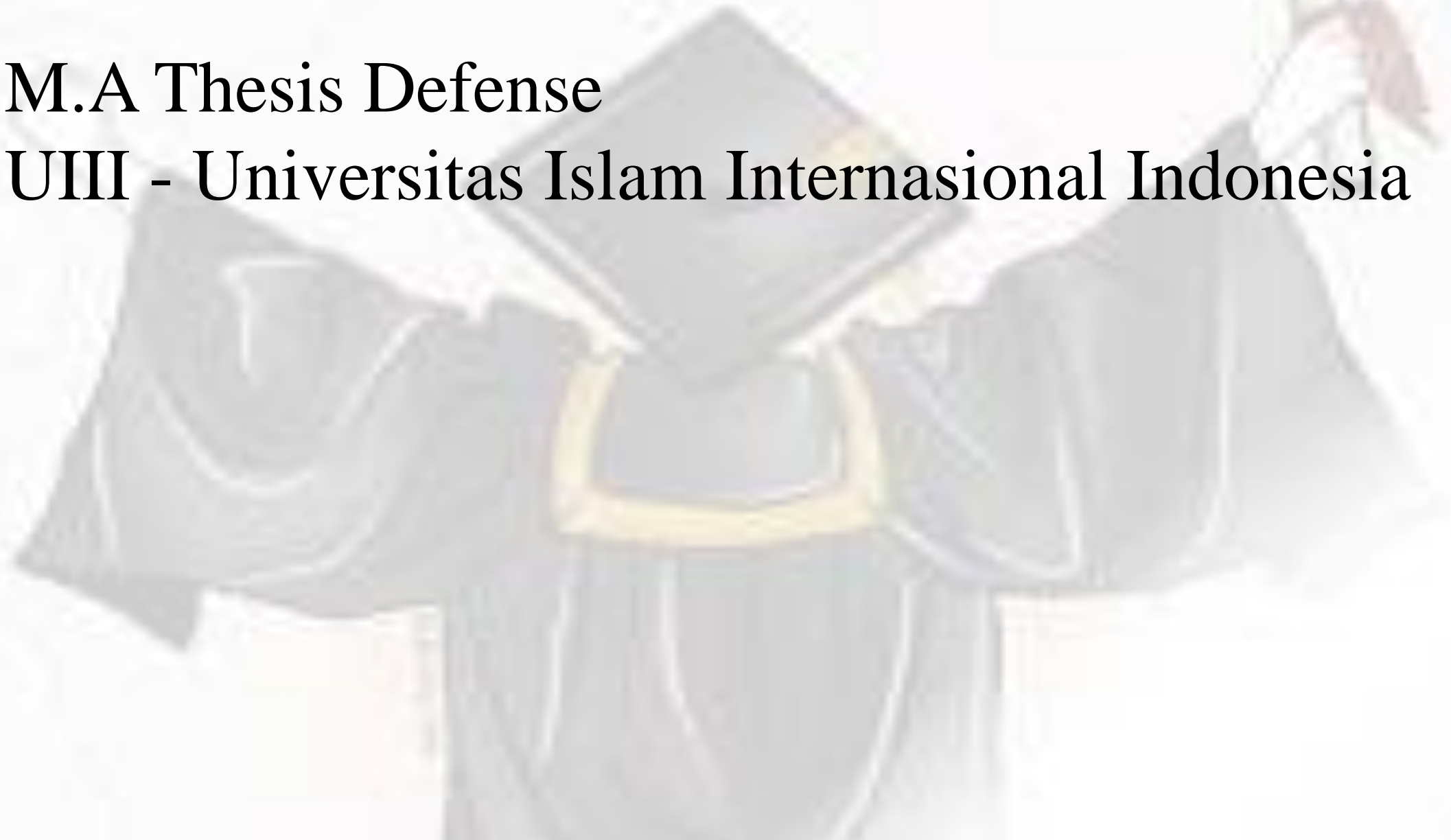





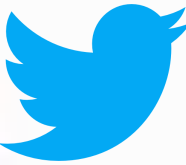
- Abdul Saboor Hamed
- M.A Thesis Defense
- UIII - Universitas Islam Internasional Indonesia



A faded, light-colored background image of a graduation cap and gown. The cap is dark with a gold tassel, and the gown is dark with gold trim. The image is centered and serves as a backdrop for the title.

