Female Enrollment in Logar Teacher Training Colleges of Afghanistan

Obstacles and opportunities for female enrolment

Mohammad Dawood Ahmadzai
ABSTRACT

In Afghanistan, more than three decades of war eroded access to education for Afghan children all over the country. After the fall of Taliban regime in late 2001, Ministry of Education (MoE) and international community has taken significant steps toward extending access to equal educational opportunities for all school-aged children, as well as committed to achieve Education for All (EFA) and Millennium Development Goals (MDGs) in order to reach to gender equality and to eliminate gender discrimination in education, but still gender disparity remains a controversial issue in education in rural, as well as in urban areas. Girls take part less in education than boys.

This study was conducted in Logar, Afghanistan and 125 of participants (50 TTC female students, 50 out-of-TTC female, and 25 teacher trainers including 3 female teacher trainers) were asked through separate questionnaires to express their views about major opportunities and obstacles for females’ enrolment in Logar Teacher Training College (TTC).

The result of the questionnaires showed that majority of participants viewed among all the opportunities such as, GSP (Girls’ Scholarship Program), employment opportunities as teachers, free or easy admission in TTC as well as family and community support crucial paving the way for girls to attend TTC. More than half of the current TTC students and out-of-TTC female had the opinion that GSP encourages female students to participate in TTC.

The study also found that the majority of the respondents reported that among all the obstacles for example, insecurity, poverty, long distance to TTC, lack of family or community support, gossip, early or forced marriage and so on, poor security is the most significant obstacle that impedes access to education for girls or women. Half of the current TTC students revealed that lack of transportation to TTC, as well as half of the out-of-TTC female replied that gossip or negative talks about girls or women who go to TTC is a basic barrier for girls to seek admission in TTC.

The main reasons to take part in TTC-education for students were to become the professional teachers and to serve the country and countrymen in the future, while the main reasons for out-of-TTC female were long distance to TTC and lack of safety on the way to TTC.
ACKNOWLEDGEMENTS

First of all, I would like to thank our Creator Almighty Allah for the extraordinary educational opportunity for us. Secondly, I am very thankful to respectable and friendly professors, the coordinators of Teacher Educator Master Program (TEMP) Dr. Pia Karlsson and Dr. Amir Mansory.

Thirdly, I would like to express my thanks to Afghan Ministry of Education, Teacher Education Department, Swedish Committee for Afghanistan, Swedish International Development Agency and the stakeholders of Karlstad University for initiating the TEMP project, which can improve education system in Afghanistan.

I am very thankful to the all professors of Karlstad University, particularly, who taught us in this program such as, Professor Dr. Pia, Professor Dr. Amir Mansory, Professor Inger Olsson, Professor Elizabet Olsson, Professor Arne Engstrom, Professor Niklas Gericke and Professor Nina Christenson for their great efforts in the improving of our knowledge, skill, attitudes, and even teaching competencies into practice.

I also would like to express my special thanks and appreciation to my thesis supervisor Professor Ann-Britt Enochsson for her timely and instructive feed-backs and comments during thesis writing that will make my thesis more academic, or even more eligible for reader.

In the last, I would like to thank to my respected family, particularly to my parents for their overall support and encouragement that leads to my educational level upgrading. In addition, I also thank to Education Department, Teacher Training College and teacher trainers in Logar province of Afghanistan, they assisted me in administering the questionnaire.
TABLE OF CONTENTS

ABSTRACT .................................................................................................................................................. 1
ACKNOWLEDGEMENTS ............................................................................................................................... 1
TABLE OF CONTENTS .................................................................................................................................. 1
LIST OF FIGURES ........................................................................................................................................... 1
ABBREVIATIONS .......................................................................................................................................... 1
BACKGROUND ................................................................................................................................................. 1
  Problem area ............................................................................................................................................... 1
  Aim ............................................................................................................................................................. 2
  Research questions: .................................................................................................................................. 2
  Opportunities to girl’s and women’s education ......................................................................................... 3
  Education as a human capital .................................................................................................................... 3
  Education as a human right ....................................................................................................................... 3
  Opportunities to girls’ education in some countries ............................................................................... 3
  Obstacles to girls’ education .................................................................................................................... 4
  Insecurity .................................................................................................................................................. 4
  Poverty ...................................................................................................................................................... 5
  Lack of female teachers ............................................................................................................................ 5
  Lack family support .................................................................................................................................. 6
  Long distance ........................................................................................................................................... 6
METHODS .................................................................................................................................................... 7
FINDINGS ....................................................................................................................................................... 7
  Respondents’ views about major opportunities for female enrolment in Logar TTCs ......................... 8
  Respondents’ views about major obstacles for female enrolment in Logar TTC ................................. 12
DISCUSSION ................................................................................................................................................. 17
  Obstacles to female in TTC-education .................................................................................................... 17
  Insecurity .................................................................................................................................................. 17
  Long distance .......................................................................................................................................... 17
  Poverty ..................................................................................................................................................... 17
  Gossip ....................................................................................................................................................... 18
  Early or forced marriage ......................................................................................................................... 18
Main opportunities to female education ..............................................................18

GSP ..........................................................................................................................18

Education as a human right ..................................................................................19

Education as human capital .................................................................................19

Family support .........................................................................................................19

Differences between the views of rural and urban areas responders ................19

The views of TTC student about reasons for TTC-enrolment ..............................20

The views of out-of- TTC female about reasons for non-enrolment at TTC ..........20

CONCLUSION .........................................................................................................20

REFERENCE LIST .................................................................................................22

ANNEXES ...............................................................................................................24
LIST OF FIGURES

Figure 1: Respondents’ view about major opportunities for female enrolment in Logar TTCs
Figure 2: TTC students’ views about major opportunities for female enrolment in Logar TTCs
Figure 3: Out-of-TTC female views about major opportunities for female enrolment in Logar TTCs
Figure 4: Teacher trainers’ views about major opportunities for female enrolment in Logar TTCs
Figure 5: TTC students’ views about major opportunities for female enrolment in Logar TTCs related to where they have grown up
Figure 6: Out-of-TTC females’ views about major opportunities for female enrolment in Logar TTC, related to where they have grown up.
Figure 7: Respondents’ views about major obstacles for female enrolment in Logar TTCs
Figure 8: TTC female students’ views about major obstacles for female enrolment in Logar
Figure 9: out-of-TTC female views about major obstacles for female enrolment in Logar TTCs
Figure 10: Teacher trainers’ views about major obstacles for female enrolment in Logar TTCs
Figure 11: TTC female students’ views about major obstacles for female enrolment in Logar TTCs related to where they have grown up
Figure 12: out-of-TTC female views about major obstacles for female enrolment in Logar TTCs related to where they have grown up
Table 1: TTC students views regarding main reasons for their studying at TTC
Table 2: The views of out-of-TTC female regarding reasons for their non-enrolment at TTC-education

ABBREVIATIONS

AIHRC (Afghan Independent Human Rights Commission)
EFA (Education for All)
EQUIP (Education Quality Improvement Program)
GSP (Girls Scholarship Program)
GOA (Government of Afghanistan)
MDGs (Millennium Development Goals)
MoE (Ministry of Education)
NGO (Non-Governmental Organization)
NRVA (National Risk and Vulnerability Assessment)
TED (Teacher Education Department)
TTC (Teacher Training College)
BACKGROUND

The conflict in Afghanistan has not only devastated physical infrastructures of the country, but also the educational system, that is essential to national economic, cultural, and social long-term and sustainable change and development. When Taliban took Kabul in 1996, they changed the roles of women immediately, restricted the women’s social and economic freedom and prohibited the women from going to professional jobs, and not allowed them to work outside the home, as well as women could not travel outside the home without a male family member. In addition, majority of girls’ schools were closed down and girls were not officially permitted to attend schools and there were only 5% literate women in Afghanistan in 2002 (Ahmad khan, 2012). According to Jackson (2011), female Gross Enrolment Ratio dramatically decreased from 32% to only 6.4% due to the Taliban’s restrictions.

