rural parents (43) viewed lack of girls’ school is a big factor on inhibiting girls’ education. Moreover, rural and urban parents have different reasons as shown in the table. For urban parents (35%) thought need to work for family and got married is the reasons for their daughters dropping out from schools, while for rural parents major obstacle reasons is lack of girls’ school and lack of security for not allowing their daughters to continue education respectively. Moreover, there are clear differences on urban and rural parents’ attitudes towards their daughters’ education, i.e. the aspiration of urban parents about girls’ education is higher than rural people. For instance, when I interviewed urban and rural parents that most of urban parents thought that their daughters’ future will be successful if she will be educated, but half of rural parents thought that education may not bring changes to their daughters’ future and their lives.

![Figure 3: People who cause girl students to leave school before completion](image)

As seen in figure 5 above, more than half of the urban girls (60%) responded that they left schools because their brothers or sisters caused them before completion, while the largest number of rural girls (60%) thought that their fathers play important role on inhibiting our education. Moreover, rural and urban girl students have different reasons for leaving school before completion as shown in the figure. For urban girl students lack of fathers support was the reasons for their dropping out from schools, while for rural girl major obstacle was reason fathers and mullahs for leaving school before completions respectively. However, none of both urban and rural girl students thought about mothers, because their mother have much higher aspiration and sympathetic than fathers and brothers about their daughters’ future.
Figure 4: The currents attitudes of people towards girls’ participation in education

As seen in figure 2 above, almost more than half of urban female teachers (60%) thought most people say and perceive that girls’ education play vital role in the society, while the largest number of rural girl students almost (75%) thought that girls’ education is not lawful according to their traditional and community attitudes respectively, but only (20%) of urban and 20% of rural female teachers thought that most people say the girls’ participation in education is not necessary. Moreover, rural and urban female teachers have different reasons as shown in the figure. For urban female teachers 60% that girls’ education play vital role in the society is the reasons for their girl students’ participation in education, while for rural female teachers major obstacle for their girl students is that girls’ education is not lawful in the society respectively.

As a result the school leaving rates of urban girl students slightly differ than rural areas, for instance the rates of school leaving of rural girl students is much higher than urban area; the reasons could be lack of female teachers, lack of girls’ school and negative attitudes of people about girls’ attending in school. The other current attitudes such as community and cultural beliefs and discriminated family thoughts play important role for rural girl students to leave school before completion, hence most of rural people say that early marriage is much better than education for a female in the society. Hence, different people with different culture, generally and extremely perform and follow traditional practice inside and outside of educational systems and also the people who are elders generations and are male forcefully dominated and influenced on younger and female generations, for instance what elders say to younger and female, then they humbly accept whether it is right or wrong even there is no permission for young and female to talk in presence of elders or husbands.

Table 4: The views of teachers on lower of girls’ participation in education

<table>
<thead>
<tr>
<th>What is the reason for differences in lower participation of female than male students in primary and secondary education?</th>
<th>Urban % Female teachers</th>
<th>Rural % Female teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>They come from long distance to school</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>Security problems</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>They need family’s permission</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Community and cultural beliefs</td>
<td>20</td>
<td>45</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The finding in table 4 clearly shows the negative effects of factors on low level of girl students’ participation in both urban and rural areas. The largest number of urban female teachers (35%) viewed that long distance to school is a very common obstacle on girls’ participation in education as well as about half of them (25%) said the family needs their daughters to work around the house and insecurity is a big reasons for the low participation of female than male, while the majority of rural female teachers (45%) thought that community and cultural beliefs as well as 40% of them said long distance to school is a significant reasons for lower
participation of female than male in Takhar province. However, there has undoubtedly been significant progress in urban secondary education and the rates of girl students’ participation is much higher than rural areas, but in rural areas there are steeply decreases in secondary level, because many rural schools do not have the needed infrastructures to provide a quality education for girl students and also many schools do not have building, hence the rate of school participation steeply decreases much lower.

Figure 5: Rates of girl students’ participation in urban and rural areas

As seen in figure 5 above, more than half (60%) of urban female teachers responded that the rate of girls’ enrollment is average in the schools, while almost 50% of rural female teachers thought that the rate of girls’ enrollment in grade 10th and 9th is very low in the schools, but only 30% of rural female teachers said the rate of girl students is average respectively. Therefore, urban and rural female teachers have different reasons such as lack of text book, lack of parents support and so on for low enrollment of their girl students at school as shown in the other figures.

