

War, Terrorism, and Reconstruction: Gender Disparities for Primary Education in
Pakistan and Afghanistan

by
Elisabeth Foreman

A thesis presented to the Honors College of Middle Tennessee State University in partial
fulfillment of the requirements for graduation from the University Honors College

Spring 2019

War, Terrorism, and Reconstruction: Gender Disparities for Primary Education in
Pakistan and Afghanistan

by
Elisabeth Foreman

APPROVED:

Dr. Zhen Wang
Political Science and International
Relations

Dr. Michael P. Federici
Political Science and International
Relations

Dr. David Carleton
Global Studies and Human
Geography

Dr. John Vile
Dean, University Honors College

ABSTRACT

This thesis explains why Afghanistan had a higher gender disparity for girls' primary education than Pakistan from 1970 to 2015. Scholars have previously studied ongoing barriers that are still prevalent today including rural poverty, school and teacher quality, parental education, and cultural norms. Although these barriers are a continuous challenge for girls' education, they are not sufficient explanations for why Afghanistan has a significantly higher gender disparity than Pakistan. This thesis analyzes the conflict in both Afghanistan and Pakistan to further understand the difference. Therefore, I argue that war intensity and lack of opportunity for reconstruction are the determining factors to answer the research question on why Afghanistan has a higher gender disparity than Pakistan.

TABLE OF CONTENTS

Abstract.....	2
Introduction.....	4
Literature Review.....	7
Gender Disparity in Pakistan and Afghanistan	13
Conclusion.....	21
Appendix 1.....	23
Bibliography.....	26

INTRODUCTION

Malala Yousafzai, the Pakistani girl who was shot by the Taliban on her school bus in 2012, has been in the spotlight for years after her attack for her brave stance on continuing her work to see that every child can attend school. However, Malala's story points out a problem for many countries around the world, girls' access to education. Although her courage and heroic advocacy still continue to this day, the challenge behind girls' access to education still remains and will for many years to come. Malala's story sparked my interest in the education system as a whole in Pakistan and surrounding countries. Keeping in mind that everyone has the right to compulsory primary education under Article 26 of the Universal Declaration of Human Rights, it was important to determine if other countries in the region possessed the same characteristics such a school systems and barriers to girls' education (UDHR 1948). Afghanistan is not only a bordering country of Pakistan but is also a Muslim-dominated country that possesses many of the same characteristics within the education system and common access barriers.

Therefore, this thesis has taken Malala's situation and used it as the basis for the following research to analyze gender disparities in Afghanistan and Pakistan. The purpose of my research is to answer the following question: Why does Afghanistan have a higher gender disparity than Pakistan for primary school enrollment? I argue that war intensity and lack of proper reconstruction are the determining reasons for why

Afghanistan has a higher gender disparity than Pakistan. Pakistan experienced a centralized territorial dispute that had different levels of intensity. Afghanistan experienced a country-wide conflict that had consistent levels of high intensity. The Gender Parity Index (GPI), compiled by the World Bank, is an appropriate indicator as it provides direct data relating to gender in Pakistan and Afghanistan at the primary level. It can be defined as the “ratio of girls to boys enrolled at primary level in public and private schools” (World Bank). If the GPI is less than one, girls have a higher disadvantage than boys for education opportunities. Therefore, the smaller the number refers to the greater disparity between boys and girls for educational attainment (World Bank). The GPI index is the most relative data set for the for the proposed research question as it presents a consistent disparity between the two countries, as Afghanistan seems to have a higher disparity than Pakistan for most years. A total of fifteen years had no data for either one or both countries. The data shows that Afghanistan had a higher disparity than Pakistan (See Appendix, Figure 1).

There is a significant gender disparity for primary school enrollment between Pakistan and Afghanistan. The GPI index is presented for both Pakistan and Afghanistan in this thesis (See Appendix, Figure 1). Although the rates do fluctuate, Afghanistan has a consistently lower GPI than Pakistan. No data was presented for Pakistan in a total of six years including 1999, 1995, 1994, 1993, 1991, and 1984. Only two years, 1990 and 1998, presented data in which Afghanistan had a lower disparity than Pakistan. However, the data showed overall consistency with Afghanistan having a higher disparity than Pakistan from 1970 to 2015. Over this period of time, Pakistan and Afghanistan both show

consistent and substantial gender disparities, especially compared to the United States and other developed countries like Germany and the United Kingdom. For 2016, the United States had a 0.998 GPI index and has remained around 0.9 and 1 since 1981. Therefore, the data for Pakistan and Afghanistan is valuable because there is a consistent disparity and the data shows a significant difference in both countries (World Bank). The purpose of this thesis will focus on the years that showed a consistent disparity between the two countries. Pakistan was overall found to have a significantly higher number of statistics on all platforms as Afghanistan presented very little. Therefore, it was important for this particular research to discuss one statistic specifically that supplied adequate data for both countries.