Since 2001, after the fall of the Taliban by United States and their international allies’ invasion, there have been many advances made in access to each level of education for both boys and girls, education has been made as a major priority to the government of Afghanistan (GOA) and donors have taken significant steps to promote students participation. In general, the total number of student has dramatically increased from 2.3 million to 6.5 million including 4.1 million boys and 2.4 million girls between 2002 and 2009. In addition, a special priority was given to the elimination of illiteracy and gender disparity in education (Samady, 2013; Spink, 2004). Similarly, students’ enrolment in higher education increased from 31,200 to 101,000 including 19,200 female students between 2002 and 2012. In general education, the rate of growth for male and female students is about the same, but in higher is slower due to economic, social and cultural constraints around the country (Samady, 2013).

According to MoE in 2009 there were 42,432 students including 16,117 female in the governmental and in the private Teacher Training Colleges, 48% were enrolled in pre-service programs and 52% were enrolled in in-service programs, while the number of TTC graduated students from per-service and in-service programs were 16,064. Furthermore, MoE has taken decision to attract and train 50,000 high school graduate students (with 45% females) from districts through pre-service program as professional teachers in the needed subjects and intended to attract and train 60,000 teachers through in-service programs up to 2014 (Ministry of Education, 2010).

Nevertheless, the enrolment of girls or women in education has increased, but still 60% of girls are remained out of school around the country. Moreover, to increase school enrolment MoE has been conducted public awareness activities through various channels such as, seminars, posters and through the media to encourage the parents and their children attitudes to schools, particularly girls (Ministry of Education, 2010).

According to Solotaroff, Hashimi and Olesen, (2007) MoE makes great efforts towards expanding access to education, has established a School Management Shura (council) for every school, and launched Education Quality Improvement Program (EQUIP) not only for the establishing of a quality education system, but also for changing of community attitudes toward females’ education and for involving the community in school management.

**Problem area**

Karlsson and Mansory (2007) believe that the rapid globalization process not only affected economic, political and cultural aspects, but also strongly affected the educational system in Afghanistan in the last 13 years. Since 2001, both governmental and non-governmental organizations have initiated many educational projects in order to improve quality and quantity of
educational system to eliminate gender disparity and discrimination, as well as to provide equal access to education resources for male and female students. According to Karlsson and Mansory, education is farz (obligation) for every Muslim male and female in Islam holy religion. However, despite many local and international considerations to education, particularly to girl education, still there have remained some obstacles toward expanding girls’ education, especially in the TTCs level in urban and rural areas in Afghanistan. One significant challenge in expanding girls’ education is lack of female teachers. Only 31% of teachers in Afghanistan are women (UNESCO/EFA, 2014). MoE has taken multiple measures to increase the number of female teachers in response to the community and parents’ demand. One of these strategies is to attract and retain more female students at TTCs in order to train them as prospective teachers.

On the one hand, some of obstacles toward female students’ participation in TTC level are clear such as, negative attitudes toward girls’ education, son preference, early or forced marriage, and so on, but some are unknown. Despite these obstacles, demand for education has increased rapidly (Ministry of Education, 2010). On the other hand, some incentive packages and opportunities for female TTC students are known for example, free of charge education and Girls’ Scholarship Program (GSP), but some of opportunities are unknown (Solotaroff, et al, 2007). In this research study, it is intended to reveal opportunities and obstacles for female’s enrolment in TTC level, particularly in Logar Teacher Training College.

Aim
The aim of this research study is to find out opportunities and obstacles for female enrolment in Logar TTC.

Research question:
What are the opinions of the TCC female students, out-of-TTC female and teacher trainers about opportunities and obstacles for female enrolment in Logar Teacher Training Colleges?

PERSPECTIVE OF OPPORTUNITIES AND OBSTACLES FOR FEMALE ENROLMENT IN EDUCATION

Globalization rapid processes have influenced both male and female enrolment in Afghanistan and have made opportunities for male and female to have access to education. MoE and NGOs have initiated many education projects to make educational opportunities for male and female students at the each level of education (Karlsson & Mansory, 2007). In Afghanistan, most recently approved constitution stipulates by 22 Article stating that all citizens of Afghanistan “man or women have equal rights and duties before the law“(Ahmad Khan, 2012, p. 2). In addition, the constitution also in Article 22 stipulates that “any kind of discrimination and privilege between the citizen of Afghanistan are prohibited” (ibid.).

Anyway, some of the educational opportunities are mentioned below that are applicable not only in primary and secondary education as well as in TTC or in higher level of education for example, free of charge education up to university level, internationally well-known educational perspective (education as human capital), according to Chabbott & Ramirez (2000), education as a human capital convinces the World Bank to invest on education or to support educational organizations. Linked with this EFA and MDGs international programs are made due to educational perspective (education as a human right) which support girls and boys education
internationally. Among the following mentioned opportunities GSP (Girls Scholarship Program) is only related to TTC female students in pre-service education in Afghanistan.

**Opportunities to girl’s and women’s education**

**Education as a human capital**

Since 2011, girls’ education has become as a key priorities. Therefore, International community and MoE have invested billions of money in education system in Afghanistan, which would be leads to reduce poverty, increase income and eliminate gender disparity (Ministry of Education, 2010). According to Becker (1964) investment in education is as the same to in investment in physical capital such as, investment in manufacture and mines which rate of return is comparable to the rate of return of physical capital (Chabbott & Ramirez, 2000) According a report of the World Bank stating, that, “Without improved human capital, country will inevitably fall behind and experience intellectual and economic marginalization and isolation. The result will be continuing, if not rising, poverty” (cited in Saha, 2011, p.14).

In Afghanistan, now people now the need for education and its role in overall development of the country. Therefore they invest in the education of their children to become something in the future as a good doctor or a good engineer to play an active part in the personal and social well-being (Hunte, 2006).

**Education as a human right**

Education as a human right is emphasized in several international conferences, covenants and declarations. International programs EFA, and MDGs stressing on equality education without gender disparity and gender inequality and believing education has a close link to social-economic development of a society (UNESCO, 2003/4).

There are two perspectives about education as a human right. First is social justice viewpoint indicating education as a personal human right for all children to have equal access to education without gender discrimination and violation and also focusing education gives the ability to individuals to read and write and take active part in political activities as an active citizen. Second viewpoint emphasizing education leads to individuals’ development of a society which brings knowledge and skill to the labor market for economic growth (Saha, 2011).

Now, governmental and non-governmental organizations have taken serious steps to reach gender parity and gender equality in education. Therefore, millions of girls have been enrolled in schools. Linked with this, Net Enrollment Rates (NER) for boy were 68%, compared to 44% for girls, but Gross Enrollment Ratio were 82 percent for boys and 52 percent for girls in 2009 (Ministry of Education, 2010).

**Opportunities to girls’ education in some countries**

*In Afghanistan*- In 2004, a new Constitution was adopted, which stipulates that education is compulsory for all Afghan children (boys and girls) up to ninth grade and also stating free of charge education up to university level for all afghan citizen providing by government (Samady, 2013; Spink, 2004).
In addition, MoE offer GSP to only female students in pre-service program of TTC in the 25 provinces of Afghanistan. The GSP covers 60 US dollars per month for per student as an incentive package. 60 US dollars compared almost to the half monthly salary of in-service students who graduated from grade 12th and working as a teacher in school. The GSP is given for two years (18 months) except six month of winter vacation. To further, the GSP is enough to complete female students indirect and direct costs for education such as, chapters, notebooks, pens, clothes, transport and so on. Linked with this, upon completing the program they are given two-month bonus salaries 120 USD ($60 for one month) to take up teaching jobs immediately, because low enrolment of girls closely connected to lack of female teachers. (Ministry of Education, 2010; Solotaroff, et al, 2010).

In Bangladesh - Training local women program called PROMOTE is one of the best-known programs for motivating, training and employing female teachers in rural secondary schools. This program including hostel accommodation, training facilities along with an incentive package, covering a safe hosing for female teachers in rural areas, through PROMOTE program girls enrollment significantly increased in rural areas of Bangladesh (Carlbro, 2005).

In Mexico - Since 1998, a program named PROGRESA has provided cash grants to those family who sending their children to attend school, has increased 14.8 percent girls secondary school enrolment, such a program also applied in Latin America, resulting considerable increase in girls enrolment and attendance (Population Council, 2005).