Table 5: Parents’ views about attending of their daughters to school

<table>
<thead>
<tr>
<th>Do your daughters currently go to school?</th>
<th>Urban % Parents' responses</th>
<th>Rural % Parents' responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently attending school</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>Used to attend but left</td>
<td>13</td>
<td>63</td>
</tr>
<tr>
<td>Never attended school</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>Don’t like schooling</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

As seen in table 5 above, the majority of urban parents (33%) responded that their daughters never attended schools because of traditions and war in the community, while the largest number of rural parents (63%) thought that their daughters used go to school, but left school because of insecurity and long distance to school. Moreover, the rate of girl’s school leaving in rural area is much higher than urban area as shown in the figure.
The finding in figure 6 clearly illustrates the differences on urban and rural parents’ motivation to their daughters for continuing of education. The majority of urban girl students (75%) said that our parents and teachers always motivate and encourage us to continue education, while the largest number of rural girl students (60%) told that their parents and teachers never encourage and motivate them for continuation of education respectively. Moreover, rural and urban girl students had different reasons as shown in the figure. For urban girl students 75% family supporting and encouragement is the reasons for continuing and completing of primary and secondary education, while for rural girl students major obstacle community cultural and traditional reasons are not only the big reasons but also hating girl students’ education and lack of parents and lack of teachers support is the reasons for their dropping out form schools. As a result urban parents were more interested, kind and wishful than rural parents for their daughters to continue education, while the social pressure, mullahs and lack of security steeply have decreased much lower the ambitious of rural parents not to motivate their daughters to continue education. There is a clear difference on urban and rural peoples’ attitudes, for instance most of urban parents are open minded and extremely encourage and help their daughters everyday and also some of them sometime, but majority of rural’ parents and teachers never encourage girls for continuation of education because they follow cultural beliefs and their negative attitudes on girl students’ education is much higher than urban people.

Table 6: Girls students’ views on their attending at school

<table>
<thead>
<tr>
<th>Who causes you to continue your schooling?</th>
<th>Urban %</th>
<th>Rural %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Girls' responses</td>
<td>Girls' responses</td>
</tr>
<tr>
<td>Father</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>Mother</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Brother/sister</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Myself</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
The finding in table 6 clearly shows the positive causes for urban and rural girl students who continue education in Takhar province. The largest number of urban girls students (40%) viewed parents persuade and encourage us for continuing our education, while the majority of rural girls (50%) thought that parents help and encourage us to attend school respectively. Moreover, rural and urban girls have different reasons as shown in the table. Almost 25% of urban girl students by parents and 30% by themselves were encouraged to continue education, while 40% of rural girl students by themselves and 10% by their fathers were helped and encouraged to continue education respectively. Moreover, those rural girls who never follow and accept community and cultural beliefs as well as never follow traditional practice had much higher ambitious than other to continue education from secondary level until university.

Figure 7: Teachers views on schools’ facilities

The finding in figure 7 illustrates the important facilities in urban and rural areas. The vast majority of urban female teachers almost (80%) viewed that library is a very big common factor and play essential role on influencing of girls’ attending at school, while, the majority of rural teachers (30%) thought that playground play crucial on influencing of girls’ participation in education. Moreover, rural and urban female teachers have different reasons as shown in the figure. For urban female teachers 80% library was the reasons for their girl students’ participation in education, while for rural female teachers major factor for influencing girls’ participation in education was playground and library respectively.

Table 7: The parents’ views about their druthers’ future with education

<table>
<thead>
<tr>
<th>How do you see your child’s future via education?</th>
<th>Urban %</th>
<th>Rural %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>85</td>
<td>43</td>
</tr>
<tr>
<td>Bad</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Don’t know</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

As seen in table 7 above, the vast majority of urban parents (85%) responded that they perceive their daughters’ future in great situation with education; while 43% of rural parents thought
their daughters’ future will be good with education but only 40% of them said bad respectively. Moreover, parents’ support many increase the rate of girls’ participation in education in both urban and rural areas, but most of rural parents ignore girls’ participation in education as well as prefer and have higher aspiration in body’s education than girls as mentioned in other tables.

![Figure 8: The reactions of parents about school leaving of their daughters](image)

As seen in figure 8 above, the vast majority of urban parents (75%) responded that they become very upset when their daughters decide to leave school, while the largest number of rural parents (70%) thought when their daughters leave school they become happy because of mullahs’ preach and traditions in the community. Moreover, rural and urban girl students have different reasons about reactions of their parents and about their leaving of school as shown in other tables and figures.

![Figure 9: views of female teachers about girl students’ coming to school](image)

As seen in figure 9 above, the vast majority of urban female teachers (95%) responded that their girl students never face challenges when they come to primary schools, while the largest number of rural female teachers (90%) thought the girls face difficulties when they go to school. Moreover, urban female teachers have different reasons about their students’ school attending. For urban female teachers lack of challenges was the reasons for their students’ continuation of
education until higher education, but for rural female teachers major obstacle is facing difficulties and challenges for their student’s dropping out from school. Based on the finding insecurity is crucial obstacle and known one of the biggest challenges to rural girls’ education. For instance the kidnapping child, long distances and family discrimination extremely have been concerned parents not to allow their daughters to attend school, but it is vice versa in urban areas. As a result, conflict and cultural beliefs have affected girls’ participation in education; hence girls extremely face greater challenges and obstacles than males at school attending for example, historically the culture of some urban and most rural people has undervalued females’ participation in education and females are under the domination of males, i.e. extremely the girls’ prohibition rates from school attending are much higher by fathers, Mullahs and brothers in rural areas.