Other scholars have emphasized the significance of barriers such as rural poverty, school and teacher quality, parental education, and cultural norms, as they have remained consistent throughout both Afghanistan and Pakistan. It is important to recognize that barriers to primary school enrollment for boys and girls around the world is a complex issue and an ongoing challenge that the world faces today. This thesis attempts to contribute further to understanding the issue while also knowing that there are more answers than those provided in this particular research. This thesis is supportive of Malala's initiative as her story has been a consistent inspiration throughout this research. Her continuous ambition and passion for seeing that every child has access to school will change the world. It is hoped that this thesis will contribute to Malala's initiative and further the understanding of barriers to primary school completion.

The structure of this thesis is divided into two main parts that go in-depth to answer the above research questions. The literature review analyzes the existing literature and background information for barriers such as rural poverty, school and teacher quality, parental education, and cultural norms. The comparative analysis discusses the differences of each conflict in Pakistan and Afghanistan while relating it back to gender disparity to support the argument that war intensity and lack of reconstruction are the determining reasons for why more girls are out of school in Afghanistan.

LITERATURE REVIEW

Existing literature has provided context to previous challenges for girls' education but it does not fully provide an answer to why Afghanistan has a higher gender disparity than Pakistan. Education is a human right that should not be thwarted. Girls in particular are essential to the foundations, success, and survival of society today. Denying girls, or any child, the right to education is a lack of investment in society and, therefore it is crucial that the world works together to ensure that all children have access to quality education. Statistics, such as the GPI index, are valuable indicators for understanding which countries face challenges accessing education for girls. It is important to have an in-depth understanding of the school systems in both Pakistan and Afghanistan to further analyze the similar challenges they face and the significant difference in their GPI indexes.

Pakistan and Afghanistan have similar school system characteristics but show a consistent disparity for enrollment. In Pakistan, children at the age of 5 start primary school and then transition into lower secondary education at age 10 and eventually upper secondary from ages 13 to 16. The academic school year is typically year-round, starting in April and ending in March. Afghanistan is slightly different as primary education starts at age 7 and lower secondary starts at age 12. Students later transition to upper secondary at the age of 16 and finish at age 18. The academic school year for Afghanistan starts in March and ends in December (Education Policy and Data Center Afghanistan 2018).

Enrollment rates and out of school children are additional categories that present a consistent disparity. For 2017, the population of Pakistan was 197,015,955 million while Afghanistan had a significantly lower population of 35,530,081 million (World Bank Total Population). Pakistan has higher enrollment of students, regardless of gender, overall with an average of 21,700,000 enrolled in primary school whereas Afghanistan only had a total of 6,359,000 students. As of 2013, Pakistan had 36% of girls out of school and Afghanistan had a significantly higher percentage of 53% as of 2011 (Education Policy Data Center Pakistan and Afghanistan 2018). Consequently, Afghanistan presents higher disparities than Pakistan on all levels. Even though this research focuses specifically on explaining the GPI index, it is important to acknowledge that all aspects of education are being affected.

Although the purpose of this thesis is to examine the defining difference in GPI for Pakistan and Afghanistan, it is vital that all access barriers are recognized and assessed. Both countries face challenges that act as a barrier for girls to access education

including rural poverty, school and teacher quality, parental education, and cultural norms. The research recognizes that these four indicators are ongoing barriers for girls' education in Pakistan and Afghanistan but do not fully define the reasoning for why Afghanistan has a higher gender disparity than Pakistan.