Women's Education in Afghanistan: Activist, Taliban, and Public Views

Outlines



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Introduction



Main Focus

- ✓ This study investigate women's education from three different views, namely: Activists, the Taliban and public views

Benefit

- ✓ Research indicates that women who receive education are more likely to have expanded opportunities, particularly in non-farm sectors (Anderson et al., 2021).

Barriers

- ✓ Women in patriarchal and conservative countries like Afghanistan face significant barriers to education, limiting their daily lives and access to public activities.





Research Problem



What are the views of activists, Taliban, and the public regarding women's education in Afghanistan, and how does gender influence activists' views on the topic?

Understanding barriers to education for Afghan women is crucial for advancement. Examining views of activists, the Taliban, and the public sheds light on differing views on women's education.

Research Question



Research Objective



This study investigates women's education in Afghanistan through the views of activists, the Taliban, and the public, considering the influence of gender norms and the varying viewpoints of different groups.

Significant of study



- ✓ Uncovering gender dynamics: Examining tweets to understand cultural elements affecting women's education.
- ✓ Amplifying marginalized voices: Giving voice to underrepresented communities through social media analysis.
- ✓ Advancing gender equality: Using Twitter to identify barriers and promote inclusive education environments.



Literature Review

- ✓ Anderson, Reynolds, Biscaye, Patwardhan, and Schmidt (2021) emphasize the significance of education in empowering women and promoting gender equality. Their study reveals that educated women have greater opportunities and contribute more to non-farming activities, indicating the transformative power of education in improving women's socio-economic prospects.
- ✓ McGregor (2015) discusses the role of consumer educators as consumer activists, advocating for the connections between consumers and the marketplace. This perspective highlights the broader dimensions of activism, encompassing political, social, and economic aspects within consumer education.
- ✓ Laura Lyytikäinen (2013) examines how gender, class, and civic engagement shape activist identity within the Russian movement Oborona. They find that activists with solid education backgrounds stand for women's education and against all forms of inequality. According to Carla Luguetti and Kimberly L. Oliver (2020), the activist approach raises awareness of societal power structures leading to social inequities.



Continue...

- ✓ Lauri Johnson (2004) explores the role of activist African American women teachers in Harlem during the 1930s-1950s. They were not only committed to educating students but also actively involved in social reform, teacher union organizing, and civil rights movements. These activist educators played a pivotal role in driving social change, improving teacher conditions, and expanding higher education access, leaving a lasting impact on the lives of African Americans in Harlem.
- ✓ Rebecca M. Klenk (2010) examines how gender influences activists' perspectives on women's education. At Lakshmi Ashram, male activists viewed education as a way to improve women's economic status, aiming for increased employment opportunities and greater independence. They believed that education would empower women to be self-reliant and make significant contributions to their families and communities.
- ✓ On the other hand, female activists at Lakshmi Ashram viewed education as a tool to challenge gender inequality and empower women to break free from societal norms, actively shaping their communities (Klenk, 2010).



Continue...

- ✓ These differing views influenced the strategies of male and female activists. Female activists focused on transforming social norms to remove barriers to women's education, while male activists emphasized financial support. Female activists faced opposition from families and communities, while male activists, perceived as more effective leaders, gained greater acceptance from policymakers.
- ✓ Both male and female activists at Lakshmi Ashram tirelessly advocated for women's education, believing it would empower women and foster community development. Additionally, Barbara J. Bank (2007) highlights the role of activists in promoting gender equality and their involvement in the field of women's studies (Bank, 2007).
- ✓ And Barbara says, "activists seeking sex equity and participants in the emerging discipline of women's studies"



Continue...