**Summary of the most important findings from the surveys**

**The most important findings from urban and rural parents’ survey**

From the parents’ perspective the study found that 33% of urban parents and 28% of rural parents said that their daughters never have set foot to school because of economic problems and long distance. Therefore, finding indicates that there was 35% of urban and 40% of rural girls who left school because of long distance. Security was another concerning issue especially for the female to continue school, but in urban the security is better than the rural area. Parents thought that only girls are facing security problem in rural area but in urban they mentioned security is not the main cause of dropout at all. Finding indicates that in urban area cultural beliefs caused some girls leave school. Peoples’ attitude and having no good environment for girls to go to school may be the big issue in area. Culturally people are scare of harassment in urban area and they don’t leave their daughter to go to school or outside when they are young. Almost (23%) of rural parents said that mullahs play important role on prohibition of girls’ education, but none of urban parents thought. One of the father in rural area mentions, “My daughter life is dark in future because they didn’t learn anything and I cannot push them to learn because the security is bad and our economic situation is not good.” Also, 65% of rural parents told us their daughters prematurely have left school. The reason for leaving school were poverty, community and cultural beliefs, long distance, insecurity and low quality of education as well as lack of female teachers in rural schools.

**The most important findings from urban and rural female teachers’ survey**

The result also has found the largest number of urban teachers (100%) thought the participation rate is not equal in this province and also 100% of rural female teachers said the participation rate is not equal in this environment. The reason could be most of urban and rural fathers prefer sons to be educated and ignore girls’ education as well as their aspiration on sons’ education is much higher than girls’ education as shown in annex1. Also, most of female teachers thought the common reasons for girls school leaving early is not only long distance, insecurity poverty early marriages but also conservatism such as community and cultural beliefs play significant role on inhibiting girls’ participation in education in Takhar province especially in rural areas.

When teachers and parents views were compared about challenges, parents thought that distance from home was not important while teachers says 20% of dropout are because of distance from home to school. Teachers indicate that by having early marriages and other family background girls leave schools, but the parents of girls thought that economy and security were the big reason of girls Leaving of School.
Some of the parents had different reasons for school leaving of their daughters, a rural father said, “Because of economic problems, I couldn't let my children come to school but if the situation becomes good, then there will be no problem in sending my children to school.” He mainly meant if the security situation gets better, he will let her daughter go to school again. While asking this father about his daughters’ future, he replied, “I cannot say anything about my child future life, because the economic and security situation is not good”.

The most important findings from urban and rural girl students’ survey

Moreover, the result found, almost 30% of urban girl students had higher aspiration to continue education from secondary until university by themselves. While the majority of rural girl students 40% had much higher aspiration to continue from primary until secondary education, but few rural girl students do not see good future of their life via education because of traditional and cultural beliefs. According to them, education is a gift from Allah but in Afghanistan this gift is not visible for everyone. Most people are illiterate. They added that “poverty is too much and the economic situation is very bad.”

Most of urban girl students said educating girl should be the initial step because the girls’ education plays crucial role for promoting and increasing health and economic growth in this province. Also, 80 percent of urban parents had much higher aspiration for allowing their daughters to complete secondary and tertiary education, as well as 65 percent of rural parents had much higher aspiration for their daughters’ school completion. Also nearly all urban female students have had highly ambitious to continue education by their parents’ encouragement.

Indeed many girls who left school were found that they were responsible to support their families. They needed to work outside in the market to earn money and help their families. This could mean that one of the most prominent causes for the drop out of school is poverty both in rural and urban areas. The finding of this study indicates that long distance from school could be a cause for girls’ dropout especially in rural area.

The result also found, the largest number of rural girls thought mullahs, fathers and social pressure play significant role on inhibiting their education, even most them viewed their sisters or relatives have left school because of social pressure, lack of parents’ attention and poverty. However all urban girl students (100%) agreed that education is very important for all girls and it sharply bring changes on their life. As a result there are many differences on urban and rural parents’ attitudes, for instance most of rural parents become happy when their daughters leave school as well most of urban parents become upset. While the majority of rural parents hate their daughters’ education and do not like their daughters’ education at all, but most of urban parents like their daughters’ education very much.

Overall, girl students are of the view that lack of parents’ attention is very big barrier for our education; as well the low level of education and illiteracy of parents is another strongest barrier for our education. Parents were considered to play an important role in reducing drop-out for girls and increasing their participation in education. However, female teachers were of the view that school facilities play an important role in reducing girls’ drop-out and increase their participation in education.

DISCUSSION AND ANALYSIS

Factors which decrease or influence the rates of girls’ participation in education
This research has revealed the views of female students, parents of drop out girls and female teachers of primary and secondary education about the challenges and obstacles of female participation in education in Takhar province. As well as this research has found and explored that the rate of girls’ participation is gradually increasing in urban areas, the reason is that 40 urban parents of out of school girls have shared their ideas that they rarely face the following problems when their daughters attend to school such as: Insecurity, long distance, social pressure, but lack of economic, needed to work at home and lack of facilities are very common problems for their daughters’ education.

