



# Study on Education Dropouts and Illiterate Youth

September 2014

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## Foreword

Afghanistan is a society in transition from traditional ways of life and doing business to modern structures driven and supported by state-run services, a legal system and democracy. The modernisation process that is slowly taking hold accounts for the many dualities in Afghan life: the informal and the formal economy; people who cannot read or write alongside citizens who have had a formal education; qualifications gained through informal or formal training; and the social welfare system currently under development (a pension insurance scheme and unemployment insurance) in contrast to the family as the traditional social safety network.

Attendance levels at the country's educational and vocational training establishments also reflect this duality. Around 42% of young people between the ages of 15 and 19 attend a mainstream school or a vocational training centre. However, some 25% of the young people in this age group have never been to school in their lives, while 6% dropped out, either voluntarily or involuntarily. Another 27% of this age group is currently undergoing vocational training in the artisan and commercial companies found in the bazaars – a form of training that is completely overshadowed by state-run education services. While we have analysed training in the bazaars (see our Bazaar Study), we still know nothing about the 25% that never went to school. What social strata do these young people come from? What is stopping them from attending school? Do they lack the motivation? Are there cultural convictions involved that cause them to doubt the value of education? Or is it due to financial reasons?

To find the answer to these questions, and to find out more about the situation of these young people, the vocational training programme commissioned a study in coordination with the DM TVET.

This study provides answers to the above questions, along with some raw data for further analyses. These in-depth analyses enabled us to shed some light on the situation:

- Duties within the family, assuming an adult role (head of family; marriage) and economic constraints are, in some 80% of the cases, the reason why school attendance is never taken up or is stopped prematurely.
- There is evidently a positive correlation between the educational status of a family head, the family's income and the expectation that children and young people should contribute to family earnings.
- Also, surprisingly, two thirds of those families whose children have never attended school or who dropped out would like to send their children to school, even though it is out the family's financial reach.
- Slightly alarming is the fact that only 11% of those young people who were unable to read or write were actually interested in attending school.

DM TVET and the programme are to discuss the findings of this Dropout Study with a view to developing educational and vocational training offers that fit these young people's situation, thus enabling as many of them as possible to find their way back into education and their place in society.

Dr Gustav Reier

Head of Programme

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

## Introduction

Development of the modern education system in Afghanistan requires quantitative and qualitative baseline information for policy recommendations. It is in the interest of the Ministry of Education, donors, students and parents to have access to information based on evidence with regard to the outcomes of basic education. To this end, the Ministry of Education has taken the first steps to implement a national student learning assessment program. In addition to understanding how well students perform, further information is needed to understand why students drop out of the basic education system and what happens to them after dropping out; and what happens to students after graduating from grade 9. Therefore, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) commissioned new research on basic education graduates and dropouts, and ACTD was selected to implement the project from July 2013 for the duration of four months.

The purpose of this study is to implement a DMTVET-GIZ TVET pilot school system (55 Schools, 29 Provinces) representative gender-differentiated survey of graduates and dropouts. The proposed study mainly aims to achieve the following:

- Understand the education choices and employment experience of the target group
- Understand the education choices and future plans of learners who drop out from basic education and who are 15 to 19 years old (disregarding the year they dropped out)

To achieve these objectives, a cross-sectional study was conducted in 29 provinces in the country. The study followed the quantitative and qualitative approaches and analysis was carried out with statistical methods separately.

The Tracer Study of Basic Education Graduates and Dropouts was initiated through Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), and ACTD undertook the survey design, data collection, analysis and report. Multiple methodologies (qualitative, quantitative, and mixed-method) were employed to obtain a representative gender-differentiated survey of graduates and factors related to dropouts. This study has examined the voices of students from DMTVET-GIZ TVET pilot school system (29 Provinces, 36 towns) and general schools that opted to leave school prior to graduation.

The report summarizes the objectives of the study before describing the methodology employed in collecting and storing data. The section on methodology is followed by a presentation of results for TVET schools dropouts. The next section is made up of results from interviews with dropout students from general schools. In the last chapter of findings, a summary of data from focus group discussions is described and presented together with quotes from respondents. The last section discusses results and draws conclusions and recommendations.



# Chapter One

## 1. Methodology

### 1.1. Purpose of the study

The purpose of this study is to implement a DMTVET-GIZ TVET pilot school system (55 Schools, 29 Provinces) representative gender-differentiated survey of graduates and dropouts. The proposed study mainly aims to achieve the following:

- Understand the education choices and employment experience of the target group
- Understand the education choices and future plans of learners who drop out from basic education and who are 15 to 19 years old (disregarding the year they dropped out)

### 1.2. Design of the study

Afghanistan Center for Training and Development (ACTD) was contracted by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) to carry out a research study on basic education graduates and dropouts. ACTD was selected through a competitive bidding process in view of its proposed technical and administrative strategies.

Multiple methodologies (Qualitative, quantitative, and mixed-method) were employed to obtain a gender-differentiated survey of graduates and factors related to dropouts. This study has examined the voices of students from fifty-five DMTVET-GIZ TVET pilot schools (29 Provinces, 36 towns) and general schools that opted to leave school prior to graduation.

The combination of quantitative and qualitative methods was used to both attain ideas on how the students and their parents perceive the education from a group and communal perspective, as well as to understand individual opinions of the students taking into consideration their personal and family needs. Scientifically and methodologically speaking, the study design is a very comprehensive approach towards establishing hypotheses and identifying factors and reason for dropouts. However, the study does not aim, and could not serve to be used as a means of precise statistics on various variables addressed in the design. The study consisted of three individual components mentioned below

**The survey:** The subjects for the study consisted of dropouts from one of fifty-five DMTVET-GIZ TVET pilot schools (based on MoE EMIS data) or a general school as follows

Dropouts between 15 – 19 years old

- Without any education (Who are either jobless or doing informal work)
- Who didn't finish primary education (Started general education but left the school before graduation)
- Graduates of grade 9 (Enrolled at TVET School but didn't show up)

**Focus group discussions (FGDs):** Focus groups were employed especially for obtaining group understandings regarding their experiences, opinions, wishes and concerns about

dropping out and life after graduation. A series of Focus Group Discussions with students and student's parents was conducted. Via the use of Focus Groups the students provided a set of rich data, provocative insights, and an illumination of potential institutional-related precursors to school dropout.

**In-depth interviews (IDIs):** In-depth interviews were carried out to solicit input from school management who addressed the dropout crisis in order to discover their experiences about what are the contributing factors that foster dropping out.

## 1.2. Data capture

ACTD worked in coordination with the GIZ to develop the questionnaire. The survey instrument contained sixty two closed-ended questions with categorical, multiple-choice, Likert-scale, ordinal, and numerical answers. The survey also included as many as five open-ended questions which allowed respondents to answer specific questions in their own words. FGDs and in-depth interviews consisted of open-ended questions to obtain in-depth information on concepts, perceptions and ideas of groups and individuals. ACTD designed the survey to take less than 40 minutes and administered it through face-to-face interviews, while FGDs took mostly between one and two hours. The survey tool was designed to capture data on the following list of indicators:

- Social background of dropouts and graduates, i.e. parents' profession, rural or urban background, size of the household, income of the family, etc.
- Educational background: schools attended, graduation date

### For dropouts:

- In which grade did they leave the school?
- What are the reasons for leaving the school?
- What are the future plans of dropouts?
- If they plan to seek work, in which sector and why? (special focus - Police)

Employment situation, for both grade 9 graduates and dropouts:

- **Employed**
  - **Time between graduation/leaving school and employment**
  - **Employment characteristics**
    - Formal (registered company, tax duty)
    - Non-formal
    - Seasonal employment
    - Cottage industry/home based
    - Family based business/non-family based
    - Paid/unpaid
    - Full-time (140 h or 20 days per month or more than 35 hr./week)/part-time
  - **Sectors of employment**

- Industrial-technical (metal, construction, carpentry etc.)
- Business (secretarial, admin, accounting etc.)
- Agriculture
- Hotel and restaurant
- Security (Police, Army, other)
- Other services
- **Skills**
  - How did they acquire the needed skills?
  - How long did it take to become job competent?
  - Which skills are they lacking?
- **Further details such as salary levels, additional benefits, satisfaction**
  - Self-employed
- **Type of self-employment (if applicable, similar criteria as above)**
  - Unemployed
  - Perceived reasons of unemployment
- **Further Education/Training**
  - Professional aspirations
  - Interest in further education?
  - Type of further education (general or related to the job)
  - Willingness to study at evening schools, willingness to pay a fee

### 1.3. Sampling design

As the study consisted of both quantitative and qualitative methods, two different sampling strategies were deployed to achieve the best possible scientific results. The quantitative study used a sample of 773 individuals consisting of graduates of grade 9 without continuation at a TVET school, students who didn't finish TVET School and youths who started education with general education but left the school before graduation. Graduates and dropouts (773 students) were selected on a random basis by the research team from the list of dropouts and graduates provided by schools in 29 provinces.

A summary of the sample size for TVET School is outlined in table 1 below:

Table 1: Sampling Frame for TVET schools

Province	Name of TVET Schools	Total number of students as per DM-TVET list	No of TVET students exists as per TVET schools Survey-2012	No of dropped out students as per TVET schools Survey-2012	No of dropped out students as per TVET schools list	Sample by PPS
Kabul	Kabul Auto Mechanic Institute	1956	1043	913	158	41
	Kabul Mechanical Institute	1403	521	882	69	18
	Computer Technology Institute	896	202	694	185	48



	Institute of Construction and Local Crafts	1556	668	888	33	9
	Machinery Maintenance Professional High School	195	195	0	16	4
	Afghan Technology Institute	1961	935	1026	20	5
	Kabul Management & Accounting Institute	2346	1218	1128	82	21
	Kabul Female Administration & Accounting Institute	661	140	521	55	14
	Female Administration and Economic High School	1331	3	1328	8	2
	Jamhoryat Administration and Economic High School	1363	786	577	44	11
	Professional Business Institute	358	344	531	62	16
	Blind Professional High School	0	0	107	24	6
	Deaf Professional High School	0	0	47	12	3
<b>Badakhshan</b>	Badakhshan Administration and Accounting	545	131	414	49	13
<b>Baghlan</b>	Pole Khumri Professional Mechanic Institute	665	48	617	56	15
<b>Balkh</b>	Balkh Oil and Gas Institute	927	495	432	17	4
	Balkh Administration and Accounting Institute	912	353	559	30	8
	Professional Technology and Chemistry High School	322	164	158	21	5
	Special Needs Professional High School	0	0	41	0	0
	Sajadia Professional High School	85	27	58	10	3
<b>Bamyan</b>	Afghan-Iran Technic Institute	210	139	71	14	4
<b>Farah</b>	Farah Professional Technic High School	86	86	90	2	1
<b>Ghazni</b>	Ghazni Technic High School	95	58	37	13	3
<b>Helmand</b>	Helmand Management and Accounting Institute	250	123	127	8	2
	Helmand Mechanic Institute	250	103	147	19	5
<b>Herat</b>	Herat Technic Institute	926	471	455	14	4
	Deaf Professional High School	0	0	147	10	3
	Management & Accounting Institute	0	0	283	38	10
	Blind Professional High School	0	0	68	10	3
<b>Jawzjan</b>	Jawzjan Mechanical Institute	852	641	211	19	5
<b>Kandahar</b>	Kandahar Administration and Accounting Institute	210	25	185	10	3
	Dand Kandahar Professional Mechanic High School	65	62	3	3	1
	Kandahar Professional Mechanic High School	345	133	212	33	9
<b>Kapesa</b>	Kapesa Assistant Engineer Institute	1361	685	676	102	27
<b>Khost</b>	Khost Professional Mechanic High School	537	207	330	62	16
<b>Konar</b>	Sarkano Konar Professional High School	188	84	104	4	1
<b>Kunduz</b>	Kunduz Administration and Accounting Institute	879	633	246	14	4
<b>Laghman</b>	Laghman Dawlat Shayee Professional Technic	156	111	45	13	3

	High School					
<b>Logar</b>	Logar Mining Institute	0	0	38	7	2
	Logar Technic High School	0	0	67	19	5
<b>Nimroz</b>	Zaranj Professional Technic High School	80	26	54	2	1
<b>Nangarhar</b>	Nangarhar Administration and Accounting Institute	1260	691	569	12	3
	Nangarhar Mechanic Institute	545	365	180	56	15
<b>Paktia</b>	Paktia Technic High School	215	138	77	42	11
<b>Panjshir</b>	Panjshir Administration and Accounting Institute	708	242	466	29	8
	Ahmad Shah Masoud Professional Mechanic High School	317	157	160	9	2
<b>Parwan</b>	Parwan Mechanic Institute	652	449	203	41	11
<b>Samangan</b>	Samangan Female Professional High School	318	142	176	24	6
<b>Sar-i-Pul</b>	Sar-i-Pul Oil and Gas Institute	0	0	277	4	1
<b>Takhar</b>	Takhar Capital Technic High School	0	0	394	40	10
<b>Urozgan</b>	Urozgan Technic High School	82	54	28	10	3
<b>Wardak</b>	Chack Wardak Electrical Institute	298	278	271	11	3
	Maidan Mechanical High School	220	110	110	34	9
<b>Zabul</b>	Zabul Capital Administration and Accounting Institute	255	29	226	32	8
<b>Paktika</b>	Paktika Capital Administration and Accounting Institute	305	42	263	10	3
<b>Total</b>		<b>30489</b>	<b>14302</b>	<b>18231</b>	<b>1743</b>	<b>448</b>

For the students who started a general education but left the school before graduation, simple random sampling was deployed to achieve the best possible scientific results. The sample was collected among the students from general school in 20 provinces.

The objectives of FGDs were to analyze the current situation and identify key reasons of dropouts, opinions (and their needs), and factors fostering the student to leave basic education. It was designed to focus on the meaning that students make of their lives, their experiences, and their environment through the use of open - ended questions. Given the proportional weight to this part of the study in the request for proposal and considering the time, cost and value of information, ACTD proposed a minimum purposive sample size to carry 3 FGDs per target province which totals 87 FGDs at the study provinces. A summary of the sample size for this part is outlined in Table 2 below.

Table 2: Summary of sample size for FGDs and IDIs

<b>Groups</b>	<b>Specifications</b>	<b>Number of FGD to be carried out</b>	<b>Number of province</b>	<b>Total FGDs</b>
Focus group with	Youths (male&	<b>1</b>	<b>29</b>	<b>29</b>

dropout students	female students)			
Focus groups with school students	Youths (male& female students)	1	29	29
Focus groups with the students' parents and school leadership	Parents and school managerial staff	1	29	29
<b>Total</b>				<b>87</b>

### 1.3.1. Sampling Approach

The TVET schools provided lists of graduates and dropout students, and this list was utilized for sampling in the initial phase of the project. The lists were then used to generate the sample of dropouts eligible to participate in the survey. The list was assigned sequential numbers up to the total of the eligible population. During this process, each selected student was assigned a random number. If a student was ineligible for participation based on the inclusion/exclusion criteria (including refusal), the next student on the list was selected.

For dropouts from general school (*List of schools is attached as annex one*), the list of dropouts was provided by the school management and the same procedure was applied to generate the sample of graduates who left school before graduation. The study team assigned sequential numbers up to the total of the eligible population. The process continued until the required sample size was reached. Both male and female had an equal chance to be selected in the study, thus the proportion of male versus female was taken into consideration in order to make proportionate representation of female graduates. The lists (both TVET schools and general schools) had information about graduates' names, their fathers' names, their last names, enrollment date, graduation date and contact details (phone, address, work place, and email address). The snowballing mechanism was applied to reach the expected number of students in the target provinces. This snowball mechanism is particularly helpful in a country like Afghanistan since most of people live in colonies, in particular in rural areas. Data collectors conducted some interviews via phone with those graduates whose phone numbers were available or had access to a phone. Otherwise individual interviews were carried out with the eligible graduates. The study team tried to trace the eligible students from the given list, but some of the student's phone numbers were not available or were not working during data collection. In that case, the study team first found a classmate or roommate and obtained the student in question's exact address or phone number from this contact. This was a big challenge for the study team and thus data collection took longer time than originally anticipated. For those students whose phone contact was not available, the study team went to their villages and conducted interviews. If the selected student was not reached through the above-mentioned strategies, the next student on the list was selected for the interview.



## 1.4. Data collection and management

Quantitative data were collected through a structured questionnaire composed of 62 questions in three categories administered by trained data collectors. The questionnaire was designed through a consultative and iterative process by ACTD research team and GIZ officials. After finalization of the questionnaire and the informed consent form, the documents were translated into Dari and Pashto languages. The questionnaire encompassed a set of themes on dropout reasons for the study participants. Almost all of the essential points of view were covered by the questionnaire. The following areas were focused on in the questionnaire (please see annex 1 for an example of the study questionnaire):

- Social background of dropouts and graduates, i.e. parents' profession, rural or urban background, size of the household, income of the family, etc.
- Educational background: schools attended, graduation date
- Employment and non-employment background

Prior to administration by the data collection team, the questionnaire was piloted in a small area of Kabul city to assess its comprehensibility and ease of administration. After finalization of the questionnaire, data were collected through 29 teams each composed of two members (male and female). The data collectors were trained in the principles of quantitative data collection, the anatomy of the study questionnaire, ethical and cultural considerations, and maintenance of quality (a list of data collectors is given in annex 2). Team members were also trained on the importance of confidentiality and anonymity, obtaining informed consent and the importance of avoiding intentional and unintentional actions that might offend participants' cultural values and beliefs.

Furthermore, the trainings emphasized respect for the views of others and how to avoid comments or actions that could be perceived as judgmental. Therefore, all the interview notes, transcripts and interviewee lists were kept safe and confidential. Recorded tapes and transcripts will be destroyed after the report is finalized and approved.

Although data collection was due to be finished by 15 September 2013, the process could not be completed by the due date because of some unexpected delays (mainly due to access to list of dropouts and reaching the eligible students as per the sampling list). Data collection was ultimately completed on December 29, 2013. This delay in data collection caused some delays in preparation of the data analysis and final reports of the study.

To ensure the quality of data, each team was supervised by ACTD through regular daily visits to see that the data collection took place according to the planned schedule, and that the teams followed the proposed randomization and sampling methods. Furthermore, research experts of ACTD monitored the data collection process in Kabul, Paktia and Herat provinces in order to oversee the overall data collection and ensure validity of data. Despite huge security risks, especially for the female data collectors, it was found that the plans were strictly followed by all teams. The collected data were stored in a safe place by field teams before dispatch to ACTD main office. Once the validity of data was confirmed through supervisory visits and the 5% recheck, the questionnaires were transferred to Kabul. The

anonymity of the respondents was ensured at the field level in order to minimize any possible repercussions that the respondents may have faced.

After completion of the survey interviews and the 5% recheck, collected data were transferred to ACTD main office for data entry and analysis. Data entry personnel were trained in entry and validation of data into the database. A database was developed in Access for entry of the survey data as well as the data converted to Ms. Excel for the use of GIZ staff. The resultant database file was created in a format which was compatible with almost all qualitative data analysis software including SPSS. Necessary skip patterns and legal values (dropdown lists) were applied to the database to minimize typographical errors and accelerate data entry. The questionnaires were divided into 2 groups, each entered by a separate data entry officer. After completion of the data entry, the 2 different database copies were compiled (concatenated) by the chief researcher. Then, the compiled data were rechecked against the questionnaires one by one to ensure 100% validity and integrity of the data.

### **1.5. Data processing and analysis**

Data processing and analysis were carried out at the research and development unit of ACTD. The aspect of data processing involved proper documentation of questionnaires received by province, data entry, verification and tabulation. Complete field edited questionnaires were sent to ACTD headquarter for data capture and further editing. A team of editors and data entry clerks was engaged in the data processing under the direct supervision of the chief researcher. Ms. Access was used for capturing the data while SPSS (Statistical Package for the Social Sciences) was used for tabulation and analysis. Initially, data was subjected to validation tests and procedures to further ensure that the entered data was in compliance with the collected data. In order to obtain meaningful conclusions and results, questions with 10 possible ordinal answers were re-coded into 5 values i.e. two consecutive ordinal values were grouped into one category which was labeled with a descriptive label.

The qualitative method used Focus Group Discussions (FGDs) as the primary data collection tool and a total of 87 FGDs and 58 in-depth interviews were carried out with the school teachers, students and their parents. Immediately after the fieldwork, the research team summarized and organized participant inputs to develop a thorough understanding of concepts and ideas emerging from the study. Initial analysis of focus group data was carried out in the local language in order to more accurately reflect participant inputs. Interviews from the focus groups and in-depth interviews were sorted and grouped by type (students, parents and school management).

In its analysis, the team overviewed content in the local language to identify key ideas, concepts, behavior, terminologies and phrases from the focus group and interviews. Major categories/themes were identified in consultation with the team leaders through careful review of sample data gathered from the note takers and audio recordings. Once major themes were identified, the team used a table for data analysis. As the team categorized the data, they identified other themes and added sub-categories to supplement existing categories.

The team continued categorizing until they identified and labeled all relevant themes and resorted data into smaller, more-defined categories. The team made a tally of how many times a particular theme appeared among the focus groups and one template was filled. The team also picked interesting quotations from the focus groups and interviews, as evidence to support the identified themes. The summary of findings was translated into English and the data were subsequently interpreted to generate a final report. The research team utilized quotes and descriptive examples to illustrate key points.

## Chapter Two

### 2. Findings

The main findings of this report can be summarized into four categories: findings from a survey of graduates and dropouts of TVET schools, findings from dropout students from general schools, findings from the Focus Group Discussion (FGDs) and In-depth interviews and findings from street working teenagers.

#### 2.1. TVET school dropouts

The first part of the study presents a statistical overview through a systematic analysis of the main characteristics of graduates of grade 9 who enrolled in a TVET school but did not show up and dropouts from TVET schools throughout the entire country. This part focuses on issues that might be of great interest to the Ministry of Education (MoE) and GIZ when considering how to present data from surveys in the most useful way for policy-makers.

A total of 465 youth (15 to 19 years) were sampled for the survey and successfully interviewed, which gave a response rate of 100.0 percent. Of the total youths canvassed, 303 were urban and 162 were from rural areas. The distribution represents 65.2 percent and 34.8 percent respectively for urban and rural areas.

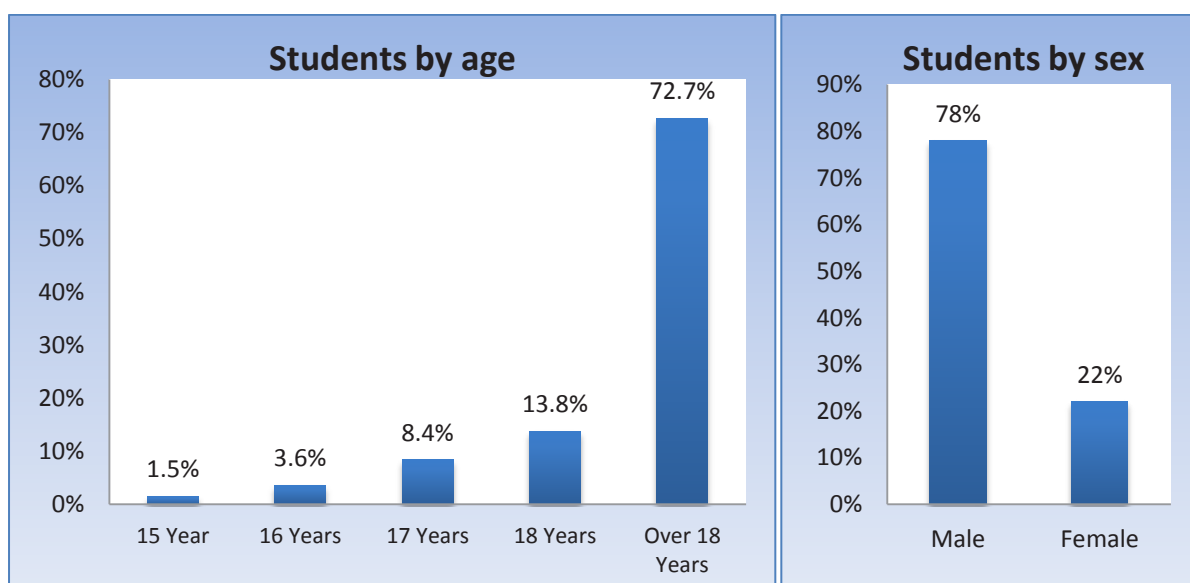
**Table 3: Target Group**

	Urban 65.2%	Rural 34.8%		Frequency	Valid Percent	Cumulative Percent
Valid	Dropouts (Who didn't finished TVET school)			388	83.4	83.4
	Graduates grade 9 (Enrolled at TVET School but didn't show up)			77	16.6	100.0
	Total			465	100.0	

### 2.1.1. TVET Students Demographics

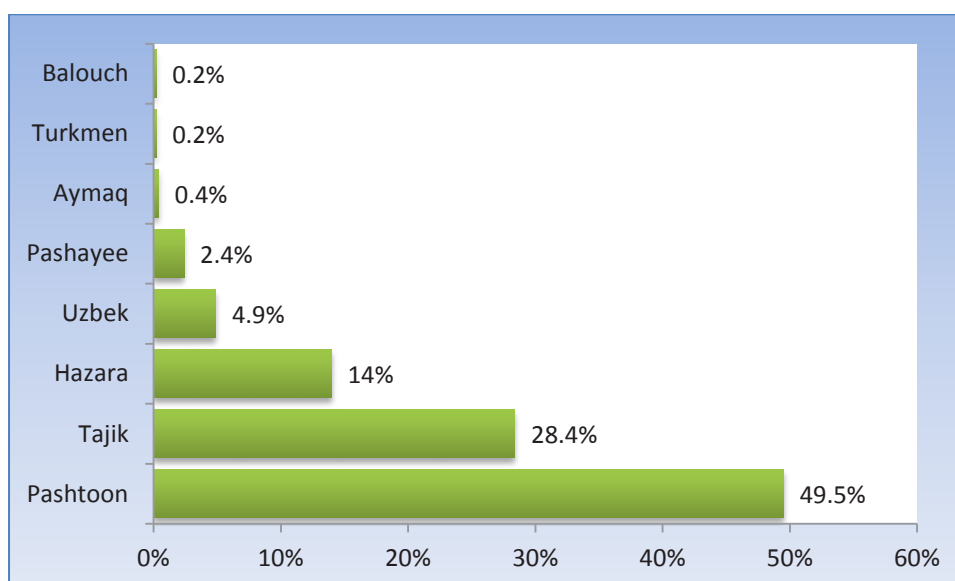
Data analysis shows that among the students, the majority (89%) were male, whereas only 11% of them were female. The age of students ranged between 15 and 19 years with a mean age of 18.09. The majority (72.7%) of the respondents were in the age group of 19 years. About 13.8% of the students were 18 years, 8.4% of them were 17 years and 3.6% of them were 16 years of old on their last birthday. Data analyses revealed that only 1.5% of the respondents were in the age group of 15 years or younger. The details of the age-sex composition of the sampled population are shown in Figure 1 below.

Figure 1: Distribution of TVET students by age and sex



With regard to the ethnic groups of the respondents covered in the survey, Pashtoon and Tajik constituted 49.5 and 28.4 percent respectively. About 20.3 percent of the respondents belong to other ethnicities which included the Hazara (14%), Uzbek (4.9%), Pashayee (2.4%), Aymaq (0.4%), Turkmen (0.2%), and Balouch (0.2%).

Figure 2: Distribution of respondents by ethnic groups



Data analysis revealed that out of the total of 465 dropout students who responded to this survey about 78.3% of them were single and 21.7% of them were married.

Table 4: Distribution of the students by marital status

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	364	78.3	78.3	78.3
	Married	101	21.7	21.7	100.0
	<b>Total</b>	<b>465</b>	<b>100.0</b>	<b>100.0</b>	

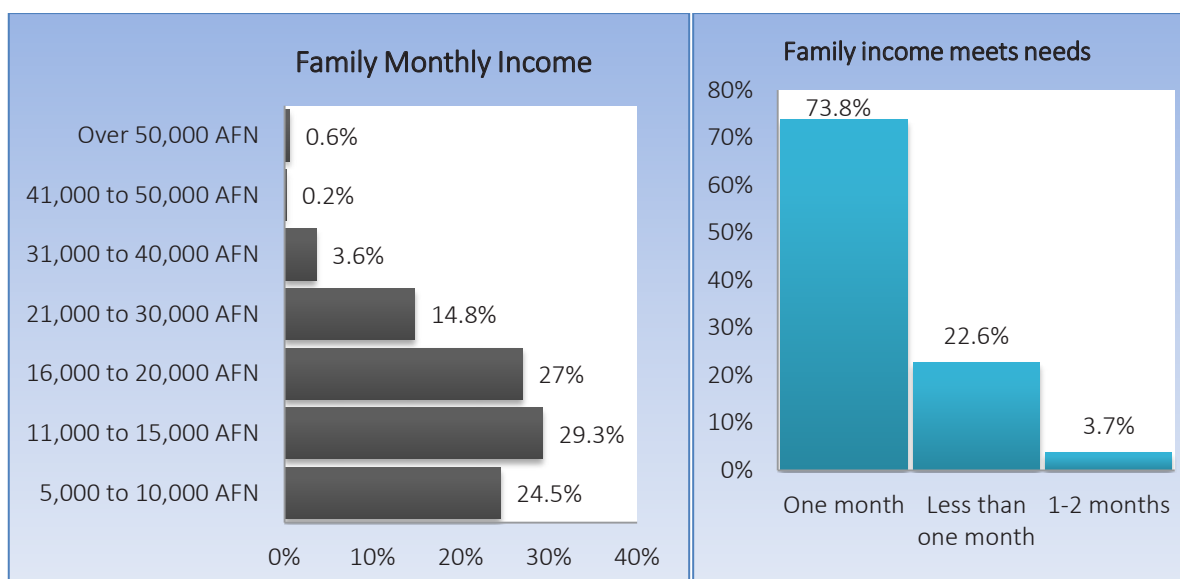
The family size of the respondents varied between 3 and 15 people. The majority of the respondents had a family of between six and nine people; this was followed by those with families of 10 to 15 people. About 12.5% of the respondents had a family with three to five people. Table 5 below illustrates the size of household.

Table 5: Size of household

Size of household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Three to five people	58	12.5	12.5	12.5
	Six to nine people	304	65.4	65.4	77.9
	Ten to fifteen	103	22.1	22.1	100.0
	<b>Total</b>	<b>465</b>	<b>100.0</b>	<b>100.0</b>	

Data analysis revealed that 53.8% of the respondents had a family monthly income of between AFN.5000 and 15,000, and thus according to the respondents (22.6% of total) their family monthly incomes do not meet their monthly family's needs. Figure 3 below gives a brief summary of respondents' family monthly incomes.

Figure 3: Family Monthly Incomes





### 2.1.2. Parents' education level

The study found that the vast majority (77.2%) of respondents had mothers with no education, while only 12.7% of respondents had mothers who had not gone beyond primary level education. Therefore there was a strong correlation between a parent's education and their children dropping out.

Table 6: Distribution of the respondents mothers by education level

Mother's highest level of education				
	Frequency	Percent	Valid Percent	Cumulative Percent
Primary	59	12.7	12.7	12.7
Secondary	26	5.6	5.6	18.3
High School	13	2.8	2.8	21.1
University	4	.9	.9	21.9
Madrassa (Religious school)	4	.9	.9	22.8
No education	359	77.2	77.2	100.0
<b>Total</b>	<b>465</b>	<b>100.0</b>	<b>100.0</b>	

Similarly many (46.2%) of respondents reported that their fathers are illiterate while 34.6% of them mentioned that their father reached at least primary (17%) and secondary (17.6%) education. The findings revealed that 10.3% of them had a father with a high school education and only 6.5% of the respondents had fathers with university-level education. It is simply concluded that there may be an association between parent's education level and the students' education.

Table 7: Distribution of the respondent's father by education level

Father's highest level of education				
	Frequency	Percent	Valid Percent	Cumulative Percent
Primary	79	17.0	17.0	17.0
Secondary	82	17.6	17.6	34.6
High School	48	10.3	10.3	44.9
University	30	6.5	6.5	51.4
Madrassa/Religious school	12	2.6	2.6	54.0
No education	214	46.2	46.2	100.0
<b>Total</b>	<b>465</b>	<b>100.0</b>	<b>100.0</b>	

### 2.1.3. Parent's occupation

As an indicator of the social class of the young people (15 to 19 years old), the questionnaire explored parental occupation. Out of the 465 student's parents on whom data were available, the following information is presented in the below table. Findings indicate that there may be an association between parent's occupation and student's education since at least 22.6% of the respondent's fathers were unemployed. That could result in a high dropout rate among youths.

