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Factors Associated with Exclusion of Girls from Middle and high Schools in Rodat district, Nangarhar province of Afghanistan

A Research project submitted to
Van Hall Larenstein University of Applied Science
Part of Wageningen UR
In partial fulfillment of the requirements
For the degree of professional Masters in
Management of Development, specialization Social Inclusion Gender and Rural Livelihoods



Photo By: Bilal Ahmad Sarwary

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September, 2010

Wageningen
The Netherlands

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Acknowledgment

Several people have helped me in due course of the writing of the thesis. First of all I would like to extend my heartfelt gratitude to my thesis advisor Hans Glas for her constructive comments and advice through out the writing process of the research.

I, specially thank my course coordinator and lecturer Mrs. Annemarie Westendorp in SIGAL course for their valuable advice and encouragements during the whole period of my study. Same thanks go to all our lecturers in SIGAL course for their valuable input and advice.

My heartfelt indebtedness goes to the Royal Dutch Government and People of The Netherlands for financing my study through NAEC-AFGHANISTAN project. I also would like to thank individuals who helped me in one way or another during the research process from the beginning till the end. I am thankful to my field interviewers; with out them it was impossible to undertake the interview and generally the fieldwork. My sincere gratitude also goes to my respondents for their time and their kind co-operation in collecting the relevant data material.

I am greatly indebted to my parents, brothers and my whole family for their constant support and encouragement not only when I am far away from home but through out my life. Thank you all.

Above all I would like to thank the ALMIGHTY Allah for his help and grace in all my endeavors.

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List of Abbreviations

ADB	Asian Development Bank
AIDS	Acquired immune deficiency syndrome
ANDS	Afghanistan National Development Strategy
CADE	Convention against Discrimination in Education
CSO	Central Statistic Organization
DAI	Development Alternative Incorporation
GOV	Government of Afghanistan
MDG	Millennium Development Goals
MOWA	Ministry of Women Affairs
NATO	North Atlantic Treaty Organization
NGO	Non Governmental Organization
PBHU	Peace be Upon Him
SCA	Swedish Committee for Afghanistan
UDHR	universal declaration of Human Rights
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Fund for Children Education
USAID	United States Agency for International Development

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Abstract

This study was a qualitative study conducted to identify the factors associated with exclusion of girls from secondary education in Rodat district of Nangarhar province, Afghanistan. The study area is continuously affected by wars and drought. All the infrastructures especially educational institutions are damaged and destroyed. Girls' education is strictly in bad condition because of insecurity and other challenges.

Both primary and secondary sources were used for collection of relevant data for the research study.

A desk study was used to review available literature on the topic and for soliciting theories from journals, books, reports, and other researches conducted before to understand more about the subject.

Field study was done through one to one interviews and focus group discussions which is in-depth approach of data collection, which was necessary in this research so as to get more fundamental information for analytical description on the responses, attitudes, values, feelings and aspirations of respondents about education. It was also used to get more understanding of gender differences, feelings, and reactions among the respondents.

Gender inequality in education sector can be clearly seen in Rodat district. Girls are deprived of getting educational opportunities. The findings concludes that the constraints for girls in Rodat district, who are not enrolling in Middle or high schools and have never got any education comparing with those who have ever attended schools and got a part of education but not completely are more or less similar. The main factors hindering girls from middle and high school were insecurity and safety, lack of female teachers & separate school building for girls, inappropriate school environment, loud of household and farm activities on girls, early marriage, and poverty.

Further more, girls who never attended or drop out from school because of family prohibition and restrictions don't know about the importance of education and were not aware about their rights. Education which is their legal right therefore they are deprived from. Parents do not understand the economical benefits of sending their girls to school and the perceived lack of employment opportunities is a significant long-term barrier to girls' completion of school.

Finally, relying up on the interviews in Rodat District and the literatures reviewed, the study emphasized that public Awareness programs about importance of Girls education & gender equity, taking action against cultural constraints of girls education, hiring and training female teachers, constructing school near to residential areas, and establishment of parents associations will reduce the level of above problem . In order to successfully implement the above strategies, education directorate and NGOs should invest in the education sector.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Today's world is quickly changing to global village. Human being need to be given equal opportunities in all spheres of life with out any discrimination of sex, race, language, disability, and religion. Today all the Developed countries had made a quick progress by underlying need for education for both male and female and clear change is visible in the lives of third world and developed countries. But unfortunately 23 years of continuous war and fighting in Afghanistan has had a bad effect on all dimensions of lives, education, health, and agriculture and caused underdeveloped, illiterate, and poor in the world (ADB 2009).

From gender point of view girls are in a worse condition than boys in terms of attendance and participation in schools in Afghanistan. Women 88 percent illiteracy level is higher than males 49 percent. In addition only 12 percent girls have access to schools where boys have 47 percent. It shows a huge gender disparity in education in Afghanistan (Katsuma 2004).

Discrimination and marginalization against girls education goes back to the former discriminatory policy of the Taliban Regime from 1996 to 2001. In which girls aged 8years old or above were not allowed to attend school (Carol, 2002).

The education system of Afghanistan is significantly improved in the government of Mohammad Zahir shah (between1933-1973). About half of the population had access to primary schools, and high schools were expanding. Education system is reformed during the people government of Afghanistan and become obligatory on both boys and girls. 440,000 female students enrolled to educational institutes and 80,000 more joined different literacy programs. Despite improvements, a significant number of people remained illiterate. Beginning with Russians attack on Afghanistan, continuous wars almost destroyed all the education system and most of the teachers migrated to foreign countries. Be the end wars against Russians only 650 schools were running in whole Afghanistan (USAID, 2006).

In 1999 when Taliban captured the Capital of Afghanistan and announce Islamic Emirate of Afghanistan, female education has been banned for six years. After fall of Taliban regime Islamic Republic of Afghanistan received significant international donations for the development of education. In 2003 7000 schools reopened in 20 provinces with 2 million boys, 1.2 million girls' students and 27,000 teachers. But still schools were closed in 14 provinces. According to the estimation of education ministry in 2006, 8million children were in school including 3 million girls. In 2008 despite much more emphasize on girls education the ration of girls to boys in Middle school was one to three, as rural families keeping the tradition of education only boys. At the mean time number of schools were being constructed and improved with modern system (Library of Congress, 2008).

During the process of making constitutional education is included in the constitution. The constitution stated that education is the right of all citizens (male/Female) and will be offered free in all governmental educational institutions. The government is responsible for the development and expansion of educational programs in Afghanistan (Afghanistan Constitution, 2004).

The education of Afghanistan is still weak. Teaching quality is low, school buildings and equipment are old and deficient, and fewer numbers of teachers have professional qualification. 36 percent of literacy rate and 19.6 percent of female literacy rate is the lowest in the world (UNDP 2004).

For the improvement of education system, government of Afghanistan included education in national development strategy under chapter of economic and social development. The vision for education sector is that despite of sex, ethnicity, religion, and language all Afghans have equal access to education for development of their knowledge, skills, and potential (ANDS 2006).

Non governmental organizations are also working in education sector. During 1980 NGOs were supporting Afghans through basic education in the country and outside the country in refugee campus. In 1988-91 NGOs were supporting 1844 schools out of 2433 in 29 provinces. Variety of education programs such as informal educational programs for girls were conducted in a wide range particularly in 1995 during the regime of Taliban. In a report prepared by UNESCO in 2000, 1264 schools were supported by 34 NGOs and offering educational program for 21,314 girls and 112,115 boys (Samady 2007).

The study area Rodat district is located in eastern Region in Nangarhar province, Afghanistan the area as mostly male dominated. Men are the only decision makers about daily activities. Boys are attending school and have access to job opportunities, but Large number of Girls are still marginalized and still don't have the right to get admission in Middle and high schools. People in the study area are mostly poor and not focusing on girls' education. In addition different life chances of both boys and girls are not well addressed toward achieving equality. Hence girls' participation in education is less than boys (UNHCR, 2002).

Girls have many life problems in getting education in the area when boys don't have those problems. Most problems for girls are cultural and religious barriers. In addition household work, violence against women, early marriage, and lack of female teachers, poverty, and security are the main constraints. How ever educational strategies fail to recognize that different challenges and problems and apply the same way for both sexes and the same in rural and urban areas to meet equality.

Providing equal opportunities in all spheres of life not only in education sector for women and girls needs appropriate strategies and approaches. These strategies and approaches have to be explored and implemented for development of this marginalized groups.

There are also little initiatives from government organizations to develop a gender analysis and identify the obstacles and inequalities faced by this disadvantaged group, both inside and outside of the school. Although providing appropriate facilities and female teachers may make the opportunity for girls to get admission in schools, but this does not necessarily address the need of girls and make sure that they will come to schools, and it does not meet the problem of how to support girls to get admission in Middle school until they have achieved support from families and society which can increase their admissions in schools.

1.2 Problem Statement:

Girls in Rodat district of Nangarhar province are not getting admission in Middle and high Schools, Where large numbers of boys are attending Middle and high schools and even getting admission in universities. In fact this problem exists in most of districts of Nangarhar province. In this study Rodat district will be a sample of other districts. It is still a big challenge to come up with specific strategies and approaches which can be put in place to address the factors and cases of not getting admission in Middle and high schools. Education facilities are not equal to both boys and girls. Girls and women are the most vulnerable group in the rural areas because of social, economical, political, and cultural norms and values. The different needs and challenges of girls concerning the inaccessibility to Middle and high school are ignored by research in the area. Hence, it is needed to understand and look why girls are excluded from attending middle and high school. After identifying the factors we can work on getting more access to Middle and high schools for girls Analysis of the factors that lead to exclusion will help to develop appropriate strategies and approaches so that girls can continue their further education.

1.3 Research Objective:

Objective of the proposed study was to search out the factors and causes behind the challenges that restricts and exclude girls from Middle and high schools in Rodat district of Nangarhar province. The study result will develop appropriate strategies and approaches to contribute solving the problem.

1.4 Research questions

In order to address the above study objective, a set of main research question sub research questions are formulated to guide the research process. The main research question is,

- ❖ What are the main challenges and problems that restrict girls' from Middle and higher education in Rodat district of Nangarhar province?