While the rural parents have viewed that they extremely face lots of problems when their daughters participate in education, such as: distance, insecurity, forced marriage and lack of parents’ support are not only a very basic common problems for female participation in education, but also community and cultural beliefs, mullahs and preferring son play crucial role for inhibiting girls’ participation in education. Hence this idea is supported by Banett Rubin who has been recently entered to Afghanistan, eloquently and extremely has illustrated and emphasized if the United States will succeeds in the war on enemies, terrorism and assassinators, it must focus its resources as well its attention should not be only on stabilizing, securing and human rights in Afghanistan, but also it must be attention on reconstructions, revitalizing the education system especially women literacy and gender-specific violence such as family violence and so on (Alvi-Aziz, 2008).

Therefore, the ministry of education is struggling to remove the barriers of girls’ participation in education, as well as to provide opportunities, for both male and female of urban and rural areas in order to increase access of education equally for both male and female. Also, the ministry of education extremely states that gender parity, gender equality and equal participation of both male and female in education are obligatory in the constitution of Afghanistan, but though widespread of discrimination, violence and inequalities persist and never end in the country, so this effectively has negative impacts on education system of people, for instance the female’ participation in education is less than half of male (MoE, 2010). Although, with mentioned challenges that ministry of education endeavored for increasing the rate of enrollment of both male and female in education, hence from 2002 until 2012 the rate of males’ and females’ enrollment steadily has increased from 2.3 to 8.6 million education participant which comprises 3.2 of female participants. While the number of both male and female is gradually increasing in urban primary and secondary education respectively (Samady, 2013). The illiteracy parents had negative impacts on their daughters’ education, for instance 40% rural parents perceive the girls’ future with education is bad. So, the reasons could be conservatism such as cultural beliefs and peoples’ attitudes towards girl’ education, for instance the most people of rural village do not marry with educated girls because they are closed minded about girls’ education and this belief causes daughters remain unmarried. However, this opinion is not seen in urban areas, for instance most of urban men are more interested to marry with educated girls and also most of urban girls are keen to be married with educated boys, while the conservatism factor such as social pressure, lack of parents’ attention, lack of female teachers, insecurity, long distance did not have huge negative effects on urban girl students’ participation in education. So, this ideas is supported by World bank (2005), which states the biggest obstacles and problems for urban and rural parents are not only distance, security, lack of parents’ support and lack of female teachers, but also lack of boundary wall in rural schools, inadequacy of school facilities and family discrimination are a very common obstacles for not sending daughters aged (9-14) in secondary and tertiary schools.

**Differences and similarities among urban and rural people perspectives**
The result shows that most urban parents have viewed the girls’ education is very important and they have perceived that education may bring changes to their daughters’ future, as well as most urban parents encourage and motivate their daughters everyday in order to continue education, but unfortunately rural parents never motivate or do it rarely. So, the biggest reasons for rural parents were not only poverty, insecurity and not only girls’ schools who inhibit their daughters not to continue education, but also needed to work around the house, community and cultural beliefs and lack of school facilities were the most common reasons for parents not to allow their daughters to attend schools.

Conversely, for enhancing the rate of female participation in education in the country the ministry of education has a significant key strategy to increase female participation in education and to take effort for increasing number of female teachers as well as focus on quality of female teachers in both urban and rural areas. Also, ministry of education has a key strategy for promoting girl’s enrollment in education, such as inviting mullahs, elder people and students’ parents in school Shura, in order to encourage them to allow females for continuing of education (MoE, 2010).

Another aim of this research was to explore and find information via girl students about the current attitudes of local people towards girls’ participation in education in Takhar. The result found that majority of urban girl students told that most people say the girls’ education can play vital role in the society, but some of them thought the family needs them to work around the house. While the largest number of rural girl students told us, that nearly all people say girls education is not lawful and also most rural parents interviewed and told us the current educational level for a girl is up to primary and secondary level. Hence, thousands of girl students do not attend schools.

Also, the community and cultural beliefs, gender discrimination and attitudes towards girls’ education lead to prejudice and impede girls’ education. Negative attitudes and lack of awareness about female education often raises negative major factors on girls’ education, for instance negative beliefs and assumptions prevent female from having high self-esteem and education (Trani, et. al 2012). However, education in Afghanistan is free of charge for both male and female, but the lack of parents’ support, social pressure and above mentioned problems remained as one of the biggest obstacles on girls’ participation in education in rural areas. For instance, most of the girl students, teachers and parents in rural areas complained about long distance, insecurity, lack of boundary walls and low quality of education as well lack of proper (classes) and teaching facilities were not only big challenges, but also lack of female teachers, social pressure and poverty in rural areas have remained an important obstacle for female education in this province.

The result also has found that most of rural female teachers have viewed the girls are more interested than boys to be participated in education. The rate of girls’ participation in grades 5th, 6th, 9th and 10th have been very low in rural areas, because of insecurity, community and cultural beliefs and lack of parents’ attention. As well as most of rural female teachers have thought that insecurity, lack of facilities long distance are not only basic challenges but also inequality, community and cultural beliefs and forced marriages are the most common obstacle for girls’ participation in education.