In Nepal - Nepal’s Feeder Hostel Program has significantly extended and encouraged girls education through providing meals and residential facilities to those girls who are expected to works as a teacher in their villages upon completing secondary education and 10 month teacher training (Bista, 2006).

Obstacles to girls’ education

Since 2011, MoE and international NGOs have paid many considerations to education system, but still there have remained many challenges toward expanding girls’ education the most significant barriers are outlined below. In addition, the following mentioned obstacles are more applicable in TTC or university level than primary and secondary level of education for example, lack of female teachers, according to Chitrakar (2009) when girls reach to the age of puberty then it is crucial for parents to teach their girls by female teacher, if not that leads to drop out for girls. To follow, insecurity, poverty and long distance to school or TTC is also applicable not only for female students as well as for male students at each level of education. Among the below stated obstacles early marriage is only applicable to female students at TTC or university level.

Insecurity

Security is the base for multi –aspects development of a country. If there is no security development is impossible in all skills. Unfortunately, Afghanistan experiencing insecurity since more than three decades all over the country which not only destroyed physical infrastructure, but also eroded access to education. Of those 34 provinces of Afghanistan, 12 are under the pressure to close down schools due to insecurity. Therefore, Afghanistan is ranked lowest in educational attainment at each level (primary, secondary, and tertiary) in the world (Solotaroff et al, 2007). Several researches have done and have reported insecurity as a key obstacle for all school-aged children. According to a report by CARE in 2009 showed insecurity as the biggest barrier to education stating that

---

1 Pre-service program include a two-year course (grade 13 and 14) and accept those students who are 12 grade graduates and not do teaching job in governmental schools.
insecurity negatively affected education system by various serious security constraints, especially in rural areas, such as, burning of school buildings, explosion close to schools building, killing, kidnapping and treating of schools stakeholders. Similarly, MoE reported 670 attacks on educational institution in 2008, and also reported the killing of 103 teachers, principals and districts staff and killing of 110 students on their way home between January 2006 and April 2008. According to a report by Jackson (2011), in an average monthly, there were 50 attacks on schools, but rose to 250 attacks during the election when schools were used as polling stations in 2009. Therefore, insecurity makes parents hesitate to send their children to attend schools and put more negative pressure on girls’ enrolment and attendance than boys particularly in remote rural areas where government has less control. As one official of MoE in Kandahar Province commented:

It is a combination of tradition and insecurity that prevent girls from attending school. If we had security we could build schools, train teachers and talk to the parents to change their minds, but we cannot offer them much support because of insecurity, it is difficult to get them to change their ways (cited in Jackson, 2011, P. 14).

Poverty

Economic situation plays the vital role to get education, because schooling requires some expenditure on school supplies such as, notebooks, pens, cloths, pocket money and needs to fees when to take part in private courses. Therefore, poverty is counted as a most considerable obstacle to female education in afghan society, where almost 9 million people or 30 percent of the whole population are unable to fulfill their basic needs, so they need to do a full time job to support their families. Therefore there is no chance for them to get schooling, while government schooling is free of charge for all Afghan children up to university level (Jackson 2011). It is estimated by GOA that one in five children works as employer in labor market between the ages of 6 and 17, majority of them are male. According to Mansory (2010), many of children, who left school, they were responsible to work in the labor market to fulfill their family needs and stating more dropped out boys are working to financially support their families. In contrast, culturally girls are working to help their mothers in household affairs. Many studies have found that poverty tightly related to low enrolment or high drop out.

According to Colclough, Rose and Témoin (2000), in many African countries, it is found that girls with poor families comprise majority of out of school children, because direct and indirect costs of education are the main reason to keep or withdraw girls for school.

Lack of female teachers

Lack of female teacher is a key obstacle to girls’ education, especially when they reach to the age of puberty, because it is an important issue for the parents to teach their girls by female teachers. If there are no female teacher families may not be ready to send their daughters to get education particularly in rural areas where traditional values are dominant, which case to low enrolment and high drop out for girls (Chitrakar, 2009). According to the UNESCO EFA Global Monitoring Report (2003), increase in girls’ enrolment is connected to the increase of female teachers. Therefore, much attention is needed to recruitment of female teachers to decrease gender disparity. Recruitment of female teachers ensure girl in school and make parents more confidence about to send the girls to school (Mathieu, 2006). A survey about drop-out students which is conducted by AIHRC in 2009 reported lack of female teachers is a key barrier to girls at all levels of education, particularly, in remote rural areas when they are getting older. As one mullah in Kabul told:

The lack of qualified female teachers creates a lot of problems. Families, especially poor families are not willing to send their daughters to school because they think it is a waste of resources and time, and
they do not want them to have male teachers so this becomes the reason they do not send their children to school” (cited in Jackson, 2011, P. 20).

**Lack family support**

Although, it may be the aspiration for mothers and fathers to send and support their children for education, but it is often constrained by related opportunity cost of schooling, the fear of negative social pressure related to family honors, and the fear of family from negative gossip. Therefore, many of families not support their daughters to go to school that resulting for no enrolment of female in education. According to Hunte (2006), Lack of family support makes barrier toward girl education and believes that family attitude is important in the decision making to send or not send their girls to get education outside the home and also arguing that family economic condition, social pressure, and local norms play the key role in the family decision- making process about their children enrolment in the education institutions. According to Jackson (2011), finding “29.2% of parents, 36.1% of teachers and 32.2% of school-aged female” (p.16) viewed the lack of family support as considerable obstacle for their education. Similarly, a survey in 2009 conducted by AIHRC confirms the Jackson reports and shows lack of family support as a major reason in the students leaving school.

**Long distance**

One of the barriers, that affecting girls’ education is lack of the safety between home and school hinders the girls’ participation in education, but essence of the risks and harassments on the way are different from country to country. For example, in Bangladesh most of the girls are encountered to sexual exploitation on the way to school (Mathieu, 2006).

In Afghanistan, there are strong risks for girls on the way from home to school, because, due to lack of security there are explosions, treats, and even harassment on the way to school. Therefore, parents are worry about safety of their children and not allow them to go to school. In a research conducted by Jackson in 2011, one-tenth of the respondent showed harassment on the way from home to school as a major obstacle for girls’ education. To further, long distance more eroding access to education for children with disabilities and Kuchis (nomads) a minority ethnic group in Afghanistan. In another study by NRVA, 58% of responded Kuchis reported long distance as a strongest reason for their low enrolment in education.

**Early or forced marriage**

Early or forced marriage still held girls back to higher education. Once girls married they must assume new roles as wives and mother. There is no chance for them to get education. In 2011, one of school principals said to Jackson:

> There is only one high school in the entire district. Students cannot come from away villages and there is no transportation. So girls quite after secondary level get married and have children. Even if they want to return, there is no place at the school where women can keep their children, so they stay at home (p. 18).

In addition, one of the obstacles that eroding female access to education is cultural barriers for example, according to Mansory (210) culturally, girls are working in their home to support their mothers in the family works that leads to drop out of girls from getting higher education.
METHODS

This research study was conducted to find out and to explore the current obstacles and opportunities toward female enrolment in Logar TTC. I selected Logar TTC as I am a faculty member in the TTC and the results of the research can be shared with the TTC in order to improve the participation of female students. Furthermore, access to female students is possible for me in Logar TTC as the TTC management and students community have known me and I enjoy credibility and trust in the TTC. Another reason for selecting Logar TTC has been the sustained growth in the number of students since its inception in 2007. Quantitative method was used. The data was collected through three separate questionnaires. According to Bryman (2012), questionnaire is a good date collecting strategy which paves the way to collect data in a short period of time from a large number of respondents. In addition, Denscombe (2010) also believes that questionnaire is a suitable method if the respondents are in the various locations. All of the questionnaires were based on research questions and on a literature review. I piloted the questionnaires with 9 respondents including 3 teachers. After the piloting I revised some of the questions and grammatically changed some parts in the questionnaire for eligibility and better understanding for readers.