1.4 .1 Sub questions:

More specifically the researcher tries to address the following sub-questions. The questions are,

1. What are the socio economic, religious and political factors that restrict girls to get admission in Middle and high schools in Rodat district?
2. What are the strategies and ways to start Middle and higher education for girls in Rodat districts?
3. Who are the decision makers to send girls to school in Rodat district?
4. What are the educational needs and facilities available to girls in Rodat district?
5. What is the role of provincial government and nongovernmental organizations in Middle or higher education of girls?

CHAPTER TWO: LITERATURE REVIEW

2.1 Importance of Education

Education plays the most important role in the maintenance of national and individual character on sound basis. It develops the mental horizon of a God even without proper learning. It is obligatory for human beings. It differentiates human from animal. It polishes the character of human and prepares them for services of others. It broadens human's vision and convinces them to live for all. Napoleon had once aptly said,

“Give me a good mother and I would give you a good nation.”

Literacy is highly valued by Islam and about 1400 years ago, the Prophet of Islam Muhammad (P.B.U.H) stressed his followers to seek knowledge, even if it be in china. On one occasion he said to his followers in the vide-infra words,

“Seeking of knowledge is obligatory for every Muslim man & Women” (Al-Bukhari 375)

Countries of the world are swiftly moving & approaching towards globalization. Education helps people of modern world to understand the feelings and aspirations of the inhabitants of other countries of the world. It helps in enlarging the scope of our dealings and mutual understanding. It furberishes our fore sight and has a great concern with life style. It guides us through the zigzag paths of our lives very successfully.

Modern world is full of problems & obstacles. We have to face & solve them & it is not possible without education. It creates the spirit of self-reliance.

2.2 Importance of girls' education

Gender inequality in education sector is extremely exists. Women and girls have less access to school to gain education than boys. Education helps both men and women to claim their rights play their role in economic, political, and social development. Education is the only way of removing poverty from society. Education plays extraordinary role in as a foundation for girls development toward adult life, It should be a basic part of any strategy to address the gender-based discrimination against women and girls that remains prevalent in many societies. Following points will further state the need of female education (Tomas, 2005).

2.2.1 Education is Right:

According to the universal declaration of Human Rights (UDHR) in 1948, every human being has the right to education. This right has to be free from all kinds of discrimination and of good quality of free and compulsory primary education. At least all the governments and states should ensure that basic education is accessible, acceptable, adaptable, and available to all. As education plays important role in enabling women and girls to ask and keep their rights therefore right of girls to education is much more important than all other rights (Tomas, 2005).

2.2.2 Cultural Changes:

Traditional values and culture are always barriers to girls' education in most of under developed countries. These barriers can be only removed by education. Girls' education can address inequalities in societies which cases millions of girls to a life without education. Providing education chances to women and girls helps them to be independent in decision making, improve their skills and will influence community changes. Some people trust on the idea of girls and women education, but still some people have fear that by women's education they will loss their cultural identity which is not correct (Tomas, 2005).

2.2.3 Better Health:

On getting education women and girls will learn about, nutrition, basic health, and family planning and will be independent in making choices and decisions over their bodies. Female

education has direct effect on better reproductive health, family health and on economic development of societies. Education can be also a key to combat AIDS and other epidemic disease. In addition it can also lower child mortality rate and malnutrition (Tomas, 2005).

2.2.4 Poverty Reduction:

Women and girls education can play an important role in controlling poverty. Poverty reduction opens way to education, which can be a powerful element in changing female life. Poverty is a big key barrier to the enjoyment of human rights and has clear gender profile. The main reason for this is the fact that poverty results from violations of human rights, including the right to education, which unduly affect girls and women. Marginalization and exclusion from the labor market and marginalization to informal sector or unpaid work can be only the result of denial from the right to education, which increase women's poverty (Tomas, 2005).

2.3 Female Education from Quran and Haddits Point of views:

Literacy is highly valued by Islam and about 1400 years ago, the Prophet of Islam Muhammad (P.B.U.H) stressed his followers to

“Seek knowledge, even if it be in china”.

On another occasion He (P.B.U.H) said to his followers.

“Seeking of knowledge is the duty of every Muslim man and Women” (Al-Bukhari 810–870 AD- page 377).

He also advised his followers to seek knowledge right from the cradle to the grave. Owing to the saying of the Prophet (P.B.U.H) Muslims from the very beginning had a deep love for learning. As long as the Muslims devoted themselves to get formal and traditional education, they ruled over the world and at one and the same time, their horses were drinking water on the shores of Diabul, Spain, China, and Africa. But, when they start repudiated the teachings of the Holy Prophet of Islam (P.B.U.H), they were charmed up with slavery bands (Al-Bukhari 810–870 AD).

In the cave of Hira, the first lesson taught to Hazrat Mohammad (P. B. U. H) by Allah was about learning. After the battle of Badar, the prisoners of war were bounded either to pay “JIZYA ” or to educate a Muslim child as a reward of their release. It means that learning is more essential than any other thing, in the eyes of Islam. It is the basic need of human beings. History shows us the names of great scholars, politicians, generals, and scientists in the early days of Islam (Al-Bukhari 810–870 AD).

In consonance with the spirit of equality, the Prophet of Islam (P.B.U.H) constantly reminded his followers that female children should be treated exactly in the same manner as male issues/Childs. Prior to Islam, daughters were looked upon with disfavor and as a kind of economic and social burden. The result was that the male members of the family enjoyed a respect, which was defined to those of the fair sex. There were marked differences in the treatment and upbringing of sons and daughters. All this was discouraged by the Holy prophet (P.B.U.H), who upheld the right of female children and insisted on treatment on a footing of equality. For example, according to a report of Ibn-e-Abbas, the Prophet's (P.B.U.H.) cousin, he is said to have declared:

“If a daughter is born to a man and he brings her affectionately, shows her no disrespect, and treats her in the same manner as he treats his sons, the Lord will reward him with paradise.” (Kanzul Ummal, p. 277)

“The Prophet of God said that if a person has three daughters whom he provides for and brings up, God would surely reward him with paradise.”

According to Abdullah Ibne Massod, the Prophet (P.B.U.H) is reported to have said,

“If a daughter is born to a person and he brings her up, gives her a good education and trains her in the arts of life, I shall myself stand between him and hell fire” (Al-Hindi, Page. 277).

The Holy Prophet (P.B.U.H) went so far to declare:

“A person who has a female slave in his charge and takes steps to give her a sound education and trains her in art and culture, and then free her and marries her, he will be doubly rewarded.” (Al-Bukhari, 810–870 AD).

The Prophet of Islam (P.B.U.H) not only enunciated this general doctrine of sex equality involving equal educational opportunities, but also executed it practically to become precedent for others' people & nations to come. Innumerable are the traditions of the prophet, which exhibit that women, like men, use to come freely in the presence of Prophet (P.B.U.H) for putting questions and addressing queries on all sorts of social, religious, and economic matters. The Holy Prophet (P.B.U.H) used to answer their queries and enlighten them on all live issues. Arabia in particular and world in general, was so backward in those days that there were no organized educational institutions even for boys, not to speak for girls. So the Islamic attitude toward female education can be studied only from remarks of the last Prophet (P.B.U.H) and his permission to women to approach him freely for enquiries on matter of religious, economic, and social importance (Al-Bukhari 810–870 AD).

2.4 Primary and secondary Education:

According to a general definition of UNESCO (1986), it belongs to an amorphous zone that lies between basic education and higher education. Secondary education is a step for pupils (12– 18 years, secondary education). At this level, pupils are expected to broaden their knowledge and experiences from the basic level and prepare for work or higher education.

Secondary or High school is a term used to describe an educational institution where the final stage of schooling, known as a secondary education and usually compulsory up to a specified age, takes place. In Afghanistan, the term "high school" refers to secondary school from Years 9 to 12, although this can vary from one country to another.

Middle school and junior high school are levels of schooling that act as a sort of bridge between elementary and high schools. Middle school includes grades 7 through 9 in Afghanistan.

It is widely recognized that primary, middle and high schools have functions of preparing students for higher education.

General basic education has an enormous impact on the critical period of adolescence, when important life choices for the future and career orientations are made. Its expansion contributes to poverty alleviation. In many countries access to basic education is inequitable, particularly for girls (UNESCO, 1986).

2.5 Formal System of Education:

Coombs and Ahmad stated (1973) that formal education refers to graded, structured and hierarchically educational system. Starts from Primary School and runs through university, general academic studies, specialized programs and institutions for all kinds of professional and technical trainings.

Formal education mean management of education in institutional centres like primary school, Middle school, high school, collage and universities so on, which have a chronological learning structure. This hierarchically educational system leading to degrees and certificates to achieve a programmed objective in terms of wanted changes to learners. (UNESCO, 1986)

Moreover, the government of Pakistan defines formal education the education which is offered in official and formal institutions like school, collages and universities and vocational institutes. Such kinds of institutes exist for propose of teaching and learning to a specific

clients according to a set format. Classes, grades, certificates and degrees, specific curriculum, teachers and examiners are the constituent part of the example of formal education system. In short, the official and formal organization of the learning and teaching process is the system of formal education (Gov of Pakistan, 1999).

2.6 Non-Formal Education:

Non formal educational programs are for the people that are excluded from education by various reasons. In non formal educational system structured program of learning are taught out side schools or out of institutions on a learner cantered curriculum and flexible schedule (Tietjen & Prather, 1991).

Non formal education is different from formal educational system. Non formal education systems take place out side the framework of formals system. This system is organized and have pre planned goals. Sequential learning structure exists in this system but not necessarily graded. In addition non formal education system is flexible in terms of timing, duration, content, methodology of instruction and monitoring procedure (UNESCO, 1986).

According to Weyer (2009) explains that non-formal education is characterized by a specific approach, which is child-cantered, heterogeneous, flexible, participatory, bottom-up and locally relevant. Non-formal education offers basic skills to those who are either 'left-out,' 'pushed-out,' or have 'dropped out' of formal education.

Non-formal system, as a national program, cannot function in isolation. When other development agencies (that are already functioning in the process of development through their various development programs) come closer to work simultaneously, non-formal programs can have direct bearing on improved health and sanitation, better environmental conservation, improved social relationship, sustained preservation of culture, and the like, Adoption of an improved method of production and increase in productivity would lead to higher standard of living that is a sure sign of personal and national development (Aggarwal, 1988).

2.7 Gender:

Alexander and Baden (2000) pointed out Gender as a socially constructed difference between men and women. This social difference makes inequality and inequity in power, control over events, decision making, education, ownership of resources and so on.