Rural poverty: Rural poverty has been identified as an existing barrier that has impacted girls' education, but it does not properly answer my research question. Chaudhry and Rahman (2009) and Shah and Shah (2012) address the impacts of rural poverty on girls' education in Pakistan. Afzal, Malik, Begum, Sarwar, and Fatima (2012) discuss how rural poverty has an impact not only on gender disparities but also how countries cannot progress properly without improvements in education. Reforming the education system in Pakistan has also been attempted but it is difficult if there are insufficient resources to make it happen (Buzdar and Ali 2011). Throughout rural Pakistan, it is common for girls to attend Madrassas (traditional Islamic schooling) or not be in school at all due to social and cultural norms. Meanwhile, girls have a higher opportunity for education in urban areas in Pakistan due to a significant amount infrastructure and resources, but Madrassas are also viewed for those in higher social classes (Purewal and Hashmi 2015). There is also a lack of secular education in rural areas of Pakistan. It is common for parents to send their daughters to Madrassas because they are economically suitable for those facing economic hardship (Shah and Shah 2012).

Afghanistan also experiences an impact on primary education for girls due to rural poverty in most of the country, but it still does not fully explain the GPI index. Jones A. (2008), Kavazanjian (2009), Guimbert, Miwa, and Nguyen (2008) address the impacts of

rural poverty on girls' education in Afghanistan. Rural Afghanistan also presents a significant difference in access to school in urban areas. According to the World Bank for rural populations, those living in rural Afghanistan took up 74.75% of the entire population and 63.56% for Pakistan in 2017. With that being said, a consistent problem with rural Afghanistan is the lack of access to education where not only girls but all children have to travel to attend school.

School and Teacher Quality: Lack of resources and sufficient trainings have impacted school and teacher quality in Pakistan and Afghanistan. In many aspects, poor education is due to the lack of school and teacher quality in the country (Memon 2007). Research from De Talancé (2017), Khan (2015), and Memon (2007) has shown that school and teacher quality are low due to the lack of resources for schools along with the lack of proper training for teachers. Not only can it be difficult for teachers to receive the education that they need, due to access or the expense of training, but the actual quality of training itself is poor (Memon 2007). Research from Samady (2013), Jones (2008), and Kirk (2008) also discuss how rural poverty is directly correlated to the quality of schools in Afghanistan as a whole. Jones (2008) presents findings on how lack of infrastructure provides an unsafe environment for students. Therefore, many parents choose not to send their schools due to them being so far away while also presenting an unsafe place for their children to learn (Jones 2008).

Parental education: Although parental education has a large influence on girls' education for both countries, it does not define the reason why Afghanistan has a higher gender disparity. Parental education, or the level/type of schooling attended, can have

significant influence on girls' education for Pakistan and Afghanistan. Purewal and Hashmi (2015), Buzdar and Ali (2011), and Siddiqui (2017) discuss the impact of parental education for girls' access to education. Siddiqui (2017) also found that parents who received a higher level of formal education are more likely to send their daughters to government or private schools, whereas parents who had much less formal education are more likely to send their daughters to Madrassas (Siddiqui 2017). Madrassas are also often chosen because they are more economically suitable for families because they are free. Economic disparities is a common reason for parents choosing Madrassas over state and private schools (Siddiqui 2017).

Traditional parental views have also been widely studied in the context of household benefits. Sons are typically thought to bring a higher rate of return than daughters, which is a common reason for why girls are not attending school. Parents often view daughters as essential to the functioning of the household and do not want to keep them from contributing just so they can attend school (Buzdar and Ali 2011). It is also common for parents to chose to educate their daughters strictly with Islamic values, therefore sending them to Madrassas. This is often occurs for those living in rural areas throughout Pakistan as parental education acts as an additional barrier for girls access to primary education (Buzdar and Ali 2011). According to Guimbert, Miwa, and Nguyen (2008), parental education is also a determinant of school enrollment in Afghanistan as well. This means that the more education the parents had received, the more likely they will send their daughters to school. Both Pakistan and Afghanistan experience low enrollment due to parental education since parents who received an education are more

likely to send their children to school whereas parents that did not receive an education do not typically send their daughters to school.

Cultural norms: Cultural norms, or individual interpretations of Islam, impact access for girls primary education in both Pakistan and Afghanistan, but they do not fully answer my proposed research question. Opinions and interpretations can make a large impact on everyday life, especially the education of girls in the predominantly Islamic country of Pakistan. Bradley and Saigol (2012) discuss individual interpretations and beliefs for girls' education in Pakistan. Throughout our society today, Western views are typically skeptical of Islam and its female education support. However, in this context, Islam is subject to individual interpretations on the conservative and liberal scale. It has been found that those living in more socially liberal cities of Pakistan view secular education as a positive aspect of the education system in Pakistan and that they are generally supportive of female educational attainment (Bradley and Saigol 2012). Those in more conservative areas generally have views that coincide with social and cultural norms as they are supportive of female education but generally view secular education as harmful rather than essential to growth. Studies show that those living in both liberal and conservative areas of Pakistan are supportive of both secular and religious education (Bradley and Saigol 2012). Therefore, individual interpretations rather than Islam itself are a reasoning behind school choice in Pakistan.