The questionnaires were distributed and filled by the respondents from the 15 to 25 of August 2014 in Logar province of Afghanistan. I conducted the questionnaires in the TTCs of big districts of Logar such as, Mohammad Agha and Khushi, including the provincial capital (Pul-e-Alam). When I collected the data I entered the data and coded each option of each questions of the questionnaires in excel sheet then I generated figures and graphs relevant to research questions. I collected the data through three separate questionnaires from the perspectives of three separate groups in order to find out female enrolment opportunities and obstacles in Logar TTCs. The respondents were 50 In-college female students, 50 out-of-college female students and 25 teacher trainers, including 3 female teacher trainers, and also the respondents were selected through random sampling method. The questionnaire of In- TTC female students involved 18 questions including 1 open question and 17 closed questions such as, ordinal, nominal and multiple choice answers. The questionnaire of out-of-college female students contained 16 questions including, 1 open question and 15 closed questions such as, ordinal, nominal and multiple choice scales. In addition, the questionnaire of teachers of TTCs only included 9 closed questions such as, ordinal, dichotomous and multiple choice scales. All of questionnaires involved closed questions except two open questions, because, it is easier to answer to closed questions than open questions (Bryman, 2012).

FINDINGS

This chapter of research describes the findings that were derived from the filled questionnaires which were distributed to 125 of participants in Logar province. The respondents were asked to express their views about major opportunities and obstacles for females’ enrolment in Logar Teacher Training Colleges.

---

2 Logar is one of the insecure provinces of Afghanistan which is located to the south of Kabul and covers an area of 3955 km². In addition Logar has 322704 inhabitants, where overall literacy rate is 30.3 %.

3 Out-of-TTC female are those female who are 12 grade graduated interest to attend TTC, but cannot for some reason
Respondents’ views about major opportunities for female enrolment in Logar TTCs

As illustrated in figure 1, nearly two-thirds of the respondents reported that many of female enroll in TTC in order to get job as a teacher. Linked with this 60% of the respondents replied GSP (Girls Scholarship Program) is as a major opportunity for females. Furthermore, of those respondents more than half stated that family support is a major opportunity that paves the way for girls and women to enroll in TTCs and half of the respondents believed that a teacher has a respected position in society that encourages females to enroll in TTC.

In addition, a lower percentage of the participants reported that easy admission in TTC is a major opportunity for female.

![Bar Chart](chart.png)

Figure 1: Respondents’ view about major opportunities for female enrolment in Logar TTC

As depicted in the graph 2, majority of the students viewed that education as human right as well as to get job as a teacher are the major opportunities for the female students to get enrolment in TTC. Likewise, more than half of the students reported that the education as human right is a major opportunity. Of those students, 52% stated that GSP and teacher have a respected position in society that encourages the students to attend TTC.

Furthermore, a lower part of students reported that easy admission to TTC is a major opportunity to female to seek admission in TTC.
As shown in figure 3, more than two-thirds of the responders stated that to get job as a teacher, is a significant opportunity for female to take admission in TTC. Of those students who participated, more than half reported that a teacher has a respected position in the society that promotes female enrolment. Linked with this, (42%) of the responders viewed that easy admission to TTC, as well as education as a human capital opens the way to female to take part at TTC education.

Moreover, a lower portion of the students stated that teaching is as a secure job in Afghanistan. To compare, 52% of TTC students and out-of-TTC participants reported the GSP as a promoting factor to take admission at TCC. If contrast, more than a quarter of TTC students viewed easy admission in TTC is an important opportunity, while nearly half of out-of-TTC responders reported so.

Figure 2: TTC female students’ views about major opportunities for female enrolment in Logar TTC

Figure 3: Out-of-TTC females’ views about major opportunities for female enrolment in Logar TTC
According to the result of questionnaire, more than ¾ of teacher trainers reported that GSP is a major opportunity. Of those teacher trainers (60%) stated that free of charge admission to TTC, education as a human right, as well as existence of TTC at each districts of Logar are the key opportunities that promote the female to seek admission in TTC.

In addition, only 4% of teacher trainers viewed that community support is as a major opportunity for female enrolment in Logar Teacher Training Colleges.

**Figure 4: Teacher trainers’ views about major opportunities for female enrolment in Logar TTCs**

As shown in figure 5, majority of students of rural areas and urban areas reported education as a human right as a stimulating factor for female enrolment at TTC, while majority of out-of-TTC responders replied to get job as a teacher is a major opportunity for female to take part in TTC education (see figure,6). There is the similarity between the views of rural areas students and urban areas students, almost half of them reported GSP as a key opportunity for female enrolment.

Moreover, there is a considerable dissimilarity between the views of students regarding free admission in TTC, reported nearly three times more as much as by rural areas students than urban areas students as an opportunity. There seems similarity between the views of TTC and out-of-TTC responders about half of them reported GSP as a major opportunity for female to get TTC education.
As illustrated in the figure 6, majority of the responders had opinion to get job as a teacher is a major opportunity for female to take part at TTC education. Nearly, the same percentage of rural areas and urban areas respondents replied that GSP paves the way for female to seek admission at TTC. There seems a high dissimilarity between the views of rural areas and urban areas students, 67% of rural areas students reported community support a stimulating factor for girls to attend TTC, while 10% of urban areas students reported so.
Respondents’ views about major obstacles for female enrolment in Logar TTC

As shown in figure 7, majority of respondents considered insecurity as well as nearly a half of the participants named long distance to TTCs as the major obstacle toward female participation. Likewise, a quarter of the all respondents stated that lack of family and lack of community support and almost a quarter of the participants reported that early marriage and uneducated parents is the key obstacle for female enrolment. Of those respondents, 32% stated that lack of female teachers and 43 % viewed that lack of the transportation to TTC are the basic obstacle for female students in Logar TTC.

In addition, a smaller part of respondents reported that harassment on the way to TTC as well as poor quality of education is the major obstacle toward expanding girls’ education.

![Figure 7: Respondents’ views about major obstacles for female enrolment in Logar TTC](image)

50 of TTC female students were asked about major obstacles for enrolment in Logar Teacher Training College. As shows in figure 8, a higher percent of students reported that insecurity is as the biggest obstacle, while a half of the students stated that they need transportation to commute back and forth to TTC. Likewise, 32% of the students counted that poverty inhibits the enrolment of females in TTC, but 24% of the students reported that they needs to female teachers and 14 % of the students replied that they need to family support.

None of the students stated that poor quality of education is as a major obstacle to female students, but a lower part of the students reported that early marriage, as well as, uneducated parents is the major obstacles.
Similar to TTC students, 50 out-of-TTC female responded to the questionnaire regarding major obstacles for female enrolment in Logar Teacher Training College. Of those responders, a large number reported that insecurity is a major obstacle. Furthermore, almost one-third of female responders reported that they need to transport to TTC and need to female teachers in TTC. Of those participants 40% replied that lack of community support and early marriages are the major obstacles.

A smaller percent of the responders named that harassment on the way to TTC and poor quality of education is the major obstacle.

25 of teacher trainers asked about female enrolment major obstacles in Logar TTC. Majority of the teacher trainers reported that insecurity is as a major obstacle. Of those teacher trainers, more than...
a half replied that uneducated parent as well as less than half stated poverty is the key obstacles for female enrolment. Furthermore, nearly one-thirds of the teacher trainers viewed that lack of family support and gossip are as the major obstacles for the enrolment of female at TTC.

In addition, a lower percent of the teacher trainers stated that harassment on the way to TTC, and female related home works are the major obstacles. In addition, none of the teacher trainers replied that poor quality of education in Logar TTC is an obstacle.

Figure 10: Teacher trainers’ views about major obstacles for female enrolment in Logar TTC

There are similarities and dissimilarities between the views of students. As shows in figure 10, majority of rural areas responders and urban areas responders replied insecurity as the major obstacle. There is dissimilarity between the views of students about early marriage as an obstacle reported by 20% rural areas students, while none of the urban areas students reported so. Linked with this, rural areas students replied poverty as an obstacle three times as much as more than urban areas.

In addition, no one of the rural areas and urban areas students stated poor quality of education as an obstacle for female enrolment at TTC.
As shown in figure 11, there is similarity and differences between the views of students. 40% of urban areas students counted harassment on the way to TTC are an obstacle for female, while a lower part (3%) of rural areas students reported so. In contrast, rural areas students reported lack of female teachers as an obstacle four times as much as more than urban areas. In addition, lack of family support is viewed as an eroding factor in female education three times more by rural areas students than urban areas students. There is similarity between the views of students about insecurity, reported by majority of urban areas and rural areas students as an obstacle toward female participation in education.