Gender is also defined as the socially given roles, activities, responsibilities which are attributed to being either male or female and they determine how women and men should behave in society (March et al, 1999).

2.8 Equity:

Aly (2007) stated the concept of equity goes beyond equality of opportunity, where everyone is treated the same, to fostering a bias-free environment where individuals benefit equally. It recognizes that some people require additional and specialized support in order to achieve equal benefits. Equity in education, therefore, would take into consideration not only equal access to education of a particular standard, but the contents of curriculum, instructional and evaluation materials and practices, different ways of learning and views of knowledge, and everyone having the opportunity to achieve.

According to the Convention Against Discrimination in Education adapted by UNESCO (n.d.), any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, as the purpose or effect of nullifying or impairing equality of treatment in education is tantamount to discrimination. This refers to all types and levels of education and includes access to education, the standard and quality of education, and the conditions under which it is given (UNESCO, 1960).

Afghanistan has been recently ratified The Convention against Discrimination in Education recently in 2010. Although, all the citizens of Afghanistan are equal before the law constitutionally, but in practice there is various forms of discrimination in the education system, mostly due to social customs and poor implementation of education programs. Poor children, girl students, students from rural areas and students from minorities are particularly affected by inequalities and inequities in the education system (UNESCO, 2010).

We need to look at both equality and equity in public and private education, focusing on institutions and students. It is our purpose to address issues of gender, economic and geographic disparities, and parallel systems of education and medium of instruction (Aly, 2007).

2.9 Social exclusion and Inclusion:

Silver (2007) stated the outcome of multiple deprivations that prevent individuals or groups from participating fully in the economic, social, and political life of the society in which they live.

The socially excluded are those who receive inadequate support from public institutions and whose opportunities remain constrained due to structural and cultural factors. Exclusion arises from multiple sources, some endogenous and some exogenous. Social exclusion from immutable factors, such as gender, ethnicity, and race, contributes to low educational participation for girls and members of subgroups.

Social exclusion from external factors, such as poverty, contributes to low educational participation and to a cycle of exclusion based on poverty. Concatenating factors of exclusion lead to what is often called multiple exclusions. (Lewis and Marlaine, 2006)

Social exclusion sidelines certain population groups, preventing them from receiving the social rights and protections meant to be extended to all citizens and restricting their economic mobility. Discrimination against such groups by the majority population excludes them to varying degrees from mainstream activities, such as education and employment.

Lewis (2007) stated the converse of social exclusion, is affirmative action to change the circumstances and habits that lead to (or have led to) social exclusion. Social Inclusion is a strategy to combat social exclusion, but without making reparations or amends for past wrongs as in Affirmative Action. It is the coordinated response to the very complex system of problems known as social exclusion. The notion of social inclusion can vary, according to the type of strategies organisations adopt.

2.10 Global Gender Disparities in Primary and Middle Education:

Gender disparities are starting from the enrolment stage in the first grade of primary school. According to the global average 94 girls started grade one for every 100 boys in 2005. since 1999 gender disparity in access have improved especially in south and west Asia from 83 to 92 in 100 boys. By the way, in the Central African Republic, Chad, Niger, Afghanistan, Pakistan and Yemen, 80 girls or less than 80 for every 100 boys starting schools (UNESCO, 2008).

Girls are doing better than boy if they have access to schools and education. But in few countries where boys repeated less and girl repeated more are mostly Arab countries and sub-Saharan Africa. In over all both boys and girls finished primary schools in equal ratio in 2004. However, important differences in school survival persist, especially those favouring girls in Latin America and the Caribbean. In sub-Saharan Africa and the Arab States, roughly the same number of countries report gender gaps in favour of boys as those in favour of girls (UNESCO, 2008).

In 2005, disparities at the Middle level favoured boys in 61 countries, slightly more than the 53 countries where girls were at an advantage. Boys' underachievement in terms of participation and performance is increasingly an issue, especially in Latin America and the

Caribbean. This is the only region where there are more girls enrolled in Middle education than boys (90 boys or fewer enrolled for every 100 girls in 11 countries) (UNESCO, 2008).

According to UNESCO 2008, there were 94 girls enrolled in Middle education for every 100 boys compared to 91 in 1999. It is important to note that the pace of change actually slowed during this period, compared to 1991 and 1999. In fact, gender disparities actually increased in sub-Saharan Africa between 1999 and 2005. This region, as well as South and West Asia, report the lowest levels of girls' participation in Middle education, with 83 and 79 girls enrolled, respectively, for every 100 boys (UNESCO, 2008).

2.11 Gender and Education in Afghanistan:

The educational status of women in Afghanistan is unacceptably low, in fact, amongst the lowest in the world. The problem emanates at the primary level, as low participation and high dropouts at that stage prevent females from reaching Middle, higher education and equitable opportunities for such furtherance do not become available to the female gender. According to the Ministry of Women affairs, in 2005 total number of students were 4254065 in primary schools in which only 35.9% of females have attained schools 6th class, and the total number of students attained Middle and high school were 626569 in which only 24.1% were females have attained Middle and high school. 7026 university student's achieved Bachelor degrees from Afghanistan universities in 2005-2006 in which 23% were girls. 86.4% of the female adult population is illiterate. Moreover, a large number of rural girls drop out of schools before starting Middle schools (MoWA, 2008).

The government of Afghanistan plans that at the end of 2020 100% youths both boys and girls aged 15-24 would be literate (MDG, 2005).

2.12 Some Commitments of Afghan Constitution with Regard to the Right to Education

Article Forty-Three: Education is the right of all citizens of Afghanistan, which shall be offered up to the BA level in the state educational institutes free of charge by the state.

To expand balanced education as well as to provide mandatory intermediate education throughout Afghanistan, the state shall design and implement effective programs and prepare the ground for teaching mother tongues in areas where they are spoken (Afghanistan Constitution 2004).

Article Forty-Four: The state shall devise and implement effective programs to create and foster balanced education for women, improve education of nomads as well as eliminate illiteracy in the country (Afghanistan Constitution, 2004).

Article Forty-Five: The state shall devise and implement a unified educational curriculum based on the tenets of the sacred religion of Islam, national culture, as well as academic principles, and develop religious subject curriculum for schools on the basis of existing Islamic sects in Afghanistan (Afghanistan Constitution, 2004).

Article Forty-Six: Establishing and administering higher, general and specialized educational institutions shall be the duty of the state. The citizens of Afghanistan shall establish higher, general and specialized educational as well as literacy institutions with permission of the state. The state shall permit foreign individuals to establish higher, general, and specialized institutions in accordance with the provisions of the law.

Admission terms to higher educational institutes of the state and other related matters shall be regulated by law (Afghanistan Constitution, 2004).

Article Forty-Seven: The state shall devise effective programs for fostering knowledge, culture, literature, and arts. The state shall guarantee the copyrights of authors, inventors and is coverers, and, shall encourage and protect scientific research in all fields, publicizing their results for effective use in accordance with the provisions of the law (Afghanistan Constitution, 2004).

2.13 Law on Education

Article Three: The nationals of the Islamic Republic of Afghanistan shall have equal access to education without any forms of discrimination (Afghanistan Constitution, 2004).

Article Seven: The Ministry of Education shall have the following duties and powers:

1. To Control and monitor educational plans primary schools, middle education, secondary education , technical and vocational schools, Islamic education institutes, teacher training programs, literacy and distance learning
2. Establishment of Religious schools, teacher training institutes, vocational institutes, teacher training programs, and Hostels upon need and request of society.
3. To establish and equip state schools for students with exceptional and elitist abilities and for students with special needs;
4. to issue permissions for the establishment of private domestic, mixed, and international education institutes and to monitor their activities;
5. Providing learning Materials to schools.
6. Establishment of laboratories, information & technologies centers, libraries, cultural centers, and sports fields and equipments.
7. Issuing legal graduation Certificates of various educational levels (Afghanistan Constitution, 2004).

CHAPTER THREE: METHODOLOGY

3.1 Area of the study

3.1.1 Nangarhar Province:

Nangarhar province is one of the more populated province located in eastern Afghanistan. Nangarhar province have boundary with Kunar in the North east, North-West with Laghman, Kabul and Logar, in the west and south west with Paktya. Total are is 7,641 squared kilometers which is 1.17 percent of the whole Afghanistan.

Jalalabad is the capital city of Nangarhar province and has 22 districts, (Jalalabad, Bihsud, Surkh Rod, Chaparhar, Rodat, Kama, Kuz Kunar, Dar-I-Nur, SherZad, Hisarak, Khugyani, PachirWagam, Dih Bala, Kot, Achin, Nazyan, Dur Baba, Shinwar, Bati Kot, Muhmand Dara, Goshta, and Lal Pur.)

Nangarhar is one of the 4 most famous provinces in Afghanistan. With 1,342,514 inhabitants which is 5.8 percent of whole Afghanistan. Populous districts of the province are Jalalabad, Behsud, Khugyani, Achin, Surkh Rud, and Bati Kot, with respectively 15.3 percent, 8.9 percent, 8.3 percent, 7.1 percent, 6.8 percent, and 5.3 percent which makes total 51.7 percent of all provinces.

Main Urban cities are Jalalabad, Markoh, and Khugyani. The large majority of the population lives in rural areas. The rural population of Nangarhar—1,133,646 inhabitants— is distributed over 1400 settlements of variable sizes.

Pashtu language is spoken in about 92.1 percent of the village. The remaining eight percent (103 villages) speak Pashaie (60 villages), Dari (36 villages), or some unspecified language (5 villages) (CSO, 2004).

3.1.2 Rodat District:

Rodat is a poor district located at the center of Nangarhar province. Farming directly or indirectly forms a major component of the household economy for the majority of households. Although it is only one means through which people make a living, it is central to the rural economy at large. Livelihoods in Rodat district is traditionally relied on a mixture of livestock rearing and small-holder wheat, onion, cotton, corn, and vegetable production. In addition numbers of people are busy in non farm labor activities. The majority of the households are poor; with a few wealthier.³⁷ agriculture and non-farm labor are more significant components of livelihoods of Rodat district.

Land-holding size does not vary, the average land holding size is 1-2 hectors of rain-fed and irrigated land. The 1994-till now drought dramatically reduced agricultural products and livestock numbers, leaving the majority of poor households with no livestock. Majority People of Rodat district have access to safe drinking Water but access to irrigation water is a major issue in whole district.

