Summary of achievements 2011-2014
School in a Box: Advancing Girls’ Education in Afghanistan
Womanity – February 23, 2015

The Womanity Foundation
The Womanity Foundation envisions a world where all women and men have equal and full social, economic and political participation. Womanity was set up in 2005 and for nearly 10 years has applied innovative and needs-based solutions to projects that empower girls and women to shape their futures and create positive change in their communities.

Womanity focuses on: education - educating girls to enhance their empowerment; economic empowerment - creating and supporting social, economic and political opportunities for women and girls; protection - keeping women and girls safe from harm and engaging men and boys to do so; giving voice – empowering women and supporting gender equality through the power of the media.

Project Background “School in a Box: Advancing Girls’ Education in Afghanistan”
Despite the fall of the socially restrictive Taliban regime, Afghanistan’s schools still suffer from a lack of facilities, inadequately qualified teaching staff and under-resourcing. An estimated 68% of schoolteachers do not have the minimum teaching qualification (Afghanistan Ministry of Education). The current girl-student to teacher ratio is 52:1 and over 60% of girls remain out of school. As girls reach secondary school the dropout rate increases due to cultural norms and inadequate infrastructure. Many schools in Afghanistan do not have washing or sanitary facilities meaning girls are reluctant to attend school during menstruation. Poor sanitary and hygiene behavior also contribute to school days lost due to sickness. Due to early marriage and other customs, many girls miss out on an education altogether.

Since 2007, Womanity supported one of the largest girl’s schools in Afghanistan, Al Fatah Girl’s School, and it has successfully encouraged more Afghan girls to enroll in, and attend school regularly. The program has expanded into an additional 11 schools between 2011 and 2014, providing 23’003 girls (and boys) with a quality education and addressing the needs of 934 teachers and administrative staff. “School in a Box” offers schools a three-year package of tailored services aimed at creating model schools for girls’ public education in Afghanistan.

**Goal:** The School in a Box program provides support to the girls’ secondary education sector, finds solutions to foster girls who wish to go to school, and encourages more girls to become active contributors and leaders of a future Afghanistan.

**Methodology:** The program includes a dynamic mix of approaches summarized in a five-point model:
1. Train under-qualified teachers and school staff in subject matters, pedagogical approaches and basic school management;
2. Promote health and hygiene education to reduce school days lost from sickness and encourage girls to attend when menstruating;
3. Repairs or set-up of physical infrastructure with a focus on latrines, clean water, libraries, science and computer lab and physical education facilities;
4. Build trust-based relationships with the local community and engage men in the empowerment of girls and female teachers;
5. Support students to overcome obstacles they face in attending school, and encourage them to pursue higher education.
**Outcome Indicators 2011-2014:**

Enrolment and dropout rates

- By 2014, increase girls’ enrolment in grades 10-12 by 15% in the target schools and reduce by 30% the dropout from school of girls from level 8 to 12 (aged 13–17) in the 12 target schools.

Academic results

- Each year, 30% of the female students pass each level with a mark higher than 70, in the schools covered by the program.
- Achieve an annual rate of 40% of female students passing the National Entry Exam in the schools covered by the program, of which 20% enrol to University.

Students’ career choices

- Each year 10% of students who graduated the previous year from level 12 engage in professional jobs (this is measured based on data from the annual survey or provided by the schools).

Teacher Training

- Each year, 80% of schools’ staff and teachers who subscribe to attend training and workshops meet the minimum requirements of attendance. The minimum individual attendance rate required is 80% of the classes. Teachers who meet the attendance requirement receive a certificate that also states the score obtained to the final test.
- Each year 80% of schools’ staff and teachers who attend training and the workshops, as per outcome 6 pass the final test of the training class. They receive a certificate stating their final marks.

Hygiene Education

- Each year, 70% of girls in the schools covered by the program have a score of minimum 50/100 on a test on hygiene practices with an improvement of 10 marks per year in schools enrolled for more than one year.

Infrastructure improvements

- The 12 schools are equipped with science labs, libraries and sport facilities.
- Schools are overall supported with maintenance of infrastructures, hygiene facilities and access to potable water.