- ✓ To understand the views of the Taliban and the public on women's education, we must consider the influence of action resources like knowledge and skills. Modernization fosters political involvement through economic growth, education, and personal independence. Societal values reflect the impact of industrialization and the conflict between survival-oriented and self-expression values. Self-expression societies prioritize personal fulfillment, gender equality, tolerance, civil liberties, democracy, and responsive governance (Welzel & Inglehart, 2008).
- ✓ Afghanistan's history reflects the oppression of women's rights for decades. Understanding the broader historical context is crucial for rebuilding Afghanistan with women playing an essential role. A survey by Ruth Ren (2010) found that over 87% agreed women should have equal educational opportunities, with 50% strongly supporting it. Only about 11% disagreed, with higher support from women (93%) than men (82%).
- ✓ The Taliban has long opposed women's education and work, leading to a denial of opportunities and rights (Karlsson & Mansory, 2008). Recent studies show grave concern about the state of women's education in Afghanistan after the Taliban's takeover, with participants expressing the near eradication of educational access for women and girls (Inayatullah, 2022).



Continue...

- ✓ Considering all respective scholars' arguments, we believe activists have high support for women's education, and this is not concise on women's education only; their goals are to push the society for equality. They support equality because they want to build a strong community and women self-sufficient. According to Ruth Ren (2010), over 87% of public support women's education as long as the Taliban is concerned. According to several studies (Yousaf & Jabarkhail, 2021; Inayatullah, 2022) they have no interest in women's education.

Hypothesis



H1: The Taliban's views regarding women's education will be significantly more restrictive and opposed than those of activists and public.

Explanation: The Taliban's ideology and past actions reveal their restrictive stance on women's education, punishing women for attending school or working. Their fundamentalist interpretation of Islam and adherence to traditional gender roles shape their views. Activists and ordinary Afghans hold more progressive perspectives (Skaine, 2002).

H2: Activists are more likely to demonstrate higher support for women's education compared to both the Taliban and Public.

Explanation: Women's education is crucial and subject to ongoing debate. It offers solutions to various challenges faced by women. Despite progress, societal norms, power dynamics, and government inaction hinder its advancement (Nussbaum, 2004). Activists advocate for education as a universal right, promoting gender equality and empowering women.

The Taliban has consistently opposed women's education, perceiving it as a challenge to traditional gender roles (Telesetsky, 1998). Public opinion on women's education varies based on education, religion, and culture. Supporters of gender equality and women's rights are more likely to endorse women's education. Activists are expected to demonstrate stronger support for women's education compared to the Taliban and the public.

Continue...



H3: Female activists are more likely to hold higher sentiments for supporting women's education compared to male activists.

Explanation: Female activists prioritize women's education based on their firsthand understanding of the challenges women face. Gender norms and societal expectations shape perspectives on education and women's rights. Feminist theory recognizes gender as a social construct influenced by a patriarchal upbringing (Lorber, 2001). Thus, female activists, influenced by their gendered attitudes, strongly advocate for women's educational opportunities.



Argument

In the realm of women's education, a theoretical struggle unfolds between activists, the Taliban, and the public. Activists, guided by feminist theories, view education as a powerful tool for empowerment and social change, striving to remove barriers and advocate for women's access to education. Conversely, the Taliban perceives women's education as a threat to their established order, imposing limitations to uphold patriarchal structures. The public holds diverse views influenced by education, religion, and culture, ranging from embracing equal opportunities to reinforcing traditional gender roles (Lorber, 2001; Franks, 2003; Rene, 2010).



Argument

The study employed content analysis (Evans & Clark, 2015) and sentiment analysis to test the hypothesis.

Content analysis

Content analysis is a research method that involves the systematic examination and interpretation of texts, such as written documents, transcripts, or social media posts. It focuses on analyzing the content of these texts to identify patterns, themes, or specific characteristics.

Sentiment analysis, also known as opinion mining, is a method used to determine the emotional tone or sentiment expressed in a piece of text, such as social media posts, customer reviews, or survey responses. It involves analyzing the language and context of the text to classify it as positive, negative, or neutral.