Intense fighting during the Afghan-Soviet War led the great majority of villagers to become internally and externally displaced specially to neighbor country Pakistan. By establishment of Islamic Republic of Afghanistan large number of migrants returned to their homes.

There is large number of widows in the district. In this case they rely on their inside home business like embroidery, Tailoring and poultry farming. In addition number of the poorest population of the district depends of daily wage labors. (MRRD, 2007)

3.1.3 General insecurity

When analyzing the phenomenon of attacks on the education sector in the study area, it is important to place the phenomenon in the context of a general spread of insecurity across the study area. The large majority of field interview respondents retain that the security situation in their areas has deteriorated. Causes of insecurity vary across the districts, but can largely be attributed to the armed opposition and criminal activity. With regards to specific threats to the education sector, Afghanistan security forces indicate that the threats emanated from armed opposition and criminal groups. The opposition group of the government is Taliban. They are trying to collapse the current government of Afghanistan which is established by help of international society. According to Taliban spokesman the current government is non Islamic government and large number of external forces exists in the country therefore they are trying to withdraw the external International security assistance forces from Afghanistan and establish their own choice government.

Taliban ruled Afghanistan from 1996 until 2001. They came to power during Afghanistan's long civil war. Although they managed to hold 90% of the country's territory, their policies—including their treatment of women and support of terrorists—ostracized them from the world community. The Taliban was ousted from power in December 2001 by the U.S. military and Afghani opposition forces in response to the September 11, 2001 attack on the U.S.

3.2 Selection of the Study Area:

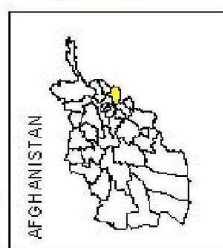
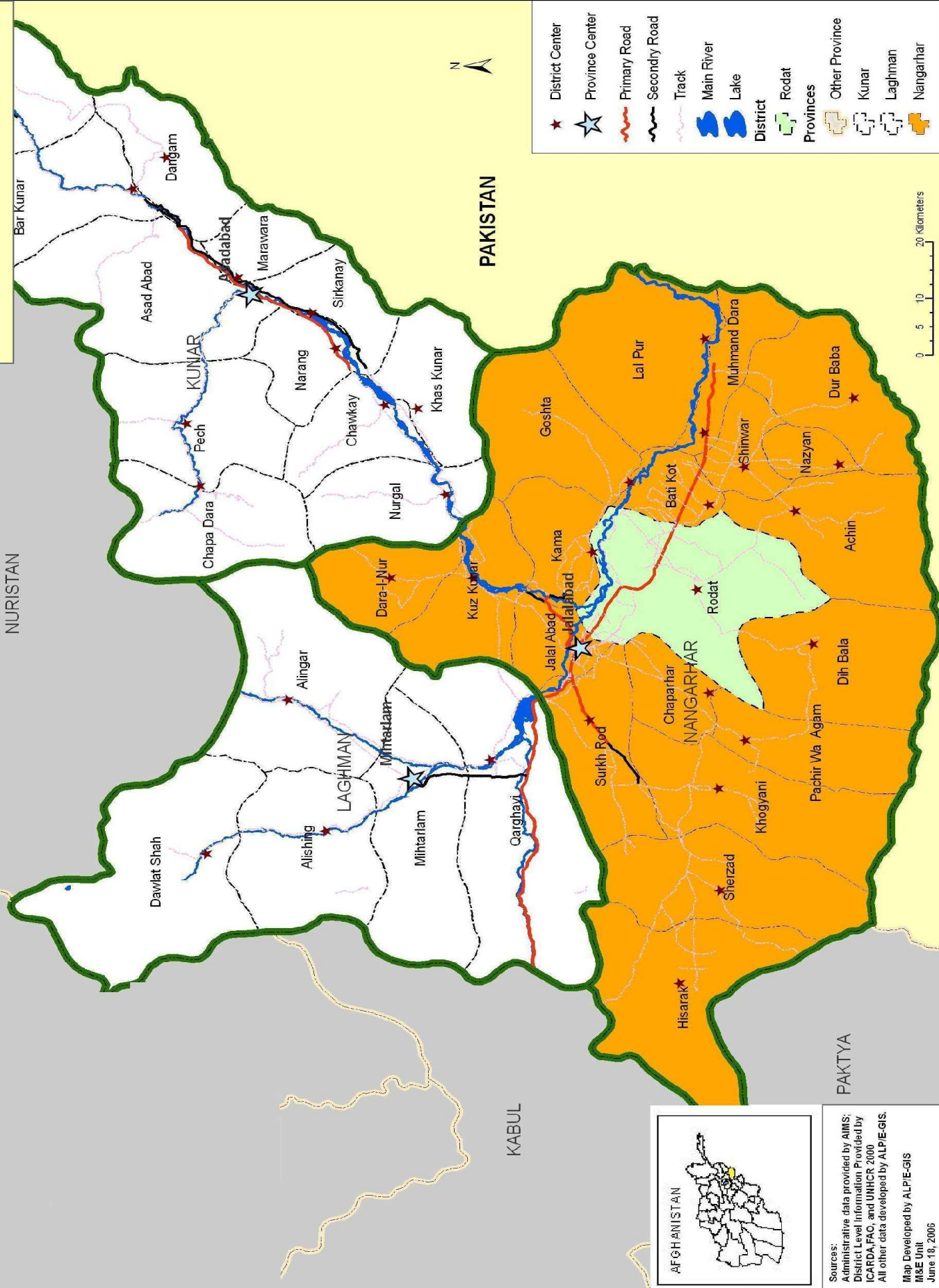
Rodat District is located in the centre of Nangarhar province, eastern Afghanistan, Hisarshahi is the centre of Rodat district. The district is administratively divided into 5 main villages and 72 sub villages. Main villages are Hisarshahi, Baro, Kaday, Mazina, and KanKatraghay. (UNHCR, 2002)

According to education directorate of Rodat district, there are 9 primary schools for boys and 6 for girls, 4 Middle, and 5 high schools for boys. There is only one Middle school for girls. But girls are not getting admission in middle school after graduating from grade six. In addition there are 2 religious schools for boys in the district. (Rodat Education Directorate, 2010)

The main reason for the selection of Rodat district as a study area is that the number of girls schools are higher than other districts as well in Rodat district there is one Middle and high school for girls where in other neighbor districts like, Chaparhar, Dihbala, Kot, Achin and Spin Ghar there is no any secondary school for girls. In addition people of Rodat district are relatively more educated than other districts.

Picture 1: Next page Map of the study area Rodat district, Nangarhar Province, Afghanistan

RODAT DISTRICT NANGARHAR PROVINCE AFGHANISTAN



Sources:
Administrative data provided by AIMS;
District Level Information Provided by
ICARDA, FAO, and UNHCR 2000
All other data developed by ALP/E-GIS.
Map Developed by ALP/E-GIS
M&E Unit
June '18, 2005

3.3 Research strategy:

The researcher used a qualitative approach, both primary and secondary sources were used for collection of relevant data in the research study.

A desk study was used for secondary data collection to review available literature on the topic and for soliciting theories from journals, books, reports, and other researches conducted before to understand more about the subject.

Field study was done through semi structured interviews and focus group discussions which was in-depth approach of data collection, which as necessary in this research so as to get more fundamental information for analytical description on the responses, attitudes, values, feelings and aspirations of respondents about education. It will be also used to get more understanding of gender differences, feelings, and reactions among the respondents. This qualitative study is chosen due to the nature of the research issue, and the time limitations specified for the given study. Also, as it utilizes a variety of data collection techniques for triangulation, it will visualize integrity of the data.

3.4 Data Type and Source:

Both secondary and primary data were used in this study. The primary data were gathered through field work using focus group discussion and semi structured interviews whereas; secondary data were collected through reviewing various literatures on the topic. Here, the literature review entails about girls education not only in Afghanistan but also in other neighbor countries such as Pakistan as they have the same livelihood in rural areas .The sources of secondary data were books, journals and other literatures. Here, the literature review entails about General education and specially females' education. Literature on other country experiences regarding girl's education were used to augment the data collected from the internet.

Concerning primary data sources, key informant interviews were undertaken with the district and provincial Education directorate together with the non governmental organization working in the education sector in the area. Another key informant focus group interview were hold with the students' female and male parents to identify the constraints of female students with regards to getting Middle and higher education and to acquire general information related to the research problem.

Furthermore, female school student's, six grade graduate student and girls never attended school were the main data sources, by which information about the problems associated with exclusion of girls from middle and high school were explored and searched.

3.5 Selection of respondents and primary data gathering tools:

In the primary data collection phase, data gathering tools such as semi-structured interviews were used to find out the factors and causes that restrict and excludes girls from Middle and high schools and focused group discussions. A comparison with literature was used for the qualitative data collected from interviews and focus group discussions.

3.5.1 Semi Structured Interviews:

After a complete identification of respondents and Before going to the field for data collection list of all primary school student as well 6th class graduate students was collected from the education directorate to make the data collection process easier.

Randomly 30 interviews all with girls were hold in 5 main villages (Hisarshahi, Baro, Kaday, Mazina, and KanKatraghay) of the district due to time limitation of the study and bad security in the area. 6 interviews hold in every village.

It is to be mentioned that it was not possible for the researcher to conduct interviews with girls because of cultural restrictions. Therefore researcher asked Development Alternative Incorporation DAI Gender and Micro enterprise departments' female field monitors to conduct the interviews.

A questionnaire was pre-tested on 4 persons before launching the interviews. A team of 2 persons were selected from the gender and micro enterprise department of Development Alternative Inc (DAI) under the supervision of the researcher to collect the data. The team was given training on interviewing technique of qualitative data, objective of the study, and general information to respect cultural and religious aspects during interview time for one day. Formal Permission letter has been taken from education directorate for the execution of the study. It is to be mentioned that before arranging interview in a village, community elder was informed one day in advance to help with interview team in data collection and their security.

Each person was assigned to collect information in 5 days. Each interviewer completed 6 questionnaires per day. The researcher was accompanying the interviewers for 5 full working days in the 5 targeted villages (Hisarshahi, Baro, Kaday, Mazina, and KanKatrachay) at the period of data collection. The entire 30 interviews held with 1) girls who never attended school, 2) primary school students and 3) 6th grade graduate girl students were conducted in order to express their problem and main reasons of not getting admission in middle and high school.