Support from beneficiaries; increased well-being of students and support from communities

- Each year, 70% of girls in the schools covered by the program declare to have a positive evaluation of the programs implemented in the school during the survey conducted annually.
- Personal follow up notes by the counsellor indicate improved well-being for students.
- Families and the wider communities support girls’ enrolment throughout secondary school and an academic and/or professional career beyond this.
### Beneficiaries’ matrix and Timeline of schools enrolled in the program

<table>
<thead>
<tr>
<th>School Name</th>
<th>Beneficiaries Jul2011-Dec2012</th>
<th>Beneficiaries 2013</th>
<th>Beneficiaries 2014</th>
<th>Beneficiaries 2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al Fatah –School for Girls</td>
<td>3’740 Students (plus 191 teachers and admin staff)</td>
<td>3’550 Students (plus 186 teachers and admin staff)</td>
<td>3’389 Students (plus 186 teachers and admin staff)</td>
<td>3’389 Students (plus 186 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>Khauja Lakan girls High School</td>
<td>1’921 Students (plus 66 teachers and admin staff)</td>
<td>1’747 Students (plus 54 teachers and admin staff)</td>
<td>1’889 Students (plus 56 teachers and admin staff)</td>
<td>1’889 Students (plus 56 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>Naswan Paghman Girls High School (formerly Hazrat Osman School)</td>
<td>721 Students (plus 43 teachers and admin staff)</td>
<td>644 Students (plus 38 teachers and admin staff)</td>
<td>581 Students (plus 40 teachers and admin staff)</td>
<td>581 Students (plus 40 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>Qalaï Malik High School</td>
<td>746 Students (plus 35 teachers and admin staff)</td>
<td>701 Students (plus 29 teachers and admin staff)</td>
<td>754 Students (plus 34 teachers and admin staff)</td>
<td>754 Students (plus 34 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>Keraman High School (girls’ shift)</td>
<td>301 Students (plus 15 teachers and admin staff)</td>
<td>260 Students (plus 15 teachers and admin staff)</td>
<td>277 Students (plus 16 teachers and admin staff)</td>
<td>277 Students (plus 16 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>Malalai –School for Girls</td>
<td>950 Students (plus 36 teachers and admin staff)</td>
<td>879 Students (plus 24 teachers and admin staff)</td>
<td>961 Students (plus 21 teachers and admin staff)</td>
<td>961 Students (plus 21 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>Wahdat –School for Girls</td>
<td>5’077 Students (plus 220 teachers and admin staff)</td>
<td>5’596 Students (plus 202 teachers and admin staff)</td>
<td>5’608 Students (plus 202 teachers and admin staff)</td>
<td>5’608 Students (plus 202 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>Paindah –School for Girls</td>
<td>449 Students (plus 28 teachers and admin staff)</td>
<td>292 Students (plus 15 teachers and admin staff)</td>
<td>335 Students (plus 15 teachers and admin staff)</td>
<td>335 Students (plus 15 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>Nasaji Gulbahar – School for Girls</td>
<td>2’106 Students (plus 78 teachers and admin staff)</td>
<td>1’697 Students (plus 77 teachers and admin staff)</td>
<td>2’050 Students (plus 76 teachers and admin staff)</td>
<td>2’050 Students (plus 76 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>Abdullah Bin Omar School for Girls</td>
<td>997 Students (plus 37 teachers and admin staff)</td>
<td>1’125 Students (plus 36 teachers and admin staff)</td>
<td>1’125 Students (plus 36 teachers and admin staff)</td>
<td>1’125 Students (plus 36 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>Sardar Daud Khan school for girls</td>
<td>4’058 Students (plus 206 teachers and admin staff)</td>
<td>5’166 Students (plus 206 teachers and admin staff)</td>
<td>5’166 Students (plus 206 teachers and admin staff)</td>
<td>5’166 Students (plus 206 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>Naswan Mer Bacha Koot School for Girls</td>
<td>734 Students (plus 43 teachers and admin staff)</td>
<td>868 Students (plus 46 teachers and admin staff)</td>
<td>868 Students (plus 46 teachers and admin staff)</td>
<td>868 Students (plus 46 teachers and admin staff)</td>
<td></td>
</tr>
<tr>
<td>3 new schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>To be selected</td>
</tr>
<tr>
<td>Total (students plus teachers and admin staff)</td>
<td>16’673</td>
<td>22’081</td>
<td>23’938</td>
<td>23’938</td>
<td></td>
</tr>
</tbody>
</table>

- **In green:** years of active enrolment
- **In purple:** years of enrolment as *alumni* school

The student population includes the net enrolment rates at the end of the Academic year.
Progress towards Outcome Indicators 2011-2014

Enrolment and dropout rates

By 2014, increase girls’ enrolment in grades 10-12 by 15% in the target schools and reduce by 30% the dropout from school of girls from level 8 to 12 (aged 13–17) in the 12 target schools.