Figure 12: out-of-TTCs female students’ views about major obstacles for female enrolment in Logar TTCs related to where they have grown up
According to the respondents of questionnaire, there is similarity and dissimilarity among the different groups of marital status views about reasons to continue studying at TTC. As illustrated in table 1, majority of the responders mentioned that they take part in TTC education in order to become as a professional teacher in the future. A lower percentage of responders viewed that they study at TTC to find a well paid job in the future.

There is a high dissimilarity between the views of single and married students 38 % of married students reported to serve the country and countrymen in the future is the main reason to seek admission at TTC, while 3 % of single students reported so. In contrast, there is similarity between the views of single and married students, 13 % of these two groups’ students stated that they study a TTC in order to find a well paid job in the future. In addition, 22 % of single responders viewed that they study at TTC in the reason to upgrade their educational level, while no one of engaged students stated so.

### Table 1: TTC students views regarding main reasons for their studying at TTC

<table>
<thead>
<tr>
<th>TTC female students marital status</th>
<th>Why do you attend TTC?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To serve the country and countrymen in the future</td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>No 3</td>
<td>7</td>
</tr>
<tr>
<td>%</td>
<td>13%</td>
<td>30%</td>
</tr>
<tr>
<td>Engaged</td>
<td>No 4</td>
<td>5</td>
</tr>
<tr>
<td>%</td>
<td>36%</td>
<td>46%</td>
</tr>
<tr>
<td>Married</td>
<td>No 6</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>38%</td>
<td>18%</td>
</tr>
<tr>
<td>All</td>
<td>No 13</td>
<td>15</td>
</tr>
<tr>
<td>%</td>
<td>26%</td>
<td>30%</td>
</tr>
</tbody>
</table>

As shows in table 2, majority of the responders replied that they cannot take part in TTC-education due to long distance to TTC. There is similarity between the views of single and married responders nearly the same percentage of these two groups reported lack of female teachers is the main reason toward no continuation of TCC-education.

Furthermore, 37 % of married responders replied that lack of safe route from home to TTC is an inhibiting factor for female TT-education, while only 21 % of single responder reported so.
### DISCUSSION

#### Obstacles to female in TTC-education

**Insecurity**

As illustrated in the findings of this study, different obstacles have been reported that make the enrolment for female harder or even impossible in Logar Teacher Training Colleges. As found in this study, majority of the respondents clearly viewed insecurity as one of the key reasons for non-enrolment of female. In fact, it confirms the existing report of CARE (2009), stated that different types of security concerns such as, burning of building of schools, tents as used schools, explosion, treating and killing of stakeholders of educational organizations that are generating fear among the students and their families about their participation in the educational institutions. I think as a resident of Logar province, another reason might be that, it is not only insecurity, but cultural barriers or tradition that prevent girls to go to schools, so when they are getting older they are not allowed to go to out of home for away to get schooling or to be taught by men teachers from the fear of gossiping.

**Long distance**

The long distance to TTC might be a key reason for girls’ none-enrolment particularly in remote rural areas. Long distance is not important to boy as to girls, because boys can walk to school if it is far, but girls can not to walk due to cultural and security barriers. As it was found in this study, nearly half of the participants stated long distance to TTCs as a major obstacle. The reason that long distance to TTCs is a barrier might be that there is shortage of schooling centers. Therefore, students cannot come from far away villages to get education, while there is no transportation in many rural areas.

**Poverty**

One of the key reasons that hinders or limits access to education is poverty resulting to the left or no enrolment of children in education. As is visible in the findings of this research, 41% of the...
respondents thought that poverty make barriers for female to get education. Actually, it confirms the exiting knowledge of Mansory (2010), stating that boys are working in the labor market to support their family or to fulfill their family needs, but culturally, girls are working in their home to support their mothers in family works. Although, according the new approved constitution of Afghanistan, government schooling is free up to university level for the all citizens. I think the reason that poverty eroding access to schooling for many children might be that getting of education is required some requirement such as, uniform, transport, pocket money and so on, which poor families are not able to fulfill. The another reason may be that there are nearly 9 millions of afghans live in poverty and cannot fulfill their primary needs and need to work their children to get money to end the family requirement, there are no chance of schooling for them.

Gossip

In traditional society as Afghan society gossip is common about getting western type of education, when girls go to outside of home to get schooling people harassing or saying bad things, something that due to violent conflict. Therefore, many household do not allow their girls to attend school, as found in this study nearly half of the respondents replied that gossip seriously inhibit the enrolment of female. It may be the other reason that some of family to take decision to keep their girls out of reach to schooling from the fear of negative social sanction or the power of gossip, or even the fear of seclusion of their family in the society.

Furthermore, The AREU study reported that “ if a daughter is enrolled in school, the fear of being shamed by extended family members in other households, neighbors and other is widespread. ‘People talk’ and often this is too humiliating for members of a household- both male and female- to bear” (cited in Jackson, 2011, p.16).

Early or forced marriage

In Afghan society, it is a general believe, that it is enough for girls only to know how to read and write more than is not necessary (Jackson, 2011).

As shown in the findings of this study more than a quarter of the respondents of this study reported that early marriage is as a key obstacle to girl’s education. It is may be the reason that when girls are young they are forced by their family to marry, once they are married they are expected to act as a wives or as a mother and they also undertake new responsibilities such as, taking care to the family, rising the children and so on. In addition, the other reason might be that when a girls get married and bring children to the world there is no place at school to keep their children, therefore they are not allowed to go to school.

Opportunities to female in TTC-education

GSP

According to this study several opportunities have been pointed out to make enrolment easier or even possible for female in TTCs. in this study it has found that 60 % of all participants (52% of TTC students, 60% of out-of-TTC female and 76 % of teacher trainers) thought that GSP paves the way to female student to seek admission in TTC. I as a teacher trainer agree with the respondents view about the importance of GSP as a promoting factor for female enrolment, it may be the reason behind this that many of students have financial problem and the GSP fulfills their opportunity cost such as, notebooks, books, pens, pencils, clothes and transport for attending TTC, as well as GSP
encourages the parents of female students to allow their students to attend TTC, because, due to poverty most of families hinder their daughters access to education.

**Education as a human right**

Education as human right is discussed and granted in several international debates for example MDGs, Universal Declaration of Human Rights, Convention one the Elimination of All Forms of Discrimination against Women and so on. Therefore, nearly two-third of participants were agree about education is as a human right. Maybe the reason can be that all participants know the importance of education and its outcomes that education improves the individual cognitive ability and skills to read and write. Another reason might be that education brings a person as an active member to take active part in the multi-aspect improvement of the society. This rational is tightly connected to the second rational of Chabbott and Ramirez (2000) about education as a human right, arguing that education is as the prime mechanism, promotes human being to participate in the economics, politics, and cultural activities of their society.

**Education as human capital**

According to World Bank (2005) investment in girls’ education not only decreases the rate of fertility and mortality, but also promotes their productivity. Likewise, through education girls access to their legal rights for example, participation in social, cultural, economic and cultural activities for personal and social well-being. Therefore, the findings of this study indicate that education is as a human capital a promoting factor in girls’ education. I think, It probably means that people invest in education at the individual level in order to develop their knowledge and skills to become more productive such as, a good doctor and a good engineer and so on, and get good jobs with higher salaries in labor market, where people are employed in relation to their knowledge and skills, they achieved in the educational organization.

According to Chabbott and Ramirez (2000), investment in education at the individual level leads to economic growth at the societal level. Investment in education at the individual brings a person as a productive member in labor market where a person is employed according to his/her knowledge and skills achieved in the schools (Chabbott & Ramirez, 2000; Saha, 2011).

**Family support**

The family support is also important for student to run their educational activities as more than a half of the respondents of this study reported that family support for female student is a major opportunity to get or continue their education. It may be the reason behind family support that they now know the need for education and its role in the nation building, peace building, poverty reduction, promoting of living standards and in the overall development of the country. Therefore, households send their children to get education in order to become literate as a good doctor or a good engineer to have comfortable life in the future (Hunte, 2006).