Sentiment Analysis



Analysis

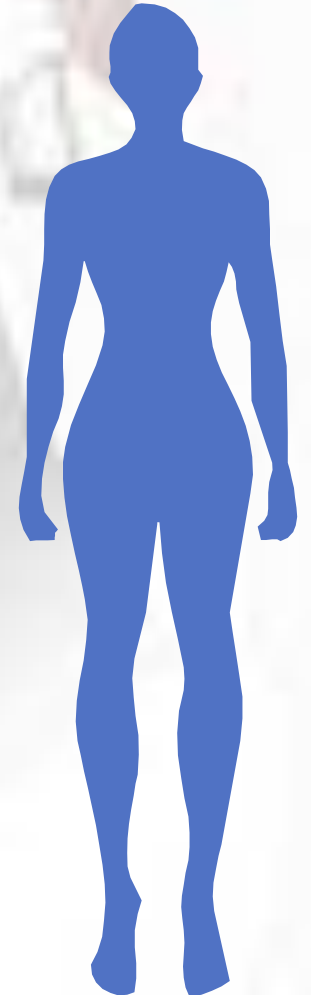
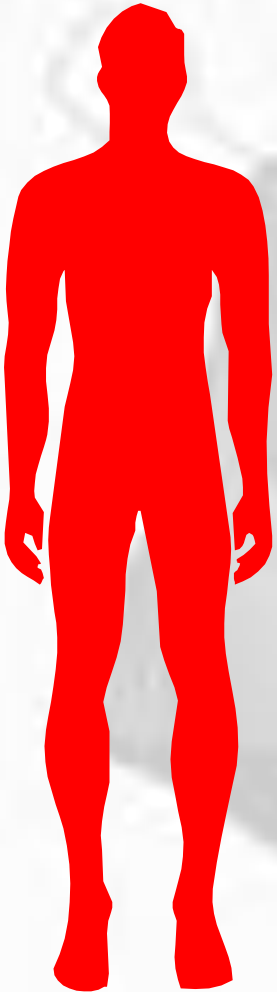
➤ Data Collection

Start from December 01, 2022 to March, 30, 2023

Collecting Activists: The study collected tweets using three methods: Afghan Twitter spaces, Google searches for Afghan activists, and TV shows like TOLONews and ArianaNews that frequently feature activists.

Collecting Taliban: The study identified Taliban officials through the official Twitter account of the Taliban spokesman, Zabihullah Mujahid, and another prominent member, Mobeen Khan. These accounts provided access to the officials' tweets and facilitated their recognition.

Collecting Public: To identify the public, the study employed the same approach on popular news channels such as Tolo News and Ariana News. By analyzing the followers and comments sections, individuals from the public were recognized..





Data Cleaning

- Remove URL
- Remove Hashtags
- Remove noises
- Remove duplicates
- Remove missing values

Labeling Data

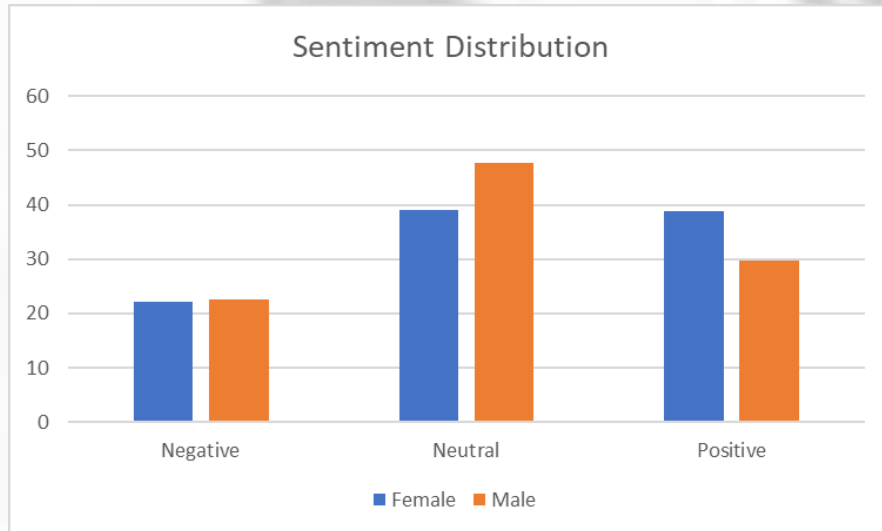
Label The Data based on five keywords
Women, education, schools, university, and girl, (1-0)