Along with Pakistan, Afghanistan is also a predominantly Islamic country where religion is a fundamental part of almost every citizen's life. Alvi (2004) and Kavazanjian (2009) discuss how Islam is subject to individual interpretations of girls' education in

Afghanistan. Therefore, the Quran is equally significant and influential as both countries utilize individual interpretations as the deciding factor for girls attending or not attending school. Aside from religion, Kavazanjian (2009) also discusses how cultural norms are also an ongoing reasoning behind girls accessing education as a whole as it is commonly known for girls to achieve skills based in the household rather than academics. Household norms and household commitment often keep girls out of school in Afghanistan, especially rural areas (Kavazanjian 2009). Although this is an ongoing challenge in Afghanistan and Pakistan, it is not a sufficient reasoning for why Afghanistan has a higher gender disparity than Pakistan.

GENDER DISPARITY IN PAKISTAN AND AFGHANISTAN

War intensity and lack of reconstruction are the determining factors to why there is a higher gender disparity for primary education in Afghanistan than Pakistan. In this context, war intensity is defined as the amount of violence and length of conflict. Reconstruction is defined as the time period of rebuilding and re-investing in infrastructure, education, and the economy. Pakistan experienced a centralized territorial dispute that had different levels of intensity. Afghanistan experienced a country-wide conflict that had consistent levels of high intensity. Although this research supports and recognizes the above factors such as rural poverty, school and teacher quality, parental education, and cultural norms to explain gender enrollment disparities, they do not fully answer my research question. Therefore, the GPI index must be further examined to

understand why Afghanistan has a larger gender disparity than Pakistan aside from the existing barriers.

The following analysis will provide context for war and reconstruction in both Pakistan and Afghanistan on how girls' education was impacted in order to answer the research question. It is important to note that terrorism developed in both countries during times of conflict and therefore, has acted as an additional barrier to girls' education. Even though terrorism has affected girls' education, it is the initial reason for why Afghanistan has a higher gender disparity than Pakistan.

Afghanistan experienced 23 years of a violent war that impacted the education sector significantly. With the start of Afghanistan's independence in 1919, Afghanistan had a period of reconstruction of the education sector for a long period of time. Attempts to implement and revise the current education system was a hefty task but primarily was focused around the purpose to "develop technical skills for people throughout the country, such as doctors and engineers; and to create a national identity for the newly independent Afghanistan" (Spink 2007, pg.196). This reconstruction period took a very long time. It did not fully develop until the 1950s, starting with a teacher college for teacher training and later on with curriculum development. The 1960s was the period of further reconstruction with immense infrastructure development. Teacher and student improvement was increasing, and the country started to experience continuous growth (Spink 2007).

This took a drastic turn in 1979 when intense violence and conflict developed after Afghanistan became a prime interest to the Soviet Union during the Cold War.

According to Spink (2007, pg. 197), “in an effort to ensure allegiance with the Afghan Government, international aid flowed into Afghanistan from the Soviet Union and the US Government. Two key areas were supported—large infrastructure development projects and the education system. Increasingly stronger elements of communist ideology began to be incorporated into the national curriculum.” At this time, communism was becoming a central focus in the region, and, eventually, the Soviet Union invaded Afghanistan in 1979 (Spink 2007). At the time of the Soviet invasion, this also allowed the opportunity for an increase in Afghan Mujahideen groups where girls’ education became targeted and controlled by conservative Islamic ideologies. During the war, roughly 50% of schools were destroyed by 1983. Educators were often targeted because they were believed to be in line with Soviet rule (Alvi 2004). Although the Soviet withdrawal occurred in 1989, Afghanistan had little time for reconstruction as the Taliban regime quickly took over in 1996 (Alvi 2004).

Education reform still was a focus of the United States and Saudi Arabia aid to Afghanistan but also became increasingly difficult to maintain as communist ideology was apparent throughout the curriculum. Violence increased and militant ideology developed throughout the region. As military insurgency increased, the education sector became a target as aid from the United States decreased as the Soviet Union withdrew from the civil war in 1989 (Spink 2007). During this time, the education focus began to shift as the Taliban control overtook Afghanistan. This led way for Islamic extremists to target girls’ education. Girls’ education was banned entirely by the Taliban, restricting girls from continuing their schooling. According to Spink (2007 pg. 200), “even in the

small northern part of Afghanistan where girls were still permitted to go to school and women were still permitted to teach, little or no investment had been made into schools or teacher development, as resources were channelled into fighting an internal conflict. The education system in Afghanistan had all but collapsed.”