The net enrolment (gross enrolment minus permanent absentees1) increased of 8.74% from 2013 to 2014 considering the 12 schools enrolled in the program, reaching a total of 23’003 students. The net enrolment from 2012 to 2014 considering the first 9 schools enrolled decreased of 1%. This is largely due to the fact that hundreds of students were invited by the Ministry of Education to move from Al Fatah and other schools to Sardar Daud Khan (both schools are enrolled in our program). For this reason, the enrolment rate in Al Fatah dropped of 9.4% from 2012 to 2014 and the one in Sardar Daud Khan increased of 27.3% between 2013 and 2014.

Detailed graphs (table 1.a -1.b -1.c) provide the annual net enrolment rates 2012-2014 by year, by school and by groups of schools enrolled.

Table 1.a: Enrolment rate 2012-2014 by school by year

---

1 In Afghanistan students remain enrolled in school for three years after they drop out. To estimate better the school population, we collected the nr. of permanent absentees and considered the net enrolment as a more appropriate figure of the school population.
Furthermore, the number of permanent absentees, that can give indications on the dropout, decreased of 18.18% in grade 8 to 12 and of 10.3%, considering the all grades from 2013 to 2014. In conclusion, between 2013 and 2014, the total nr. of permanent absentees decreased from 4’572 to 4’102.

However, if we consider the groups of schools enrolled in 2012 and 2013, the nr. of permanent absentees increased between 2012 and 2013 and decreased in 2014 (see table 1.c). Table 2 gives an indication of the increase in net enrolment by group of schools enrolled by year.
According to teachers, the actual dropout from schools (students that left in 2014 only) is of 253 cases of which 136 from grade 8 to 12. This represents 2% dropout on total net enrolment rate in grade 8 to 12 in 2014 and 1% dropout on the total net population in schools in 2014. Marriage is the predominant reason for girls in grade 8 to 12. For other students, very often poverty, distance from school and adversity from parents are given as combined reasons.

Table 2.b Total dropouts and reasons 2014 (as recorded by school teachers)

<table>
<thead>
<tr>
<th>Total dropouts per category in 2014 (1st reason)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td>36</td>
</tr>
<tr>
<td>Adversity from parents</td>
<td>30</td>
</tr>
<tr>
<td>Marriage</td>
<td>62</td>
</tr>
<tr>
<td>Moved to another schools</td>
<td>47</td>
</tr>
<tr>
<td>Distance from school</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>253</td>
</tr>
</tbody>
</table>

Academic Results: end of the year grade marks; results to the national Entry Exam to University; and enrolment to University

Each year, 30% of the female students pass each level with a mark higher than 70, in the schools covered by the program.

In 2011, only 7.3% of students or 712 students/9’725 in the 6 schools enrolled in the program passed the Academic year with a mark equal or higher than 70/100. This rate was of 13% in 2012 (1’092 students/8’379), considering the net enrolment in our 6 target schools and of 16% (2’569 students/16’011) considering the net enrolment in 9 schools (including the schools enrolled for the 2013). In 2013, this rate increased to 20% in the 9 schools above and was of 35.4% (7’495 students/21’155) considering the net enrolment in all the 12 schools enrolled for the 2014. Finally, the rate increased to 44.1% (10’146 students/23’003), at the end of the Academic year 2014 in the 12 schools enrolled to the program.

However, while the schools enrolled since 2012-2013 showed a consistent improvement year by year of the students’ performances, the last group of schools enrolled for the 2014 showed a decrease (from 76% to 56%) of the ratio of the students who graduated with a mark equal or higher than 70/100 from 2013 to 2014. This may indicate that it takes more than a year of support to improve and sustain academic performances of the students.