3.5.2 Focus Group discussion:

After conducting semi structured interview, 3 Focus group discussions were arranged with three distinct groups, comprising of 9 male parents, 7 female parents, and 5 key informants from government organizations (provincial directorate and district directorate) and NGOs officials in the target area. They were explained the objective of the study and were presented the results of the interviews.

Male parents group consists of 9 people aging between 30-55 years old and some of them were village elders of Rodat district. This discussion took place in the office of district governor, where they were preparing a plan for the coming parliamentary elections.

The second Group consists of 7 female parents aging between 28-45 years to get the views of women. While conducting a focus group discussion with female parents group it was again required to ask female monitoring team of DAI to hold meeting with female parents. This focus group discussion took place in the second big village of Rodat district Mazina.

The focus group discussion with male and female parents was hold to identify how much they are in favor of girl's education and know about importance of girls' education. In addition to know what problems they face if they sent their daughters to school.

The third group was formed from 1 person from district education directorate, 1 officer of provincial education directorate, 1 male teacher (headmaster) of girl's schools (there was no any female teacher in whole district) and 2 education department members of NGOs working in the area in the education field SCA and UNICEF. This focus group discussion was arranged to know about the available facilities for girls in the area and what programs they have for the improvement of girl education in the area.

3.6 Limitations:

Several limitations and problem were existed during the study. First limitation was that, the researcher was not able to conduct interviews with girl students and female parents which resulted waste of time in data collection period. In addition in some cases the researcher had to fit time into the schedule of respondents which causes long period of waiting.

Bad security situation was the second and serious limitation of the data collection. Any time there was fear of bomb blasts, kidnapping and insurgents' attacks.

The third limitation during the data collection phase was that all the schools were closed and it was not easy to find school students, although we had some information about students from education directorate.

In some cases people were not permitting female interviewers to arrange interview with girls. More ever in the focus group discussion people were not feeling well and becoming aggressive when asked about girls or women.

The researcher was also in problem with the members of NGOs and education directorate. Both sides were not giving time to hold interview. Finally they gave only 20 minutes from their administrative meeting.

Related literatures and reports were limited, especially with government education departments. The data they had were enough old and mostly not sharing with the researcher.

CHAPTER FOUR: RESULTS

4.1 Results:

This chapter presents the results from primary data collection that was done through conducting 3 focus group discussions and 30 semi structured interviews with primary school girl students, 6th class graduate girl students and house girls aging 11-23 in Rodat District. Almost all the interviewed girls had the same following problems. There was no any big deference between the answers of girls who never attended the school and who attend the school.

Lack of female teachers and separate school building, as well insecurity and burden of house work was mostly mentioned by girls who never attended school and sixth class graduated students. The main reasons which were more mentioned as a strict challenge among all the interviewed girls were insecurity. Primary school students were mostly complaining from long distance to school and miss behaviour of teachers.

4.1.1 Limitations:

The main factors that emerged from the results of interviews are written as below. The most mentioned factor is written first than second and so on:

1. lack of separate school buildings for girls
2. Lack of female teachers
3. Long distance to school
4. lack of security and safety on the way to school
5. Needed for work at home and farm
6. Poverty
7. Early marriage
8. family not allowing to attend school (education is not necessary for girl, not learning any thing at school, weak educational facilities, teachers are not coming to school, miss behavior of teachers and violence against girls students)

During the focus group discussion with male and female parents, participants are asked about the importance of girl's education, about their favor about girl's education, level of education, problems that girls are not sent to schools and problems they face when sending girls to Middle and high schools. They replayed the same answer as the result of one to one interviews with girls. Some of their common views and main problems are mentioned in detail below.

4.2 Female and male parent's focus group discussion:

During the discussion session male and female parents are asked about the importance of education, favor about girls' education and educational level. Moreover asked why girls are not sent to school and problems they face when sending girls to school. following points are emerged from the discussion:

Male Parents:

"We are not against female education, it is important for female as male but we think that Primary education is enough for girls in our society, because they remain at home and not responsible for earning money or supporting family. They have to work at home and help their mothers in washing dishes and clothes, cleaning, cooking, and looking after their baby brothers and sisters when they are single. After marriage they have to serve their husbands, mother in laws and father in laws."

"Yes of course education is really important for both boys and girls, but for we poor people it doesn't have any importance. We are farmers, we are working in the fields, our boys are helping us, our girls are supplying us food, tea and other necessary things, and as well they are working with their mothers at home. In addition we have

different cultural, religious, and economical problems about girl's education. Therefore we think it is better to our girls to stay at home"

"In our culture, every one knows this that women's place is in the home. Even some of the most educated people believe this. I'm willing to let my daughters go to school but only to a point, maybe until they are 11 or 12 years old. After that, they don't need an education; their life will be in the home, therefore girl's education is not as much necessary as boys"

Female Parents:

"Education is much more important for girls, it is not correct that education is not necessary for girls our prophet peace be upon him said: that Seeking of knowledge is the duty of every Muslim man and Women" therefore we have to provide opportunity for our girls to gain education. On getting education every one knows their rights, their selves, their society, and even their god. Let me give you an example if you compare children of educated mother with children of uneducated mother you will see a big difference. Children of educated mother will be clean, polite, and healthier than the children of uneducated mother. Every one knows that how much education is important, but still because of our culture restrictions and continuous war in the country our daughters and sisters are illiterate"

"In our society women and girls has to stay at home and serve their fathers, brothers and husbands, there is no need for their education, they have to work at home. Men and boys should study because they are responsible to work out side home and earn money and support the family. Thus education is not necessary for girls"

"Education is an important element for every afghan, especially for girls and women, because women make more than 60 % population of the country. In this 21st Century If some one wants to develop her/his personality, take part in productive works, and participate in the development of their country, develop their quality of life and achieve personal and social goals have to gain education. Getting education for girls and women is not only personal obligation, but should be seen in the frame work of national needs and realities of present day of Afghanistan. Education is the only way for us to stop fighting's in the country"

a. Lack of female teachers and separate school building:

The second reason which is mentioned by the participant was the lack of female teachers and separate school buildings. Followings are the views and ideas of the participants.

In Afghanistan where people respect culture. They allow young girls' to attend only single sex school with female teachers and separate building; if female teachers and separate building does not exist they are withdrawing girls from schools especially from Middle and high schools.

Most of girl's students' classes are held in the open space, under trees, mosques, tents, and shelters which is not appropriate. Schools that have buildings needed reconstruction. Lacking water, sanitation, electricity and the whole educational system is in short of chairs, desks, blackboards and other necessary materials.

Female Parents:

"We really respect our culture and religion. It is not appropriate for our adult girls to study under control of male teachers or set in one building with boys. In our village there is no any female teacher and separate school building we are not allowing our girls to attend school with male teachers and students. This is against our culture and religion"

"We want our daughters and sisters to be well educated, but we feel fear of sexual harassment and violence from male teachers and students. These fears make us to

keep our adult girls at home, when female teachers and separate school does not exists. I ask the government to send us female teachers and build school buildings for girls”

“We don’t have high or Middle school in our village. I am not able to send my daughter to city to stay in hostel alone or with relatives because of cultural restrictions”

Male Parents:

“We allow our lower age daughters and sisters to attend school with male teachers, but after they getting younger are aging 13 or higher we are not allowing them to attend school with male teachers. We are really thinking about our daughters and sisters who are not attending school because of this problem. Many times we discussed this issue with our village elders and government authorities but unfortunately we haven’t seen any green signal from them”

“That is right that education is obligatory to both women and man, but due to cultural and religious restrictions which forbids mix education of girls and boys we do not allow our girls to study in school where this system exists”

“There is only one girl school building, in our village Hisarshahi. But due to lack of female teachers most of the girls are not getting admission. The government should keep attention to this issue”

From the result of focus group discussion parents stated that they dropped out their younger girls aged 13 or higher from school because there were no women teachers and separate girls’ school buildings. Studying in one class or school with boys was culturally and religiously forbidden.

b. Long distance to school and Lack of Security:

Problem of long distance and lack of insecurity were discussed with the parents’ focus group participants and the following responses came out from the discussions:

Male Parents:

“It is clear to every one that there is no any Middle and high school building for girls in our village. The existing girls’ primary school is far around more than 3 kilometers. If government constructs high school building for girls, I am sure that will be next to the currant school building. It is not easy for our young and adult girls to commute between schools and home on this long distance and bad security situation. We are observing different kinds of attacks on schools. Insurgents are giving warning to the headmasters of girls’ school and even a few months back they killed a teacher of a girl school in Pachir agam district and one day they will kill our teachers and children in our district. Now you can do justice is it possible for our girls to attend the school?”

“As we have many problems about girls’ education the problem of long distance to school is also challenging our girl’s education. Our girls are facing different problems, we don’t have transport system to pick and drop our girls to school, rude boys are misbehaving with girls on the way, fear of spreading battery acids on school girls, like they spread battery acids on a group of girl student in Kandahar province and blinded two of them. Fear of these kinds of problems making us not to send girls to school they are targeting girls schools more than boys schools”

“For us the most important thing is security, when there is no security, there is no chance for female and male education in our area”

Female Parents:

"Because of long distance to school I dropped out my 14year old girl from school. Our home is far from school and the way to our house is a narrow footpath crossing agricultural fields and desserts. It was not possible for her to go to school in that long way alone"

"We took out our 14 years old daughter from school. It is not appropriate for her to walk alone for long distance and attend school. She was in need to a second person to accompany her to school and home"

"In our religion and culture women and girls aged more than 12 years has to be accompanied by a family member when they are going out. As school is far from our house we can not devote second person for our girls to take them to school"

"Insurgents are always warning girls' schools, and we are living far from school. In order to be safe from the treats and attacks we both me and my husband decided and dropped out our 3 daughters from school"

"Some of our girls are physically disable because of land mines and polio, therefore they are not arriving school on due time"

Long distance between school and home and insecurity were other reasons which came out from the result of interviews and pointed as a serious barrier to attend school. It was clearly expressed by the majority of the respondents in the focus group discussion school is too far and they cannot allow their young girls to travel so far to attend school which is insecure for them as young girls. Bomb attacks, spreading acids on faces of girls students, kidnapping, poisoning school classes are the main constrains that stops girls from getting admission in Middle and high schools.

c. Girls are needed at home and farm activities:

The third reasons which is mentioned clearly by most male and female parents in the focus group interviews was that they need girls for farm and household activities. It was clearly expressed by the most male and female parents that the girls are not responsible for income generating, do not need education and need to stay at home. Their role is to help her mother at home in cooking, cleaning, washing, and taking care of children.