Table 8: Distribution of parents by occupation

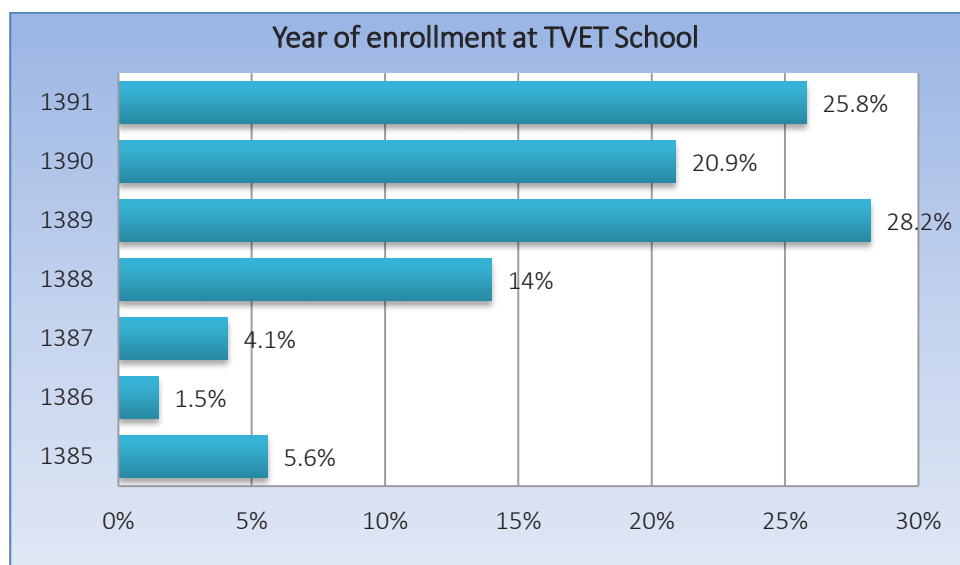
Parent's occupation			
	Fathers (N=465)	Mothers (N=465)	Spouses (N=100)
Unemployed	22.6%	0%	1%
Housewife	NA	94.8%	69%
Manual laborer or semi-skilled worker	2.8%	0.7%	10%
Professional/ Technical	18.1%	3.2%	2%
Skilled labor*	1.1%	0%	0%
Self-employed	37.6%	0%	12%
Dead	4.5%	1.3%	1%
Agricultural (Farming)	12.9%	0%	2%
Immigrated to other country	0.4%	0%	4%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

\* Skilled labor: An individual that is knowledgeable about a specific skill or trade. An auto mechanic is one example of a skilled worker because they possess extensive knowledge about repairing an automobile. An unskilled and semi-skilled is one who does operations that involve the performance of simple duties.

### 2.1.4. School Enrollment and Dropout

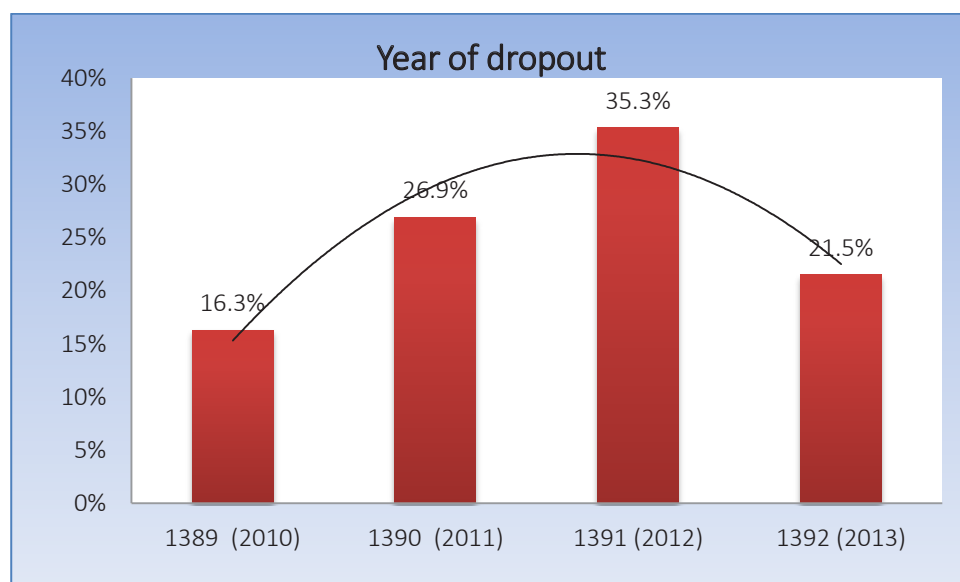
Out of the 465 students who responded to our questionnaire, nearly one-third (28.2%) of them enrolled at TVET school in 1389 and 25.8% of them was enrolled in 1391 and 20.9% of them enrolled in 1390. The graph in Figure 4 below shows the enrollment year of the students at TVET schools.

Figure 4: Year of enrollment at TVET Schools



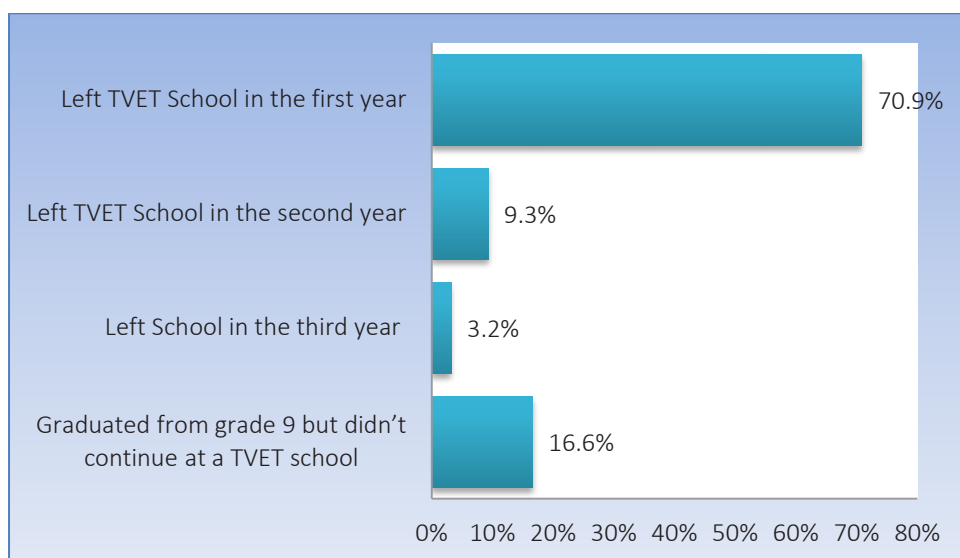
The dropout rates described below include those students who did not complete or left school from 2010 to 2013. Figure 5 below shows the distribution of student dropout rates by year. It is found that the dropout rate was higher in 2011 and 2012 than in 2010. About 35.3% of them left school in 2012, while 26.9% of them reported that they dropped out or didn't continue their education in 2011.

Figure 5: Distribution of student dropout rates by year



Among dropouts, 70.9% of them mentioned that they left their education in the first year, about 9.3% left school in the second year and 3.2% of them left school in the third year. Those who graduated from grade 9 but did not continue with a TVET school or general school made up 16.6% of the total respondents.

Figure 6: Highest level of education reached before dropout from education



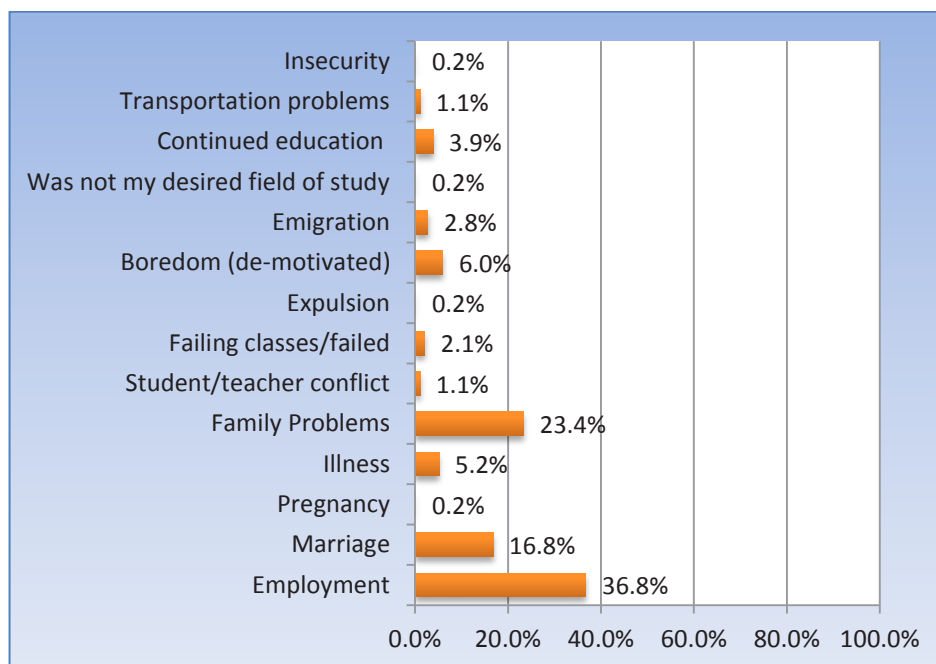
### 2.1.5. Factors That Influenced Students to Drop Out

Data analysis revealed that multiple factors are associated with dropping out. Replies include such issues as getting pregnant, economic problems, family problems, not liking school, and wanting or needing to go to work. The reasons given are only proximate and are experiences that have taken place over many years of the students' lives which contribute to the act of leaving school. Students from low-income, large, and less-educated families often enter school less prepared than children from high-income and educated families, and subsequently drop out at a much higher rate than other students. Thus the research team has categorized factors that influence dropout decisions into the following three broad categories: school-related, student-related, and family-related.

1. Student-related factors are qualities that students possess such as illness, boredom, lack of interest, trouble with learning, marriage and pregnancy.
2. School-related factors are those in the control of the school.
3. Family-related factors include socio-economic status, parental support, and family force.

From the data below, it can be safely assumed that the main cause for dropping out would stem from student engagement in work (36.8%) and family related problems (23.4%). Another root cause that leads to high dropout rates seems to be stem from marriage (16.8%). Findings from this study indicate that some (3.9%) of them are back to education as described in below graph.

Figure 7: Factors that influenced students to dropout from education



### 2.1.5.1. Student Dropouts in Relation to Student age group

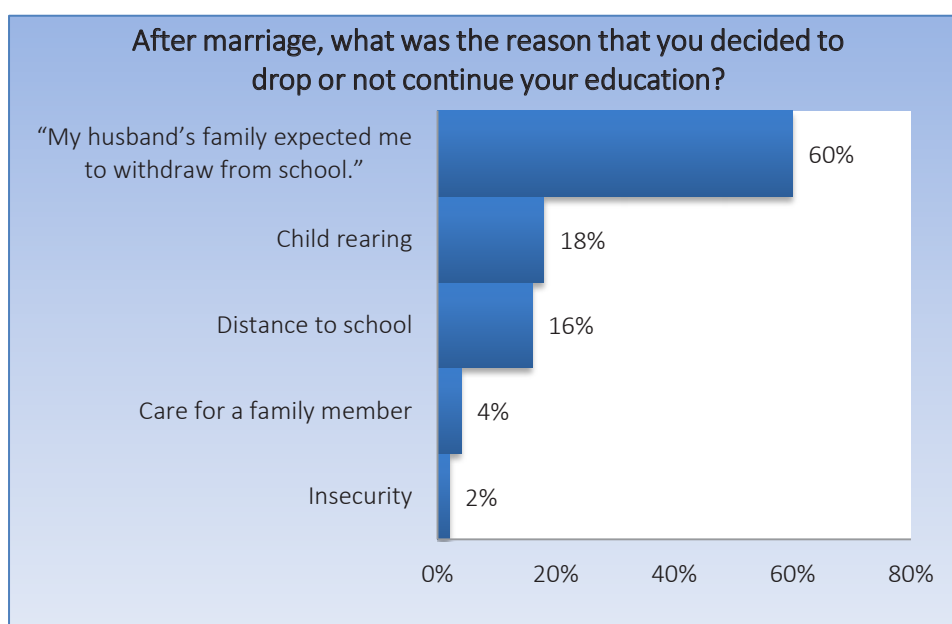
Students who dropped out from education mainly belong to the 18-19 age group (86.5 percent of the total) and to the 15-17 age group (13.5 percent of the total) as shown in Table 12. Those students who dropped out are between ages 15-19, and are, therefore, at their most productive age. The percentage of dropouts is higher with students (aged between 18 and 19 years) as opposed to younger students (aged between 15 -17 years). One likely explanation for this phenomenon is that those younger students have little occupational obligations and family responsibilities.

Table 9: Student dropout rate by age group

Respondents age	Dropouts (Who didn't finish TVET school)		Graduates grade 9 (Enrolled at TVET School but didn't show up)		Total	
	N	%	N	%	N	%
<b>15 Years</b>	5	1.3%	2	2.6%	7	1.5%
<b>16 Years</b>	10	2.6%	7	9.1%	17	3.6%
<b>17 Years</b>	26	6.7%	13	16.8%	39	8.4%
<b>18 Years</b>	44	11.3%	20	26.0%	64	13.8%
<b>19 and above</b>	303	78.1%	35	45.5%	338	72.7%
	<b>388</b>	<b>100.0%</b>	<b>77</b>	<b>100.0%</b>	<b>465</b>	<b>100.0%</b>

Among those who mentioned that after marriage they decided to leave school, boys and girls separately responded to this question “After marriage, what was the reason that you decided to drop or not continue your education?” Family expectation and force was cited by 60% of female dropout students as the main reason for leaving school after marriage. Child rearing is mentioned by 18% of the dropout students as the main reason and therefore they did not feel “comfortable” to go to school. Distance to school, in particular for female students, is cited as one of the major problems and thus led to dropout from school. Four percent of the female dropout students mentioned that they had to take care of their family members and this was the primary reason they left school. Insecurity was mentioned by 2% of female dropout students and they cited that due to the insecure situation they were not able to continue their education. Figure 8 below illustrates the reasons expressed by girls about problems they faced after marriage.

Figure 8: Reasons cited about dropping out by female respondents



The same question was asked from male dropout students and it is found that multiple factors are associated with their dropping out from school. This question was responded to by 10 married male students and 3 of them mentioned that they left schools to work and supplement family income and seven people mentioned that they were not interested in continuing their education.

#### 2.1.5.2. Family-Related Factors

Family factors encompass qualities such as family composition, poor economics (poverty), parental support and children-headed family. It is found in this study that among the total respondents 23.4% of dropout students cited a family problem as one of the primary reasons that caused them to leave school. Therefore, according to the findings from this study, family factors contributed to dropping out from school.



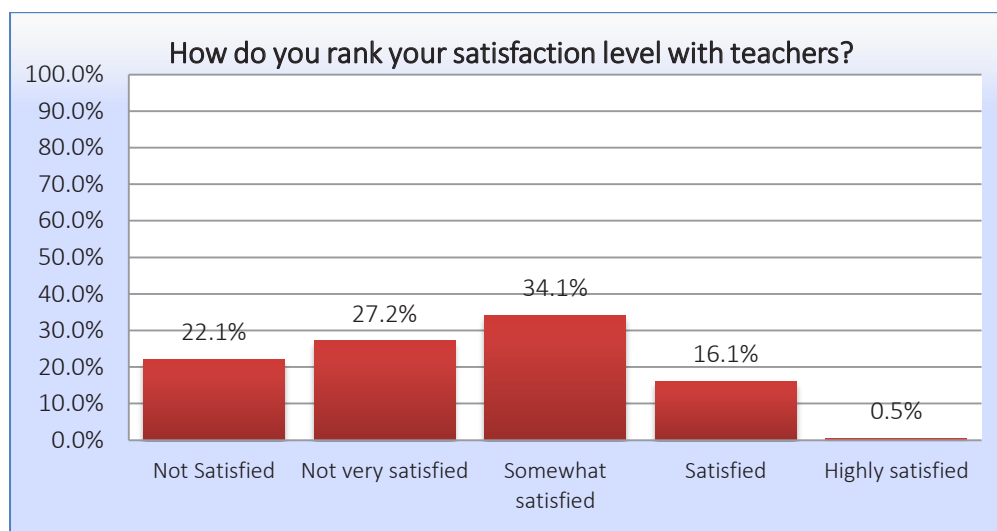
Table 10: Highest family-related problems cited by dropout students

What type of family problems prevented you to continue your education at the time?				
		Frequency	Valid Percent	Cumulative Percent
Valid	Poor family economy	70	64.8	64.8
	Parents force/ fight	14	13.0	78.0
	Was head of the household	24	22.2	100.0
	<b>Total</b>	<b>108</b>	<b>100.0</b>	

### 2.1.5.3. School-related factors

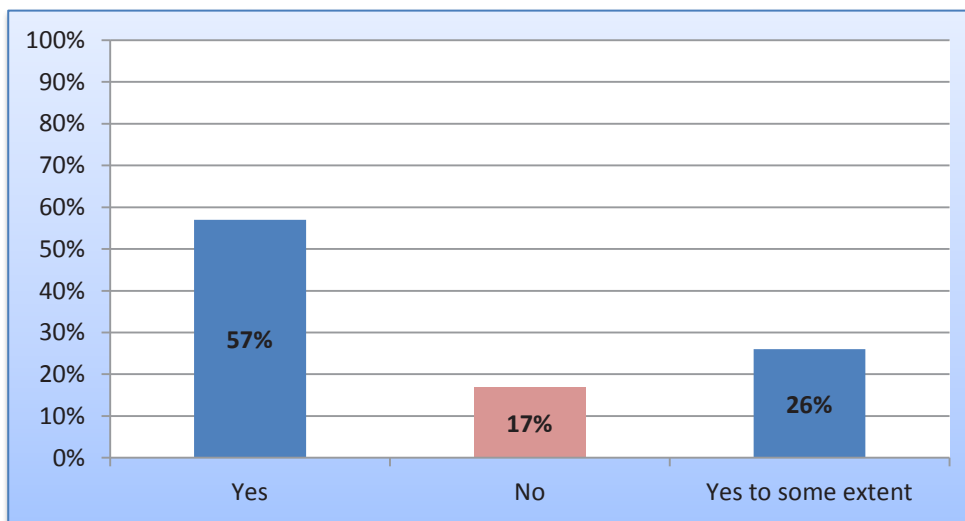
The school category is directly related to students' experiences with their studies. Overall 9.6 percent of students indicated they elected to discontinue their studies because they were unmotivated (6%), due to failing classes (2.1%), expulsion (0.2%), undesired field of study (0.2%), and student-teacher conflict (1.1%). Due to the significance of this category, student's satisfaction level with the education system is presented in detail. Data analysis shows that the majority (56%) of the dropout students are satisfied with their teacher. Therefore, only 18% of the total dropout students were not satisfied or not very satisfied, but it is worth mentioning that this factor led some to their decision to discontinue their studies.

Figure 9: Satisfaction level with teachers before dropping out from school



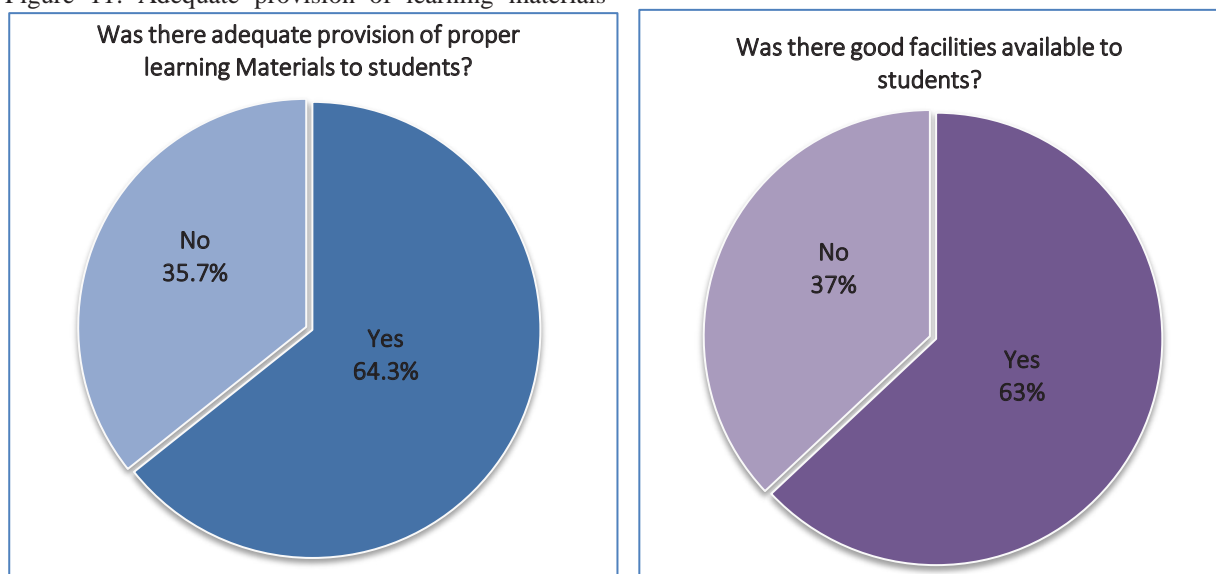
Similarly it is found that only 17% of dropout students admitted they were not qualified enough (did not have the required knowledge) to pursue school-level studies, which thereby compelled them to dropout. Twenty-six percent indicated that they had required knowledge to some extent to pursue school level studies.

Figure 10: Dropout students' assessment of whether they had the required knowledge to pursue school-level studies



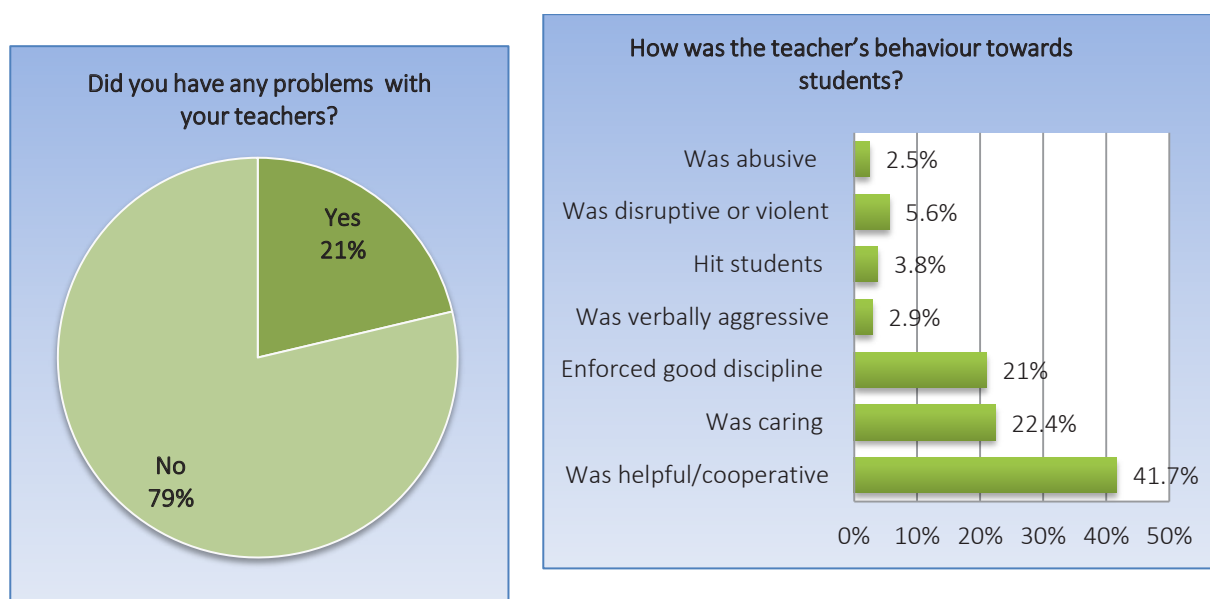
Educational material is essential in any learning setting and therefore, problems with the educational material were cited by 35.7 percent of dropouts. Similarly 37% of dropout students mentioned that good facilities were not available to students.

Figure 11: Adequate provision of learning materials



When asked about their opinion of the teachers, the vast majority of dropouts (79%) indicated that they had no problems with their teachers, and felt they were offered all the assistance possible. The remaining 21% indicated they had some problems with their teachers. Regarding teacher's behavior, 5.6% mentioned that their teachers were disruptive or violent, 3.8 percent cited teachers hit students; 2.9% claimed that their teacher did not communicate well and was aggressive; and 2.5% claimed the teachers were abusive. It has to be mentioned that aggressive behavior is the strongest determinant of dropping out of high school.

Figure 12: Dropout student's opinion about the teacher



Another finding of the survey was that over 87% of the dropouts like school. The majority of students were interested in completing their studies, but due to poor economics they were not able to continue their education and thus dropped out.

Table 11: Answers to the question: Do you like school?

Do you like school?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	407	87.5	87.5	87.5
	No	58	12.5	12.5	100.0
	<b>Total</b>	<b>465</b>	<b>100</b>	<b>100.0</b>	

Similarly, when students were asked if they felt rejected at school and if they felt they didn't like being at school, most of respondents answered that they have never felt this before dropping out from school. However, about 2.6% of the dropout students felt that they were rejected from school and similarly they mentioned that they do not like being at school. The below figures show the dropout students' feelings during the time they studied at school.

Figure 13: Answer to question: Have you felt rejected at school?

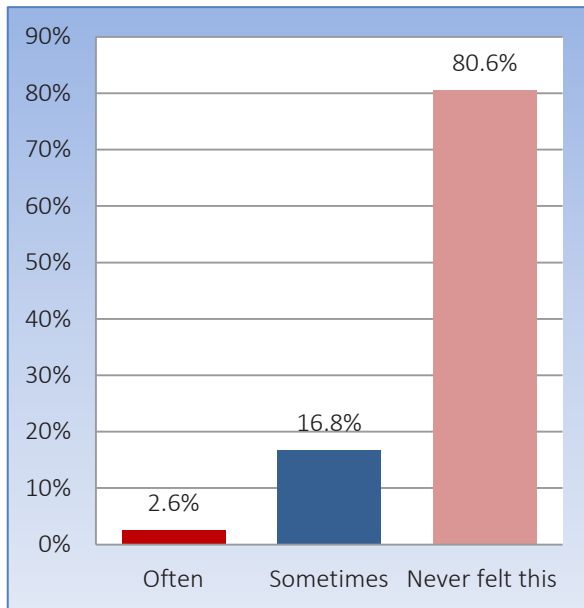
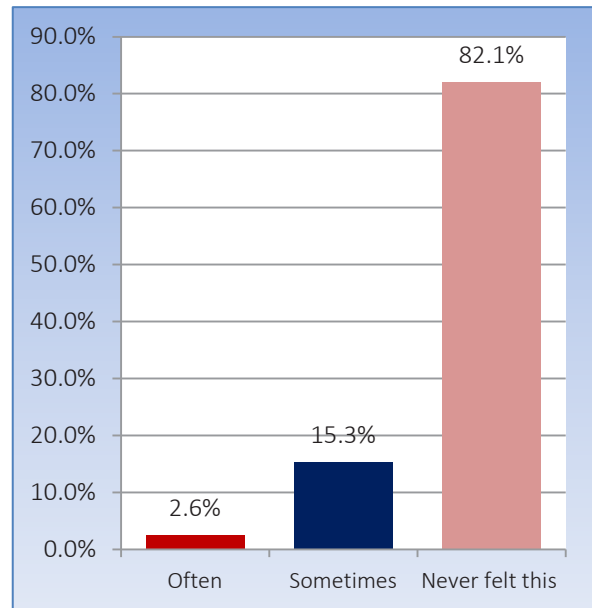
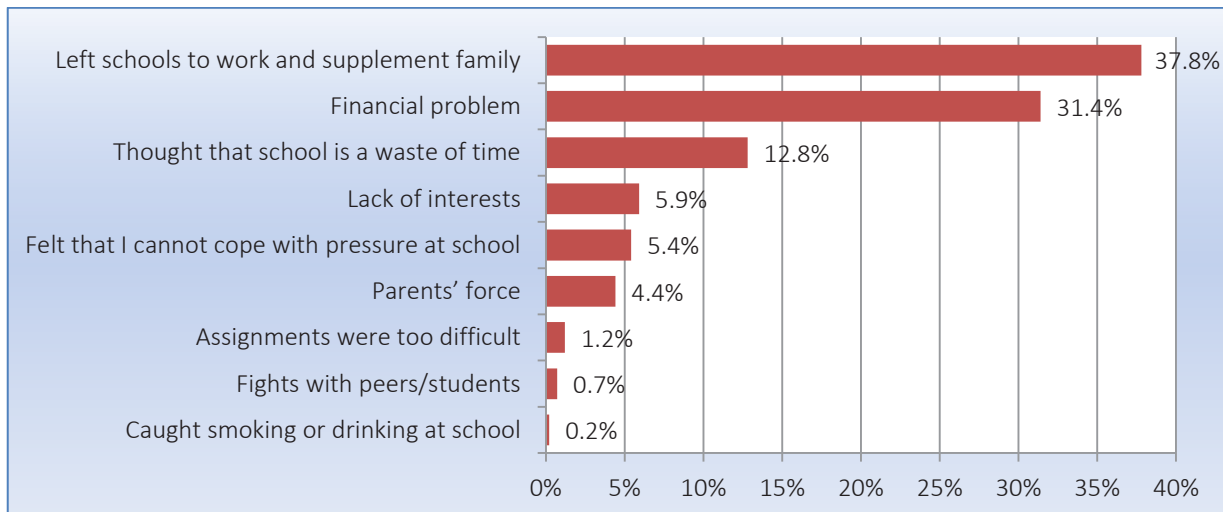


Figure 14: Answer to question: Have you felt that you didn't like being at school?



Students reported that they had problems at school at the time of graduation and dropping out. About 37.8% of the dropout students expressed that they left school to supplement their family. Similarly, 31.4% of them mentioned financial problems as main reason for their dropping out from education.

Figure 15: Student's problems at school at the time of graduation from grade 9 and dropout from education



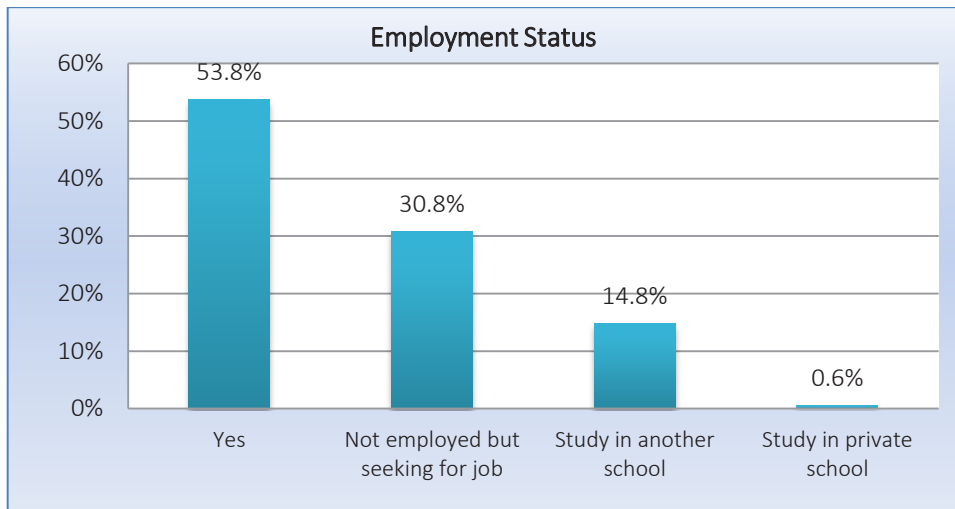
There were some other reasons stated by students such as “thought that school is waste of time” and “felt that I cannot cope with pressure at school,” which is directly correlated to the student behavior. Therefore families and school leadership is responsible to change such behavior at the school environment. Few (5.9%) of the dropout students expressed that they were not interested anymore to continue their education. On the other hand 4.4% of the respondents stated that parents' force caused them to leave their education. Homework was

one of the factors that some students mentioned. They felt that they were not able to do it because it was hard for them to do homework at home for a variety of reasons. Homework is a factor within the control of the school, but completion is within the control of the student. This factor as a reason for dropout could be managed by school management.

### Employment status of dropout students

Among the respondents, 53.8% of them are employed and 30.8% of them are not employed but looking for a job. Findings clearly indicate that some of them have returned to education and study in other schools as shown in the below graph.

Figure 16: Respondent's employment status



Among those who were not yet employed several reasons were given. The most cited reason was “Lack of job opportunity” and closely followed by the respondents’ lack of work experience. The following table breaks down the reasons by the respondents who are not currently employed. Most of the dropout students suffer from unemployment because they do not have the required job competencies. Though low-income families push their children into the workplace, unfortunately they are not able to find desired jobs in the work market. According to the findings from this study the incomes of families whose children have dropped out are generally lower.

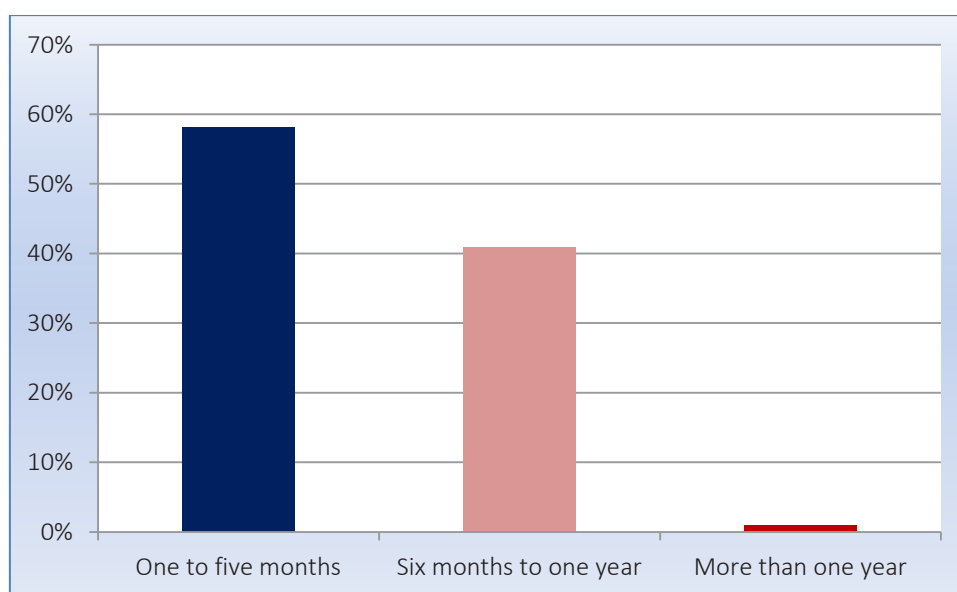
Table 12: Cross-tabulates the most commonly cited reasons for unemployment

State reason/s why you are not yet employed <sup>a</sup>	Responses		Percent of Cases
	N	Percent	
Health-related reasons	25	4.6%	5.4%
Family concerns and decision	41	7.6%	8.8%
Lack of work experience	100	18.5%	21.5%
Not found a desired job	97	18.0%	20.9%
Not found a job related to my field of study	70	13.0%	15.1%
No job opportunity	116	22.5%	24.9%
Did not look for a job yet	10	1.9%	2.2%
Working at home	36	6.7%	7.7%

Pursuing further studies	45	8.3%	9.7%
<b>Total</b>	<b>540</b>	<b>100.0%</b>	<b>116.1%</b>
a. Dichotomy group tabulated at value 1.			