This idea is supported by Moghadam (2002), which states killing innocent men and women, marrying forcefully young girls and widows, as well as raping adult girls and hostility towards girls’ education were some customary cruelties against female education in this country. Also, Mansory (2000) has reported that: “Historically, girls in Afghanistan have had less access to schools than boys, particularly in rural areas. The view that schooling is not for girls has traditional roots but has during the last years been reinforced by a political ban from the Taliban government (Mansory, 2000, p.2).
Also, insecurity and long distance in Afghanistan may persuade parents not to send their young daughters to the schools (MoE, 2008). It is believed by the fact that Afghanistan is a male reigned and patriarchal society, for instance many males decide and consider female’s education and also based on traditional values and norms there is no authority for females to attend school without permission of male.

Most of urban parents thought that security, facilities and having enough female teachers in school are an important factor for our daughters’ school completion. Even most of urban literate parents said there are other factors such as: separate girls’ school and mothers’ literacy and community and home-based education are not only enhancing girls’ participation in education, but also national information program about benefits of girls’ education, democracy and cultural of peace and quality education play vital on increasing girls’ participation in education.

This idea is supported by MoE (2010-2014), girls’ education is not only a fundamental role for reduction of poverty, illiteracy of children, conflict prevention, and nation building, but also can play a crucial role, on economic growth and mitigation of conflict, peace-building, and stability in a society. Over the past fourteen years, Afghan parents have shown enormous ambitious and enthusiasm for sending their children especially girls to school. There is a high demand for quality education from both parents and children, which is an integral part of the population’s vision for the reconstruction and development of Afghanistan. There is no doubt that impressive progress has been made in the education sector over the past few years. Particularly with dramatic increase of girls’ participation in rural areas and the availability of educational facilities, even with the growing number of schools have reconstructed or built for females. The Ministry is determined to ensure that all children especially girls have access to quality education which is relevant to their needs. As a result, NESP comprises three priorities for improving female access, quality and management of education system: (1) to enhance teachers’ skills especially females to improve the quality of their training and learning. (2) To provide facilities especially for rural girls. (3) To strengthen the professional ability to enhance and implement educational policies in the country (ibid).

CONCLUSION

Females’ educations is an important power for increasing economic growth and decreasing poverty in the world, but in Afghanistan that children especially girls have suffered by different factors such as insecurity, early marriages, cultural beliefs and peoples’ attitudes as well as other common barriers that hamper girls’ participation in education, while since 2001 that girls’ participation in education gradually increased in the country especially in urban areas. In this article initially I have documented significant factors in which have increased or decreased girls’ participation in education in urban and rural areas of Takhar Afghanistan over the last fourteen years, but never this data can fully ascertain the drivers of increase or decrease in rural and urban areas of the country. This article particularizes some significant barriers that relate to enrollment in rural areas and some specific vital causes that relate to increase of girls’ enrollment in urban areas. The fact that famous causes were revealed by respondents that forced marriage, long distance, lack of girls’ school and poverty to have not only increased the rate of girls’ drop out in rural areas, but also cultural and community beliefs, family discrimination, mullahs’ preach and lack of parents’ support extremely have caused urban and rural girl students to stop attending school.

Furthermore, nearly all urban respondents were interested and aspired in sending their daughters to school as well most of urban local elders and mullahs play an active role for bringing a better life, democracy and security and also they keep schools safe and open. It has been found that girls’ participation in education rapidly increased in urban areas, but gender
disparity in primary and secondary education is huge in both rural and urban areas. While the obstacle factors such as negative attitudes, insecurity and long distance is much lower in urban areas, hence the rates of girl students’ participation in primary and secondary education is much higher than rural areas. However, most of rural respondents said the girls’ education has been restricted or stopped due to various factors such as: lack of female teachers, lack of adequate physical and learning facilities including boundary walls, libraries, lack of textbooks and out-dated curricula as well as many of girls’ schools have been destroyed or closed by and extremists, hence most of rural residents were concerned about sending their daughters to school. Similarly, illiteracy among parents, negative attitudes of people towards girls’ education and mullahs’ preach have been effective factors in which persuade rural girls not enroll or leave school prematurely and also poverty, lack of parents’ support and insecurity were another effective factors for leaving school early in remote areas. Overall, it might be concluded that there are various serious obstacles on girls’ education as well females’ suffering and vulnerability in rural area is much higher than urban areas.

**Suggestions for further studies**

Initially, the study contributed to some degree in identifying challenges which decrease girls’ enrollment as well as some main factors influencing girls’ participation in education in the area. Further studies that can compare urban and rural girls’ participation in education be carried and should be compared. Secondly insecurity, early marriage and long distance to school are very common big challenges in Takhar province. If further studies for finding out other types of obstacle barriers, which limit girls’ participation in education, were accomplished, it would be very helpful for the goal of enrolling girls in education.