Female Parents:

"We need our girls at home, they are helping us in daily activities like cooking, washing clothes, cleaning house, watering and feeding animals, milking cows, feeding chickens and hens, looking after their baby brothers and sisters and so on"

"I am widow; my husband who was working in the ministry of defense killed during civil war when a bomb went of 15 years ago in Kabul, now I live with my three children, two daughters and a son. Me and my 18 years old son are working in agricultural fields. In some cases my daughter also helping us in the fields but mostly I need my daughters to stay at home to carry out chores"

Male Parents:

"I am a shopkeeper, we are 13 family members; fortunately I have 5 sons, two daughters, two young brothers and my mother. We all live in one house. My all sons and brothers are students of university and schools. My mother is old and sick. Look we are a big family, my wife is not able to manage all the household activities like (cooking, cleaning, washing clothes, cleaning shoes, ironing clothes). Therefore my daughters who are fortunately young now are helping their mother if they also attend school it will be hard for my wife to manage all the household activities"

“In my view it is better for our sisters and daughters to stay at home to help their mothers and learn house chores (cooking, washing and cleaning house), because when they get marry they do not need education. Their Husbands, father in laws and mother in laws need their household chores not their education. Thus, they have to stay at home and work with their mothers to learn household activities”

“My all daughters are helping me in the fields, especially in the season of onion. They are helping me in transplanting, weeding, and harvesting of onions. In addition they are also helping me in collection of cotton”

“My brothers’ wife has died. There is no one else in his home except his 13years old daughter. She has to stay at home to work for him. She don’t have time to study at home or attend a school”

It was found that almost both male and female parents had the same opinion that girls had to work at home. According to them girls had to work at home to help them in daily household activities like cooking, cleaning, washing, fetching water, taking care of their brothers. It was also observed that girls have help at the farm also at the time of harvesting for crop picking etc to earn additional income for livelihood. It was felt that school timing is not suitable for them and they have to work at that time. They suggested that the school timing should be made flexible for girls.

e. Early marriage:

Early marriages of girls are violations of their rights. In these cases, immature girls are married to men with the permission and agreement of their families and marriage is imposed on them. In focus group discussion with parents following answers were emerged:

Male Parents:

“If girls do not marry at the age of 14-23, it will be very difficult to find husbands for them. As result they will remain in their parent’s house, and will be burden on the shoulder of their brothers. On the other hand we are economically weak, thus it is better to get marry”

“Our religion tells us to marry our adult sons and daughters when they are getting to the age of puberty, if we don’t do it will cause mutiny and rebellion (Fitna) in the land. Therefore we have to do what ever says our religion and have to marry both girls and boys at the age of puberty”

“In our swill only allow my daughter to study primary school. When she become 15-16 years old or get to the stage of puberty I will stop her form school”

Female Parents:

“My niece was student of 7th class, she was sixteen years old. After her father died, her uncle dropped out her from school and forced her to marry. Finally she got engaged and married with permission of her mother. This is just an example”

From the result of the interview forced early marriage of girls was another reason of not attending high school. the result of discussion showed the girls has to be married when they are at the age of puberty, if they are not get merry in this stage it will case mutiny and rebellion. Moreover it will be not easy to find husband in the older age and they will be an extra burden on the family. On the other hand from my own observation, economic weakness of families is a fundamental cause of early marriages of girls, which cases drop out girls from middle and high school.

d. Poverty:

In the poorer families mostly adult and child female were also involved in the in the income generating activities. Poverty and inability to pay extra school expenses (clothes, shoes, and notebooks) was another obstacle for girls to attend school. This point is discussed with male and female focus group meetings and the following answers came out of the discussion.

Female Parents

“My husband is blind and disable and my son is high school student. We have only one way of income which poultry farm for eggs. My daughter is busy in the poultry farm from morning until 5 pm. She is not going to school and I am sure she likes to go to school but she can not. If she join school what will happen to our poultry farm which is only way for our livelihood. I can not manage it, I am old enough. Our life is very bad if she stops working in the poultry farm we will be in trouble, how we will make money for food and other expenditure”

“I was the only daughter of my father. I got married to a poor man, who can only provide us with a basic food (flour, tea, oil, and sugar). His behavior is very good with me. My parents are living with me. They don't have any one else to tack care of them, both of them are sick. My baby is also sick (malnutrition) I don't have enough milk for him. Therefore my 14 and 16 years old daughters are busy in embroidery. They have some income from embroidery on which we buy drugs for my parents and milk for my baby son. Now you can judge if, I sent my daughters to school. Who will provide milk for my son and medicines for my parents?”

“Girls are always competing with each other in having nice clothes, shoes, bag and other thing in village, school or else where. When they are not equal with their classmates they feel shy and not feeling well among other classmates. Therefore, they them self don't want to attend school”

Male Parents:

“I am an old and jobless man. Before we were working in our agriculture but due to continuous drought we don't have any harvests. My sons are not supporting me; they have their wives and babies. They are working as a daily wage and have low income. My 15 years old daughter is a very good tailor and embroiders. I want her to get education and become a doctor or teacher. But I can not send her to school because of weak economy and my joblessness”

“I am eager to send my daughters to school; but because of poor economy I am not able to send them to school. They need some extra expenses (clothes, shoes, pens, notebooks) for school, but I can't afford for it”

“Because of poverty I married my 14 and 15 years old small daughters at the exchange of small amount of money that I took from their father in laws and husbands. They studied only to class 4 and 5. When they are coming to my house they are always crying and arguing with me that why I dropped them out from school and marry them in the childhood”

Poverty also cased exclusion of girls from middle and high school, engagement of girls in income generating activities (poultry farming, embroidery and tailoring), and incompetency of girls to be equal with other classmates in uniform were also mentioned as a case of exclusion of girls from middle and high school.

e. Family not allowing

As a result of discussion the point emerged that some families are not permitting their girls to attend school due to different reasons. The decision makers who stop them from going to school were parents, older brothers, and some times grandfathers.

- Education is not necessary for girls
- Not learning any thing in school
- Teachers are not coming to school
- Lack of appropriate schooling environment
- etc

“Teachers’ salary is less. They are not coming to school. They are working in their fields therefore there is no need to send our daughters and sisters to school and waste their time”

“My daughter is in class 5, she don’t know anything even she can not write my name correctly. As she is not learning any thing in school, therefore I stopped her from going to school.

“There are no enough classes in primary school specially. They are studying in open space, under trees, and tents. In addition the classes are overcrowded. Teachers can not keep them quit how he will teach them”

“Students don’t have drinking water, toilets, even carpet to set on. They can not learn any thing in this situation”

“It is better to send our sons to school to get jobs in the future and support the family. If our daughters and sisters finish school they will not take any benefit from their education, thus we don’t need to send our daughters and sisters to school”

“Boys and girls schools are near to each other. After finishing classes boys are disturbing girls on the way to home. This act of boys is not tolerable for us. Therefore we are no sending girls to school”

“Most of the teachers are only graduated from 9th and 12th classes. They are not professional. They don’t know how to teach and control the students”

“Going to school is the waste of time for both boys and girls. If you have a look to the city you will see a large number of engineers, military commanders, and teachers selling vegetables beside the roads. That is the result of men education in Afghanistan. What will be the result of females’ education I don’t know?”

“Schools are giving only two or three books to students. We have to buy others books, notebooks, pens, shoes and school cloths for our children. But we don’t the power of purchasing these items”

“We have a lot of problems in our society. We are not safe we are under attack every where: in school, in home, in farm, in mosque. Last year these peace keepers (NATO forces) had thrown a Grenade and killed 5 boys’ students of primary and high school. How it is possible to send our girls to school”

“The government is only supporting schools in the cities. They are not supervising and monitoring our rural schools. Our schools don’t have the necessary tools and items (blackboard, chairs and so on) which is necessary for education system”

“What we are doing on education and school. We are moving everyday. Today we are here and tomorrow will be in the mountains” (view of a Nomad (Kochi) when he accidentally joined the focus group)

According to a girl student: “ we are not happy from the behavior of our teachers they are using violence, treating us, using bad words and beating us in the classes”

As a result it find out that Inappropriate treatment by teachers, inappropriate atmosphere in school, shortage of professional teachers, assumption of parents that education is not necessary for girls and weakness of girls students in lessons were other cases of stopping girls from middle and high school.

4.3 Education directorate and NGO Focus Group Discussion:

The interweaved girls were complaining from the available facilities, specially lack of female teachers, separate school buildings for girls and lack of other necessary facilities.

Following are the results of focus group discussion with education directorate and some non governmental organizations.

“Almost all the schools and other educational facilities all over Afghanistan have been damaged and destroyed because of three decades war. After fall of Taliban regime and establishment of new government in Afghanistan Ministry of education and other international and national organizations have made some efforts to construct, rehabilitate, and provide safe learning space for the school children. Most of construction and rehabilitation activities are performed by international donors but that is not enough but still we need much more to be done. The school which have buildings are over crowded and don't have essential facilities such as, setting carpets, chars, blackboards, drinking water and toilets which seriously impact on quality of education and resulting drop out of students.