Among those who were employed after dropping out of a TVET school, more than half of them were hired between six months and one year, followed by those who took between one and five months to get hired. It was found that for very few respondents the time between leaving school and employment was more than one year, as shown in the figure below.

Figure 17 : Time between graduation/leaving school and employment in months.



It is found that the majority (44.9%) of the respondents contacted more than 20 potential employers before getting hired. About 24.3% of respondents contacted between 6 and 10 employers prior to getting hired, 16.6% contacted 2 to 5 employers, and 8.2% contacted only one employer to get a job after leaving their education. About 6% of the respondents mentioned they contacted between 11 and 20 potential employers to find a job.

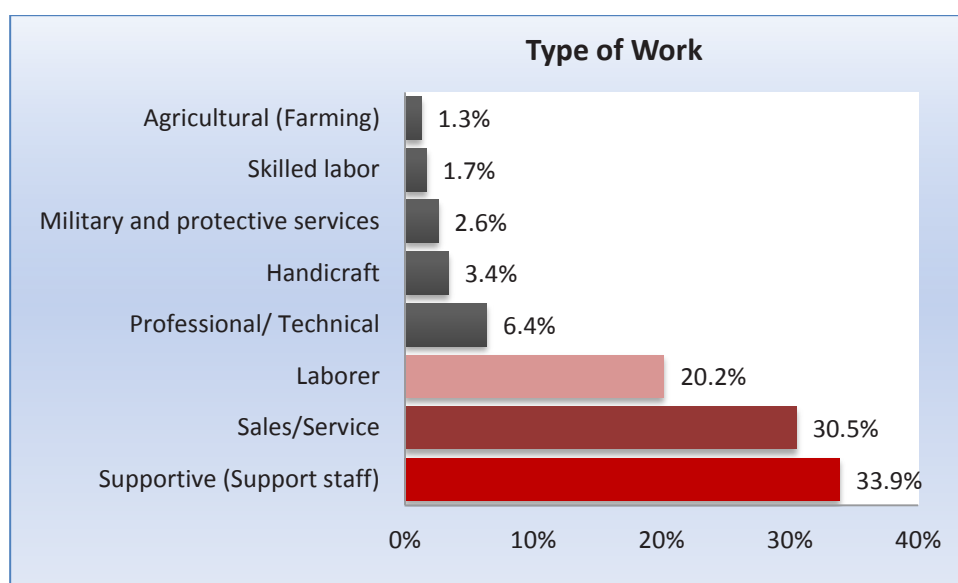
Table 13: Number of contacts with potential employers

Number of employers contacted					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only one	38	8.2	8.2	8.2
	2 to 5	77	16.6	16.6	24.7
	6 to 10	113	24.3	24.3	49.0
	11 to 20	28	6.0	6.0	55.1
	More than 20	209	44.9	44.9	100.0
	<b>Total</b>	<b>773</b>	<b>100.0</b>	<b>100.0</b>	



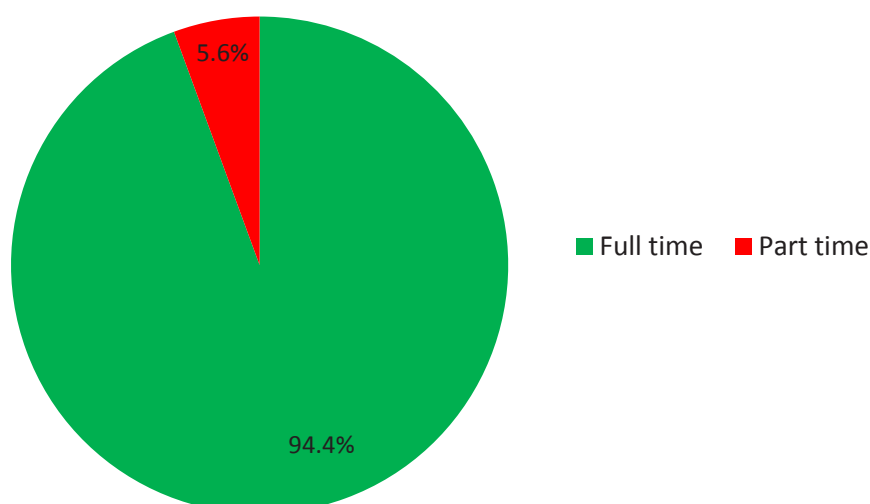
A central issue for a very large percentage of youth is how to make a living and how to find regular work—ideally, work that uses and enhances one’s capacity, contributes to social well-being, and provides steady remuneration. In the present study, type of work is classified into eight main categories: (1) professional/technical, (2) sales and service, (3) skilled labor, (4) laborer, (5) agricultural, (6) handicraft, (7) supportive and (8) military and protective services. Figure 17 illustrates the kinds of jobs the respondents are engaged in. Of the respondents who are presently working, a very high proportion, 84.6 percent, work as a laborer, support staff or are engaged in sales and services.

Figure 18: Distribution of dropout students by main work patterns by occupation



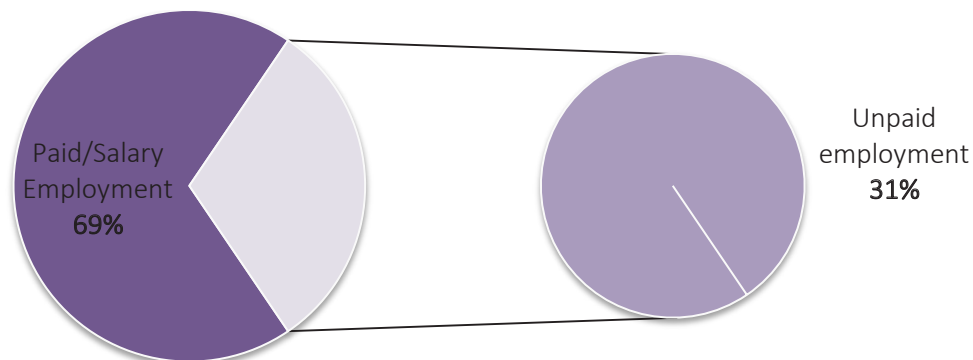
In examining the working conditions of dropouts generally, we find that most work full-time, while only 5.6% are part-time workers. On the days of the week that they do work, they work more than 10 hours on average, especially market children.

Figure 19: Regularity of work



Data analysis revealed that 69% of respondents are paid employees while more than one-third of them are not paid during their employment. According to the respondents, they are in the internship phase and thus not receiving any remuneration.

Figure 20: Salaries and privileges



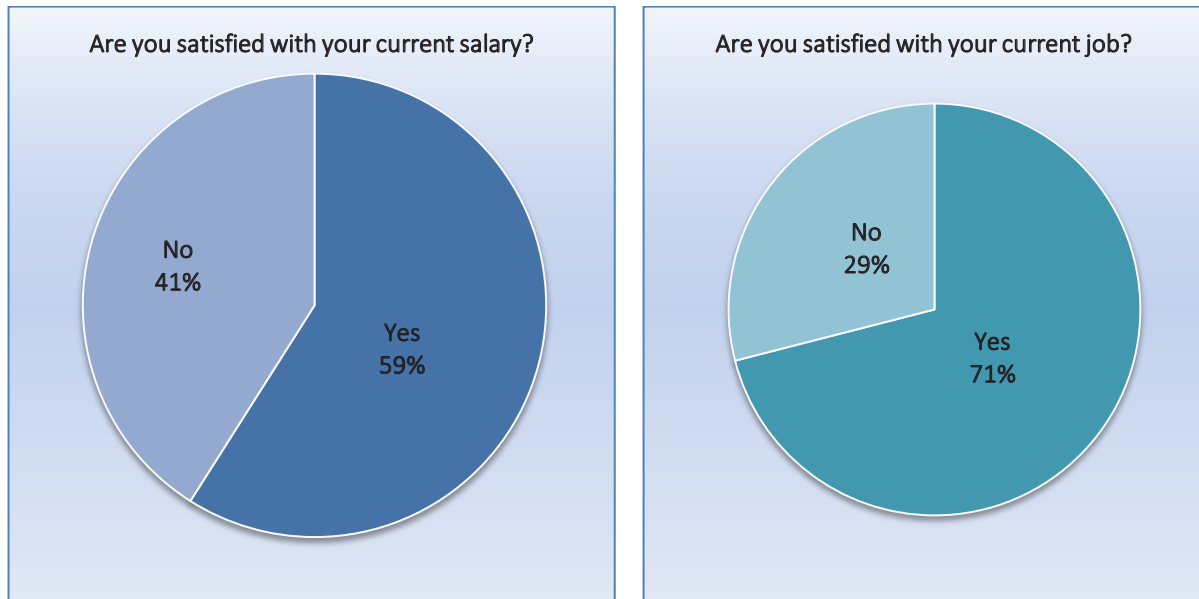
The study revealed that about three-fourths (75.3%) of employed respondents earn annually between AFN. 50,000 and 150,000. The percentage of respondents who earn more than AFN.150, 000 was 8.4%. According to the findings, the majority of respondents earn on average about AFN. 12,500 per month and since most of them live with their extended families; it is not enough to meet their family needs. Table 14 below shows the annual range of salaries for employed respondents.

Table 14: Annual range of salaries for employed respondents

Annual income Range in local currency (AFN)?				
		Frequency	Valid Percent	Cumulative Percent
Valid	Up to 50,000	29	16.3	16.3
	50,000 to 100,000	73	41.0	57.3
	100,000 to 150,000	61	34.3	91.6
	150,000 to 200,000	15	8.4	100.0
	<b>Total</b>	<b>178</b>	<b>100.0</b>	

The respondents were further questioned about their satisfaction level with their current job and salaries. It was found that about 29% of them were not satisfied with their current job, while 41% of them were dissatisfied with their current salaries.

Figure 21: Respondents' level of satisfaction with their current job and salaries.



Only 11.1% of working youths who were contacted for an interview worked under the supervision of a manager, where 13.5% of them are working under pressure and do not have the acquired skills for work. However, it is worth mentioning that working under pressure forms one of the most vulnerable groups of labor. Data analysis revealed that 20.4% of the respondents learned the required skills from others and 20.4% of them are seeking help from others in order to become competent in their current job.

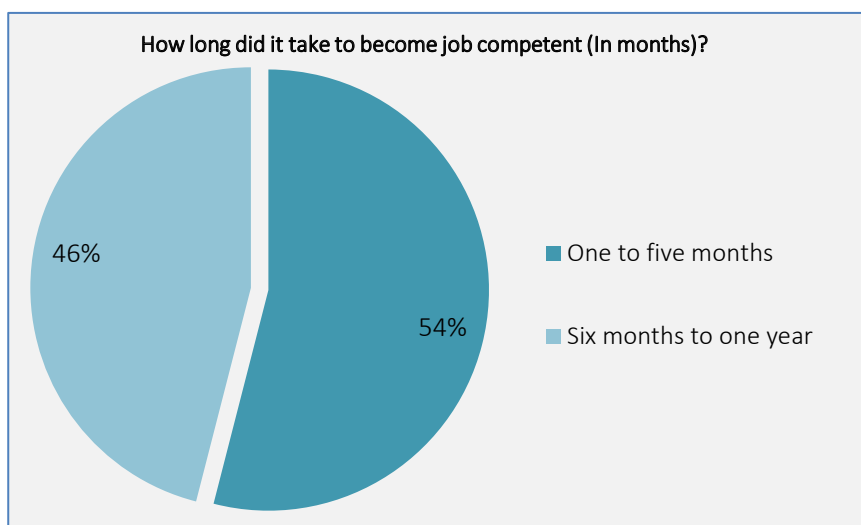
Table 15: Steps taken by working youths to acquire the needed skills

How did you acquire the needed skills (What steps did you take to get there)?		
	Responses	
	N	Percent
- Working under pressure*	58	13.5%
- Working with team	19	4.4%
- Practicing new knowledge	33	7.7%
- Coaching	48	11.1%
- Learning from other's experience	84	19.5%
- Seeking help from others	88	20.4%
- Self-study	25	5.8%
- Self-experience	76	17.6%
<b>Total</b>	<b>794</b>	<b>100.0%</b>

\*Children are exposed to hazardous work in the workplace, for example working in a dangerous environment, where children risk death or injury or working with dangerous tools and equipment. Most of the time, the children have either no safety equipment, or it is adult equipment, which does not fit properly and does not provide proper protection. Many types of work that are reported by children are physically harmful to children. For example, children may have to sit bent over in one position, or crawl in small spaces which can cause disfigurement, spinal injuries and difficulty walking straight.

Among those who were employed, about 46% of them acquired necessary job skills in up to five months, while 54% of them mentioned that it took a longer time, from six months to one year, to become job competent.

Figure 22: Time taken until the youths became job competent



Belal has been working since age 11, in a car fixing workshop. He dropped out of school in Grade 6 to support his family. He works through the daylight hours for approximately 12 hours and earns about AFN.800 per month. His ambition is learn this vocation and to get a job in the market. He is unhappy with his working life, because the work is too hard and he is physically abused by the shop



owner. He thinks that children like him should be beaten in order to learn and improve their skills. His main needs are: food, clothes, money and a bicycle to come to work. His father is uneducated and is often sick, with general ailments, and has not received medical attention. His father was working as a truck driver but was unable to continue working. His mother only studied up to Grade 4 and she does everything to earn food and money for her children.

*We are eight people in the family and we live in a rental house. My father was a driver and earned about AFN. 15,000 but become sick and he was not able to continue his work. I have three smaller brothers and two sisters older than me. My mother and two sisters work at home and they are weaving carpet at home. Sometimes my mother cooks food and my smaller brother sells it in the bazaar.*

*I left school to learn something and work in the future. My father says that car mechanics have a good future and you can have your own business in the future. I have been working here since last year but I am not happy because the shop owner always beats me when I make a mistake during the work. I have to clean the shop and do the entire thing before his arrival to shop. He teaches me how to fix a car part once and if I fail to do it he beats me without mercy and insults me in front of the customers. He gives me only AFN.800 per month but sometimes customers give me some tips.*

*I hope to earn lots of money and buy food and clothes for myself and my brothers and sisters. Many street children beg on the streets from morning to night. Many children find casual work picking rubbish out of garbage bins and some others steal, but I am here to learn a vocation and earn money. I would like to go back to school but I know that it is not possible for me because I have to work.*

It was found that the respondents are lacking certain skills after graduation or dropping out from TVET institutions and therefore most working youths do not have the requisite competencies or skills and thus due to the lack of required skills undertake informal jobs to earn a little money.

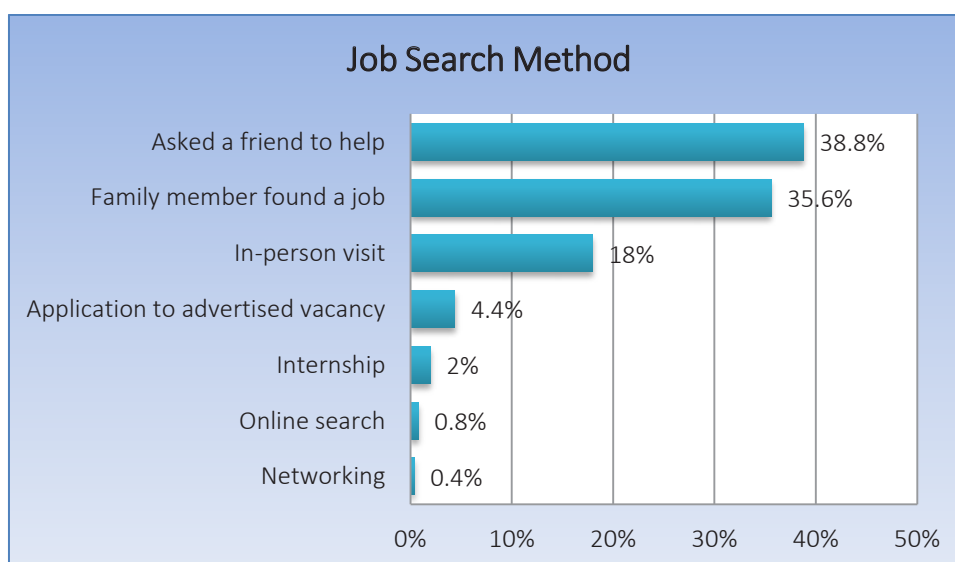
Table 16: Core skills which are lacking after graduation or dropout from school

Skills Lacked Frequencies				
		Responses		Percent of Cases
		N	Percent	
What skills and knowledge were lacking after dropping out of a TVET school? a <sup>a</sup>	Literacy	27	2.0%	5.8%
	Math	103	7.6%	22.2%
	Teamwork	103	7.6%	22.2%
	Writing	27	2.0%	5.8%
	Computer	228	16.8%	49.0%
	Language	192	14.1%	41.3%
	Creativity	149	11.0%	32.0%
	Independent work	62	4.6%	13.3%
	Communication	53	3.9%	11.4%
	Negotiation	60	4.4%	12.9%
	Time management	99	7.3%	21.3%
	Leadership	132	9.7%	28.4%
	Initiative	122	9.0%	26.2%
<b>Total</b>		<b>1357</b>	<b>100.0%</b>	<b>291.8%</b>

a. Dichotomy group tabulated at value 1.

Data analysis revealed that the youths (dropouts) used different methods to acquire a job. About 38.8% of them got their job with assistance from friends and 35.6% of respondents reported receiving assistance from family members. Hence, it is concluded that these youths were not able to find a job very easily without the help of their friends and family members.

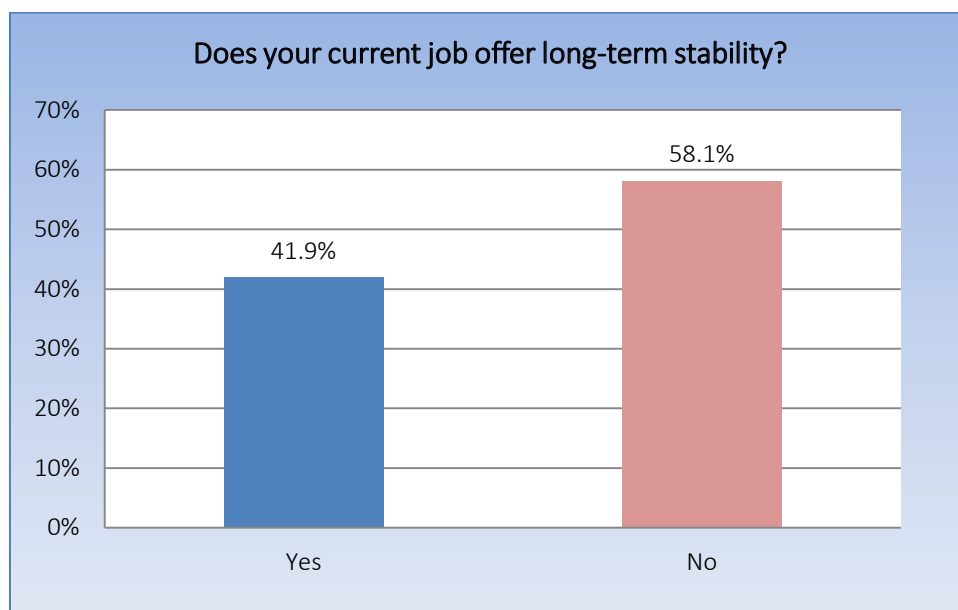
Figure 23: Job search methods used by youths (Dropouts).



Regarding job stability it was found that more than half of them (58.1%) thought that their employers do not offer long-term stability, while 41.9% of respondents believed that their job was stable because they have the required skills and knowledge.



Figure 24: Working youths' perceptions about the stability of their current job.



It was found that the most desirable sector (47.4%) for the respondents to work in was public/government sector followed by self-employment (21.7%). It is found that public/government sector is the most preferable sector since they believed that the government sector job is stable and permanent.

Table 17: Sectors which were preferred by respondents for getting a job

If you plan to work or are seeking a job, which sector jobs are preferable to you?				
		Frequency	Valid Percent	Cumulative Percent
Valid	Private	30	7.5	7.5
	Government/public	190	47.4	54.9
	NGO	23	5.7	60.6
	INGO	71	17.7	78.3
	Self Employed	87	21.7	100.0
	<b>Total</b>	<b>401</b>	<b>100.0</b>	

At the same time, more than half of all respondents (55%) mentioned that they prefer to work with a specific sector due to salaries and benefits and about one-third (30.6%) of them reported that they liked or were interested in a specific sector mentioned above.

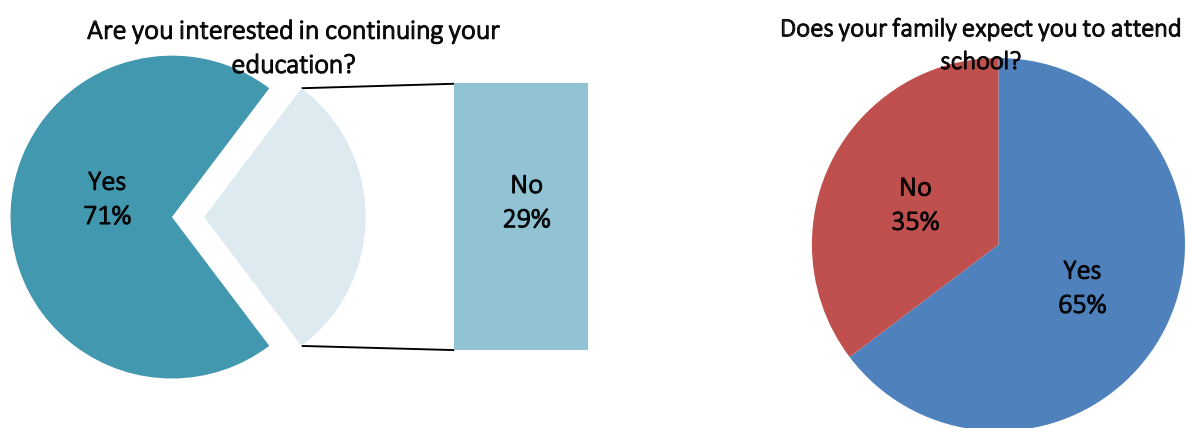
Table 18: Summary of reasons expressed by respondents to work in a specific sector

		Responses		Percent of Cases
		N	Percent	
What are the reason(s) for working in the above mentioned sector? <sup>a</sup>	Interested/liked	153	30.6%	32.9%
	Salaries and benefits	275	55.0%	59.1%
	Career challenge	7	1.4%	1.5%
	Related to my special skill	13	2.6%	2.8%
	Proximity to residence	6	1.2%	1.3%
	Is permanent	22	4.4%	4.7%
	Has a good future	24	4.8%	5.1%
<b>Total</b>		<b>500</b>	<b>100.0%</b>	<b>107.4%</b>
a. Dichotomy group tabulated at value 1.				

## Willingness to return back to education

Another finding of the survey was that the majority (71%) of the study population would like to go back to their education and less than one-third were not interested anymore to continue their education. Similarly it is found that most (65%) of the student's parent also expected their children to continue their education and parental values towards education is not a concern. But despite giving value to education, parents are not actually supporting their children and providing them the opportunity to study.

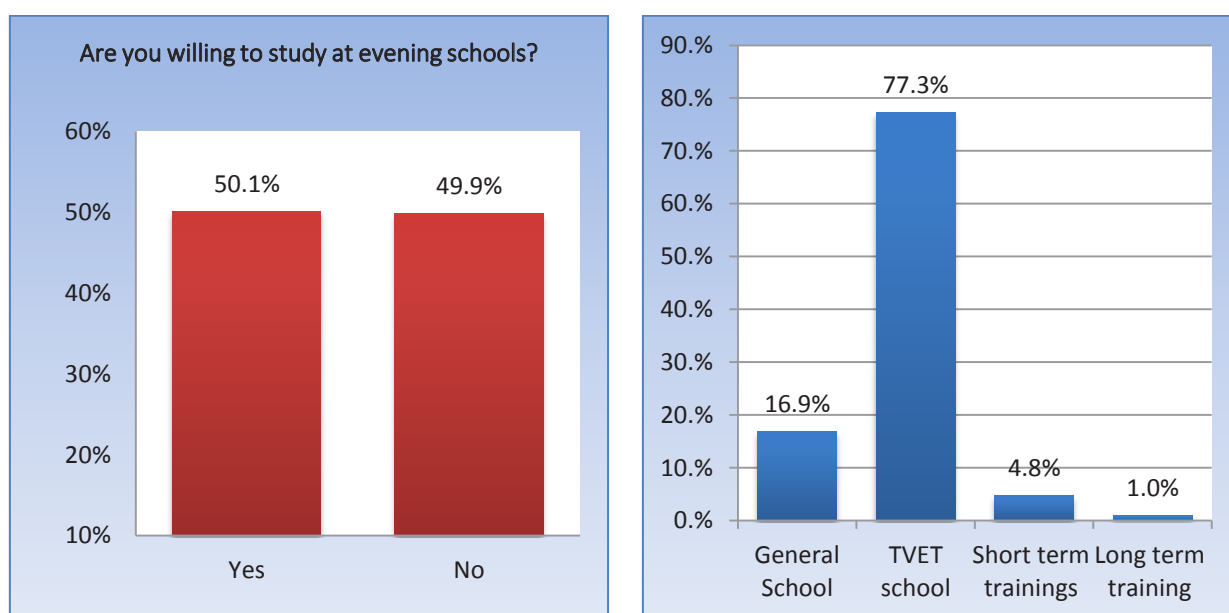
Figure 25: Willingness of respondents for continuation of education



Student engagement in education is a critical issue when analyzing student dropout behaviors, and some approaches for behavioral change in student's beliefs, values, motivation, behavioral habits, and skills must be considered. The findings indicate that most dropout students have a desire to go back to school and continue their education. Among those who are willing to return to their education, the majority (77.3%) of them would like to

continue their education in a TVET school, while 16.9% of them prefer to continue their education in a general school. Some (4.8%) of dropout students would prefer short-term and 1% of them preferred long-term training courses related to their job requirement. On the other hand, half of these dropout students are willing to study in evening schools. Because most of them are working and the main reason for dropping out from basic education was to work to support their families, this question was raised to find student opinion about continuation of alternative education through night schools.

Figure 26: Dropout student's preferred school to return to



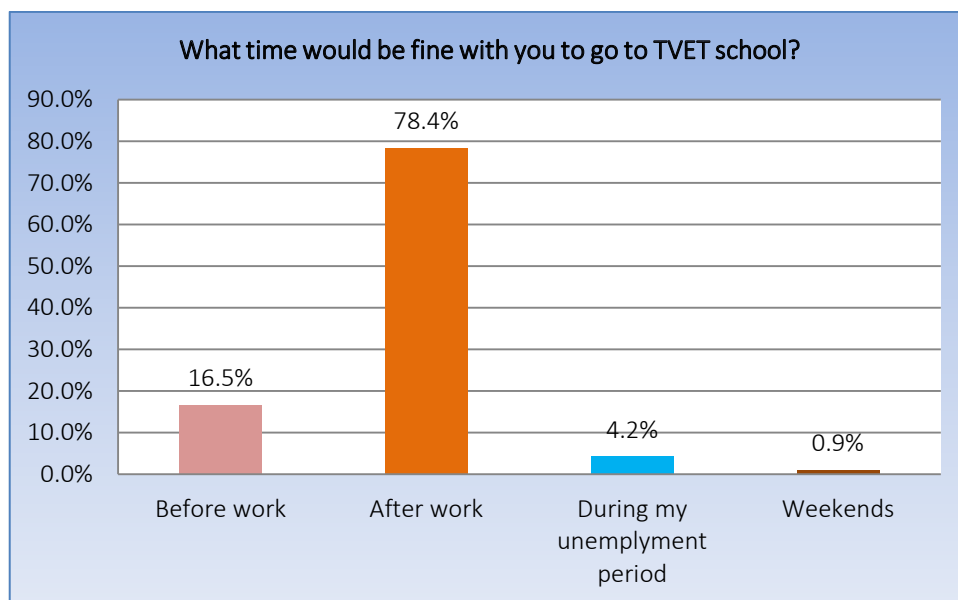
Among the students, nearly one-fourth suggested a salary or incentive and close to one-fourth needed the creation of a job opportunity in order to bring them back to the education system.

Table 19: Dropout student's suggestion to continue their education in TVET schools

If yes, what do you suggest to continue your education in a TVET school?			
Suggestions	Frequency	Valid Percent	Cumulative Percent
Provide learning opportunity (Vocation) for out of school children	51	21.9	21.9
Pay salary or incentive during training	56	24.0	45.9
Create job opportunity during the training	57	24.5	70.4
Provide transportation and basic equipment for out of school children	18	7.7	78.1
Establish TVET schools in provinces	32	13.7	91.8
Provide vocational training	15	6.4	98.3
TVET School is good for youths	4	1.7	100.0
<b>Total</b>	<b>233</b>	<b>100.0</b>	

Motivating students via different approaches particularly focusing on student needs is the way to help these students and motivate them to continue their education. However, the students suggest that motivating students by paying incentives, creating job opportunities outside of the school, transportation facility and other basic equipment is the only way to entice dropout students back to education. When the students who were willing to study in evening schools were asked about their preferred time of school, the majority (79.4%) of dropout students cited that the convenient time to continue education is after work, while some (15.5%) of them mentioned before going to work they can attend school. Based on findings the vast majority of the students believed that they could continue their education before and after work.

Figure 27: Preferred time suggested by students to return to school.

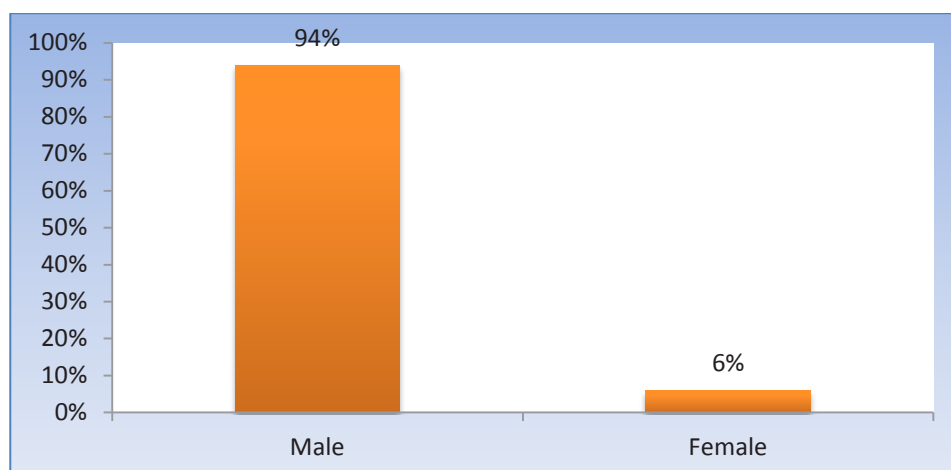


## Chapter Three

### 3. General school dropouts

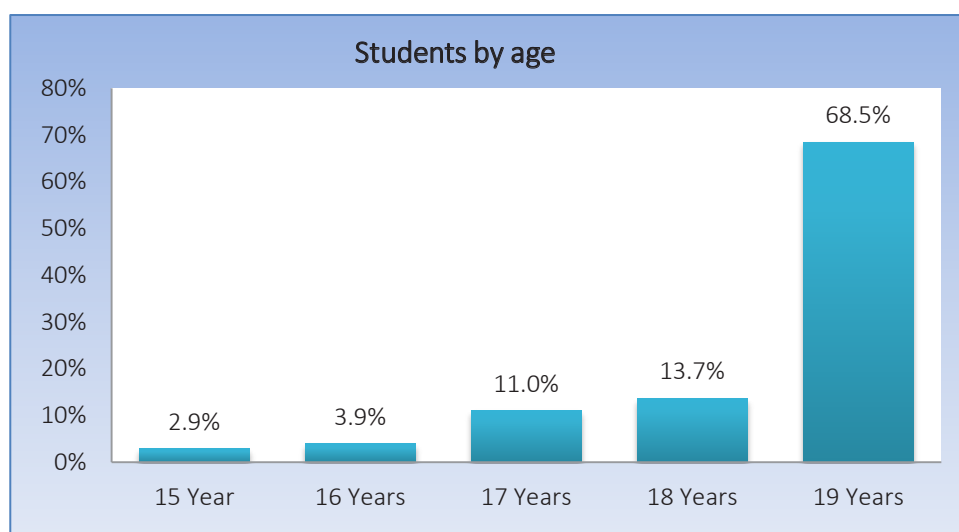
The second part of this study presents a statistical overview of the main characteristics of dropout students from general schools through a systematic analysis. A total of 308 youth (15 to 19 years) were sampled for the survey and successfully interviewed. Out of them 68.5% live in urban and 31.5% of them live in rural areas. Among the students, the majority (94%) were male, whereas only 6 % of them were female.

Figure 28: Distribution of students by sex



The age of student ranged between 15 and 19 years with a mean age of 18.09. According to the findings about 68.5% of the respondents were in the age group of 19 years and 13.7% of the students were 18 years. Those students whose age was 17 years made up about 11% of the total respondents. Among respondents, 3.9% were 16 years old and 2.9% of the respondents were in the age group 15 years on their last birthday.