Table 3 shows the variance of this ratio by year, per group of schools enrolled and considering the total schools enrolled per year.
Achieve an annual rate of 40% of female students passing the National Entry Exam in the schools covered by the program, of which 20% enrol to University. [Activity implemented by Afghanistan Libre]

Since 2011, Afghanistan Libre organized 4 rounds of tutoring classes in preparation of the National Entry Exam to University. They addressed students in grade 12² for a total of 2’179 participants, of which 663 in 2014. Tutoring classes were divided in four modules (biology, chemistry, mathematics and physics). Each module was taught by University teachers but in 2014, in the 9 schools enrolled in 2011 – 2013, the tutoring classes were held by school teachers.

The results to the National Entry Exam to University for the year 2014 are not yet available. In 2013, 61% of the 489 students who attended the tutoring classes and the exam, passed. This represented 47.2% of the 631 students who attended our preparation classes to the exam (142 students did not take the exam). In 2011, after our first year of activities these two rates were 24% (considering 409 students who attended both the tutoring classes and the exam) and 23% considering the 442 students who attended our preparation classes (33 students did not take the exam).

In 2013, in order to understand if they enrolled to University, Afghanistan Libre interviewed 16% of the students who attended our preparation classes in 2012. 92% of them passed the Board Exam and 55% were enrolled in University at the time of the interview.

Furthermore, Womanity granted 5 (in 2012) and 16 scholarships (8 in 2013 and 8 in 2014) to attend University. 3 young women graduated from a two-year program and one of them enrolled successively in a Master’s Degree. The others are expected to graduate in 2015. According to the last marks available and related to the first semester 2014, they had an average mark of 78/100. Afghanistan Libre supervises the scholarship program.

### Vocational Training and students’ career choices

Each year 10% of students who graduated the previous year from level 12 engage in professional jobs (this is measured based on data from the annual survey or provided by the schools).

Womanity organized vocational training classes for students in grade 12. The pilot program offered accounting classes to students in Wahdat and Al Fatah Schools in 2013, accounting classes and a

---

² In Al Fatah, Wahdat and Sardar Daud Khan, the course was offered only to students who signed up as many of them were already taken private tutoring class.
career-counselling workshop (CV writing, job hunting and interviews’ preparation) in Al Fatah School in 2014. Overall, 64 students attended the classes. On average, they reported a mark of 40/100 to the initial test and of 61/100 to the final one with an improvement of 21/100.

Even though, data on the employment rate of students who graduated from the target schools are not available, we have some anecdotal evidence of impact. For example, Hanna, a student in grade 12 in Al Fatah School, attended our accounting classes in 2013. Her mother told us that Hanna was hired by AIB Bank and also enrolled to the Afghan American University, law faculty, after having successfully passed the Entry Exam to University.

**Teacher training**

Each year, 80% of schools’ staff and teachers who subscribe to attend training and workshops meet the minimum requirements of attendance. The minimum individual attendance rate required is 80% of the classes. Teachers who meet the attendance requirement, receive a certificate that also states the score obtained to the final test. Each year 80% of schools’ staff and teachers who attend training and the workshops, as per outcome 6 pass the final test of the training class. They receive a certificate stating their final marks.

During the period 2011-2014, a total of 179 teacher training modules (with 2’941 participants) were organized, 2’622 participants or 89% passed the final test.

In 2012, 613 among the 665 teachers and administrative staff that enrolled, attended a total of 35 training classes in science (biology, chemistry, physics and mathematic), English, Dari and Pashto, and Information and Communication Technology (ICT). They were 565 teachers and 48 admin staff. Their knowledge increased on average of about 39.7/100 (from the initial test average of 30/100 to the final average of 70/100). 508 or 83% of the trainees who met the min. attendance rate passed the test with a mark of 50/100 or more.

We also conducted 4 training classes in sport and physical education but classes were not graded. They were attended by 86 teachers.

In 2013, we organized 56 training modules in science (Biology, Chemistry, Physics and Mathematics), English, Pashto, Information and Communication Technology (ICT), First Aid, Children’s Rights Convention and Teaching Methodologies, Sports and Physical Education and one in Disaster Preparedness. They were attended by a final number 831 teachers and administrative staff (attendance rate 89%). 776 or 93% of the final attendees passed the exam with a mark 50/100 or more. Overall their knowledge increased of 44/100 (average initial test mark 33/100, average final test mark 77/100).

