

Catalyzing the Potential of Afghan Girls through Formal Agriculture Education

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Agriculture Top Growth Sector

Backbone of the Afghan economy

- 45% of all jobs are in the agriculture

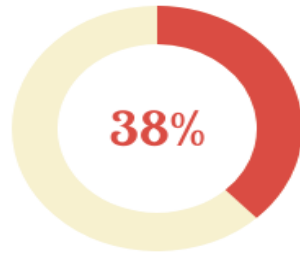
High female participation in informal sector

- 70% rural women are directly or indirectly involved in agriculture

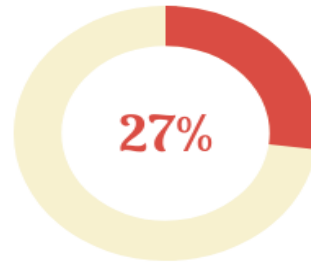
Urgent need for formal skills development

- Severe drought, COVID-19 impact, economic crisis, conflict, acute hunger
- Food production and food security

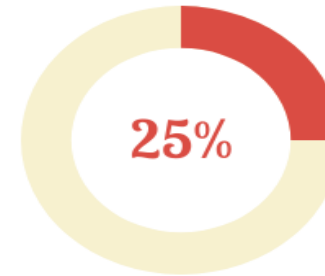
Girls' Participation in Education



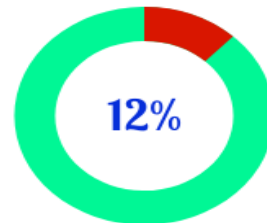
1
Girls
representation in
General
Education



2
Girls
representation in
Islamic
Education



3
Girls
representation in
TVET



Girls' representation in
Agriculture TVET

Barriers Previously Identified

Distance to TVET schools and institutes

Lack of female teachers and female-only spaces

Lack of trades favored by young women and girls

Lack of security, transportation and other factors

Policy Context

National Strategy on Women in Agriculture

- Women's skills development essential to inclusive growth

2015

National Human Capital Development Priority Program

- TVET Authority established
- 380 TVET schools and institutes – half dedicated to agriculture

2018

2016

Comprehensive Agriculture Development Priority Program

- Enhancing women's skills to increase food production and ensure food security

Research Question

How to increase girls' participation in formal agriculture TVET

- What factors support girls' participation?
- What factors inhibit girls' participation?
- Which policies can help address barriers?

Data Collection

- Over 300 participants
- 240 female students
- Female teachers, TVET directors, public officials and experts
- Through cellphones, online and emails, and in person

Key Finding #1: Negative Social Perceptions

Among Students

- “I want to become a medical doctor in the future.” AHS student

Among Teachers

- *“When I heard that through the Kankor exam I got [accepted] to the agriculture faculty, I cried for one week. I wanted to become a doctor.”*

Among Families and Relatives

- 37% lack of parental permission
- 40 % AVI students pushed from agriculture.

Key Finding #2: Inhibitive Education System Practices and Policies

Quality
concerns

- 50% say top priority

Lack of
female
teachers

- 3% permanent contracts
- 43% want more female teachers

Lack of
Pathways to a
higher degree

- 90% AVI students want higher degree in
applied agriculture
- 87% want to become teachers in
agriculture

Lack of sector
coordination

- Difficulties transferring from
general education

**Key Finding #3:
Absence of
Pathways to the
World of Work**

**Lack of
practical
trainings**

- 9% AHSs/AVIs labs and farms

**Lack of
jobs after
graduation**

- 7% of female workforce – MAIL
- 70% of AVI students – increasing
internships and employment will
encourage families

Where are we NOW?

Recent developments!

- 90% technical and financial resources drained
- Gradual permission
- Single sex classrooms policy

Recommendation #1

Introduce agriculture as first-class education

- Cultivate early awareness
- Benchmarks for enrollment, retention and successful graduation

Recommendation #2

Improve quality of agriculture TVET

- Distribute all textbooks and learning materials
- Increase labs and agriculture learning farms
- Customize the curricula to real world needs and local contexts

Recommendation #3

Hire more female teachers

- Separate Teacher Recruitment Guidelines
- Recruit female AVI graduates to become teachers
- Fill the gap with women from the informal economy

Recommendations #4

Provide viable career pathways to the world of work

- Facilitate pathways towards higher degrees within agriculture
- Provide linkages – internships – jobs



Thank You