**Differences between the views of rural and urban areas responders**

As found in the findings of this study, there was no considerable differences in the views of urban and rural areas responders about opportunities for female enrolment at TTC-education, except community support reporting by 67 % of rural areas students and reported by 10 % of urban areas students as stimulating factor for girls to attend TTC-education. This fact could be supported by
Jackson report in 2011 stating that community support plays a critical role to send or not send female to get education. In addition, there was some dissimilarity between the views of rural and urban areas participants about obstacles for female enrolment at TTC level of education. In this study, majority of the urban areas students reported harassment on the way to TTC is an obstacle while lower percentage rural areas responders reported so.

According to Hunte (2006), harassment of girls and women on the way to schooling by men and boys may be resulted to non-enrolment or withdrawal from getting education. In sometime, harassment of girls leads to verbal or physical conflict between the households. Linked with this, rural areas responders reported lack of female teachers as an obstacle four times more than urban areas. In fact, it verifies a survey conducted by Jackson in 2011, in which almost a quarter of participants reported lack of female teachers as key obstacle for girls’ education.

The reason behind this may be that, it is more important issue for parents in rural areas to have female teachers for their girls than parent who are living in urban areas so; parent in rural areas more take into account culturally conservative norms than parent in urban areas and also urban areas parents and student are influenced by globalization rapid process and became modernized, while parents and student of rural are out of the coverage of globalization and modernization influences.

The views of TTC student about reasons for TTC-enrolment

As shown in the table 1, majority of the responders mentioned the main reason for female to take part in TTC education is to become a professional teacher in the future. Actually, that confirms a semi-annual report of EQUIP (Jan-June 2013), stating that MoE provides an incentive package of two-month bonus salaries 120 USD ($60 for one month) for female TTC students to take up teaching jobs immediately after graduation. In addition, I think to get job as a teacher is only valuable job for girls after graduation from TTC, because, on one hand, there may be no any kinds of religious and cultural constraints behind teaching job in Afghanistan as well as on other hand, to get job as teacher may be a financial contribution by female in their family or in their husbands economic situation.

The views of out-of- TTC female about reasons for non-enrolment at TTC

According to this study several reasons have pointed out to make enrollment impossible for female at TTC-education. It was found in this study the main reasons for non-participation of female in TTC-education is long distance and lack of safe route from to home to TTC. The fact, that long distance to TTCs is a main reason for non-participation of female in TTC might be that there is shortage of TTCs in each districts of Logar province. Therefore, female students cannot come from far away villages to get TTC-education, while there is no transportation in many rural areas. In addition, when distance is too far, parents may think it is not good for their young girls to travel every day and they also may worry about the safety of their girls on the way to TTC.

CONCLUSION
The main aim of this research study was to explore TTC female students, out-of-TTC female and even teacher trainers’ views regarding major opportunities and obstacles for female enrolment in Logar Teacher Training Colleges.

As articulated in the literature review of this study that international and non-governmental organizations have taken significant steps toward improving the opportunities for female enrolment in Afghanistan. As shown in the findings of this study several opportunities was pointed out by respondents which facilitate female enrolment such as, GSP, getting job as a teacher, free or easy admission in TTC, and family support are the contributing to women’s enrollment in TTC. Anyway, there were a high level of similarity between the students and teacher trainers’ views about GSP, to get a job as a teacher, as well as family support was viewed as the biggest opportunities for female enrolment in Logar TTC as reported by majority of responders. The GSP is reported is a top opportunity that encourages the student to enroll in TTC. This idea is confirmed by MoE (2013), reflecting that the GSP (Girls Scholarship Program) has a positive impact on encouraging the female students to go to TTC and get US$60 per to cover their TTC related expenses without relying on their families for such costs.

There is no doubt that since 2011, MoE as well as NGOs have conducted many of educational projects contributing toward expanding girls’ education, but still there remained serious challenges. As was visible in the findings of this study a number of obstacles by respondents were identified. For example, insecurity, poverty, long distance to TTC, lack of family or community support, gossip, early or forced marriage, harassment on the way to TTC and so on, which severely inhibited girls’ access to schooling. Nevertheless, there were no contradictions among the respondents of this study regarding insecurity, long distance to TTC and gossip as the top obstacles for eroding girls’ access to education, replied by a high percentage of involved of this study. Likewise, nearly half of the respondents had opinion that long distance to TTC is a key obstacle limiting girls’ access to education. According to Jackson (2011) that parents may be not ready to allow their young girls to go to outside of home to get education, so they have fears about their girl’s safety on the way to TTC.

The research also found that the main reasons for female to take part at TTC-education are to become qualified teachers and to serve the country and countrymen in the future through education, while the key reasons for not studying at TTC is long distance to TTC and lack of safety from home to TTC.

According to the nature of this study, the result is only connected to Logar TTCs, it is impossible to generalize the findings to a larger population or to a wider geographical area in two big reasons. First, there are differences among the attitudes of people toward female’s education and toward gender-sensitive from one area to other areas. Second, there are cultural as well as geographical differences from area to area.

At the end of conclusion, I would like to put some suggestion to policy and strategy makers of MoE to improve the possibilities for female to take part in TTC-education. A strategy should be developed to ensure female safety on the way to TTC and the negotiations should used with attackers to ensure female’s participation and to prevent attacks on education. To attract female teachers some incentive packages should be provided by government for example residential facilities. To attract more female to TTC, beside GSP cash grants should be provided to those family who sending their children to attend TTC. Local imams and religious leaders should be encouraged to raise community awareness about the importance of female education to send their daughters to get TTC-education.
REFERENCE LIST


UNESCO (2003/4) *EFA Global Monitoring Report, Gender and Education for All-The Leap to Equality*
ANNEXES

Form No:1
Questionnaire for TTC female students

1- How old are you?
☐ 15-20
☐ 25-30
☐ 30-35
☐ 35-40
☐ 40-45
☐ 45- 50

2- What is your marital status?
☐ Single
☐ Engaged
☐ Married
☐ Widow

3- In which grade are you?
☐ Grade 13
☐ Grade 14

4- In which department do you study? Please, specify! ___________________

5- Do you get GSP grant (60USD per month for per person) at TTC?
☐ Yes ☐ NO

6- What is your mother tongue?
☐ Pashto
☐ Dari
☐ Other, please, specify! ___________________

7- Where have you grown up?
☐ In a rural area
☐ In a urban area

8 – Is your father alive?
☐ Yes ☐ NO

9- If your father is alive, what is your father’s education level?
☐ Grade 1-6 ☐ grade 7-9 ☐ grade 10-12 ☐ grades 13-14 ☐ 14-16 ☐ Islamic education ☐ none educated

10- If your father is alive, he is
☐ Do private busines
☐ Governmental employee
☐ Nongovernmental employee
☐ Jobless
☐ Other, Please, specify____________________

11 – Is your mother alive?
☐ Yes ☐ NO

12- If your mother is alive, what is your mother’s education level?
☐ Grade 1-6 ☐ grade 7-9 ☐ grade 10-12 ☐ grades 13-14 ☐ 14-16 ☐ Islamic education ☐ none educated

13- If your mother is alive, she is
☐ House wife ☐ governmental employee ☐ nongovernmental employee ☐ other, please, specify ________________________________

14- How many people are there in your family?
☐ 1- 2
☐ 3- 5
☐ 6- 8
☐ 9-11
☐ 12- 14
☐ More, please, specify!_____________________________

15- Please, select your family monthly income from the following list?
☐ 3000- 6000 Afs
☐ 7000-10000 Afs
☐ 11000- 14000 Afs
☐ 15000- 20000 Afs
☐ More than 20000 Afs
☐ I do not know

16- What are the major obstacles for female enrolment in Logar TTCs? (Several alternatives can be chosen)
☐ Insecurity
☐ Poverty
☐ Long distance to TTC
☐ Lack of transport to TTCS
☐ Lack of female teachers
☐ Lack of family support
☐ Lack of community support
☐ Poor quality of education
☐ Early marriage
☐ Female related home works
☐ Gossip
☐ Gender discrimination
☐ Harassment on the way to TTC
☐ Uneducated parents
☐ Other, please, specify________________________________________________________