During the ongoing conflict in Afghanistan, girls’ education lost all investment and focus due to the extremity of the war. Secular education for girls was banned and impacted for years to come. This also had a negative impact on education for boys as well because most teachers were women. Women were not allowed to teach, and girls were not allowed to attend secular education (Alvi 2004). The Taliban would raid homeschools and punish teachers, while also bombing and attacking girls’ schools on a continuous basis. Girls were subject to war crimes such as rape and physical abuse. Girls were also forced into child marriage and were essentially restricted from any type of work or income for the home (Alvi 2004). Between 2007 and 2009, the Taliban bombed, burned, and shut down a total of 640 schools in Afghanistan (Kissane 2012).

Reconstruction was an ongoing challenge as many attempts were made from foreign aid, but, unfortunately, there were not sufficient funds to further reform and redevelop the Afghan education system. According to Alvi (2004, pg. 2), “Postwar reconstruction projects require substantial funding, especially for rebuilding the most basic structures and institutions, like roads and bridges, utilities, buildings and homes, hospitals and clinics, and schools, agriculture, industries, and banks, and businesses.” Many countries around the world, primarily the United States, worked to fund the reconstruction projects in Afghanistan but did not provide the funds necessary fully to

make an impact that 23 years of war had on the region (Alvi 2004). Therefore, Afghanistan experienced a significantly difficult reconstruction period as there was not a break in the conflict intensity as the country went immediately from Soviet rule to the Taliban regime. Girls' primary education had been impacted over 20 years in Afghanistan due to war intensity and lack of reconstruction, which is the determining factor for why Afghanistan has a consistently higher gender disparity than Pakistan.

In contrast to Afghanistan, Pakistan experienced a centralized territorial dispute that had varying levels of conflict intensity. The conflict was over the Kashmir territory where both India and Pakistan developed interests. Now controlled by Pakistan, India, and China, the Kashmir region has faced many years of conflict. As Pakistan and India separated into individual countries in August 1947, the point of interest over Kashmir emerged (Gupta 2018). During this time, states and territories were either declaring independence or siding with either of the two countries, and the ruler of Kashmir was not expressing initial interest. Therefore, Pakistan felt that Kashmir should be part of its territory for a few reasons including "Pakistan claimed that the religious affinity of the majority of the people of Kashmir made it potentially a Pakistani province because, the partition of India was based on the recognition of the separate nationhood of Indian Muslims. While some Muslims would have to be left behind in India as a national minority, the areas where they were a majority, constituted Pakistan" (Gupta 2018, pg. 441).

Religion also played a vital role in the reasons behind the conflict in Pakistan which led to a significant impact on girls' education. The region overlapped in a larger

portion of Pakistan than in India and was a large source of trade for many other countries. In contrast, India did not fully agree that Pakistan should take over the region solely because of a dominant religion. Therefore, the “Indian leaders had never conceded that that it was not possible to integrate different religious groups into a single nation-state. They firmly believe that for a large and multifarious state, like India, it was vital to demonstrate that its nationhood was based on secular criteria” (Gupta 2018, pg. 441).

Overtime, the disagreement continued, and Pakistan felt that its security and economy was being threatened greatly by India. Throughout this period of time, children were being disadvantaged with the opportunity of continuing schools. Bombs and mass shootings were the brunt of terror for all children and specifically girls were targeted with rape, harassment, and overall violence. Girls’ access to school was extremely limited due to the violence on top of the already existing barriers (Gupta 2018). According to Parlow (2011), the violence was intense as shootings, bombings, harassment, and rape occurred on a daily basis to prohibit girls from attending school. The Taliban in recent years have banned education for girls entirely and it was taught all over the country to keep girls from attending secular institutions. It is an unfortunate occurrence to see terrorists targeting schools, totalling over 1,000 schools in Pakistan alone (Abbasi 2013). Not only were schools closed, there was an increase in dropout rates due to the fear that schools will be continuously targeted (Abbasi 2013).