The directorate of education provided all the schools with text books, teachers salaries and some basic needs, that is why directorate don't have enough budget and all the international donation are spent through NGOs”

“Our organization UNICEF is still busy in the construction of school buildings, providing chairs, tables for students and teachers, black boards, learning materials for both boys and girls. In addition the Swedish committee for Afghanistan (SCA) is busy in teacher training programs and supporting some non formal education programs”

“The government can only provide text books, salaries of school staff, all other necessities are provided by cooperation of international and local organizations. On behalf of UNICEF I will say that they have a close cooperation with us. They are always helping with our schools and donating tents, notebooks, blackboard, and pens and even in some cases they constructed school buildings”

“Our organization Swedish Committee for Afghanistan (SCA) is helping both boys and girls through education directorate. SCA has established many community based schools, schools for disabled children, home based schools, education for elders both female and male, teacher training programs and supporting supervision and monitoring process of schools. But some of our programs are stopped because of security reasons in different districts of Nangarhar province”

“Hiring female teachers and assigning women in leadership positions within schools or other organizations to be role model for girl students. In addition arranging awareness programs about importance of education, developing appropriate educational curriculum which includes Islamic subjects and Holy Quran education and starting informal education programs, home based schools, plays important role in encouraging female to schools and education. Motivating and supporting local

community leaders and Islamic scholars can also significantly reduce community sensitivity against girls' education which will cause sending their girls to school"

"Awareness about education especially to male parents is really important. Lack of girls' students in high schools is because of existence of strict cultural barriers to girl's education in the region. This situation can be only changed through awareness programs, in addition Construction of schools next to residential areas, providing opportunities for graduate students, hiring female teachers and providing security and safety to student specially girls will be appropriate ways for starting girl's Middle and high schools"

"According to the headmaster of a school who were participant of the discussion said: security is in the top of all, providing safe education environment, decrease the number of children in classes, providing good facilities like appropriate sanitation, constructing school building according to the need of girl students, clean and healthy drinking water, female teachers, adopting school period to the girls' needs and furnished classrooms. Furthermore stopping any kind of violence and good behavior of school staff especially teachers' motivation of students, plays important role to achieve girl students. The above points are achievable by support of society. It is impossible to achieve female students to high schools without community support. In order to gain community support they have know about the importance of education"

After the discussion with NGO and Education directorate it is resulted that Education directorate is doing what they have in their hands, but they were complaining from the shortage of budget for implementation of their programs. It is also emerged that NGO plays important role in the education development programs and supporting a wide range of educational programs like providing Notebooks, chairs, tables, black boards, and constructing school buildings. But is to be mentioned the effort which was done by NGOs are not enough and much more efforts are needed.

Education directorate recommended training, hiring, and providing awareness programs for male parents about importance of girls' education. Moreover recommended providing safe education environment, decrease the number of children in classes, providing good facilities like appropriate sanitation, constructing school building according to the need of girl students, clean and healthy drinking water, female teachers, adopting school period to the girls' needs and furnished classrooms are the ways for starting middle and high school in the area.

CHAPTER FIVE: DISSCUSSION

5.1 Discussion:

Gender inequity and inequality exist in the highest level in Afghanistan in all sectors especially in education. Reports and literatures on education show that the gender inequality exists in both urban and rural areas, while it is higher in rural areas. More specifically 24.1% of all students of high schools were female in whole Afghanistan which shows high range of inequality of boys and girls in high schools. Report of central statistic organization shows that 7-18 years old female children constitute large number of 56% children in Rodat district. It reflects that they are higher in number than male children but still they are discriminated. The number of students who were sent to school has been withdrawn from Middle and high schools due to different reasons. And some who were still student of primary school but they were not satisfied weather they will get enrolment in Middle school or not.

Main source of income in the district is farming, daily wage labour. And In few cases of widowhood and unemployment child labour (embroidery, tailoring, and poultry farming) was also an income strategy of livelihood especially for women headed families.

Gender disparities are significantly seen in the study area. According to the study, it was observed that most people were living in poverty and major income source was subsistence farming in Rodat district. These sources of income do not provide enough money to the inhabitants of the district for basic needs, food and cloth. About sending children to schools they were giving priority to boys than girls. Large numbers of male parents are illiterate and were against girl's education and claiming that education is not important for girls.

Similarly the study further confirms that there are more barriers and problems for girl's to get education that are living in poor families. From the result of interview it is emerged that in poor families a number of girls have never attended primary school and have no education. That is why both boys and girls were busy in farm and household activities. Some parents were still supporting girls' education. But because of poverty, cultural and religious problems they were giving priority to keep their girls at home.

Almost all the interviewed people were supporting female education till primary level but they were not agreeing on sending girls to secondary or higher level education. But because of continuous war, illiteracy, socio cultural sensitivities and poverty, people were hesitated about girls' education.

War and fighting kept people away from education. Most schools are destroyed or become posts for fighters. School facilities are destroyed and rubbed, books, student records and reports have been burned. Professional teachers left the country and migrated to neighbour and western countries. As result of above problems large number of afghan people remained illiterate. It is emerged that facilities which are available in the area for girls are limited and need to be supported.

Illiteracy of parents also plays it is role in stopping girls from schools. That because that their parents are illiterate, poor and culturally strict and intractable and don't know about the importance of education. Their perception and believe that education is not so important for girls. They have to work at home and get marry as soon as they arrive to that stage of puberty. Another factor is that the education which is being offered is not appropriate for their daughters. School environment is discouraging and the risks are too great in sending their daughter to school. Parents look to girls' education as waste of time.

Further more some female parents were insisting on importance of girls' education. They had a strong believe that by educating girls they will claim their rights, realise their potential in the economic, political and social arenas. They differentiated educated mother from an educated mother on giving an example. In addition they added that development of personality; life,

country and achieving personal and social goals are connected directly with education. Moreover they said: without education we can not stop fighting's in the country Afghanistan.

The results of the study confirmed that girls have fear of harassment, rape and discrimination from male teachers' and students in mix school buildings. Many girls wanted to attend school but because of limited facilities, female teachers and separate school buildings they stopped attending schools. Many girls drop out of schools because of no separate toilet facilities, Lacking water, sanitation, carpets or chairs, desks, blackboards and other necessary materials for their lessons. Mostly these facilities are not available in schools to address the needs of girls.

It was revealed that many parents were also not satisfied with the mix education system and schools physical condition and considered it discouraging and inappropriate for girls. It was suggested by parents to separate schools and separate toilet facilities should be provided to girls. It is confirmed by the literature that school environment makes a big difference in attendance, participation and achievement of girls therefore making the classroom more child-cantered and gender-sensitive and rooted in the life and environment of the area and introducing participatory teaching and learning techniques can play a role in improving the environment attracted for girls and parents.

The study emphasis on recruiting female teachers and training male teachers on gender and child rights, and paying them competitive salaries, living wage so that they can provide better services. Recruit more women teachers who can serve as role models for girls and may make girls' parents feel more comfortable.

Large number of girls stated that they are unable to enrol in school because of insecurity, long distance between their homes and schools and lack of transportation.

Grenade Bomb attacks on girl students, spreading acids on faces of girls students, kidnapping, poisoning classes, sexual harassment on the way to school, are the main constrains that stops girls from getting admission in Middle and high schools. Parents were also not willing to let their daughters to walk to school as long as 4-5 kilometers in bad security situation.

According to a CARE (2009), school security database 74 schools were attacked in Nangarhar province. The nature of attacks varies from district to district arson is the most frequent form of attack, while in other areas, the attackers chose explosives. Grenades have been thrown in school windows and rockets fired at schools. Tents used for classes have been burnt down, acids are thrown on faces of students, and school children have been killed on their way home from school.

The reason why insurgents attack girls' educational institutes is that starting girl's schools is a plan for the misleading of our girls. In addition the insurgent group says that the present government is established under the command of United States and this is a non Islamic government. According to foreign ministry of Afghanistan some neighborhood countries also try to create instability to the currant government through this way.

According to parents' responses in the focus group discussion indicated that girls' schools are clearly and mostly targeted more than boys, which shows a gender bias in the attacks. They cited that different kinds of attacks happened in our district, neighbor districts and provinces specially firing, using explosives, throwing grenades, rocket attacks, burning tents used for classes, killing students, throwing acids on girls student faces, killing and threatening school teachers. Parents will obviously hesitate to send their daughters to school in this kind of situation. It is suggested that providing transports or construction of new schools next to residential areas and community contribution and participation in school protection can solve this problem. In addition government security forces should provide security for the protection of schools, teachers, and students.

In the observed committees that researcher hold interview most student had problems of long distance between their homes and schools. Even primary school students have to walk

for more than 2.5 hours to attend the school. It is cleared that the problems of long distance to school is not only problem of Middle or high schools but primary school students also suffering from the problem. Walking long distance is not safe even impossible in cases of insecurity, bad climate, shortage of roads, mines, and other unexploded ordinance. In addition lack of public transport system cases to discontinue going to school. According to the students view this long distance to school cases teachers' absence as well.

The study also cited that immature girls in Rodat district are under the load of domestic workload like, washing, cleaning, cooking, and taking care of small children at home, which stops them from education. Girls had to work at home to help their mothers in daily household activities like cooking, cleaning, washing, taking care of their brothers/sisters and taking care of livestock. It was also observed that girls have to work in the farm also specially at the time of harvesting for crop picking etc to avoid spending money on hiring external labors. The above points are wasting girls' school time and stopping them from getting higher education.

Mostly, the households in the district got the opportunity to send their children to school, they send their boys, and it is usually the daughters who are withdrawn from school. Even when girls are enrolled, the burden of domestic chores stands in the way of educational progress.

The strong belief of people in the district that boys should attend school because he can work out side, and will have opportunity of jobs in addition will be the next breadwinner after his father and will support his parents' and coming new family, wife and babies. In addition girl after marriage is the ownership of husband and becomes member of husband's family and she is not responsible for wining money. Therefore girls' encouragement to education considered less.

Unfortunately early marriage or child marriage is usual in Afghanistan due to inappropriate customs and traditions, having negative effects on the lives of both girls and boys, one of which is their denial of their access to education, especially girls. Early marriage critically affects girls. Marriage in childhood is extremely dangerous for girls. These types of marriage often deny them from completing their education and they are separated from their families at a tiny age.

The study found that a number of girls have been dropout from schools, because of early marriages. Based on field data early marriage was the reason for dropout of immature girls. From the result of focus group discussion revealed if girls do not marry in this stage it will be not easy to find husbands in older age. In addition economic problems of households are a fundamental cause of early marriages of school girls, which finally cases dropout from schools.

Research also found that there is still culture of violent behaviour in schools especially in rural areas. Teachers use sticks, slaps, and even using bad words to punish students to control the class. A Very few girls stated that they left school because of inappropriate behaviour of teachers. The directorate of education and other NGOs working in education sector has been unable to control, monitor, and develop an appropriate strategy to combat against student violence.

In the poorer families mostly adult and child female were also involved in the in the income generating activities. Poverty and inability to pay extra expenses of education was another obstacle for girls to attend school. Numbers of families were supporting girls' education, but because of poverty they said we can not send girls to schools. But it has been observed that boys of the poor families were attending schools. According to the interviewers girls stay at home not because of poverty, but as well because of cultural restrictions and their parents perception that education is not important for girls, education is waste of time, the school environment is not appropriate and the risk is higher in sending girls to school. The study showed that sending girls to school is worthless as there are no job opportunities available for girls who will pass the school.