17- What are the major opportunities for female enrolment in Logar TTCs? (Several alternatives can be chosen)
☐ GSP ( 60 USD per month for per person ) grant
☐ To get job as a teacher
☐ Easy admission in TTC
☐ Free education in TTC
☐ Family support
☐ Community support
☐ Education is as a human right
☐ Education is as a human capital
☐ Existence of TTCs at each districts of Logar
Teacher has a respected position in society
☐ Teaching is a secure job in Afghanistan
☐ Other, please, specify________________________________________________________

18- Why do you attend TTC?_________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Questionnaire for out-of-TTC female

1- How old are you?
☐ 15-20
☐ 21-25
☐ 26-30
☐ 31-35
☐ 36-40
☐ 41-45

2- What is your marital status?
☐ Single
☐ Engaged
☐ Married
☐ Widow

3- What is your mother tongue?
☐ Pashto
☐ Dari
☐ Other, please, specify! _______________________

4- Where do you live?
☐ In urban areas ☐ In rural areas

5 – Is your father alive?
☐ Yes ☐ NO

6- If your father is alive, what is your father’s education level?
☐ Grade 1-6 ☐ grade 7-9 ☐ grade 10-12 ☐ grades 13-14 ☐ 14-16 ☐ Islamic education ☐ none educated

7- If your father is alive, he is
☐ Farmer
☐ Governmental employee
☐ Nongovernmental employee
☐ Jobless
☐ Other, Please, specify_____________________

8– Is your mother alive?
☐ Yes ☐ NO

9- If your mother is alive, what is your mother’s education level?
☐ Grade 1-6 ☐ grade 7-9 ☐ grade 10-12 ☐ grades 13-14 ☐ 14-16 ☐ Islamic education ☐ none educated

10- If your mother is alive, she is
☐ House wife ☐ governmental employee ☐ nongovernmental employee ☐ other, please, specify _________________________________

11- How many people are there in your family?
☐ 1- 2
☐ 3- 5
☐ 6- 8
☐ 9-11
☐ 12- 14
☐ More, please, specify!_______________________________

12- Please, select your family income from the following list?
☐ 3000- 6000 Afs
☐ 7000-10000 Afs
☐ 11000- 14000 Afs
☐ 15000- 20000 Afs
☐ More than 20000 Afs
☐ I do not know

13- Would you like to attend TTC?
☐ Yes ☐ NO

14- if you like to attend the TTC why you can not enrol in TTC?
---------------------------------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------------------------------

15- What are the major opportunities for female enrolment in Logar TTCs?(Several alternatives can be chosen)
☐ GSP ( 60 USD per month for per person ) grant
☐ To get job as a teacher
☐ Easy admission to TTC
☐ Free admission to TTC
☐ Family support
☐ Community support
☐ Education is as a human right
☐ Education is as a human capital
☐ Existence of TTCs at each districts of Logar
☐ Teacher has a respected position in society
☐ Teaching is a secure job in Afghanistan
☐ Other, please, specify_________________________________________________________

16- What are the major obstacles for female enrolment in Logar TTCs? (Several alternatives can be chosen)
☐ Insecurity
☐ Poverty
☐ Long distance to TTC
☐ Lack of transport to TTCS
☐ Lack of female teachers
☐ Lack of family support
☐ Lack of community support
1- Sex
   □ Male  □ Female

2- What is your marital status?
   □ Single  □ Engaged  □ Married  □ Widow

3- How old are you?
   □ 20-25 □ 26-30 □ 31-35 □ 36-40 □ 41-45 □ 46-50 □ 51-55 □ 56-60

4- What is your mother tongue?
   □ Pashto  □ Dari
   □ Other, please, specify! ___________________

5- Teaching experience years:
   □ 1 year or less  □ 2-4 years □ 5-7 years  □ More, please, specify ____________________

6- What level of education have you attained?
   □ Bachelor degree  □ Master degree  □ PhD degree

7- In which class do you teach?
   □ Boys  □ Girls  □ Both boys and girls  □ Mixed

8- What are the major obstacles for female enrolment in Logar TTCs? (Several alternatives can be chosen)
   □ Insecurity
   □ Poverty
   □ Long distance to TTC
   □ Lack of transport to TTCS
   □ Lack of female teachers
   □ Lack of family support
   □ Lack of community support
   □ Poor quality of education
   □ Early marriage
   □ Female related home works
   □ Gossip
   □ Gender discrimination
   □ Harassment on the way to TTC
   □ Uneducated parents

Form No: 3

Questionnaire for teacher trainers of Logar TTCs
9- What are the major opportunities for female enrolment in Logar TTCs? (Several alternatives can be chosen)

- GSP grant
- To get job as a teacher
- Easy admission to TTC
- Free admission to TTC
- Family support
- Community support
- Education is as a human right
- Education is as a human capital
- Existence of TTCs at each districts of Logar
7. ستاسی یه کومه سیمه کی لوی شوی یاست؟
☐ په کلیوالی سیمه کی
☐ په مهارتی سیمه کی
8. آیا ستاسی پلار زندی دی؟
☐ نه
9. که چیره ستاسی پلار زندی وی نو د هغه د تعلیم سطحه کومه ده؟
☐ صنف 1-6 ☐ صنف 7-9 ☐ صنف 10-12 ☐ صنف 13-14 ☐ صنف 15-16 ☐ اسلامی تعلیمات
10. که چیره ستاسی پلار زندی وی نو د هغه د خه په صفت د نده تر سره کوی؟
☐ دهقان ☐ دولتی مامور ☐ غیر دولتی مامور ☐ نور، مهربانی، مشخص بي كری،--------------------
11. آیا ستاسی مور زندی دی؟
☐ نه
12. که چیره ستاسی مور زندی وی نو د هغه د تعلیم سطحه کومه ده؟
☐ صنف 1-6 ☐ صنف 7-9 ☐ صنف 10-12 ☐ صنف 13-14 ☐ صنف 15-16 ☐ اسلامی تعلیمات
13. که چیره ستاسی مور کی چه نهفره زوندی کوی؟
☐ د کور مورمن ☐ دولتی ماموره ☐ غیر دولتی ماموره ☐ نور، مهربانی، مشخص بي كری،--------------------
14. ستاسی یه کور کی چه نهفره زوندی کوی؟
☐ 1-2 ☐ 3-5 ☐ 6-9 ☐ 11-12 ☐ 14 نور، مهربانی، مشخص بي كری،--------------------
15. په لاندی لیست ستاسی د کورنی مياشتنی ستونه معلوم کری؟
☐ 6000-9000 أفغانی ☐ 9000-12000 أفغانی ☐ 12000-15000 أفغانی
☐ 15000-20000 أفغانی ☐ له 20000-25000 أفغانی له پوهیرم
16. ستاسی یه نظر د لوزکر ولایت په دار المعلمين کي د بنخونه زده کوونکو د شمولیت پر ورندی غی ستونزی کومی دی؟
☐ له یوه خه زيات گزيته انتخاب کيدای شي).
☐ نه
☐ غربه یا کمیوز کورنی اقتصاد
دارالمعلمین ته د تک لویه فاصله

دارالمعلمین ته د تک د نقليه وسایلو نشتوالی

د بنخښه پوهونکو نشتوالی
dونرسی نرسی نشتوالی

d تولنیز ملاکتر یا تشقویق نشتوالی

په دارالمعلمین کي ضعیف بېغې کم کیفیتې درس

مخکی له وخته واده

کورنی کارونه (بنخښه مرپوهه کارونه)

د خڅارک به خاې خبرې (بد ګوښه)

جنسيتی تبغيض

دارالمعلمین ته په لاره کي ادیت او آزار

بیسواده والدین

هو، مهربانی، مشخص پې کرې....

---------------------------------------------

17. سنتاسی په نظر د لړکر ولایت په دارالمعلمین کي د بنخښه زده کوونکو د شمولپېر وراندې غټي آسانیاوې یا فرضتونه کوم دی؟ (له یوه څخه زيات ګزینه انتخاب کیدای شی).