**REFERENCES**


**ANNEX 1:**

<table>
<thead>
<tr>
<th>Do your parents like or dislike your schooling?</th>
<th>Urban %</th>
<th>Rural %</th>
</tr>
</thead>
<tbody>
<tr>
<td>They like schooling very much</td>
<td>80</td>
<td>35</td>
</tr>
<tr>
<td>They like schooling very much</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>They hate schooling</td>
<td>20</td>
<td>65</td>
</tr>
<tr>
<td>They like it little</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you think education is very important for all Girls?</th>
<th>Urban %</th>
<th>Rural %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Don’t know</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do male and female students enroll equally in primary level?</th>
<th>Urban %</th>
<th>Rural %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
### Sometime they participate equally

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### In your school in which grades do girls mostly leave schools?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Urban %</th>
<th>Rural %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>10</td>
<td>65</td>
</tr>
<tr>
<td>Grade 7</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Grade 8</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Grade 9</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Grade 10</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### Until what level would you like your daughter(s) to continue education?

<table>
<thead>
<tr>
<th>Level</th>
<th>Urban %</th>
<th>Rural %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary level</td>
<td>3</td>
<td>78</td>
</tr>
<tr>
<td>Secondary level</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Tertiary level</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Higher education</td>
<td>65</td>
<td>0</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### Do female students face difficulties when they come to secondary schools?

<table>
<thead>
<tr>
<th>Response</th>
<th>Urban %</th>
<th>Rural %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>Don’t know</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Not so much</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total%</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
AN NEX 2:

Form No 1
Parent’s questionnaires and structured interview form

This interview is about girl’s enrollment in primary and secondary schools. It’s about the reasons for the parents, who do not permit their daughters to finish primary and secondary school level,

Parents’ questioners:

Age:___________________
Male _______    Female________
Rural ________Urban___________
Your home language is:        a). Pashto        b). Dari c). Other

1. What is your qualification?
2. How many daughters of you are enrolled in school?        Girls_________
3. How do you see your child’s future via education?
a). Good b). Bad c). Don’t know
4. What factor causes you not to enroll your daughters to school?
5. What is the biggest obstacle to your daughters’ education?
AN NEX 3:

Form No 2

Student’s questionnaire

The questionnaire is prepared and designed by Safar Mohammad TEMP3 student (teacher education master program). This questionnaire is a part of my research project which deals with some information about you and your family as well as it includes questions about educational challenges that you face. Fill in this questionnaire and answer all of the prepared questions. First read it carefully, then find the right answer and write it in the space given. I will be thankful to you to answer the following questions honestly. Tick multiple choice questions and select one of the given answers that you prefer.

Age: ________ Urban_____________ Rural _____________

Your native language is:
 a). Pashto b). Dari c). Other

1. What education do your parents have?

2. Do you think if you get education it will change your future?
 a). Agree b). Disagree c). Don’t know

3. Who causes you to leave school before completion?

4. Who causes you to continue your schooling?
a). Father  
b). Mother  
c). Brother/sister  
d). Myself

5. Do you have brothers or sisters who left school before completion?
   a). Yes  
b). No

6. What was the reason that your brother and sisters left school?
   a) School distance  
b) Social pressure  
c) Poverty  
d) Lack of school facilities

7. Is any other of your relative left school before completion?
   a). Yes  
b). No

8. What was the reason that he or she left school before completion?
   a) Community and cultural beliefs  
b) Got married  
c) Long distance  
d) Lack of parent’s attention

9. What are current the attitudes of people on girls’ education in your village?
   a). Girls’ education is not necessary  
b). Girls’ education is not lawful  
c). Girls’ education plays vital role in the society  
d) The family need her to work at home

10. What will be the reaction of your parents when you want to leave school before completion?
    a). Become upset  
b). Become angry  
c). Become happy  
d). Other

11. Do you think education is very important for all Girls?
    a). Agree  
b). Disagree  
c). Don’t know

12. Do your parents like or dislike your schooling?
    a). They like schooling very much  
b). They like schooling much  
c). They hate schooling  
d). They like it little  
e). They don’t like at all

13. How do you see your future life via education?
    a). Bright  
b). Dark  
c). Don’t know

14. Do you like or dislike enrollment in education?
    a). I like enrolment in education very much  
b). I like enrolment in education a little  
c). I don’t know  
d). I don’t like enrollment in education so much  
e). I don’t like enrollment in education at all

15. Is it difficult or easy for you to be enrolled in primary and secondary schools? It is:
    a). Very difficult  
b). Somewhat difficult  
c). I don’t know  
d). Easy  
e). Very easy

16. How often do your parents or teachers encourage you for continuing your schooling?
    a). Every day  
b). Sometimes  
c). Never

17. What are the biggest obstacles for continuing your education?
    a). Couldn’t learn  
b). Lack of parents supports  
c). Was sick  
d). Community and cultural beliefs  
e). Other
AN NEX 4:

Form No 3

Teachers’ questionnaire:

This questionnaire is about girl’s enrollment in primary and secondary schools. It’s about the reasons for the girls to finish or to not finish primary and secondary level.

Information about school:
Type of school: Male _____________ female school _____________ both school ___________


Teacher related information
Age: ________ Sex (M/F): M __________ F __________

Urban…………….Rural_________

Your language is: a). Dari b(. Pashto c). Other

Your education level is:

a). Grade 12 b). Grade 14 – 16 c). Master

Your teaching experience is_______________________________ years

1. From your own experience which students are more wishful or more interested to be enrolled in primary and secondary education?