Figure 29: Distribution of students by age



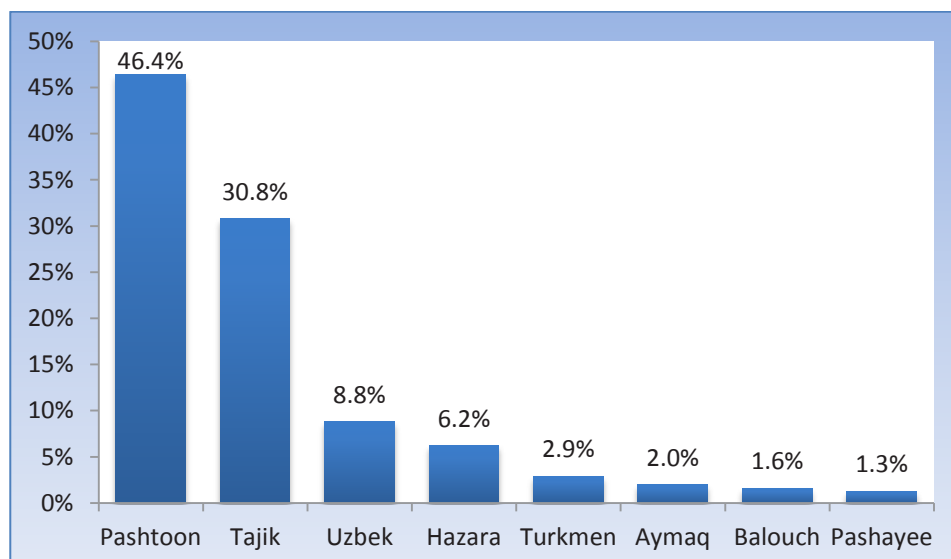
According to the students who responded to this survey about 78.3% of them were single and 21.7% of them were married.

Table 20: Distribution of the students by marital status

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	220	71.4	71.4	71.4
	Married	88	28.6	28.6	100.0
	<b>Total</b>	<b>308</b>	<b>100.0</b>	<b>100.0</b>	

Among the respondents 46.6% were Pashtoon, 30.8% of the respondents were Tajik, and 8.8% of the respondents were Uzbek, followed by 6.2% Hazara, 2.9% Turkmen, 2% Aymaq and 1.6% Balouch. These percentages reflect the ethnic proportions found in the target area.

Figure 30: Distribution of respondents by ethnic groups



It was found in this study that the family size of the respondents varied between 3 and 15 people. The majority (61.7%) of the respondents had a family of between six and nine people, followed by those with families of 10 to 15 people (24%). About 14.3% of the respondents had a family with three to five people.

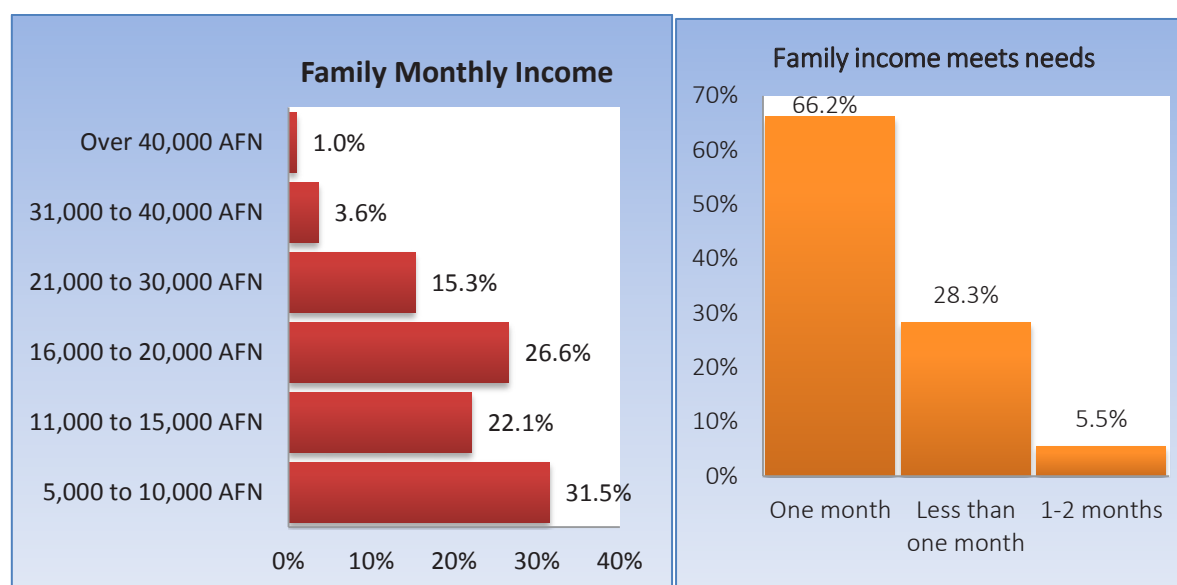
Table 21: Size of household

Size of household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Three to five people	44	14.3	14.3	14.3
	Six to nine people	190	61.7	61.7	76.0
	Ten to fifteen	74	24.0	24.0	100.0
	<b>Total</b>	<b>308</b>	<b>100.0</b>	<b>100.0</b>	

It was found in this study that most of the respondents had a family monthly income of between AFN.5000 and 20,000. According to the respondents, this income does not meet their family needs.



Figure 31: Family monthly incomes



### 3.1 Parents' education level

The parents' education level of dropouts of general schools was similar to the education level of parents of TVET dropouts. It was found that the vast majority (86.5%) of students' mothers were illiterate, while only 9.4% of students' mothers have not gone beyond primary level education. It can be easily conclude that there is a strong correlation between a parent's education and their children dropping out from basic education.

Table 22: Distribution of the respondents' mothers by education level

Mother's highest level of education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Primary		29	9.4	9.4	9.4
Secondary		9	2.9	2.9	12.3
High School		2	.6	.6	12.9
University		1	.3	.3	13.2
Madrassa (Religious school)		1	.3	.3	13.5
No education		266	86.5	86.5	100.0
<b>Total</b>		<b>308</b>	<b>100.0</b>	<b>100.0</b>	

It was found that more than half (52.7%) of student's fathers were illiterate and about 36.4% of them had fathers who reached at least primary education (18.5%) and secondary education (17.9%). According to the students, 7.1% of them had a father with a high school education and only 1.9% with a university level education. Based on findings, there may be an association between parent's educational achievements and the student's education.

Table 23: Distribution of the student's father by education level

Father's highest level of education					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Primary	57	18.5	18.5	18.5	
Secondary	55	17.9	17.9	36.4	
High School	22	7.1	7.1	43.5	
University	6	1.9	1.9	45.4	
Madrassa/Religious school	6	1.9	1.9	47.3	
No education	162	52.7	52.7	100.0	
<b>Total</b>	<b>308</b>	<b>100.0</b>	<b>100.0</b>		

### 3.2 Parent's occupation

Among the students who responded to this question, 24.7% of them reported that their father was not employed. That may have contributed to the high dropout rate among youths in general schools.

Table 24: Distribution of parents by occupation

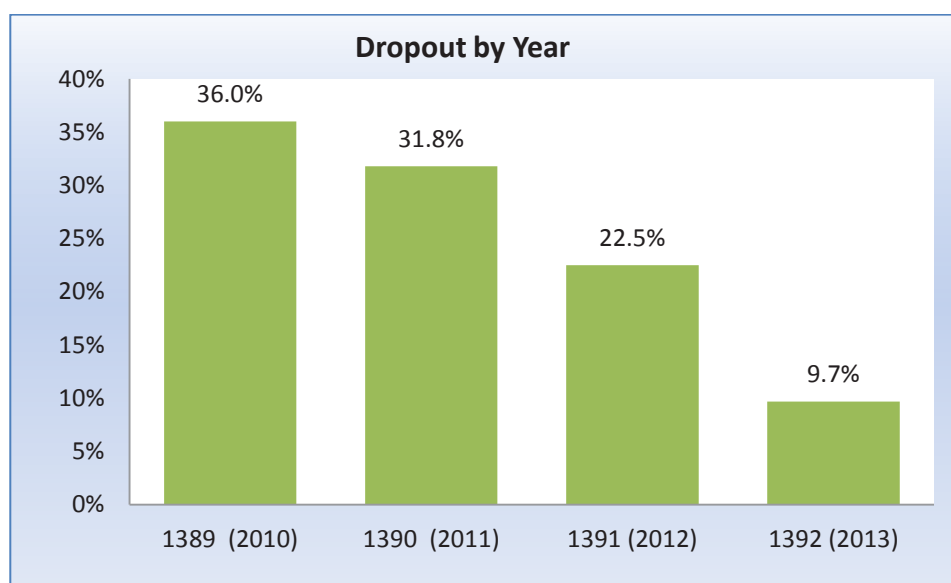
Parent's occupation			
	Fathers (N=308)	Mothers (N=308)	Spouses (N=88)
Unemployed	24.7%	0%	37.5%
Housewife	NA	95.3%	52.3%
Manual laborers or semi-skilled workers	5.8%	0%	0%
Professional/ Technical	11%	2.3%	0%
Skilled labor*	2.6%	0.3%	0%
Self-employed	34.7%	0.6%	9.1%
Dead	7.5%	1.5%	0%
Agricultural (Farming)	13.7%	0%	1.1%
Immigrated to other country	0%	0%	0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

\* Skilled labor: An individual that is knowledgeable about a specific skill or trade. An auto mechanic is one example of a skilled worker because they possess extensive knowledge about repairing an automobile. An unskilled and semi-skilled is one who does operations that involve the performance of simple duties.

### Dropout

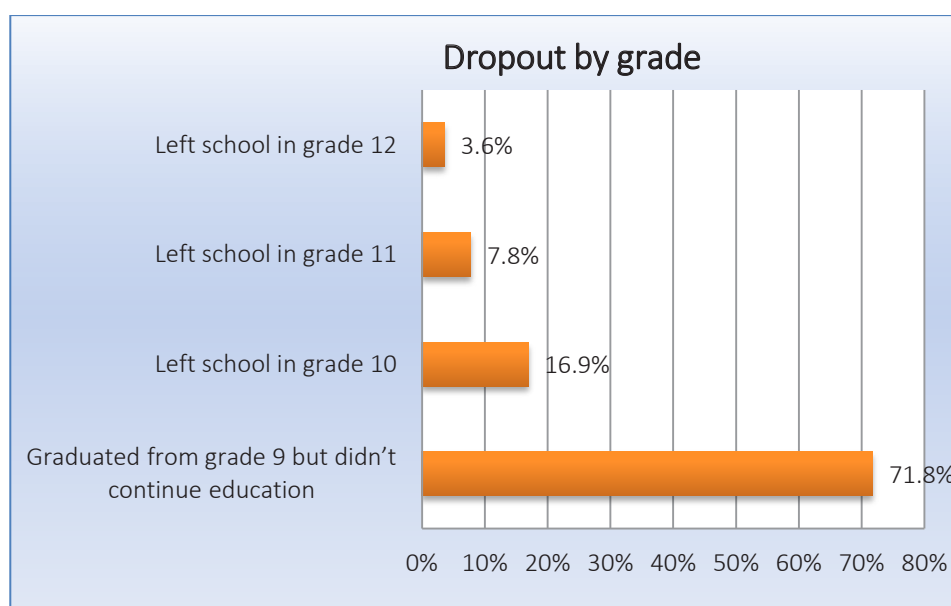
Out of 308 students interviewed, 36% of them left school in 2010, while 31.8% of them dropped out or didn't continue their education in 2011. On the other hand, 22.5% of them left school in 2012 where 9.7% of them reported that they left school in 2013.

Figure 32: Distribution of student dropout rates by year



Among dropouts, the vast majority (71.8%) left their education after graduation from grade 9 of the general school. It was found in this study that the occurrence of dropping out decreases in proportion to the grade level reached as shown in the graph below.

Figure 33: Highest level of education reached before dropout



### 3.3 Factors That Influenced Students to Drop Out

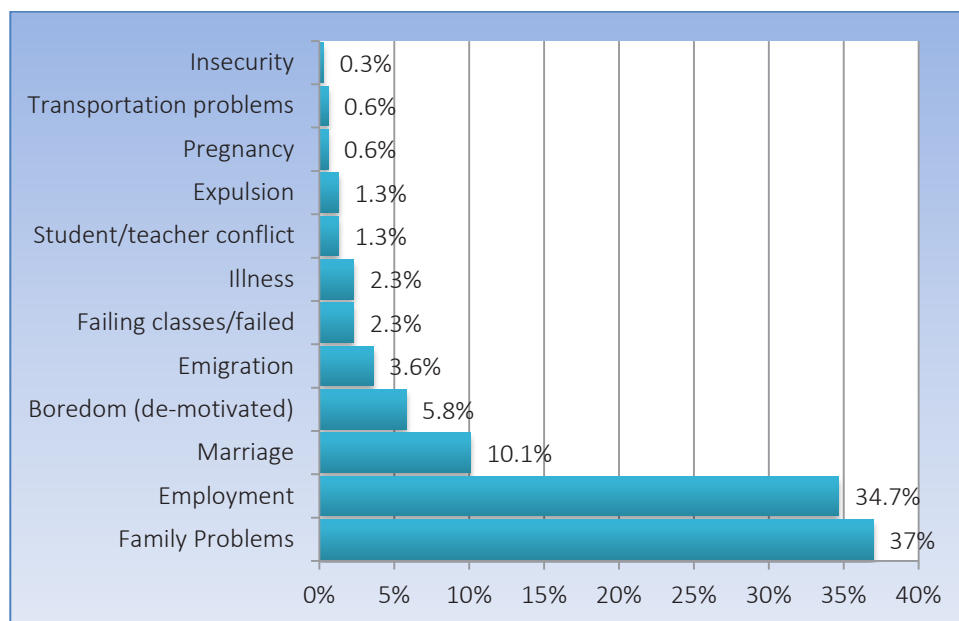
A student that withdraws from learning for any reason before completing the education is regarded as having dropped out. The result of this survey revealed that most children dropped out of school due to several contributing factors. When interviewers solicited reasons from general high school dropouts, they received replies similar to TVET dropouts

such as getting pregnant, economic problems, family problems, not liking school, and wanting or needing to go to work. The research team has categorized factors that influence dropout decisions into the same categories as mentioned for TVET dropouts:

1. Student-related factors are qualities that students possess such as illness, boredom, lack of interest, trouble with learning, marriage and pregnancy.
2. School-related factors are those in the control of the school.
3. Family-related factors include socio-economic status, parental support, and family force.

Data analysis has shown that youths who dropped out of basic education have causes and reasons similar to the TVET dropouts. According to the findings, the main causes for dropping out were student employment (37%) and family related problems (34.7%). For some students, marriage (10.1%) was expressed as a root cause for dropping out from education.

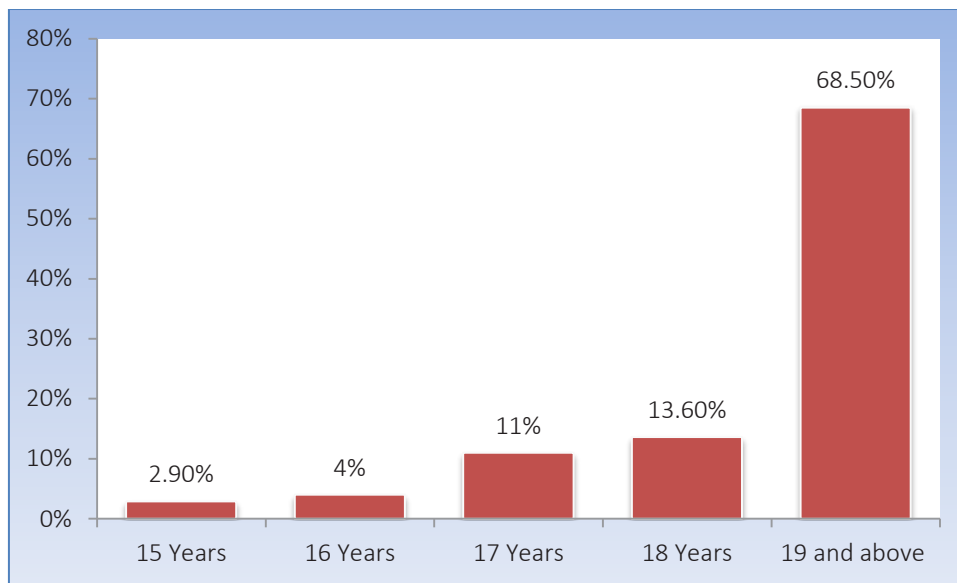
Figure 34: Contributing factors that influenced student to dropout from school



### 3.4 Student-related factors

In this study it was found that the majority of the students dropped out between the ages of 17 and 19. As mentioned above, the root cause for students dropping out from education is engagement in work and family related problems (Economic factors). It can be concluded that they have more occupational obligations and family responsibilities than younger students with little responsibilities.

Figure 35: Student dropout rate by age group



Thirteen students mentioned that after marriage they decided to leave school. Eight girls mentioned that their husband didn't let them continue their education and two students mentioned that distance from home to school was the main reason they decided to withdraw from education at that time. Two girls mentioned that child rearing was the primary reason they left school. Insecurity was mentioned by one female dropout student as the reason she was not able to continue her education.

The same question was asked of male dropout students and it was found that multiple factors were associated with their dropping out from school. This question was responded to by 10 married male students. Three of them mentioned that they left school to work and supplement family income and the other seven mentioned that they were not interested in continuing their education.

### 3.5 Family-Related Factors

It was found in this study that family-related problems are the main cause of dropping out from basic education. Among the total respondents 37% of dropout students cited family problems as one of the primary reasons that caused them to leave school. Then the students were asked a probing question about the type of family problem that resulted or contributed to their dropout. Thus the below contributing factors were mentioned by students that resulted in their dropping out from school.

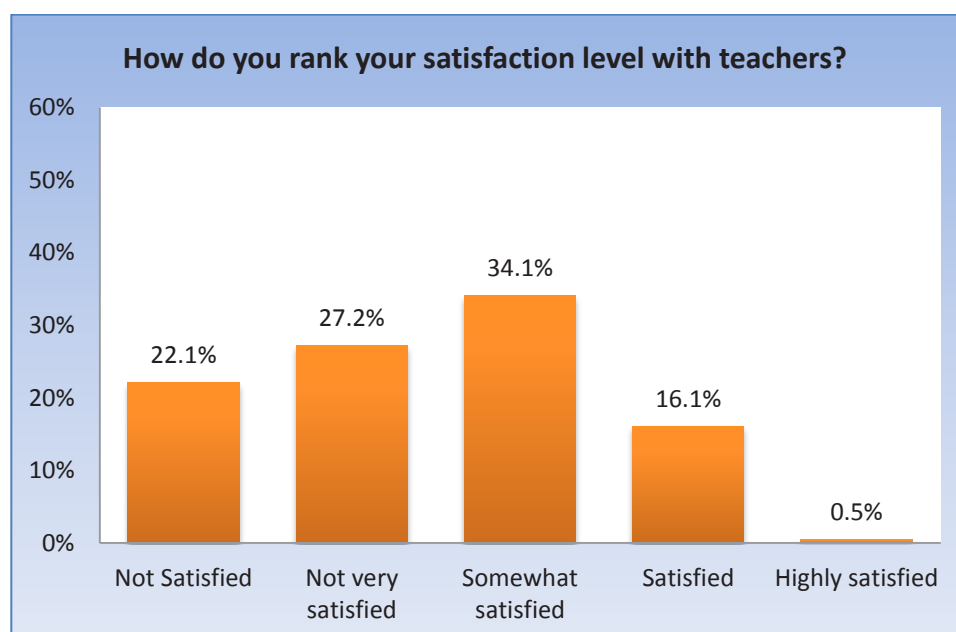
Table 25: Family related problems contributing to student's dropping out

Type of family problems that contributed to student's dropping out				
		Frequency	Valid Percent	Cumulative Percent
Valid	Poor family economy	71	62.3	62.3
	Parent's force/ fight	19	16.7	79.0
	Was head of the household	22	19.3	98.3
	Substance abuse or mental health problem of a family member	2	1.7	100.0
	<b>Total</b>	<b>114</b>	<b>100.0</b>	

### 3.6 School-related factors

It was found in this study that 5.8% of the students mentioned a lack of motivation as the main cause for dropping out from school. Other reasons such as failing classes (2.3%), expulsion (1.3%), and student-teacher conflict (1.3%) were also reported by students during the data collection. Therefore, the research team decided to assess the student's satisfaction level with the education system. According to the survey, the majority of respondents were satisfied (56.2%) or were highly satisfied (10.7%) with their teachers. However, about one-third (33.1%) of the total dropout students were not satisfied (7.1%), not very satisfied (7.8%) or somewhat satisfied (18.2%).

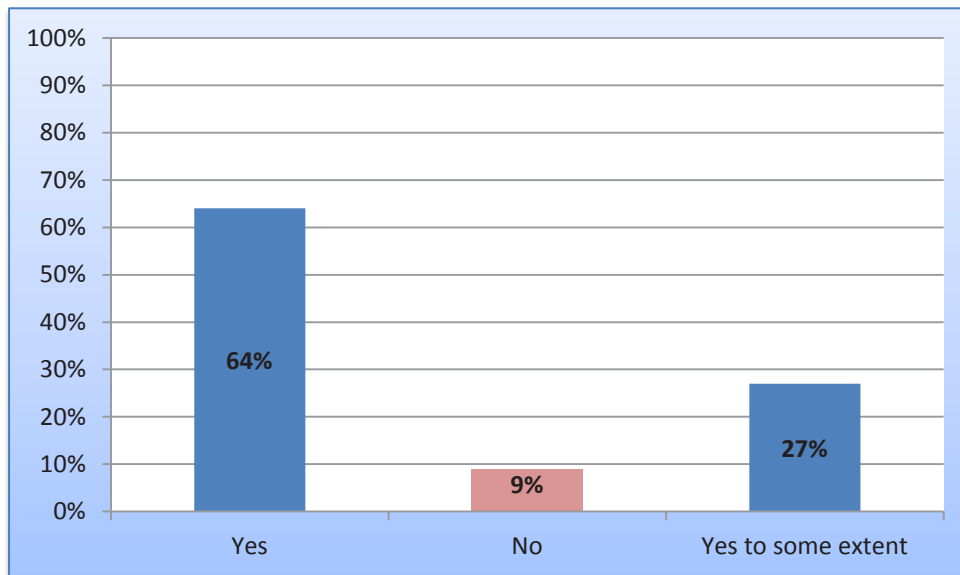
Figure 36: Satisfaction level with teachers



The study revealed that 9% of dropout students were not qualified enough (did not have the required knowledge) to pursue school-level studies, which thereby compelled them to

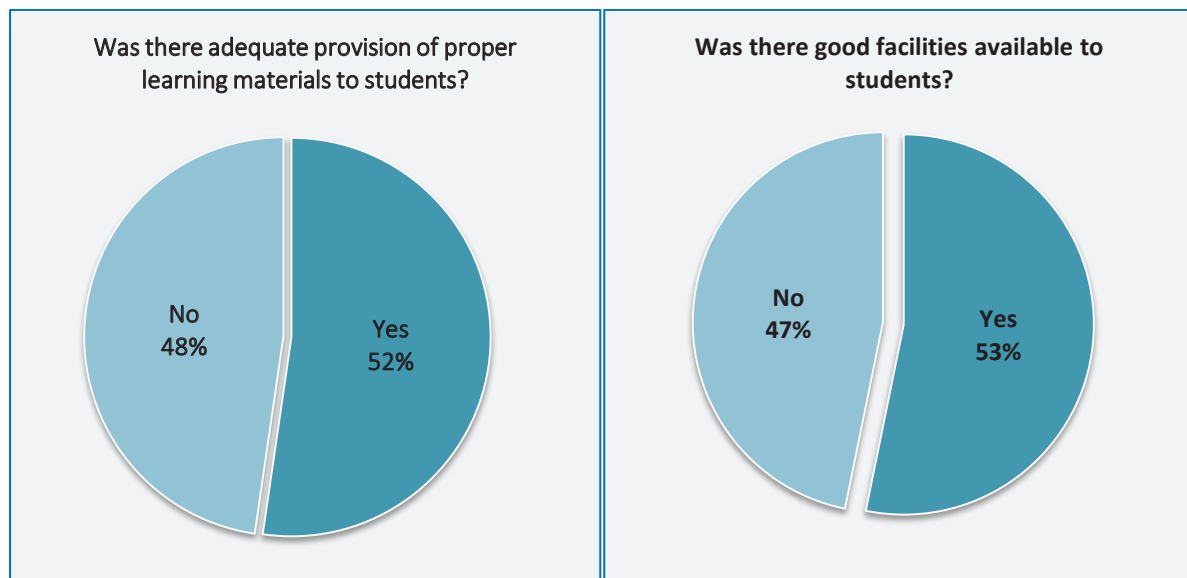
dropout. Twenty-seven percent indicated that they had to some extent the required knowledge to pursue school-level studies.

Figure 37: Dropout students' answer to: Did you have the knowledge necessary to pursue school-level studies?



It was found in this study that educational material and good facilities were not available for students. The graph below shows that 48% of the students had problems with the educational material and 47% of the students mentioned that good facilities were not available to them.

Figure 38: Adequate provision of learning materials and facilities

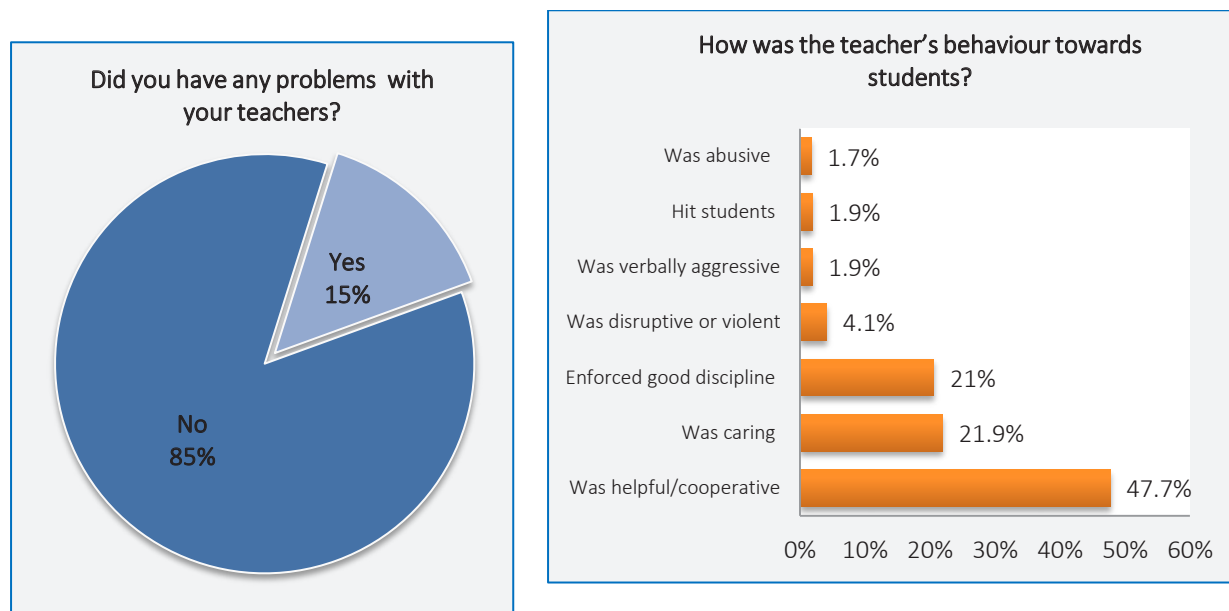


The vast majority of dropouts (85%) expressed that they had no problems with their teachers and only 15% mentioned that they had some problems with their teachers before dropping out from school. Out of the total respondents, 70% mentioned that their teacher was cooperative



and caring. About 21% of them believed that their teachers enforced good discipline. A few (9.6%) mentioned that their teachers were disruptive or violent (4.1%); hit students (1.9%); were aggressive (1.9%), and abusive (1.7%). It was mentioned before that aggressive behavior is one of the determinants for dropping out of high school.

Figure 39: Dropout student's opinion about their tutors



An interesting finding of the survey was that more than 85% of the dropouts liked school. It can be easily concluded that most of the students withdraw from school due to family and economic problems rather than personal problems.

Table 26: Answer to the question: Do you like school?

Do you like school?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	263	85.4	85.4	85.4
	No	45	14.5	14.6	100.0
	<b>Total</b>	<b>308</b>	<b>100</b>	<b>100.0</b>	

During school students may have a fear that they may rejected from school or may feel that they don't like being at school. It was found that 7.5% of the dropout students often felt rejected at school and similarly 6.5% of them mentioned that they didn't like being at school. The below figures illustrate student's feelings during the time they studied at school.

Figure 40: Answer to question: Have you felt rejected at school?

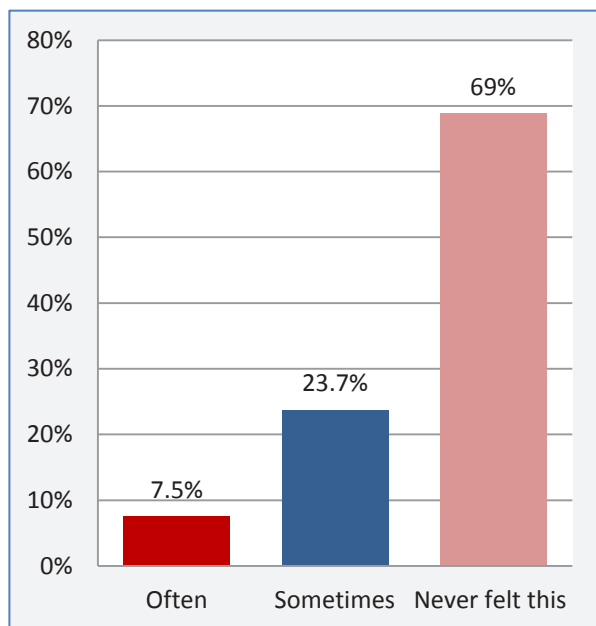
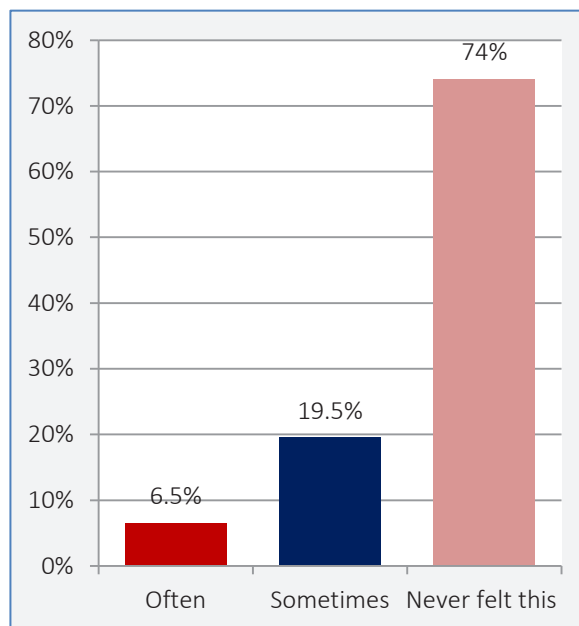
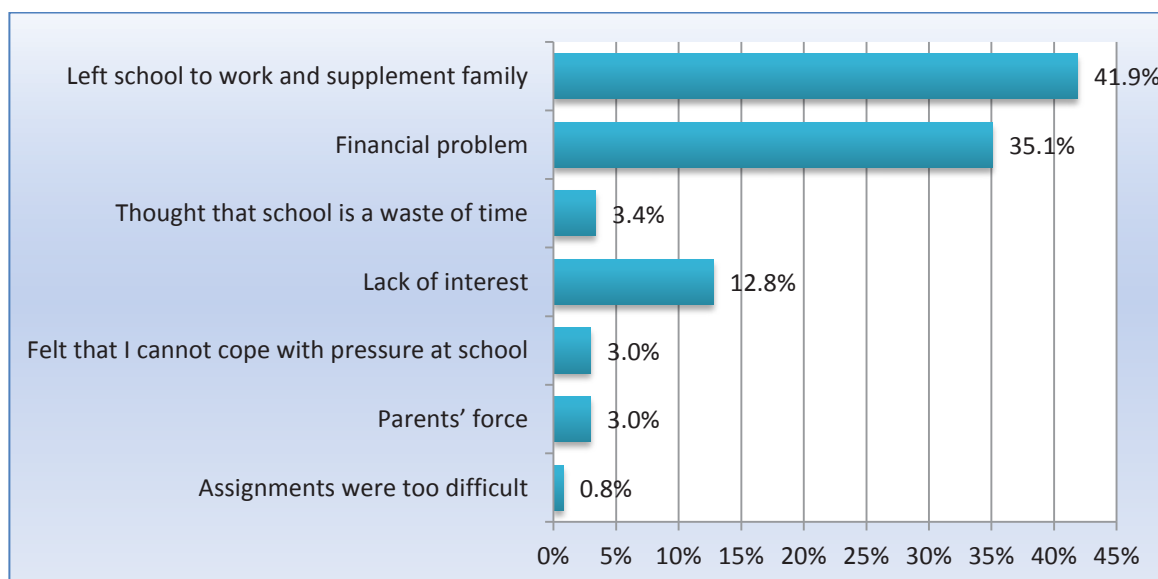


Figure 41: Answer to question: Have you felt that you didn't like being at school?



According to the study findings most of the students had problems which led them to withdraw school. It was found that 41.9% of the dropout students expressed that they left school to supplement their family. About 35.1% of them cited financial problems as the main reason for their dropping out from school. Some students thought that the school was a waste of time and 12.8% of them reported that they were not interested in studying. Few (0.8%) of the students mentioned that their assignments were too difficult. Parental force was another factor for dropping out from school which was reported by 3% of the students.