In 2014, we organized 84 training modules in Science (Biology, Chemistry, Physics and Mathematics), English, Pashto, Information and Communication Technology (ICT), First Aid, Children’s Rights Convention and Teaching methodologies, Sports and Physical Education and Disaster Preparedness (one in each school). They were attended by a final number of 1’411 teachers (1’331) and administrative staff (80). 192 teachers from other schools attended our science training. 1’338 or 95% of the final attendees passed the exam with a mark 50/100 or more. Overall their knowledge increased of 38/100 (average initial test mark 30/100, average final test mark 62/100). One of the workshops was in school management and was attended by school principals of 9 schools.
### Hygiene Education

Each year, 70% of girls in the schools covered by the program have a score of minimum 50/100 on a test on hygiene practices with an improvement of 10 marks per year in schools enrolled for more than one year.

A program on Hygiene Education was conducted in the 12 target schools by adapting the WASH (Water, Sanitation and Hygiene) program designed by UNICEF. In 2013-2014, the Hygiene Educator Sr. Officer and his assistants trained 656 students and teachers and members of the schools’ Hygiene and Health groups (one or two per school). Throughout the program duration, Hygiene and Health group members were in charge of training their peers in good hygiene practices and of supervising the school cleanliness.

In 2014, with a grant from the Vital Foundation, Womanity distributed 2’000 leaflets on hygiene behaviours and painted on the walls of the 12 schools key hygiene messages. In two locations (Naswan Paghman School and in Abdullah Bin Omar School), the Hygiene and Health Groups conducted two Hygiene Education and Celebration Days attended by hundreds of students. Students presented and role-played correct behaviours for personal hygiene, health and well-being.

We did not conduct official written tests. However, based on our monitoring visits, in 2013, the Hygiene Education team informally interviewed 1’632 students in 76 groups. We estimate that 60% of them knew the answer to 9 questions on hygiene. This value for the 9 schools enrolled in 2013 increased of 1% in 2014 (888 students in 54 groups were interviewed). In 2014, in the 12 schools enrolled, the Hygiene Education team informally interviewed 1’173 students in 72 groups. We estimate that 78% of them knew the answer to the 9 questions.

In 2014, we also conducted informal meetings in class with older students to discuss health issues (especially menstruation management). In the first semester, we interviewed 389 girls in 24 groups, only 29% of them new the basic answer to 3 questions on symptoms of anemia, vaccination and nutrition during menstruation. In the second semester, we interviewed 412 girls in 24 groups and the ratio increase to 89%.

### Infrastructure improvements

The 12 schools are equipped with science labs, libraries and sport facilities

Schools are overall supported with maintenance of infrastructures, hygiene facilities and access to potable water.

During the period 2011 -2014, Womanity equipped:

- science laboratories in the 12 schools following the direction of the National Science Center;
- 12 schools with computers labs by distributing 124 computers;
- 12 libraries by purchasing 4’574 books (about 25% of the current offers of school libraries) selected in cooperation with schools’ headmasters and teachers; and
- 12 schools with sports’ equipment and first aid kits.

Furthermore, Womanity supported schools with some basic maintenance and renovation needs. This included providing furniture, stationary, school equipment, carpets, shelves, renovation of windows and doors, room partitioning to increase the number of classrooms in many schools, and provision of

---

3 Please note that the figures provided under this outcome are different than the ones provided last year and in quarterly reports because data were misinterpreted. This file includes the correct figures.

4 A detailed list of items purchased and maintenance works performed can be provided.
generators for electricity. Womanity built and renovated wells and water pumps to give schools access to potable water (each year water quality was tested by Action Contre la Faim); built and renovated latrines; and supervised the schools’ cleanliness, hygiene and their beautification with the creation gardens and green areas.

As a result of infrastructure improvements, students have science classes in the laboratories and ICT classes in the computers labs; they perform physical education at least once a week and they use libraries more frequently.

The Womanity team interviewed 36 students from grade 10-12 in the last quarter of 2014. They reported that they have physical education classes at least once a week or more (only 9 reported to receive only one class per week). 27 respondents reported that classes are held outdoors and the majority reported that they actually perform physical exercises. This represents a positive improvement from 2013 when, of the 54 students interviewed during monitoring visits, only half reported to have at least one class of physical education per week. Most of the time, they took place in classrooms and only 2/5 of interviewed students reported doing actual physical exercises during the classes.

21 and 29 respectively of the same students interviewed reported that they have classes in the computer and science labs at least once or more per week per subject. In general, all of them reported having an active role in using computers and directly performing experiments with the supervision of the teacher.