2. How is the level of grade 5th and 6th female students’ enrollment in your school?

3. How is the level of grade 9th and 10th female students’ enrollment in your school?

4. How many of your students are new comer (joined grade 9 and 10)? ___________
5. How many of them are encouraged to be enrolled again after leaving (grade 9 and 10)?

6. Do female students face difficulties when they come to primary schools?
   a). Yes   b). No   c). Don’t know   d). Not so much

7. Do female students face difficulties when they come to secondary schools?
   a). Yes   b). No   c). Don’t know   d). Not so much

8. Do you think enrollment in education is very important for Girls?
   a). Agree   b). Disagree   c). Don’t know

9. Do female students need encouragement in class at primary level?
   a). Yes   b). No   c). Don’t know   d). Not so much

10. Do male and female students enroll equally in primary level?
    a). Yes   b). No   c). Sometime they enroll equally   d). Don’t know

11. What is the reason for differences in lower enrollment of female than male students in primary and secondary education?
    a). They come from long distance to school   b). Security problems   c). They need family’s permission   d). Community and cultural beliefs

12. What is the important reason that girls leave school prematurely?
    a) The family needs her to work around the house
    b) The family needs her assistance to earn money
    c) She hates the school
    d) Lack of family support
    e) Due to distance of school

13. In your school in which grades do girls mostly leave schools?
    a). Grade 5   b) Grade 7   c) Grade 8   d) Grade 9   e) Grade 10

14. What challenges do female students face at school?

15. What facilities does your school have for female students?
    a). Toilets   b). Playground   c). Library   d). All   e). None of them
ضمیمه

مصیب‌هی با والدین:

معلومات شخصی از والدین شاگرد:

موقعت: _______________________
عمر: _______________________
جنس: متکرر ____________ اناث
زبان خواننده شما:
دری (a)
پشتو (b)
دیگر زبان (c)

1- درجه تحصیل شما پسندیده؟
چهارده پاس (a)
دوازده پاس (b)
شش پاس (c)
بی‌پاس (d)

2- مقدار عددی که دختر شما در مکتب پناه اند؟ دختران

3- آینده طفلتان را چطور پیش‌بینی می‌کنید؟
خوب (a)
بد (b)
نیم‌دام (c)

4- چه جزییاتی باعث مشورت به دختر خود را در مکتب شامل نمی‌کنید؟
فقر اقتصادی (a)
بی‌کیفیت بودن تعلیم و تربیه (b)
نیاز استادان اجتماعی (c)
دور راه (d)
بی‌پاس مکتب اناث (e)

5- یک راه‌حل مناسب برای تحصیل دخترتان چیست؟
ضرورت است در خانه کار نماید (a)
مشکل دوری راه است 
در مکتب معلم اناث نیست 
مانع شهر است 

- 6 
تا هنوز دختران مکتب می‌روند؟ 
تا هنوز مکتب می‌روند 
میرفت اما ترک کرد 
هر گز مکتب نرفته 
مکتب را دوست ندارد 

- 7 
تا کدام درجه می‌خواهید دختران شما بیاموزند؟ 
تا دوره ابتدایی 
تا دوره ثانویه 
تا دوره لیسه 
تا دوره بالاتر 

- 8 
فیصدی مروج درجه تحصیل دختران در قریه تان چگونه است؟ 
تا دوره ابتدایی 
تا دوره ثانوی 
تا دوره لیسه 
تا دوره بالاتر 

- 9 
دلایل برای نرفتن دختران به مکتب چه می‌باشد 
تعلیم در مکتب ای که کیفیت هست 
مکتب اناثیه نیست 
باز ها فرهنگی 

- 10 
چند باردختراه خود را از گزه میدهید که به مکتب اشتراک یکند؟ 
همیشه 
بعضی اوقات 
ندرک 
همچنین
پرسشنامه شاگردان:

مطئومات شخصی از متعلمین:

موضع:

عمر:

- بچه
- دختر

زبان مادری شما:

- دری
- پشتو
- ترکی

1. درجه تحصیل والدین شما چیست؟

(1)

تحصیلات پدر؛ فارغ دانشگاه است
(a) فارغ دوره لیسه است
(b) فارغ دوره ابتدایه است
(c) فارغ مدرسه است
(d) بیسواد است
(e)

(2)

تحصیلات مادر؛ فارغ دانشگاه است
(a) فارغ دوره لیسه است
(b) فارغ دوره ابتدایه است
(c) فارغ مدرسه است
(d) بیسواد است
(e)

2. ایا فکر میکنید که اگر شما تعلیم بافته شوید در زندگی شما تغییر ایجاد می‌کند؟

(ا) موافق هستم
(ب) مخالف هستم
(ج) نمی‌دانم

3. کی سبب می‌شود که شما سر از وقت مکتب را ترک کنید؟

(ا) پدر
(ب) مادر
(ج) برادر یا خواهر
(د) ملاسا
4- گی سبب میشود که ادامه به دیده تحصیلات خودرا؟
   (a) پدر
   (b) مادر
   (c) خواهر یا برادر
   (d) خودم