سکالرشیب یا میاشتوتی خه د پاسه درېزه آفاتی

په راشتوکی کي د بنونکي په صفت دندې ترسېدی کول

دارالمعلمین ته په آسانی سره لاره پیدا کول یا په دارالمعلمین کي آسانه خانۍ

په دارالمعلمین کي په وریا دول درس

کورنی مملکت یا تشقویق
tولنیز ملاکتر یا تشقویق
tعلیم په انسانی حق ده
tعلیم په انسانی سرمایه ده

د لړکر په هره ولسولې کي د دارالمعلمین موجوده

شنوونکي په تولنه کي لور مقام لرې

معلمو یوه آرامه دندې ده په افعیستان کي
درنده کد کورونو خاکه به بیر بهرنیت حاله کور چی دی پو پونیلیک پونتیو ته په پوره حوضیصي سره خواب ورکري. دا پونیلیکی د دی اپاره په دامن کی چی له بوی خوا زما د مانستی وری جیده مطالعه (تیزر) نتهمند شی او له یولی خوا له یونکر ولاهتدن پوکونکو د زورونه په مرکزونه کی د بشخیزه کورونو کوریزیلیت پر ورندی شته نکونکی او افرنصوونه په داکه شی. نو دی اپاره ستاسو خاکه کورونه کور چی له کورنیو ته په دقیق سره خواب ورکري ترڅو دقیق معلومات پو لاسه شی له مهربانی خاکه به مو ارزی نه وی.

1. تاسی خو چکانی پاس؟
   20-15
   0-25 30-36 40-41

2. ستاسی مدنی حالت چه چکار دی؟
   - مجرد
   - نامزد
   - کونه یا کونیده

3. ستاسی مورنی چې کومه ده؟
   - پونتیو
   - دری

4. بله، مهربانی، مشخص په سره،-----------------------------
   - په کلیالی سینه کی
   - په پهاری سینه کی

5. آیا ستاسی پلار زرونی دی؟
   - او
   - نه

6. که چیره ستاسی پلار زرونی وی چې نو د هغه د تعلیم سطحه کومه ده؟
   - صنف 1-6
   - صنف 7-9
   - صنف 10-12
   - صنف 13-14
   - صنف 15-16

33
7-که چیره ستاسی پلار زوننی دی او نه هغه د چه که صفت د نده تر سره کوئ؟

9- که چیره ستاسی مور زوننی دی او نه د هغه د تعليم سطحه کومه ده؟

10- که چیره ستاسی مور زوننی دی او نه هغه د چه که صفت د نده تر سره کوئ؟

11- ستاسی په کور کی چه نفره زوننی کوئ؟

12- په لاندی لیست ستاسی د کورنی میاشتنی عاید معلوم کری؟

13- ته غواړی چی په دارالمعلمین کی شامله شی؟

14- که چیره ته غواړی چی په دارالمعلمین کی شامله شی نه وی او نه شی کولای چی دارالمعلمین ته شامله شی علت چه ده؟

15- ستاسی په نظر د لوگر ولایت په دارالمعلمین کی د بیخیه زده کوونکو د شمولیت پر ورندی غنی اسانتیاوی یا فریستونه کوم دی؟ (له یوه چخه زيات گزینه انتخاب کیدای شی).

34
په دارالمعلمین کی یه وریا دول درس

۱. کورنی ملاتری با تشحیق
۲. تولنیز ملاتری با تشحیق
۳. تعلیم یو انسانی حق ده
۴. تعلیم یو انسانی سرمایه ده
۵. د لومر که هره ورسوی کی د دارالمعلمین موجودیت
۶. نیوونکی یه تولنی که لور مقام لری
۷. معلمی یو ارمه دنه ده یه افغانستان کی

۸. نور، مهربانی، مشخص پی کری

۱۶-ستاسی یه نظر د لومر ولایت یه دارالمعلمین کی د بنخیمه زده کورنکو د شمولیت پر ورائی غتی ستونزی کومی دی؟ (له یوه خیه زیات گزینه انتخاب کیدای شی).

۱. نا امنی
۲. غربت یا کمزری کورنی اقتصاد
۳. دارالمعلمین یه د نگ لیه فاسلیه
۴. دارالمعلمین یه د نگ د نقیلی و سایلی نشتولا
۵. د بنخیمه بنونکو نشتولا
۶. د کورنی مرستی نشتولا
۷. د تولنیز ملاتری با تشحیق نشتولا

په دارالمعلمین یکی مفعی پنی کی کیفیته درس

۱. مخکی له وخته واده
۲. کورنی کارونه (بنخیمه مربوطه کارونه)
۳. د خلکه به خایه خبری (بد گویی)
۴. جنسیتی تبیض
۵. دارالمعلمین یه په لاره کی ادیت او ازاز

۶. بیسوده او الیک
نور، مهربانی، مشخص بی کری،
---------------------------------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------------------------------
دارالمعلمین استادانو لیسته پوئنتنیک:

درن تو استادانو خخه په برک ننست هیله کوو چی د پوئنتنیک پوئنبتو ته په یوه حوصلی سره خواب و ورکری، دا پوئنتنیک د یو لاره په لاره اجول کیری چی له یوی خوا زما د ماستره دوري خرینه مطالعه (تیزس) تکمیل شی او له یلی خوا د لوئر ولایت د شرودلو د زونه یه مراکزنو کی د بنخینه زده کورونکو د شمولیت پر ورانته شته نگوونی او فرصتونه په داکه شی. نو د دی لاره

ستاسو خخه غوښتنَه کوو چی لاندی پوئنبتو ته په دقیق سره خواب و ورکری له مهربانی خخه به مهار لری نه وی.

1- جنسیت

- مذکر

- مونث

2- ستاسی مدنی حالت خه دول؟

- مجرد

- نامزد

3- تاسی خو کلن بایست؟

- 20-25

- 30-36

- 40-46

- 50-51

4- ستاسی مورنۍ زیه کومه ده؟

- پښتو

- دری

- بله، مهربانی، مشخص بی کری،

5- ستاسی تدریسی تجریب خو کاله ده؟

- کالی وا کام

- کالی 5-7

6- ستاسی د تحصیل سطحه خومره ده لاندی بی مشخص کری؟

- لیسانس

- ماستری

- دوکتورا

7- په کومه صنفونه کی درس و ورک ده لاندی بی مشخص کری؟

- هلاکتو

- انجونو

8- ستاسی په نظر د لوئر ولایت په دارالمعلین کی د بنخینه زده کورونکو د شمولیت پر ورانته غنی ستونزی کومی دی؟

36
له یوه خخه زيات گزيئه انتخاب كيداي شي.

نا امني

غيرت یا كمزوري كورنی اقتصاد

دار المعلمین ته د نک لویه فاصله

دار المعلمین ته د نک د نقليه وسالي نشتولي

د نخښه نيونوکو نشتولي

د كورنی مرسستي نشتولي

د تولنیز ملارکو یا تشويق نشتولي

په دارالمعلمین کي ضعيف بعى م کييفته درس

مخكي له وخت واده

په دارالمعلمین کي د خايه خبري (بد گويي)

جنستي تبغيض

دار المعلمین ته په لاره کي اذیت او آزار

بېسواېد او الین

----------------------------------------------------------------------------------------------

9- ستاسی په نظر د لوګر ولایت په دارالمعلمین کي د نخښه زده چې دا ښونکې بر ورادې غنی آسانتيواي یا فرصتونه

کوم دي؟ (له یوه خخه زيات گزيئه انتخاب كيداي شي).

سكارلشيب یا ميانيتي خه د ياسي دري زره افغانی

په رالتونکی کي د ښونکي په صفت دنه ترسه کول

دار المعلمین ته په اسانى سره لاره پيدا کول یا په درالمعلمین کي اسانى داره

په دارالمعلمین کي په وریا دول درس

کورنی ملارکو یا تشويق

تولنیز ملارکو یا تشويق

تعليم بو انساني حق ده

تعليم بو انساني سرمايه ده

د لوګر یه هره ولوالي کي د دارالمعلمین موجودي
ښوونکی په تولنه کی لور مقام لری

معمومی یوه آرامه دنده ده په افغانستان کی

نور، مهربانی، مشخص پی کری