The conflicts in Pakistan and Afghanistan were vastly different and lack of reconstruction and war intensity is the defining reason for why there is a higher gender disparity in Afghanistan than Pakistan. The Pakistan-India tensions did not directly

impact education in the way that the war in Afghanistan did. Any type of armed conflict regardless of the extent is going to negatively affect children from attending school, and the Kashmir conflict is a perfect example of that. As the dispute continued to grow and violence started to develop throughout the region, primary education was impacted in a number of ways, specifically through different levels of intensity through three different periods of time. According to Parlow (2011, pg. 5), “the first phase was from 1990 to 1996 where militancy focused on urban areas. From the late Nineties to 2001/02 militancy moved to rural areas and districts of Jammu. The third phase is from 2002 to today. This phase is a low intensity insurgency.” These phases were at a lower intensity than the war in Afghanistan and therefore, enabled the possibility for further reconstruction than Afghanistan. Afghanistan experienced a higher level of threat for a number of years and did not receive lower levels of intensity that Pakistan did.

Both countries had experienced high level of intensity during the conflicts but Afghanistan experienced it on a consistent basis where Pakistan experienced high levels of intensity through different phases. There was a consistent 23 year period of war intensity in Afghanistan and Pakistan had experienced three different phases. Another key difference is that the conflict in Afghanistan was countrywide and Pakistan only had conflict in the region of Kashmir. Although terrorism did impact both countries, Afghanistan had a country-wide conflict and terrorism, which led to a more difficult time for reconstruction. On the other hand, Pakistan had one region with centralized conflict and then terrorism on top of that. Therefore, Pakistan had a higher ability to work on

reconstruction that Afghanistan because the intensity was not as high. The consistency of war in Afghanistan gave less time for reconstruction.

It has been concluded that war intensity and lack of reconstruction are the factors for why Afghanistan has a higher gender disparity than Pakistan. Not only did the intensity and violence impact girls' primary education by the restriction of education and destruction of schools, but the period of reconstruction also led to a higher disparity in Afghanistan. Therefore, this thesis also argues that Pakistan had a longer period of reconstruction that allowed for a higher level of improvement due to the phases of intensity in the conflict. Afghanistan was faced with constant violence and tension that led to a lower level of improvement in education reconstruction. According to Gupta (2018), "women and men who went to school after the insurgency broke out, have on average more years of schooling than women and men who finished their education before 1990. Only women in cities in Kashmir have less schooling." This thesis argues that Afghanistan had experienced a higher intensity conflict with little time for reconstruction and those are the determining factor to why the GPI index is significantly higher than Pakistan.

Both countries possess the same barriers such as rural poverty, school and teacher quality, parental education, cultural norms and, terrorism. However, it has shown that Afghanistan has had consistently higher gender disparities for a number of years even throughout its reconstruction period (see Appendix 1). Therefore, existing literature from Adkins (2016), Spink (2005), Alvi (2004), Johnson and Mason (2007), and Kissane (2012) all provided context for the extent of the Taliban regime, war, and reconstruction

for Afghanistan as a whole. It is hoped that this thesis will contribute to those arguments by sharing the analysis that war is the overlying determinant factor for why there is a large gender disparity in Afghanistan. It is recognized and acknowledged that the other barriers possessed in both countries are relevant and in need of improvement but war is the outlier overall as Afghanistan experienced that more so than Pakistan. War intensity and lack of reconstruction are the reasons for why Afghanistan has a higher gender disparity than Pakistan.

CONCLUSION

Although the achievement of seeing every child in school is far from being reached, it is still hoped that effort and progress will be continuously made. It is important that education is not only physically accessible but for the challenges of accessible education are understood and recognized in order to fully reach that goal. This thesis has attempted to not only express the multiple challenges that both Pakistan and Afghanistan face for girls' education but also provide a proposed reasoning for the significant gender disparities that the GPI index presents between the two countries.

Recognizing that rural poverty, parental education, school/teacher quality, cultural norms, and terrorism greatly affect both countries, this research has further provided the conclusion that war intensity and lack of reconstruction are the determining factors for why Afghanistan has a higher gender disparity than Pakistan. It has been concluded and argued throughout this research that Afghanistan's high GPI index is significantly higher than Pakistan's due to consistent intensity of violence due to a 23 year war and less time

for reconstruction. Neither country has been able to recover fully from the barriers, especially Afghanistan after facing many years of conflict. Therefore, it is important to understand that growth in the education sector will continuously need improvement and support as restructuring an education system entirely.