5- آیا خواهر یا برادر دارد که قبل از اتمام مکتب را ترک کرده باید؟
   (a) بله
   (b) نخیر

6- چرا بیاندار خواهر شما مکتب را ترک کرد؟
   (a) دوری مکتب
   (b) فشار اجتماعی
   (c) فقرت
   (d) دیگر مشکلات

7- آیا کدام اقرب بر شما قبل از اتمام مکتب را ترک کرده است؟
   (a) پدر
   (b) مادر
   (c) خواهر یا برادر
   (d) خودم

8- دلایل چیست که آنها مکتب را ترک کرده؟
   (a) فشار اجتماعی
   (b) فقرت
   (c) دیگر مشکلات

9- یکی از این مشکلات از دیگر مشکلات دخترها چه است؟
   (a) تعلیم
   (b) ازدواج
   (c) دیگر مشکلات

10- عکس عمل پدرتان چه خواهد بود زمانی که شما مکتب را ترک کنید؟
    (a) غمگین
    (b) خوشحال
    (c) دیگر عکس

11- اگر شما تا هنوز مکتب می‌روید و در کدام درجه هستید؟
    (a) درجه یک
    (b) درجه دو
    (c) درجه سه
    (d) درجه چهار
    (e) درجه پنج

12- فکر می‌کنید که تعلیم تربیت برای همه دخترها مهم است؟
    (a) موافق
    (b) مخالف
    (c) نمیدانم

13- والدین مکتب خواندن شما را دوست دارند یا نفرت دارند؟
    (a) مکتب را نفرت دارند
    (b) مکتب را دوست دارند
    (c) مکتب را نمیدانم
    (d) بیهق و دوست دارند

14- از طریق تعلیم تربیتی آینده خودرا چطور پیشبینی می‌کنید؟
    (a) روشن
    (b) تاریک
    (c) نمیدانم

15- یکی از آینده‌های تربیتی که را دوست دارید؟
    (a) از تربیت
    (b) نمیدانم
پرسش‌های استادان:

مطابقت در باره مکتب:

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<th>زنگوله</th>
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مجموع تعداد اسکرینر:

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معلومات شخصی استادان:

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<td>تجربه کاری:</td>
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1. از تجربه شخصی یا گروهی که کدام طبقه شاگرد بیشتر علاقه دارد؟
   (a) متوسط
   (b) زبان
   (c) هردو
   (d) نمی‌دانم

2. درجه پنجم و ششم ثبت نام اتی در مکتب تان چطور است؟
   (a) چنین است
   (b) متوسط

37
3- درجه نهم و دهم ثبت نام اینه توان چطور است؟
   (a) بسیار
   (b) متوسط
   (c) پایین
   (d) پیشرفته

چه تعداد شان به درجه 9 و 10 و 10 جدیدا شامل شدند؟
- (c) 4
- (c) 5

6- آیا طبقه انثا مشکلات روبور میشوند زمانی که دخترها به مکتب ابتدایی بپردازند؟
   (a) بله
   (b) نخیر
   (c) امتیاز
   (d) نه خالی ها زیاد

7- آیا طببه انثا مشکلات روبور میشوند زمانی که دخترها به مکتب متوسطه بپردازند؟
   (a) بله
   (b) نخیر
   (c) آن به سبیار زیاد

8- آیا میانی که عمومیت در تعیین تربیه برای دخترها جدیدا می باشد؟
   (a) توافق هستم
   (b) مخالف هستم
   (c) تنها

9- آیا طببه انثا در دوره ابتدای نیاز به تشویق دارند؟
   (a) بله
   (b) نخیر
   (c) بسیار زیاد

10- آیا طببه انثا در دوره ابتدای نیاز به تشویق دارند؟
    (a) بله
    (b) نخیر
    (c) پیشین
    (d) نمی‌دانم

11- دلایل پاین بودن شمولیت اینه نسبت به دختر در دوره ابتدایی و توانی تعیین تربیه چه می‌باشد؟
   (a) دارون مکتب
   (b) مشکلات اجتماعی
   (c) عدم اجازه فامیل
   (d) فاصله راه‌پیمایی

12- دلایل مهم که دختران قبل از بلوغ مکتب را ترک می‌کنند؟
    (a) فاملیل در دوام دارد
    (b) فاملیل دارد
    (c) فاملیل ترجیش دارد
    (d) فاملیل ترجیش دارد
    (e) فاملیل ترجیش دارد

13- در مکتب در کدام درجه دختران مکتب را ترک می‌کنند؟
    (a) درجه اول

38
درجه دوم
(ب)
درجه سوم
(ج)
درجه چهارم
(د)
درجه پنجم
(ز)

به کدام مشکلات شاگردان در مکتب مواجه می‌شوند؟

- کتاب درسی ندارند
(ا)
- استاد ندارند
(ب)
- امنیت ندارند
(پ)
- دیگر مشکلات
(ز)

کدام تسهیلات را مکتب تان برای شاگردان دارد؟

- می‌دان بازی
(ای)
- کتاب خانه
(ب)
- همه تسهیلات
(پ)
- هیچکدام
(ز)