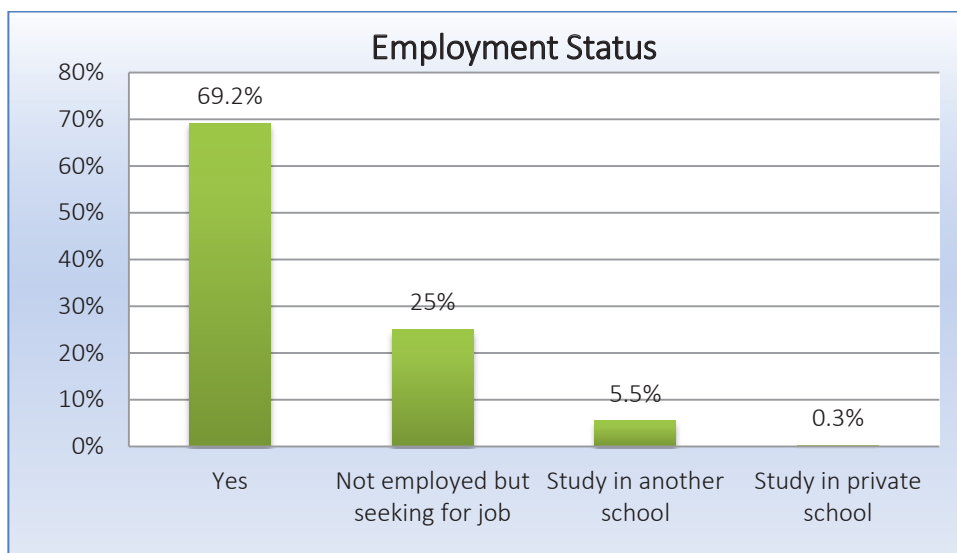
Figure 42: Student's problems at school at the time of graduation from grade 9 and dropout from education



### 3.7 Employment status of dropout students

Data analysis revealed that 69.2% of the dropped out students were currently employed where 25% of them are not employed but seeking a job. Only a few (5.8%) of them study in other schools as shown in the below graph.

Figure 43: Respondent's employment status



Among those who are not currently employed, 18.5% of them mentioned that they don't have the required experience to get a job. About 17.3% of the students expressed that they were able to find a desired job and 16.5% of them were not able to get a job related to their skills and ability. The table below breaks down the reasons expressed by those respondents who are not currently employed.

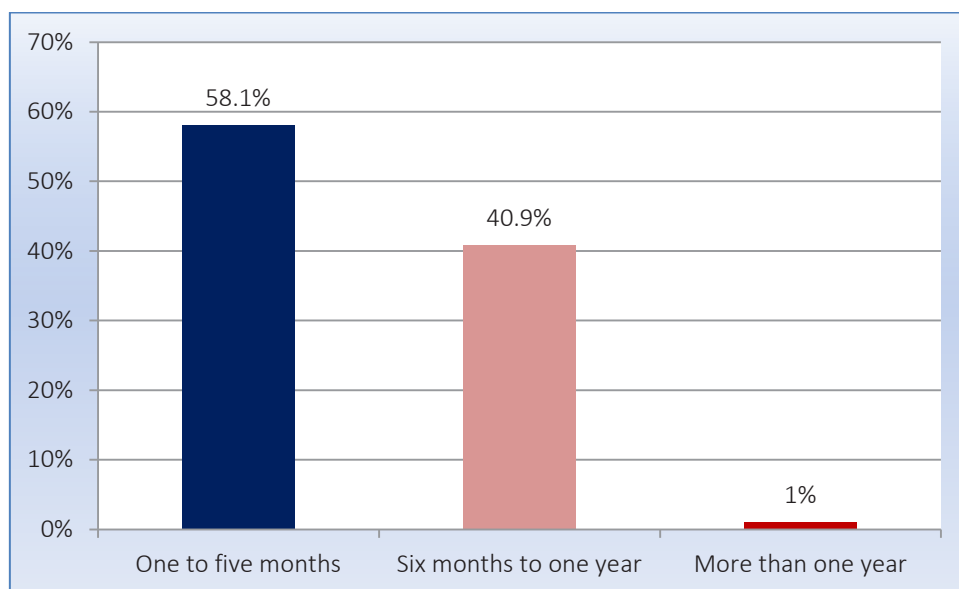
Table 27: Cross-tabulates the most commonly cited reasons for unemployment

State reason/s why you are not yet employed <sup>a</sup>	Responses		Percent of Cases
	N	Percent	
Health-related reasons	17	7%	11.9%
Family concerns and decision	16	6.6%	11.2%
Lack of work experience	45	18.5%	31.5%
Not found a desired job	42	17.3%	29.4%
Not found a job related to my skills	40	16.5%	28%
No job opportunity	48	19.8%	33.6%
Did not look for a job yet	4	1.6%	2.8%
Working at home	20	8.2%	14%
Pursuing further studies	11	4.5%	7.7%
<b>Total</b>	<b>243</b>	<b>100.0%</b>	<b>169.9%</b>

a. Dichotomy group tabulated at value 1.

According to the employed dropouts, more than 58% of them were hired between one and five months after dropping out from school. About 40.9% of the students were hired between six months and one year. Few (1%) of the students reported that the time between leaving school and employment was more than one year.

Figure 44 : Time between graduation/leaving school and employment in months.



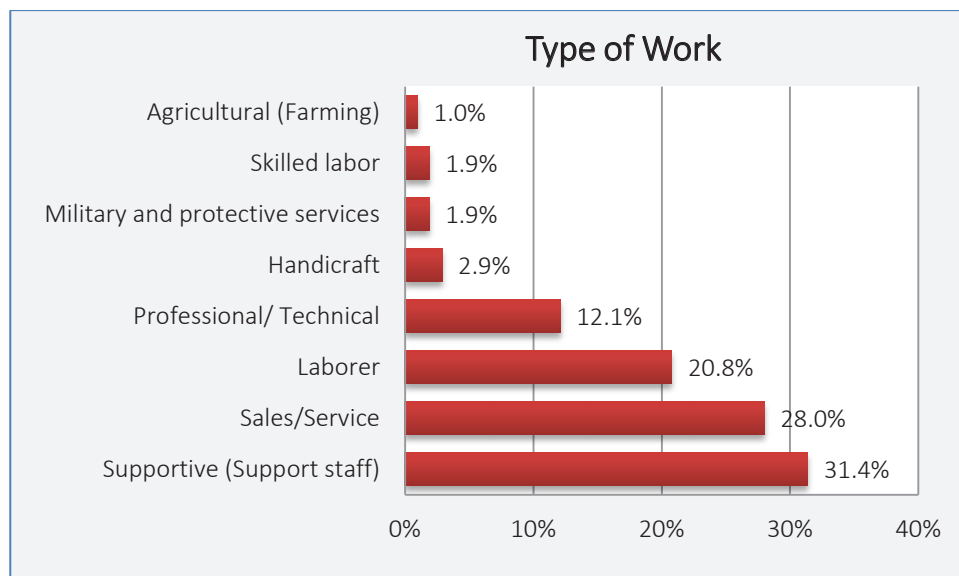
Finding a job seemed to be difficult for most of the students after dropping out from school. Therefore, 34.1% of students contacted between 6 and 10 employers, and 27.9% of the students contacted more than 20 potential employers before getting hired. The below table illustrates the number of employers contacted by students after dropping out from school.

Table 28: Number of contacts with potential employers

Number of employers contacted					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only one	38	12.3	12.3	12.3
	2 to 5	64	20.8	20.8	33.1
	6 to 10	105	34.1	34.1	67.2
	11 to 20	15	4.9	4.9	72.1
	More than 20	86	27.9	27.9	100.0
	<b>Total</b>	<b>308</b>	<b>100.0</b>	<b>100.0</b>	

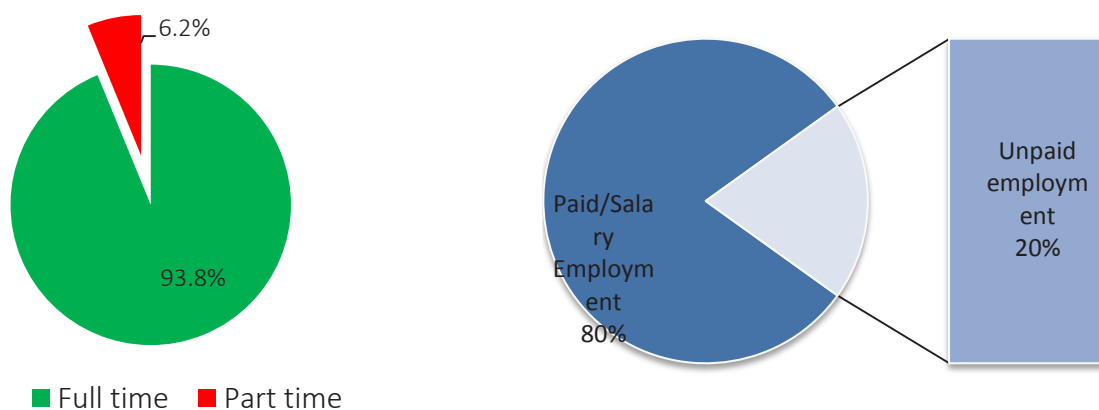
As mentioned above, the type of work is generally classified into eight main categories: (1) professional/ technical, (2) sales and service, (3) Skilled labor, (4) laborer, (5) agricultural, (6) handicraft, (7) supportive and (8) military and protective services. Figure 17 illustrates the main work patterns by occupation. Most of currently-employed youths work as supportive staff, laborer or are engaged in sales and services.

Figure 45: Distribution of dropout students by occupational classification



Among those who are currently employed, most of them work full-time, while only 6.2% of the students are part-time workers. Eighty percent of respondents are paid employees while 20% of them are involved in unpaid employment\*.

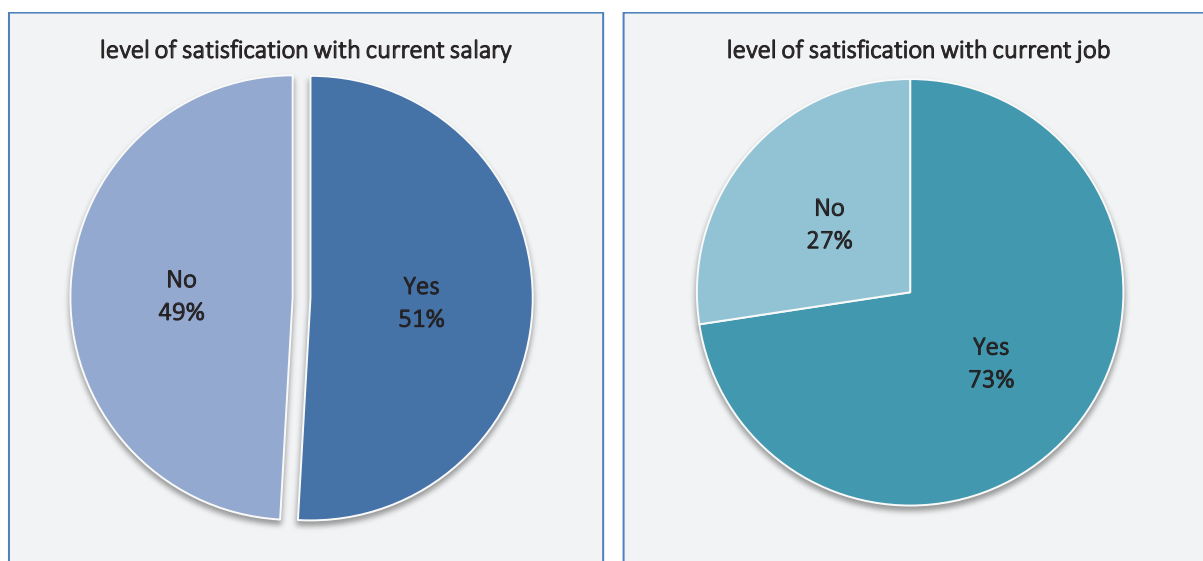
Figure 46: Regularity of work



\*Like shops, industries and other agencies that give students and young workers an opportunity to get work experience.

It was also found in this study that 87% of employed respondents annually earn between AFN. 50,000 -150,000. A low income, averaging 12,500 per month, is not enough to meet their family needs. It was found that the students were not satisfied with their current job and their monthly income. According to the study, nearly half (49%) of the students were not satisfied with their current salaries. Likewise, 73% of the students who are currently employed are not satisfied with their job as shown in the figure below.

Figure 47: Respondent's level of satisfaction with their current job and salary



According to the students, they acquired working skills through working under pressure, learning the required skills from other's experience and getting help from others in order to become competent in their current job. Few of the respondents had a supervisor or coach or learned through teamwork. The distribution of answers is presented in the table 29 below.

Table 29: Steps taken by working youths to acquire the needed skills

How did you acquire the needed skills (What steps did you take to get there)?		
	Responses	
	N	Percent
- Working under pressure	51	16.6%
- Working with team	22	7.1%
- Practicing new knowledge	21	6.8%
- Coaching	52	16.9%
- Learning from other's experience	78	25.3%
- Seeking help from others	75	24.4%
- Self-study	1	0.3%
- Self-experience	8	2.6%
<b>Total</b>	<b>308</b>	<b>100.0%</b>

Eleven-year old Qasem is working in a bakery in Herat city. He left school in Grade 6 one year ago after his father became unemployed. Both his parents reached Grade 3 of primary school. He began working in order to sustain his 11-member family. Qasem's father used to have good work in a private company and earned AFN. 18000 per month.



His father lost his job last year and then, Qasem had to go to work. Qasem is happy with his current work and earns AFN. 3000 per month. All earnings are given to the mother. He is unhappy with his condition in life and has ambitions of becoming a singer. He is also unhappy with being forced by circumstances to work at a young age and would prefer to be in school.

*My family is big and is 11 people. My father lost his job and then forced me to leave the school. I was happy being at the school and playing with friends. My father told me that school is a waste of time and I may not be accepted to university. He said that I should work and feed my brothers and sisters. He is right. What can we do when my father doesn't get paid? My mother is not allowed to work and she can't work because she is illiterate. I have two big brothers and they are working but their monthly income is not enough. I work here and in addition to my monthly salary they give me five pieces of bread per day.*

*I am happy to support my family but sometimes I feel I won't have my desired life. Every day I face some problems. Sometimes if I make a mistake or do not do my job, the shop owner beats me with a stick or electricity cable. I would love to go to school and become a rich and educated person, but I can't. When I see other children with good clothes and shoes I think, "Why we are poor and we don't have the basic things?" Sometimes I become very upset seeing children playing and I have to work all day.*

The students were then asked that what skills and knowledge were lacking after dropping out from school. It was found that the respondents were lacking certain skills after dropping out of school as shown in table 30 below.



Table 30: Core skills which are lacking after graduation or dropout from school

Skills Lacking Frequencies				
		Responses		Percent of Cases
		N	Percent	
What skills and knowledge were lacking after dropping out of TVET school? a <sup>a</sup>	Literacy	33	2.7%	10.7%
	Math	101	8.2%	32.8%
	Teamwork	85	6.9%	27.6%
	Writing	37	3%	12%
	Computer	207	16.9%	67.2%
	Language	173	14.1%	56.2%
	Creativity	112	9.1%	36.4%
	Independent work	59	4.8%	19.2%
	Communication	65	5.3%	21.1%
	Negotiation	70	5.7%	22.7%
	Time management	84	6.8%	27.3%
	Leadership	105	8.6%	34.1%
	Initiative	96	7.8%	31.2%
<b>Total</b>		<b>1357</b>	<b>100.0%</b>	<b>398.4%</b>

a. Dichotomy group tabulated at value 1.

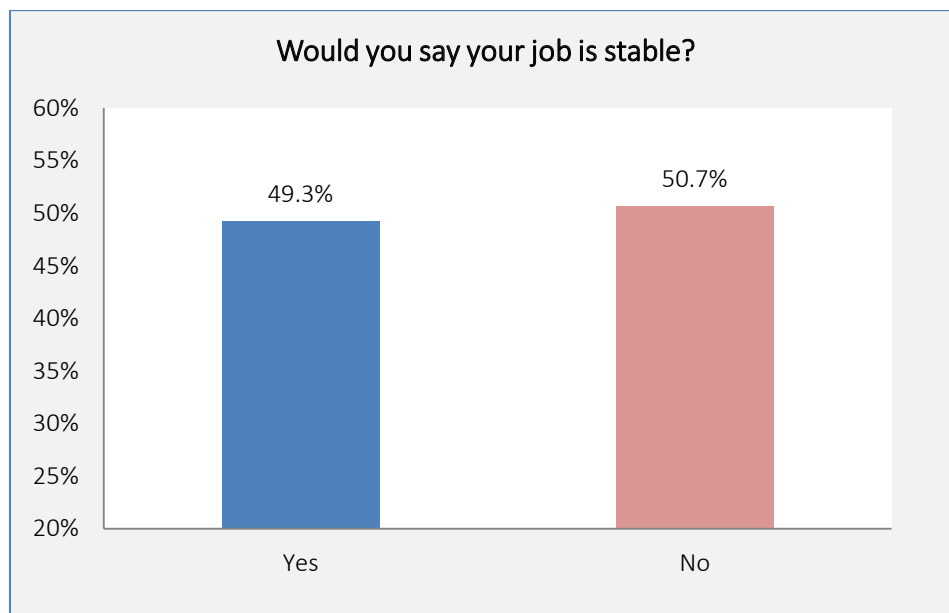
Dropout students used different methods to acquire a job as showed in the graph below. It was found that 42.9% of students were hired by the assistance of their friends and 33.2% of students found a job with assistance from family members. As mentioned before, youths were not able to find a job very easily without the help of their friends and family members.

Figure 48: Job search methods used by youths (Dropouts).



Data analysis revealed that more than half of the students who are currently employed believed that their job is not stable and they believed that employers do not offer long-term job stability.

Figure 49: Perception of long-term stability of their current job.



Public sector is the most preferable sector for nearly half of the dropout students since they believe that a job in government sector is stable and permanent. It was found that 47.7% of the students preferred to work in public/government sector, followed by self-employment (24.7%).

Table 31: Sectors which were preferred by respondents for getting a job

If you plan to work or are seeking a job, which sector would you prefer to work in?				
		Frequency	Valid Percent	Cumulative Percent
Valid	Private	17	5.5	5.5
	Government/public	147	47.7	53.2
	NGO	12	3.9	57.1
	INGO	56	18.2	75.3
	Self Employed	76	24.7	100.0
	<b>Total</b>	<b>308</b>	<b>100.0</b>	

Table 32 below gives a summary of reasons why the students prefer to work in a specific sector. It was found that salaries and benefits as well as permanency of a job seem more important to youths.

Table 32: Summary of reasons expressed by respondents to work in a specific sector

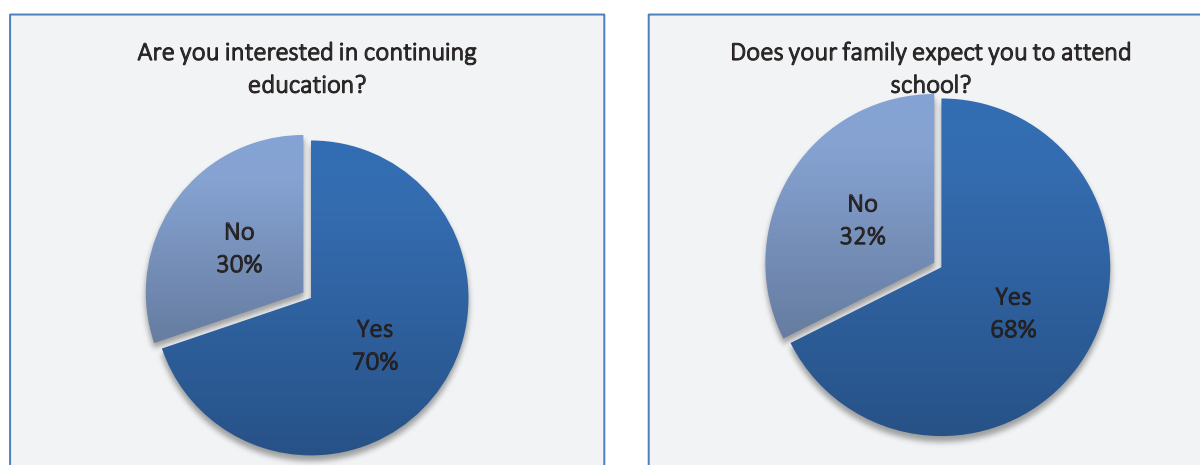
		Responses		Percent of Cases
		N	Percent	
What are the reason(s) for working with the above mentioned sector? <sup>a</sup>	Interested/liked	119	25.1%	38.6%
	Salaries and benefits	174	36.7%	56.5%
	Proximity to residence	9	1.9%	2.9%
	Is permanent	165	34.8%	53.6%
	Has a good future	7	1.5%	2.3%
<b>Total</b>		<b>474</b>	<b>100.0%</b>	<b>153.9%</b>

a. Dichotomy group tabulated at value 1.

### 3.8 Willingness to return to education

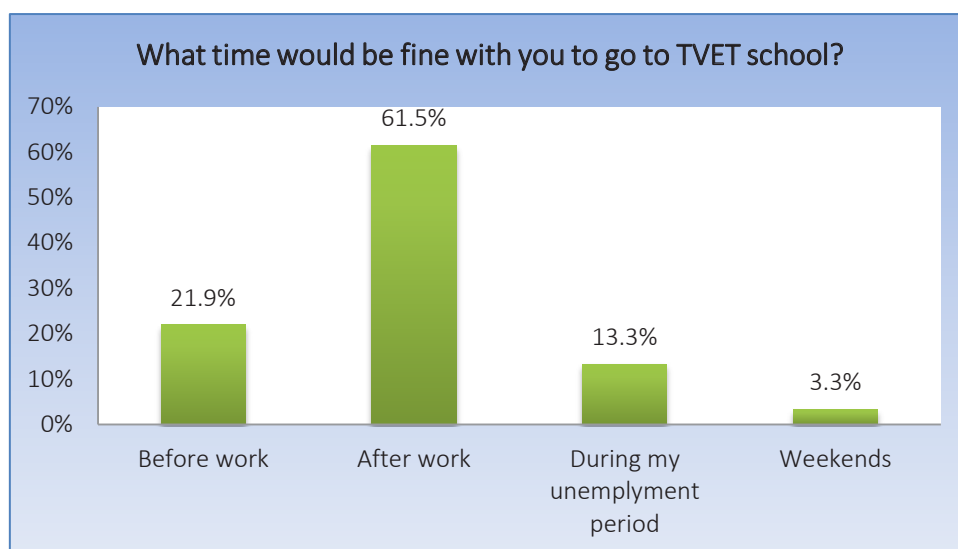
The vast majority of the youths who were interviewed are willing to return to their education. The reasons are the higher skill levels required for many jobs and the correspondingly higher educational levels expected of potential employees. As mentioned above, dropouts are less employable and thus they may recognize the importance of a high school credential. It was found in this study that students reported that they have low-skill and thus are employed in low-wage jobs. It is evident that higher-level skills and more credentials are needed for employment that offers a satisfactory wage. In addition, it was found that school dropouts are more likely to experience intermittent unemployment and part-time jobs. On the one hand parents may encourage their children to find jobs and contribute to the family income or become self-supporting, but on the other hand some parents may now have higher educational expectations for their children and may expect them to return to their education and earn an alternative credential. According to the findings among those young people who have left school, about 70% of them are interested in returning to their education and only 30% were not interested anymore in continuing their education. Similarly it was found that 68% of the student's parents also expected their children to return to their education.

Figure 50: Willingness of respondents for continuation of education



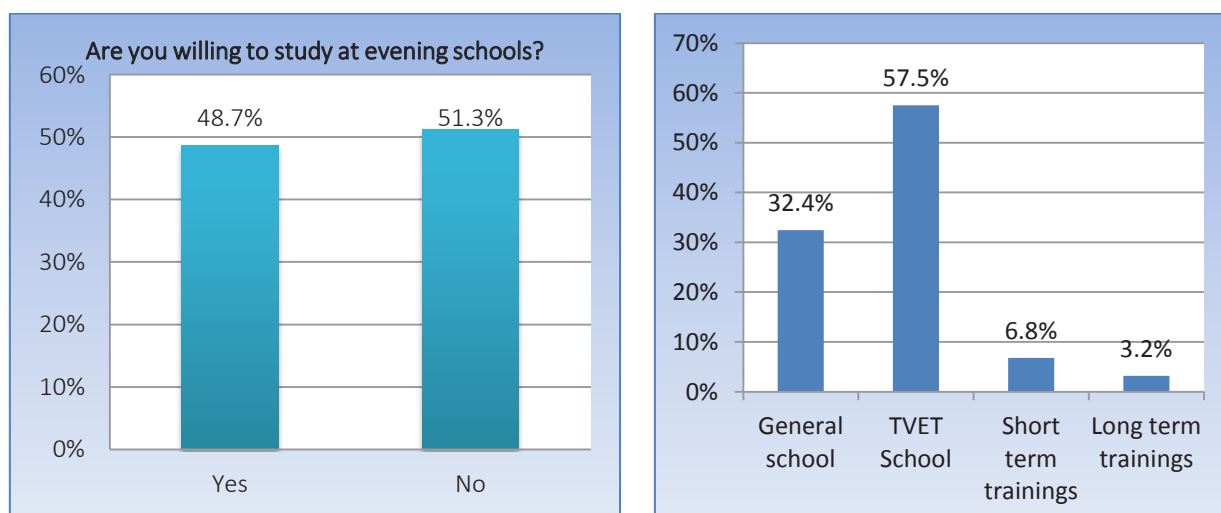
The students were asked about the preferred time if they were interested in returning to their education. It was found that the majority (61.5%) of dropout students were willing to go to school after their work, while some (21.9%) of them cited that they can continue their education before going to work. Only some of the dropouts mentioned that their preferred school time is during their unemployment (13.3%) and weekends (3.3%).

Figure 51: Preferred time suggested by dropouts to return to school



Among those who were willing to return to their education nearly half of them (48.7%) would like to continue their education in evening schools. Among them 57.5% were interested in continuing their education in TVET Schools while 32.4% of them prefer to continue their education in general schools. According to the findings 6.8% of dropout students would prefer short-term trainings and 3.2% of them preferred long-term training courses related to their job requirement.

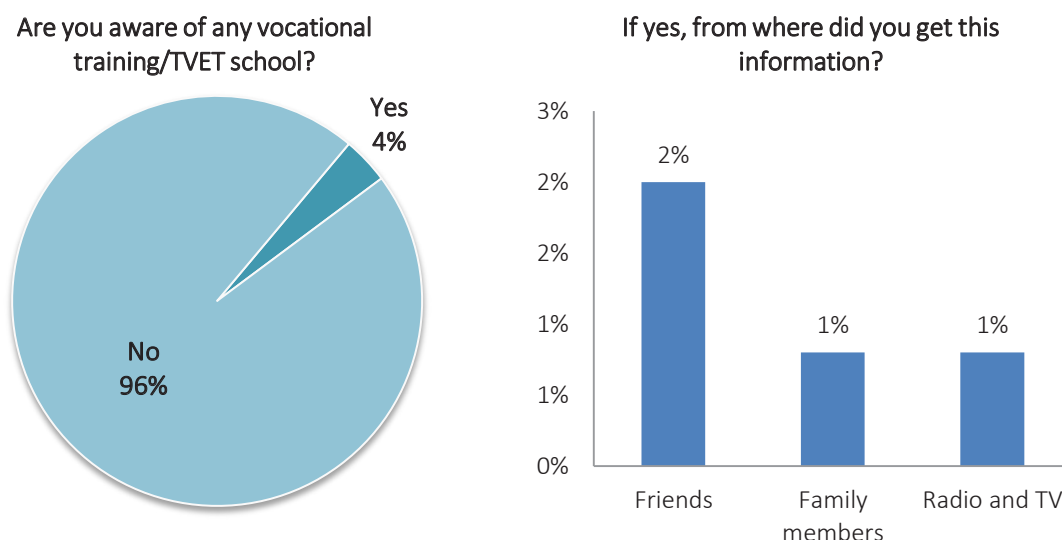
Figure 52: Dropout student's preferred school to return to their education



The study revealed that though students were willing to study in TVET schools, only 4% of dropout students from general school were aware of the existence of any vocational training

or TVET school in their province. Among those who were aware of vocational training or TVET School most of them got this information from their friends or family members. Findings indicate that only few (4%) dropout students from general school have information about TVET school and other vocational training programs. This is very important for the government to increase awareness as a way to reduce the high dropout rate and engage dropouts in alternative education.

Figure 53: Awareness of vocational training or TVET School among dropout students



## Chapter Four

### Summary of Focus Group Discussion and In-depth Interviews

Different Focus Group Discussions (FGDs) involving different groups of people were conducted in the study provinces. Participants for the FGDs were selected systematically from these areas in separate groups. The first set of these FGDs was formed using students (from TVET schools) who were dropouts themselves and forced out of the education system for a variety of reasons. The second set of FGDs was conducted with dropout students from the same area from general schools. The third set of FGD was conducted with students' parents and school leadership who can tell about the main reason why students are driven out of the education system. Results of these extensive FGDs are summarized below.

The dialogues generated by the focus group discussion proved to be extremely telling as a variety of critical themes emerged. During these focus group discussions the students were encouraged to provide direct feedback regarding circumstances related to dropping out of basic education. Students' responses to each question are grouped under the thematic categories that emerged during the focus group discussions related to the participants' reasons for leaving school. The themes that emerged are categorized as (a) "Family related factors,"

(b) “School related factors,” and (c) “Student related factors.” The categorization was similar to other parts of the study since the same thematic issues were raised by study participants in the focus group discussions.

#### **4.1. Family-related factors**

During the focus group sessions students shared various reflections about how important a role their parents played in their dropping out. The vast majority of the dropout students mentioned that they left school due to family problems. Family problems ranged from parental persuasion and influence, to poor family economy, care of sick family members, sibling care, and to being the head of the family. More specifically family problems were related to marriage, pregnancy, childbirth, childrearing, travel problems, and death of a family member. School-related factors such as teacher’s behavior, infrastructure, school management and learning materials was another set of factors that leads to dropping out. Some participants also discussed personal problems as the main factor for dropping out of school.

Poverty has been cited as the number one cause of school dropouts for various reasons. Most of the male and female dropouts are from poor families particularly in rural areas and even in urban areas these dropout students live in a catchment which is mostly poor. Poor people tend to automatically cite poverty at the root of everything because the outcomes that result from poverty are generically also perceived as poverty. The study participants remarked that dropout rates are higher in rural areas because they are generally the poorest sections of the country. The vast majority of study participants acknowledged that family poverty was the number one reason for dropout occurrences in school children. They explained that poor families have a low level of awareness and they also need the support of their children for income. It should be noted that poverty is closely correlated with parents’ level of awareness about the importance of education.

According the FGD members, dropouts are lower in urban areas where the local environment is better in terms of high literacy, availability of educational institutions, economic opportunity and market access with better roads and communication. Child employment is another factor mentioned by the majority of respondents where poor families force their children to earn money. They mentioned that children find employment in factories, shops, transport, and work on the street. Most parents in the focus group discussions expressed that children are sent to work by many poor families. Thus child labor has been reported as the second most dominant reason for dropouts among school children. Similarly teachers cited that one of the leading reasons why children drop out of school is their engagement in child labor. They mentioned that the opportunity to earn sometimes leads the families to decide to send children to work rather than to school.

A few parents believed that family problems such as death, disability, illness, and divorce may determine dropout behavior. They mentioned that most girls are taken away from school to take care of the younger siblings. Boys are also compelled to stop going to school after the death or disability of the father because the father is the earning member of the family.

*“After the death of my father there was no earning member in the family, so I stopped my education and went to work”*

On the other hand, the study participants expressed that early marriage is a major reason for dropouts among school girls. Early marriage is more prevalent in rural areas in Afghanistan; and after marriage most girls are not allowed to continue their education. Early marriage is positively associated with poverty, illiteracy, religiosity, and local culture. The occurrence of dropouts among rural girls is frequently caused by early marriage. It is evident that in some provinces when a girl reaches the age of 15-19 years, the parents, especially among the poor and illiterate, try to give her in marriage. After marriage the females are often not allowed by their in-laws to continue their education.

Overall about a quarter of the study participants said that large family size sometimes leads a child to dropout of education. They mentioned that in such families the boys should assist their father and work to support the family income. Elder girls are usually required to take care of younger siblings. Big family size is common in Afghanistan and most families are between 5 and 10 people. When the family size is big the head of household is not able to earn enough to meet the family's needs.

*“I had to work and earn money because it was not possible for my father to earn and feed us. We are eleven members in the family.”*

Poor education of parents is perceived by respondents as the most important problem responsible for dropouts among school children. They believed that to a great extent lack of education and awareness is responsible for their children dropping out. Parents' lack of awareness and education was perceived by teachers as the most important reason for school children to drop out. Many teachers, however, believed that the level of awareness was much better than what it was a few years back. But parents mostly of first generation learners failed to perceive the value of education.

*“Parents in most poor families are illiterate and cannot guide their children at home to learn their lessons”*

Internal migration of people due to insecurity is another factor that contributes to children dropping out of school. Some respondents mentioned that migration was the main cause of school dropouts. They said when families migrate to another province, they usually cannot take any transfer certificate from the schools. When they want to enroll their children in school the school asks for child transfer certificate which is not available at that time. Thus the school will not accept them without a transfer certificate. This issue sometimes becomes problematic for parents and thus school going children discontinue study.

## **4.2. School-related factors**

Shortage of teachers, irregular attendance, late arrival and early departure of teachers as well as negative behavior toward children were the main school-related factors mentioned by. The

dropout students believed that these factors affected the learning environment and reduced the contact hours causing students to become irregular and less interested in studying. School infrastructure seems to be another influencing factor to determine whether children are attracted to school or drop out. Some students reported that the schools had no well and no latrine. Therefore, without latrine facilities students, particularly girl students, feel shy and avoid going to school.

Parents showed concern about the skill and qualification of the teachers. They also spoke about the teacher's lack of commitment saying that home visits are an effective way to reduce dropouts. Teacher's qualification is a factor that influences retention or drop out behavior. Most dropout students expressed concern about the quality of teachers and believed that their teachers were not qualified. They believed that qualified teachers would reduce dropout occurrences. On the other end, some teachers had the same views that teacher's academic qualification is important. Similarly most parents accused teachers of having little commitment toward their duty in terms of teaching because they are busy with other activities outside of school. This was also mentioned by dropout students as the root cause for slow learning in school.