That study also revealed that the decision makers about enrolling and dropout of girls were fathers, older brothers and in case of orphanage grandfathers and in less cases mothers were the decision makers. Decision making about admission and drop out of children from school depends on family composition. Mostly male are taking this decision. Especially fathers, older brothers, grandfathers. In a very few cases females are also taking part in this kinds of decisions but they are not independent in their decisions.

The role of government and NGOs is considered to be very important in promoting girl's education. Government is supporting all the NGOs specially NGOs working in the education sector that is why most of international donation and assistance are spent through NGOs. From the result of discussion with education directorate and NGOs that both sides were working for the development of education system, but the efforts were not enough and still needs much more to be done. It is also cleared that the education directorate had very few financial facilities to solve the mentioned problems. NGOs were helping schools in construction of new buildings, training teachers, and providing learning material were their main donations. In addition they were supporting education through non formal education programs.

Directorate of Education and NGOs also complained from the bad security situation which is a real problem for both educational organizations and students.

And finally they stated that implementation of educational programs is not possible without close cooperation of community and the problems which cases girls forbidding from high school can be also solve into some extant by community and local people.

Strategies and ways to be implemented for starting middle and high schools in Rodat district inside the schools and outside schools and other rural districts of the province. Each should promote it is own way the model of a school that should seek to ensure effective learning and safe, healthy gender sensitive environment. Government and NGOs should undertake an analysis of the particular barriers facing girls as a necessary prelude to selecting a package of the most appropriate interventions. An opinion poll of the perceptions of parents of those barriers played an important part in such an analysis. Making education compulsory is the keystone of any national plan to eliminate gender disparity in education and achieve universal education. Poor families are often sending their sons to schools because of poverty and cultural restrictions. Offering financial support or using other ways like (distributing cooking oil, flour, and grains to girl students and to families with daughters in school) as well as providing awareness about advantages of education can make a real change.

The problem of school being far taken by study and revealed that locating schools closer to residential areas, establishing multi-age schools in rural areas for girls are appropriate measures, as they are less likely to make long journey from home to school. Not least because of concerns about their safety en route.

Decreasing the domestic workload; many girls are kept at home to help with parents. Supplying communities or women's groups with equipment needed at home such as, plastic barrels for water conservation, providing improved cooking ovens and other facilities can decrease the amount of work to be done so that girls can be freed to attend school.

The study explored that parents perceive that education is not important for girls as they are not breadwinners and they have to play reproductive role and get married. Awareness raising trainings should be conducted to make them gender sensitized according to literature in chapter two otherwise no intervention can help to achieve gender equality and parity in education.

It was revealed that many parents were not satisfied with the school environment and considered it is discouraging and inappropriate for girls. It was suggested by the respondents to separate schools and separate toilets should be provided or girls. Schools are not providing quality education and teaching by male teachers is an appropriate. It is confirmed by the literature that school environment makes a big difference in attendance, participation and achievement of girls therefore making the classroom more child-centered and gender-

sensitive and rooted in the life and environment of the area and introducing participatory teaching and learning techniques can play a role in improving the environment attracted for girls and parents. Play and study creatively combined with skill development on interest of topics of girl's can attract them.

Providing security in both inside school and out side school to students is the most important way for enrolment of girls to school. This problem can be only solved by community elders and religious elders with close coordination of government to make an agreement on village bases and do not allow any one who is anonymous or insurgent or inform police.

Professional Teachers should be trained especially female teachers. So the problem of lack of female professional teachers and existing problems against girls' access to school could be solved.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion:

Gender inequality in education sector can be clearly seen in Rodat district. Girls are deprived of getting educational opportunities. The findings concludes that the constraints for girls in Rodat district, who are not enrolling in Middle and high schools and have never got any education comparing with those who have ever attended schools and got a part of education but not completely are more or less similar. The factors hindering girls to get education depends on the economic situation, culture, social, political instability, psychological, and religious factors.

Main source of income in the district is farming, daily wage labour. And In few cases of widowhood and unemployment child labour (embroidery, tailoring, and poultry farming) was also an income strategy of livelihood especially for women headed families.

Some findings and constrains of the research were Political instability in the area like insecurity and safety of students, teachers and school buildings. It is stated that girls schools are mostly attacked, girls' students and girl's school teachers are mostly threatened by insurgents.

Lack of Female teachers, long distance between school, and home, family economic problems, weak, & inappropriate school environment and lack of qualitative education system, shortage of learning materials, are the other findings of research which discourages female students and causing drop out after completion of primary school or never attend school.

it is concluded that constructing separate school buildings for girls near to residential areas, establishing multi-age schools, hiring professional female teachers, Offering financial support or using other ways like (distributing cooking oil, flour and grains to girl students and to families with daughters in school), safe school environment, Decreasing the domestic workload by supplying necessary equipments needed at home and arising awareness about gender equity and importance education are important strategies for starting girls secondary schools in the study area.

Socially and culturally Girls were under load of farm and household work; this was also a challenge for their education and dropping them out after graduation from primary school. Early marriage was another cultural problem, and caused drop out or exclusion of girls from education.

It is also found that there is still the culture of violence in schools against students. Different types of violence's used against girls students by teachers, students or other burglar people; girls were beaten, slapped, harassed, and bothered on the way to school and inside the school. As well teachers' poverty results inadequate living requirements which have negative impact on educational system and students.

It is also emerged the study area was male dominated or patriarchy society. Mostly decisions were taken by male member of families. Male family head do not allow their daughters or sisters to continue schools after they complete the age of 12. More over Parents do not understand the economical benefits of sending their girls to school and the perceived lack of employment opportunities is a significant long-term barrier to girls' completion of school.

It is concluded that both education directorate and NGOs plays important role in girls' education. the government education department has the responsibility to provide the chance of education for both boys and girls, Control and monitor educational plans of all educational institutes, arrange teacher training programs, provide learning materials, construct schools, establish laboratories, libraries, and sports fields and equipments. In addition it is also emerged that NGOs are working with government shoulder by shoulder and supporting

various education programs like teacher training, home and village based education programs, constructing school. The non formal educational programs have to be kept continued and expanded in the area.

It is to be mentioned that existing educational facilities were less and not enough. In addition it is also revealed that still government of Afghanistan is poor and need support of International donations to improve the education sector.

6.2 Recommendations:

Following are the recommendations which are given based on my own findings, literature review, and results of the study. The recommendations can be implemented as a strategies and approaches by organizations that work in the field of education in the area.

- The government and NGOs should provide girls students with gender sensitive curriculum, and other facilities like, school buildings, toilets, educational environment in class rooms, chairs, tables, laboratory, and other materials according to the requirement of time and modern education.
- Professional Teachers has to be trained especially female teachers by NGOs. So the problem lack of female professional teachers would be solved.
- Community elders who have a very good influence in afghan society in close cooperation with Security forces should take part in the security of students, teachers, and girls school buildings. Community support plays important role in the area which increases opportunity of female teachers to work in the areas.
- Affirmative action has to be taken in the improving of living condition, salaries, and other services for female teachers, to achieve high number of female teachers to the rural areas.
- Community should contribute to the improvement of girls' education. they have to contribute what they can do like devoting land for secondary schools construction, donation with teachers at the harvesting seasons like giving some amount of agricultural products to female teachers which is common in the area for religious teachers.
- To boost female literacy and education in Afghanistan in general and Nangarhar province in particular in Rodat district; girls' schools has be constructed and administered in areas as near to residential areas as possible. This proximity will reassure parents of their daughters' safety while reducing the time spent in travel to the detriment of household responsibilities. Finally, where possible, an effective school mapping system is truly needed in order to identify construction needs for existing schools and to identify communities where new schools are needed.
- Public awareness programs should be raised by Religious leaders and nongovernmental organizations (NGO) about the importance of girls' education. Local community councils, Village elders, religious scholars, and mass media plays important role in this regard. In addition programs to be undertaken for parent's education as well to motivate them let their daughters and sisters to schools. Arranging gender sensitive trainings for parents plays important role in improving the enrolment level of girls in schools. Females have to be given a leadership positions within schools or other organizations to show good role models for female students and their parents encourage female student retention and to show practical importance of education.

- The education system specially secondary education has to be regularly monitored, controlled, and evaluated transparently. As most of the international donations are spent through NGOs in Afghanistan, therefore the NGOs works in the study area should reveal and expose girls' main educational problems by conducting researches in Rodat district and draw the attention of concerned authorities.
- NGOs should make village based parents association, to make parents to take part and participate in the secondary education of their daughters. Parents association will help in betterment of security satiation and as well help in the preventing of violence against children in the schools.

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Annexes

Interview questions

Village Name-----

1. *How old are you?*
2. *Who is the decision maker in your Family?*
3. *What is his/her profession?*
4. *Are you a student?*
5. *If yes which class? If no why? Or never attended school, why?*
6. *Have you or your friend faced any security problem?*
7. *Do you feel any security fear on the way to school?*
8. *What is the reaction of society about you when you going school?*
9. *Do you need any financial support for your education?*
10. *Does your religion or culture forbid you from getting higher education?*
11. *Do you want to get admission in middle or high school?*
12. *What are the problem that stops you from getting secondary and higher education?*
13. *Who encourages you to go to school, and who stops you from going to school?*
14. *Do you have any friend that she is dropped out from school? If yes, Why?*
15. *Why your family is not allowing you to continue your education?*
16. *Do you help your mother at home or father in the field?*
17. *Do you have female teachers?*
18. *Do you have necessary Learning materials (books, note books, pen, chairs, table blackboard...?)*
19. *Do you have separate school building from boys?*
20. *Do you need transport for going to school?*

Interview questions for parents focus group

- *What do you think about girl's education? Is it important or not?*
- *Are you in favor of girl's education?*
 - a) *If yes, up to which level you are in favor of girl's education?*
 - b) *If no, what are the reasons?*
- *What do you think about the problem that girls are not sent to secondary and higher school?*
- *What are the problems that you face with sending your girl to middle and high school?*

Interview question for Education directorate and NGO

- *What facilities do you have for girl's middle and high School?*
- *Are you able to provide learning materials for girl's middle and high school?*
- *What is your suggestion to enhance girls to middle and higher education in the area?*
- *What are the appropriate ways for starting middle and higher Schools in Rodat district?*
- *What are the roles of currant schools in providing middle and higher education?*