It is anticipated that both Pakistan and Afghanistan will work further on addressing the causal factors and improving enrollment and completion for girls in primary and secondary education. It is expected that the international community will continue to participate in improving the quality of education for all children in that region. Many of the existing barriers are likely transferable to other regions around the world such as rural poverty, parental education, cultural norms, and terrorism and therefore is essential that the international community takes a stand to ensure that all children will have access to quality education. This thesis concludes that conflict is the determining factor for why Afghanistan has a higher gender disparity for primary school enrollment than Pakistan over a 49 year period. It is hoped that this thesis will bring further attention to the challenges that girls face in these two countries and other regions around the world in order to ensure that efforts are being made to see every child in school.

APPENDIX

Figure 1: Gender Parity Index for (Gross) Primary School Enrollment

GPI is presented from 1970 to 2015. Data is not provided for all years.

Year	Pakistan	Afghanistan
2015	0.854	0.691
2014	0.852	0.701
2013	0.868	0.706
2012	0.87	0.724
2011	0.858	0.718
2010	0.852	0.686
2009	0.854	0.665
2008	0.843	0.644
2007	0.833	0.621
2006	0.791	0.629
2005	0.769	0.587
2004	0.733	0.434
2003	0.727	0.563
2002	0.681	0.457
2001	0.68	0
2000	0.679	0
1999	No data	0.085
1998	No data	No data
1997	No data	No data

1996	No data	No data
1995	No data	0.512
1994	No data	0.503
1993	No data	0.352
1992	No data	No data
1991	No data	0.548
1990	0.533	0.55
1989	0.529	No data
1988	0.536	0.504
1987	0.525	No data
1986	0.53	0.545
1985	0.521	0.486
1984	No data	0.476
1983	0.511	No data
1982	0.522	0.504
1981	0.512	0.237
1980	0.502	0.23
1979	0.493	No data
1978	0.495	0.205
1977	0.427	0.199
1976	0.443	0.189
1975	0.425	0.183
1974	0.419	0.175
1973	0.418	0.176

1972	0.391	0.168
1971	0.382	0.165
1970	No data	0.169

World Bank (n.d). School enrollment, primary (gross), gender parity index (GPI). (n.d).
Retrieved from
<https://data.worldbank.org/indicator/SE.ENR.PRIM.FM.ZS?locations=US&view=chart>

World Bank (n.d). School enrollment, primary (gross), gender parity index (GPI).
Retrieved from
<https://data.worldbank.org/indicator/SE.ENR.PRIM.FM.ZS?locations=AF-PK>

BIBLIOGRAPHY

- Abbasi, N. M. (2013). Impact of terrorism on Pakistan. *Strategic Studies*, 33(2).
- Adkins, M. J. (2016). Challenges for Progressive Education in Afghanistan: A History of Oppression and the Rising Threat of ISIS. *International Journal of Progressive Education*, 12(2).
- Afzal, M., Malik, M. E., Begum, I., Sarwar, K., & Fatima, H. (2012). Relationship among education, poverty and economic growth in Pakistan: an econometric analysis. *Journal of Elementary Education*, 22(1), 23-45.
- Ahmed, Z. S. (2009). Madrasa education in the Pakistani context: Challenges, reforms and future directions. *Peace Prints: South Asian Journal of Peace building*, 2(1), 1-13.
- Alvi, H. (2004). Reconstruction in post-Taliban Afghanistan: women and education. *Resources for Feminist Research*, 30(3-4), 13-38.
- Asadullah, M. N. (2009). Returns to private and public education in Bangladesh and Pakistan: A comparative analysis. *Journal of Asian economics*, 20(1), 77-86.
- Behrman, J. R., Ross, D., & Sabot, R. (2008). Improving quality versus increasing the quantity of schooling: Estimates of rates of return from rural Pakistan. *Journal of Development Economics*, 85(1-2), 94-104.
- Bradley, T., & Saigol, R. (2012). Religious values and beliefs and education for women in Pakistan. *Development in Practice*, 22(5-6), 675-688.
- Buzdar, M. A., & Ali, A. (2011). Parents' Attitude toward Daughters' Education in Tribal Area of Dera Ghazi Khan (Pakistan). *Online Submission*, 2(1), 16-23.
- Chaudhry, I. S., & Rahman, S. (2009). The impact of gender inequality in education on rural poverty in Pakistan: an empirical analysis. *European Journal of Economics, Finance and Administrative Sciences*, 15(1), 174-188.
- De Talancé, M. (2017). Better teachers, better results? Evidence from rural Pakistan. *The Journal of Development Studies*, 53(10), 1697-1713.
- Education Policy and Data Center (2018). Afghanistan National Education Profile. Retrieved From <https://www.epdc.org/education-data-research/afghanistan-national-education-profile-2018>
- Education Policy and Data Center (2018). Pakistan National Education Profile. Retrieved From https://www.epdc.org/sites/default/files/documents/EPDC_NEP_2018_Pakistan.pdf
- Guimbert, S., Miwa, K., & Nguyen, D. T. (2008). Back to school in Afghanistan: Determinants of school enrollment. *International Journal of Educational Development*, 28(4), 419-434.