*“Teachers are not doing their job properly in the class and most of the time they are absent. Some of them are busy with other private activities outside of school and do not give adequate attention to the class.”*

*“Teachers usually come late and leave early and do not attend school regularly.”*

A vast majority of teachers and a few groups of parents found a direct causal relationship between repetitions and drop out and members in the focus group discussions claimed that when a student has to repeat a class because of failing the exam, he or she often drops out instead. They expressed that some students are reluctant and do not enjoy studying at all and consequently do not pass the examinations.

The attitude and behavior of the teachers is also very important since some dropout students complained about teacher's behavior. They mentioned that the teachers are aggressive, violent and abusive. They expressed that teachers should not force students if they have a problem with lessons. They also cited that children are different in terms of learning information, and thus the teacher should use modern teaching techniques in order to facilitate the learning process. The beating of students by teachers might scare the child not to come to school and might also develop a negative attitude among parents not to send their children to school. Therefore dropped out children also raised the issue of beating as a reason for not liking school and as a reason for dropping out from school. One-third of the students in focus group discussions shared that they tried to remain unnoticed or leave the classroom to avoid embarrassment. They expressed that these types of teacher practices made them feel angry, humiliated, and frustrated.

*“I knew that I had a problem with my lesson, but our teacher didn't know this. He used to beat lazy students and if a student wanted to ask a question the teacher would respond with*



*violence. I was also beaten by him and he mistreated me. So, I was angry with the teachers and stopped going to school.”*

School infrastructure and facilities was mentioned by one-third of the dropout students as a problem that deterred children from school. Some schools do not have a working well and the latrines are unusable because of broken doors and windows. Some of the dropout students mentioned that they rarely used the latrine because it was not clean and had a bad smell.

The vast majority of parents in focus group discussions claimed that the government was not doing anything to prevent dropouts. They expressed that the government should play its role to increase enrollment and prevent dropouts. They also mentioned that the government should play a better role in the monitoring and supervision of school activities. Some participants believed that the poor educational system is resulting from corruption and misgovernance and thus it is likely to affect the quality of education at school. On the other end, some participants remarked that a lack of entertainment facilities might contribute to dropouts.

### **4.3. Child-related factors**

According to the FGD members, parents perceive that children dropout because they lose interest in school. However, by saying that the child is not interested, parents are probably expressing their perception to intentionally obscure the real fact of their children's dropout. However, teachers believed that children are not performing well in school and when children do not perform well they usually become less interested in school and the frustration attached to low performance might lead them to dropout from school.

Dropped out students cited that children of poor households are more likely to do work while attending school. They expressed that working while attending school limits the school achievement of students and perhaps places them at a disadvantaged situation. Therefore they mentioned that the decision in such a situation to attend school only or work is sometimes difficult, but at the end the child decides or is forced to decide to leave the school and work in order to supplement the family income.

Only a few participants raised the point that negative student behaviors such as drug abuse or violent actions leads to dropout from basic education. Only two students in Herat province mentioned that their classmates were engaged in drug use. They also believed that a home where drug or alcohol abuse is prevalent will affect the child's behavior and lead to dropout. Some students expressed that they participated in activities that kept them from doing homework when they got home from school. Therefore they believed that if a student engages in other activities, how can he focus on school and education? One student stated, “I was always busy with household activities.” Some students were more specific and disclosed that their grades were poor, and they were not attending school at all.

*“My father told me that school is a waste of time because my grades were bad. He was right because I was not really in school.”*

Students described behaviors that would both deter and assist them to stay in school. Teacher behaviors were a large part of the discussion by students and they mentioned that they were somewhat satisfied with the teacher's behavior. They mentioned that negative behavior of children is the reflection of teacher's behavior. The influence of personal goals of the students will sustain the drive to complete basic education. When asked about a personal goal, surprisingly the ultimate personal goal of earning a high school diploma was stated multiple times by students across the focus groups. While only a few students specifically mentioned the goal of improving future job potential, the vast majority of those who revealed personal ambitions as a factor directly focused on the immediate goal of earning a high school diploma and getting a job.

## **Discussion and Conclusion**

The study found that a range of interrelated factors interact to influence how and why children dropout from school. Financial circumstances of households are linked to dropping out and household income is found to be an important factor in determining access to education. Household income is linked to a range of factors. A number of studies highlight the link between poverty and dropping out from school. The study highlighted that children from higher-income households are most likely to remain in school, whilst those who are poorer are more likely never to have attended, or to dropout once they have enrolled. Poor households tend to have lower demand for schooling than richer households. Work patterns of the family members influence child dropout rate in the country. The present study clearly shows that the income of families was linked to the continuity or discontinuity of the child in school. The study also found that the family members, in particular the head of the household of most dropouts, are not employed. If income levels are low, children may be working to supplement the household's income. Afghanistan has fee-free system for education which should ease the problem of dropouts resulting from schooling costs. The study indicates that vulnerable households withdraw their children from schools to increase their family income as a coping strategy. Vulnerability is most apparent in the country, and rural communities seem to be particularly at risk. In this study we found a number of factors such as poverty, gender, location, household education level, parent occupation, household income level that often influence a child's access to education. Children from poor households have particular pressure on them to work. Findings which are drawn upon here were also found in a number of studies on the relationship between child labor and poverty.

Another factor that causes students to dropout of basic education is domestic and household-related duties which are mostly unpaid and take a substantial amount of time. In some cases, children were able to earn money and also go to school. But some jobs like full-time child labor are less easy to reconcile with schooling. Child labor is seen as the prime reason for non-enrollment and dropouts from school. The study also indicates that female students drop out of school to look after siblings and other sick or disabled family members. Most girls take on a heavier workload within the domestic setting (e.g. water collection, sibling care, cleaning, washing, etc.) while boys are more likely involved in physical forms of labor and agriculture.

Migration is also linked to high dropout rates. Some households migrate to other provinces due to insecurity, and thus their children are not able to continue their education. On the other hand, some households send their children to neighboring countries to work. This was particularly found in Herat and Farah province where families send their children to Iran to work and supplement families. Therefore in the context of Afghanistan, migrant household's children are more likely to dropout school and tend to work more. Though migration can lead to temporary withdrawals from school, the government and humanitarian agencies should assist families in the process of enrolling in another school.

The household living conditions of children play an influencing role in access to education. The household context may correspond with other family-related factors such as family income, education of family members, size of household and occupation of household members. Thus family-related factors are only one in a range of factors which might lead to dropout. The present study found a relationship between family background and dropping out from basic education. Based on findings children from a poor family economy, poorly educated parents and larger family sizes are less likely to attend school and often more likely to dropout from basic education. Children who are primarily responsible for providing for the household are more likely to leave school. According to the finding from quantitative data in this study children who head households were 10% of the total respondents and therefore taking heading a family into account seems to seriously affect a child's educational opportunity. The education level of household members is particularly influential in children's access to basic education and schooling. There is a link between parental education and retention in school because non-educated parents cannot provide the support and cannot understand the benefit of schooling. In particular, the mother's educational level affects the children's education. The more education the mother has, the more likely the child will remain in school for longer. Similarly the father's education has a great influence on the children's education. It is important to notice that the poorest and uneducated parents have little understanding of the benefits of education. Parental reluctance and lack of support toward a child's education is an important factor in dropping out and non-enrollment of children in basic education.

Marriage is another factor that might deter students away from education. Based on the findings, some girls did not return to school because they were not allowed by their husband or in-laws after marriage. Pregnancy after marriage is a significant cause of school dropouts for female students. Discrimination was also reported by girls as a factor in pushing girls toward dropping out, and most of them were expected by their in-laws to leave school. Though some boys also reported that marriage was the only factor for dropping out from education, dropout for girls after marriage is higher than boys because of pregnancy. In addition, their in-laws do not allow girls who have been pregnant to return to school because following pregnancy the girls become primary caregivers to their children and cannot share childcare responsibilities. Early marriage is another factor connected with dropping out for both boys and girls. In Afghanistan, girls enter into marriage when they are studying in school. The age of girls at the time of marriage is between 14 to 16 years in particular in rural areas.

Health problems are also linked to other factors and particularly to poverty. Health is related to late enrollment and in turn associated with high dropout rates. Children's poor health often results in irregular attendance and in turn leads to dropout. About 4% of the respondents mentioned that they left school because they had a health problem. Among them, few children with some form of disability never enrolled or dropped out from basic education. For them, a disability was the single most important factor excluding them from school. Similarly, parental illness was a factor where children were expected to be caregivers for their parents, thus causing them to miss or drop out of school. In the present study, it was found that among respondents who cited family problem as the primary reason for their dropping out from school, about 22% of them mentioned that caring for their sick relatives and child rearing had led them to leave school.

School-related factors can influence whether students continue or drop out because the role of teachers is important and effective teaching methods enhance the learning potential. Education quality is very important and is the demand- side factor. The quality of the teaching experience in schools is linked to the learning outcomes of students because teaching and learning influence student's experience of schooling and a perceived inability to learn can lead to dropping out. Many teachers do not have appropriate teaching skills and thus the lack of an appropriate learning environment can lead to dropouts. It should be noted that teacher's positive behavior decreases the dropout rate. In this study we found that at least 19% of drop out students had problems with their teacher, mostly related to the teacher's behavior. School-related factors such as lack of facilities and learning materials, teacher's behavior, required knowledge and teaching methodology are reasons for students to leave school. According to the findings, 17% of the students were not satisfied or not very satisfied with the teaching methodology, and 17% of the students were not satisfied or not very satisfied with the teachers. The teacher-student relationship might have a direct link with dropout rate since punishment and force is still practiced by teachers. In this study, some students reported their teacher's verbally aggressive behavior and disruptive or violent incidences.

On the other hand, children with low achievement are more likely than those with higher achievement to dropout. According to the findings, some students were not satisfied with their achievements in school and thus mentioned it as a factor that influenced them to drop out. Thus about 16% of dropout students were not qualified enough (did not have the required knowledge) to pursue school-level studies, which thereby compelled them to dropout. Twenty-five percent indicated that they had the required knowledge to some extent to pursue school-level studies. Low salary scale of teachers is another factor that leads to the poor quality of teaching. It was found in this study that female teachers have an important impact on school quality for female students. However, the availability of female teachers in some provinces is low and reported as a factor for dropping out by female respondents. On the other hand, school facilities and resources such as separate sanitary facilities, books, desks and other basic educational equipment influence some to dropout from school. About 41% cited that there were not adequate learning materials available to students, and similarly 41% reported that there were no good facilities available at the school.

The dropout rate is higher in rural area than urban settings. There are a number of factors such as insecurity, poor households, early marriages of both girls and boys, inaccessible schools, less-educated family members, and pressure on children to work and support the household. Notably, school enrollment is higher in urban rather than rural areas. Insecurity in most parts of the country, in particular in recent years, pushed the students and even the teachers to stay at home. Distance to school is an important factor in educational access, in particular for the rural population. The distance from home to school was reported as a factor, particularly by female respondents, and they mentioned that their parents were afraid of the insecure situation and more likely to withdraw their children earlier from education. These results show that access to education remains a significant challenge and affected children need alternative routes to basic education. Only few donor projects target out-of-school children to motivate these children to acquire technical skills. Though such programs exist, children and their parents have little or no information about them. Therefore, the government should increase citizens' access to information through mass media, newspapers and magazines.

## **Recommendation**

Further research on how children can return to school, motivational factors, the role of teachers and school leadership in retention of students and teaching quality and methods should be conducted.

Since many children have pressure on them to work and supplement their families, the work often clashes with school time and pulls children away from school. Therefore a flexible school schedule can reduce the dropout rate. Shifting school time to evening classes might be a solution because then school would not interfere with children's work.

Many parents and students reported that if they have access to an incentive they would not withdraw children from school. Their suggestion was that the student should receive monetary support during the education period at TVET schools. This could be done through food for learning programs.

The schools should maintain proper records of enrollment, completion, repetition and dropouts. A major problem identified in the system is the problem of record keeping because the existing record keeping system would hardly allow anyone to estimate the actual dropout rate. There should be a standardized format for all schools where systematic annual records of enrollment, attendance, repetition, migration, transfer and completion could be kept so that these data could be used for any sort of verification.

Monitoring and supervision of schools seems to not be in place, therefore supervision should be ensured from the central to the school level. It is recommended that the assigned supervisor at the school level should be accountable for low performance (low attendance, low retention, high dropout). Provincial representatives might also visit the school to monitor the school activities.

Child labor should be restricted and early marriage should be discouraged. The ministry of Education (MoE) should work jointly with the Ministry of Labor and Social Affairs (MoLSA) and other relevant ministries to ensure the effective enforcement of child labor laws if available and restrict early child marriage.

The school leadership should pave the way for a child-friendly teaching/learning process and entertaining environment in order to attract children to school and reduce dropouts. Parent's awareness should be increased through home visits and mass media activities.

Infrastructure should be improved. The ministry of Education (MoE) should take responsibility for establishing or renovating school infrastructure such as reconstruction of unusable latrines or repairing wells.

The number of skilled teachers should be increased according to subject and Effective Teaching Skills (ETS) Training should be provided to teachers.

## **Chapter Five**

### **Street Working Children and Teenagers**

As part of this study ACTD conducted a survey of street working teenagers (15–19 years old) in seven regional zones. The study was conducted in the following provinces: Kabul, Parwan, Bamyan, Nangarhar, Laghman, Badakhshan, Baghlan, Konar, Panjshir, Takhar, Kunduz, Balkh, Samangan, Sar-i-pul, Khost, Paktia, Kanadabar, Helmand, Herat and Farah.

The main purpose of this survey was to gather data on street working children and youths in selected provinces of seven regions of the country with the aim to provide information on street working teenagers by region, place of residence, household, financial status, parent's education, ethnic background and other basic characteristics. To achieve these objectives, a cross-sectional study was conducted in 20 provinces of the country to get a deeper understanding of street working children and their characteristics, and to get a better insight into the reason for not attending school and working in the streets.

#### **5.1. Overview of the Methodology**

The complexity of measuring the number of out-of-school children and contradictions and incomplete information on the issue necessitated the use of various ways of measuring non-attendance. In relation to the problem of the increasing numbers of street working children, a special section of the study was dedicated to out-of-school street and working children. The quantitative (survey of youths and working children) were used for children who were not attending school at all (teenagers and working children).

Since street working teenagers are concentrated mainly in cities and towns, this category of children (aged 15–19) were surveyed in 20 cities and towns of the country. It is clear that teenagers and working children are mainly concentrated in bazaars and on the streets,



restaurants and shops. Therefore, the children were contacted mostly in bazaars, bus stations, streets, shops and restaurants. Each interviewer had to visit all the locations and interview a certain number of children. When an interviewer couldn't find enough children at any given location during a week, he/she was allowed to interview the required number at another location where the concentration of street and working children was higher.

### **5.1.1. Purpose of the study**

The main purpose of this survey was to gather data on street working children and youths in selected provinces of seven regions of the country with the aim to:

- Provide information on street working teenagers by region, place of residence, household, financial status, parent's education, ethnic background and gender (basic characteristics);
- Study the reasons for school non-enrollment

### **5.1.2. Geographic scope**

The survey of street working teenagers (15–19 years old) was to be conducted in seven regional zones. The study was conducted in the following provinces: Kabul, Parwan, Bاميان, Nangarhar, Laghman, Badakhshan, Baghlan, Konar, Panjshir, Takhar, Kunduz, Balkh, Samangan, Sar-i-pul, Khost, Paktia, Kanadahas, Helmand, Herat and Farah.

### **5.1.3. Target Population**

The subjects for the study consist of street working teenagers between 15 and 19 years old without any education (Never attended a school) in the study locations.

### **5.1.4. Design of the study**

A cross sectional study was conducted to examine the voice of street working teenagers. A qualitative method through a structured questionnaire was deployed, with variables on demographic characteristics and socio-economic status, employment situation, beliefs and attitudes on how these children perceive education from a group and communal perspective. The study does not aim, and could not serve to be used as a means of, precise statistics on various variables addressed in the design.

### **5.1.5. Data capture**

The survey instrument contained thirty closed-ended questions with categorical, multiple-choice, Likert-scale, ordinal, and numerical answers. The survey also included as many as five open-ended questions which allowed respondents to answer specific questions in their own words. The survey was designed in such a way to take less than 45 minutes and was

administered through face-to-face interviews. The survey tool was designed to capture data on the following list of indicators:

- Social background of street working teenagers, i.e. parents' education, parent's occupation, rural or urban background, size of the household, income of the family, etc.
- Employment situation
- Employment characteristics
  - Formal (registered company, tax duty)
  - Non-formal
  - Seasonal employment
  - Cottage industry/home based
  - Family based business/non-family based
  - Paid/unpaid
  - Full-time (140 h or 20 days per month or more than 35 hours per week)/part-time
- Sectors of employment
  - Industrial-technical (metal, construction, carpentry etc.)
  - Business (secretarial, admin, accounting etc.)
  - Agriculture
  - Hotel and restaurant
  - Security (Police, Army, other)
  - Other services
- Type of self-employment (if applicable, similar criteria as above)

### 5.1.6. Sampling design

As the study mostly consisted of quantitative methods, simple random sampling was deployed to achieve the best possible scientific results. The sample was collected among the street working teenagers in 20 provinces. It should be noted that the surveyors did not do a random sample of street working children, from which one could scientifically extrapolate for the country as a whole. This was not the report's primary focus, but rather, to locate them in the areas where they were concentrated in order to be able to explore the problem and its worst causes and consequences. The following table attempts to give this strict accounting from the number of street working children interviewed.

Table 33: Sampling Frame

Sampling Frame					
S/No		Province	Population	Proportion of total (%)	Sample by PPS
1	Central Afghanistan	Kabul	3,314,000	18.9%	80
2		Parwan	491,870	2.8%	11



3		Bamyan	343,892	1.9%	8
4	East Afghanistan	Nangarhar	1,342,514	7.6%	31
5		Laghman	382,280	2.1%	9
6	North East Afghanistan	Badakhshan	819,396	4.6%	19
7		Baghlan	741,690	4.2%	17
8		Konar	413,008	2.3%	9
9		Panjshir	128,620	0.7%	3
10		Takhar	830,319	4.7%	19
11		Kunduz	820,000	4.6%	19
12	North West Afghanistan	Balkh	1,123,948	6.4%	26
13		Samangan	378,000	2.1%	9
14		Sar-i-Pul	505,400	2.8%	12
15	South East Afghanistan	Khost	638,849	3.6%	15
16		Paktia	415,000	2.3%	9
17		Kandahar	1,151,100	6.5%	26
18	South West Afghanistan	Helmand	1,441,769	8.2%	33
19	West Afghanistan	Herat	1,762,157	10.0%	40
20		Farah	493,007	2.8%	11
Total			17,536,819	100.0%	404

## 2.7. Data collection and management

Quantitative data were collected through a structured questionnaire composed of 35 questions in two categories administered by trained data collectors. The questionnaire was designed through a consultative and iterative process by the chief researcher and GIZ officials. After finalization of the questionnaire and informed consent form, the documents were translated into Dari and Pashto languages. Almost all of the essential points of view were covered by the questionnaire. The following areas were focused in the questionnaire (please see annex 1 the study questionnaire):

- Social background of street working teenagers, i.e. parents' education, parent's occupation, rural or urban background, size of the household, income of the family, etc.
- Employment situation
- Employment characteristics
- Sectors of employment

Prior to administration by the data collection team, the questionnaire was piloted in a small area of Kabul city to assess its comprehensibility and ease of administration. After finalization of the questionnaire, data were collected through twenty teams each composed of two members (male and female). The data collectors were trained in principles of quantitative data collection, the anatomy of the study questionnaire, ethical and cultural considerations, and maintenance of quality. Team members were also trained on the importance of

confidentiality and anonymity, obtaining informed consent and the importance of avoiding intentional and unintentional actions that might offend participants' cultural values and beliefs. Furthermore, the trainings emphasized respect for the views of others and how to avoid comments or actions that could be perceived as judgmental.

To ensure the quality of data, each team was supervised by a research team through regular daily visits to see that the data collection took place according to the planned schedule and that the teams followed the proposed randomization and sampling methods. The collected data were stored in a safe place by field teams before dispatch to ACTD main office. Once the validity of data was confirmed through supervisory visits, the questionnaires were transferred to Kabul. The anonymity of the respondents was ensured at the field level in order to minimize any possible repercussions that the respondents may face.

Data entry personnel were trained in entry and validation of data into the database. A database was developed in Access for entry of the survey data, and then the data was converted to Ms. Excel for the use of GIZ staff. The resultant database file was created in a format which was compatible with almost all qualitative data analysis software including SPSS. Necessary skip patterns and legal values (dropdown lists) were applied to the database to minimize typographical errors and accelerate data entry. The questionnaires were divided into 2 groups, each entered by a separate data entry officer. After completion of the data entry, the 2 different database copies were compiled (concatenated) by the chief researcher. Then, the compiled data were rechecked against the questionnaires one by one to ensure 100% validity and integrity of the data.

## **2.8. Data processing and analysis**

The inclusion of the street working children was an important step because of the recent worrying trend of a growing number of street working children and the high rate of dropouts by this category of children, their extreme vulnerability and difficulties in enrolling them in education. Data was analyzed using SPSS resources (Statistical Package for the Social Sciences). Statistical analysis included descriptive statistics – checking data and summarizing it, measuring characteristics of location and dispersal, checking variables for normal distribution, calculating standard deviations, dispersions, frequencies and regression and correlation analyses. A team of editors and data entry clerks were engaged in the data processing under the direct supervision of the chief researcher. Initially, data was subjected to validation tests and procedures to further ensure that the entered data was in compliance with the collected data. In order to obtain meaningful conclusions and results, questions with 10 possible ordinal answers were re-coded into 5 values. In other words, two consecutive ordinal values were grouped into one category which was labeled with a descriptive label.

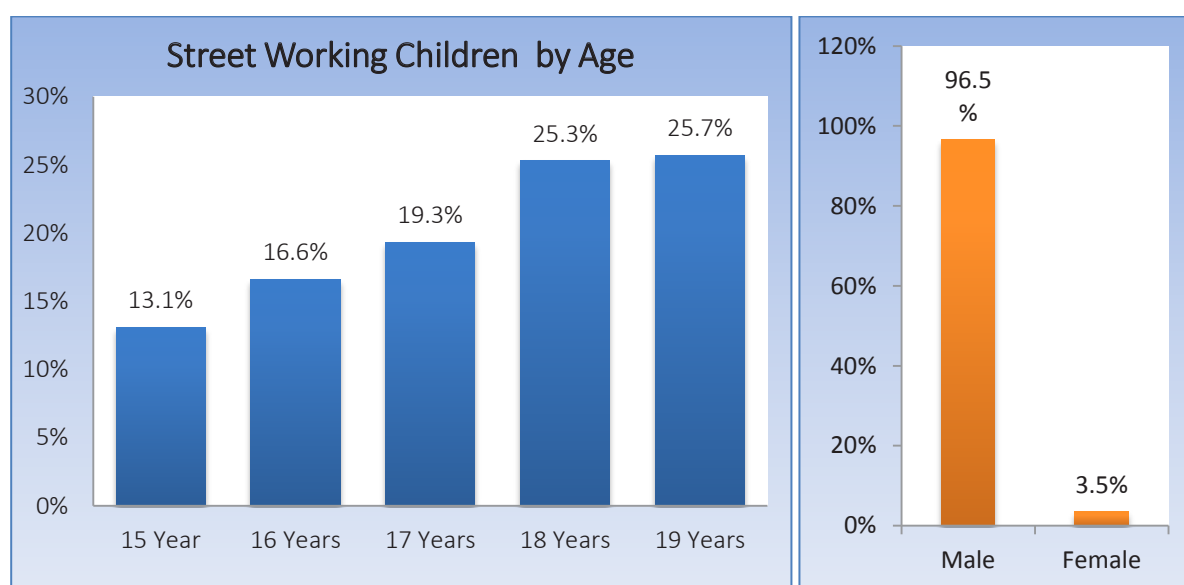
## **5.2. Findings**

Street working children are the most vulnerable category of out-of-school children. A total of 404 street working teenagers (15 to 19 years) were sampled for the survey and successfully interviewed, which gave a response rate of 100.0 percent. About 64% of street working teenagers permanently live in the town/city where they were surveyed. Of the total street

working teenagers canvassed, most (96.5%) surveyed street working children were boys, whereas only 3.5 % of them were girls.

The age of street working teenagers ranged between 15 and 19 years with a mean age of 18.09. The majority (51%) of the respondents were in the age group of 18-19 years. About 19.3% of the children were 17 years, 16.6% of them were 16 years and the smallest category was (13.1%) were 15 years in their last birthday. The detail of age-sex composition of the sampled population is shown in Figure 1.

Figure 54: Distribution of street working teenagers by age and sex



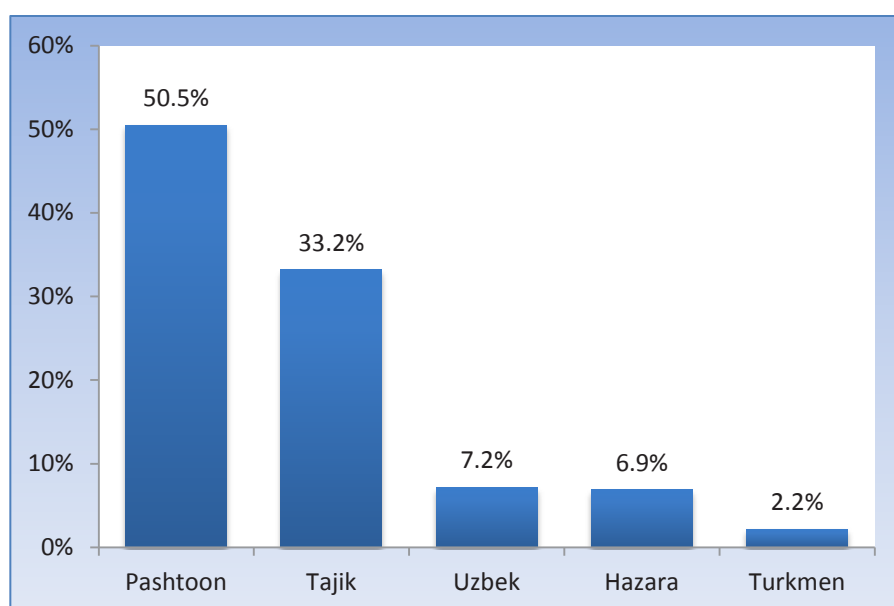
A large proportion (86.1%) of street working children surveyed was single and only 13.9% of them were married.

Table 34: Distribution of the street working children by marital status

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	348	86.1	86.1	86.1
	Married	56	13.9	13.9	100.0
	<b>Total</b>	<b>404</b>	<b>100.0</b>	<b>100.0</b>	

Street working teenagers come from various ethnic groups, but are mainly Pashtoon (50.5%), and Tajik (33.2%). There are a few Uzbek (7.2%), Hazara (6.9%) and Turkmen (2.2%).

Figure 55: Distribution of street working children by ethnic groups



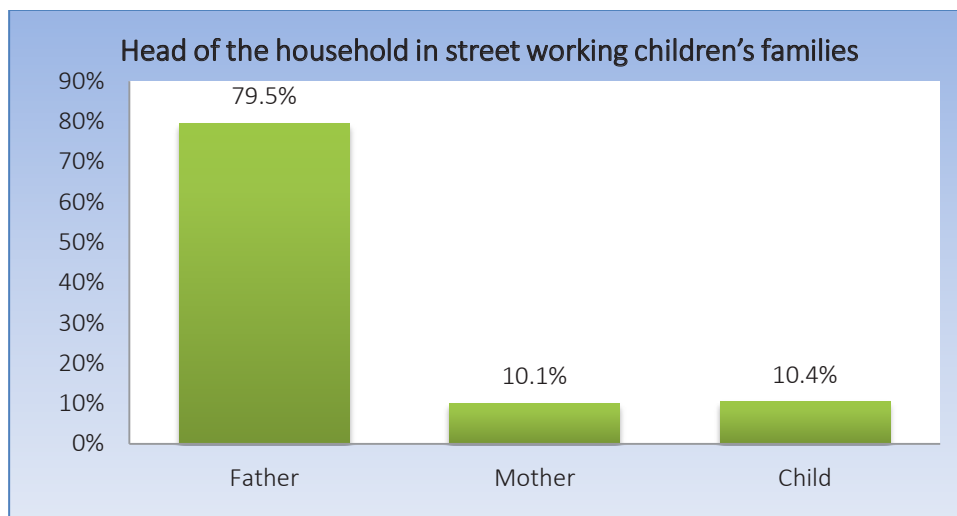
Street working children's families comprise 8.1 people on average. The family size of these children was varied between 3 to 15 people. The majority (62.9%) of the children had a family of between six and nine people; this was followed by those with families of 10 to 15 people. About 13.4% of the street working children had a family with three to five people.

Table 35: Size of household

Size of household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Three to five people	54	13.4	13.4	13.4
	Six to nine people	254	62.9	62.9	77.0
	Ten to fifteen	96	23.7	23.7	100.0
	<b>Total</b>	<b>404</b>	<b>100.0</b>	<b>100.0</b>	

In almost 80% of the families the head of the household was the father, while in 10.1% of the families the head of the household was the mother. It was found in this study that in 10.4% of the families the child was the head of the family.

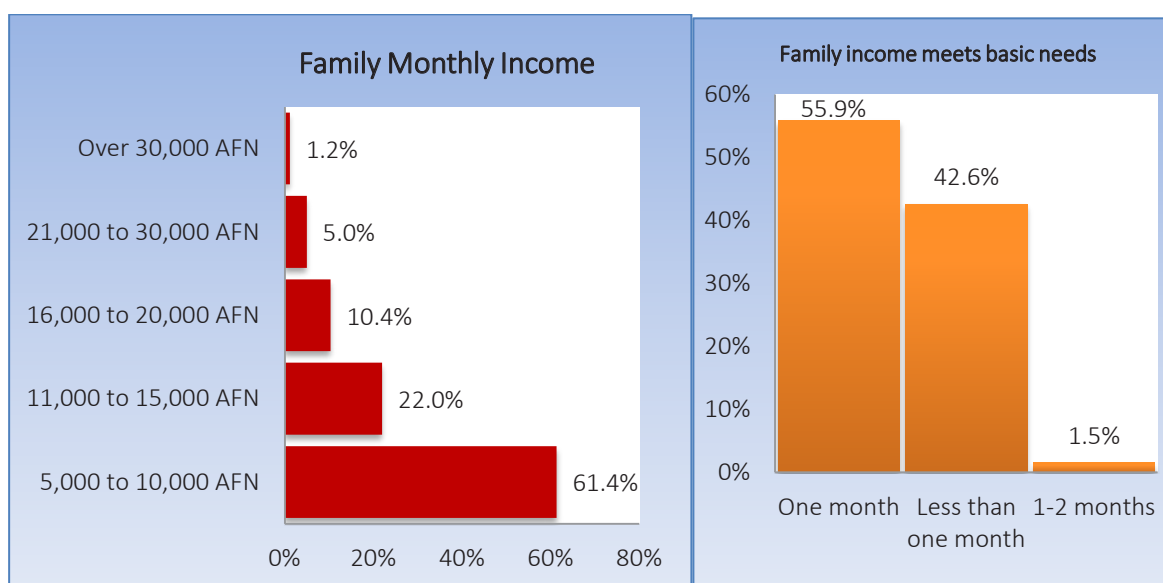
Figure 56: The head of the household in street working children's families



### 5.2.1. Family income of street working children

Street working children come from families with all kinds of income levels, including very poor, poor, as well as middle-income, but mainly from very poor (61.4%) and poor (22%) families. The percentage of children from middle-income families is 16.6% (AFN. 16,000 to over 30,000). No gender differences were found. Answers given by children show that half of the families never had enough money to meet their family needs. Only 1.5% of families' incomes covered their family needs from 1 to 2 months. The more children there were in a family, the more often the family lacked money for basic food, and therefore 42.6% of families' incomes were not enough for one month of the family's basic needs. According to the respondents 55.9% of them were able to manage their monthly income for their basic needs at least for one month.

Figure 57: Family Monthly Incomes



### 5.2.2. Parents' education level

The educational level of the head of the household in street working children's families was rarely high. Among surveyed children 17.2% of the head (Father) had only a primary education; 9.2% of household heads reached secondary (grade 9) education and 5.2% of the household heads completed high school. It was found that 63.4% of the street working children had fathers with no education and only 5% had religious-level education.

Table 36: Education of heads of households (Fathers) in which the children lived

Father's highest level of education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	70	17.2	17.2	17.2
	Secondary	37	9.2	9.2	26.4
	High School	21	5.2	5.2	31.6
	Madrasa/Religious school	20	5.0	5.0	36.6
	No education	256	63.4	63.4	100.0
	<b>Total</b>	<b>404</b>	<b>100.0</b>	<b>100.0</b>	

The mother's education was usually lower than that of the household head. The percentage of mothers had a primary education was 7.2%, while only 1% of street working children's mothers had a secondary education and 0.2% had mothers with high school level education. In most cases the heads of households were the main breadwinners in the families. No special differences were noted in street children's gender, age or other characteristics. However, there was a strong correlation between a parent's education and their children's.

Table 37: Education of mothers in which the children lived

Mother's highest level of education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	29	7.2	7.2	7.2
	Secondary	4	1.0	1.0	8.2
	High School	1	0.2	0.2	8.4
	Madrasa (Religious school)	11	2.7	2.7	11.1
	No education	359	88.9	88.9	100.0
	<b>Total</b>	<b>404</b>	<b>100.0</b>	<b>100.0</b>	

### 5.2.3. Parent's occupation

For many children, the families are unable to provide even the basics. There are many reasons that children leave their homes and start working in the street. There are problems within families when the heads of households are unemployed, disabled, cannot work and earn money and they suffer extreme poverty and cannot survive in their current situation. To support the family, the children have to work to earn something for food, often under particularly dire conditions. Therefore, out of the 404 street working children 30.9% of them reported that their father was currently unemployed. Similarly, 9.4% of them reported their father dead or immigrated and the family headed by the mothers. The table below gives a summary of street working children's parents according to occupational categories.