In 2013, 26/54 students said they went to the science lab one or twice per week and almost all reported to be allowed by the teacher to conduct the experiment by themselves when they are in the lab.

During monitoring visits in the last quarter of 2014, Womanity checked the library books in the 12 schools. A total of 1’217 users (or 5.2% of the net student population in our target schools) used the libraries during the last month (at the moment of the visit) with an average of 101 per school. This represents a dramatic improvement from data collected in 2013, when we noted that on average 9 students per month borrowed a book from the library (based on 18 monitoring visits, 2 per school with 9 schools enrolled to the program).

<table>
<thead>
<tr>
<th>Support from beneficiaries; increased well-being of students and support from communities</th>
</tr>
</thead>
</table>

Each year, 70% of girls in the schools covered by the program declare to have a positive evaluation of the programs implemented in the school during the survey conducted annually.

We did not conduct an annual evaluation survey, because in 2013, we commissioned a mid-term evaluation co-sponsored by UBS OF and conducted by Dr. Foley and we are about to conduct a final survey that will investigate on beneficiaries’ satisfaction.

The report of Dr. Foley was extremely positive.

“The girls (in schools that I visited) showed astounding maturity and ability to take on major responsibilities in helping to run their schools. When I interviewed the members of the Students’ Councils, they were direct in their answers. They also were determined to go as far as they could in their education. In each group, there were obvious student leaders who spoke when I asked a particularly difficult question. These young women had poise and leadership skill far beyond their teenage years. Most of the female student leaders were 14 to 17 years old. Most would be married and have children soon. They spoke of the confidence an education had given them”. Dr. Peter Foley, an international expert of education, from an article he wrote for Womanity Annual Report 2013 on his evaluation of the program in March 2013.
Anecdotal evidence suggests that the population of the schools but also community members and parents highly appreciated our support. Below some quotes from beneficiaries:

“I learnt a lot of positive things in my school. I wish I could learn more and get a good job for my brothers and sisters. It is important to understand why things are how they are. It is the most important thing actually.” Afghan Girl, 15 years old, Paghman Province, from the Baseline Survey conducted by Samuel Hall in 2012 for Womanity Foundation.

“Before the intervention of Womanity, conditions of hygiene facilities were dismal. We had no access to hand-washing facilities and, out of 50 latrines, only 8 were functioning. Womanity renovated both latrines and water access points. However, the most important part is the hygiene education. Before we knew nothing about hygiene practices. Now, being a member of the Health group myself, I can see the dramatic improvements in hygiene behaviours of the school population and I feel a positive agent of change for my school and my family”. Samea, female student in grade 11th, Wahdat School, during an interview with Womanity Hygiene Education Sr. officer.

Womanity Afghanistan team received certificates of gratitude from the schools’ representatives during the meeting to announce the phase out from the six schools originally enrolled.

Personal follow up notes by the counsellor indicate improved well-being for students (at least 500 beneficiaries annually). [Activity implemented by Afghanistan Libre]

In 2014, the counsellor trained 3 teachers per school to be her rely on counselling activities. At least 27 of them actively led either individual or group counselling sessions or awareness sessions on girls’ education. Overall, in 2014, the counsellor and the teachers addressed:

- 527 individual cases (students teachers or parents);
- 483 students in the group counselling’s session;
- 1457 students in awareness sessions.

On average individual cases are dealt with in 3 sessions, sometimes 6 to 7. However, there are students that have been supported for years. Afghanistan Libre classified the interventions according to the following categories:

- 50% of students declared at least one, but usually more, symptoms of Post Traumatic Stress Disorder;
- 41% declared to have family problems which often can hide other problems that are considered taboos;
- 1% of students expressed that they were forced to get married;
- 7% of students felt stress in relation to love feelings (which are generally hidden love affairs);
- 2% said that they had financial and economical problem.

Families and the wider communities support girls’ enrolment throughout secondary school and an academic and/or professional career beyond this.

Parent and Teacher Associations (PTA) and Student Councils (one per school) of each target school met regularly (about once a month during the Academic year). They discussed the issues of the school, possible solutions and interacted with communities. In particular, they negotiated communities’ support to schools’ needs and to girls’ challenges, and in some cases, mediated with families to enrol their daughters back to school.