- Gupta, S. (2018). Kashmir: A study in India-Pakistan relations. Issues and Prospects.
- Karlsson, P., & Mansory, A. (2002). Islamic and modern education in Afghanistan: conflictual or complementary?. Afghan Digital Libraries.
- Kavazanjian, L. (2009). Addressing gender disparities: An investigation of non formal education in Afghanistan. *Women's Policy Journal of Harvard*, 7, 39.
- Khan, W. (2015). Quality of Teacher Education in Pakistan. *Dialogue*, 10(2), 213.
- Kirk, J. (2009). Teacher management issues in fragile states: illustrative examples from Afghanistan and Southern Sudan. Paper commissioned for the EFA global monitoring report.
- Kissane, C. (2012). The way forward for girls' education in Afghanistan. *Journal of International Women's Studies*, 13(4), 10-28.
- Johnson, T. H., & Mason, M. C. (2007). Understanding the Taliban and insurgency in Afghanistan. *Orbis*, 51(1), 71-89.
- Jones, A. M. (2008). Afghanistan on the educational road to access and equity. *Asia Pacific Journal of Education*, 28(3), 277-290.
- Jones, A. M. (2007). Muslim and Western influences on school curriculum in post-war Afghanistan. *Asia Pacific Journal of Education*, 27(1), 27-40.
- Memon, G. R. (2007). Education in Pakistan: The key issues, problems and the new challenges. *Journal of Management and Social Sciences*, 3(1), 47-55.
- Parlow, A. (2011). Education and armed conflict: the Kashmir insurgency in the nineties.
- Purewal, N., & Hashmi, N. (2015). Between returns and respectability: parental attitudes towards girls' education in rural Punjab, Pakistan. *British Journal of Sociology of Education*, 36(7), 977-995.
- Samady, S. (2013). Changing profile of education in Afghanistan. *Modern education in Afghanistan*, 31(4), 588-602.
- Shah, S., & Shah, U. (2012). Girl education in rural Pakistan. *International Journal of Sociology of Education*, 1(2), 180-207.
- Siddiqui, N. (2017). Parental education as a determinant of school choice: A comparative study of school types in Pakistan. *Research in Education*, 99(1), 3-18.
- Spink*, J. (2005). Education and politics in Afghanistan: the importance of an education system in peacebuilding and reconstruction. *Journal of Peace Education*, 2(2), 195-207.
- Universal Declaration of Human Rights. (10 December, 1948). Retrieved January 5, 2019, from <http://www.un.org/en/universal-declaration-human-rights/>
- World Bank (n.d). Rural population (% of total population). (n.d.). Retrieved from <https://data.worldbank.org/indicator/SP.RUR.TOTL.ZS?locations=AF-PK>
- World Bank (n.d). School enrollment, primary (gross), gender parity index (GPI). (n.d.). Retrieved from

<https://data.worldbank.org/indicator/SE.ENR.PRIM.FM.ZS?locations=US&view=chart>

World Bank (n.d). School enrollment, primary (gross), gender parity index (GPI). Retrieved from

<https://data.worldbank.org/indicator/SE.ENR.PRIM.FM.ZS?locations=AF-PK>

World Bank. (n.d.). School enrollment, primary, female (% gross). Retrieved from

<https://data.worldbank.org/indicator/SE.PRM.ENRR.FE?end=2017&locations=AF-PK&start=1970&view=chart>

World Bank. (n.d.). School enrollment, primary, male (% gross). Retrieved from

<https://data.worldbank.org/indicator/SE.PRM.ENRR.MA?locations=PK-AF&view=chart>

World Bank. (n.d). Population, total. Retrieved from

<https://data.worldbank.org/indicator/SP.POP.TOTL?locations=PK-AF>