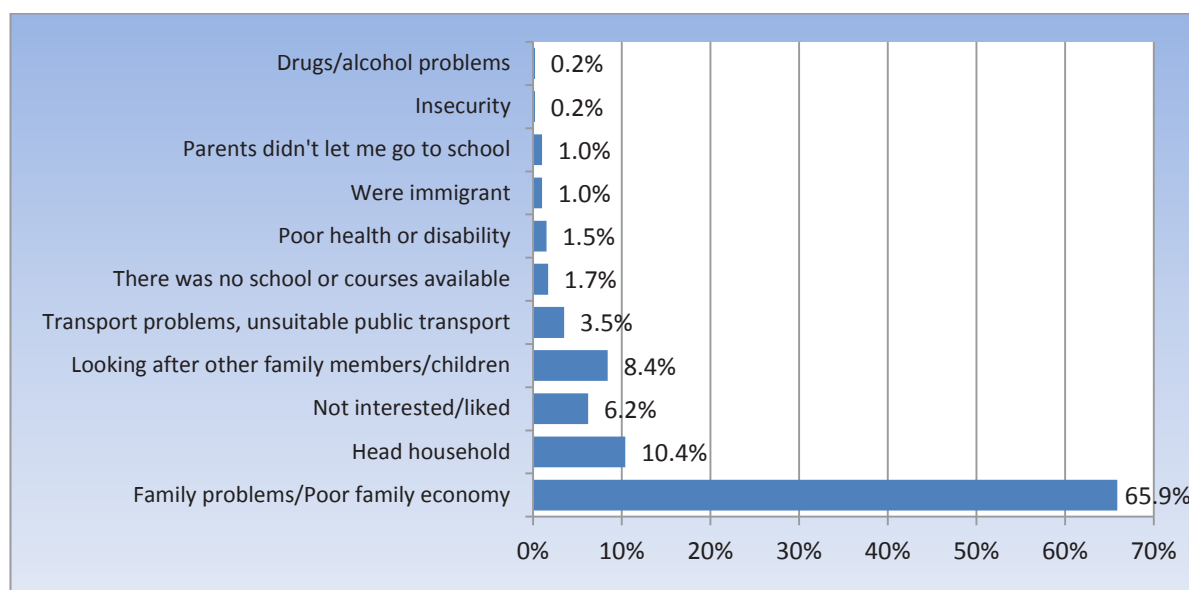
Table 38: Distribution of parents by occupation

Parent's occupation			
	Fathers (N=404)	Mothers (N=404)	Spouses (N=56)
Unemployed	30.9%	0.0%	13.0%
Housewife	NA	92.6%	70.0%
Manual laborers or semi-skilled workers	9.5%	1.2%	0.0%
Professional/ Technical	5.0%	0.2%	4.0%
Skilled labor	3.5%	0.5%	0.0%
Self-employed	34.6%	0.5%	13.0%
Dead	9.4%	5.0%	0.0%
Agricultural (Farming)	6.4%	0.0%	4.0%
Military and protective services	0.7%	0.0%	0.0
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

### 5.2.4. Reasons children never enrolled in schools

The target group for the study were children 'Without any education' – classified from the questionnaire as those who never enrolled in school, or who were either jobless or doing informal work. Multiple choice answers were given and thus eleven reasons were provided. Therefore, the percentages below represent the percentage of the sample responding positively to each option. The top two responses were family problems/poor family economy (65.9%) and heading the household (10.4%).

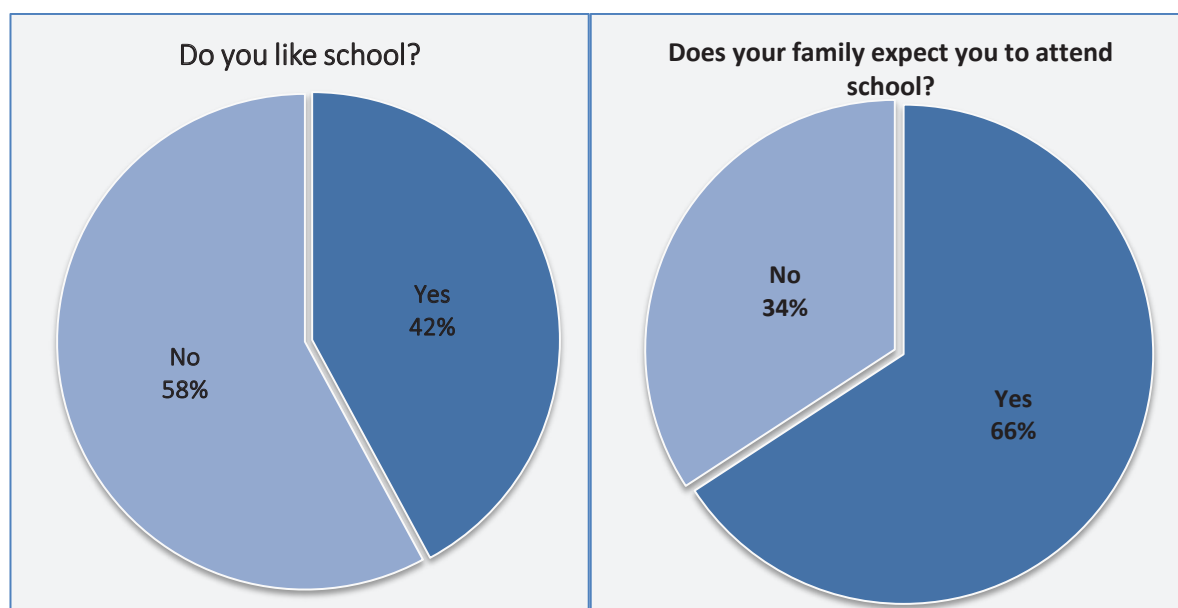
Figure 58: Reasons children never enrolled in school



### 5.2.5. Motivation of street and working children to get an education

Almost 42.1% of street working children liked attending school and 57.9% of them did not. It was found that many street working children come from problem families and engaged in street work to earn money to supplement their families. According to the respondents they would like to attend school because they feel that they need a document certifying completion of basic school in order to continue education or earn money. On the other hand, it was found that their parents expected them to attend school. Based on findings about 66% of them mentioned that their parents expected them to attend school.

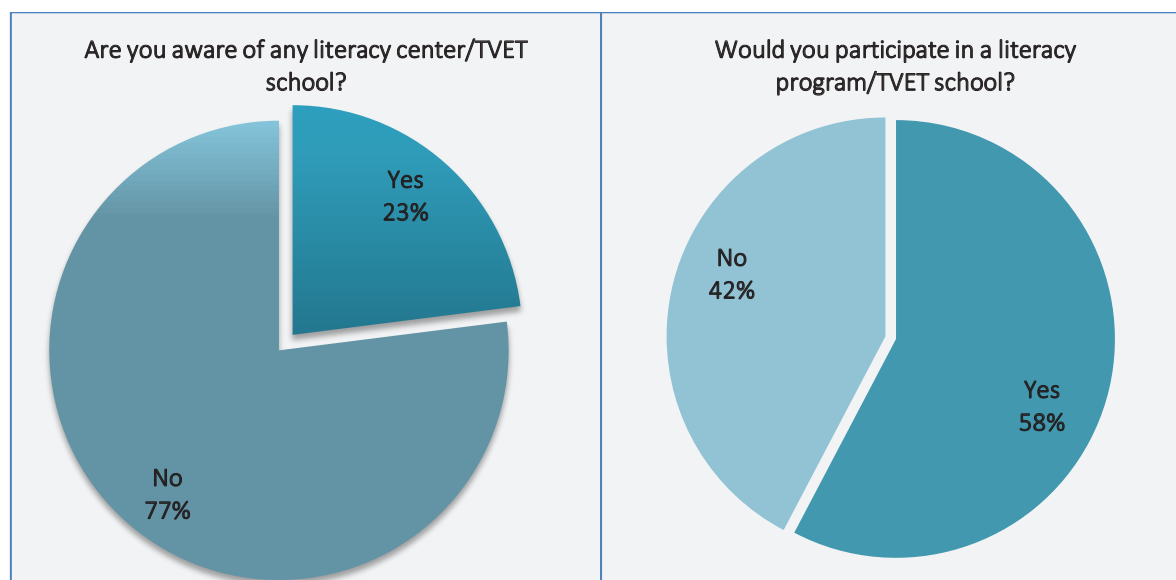
Figure 59: Desire of street working children to get a basic education





The study revealed that most (77%) of street working children were not aware of any literacy program and only 23% of them have heard about literacy programs. However when street working children were asked if they would participate in a literacy program/TVET school, more than half (58%) of them mentioned that they would like to participate and expressed that “Yes, I want to learn to read and write”.

Figure 60: Desire of street working teenagers to get a basic education



During the study street children were asked, “What needs to be done to get you to go to school?” When answers are grouped, it is clear that the main efforts must be made by the government to provide learning opportunities for street working teenagers.

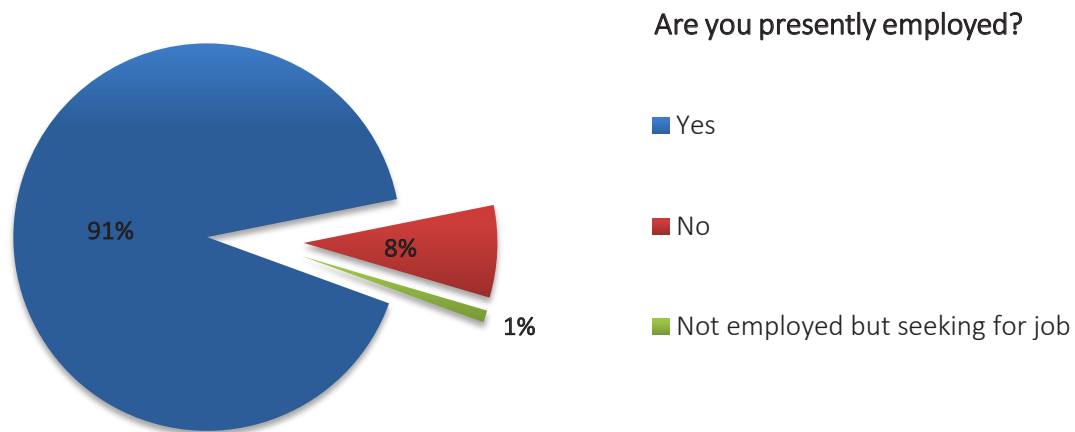
Table 39: Actions that need to be taken for street working teenagers

What needs to be done to get you to go to school?			
Answers given by street working children	Frequency	Valid Percent	Cumulative Percent
Provide learning opportunity (Vocation) for out-of-school children	51	21.9	21.9
Pay salary or incentive during training	56	24.0	45.9
Create job opportunity during the training	57	24.5	70.4
Provide transportation and basic equipment for out-of-school children	18	7.7	78.1
Establish TVET schools and courses in provinces	32	13.7	91.8
Provide vocational training for out-of-school children	15	6.4	98.3
TVET School is good for youths	4	1.7	100.0
<b>Total</b>	<b>233</b>	<b>100.0</b>	

### 5.2.6. Employment of street children

A central issue for out-of-school youth is how to make a living and how to find regular work. It was found that 91.3% of out-of-school children ages 15 to 19 report that they are working, while only 7.7% of the youths in this age group are not working and 1% of them are seeking a job (see figure 29).

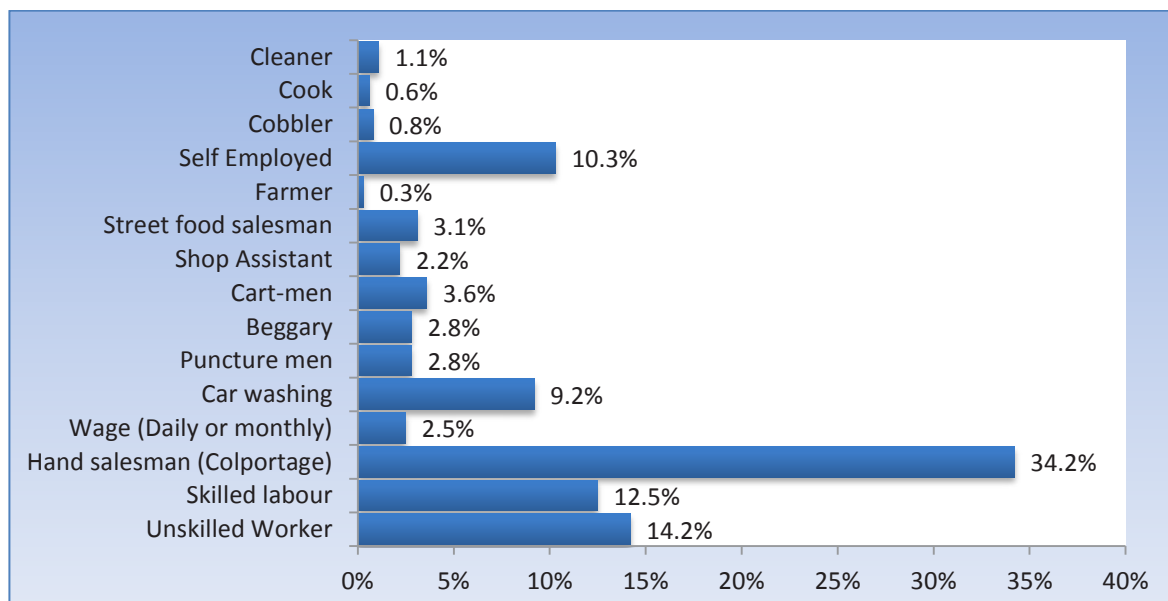
Figure 61: Employment status of out-of-school children



### 5.2.7. Types of work out-of-school children do

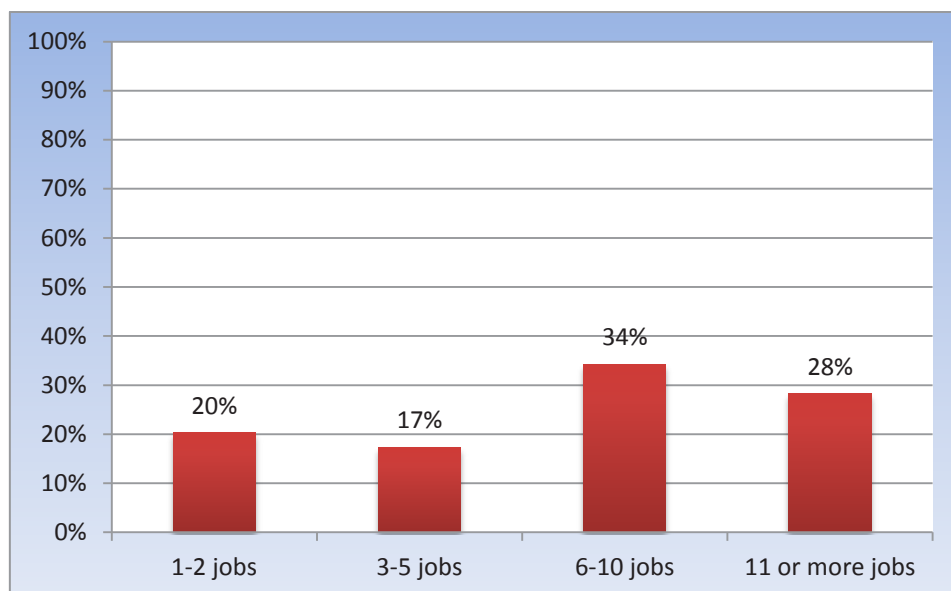
Bazaars are the main places of “employment” for most of the street working teenagers. Of the respondents working, a very high proportion, 34.2 percent, work as salesmen in the streets, followed by unskilled workers (14%), skilled laborers (12.5%) and self-employment which is more than 10% of the total respondents. Almost all of these young men’s jobs are concentrated in the service sector and manual work (which includes skilled as well as unskilled manual labor).

Figure 62: Main work patterns by occupation



These figures represent youth in work situations that are in many cases part-time or seasonal and do not necessarily provide steady income in the form of wages. The below figure shows that nearly one-third (28.2%) of out-of-school children who do work now held 11 or more jobs in the past three years. Similarly more than one-third (34.2%) of them held 6 to 10 jobs in the last three years.

Figure 63: Number of jobs held in the past 3 years by out-of-school children



According to the findings from this study, a high proportion of out-of-school children who are working receive regular cash wages from AFN.50 to AFN.500 per day. Out of the total out-of-school children who are working, 14.9% of them receive up to AFN.50 which is a very low wage to meet their family needs. As will become clear, the great majority of children who are working are not regularly employed for wages.

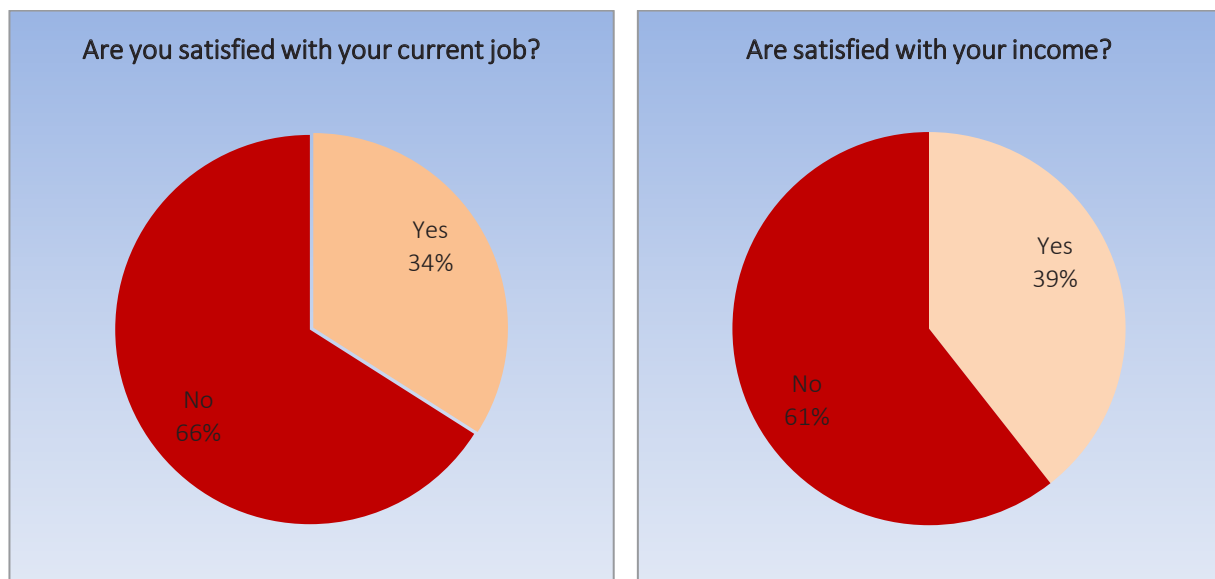
Table 40: Daily income range in Afghani

What is your daily income range in Afghani?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 50 AFN (Afghani)	55	4.7	14.9	14.9
	50 to 100 AFN	150	12.7	40.7	55.6
	100 to 500 AFN	144	12.2	39.0	94.6
	500 to 1,000 AFN	18	1.5	4.9	99.5
	Over 1,000 AFN	2	.2	.5	100.0
	<b>Total</b>	<b>369</b>	<b>31.4</b>	<b>100.0</b>	

The study highlighted that children from poor-off households are more likely to never have enrolled in school, and when they work to supplement their families they earn a little amount of money on a daily basis. Work patterns of the family members have a great impact on child

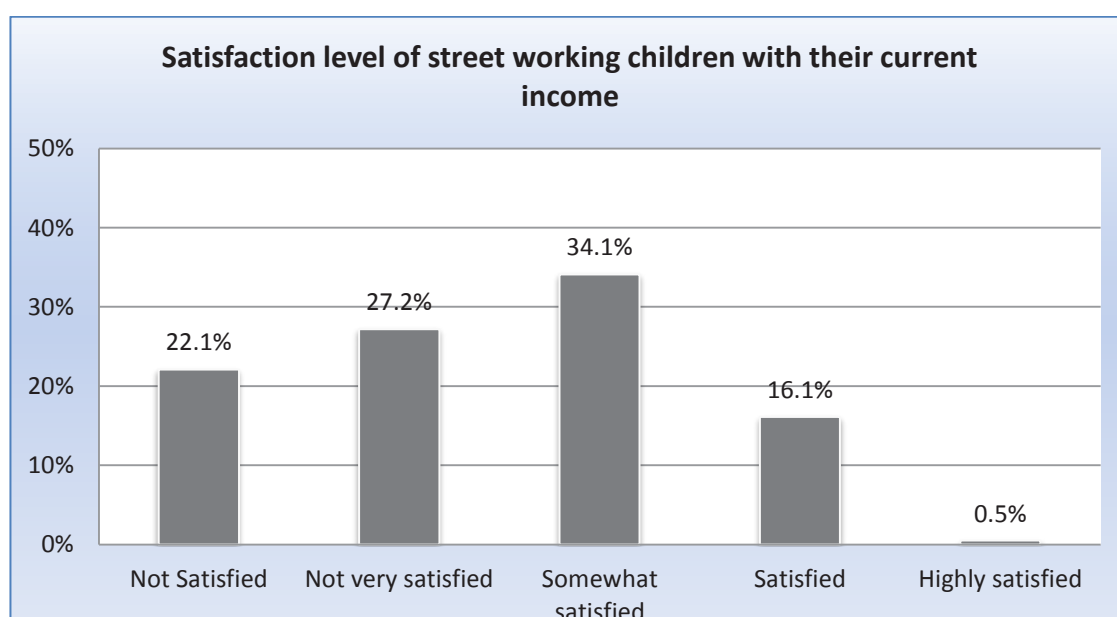
enrollment at school. The present study clearly shows that the income of families was linked to the enrollment of children in school. It was found that most of out-of-school children who are currently working are not satisfied with their current job and salaries. According to the findings about two-thirds (66%) of out-of-school children were not satisfied with their current job, while 60.6% of them were not satisfied with their current income.

Figure 64: Respondent's level of satisfaction with current job and salaries



Similarly it was found that very few children who are currently working are highly satisfied with their current income and only 16.1% of them are satisfied with their income in general. The figure below further illustrates the satisfaction level of children with their current income.

Figure 65: Satisfaction level of children with their current income



Twelve-year-old Rabbani lives in Herat city. He is a never-enrolled child working in the street as a shoe shiner to feed his family. His father is a day laborer and his mother earns some money by washing clothes. Both his parents are illiterate and are unable to provide even the basics for their children. With his eyes turning right and left hoping to find a client, polish his shoes and earn some money, Rabbani says:

*"I am working here on the street from early morning to late evening. I earn AFN.1500 per month, but it is not enough. My father is a laborer and sometimes he cannot find work. My mother washes clothes to earn money but this is not a regular work. I have a bigger brother and he is in Iran to work because he was not able to find a job here in Herat city."*



Low level of income emerges to be the most crucial factor responsible for the incidence of out-of-school children and those who have never attended. For children who are involved in work, school is an almost alien place and education is not a priority since they have to work and supplement their families. As a result most of these children seldom get opportunities to enjoy their childhood.

*"I would love to go to school, but I can't. I should work and earn money. My father and mother are not able to feed us."*

Street working children are perhaps the most vulnerable section of the society who suffer from human deprivations of all forms. Children who are working in the street are at a relatively higher risk of violence and abuse. Furthermore, the major risks to their health include exposure to cold and dampness; their vulnerability to traffic accidents; fear, hunger, psychological deprivation and they are often viewed as a threat to society.

*"I work here but sometimes it is very cold in winter or hot during the summer. We are not allowed to put a shelter here. Most of the time I buy bread for lunch and sometimes I bring some food from home. Sometimes some people insult me and even sometimes beat me. What can I do? They are older than me and can beat me."*

Educational attainment is proxy for literacy in Afghanistan which is the ability to read and write with understanding. Children without the ability to read and write are mostly involved in work situations that are in many cases part-time or seasonal and do not necessarily provide steady income in the form of wages like regular employment. The table below clearly shows that out-of-school children are lacking the required knowledge and skills and thus face many challenges.

Table 41: Opinion of street working children about knowledge and skills that they are lacking

What kind of skills and knowledge do you lack?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Literacy	49	4.2	20.7	20.7
	Vocation	31	2.6	13.1	33.8
	Have no skills	73	6.2	30.8	64.6
	Work experience	10	.8	4.2	68.8
	I am skilled in my field of working	19	1.6	8.0	76.8
	Knowledge	55	4.7	23.2	100.0
	<b>Total</b>	<b>237</b>	<b>20.1</b>	<b>100.0</b>	

The problem of out-of-school children is increasingly clear, and they experience considerable economic and social problems. More specifically out-of-school children are more likely to be unemployed and earn less. They are more likely to smoke, drink or use illegal drugs and can become disconnected from society. Educational status affects individual, family and social stability and resulting developmental outcomes for children. Findings from this study indicate that most of out-of-school children believe that uneducated people are not socially tolerated and do not have the required honor and reputation in the community. Their responses are summarized in the Table below.

Table 42: Opinion of respondents about reputation of youths without education

In your opinion what is the reputation of youths without education?			
	Frequency	Valid Percent	Cumulative Percent
Burden for society and family	53	13.1	13.1
Not have a good position in society	115	28.5	41.6
Ignorant and vagabond	23	5.7	47.3
Illiterate is blind	39	9.7	56.9
His life is ruined	41	10.1	67.1
Is totally irresponsible	16	4.0	71.0
Uneducated is worthless	15	3.7	74.8
Has a low status in society	21	5.2	80.0
Illiterate is always idle	22	5.4	85.4
Unlucky and struggling	9	2.2	87.6
Illiterate people suffering	29	7.2	94.8
Illiterate is just a laborer	21	5.2	100.0
<b>Total</b>	<b>404</b>	<b>100.0</b>	

At the end of this survey these children were asked whether they had any plan for their future or not. Their plans consisted only of working and earning money to support their families including seeking for gainful employment (35%), continuation with their current job (27.2%) and immigration to other countries to seek better employment (9.6%). About 0.5% of them don't know how to plan for their future and some (16.3%) others never thought to plan for their futures. Only a few (11.4%) of them mentioned that they would like to learn a specific vocation in order to get regular employment. From this study we can easily conclude that they are at-risk and vulnerable children and their needs should be addressed by the government through the creation of vocational training and literacy programs.

Table 43: Out-of-school children's future plan

What is your plan for the future?			
	Frequency	Valid Percent	Cumulative Percent
Seek gainful employment	135	35.0	35.0
Continue with my current job	105	27.2	62.2
Immigrate to other province/ country	37	9.6	71.8
Don't know	2	.5	72.3
So far I have not thought about this	63	16.3	88.6
Learn a specific vocation	44	11.4	100.0
<b>Total</b>	<b>386</b>	<b>100.0</b>	

### 5.2.8. Expectations of Governments

The opinion of the respondents was sought on what type of assistance they would want the government to render to make more children to be literate. The highest percentage (25.1%) of the respondents interviewed would want the vocational training centers to be established for out-of-school children and dropouts. Expectedly, a higher (16%) proportion of the respondents were of the opinion that the government should financially assist out-of-school children in order to bring them back to education. Suggestions on establishing schools and focusing on education programs for children and youths also had greater weight among the respondents. Other suggestions included creation of jobs, awareness-raising of parents and security issues shown in the below table.

Table 44: Suggested ways for the government to promote greater literacy rates

What do you think Government should do to assist youths to know how to read and write?			
	Frequency	Valid Percent	Cumulative Percent
Awareness-raising for parents regarding importance of	6	2.1	2.1



education			
Employment opportunity for youth	17	5.9	8.0
Establish night schools for boys and girls	12	4.2	12.2
Establish schools both for boys and girls	43	15.0	27.2
Establish vocational training for youths and out-of-school children	2	25.1	52.3
Government cannot do anything for youths	42	14.6	66.9
Pay attention to youths	5	1.7	68.6
Pay special attention to security	11	3.8	72.5
Should focus on literacy/education programs for youth	33	11.5	84.0
Should provide financial assistance for youth	46	16.0	<b>100.0</b>
<b>Total</b>	<b>287</b>	<b>100.0</b>	

## Discussion and Conclusion

Afghanistan is a country with centuries-old traditions, perceptions and social codes which, on one hand have offered stability, unity and particular identity to its people, and on the other hand have kept the communities in certain confinements. Despite the intellectual, cultural and technological revolutions of the last century, Afghan people lag behind most of the nations of the world. Although this is mostly because of the persistent unrest in the country and exploiting regimes over the years, illiteracy, strict conservatism and poverty also played significant parts in all these problems. Wars, conflicts, poverty, ignorance and illiteracy have fed into each other, forming a vicious circle. Irrespective of the main causes, unfortunately little attention has been given to the development and growth of vibrant civil society in Afghanistan. Education is a vital prerequisite for combating poverty, empowering women, protecting children from hazardous and exploitative labor, and from sexual exploitation, and for promoting human rights and democracy, protecting the environment, and influencing population growth.

Access to basic education and the achievement of primary education by the world's children is one of the Millennium Development Goals. According to Multiple Indicator Cluster Surveys (MICS)<sup>1</sup>, only 55% of children of primary-school-age are attending school, and about 68% of secondary-school-age children are not attending school. It is clearly indicated in the MICS survey that early childhood education attendance is very low in Afghanistan, with implications for successful transitions to primary school.

Though, Article 32 of the CRC states that “States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.” Further, the MDGs call for the

<sup>1</sup> Multiple Indicator Cluster Surveys (MICS) and Millennium Development Goals (MDG) Indicators, Afghanistan, 2010-2011



protection of children against exploitation. But a number of factors such as poverty, gender, location, household education level, parent occupation, household income level often influence a child's access to education. Children from poor households have particular pressure on them to work. Findings which are drawn upon here were also found in a number of studies on the relationship between child labor and poverty. According to the MICS survey, 27% of children aged 5-11 years were involved in child labor activities, while the figure is 22% for children aged 12-14 years. The prevalence of total child labor (aged 5-14 years) was 25% at the country level. Based on MICS findings, of the 42% of children aged 5-14 attending school, more than half of them (51%) are also involved in child labor activities. Of the 25% of children involved in child labor, less than one third of them are also attending school (31%).

Similarly, according to a 1996 survey conducted by the Afghan NGO Aschiana, the German Aid Group Terre Des Hommes and the office of the United Nations High Commissioner for Refugees (UNHCR), about 28,000 children were identified as "street-working children" in 10 populous districts of Kabul. Many of the children lost the breadwinners in their homes or were put on the street to work, most of them as shoeshine boys or porters, washing cars, burning incense, selling small items or collecting metal. Others still resort to begging, but rarely admit it, considering such acts shameful. The study found that a range of interrelated factors interact to influence how and why children and teenagers are working on the street. There are many reasons that children and teenagers leave or never attend school and work on the street. Financial circumstances of households are linked directly to child labor, and household income is found to be an important factor in determining access to education. The present study clearly shows that the income of families is linked to school attendance. The study also found that the family members, in particular the head of household, is not employed or employed with low daily wages. If income levels are low, children may be working to supplement the household's income. The number of working children, the majority of whom have not received any education is very high, with most of the children working in hazardous jobs in small factories. Nevertheless the wages of the children contribute to the survival of their families.

The household living conditions of children play an influencing role in access to education. The household context may correspond with other family-related factors such as family income, education of family members, size of household and occupation of household members and thus family-related factors are only one in a range of factors which might lead to street working. The present study found a relationship between family background and street working. Based on findings children from a poor family economy, poorly educated parents and larger family sizes are more likely to work in the streets and earn money. Children-headed household is another factor that takes children away from basic education. The education level of household members is particularly influential in children's access to basic education and schooling. There is a link between parental education and retention in school since non-educated parents cannot provide the support and cannot understand the benefit of schooling.

Large family size is another problem for children's education, even for those families who are aware of the importance of education. It is still argued that the man is the "bread winner" and hence boys in large-sized families have to work and supplement their families. On the other hand, there is a greater need for girls (labor at home) and thus many parents keep their daughters at home for household activities such as cooking, selling, farming, taking care of other siblings or sick members of the family, laundry, etc.

Many street working children beg on the streets from morning to night. Many children find informal work picking rubbish out of garbage bins. But those who were contacted for interview in this survey were among those who were working. According to the findings 34.2 percent work as salesmen in the streets, followed by unskilled workers (14%), skilled laborers (12.5%) and self-employed which is more than 10% of the total respondents. Almost all of these young men's jobs are concentrated in the service sector and manual work (which includes skilled as well as unskilled manual labor).

However, in order for children to sustain a life off the streets, they must acquire marketable skills that eventually enable them to get jobs. It was found in this study that most of the street working teenagers were lacking acquired skills. They could benefit from basic literacy and numeracy skills as well as a variety of vocational fields including carpentry, painting and mechanics in order to enable them to earn money through a vocation.

## **Recommendation**

- Provide them an opportunity for a career. To give street children and working children the opportunity to get a formal primary education, the night school approach offers children the opportunity to study, receive primary education and to break out of the vicious circle of poverty while considering their engagement in labor at the same time.
- Encourage more programs that support them and create more opportunities for youth to receive business and/or vocational training that lead to a better future.
- Develop a policy framework to respond adequately to needs of children at the risk of living or working on the streets.
- Provide them with food, clothing, shelter, education, health care, love, protection and basic rights
- Reduce poverty in the communities and homes
- Enforce law system to protect them
- Promote their integration into society
- Promote child rights through a long-term support to tackle the issue of child labor

**Annex 1: List of general schools**

Province	School name	Number of Interviews conducted
<b>Balkh</b>	Sanai Primary School	1
	Qazi Hamidulddin High School	2
	Chahar Bolak High School	2
	Mulana Jalaludin Mohammad High School	3
	Sayd Hedayatullah Naqshbandi High School	2
	Ata Mohamad Noor High School	2
<b>Helmand</b>	Hazarjuft Primary School	1
	Chanjir Primary School	2
	Shamyari Primary School	1
	Abulfati Basti Primary School	3
	Hazarjuft Primary School	2
	Shaheed Engineer Abdul Mateen Primary School	2
	Nad Ali Zargoon School	3
	Char Kucha Primary School	1
	Abulfahti Busti Primary School	1
	Mir Manrab Primary School	1
	Hazarat Hamza Primary School	1
	Gharshak Primary School	4
	Shaheed Mohammad Khlas	2
	Da Baba Primary School	1
<b>Herat</b>	Abdul Ali Mostaghni	1
	Zinda Jan High School	2
	Mehri Horawi High School	2
	Amir Ali Sher Nawai High School	1
	Ustad Fekri Saljoqi High School	1
	Resalat High School	1
	Goharshad High School	2
	Naswan Mir Sadat High School	3
	Tajrobawi High School	1
	Mohammadia High School	1
	Obeh High School	1
	Dadstan High School	3

	Wazir Yar Mohammad Khan Alokozai High School	2
	Soltan Gheyasodin Ghorri High School	2
	Mafaq Primary School	2
	Mawlana Abdul Rahmani Jami High School	3
<b>Jawzjan</b>	Baba Ali Sher Khan School	2
	Ibne Yaman School	1
	Zokor Aqcha School	1
	Ghulam Sarwar Shaheed	2
	Aqcha Primary School	1
	Qarancha Baba School	3
<b>Kabul</b>	Abdul Hadi Dawe High School	5
	Amani High School	5
	Ariana High School	4
	Aziz Afghan High School	7
	Bibi Mahro High School	6
	Habibia High School	6
	Haji Qadeer High School	6
	Sher Por School	4
	Asheqan wa Arefan	5
	Abdul Qasem Ferdawsi High School	5
	Omara Khan School	4
	Abdul Rahman Baba School	4
	Number 12 High School	3
	Maryam High School	6
	Mahmod Tarzi High School	5
	Shah Doshamshera School	3
	Bebe Sarwar i Sekandari School	4
	Bebe Mahro Male High School	2
	Ghazi High School	5
	Dai Kepak High School	4
	Ghazi Mohamad Ayob Khan High School	3
	Wazer Mohamad Akbar Khan High School	2
	Gholam Hayder Khan High School	3
	Zarghona High School	3

	Mairabudin High School	4
<b>Kandahar</b>	Mohamood Zia Primary School	1
	Shaheed Mohammad Omar Primary School	1
	Zahir Shahi Baba Primary School	1
	Jamal Koriz High School	2
	Barik Nicka High School	2
	Mirwasi Naki Primary School	4
<b>Kapesa</b>	Hazerat Farokh Shah	1
	Jalaluddin Shaheed School	1
	Abdul Raqib Shaheed School	1
	Mohammad Anwar Shaheed School	2
	Mir Masjedi Khan High School	2
	Abdul Baqi Shaheed Primary School	1
	Abdul Momin Shaheed High School	2
<b>Konar</b>	Kotki High School	1
	Dohni Primary School	2
	Sar Kano Dohni Primary School	2
<b>Kunduz</b>	Barnarg Primary School	1
	Aqa Masjid Primary School	1
	Shir Khan High School	2
	Sajani Sufllah Primary School	1
	Malarghi Primary School	1
	Mama Khil Primary School	1
<b>Laghman</b>	Zokor Hazrat Imam Sahib High School	2
	Zar Kamar High School	2
	Gar Yala High School	1
	Dawlat Shah High School	2
	Shamta Khil Primary School	1
<b>Logar</b>	Ghazi Hadi High School	2
	Mohmad Jan Khan High School	3
	Khwaja Mohmad Akbar Khan High School	2
<b>Nimroz</b>		
	Dahmarda High School	1
	Chahar Burjak High School	1
	Kamal Khan Primary School	1
<b>Nangarhar</b>	Farkhi High School	2
	Pacheragam High School	1
	Mosa Shafeeq Primary School	1
	Meya Omer High School	1

	Chahar Bagh High School	2
	Shaheed Adam Khan High School	2
	Kandi Bagh Primary School	1
	Wafiullah Primary School	1
	Charbagh Safa High School	2
<b>Paktia</b>	Muchalgho Primary School	1
	Jani Khel Primary School	1
	Chamkanay Primary School	1
	Abdul Hai Gardezi	2
<b>Paktika</b>	Mata Khan High School	1
	Gomal Primary School	1
	Urgoon High School	1
	Hazrat Bilal High School	1
<b>Panjshir</b>	Abdarah School	1
	Karaman School	1
	Rukha School	1
	Mirza Abdul Ghafoor Yaqubi	2
	Wali Mohammad Shaheed	1
	Piyawast School	1
	Bazarak School	2
<b>Parwan</b>	Noman High School	3
	Nomani Shahid School	1
	Mir Ali Shahid School	1
	Ahangran School	1
	Olang School	1
	Salang School	2
	Paarsa School	1
	Qala-e-Sokhta School	1
	Jabal Saraj School	2
	Shekh Ali School	2
	Dolana School	1
	Toghedal School	1
	Ghulam Haider Khan	1
<b>Samangan</b>	Markaz Behsod School	1

	Karte Solah School	1
	Shah Basand Khan Middle School	1
	Hazrat Noman Middle School	1
<b>Takhar</b>	Tariq Shaheed School	2
	Hazrat Khan High School	1
	Haq Masjeed High School	1
	Hazarat Balil Primary School	1
<b>Wardak</b>	Shahed Saber Yar School	1
	Sorkh Abad High School	1
	Besmullah Khan School	1
	Azrat -i-Omar Farogh Primary School	1
	Awal Baba High School	1
	Teetmur Middle School	1
	Mayan Shahid Middle School	1
<b>Zabul</b>	Qalat Primary School	4
	Arghandab Primary School	2
	Naw Khez High School	3

## Annex 2: Dropout's questionnaire

### Tracer Study of Basic Education Graduates and Dropouts

#### Dropout's questionnaire

Province:	
District:	
Name of School / Institute:	
Educational Provider:	

Interviewer name: _____
Date of Interview: _____
Interviewer code: _____
Contact Successful <input type="checkbox"/> Contact Unsuccessful <input type="checkbox"/>

Result Codes - Circle the correct code

Completed <input type="checkbox"/>	Incomplete-respondent termination <input type="checkbox"/>	Incomplete-third party interruption <input type="checkbox"/>
Respondent refusal <input type="checkbox"/>	Parent refusal <input type="checkbox"/>	Dead/outside of the country <input type="checkbox"/>

<b>Interviewer/ Surveyor</b>	<b>Supervisor/ Team leader</b>	<b>Encoder</b>
Code:	Name:_____	Name:_____
Date:    /    /2013	Date:    /    /2013	Date:    /    /2013
Signature:_____	Signature:_____	Signature:_____

Archived By:  
Signature:\_\_\_\_\_

Date:    /    /2013

## Introduction

Hello, my name is \_\_\_\_\_ and I work for Afghanistan Center for Training and Development (ACTD). Today we are conducting research with students who have left basic education at TVET schools within the past three years. We are soliciting your participation in a study entitled **Tracer Study of Basic Education Graduates and Dropouts**” and hope you will agree to take about 30-45 minutes of your time to complete this survey. The proposed study mainly aims to achieve the following objectives.

- Understand the education choices and employment experience of the target group
- Understand the education choices and future plans of learners who drop out from basic education and who are 15 to 19 years old (disregarding the year they dropped out)

The results of this survey will help schools and students be better prepared to meet the challenges they face. Your participation is entirely voluntary and all the questions we ask you will be confidential and no individual responses will be reported. The responses will only be reported as a group.

Completing this survey will not expose you to any foreseeable risk or harm of any sort. This means that your identity as a participant will not be revealed to anyone other than the investigator. Any references to information that would reveal your identity will be removed or disguised (No individual data will be reported) prior to the preparation of the study report.

If any question makes you feel uncomfortable or you would prefer not to answer, you may ask to skip



it. If you don't understand the question or do not know how to answer, you can ask us to elaborate it more for you.

You may also stop the survey at any time.

If you have questions or concerns regarding this study, please contact Dr. by email at [prog.development@actd.org.af](mailto:prog.development@actd.org.af) or by phone at 0784 018 410. Thank you for agreeing to participate in this study; your participation is greatly appreciated.

Do you freely agree to participate in this survey?

Agree ☐

Do not agree ☐

### Dropouts

A. Demographic information	Answers/responses	Interviewer guide
A1. Student's sex	1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female	
A2. How old are you?	_____ Years	interviewer: record age at last birthday
A3. How would you classify your ethnic group? <i>✓check one response</i>	1 <input type="checkbox"/> Pashtoon 2 <input type="checkbox"/> Tajik 3 <input type="checkbox"/> Uzbek 4 <input type="checkbox"/> Hazara 5 <input type="checkbox"/> Turkmen 6 <input type="checkbox"/> Other Specify 7 <input type="checkbox"/> please describe _____	
A4. What is your marital status?	1 <input type="checkbox"/> Single 2 <input type="checkbox"/> Married 3 <input type="checkbox"/> Divorced 4 <input type="checkbox"/> Widowed 5 <input type="checkbox"/> Other – describe	
A5. Size of household	Number (s) _____	
A6. What is your mother's highest level of education?	1 <input type="checkbox"/> Never gone to school 2 <input type="checkbox"/> Primary School 3 <input type="checkbox"/> High School 4 <input type="checkbox"/> University 5 <input type="checkbox"/> Madrasa/ religious school 6 <input type="checkbox"/> Other – describe	
A7. What is your father's highest level of education?	1 <input type="checkbox"/> Never gone to school 2 <input type="checkbox"/> Primary School 3 <input type="checkbox"/> High School 4 <input type="checkbox"/> University 5 <input type="checkbox"/> Madrasa/ religious school 6 <input type="checkbox"/> Other – describe	
A8. Is the place you are living?	1 <input type="checkbox"/> Owned by you 2 <input type="checkbox"/> Rented 3 <input type="checkbox"/> Owned by a family member	

	4 <input type="checkbox"/> Other describe _____	
A9. Is the place you are living urban or rural?	<input type="checkbox"/> Urban <input type="checkbox"/> Rural	
A10. How much is your family monthly income?	_____ Afs	
A11. Does your overall family income respond to your family needs?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
A12. What is the profession of your parents (household members)?	Spouse _____ Father _____ Mother _____ Brother(s) _____ Sister(s) _____ Children _____	
B.1. When did you start school?	1 <input type="checkbox"/> 1385 2 <input type="checkbox"/> 1386 3 <input type="checkbox"/> 1387 4 <input type="checkbox"/> 1388 5 <input type="checkbox"/> 1389	
B.2. Withdrawal date: What year did you leave school?	____/____/____	dd/mm/yy
B.3. Grade Level: What grade were you in the very first time you decided to leave TVET school?	1 <input type="checkbox"/> 6 <sup>th</sup> 2 <input type="checkbox"/> 7 <sup>th</sup> 3 <input type="checkbox"/> 8 <sup>th</sup> 4 <input type="checkbox"/> 9 <sup>th</sup> 5 <input type="checkbox"/> Other Specify	
B.4. What is the <i>primary</i> reason that you decided to withdraw from school? (check one)	1 <input type="checkbox"/> Employment 2 <input type="checkbox"/> Marriage 3 <input type="checkbox"/> Pregnancy 4 <input type="checkbox"/> Illness 5 <input type="checkbox"/> Family Problems 6 <input type="checkbox"/> Student/teacher conflict 7 <input type="checkbox"/> Failing classes 8 <input type="checkbox"/> Expulsion 9 <input type="checkbox"/> Boredom (unmotivated) 10 <input type="checkbox"/> Emigration 11 <input type="checkbox"/> Other Specify	
B4.1.1 What were the terms of employment while studying in school?	1 <input type="checkbox"/> Permanent 2 <input type="checkbox"/> Temporary 3 <input type="checkbox"/> Part-time 4 <input type="checkbox"/> Contract 5 <input type="checkbox"/> Self-employed 6 <input type="checkbox"/> Family Business 7 <input type="checkbox"/> Other	
B4.1.2. How many jobs have you held in the past 3 years or since you dropped out?	1 <input type="checkbox"/> None 2 <input type="checkbox"/> 1-2 jobs 3 <input type="checkbox"/> 3-4 jobs 4 <input type="checkbox"/> 5 or more jobs	
B.4.2.1. After marriage, what was the reason that you	1 <input type="checkbox"/> My husband's family expected me to withdraw from school	Only girls

decided to withdraw from school?	2 <input type="checkbox"/> Distance to school 3 <input type="checkbox"/> Insecurity 4 <input type="checkbox"/> Lack of female teachers 5 <input type="checkbox"/> Child rearing 6 <input type="checkbox"/> Care for a family member 7 <input type="checkbox"/> Others _____	
B.4.2.2. Who forced you to withdraw from school?	1 <input type="checkbox"/> Husband 2 <input type="checkbox"/> Father-in-law 3 <input type="checkbox"/> Mother-in-law 4 <input type="checkbox"/> Sister-in-law 5 <input type="checkbox"/> Brother-in-law 6 <input type="checkbox"/> Others _____	
B.4.2.3. After marriage, what was the reason that you decided to withdraw from school?	1 <input type="checkbox"/> Left schools to work and supplement family income 2 <input type="checkbox"/> Lack of interest 3 <input type="checkbox"/> lack of parental support for education 4 <input type="checkbox"/> Others _____	Only boys
B.4.3.1. What type of family problems prevented you from continuing your education at the time you dropped out?	1 <input type="checkbox"/> Substance abuse or mental health problem of a family member 2 <input type="checkbox"/> Poor family economy 3 <input type="checkbox"/> Parents' fight 4 <input type="checkbox"/> Others _____	
B.5. Were you satisfied with your school result?	1 <input type="checkbox"/> Not satisfied 2 <input type="checkbox"/> Not very satisfied 3 <input type="checkbox"/> Somewhat satisfied 4 <input type="checkbox"/> Satisfied 5 <input type="checkbox"/> Highly satisfied	
B.6. Were you satisfied with your teachers?	1 <input type="checkbox"/> Not satisfied 2 <input type="checkbox"/> Not very satisfied 3 <input type="checkbox"/> Somewhat satisfied 4 <input type="checkbox"/> Satisfied 5 <input type="checkbox"/> Highly satisfied	
B.7. Were you satisfied with your school in general?	1 <input type="checkbox"/> Not satisfied 2 <input type="checkbox"/> Not very satisfied 3 <input type="checkbox"/> Somewhat satisfied 4 <input type="checkbox"/> Satisfied 5 <input type="checkbox"/> Highly satisfied	
B.8. Were you satisfied with the teaching methodology?	1 <input type="checkbox"/> Not satisfied 2 <input type="checkbox"/> Not very satisfied 3 <input type="checkbox"/> Somewhat satisfied 4 <input type="checkbox"/> Satisfied 5 <input type="checkbox"/> Highly satisfied	
B.9. Have you felt rejected at school?	1 <input type="checkbox"/> Often    2 <input type="checkbox"/> Sometimes 3 <input type="checkbox"/> Never felt this	
B.10. Have you felt that you didn't like being at school?	1 <input type="checkbox"/> Often    2 <input type="checkbox"/> Sometimes 3 <input type="checkbox"/> Never felt this	
B.11. Do you like school?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
B.12. Did you have any problems at school at the time	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	

you dropped out?		
B.12.1. If you answered "YES" to the last question what was the reason?	<input type="checkbox"/> Fights with peers/students <input type="checkbox"/> Caught smoking or drinking at school <input type="checkbox"/> Warned by principal/ teacher because of my behavior <input type="checkbox"/> Feel that I cannot cope with pressure at school <input type="checkbox"/> Thought that school is a waste of time <input type="checkbox"/> Financial problem <input type="checkbox"/> Assignments were too difficult <input type="checkbox"/> Other, please describe	
B.13. Was there adequate provision of proper learning materials for students?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
B.13.1. Were there good facilities available to students?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
B.13.2. Were there good instructors/teachers for students?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
B.14. How was the teacher's behavior towards students?	<input type="checkbox"/> Was helpful/cooperative <input type="checkbox"/> Was caring <input type="checkbox"/> Enforced good discipline <input type="checkbox"/> Was verbally aggressive <input type="checkbox"/> Hit students <input type="checkbox"/> Was disruptive or violent <input type="checkbox"/> Was abusive <input type="checkbox"/> Other, please describe	
C.1. What is your plan for the future?	<input type="checkbox"/> Return to my education <input type="checkbox"/> Seek gainful employment <input type="checkbox"/> Continue with my current job <input type="checkbox"/> Immigrate to other province/country <input type="checkbox"/> Don't know <input type="checkbox"/> So far I have not thought about this <input type="checkbox"/> Other, please describe	
C.2. If you plan to work or seek for a job with which sector job do you prefer?	<input type="checkbox"/> Private <input type="checkbox"/> Government/public <input type="checkbox"/> NGO <input type="checkbox"/> INGO <input type="checkbox"/> Police/Army <input type="checkbox"/> Self-Employed <input type="checkbox"/> Other, please describe _____	
C3. What are the reason(s) for working with the above-mentioned sector? You may check (✓) more than one answer.	<input type="checkbox"/> Interested/liked <input type="checkbox"/> Salaries and benefits <input type="checkbox"/> Career challenge <input type="checkbox"/> Related to my special skill <input type="checkbox"/> Proximity to residence <input type="checkbox"/> Family influence <input type="checkbox"/> Other reason (s) please specify _____	
C4. Are you presently employed?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Not employed but seeking for a job	If Yes, please go to Q# C.5

	4 <input type="checkbox"/> Not employed and not looking for a job 5 <input type="checkbox"/> Study in another school 6 <input type="checkbox"/> Study in private school 7 <input type="checkbox"/> Other _____	
C.4.1. Please state reason/s why you are not yet employed. You may check (/) more than one answer.	1 <input type="checkbox"/> Health-related reasons 2 <input type="checkbox"/> Family concerns and decision 3 <input type="checkbox"/> Lack of work experience 4 <input type="checkbox"/> Not found a desired job 5 <input type="checkbox"/> Not found a job related to my field of study 6 <input type="checkbox"/> No job opportunity 7 <input type="checkbox"/> Did not look for a job yet 8 <input type="checkbox"/> Working at home 9 <input type="checkbox"/> Pursuing further studies 10 <input type="checkbox"/> Other reason/s (please specify) _____	
C4.2. What was the time between your leaving school and employment?	_____ Day          _____ Week _____ Month _____ Year	
C.4.3. How many employers did you contact before you got your first job after leaving school?	1 <input type="checkbox"/> None 2 <input type="checkbox"/> Only one 3 <input type="checkbox"/> 2 to 5 4 <input type="checkbox"/> 6 to 10 5 <input type="checkbox"/> 11 to 20 6 <input type="checkbox"/> More than 20	
C.5. Present employment status.	1 <input type="checkbox"/> Formal (registered company) 2 <input type="checkbox"/> Non-formal 3 <input type="checkbox"/> Self-employed 4 <input type="checkbox"/> Seasonal employment 5 <input type="checkbox"/> Cottage industry/home-based 6 <input type="checkbox"/> Contractual 7 <input type="checkbox"/> Other _____	
C5.1. After dropout or graduation from grade 9, what type of job did you have?	1 <input type="checkbox"/> Administrative 2 <input type="checkbox"/> Professional/ Technical 3 <input type="checkbox"/> Sales/Service 4 <input type="checkbox"/> Supportive (Support staff) 5 <input type="checkbox"/> Handicraft 6 <input type="checkbox"/> Manual labor 7 <input type="checkbox"/> Skilled labor 8 <input type="checkbox"/> Military and protective services 9 <input type="checkbox"/> Other _____	
C.6. Did you work full time or part time in this job?	1 <input type="checkbox"/> Full time    2 <input type="checkbox"/> Part time	
C.7. How would you describe your	1 <input type="checkbox"/> Paid/Salary Employment	

employment?	2 <input type="checkbox"/> Unpaid employment	
C8. Type of sector you work in?	1 <input type="checkbox"/> Industrial -technical 2 <input type="checkbox"/> Business 3 <input type="checkbox"/> NGO/INGO 4 <input type="checkbox"/> Agriculture 5 <input type="checkbox"/> Hotel/restaurant 6 <input type="checkbox"/> Security 7 <input type="checkbox"/> Other _____	
C.9.1. Industry type	1 <input type="checkbox"/> Metal 2 <input type="checkbox"/> Construction 3 <input type="checkbox"/> Carpentry 4 <input type="checkbox"/> Electrical materials 5 <input type="checkbox"/> Pipe 6 <input type="checkbox"/> Oil 7 <input type="checkbox"/> Gas 8 <input type="checkbox"/> Other _____	
C.9.2. Self-Employment Type	1 <input type="checkbox"/> Business 2 <input type="checkbox"/> Agriculture 3 <input type="checkbox"/> Other _____	
C.9.2.1. What is your annual income Range in Afs?	1 <input type="checkbox"/> Up to 50,000 2 <input type="checkbox"/> 50,000 to 100,000 3 <input type="checkbox"/> 100,000 to 150,000 4 <input type="checkbox"/> 150,000 to 200,000 5 <input type="checkbox"/> Over 200,000	
C.9.2.2. Are satisfied with your income?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
C.9.2.3. Are you satisfied with the current job?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
C.9.2.4. How do you rank your satisfaction level with your current income?	1 <input type="checkbox"/> Not very satisfied 2 <input type="checkbox"/> Somewhat satisfied 3 <input type="checkbox"/> Satisfied 4 <input type="checkbox"/> Highly satisfied 5 <input type="checkbox"/> Not satisfied	
C.9.3. What types of jobs have you held after leaving school?	1 <input type="checkbox"/> Administrative  2 <input type="checkbox"/> Technical  3 <input type="checkbox"/> Sales/Marketing  4 <input type="checkbox"/> Clerical/Administrative Support  5 <input type="checkbox"/> Service Worker  6 <input type="checkbox"/> Crafts Worker/Installer/Repairer  7 <input type="checkbox"/> Operator/Assembler  8 <input type="checkbox"/> Laborer 9 <input type="checkbox"/> Other _____	
C.9. 4. Business type	1 <input type="checkbox"/> Family-based business 2 <input type="checkbox"/> Non-family based business	
C.10. How did you acquire the needed skills (What steps did you take to get	1 <input type="checkbox"/> Working under pressure	

there)?	<input type="checkbox"/> Working with team <input type="checkbox"/> Practicing new knowledge <input type="checkbox"/> Coaching <input type="checkbox"/> Learning from other's experience <input type="checkbox"/> Seeking help from others <input type="checkbox"/> Self-study <input type="checkbox"/> Self-experience <input type="checkbox"/> Other_____	
C.11. How long did it take to become job-competent?	_____Day _____Week _____Month _____Year	
C.12. How did you search for this job?	<input type="checkbox"/> Online search <input type="checkbox"/> In-person visit <input type="checkbox"/> Networking <input type="checkbox"/> Internship <input type="checkbox"/> Application to advertised vacant position (Media ads in newspaper, TV and radio) <input type="checkbox"/> Asked a friend to help <input type="checkbox"/> Family member found a job <input type="checkbox"/> Other_____	
C.13. What skills and knowledge were you lacking after leaving school?	<input type="checkbox"/> Literacy <input type="checkbox"/> Math <input type="checkbox"/> Teamwork <input type="checkbox"/> Writing <input type="checkbox"/> Computer <input type="checkbox"/> Language <input type="checkbox"/> Creativity <input type="checkbox"/> Independent work <input type="checkbox"/> Communication skills <input type="checkbox"/> Negotiation <input type="checkbox"/> Time management <input type="checkbox"/> Leadership <input type="checkbox"/> Initiative <input type="checkbox"/> Problem solving <input type="checkbox"/> Other please describe_____	

C.14. Would you say your job is stable now?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
C.15. Do you get additional benefits besides your salary?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
C.16. Are satisfied with your salary?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
C.17. Does your monthly income/salary respond to your family needs?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
C.18. Are you satisfied with the current job?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
C.19. How do you rank your satisfaction level with your current salary?	1 <input type="checkbox"/> Not very satisfied 2 <input type="checkbox"/> somewhat satisfied 3 <input type="checkbox"/> Satisfied 4 <input type="checkbox"/> Highly satisfied 5 <input type="checkbox"/> Not satisfied	
D.1. Does your family expect you to graduate from high school or continue further studies?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
D.2. Are you interested in continuing your education?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
D.3. Type of further education?	1 <input type="checkbox"/> High School 2 <input type="checkbox"/> University 3 <input type="checkbox"/> Short-term trainings related to my job 4 <input type="checkbox"/> Long-term training related to my job requirement 5 <input type="checkbox"/> Other, please specify _____	
D.4. Are you willing to study at evening schools?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
D.5. Are you able to pay a fee for your education or training?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
Recommendation		

### Annex 3: Dropout's questionnaire

#### Focus Group Discussion Topic Guide

1. When you first started thinking about leaving TVET School what were your reasons?

**PROBE:** What could have caused you to leave the school?

**PROBE:** What are all of the things that contributed to your decision to leave? (Be as specific as possible). I would like for you to share specific reasons. Feel free to talk about



any aspect or causes during the course of the discussion—people, places, activities, classes, rules—anything!

2. Which would you say had the most influence on your decision to leave?

3. We are going to discuss about TVET schools, what are your feelings about TVET School.

**PROBE:** What are the most positive things about attending TVET School?

**PROBE:** What are the most negative things about attending TVET School?

**PROBE:** Was there anything in particular about the teacher, school environment and classes that turned you off from learning at the TVET School you attended?

4. What were your reasons for wanting to attend TVET School at the beginning?

**PROBE:** What were your expectations from attending TVET School?

**PROBE:** What was your career goal before attending TVET School?

5. What did you think was not important about studying or continuing your education in TVET school? Why?

**PROBE:** Are you looking to re-enter school, change careers, increase your skills in your current profession, or something else?

7. We'd like to hear about the school you studied in? Would you say that studying in school was helpful for you?

**PROBE:** In what ways were the schools helpful to you?

**PROBE:** In what ways do you feel that the classes fell short in helping you reach your goals?

8. Based on your experiences, what recommendations would you make to the staff at those schools you decided to leave so that they can make corrections in order to keep students in school? "Please tell me (more) about that..."? In your opinion, what factors play an important role in keeping students in TVET School?

**PROBE:** Are there any ideas you would have liked to discuss more in depth?

**Annex 3:** Street working teenager's questionnaire

### Street working teenager's questionnaire

---

Province:	
District:	

Interviewer name: _____
-------------------------

Date of Interview: \_\_\_\_\_

Interviewer code: \_\_\_\_\_

Contact Successful ☐

Contact Unsuccessful ☐

Result Codes - Circle the correct code

Completed <input type="checkbox"/>	Incomplete-respondent termination <input type="checkbox"/>	Incomplete-third party interruption <input type="checkbox"/>
Respondent refusal <input type="checkbox"/>	Parent refusal <input type="checkbox"/>	Dead/outside of the country <input type="checkbox"/>

Interviewer/ Surveyor	Supervisor/ Team leader	Encoder
Code: _____	Name: _____	Name: _____
Date:    /    /2013	Date:    /    /2013	Date:    /    /2013
Signature: _____	Signature: _____	Signature: _____

Archived By: \_\_\_\_\_

Signature: \_\_\_\_\_

Date:    /    /2013

## Introduction

Hello, my name is \_\_\_\_\_ and I work for Afghanistan Center for Training and Development (ACTD). Today we are conducting research with students who have left basic education at TVET schools within the past three years. We are soliciting your participation in a study entitled **“Tracer Study of Basic Education Graduates and Dropouts”** and hope you will agree to take about 30-45 minutes of your time to complete this survey. The proposed study mainly aims to achieve the following objective.

- Understand the social background and future plans of youths who are 15 to 19 years old (who never attended school)

Your participation is entirely voluntary and all the questions we ask you will be confidential and no individual responses will be reported. The responses will only be reported as a group.

Completing this survey will not expose you to any foreseeable risk or harm of any sort. This means that your identity as a participant will not be revealed to anyone other than the investigator. Any references to information that would reveal your identity will be removed or disguised (No individual data will be reported) prior to the preparation of the study report.

If any question makes you feel uncomfortable or you would prefer not to answer, you may ask to skip it. If you don't understand the question or do not know how to answer, you can ask us to elaborate it more for you.

You may also stop the survey at any time.

If you have questions or concerns regarding this study, please contact Dr. Farhad Farahmand by email at [prog.development@actd.org.af](mailto:prog.development@actd.org.af) or by phone at 0784 018 410. Thank you for agreeing to participate in this study; your participation is greatly appreciated.

Do you freely agree to participate in this survey?

Agree ☐

Do not agree ☐

A. Demographic information	Answers/responses	Interviewer guide
A1. Student's sex	1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female	
A2. How old are you?	_____ Years	interviewer: record age at last birthday
A3. How would you classify your ethnic group? <i>✓check one response</i>	1 <input type="checkbox"/> Pashtoon 2 <input type="checkbox"/> Tajik 3 <input type="checkbox"/> Uzbek 4 <input type="checkbox"/> Hazara 5 <input type="checkbox"/> Turkmen 6 <input type="checkbox"/> Other Specify 7 <input type="checkbox"/> Please describe _____	
A4. What is your marital status?	1 <input type="checkbox"/> Single 2 <input type="checkbox"/> Married 3 <input type="checkbox"/> Divorced 4 <input type="checkbox"/> Widowed 5 <input type="checkbox"/> Other – describe	
A5. Size of household	Number (s) _____	
A6. What is your mother's highest level of education?	1 <input type="checkbox"/> Never gone to school 2 <input type="checkbox"/> Primary School 3 <input type="checkbox"/> High School 4 <input type="checkbox"/> University 5 <input type="checkbox"/> Madrasa/ religious school	

	6 <input type="checkbox"/> Other – describe	
A7. What is your father's highest level of education?	1 <input type="checkbox"/> Never gone to school 2 <input type="checkbox"/> Primary School 3 <input type="checkbox"/> High School 4 <input type="checkbox"/> University 5 <input type="checkbox"/> Madrasa/ religious school 6 <input type="checkbox"/> Other – describe	
A8. Is the place you are living?	1 <input type="checkbox"/> Owned by you 2 <input type="checkbox"/> Rented 3 <input type="checkbox"/> Owned by a family member 4 <input type="checkbox"/> Other describe _____	
A9. Is the place you are living urban or rural?	1 <input type="checkbox"/> Urban 2 <input type="checkbox"/> Rural	
A10. How much is your family monthly income?	_____ Afs	
A11. Does your overall family income respond to your family needs?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
A12. What is the profession of your parents (household members)?	Spouse _____ Father _____ Mother _____ Brother(s) _____ Sister(s) _____ Children _____	
If you are not in education or training at the moment, please tell us what you think the main reasons for that are?	1 <input type="checkbox"/> Looking after home/children 2 <input type="checkbox"/> Looking after other family members 3 <input type="checkbox"/> Poor health or disability 4 <input type="checkbox"/> Housing problems 5 <input type="checkbox"/> Family problems 6 <input type="checkbox"/> Transport problems, unsuitable public transport 7 <input type="checkbox"/> Drugs/alcohol problems 8 <input type="checkbox"/> Criminal record 9 <input type="checkbox"/> There are no school or courses available 10 <input type="checkbox"/> Other reason	Please put a cross against whichever apply
D.1. Did your family expect you to attend school?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
?		
If not, does anybody force you to not attend school?	1 <input type="checkbox"/> Mother 2 <input type="checkbox"/> Father 3 <input type="checkbox"/> Sister 4 <input type="checkbox"/> Brother 5 <input type="checkbox"/> Others _____	
What were the reasons?	1 <input type="checkbox"/> Work and supplement family income 2 <input type="checkbox"/> Education is not good for girls 3 <input type="checkbox"/> Schools is a waste of time 4 <input type="checkbox"/> Lack of parental support for education 5 <input type="checkbox"/> Other _____	

Have you ever been identified as having special educational needs?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
Are you aware of any literacy program in this community?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
Are you aware of any literacy center/TVET school?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
Do you like school?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
Would you participate in literacy program/TVET, if available?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
What do you think government should do to assist youths to know how to read and write?		
Are you presently employed?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Not employed but seeking for job 4 <input type="checkbox"/> Not employed and not looking for a job 5 <input type="checkbox"/> Other _____	
How would you describe your job?	1 <input type="checkbox"/> Labor  2 <input type="checkbox"/> Skilled labor  3 <input type="checkbox"/> Hand salesman (Colportage)  4 <input type="checkbox"/> Car washing  5 <input type="checkbox"/> Puncture man  6 <input type="checkbox"/> Beggary  7 <input type="checkbox"/> Other _____	
How would you describe your employment?	1 <input type="checkbox"/> Paid/Salary Employment 2 <input type="checkbox"/> Unpaid employment 3 <input type="checkbox"/> Wage (Daily or monthly)  4 <input type="checkbox"/> Other	
How many jobs have you held in the past 3 years?	1 <input type="checkbox"/> 1-2 jobs 2 <input type="checkbox"/> 3-5 jobs 3 <input type="checkbox"/> 6-10 jobs 4 <input type="checkbox"/> 11 or more jobs	
What is your daily income range in Afs?	1 <input type="checkbox"/> Up to 50 2 <input type="checkbox"/> 50 to 100 3 <input type="checkbox"/> 100 to 500 4 <input type="checkbox"/> 500 to 1000 5 <input type="checkbox"/> Over 1000	
C.9.2.2. Are satisfied with your income?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	
C.9.2.3. Are you satisfied with the current job?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No	

C.9.2.4. How do you rank your satisfaction level with your current income?	<input type="checkbox"/> Not very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Highly satisfied <input type="checkbox"/> Not satisfied	
C.13. What skills and knowledge were you lacking in your job?	please describe _____	
C.1. What is your plan for the future?	<input type="checkbox"/> Start education <input type="checkbox"/> Seek gainful employment <input type="checkbox"/> Continue with my current job <input type="checkbox"/> Immigrate to other province/ country <input type="checkbox"/> Don't know <input type="checkbox"/> So far I have not thought about this <input type="checkbox"/> Other, please describe	
Recommendation		

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