Unclean	Clean
RT @Malala: While banning girls from school, the Taliban are also arresting champions of education. @matiullahwesa founded @penpath1 to pro...	malala banning girl school taliban also arresting champions education matiullahwesa founded penpath pro
Since 555 days, #Afghan #girls #education centers closed in #Afghanistan. Quality Education has the power to transform societies in a single generation. Afghan girls & women need quality education. They need support & help For Formal education, #LetAfghanGirlsLearn https://t.co/2hdSbFAIaC	since days afghan girl education centers closed afghanistan quality education power transform societies single generation afghan girl women need quality education need support help formal education let afghan girl learn
@matiullahwesa is the voice of Afghan generation. He is peaceful education activist. He want to Education for all in Afghanistan. We are all also have obligation to rise voice for Afghan girls and women education in Afghanistan. #RelaeseMatiullahwesa #LetAfghanGirlsLearn https://t.co/Yv4BBSNrB4	matiullahwesa voice afghan generation peaceful education activist want education afghanistan also obligation rise voice afghan girl women education afghanistan relaesematiullahwesa let afghan girl learn
Negotiating the ban on women education in Afghanistan is so silly. Explaining to anyone why Afghan women have the right to get an education is so silly. Explaining how and why Islam supports is so silly. It is all just waisting time. #Taliban wont allow so the wait is also silly. https://t.co/sk5VtLjAiD	negotiating ban women education afghanistan silly explaining anyone afghan women right get education silly explaining islam supports silly waisting time taliban wont allow wait also silly
The war in Afghanistan is to destroy the idea of education. This war started fifty years ago. The world cannot even imagine how many teachers, students and education workers have been killed and how many schools have been burned in Afghanistan. https://t.co/IkUwrNtI3Z	war afghanistan destroy idea education war started fifty years ago world cannot even imagine many teachers students education workers killed many school burned afghanistan

Finding

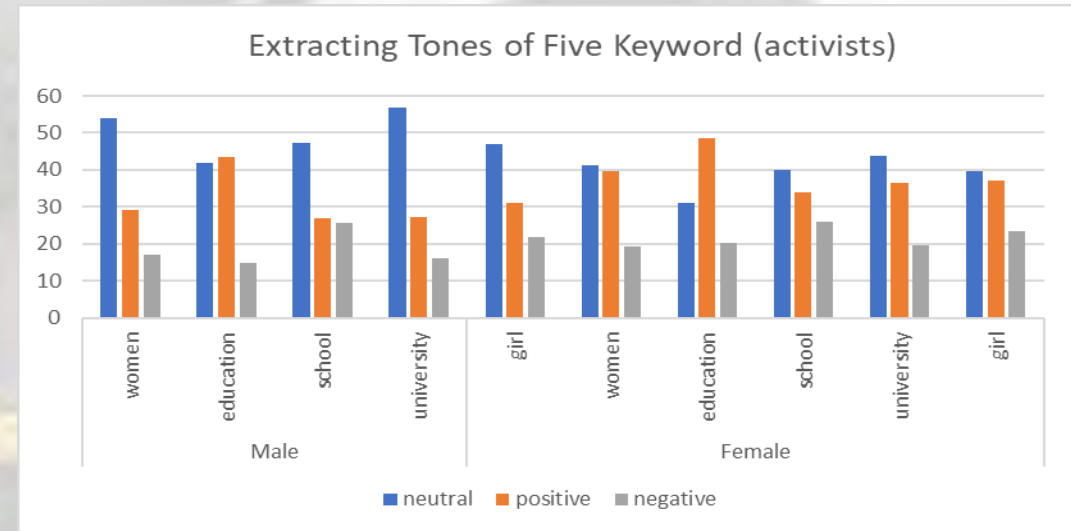


Positive sentiment constitutes 29.11% and negative sentiment is at 17.13%. Male activists show 43.27% positivity for the keyword "Education" and 15.11% negativity. For "School," sentiment distribution is balanced, with 47.47% neutral, 27.18% positive, and 25.35% negative tweets from male activists.



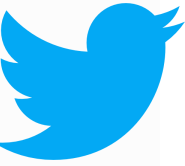
Sentiment Distribution (activists)

Male activists predominantly express a neutral sentiment towards the discussed keywords, while positive and negative sentiments are also present. Female activists contribute more tweets and show a mix of sentiments, leaning towards positivity. Men tend to have a neutral tone, while women are more likely to express positive sentiments.

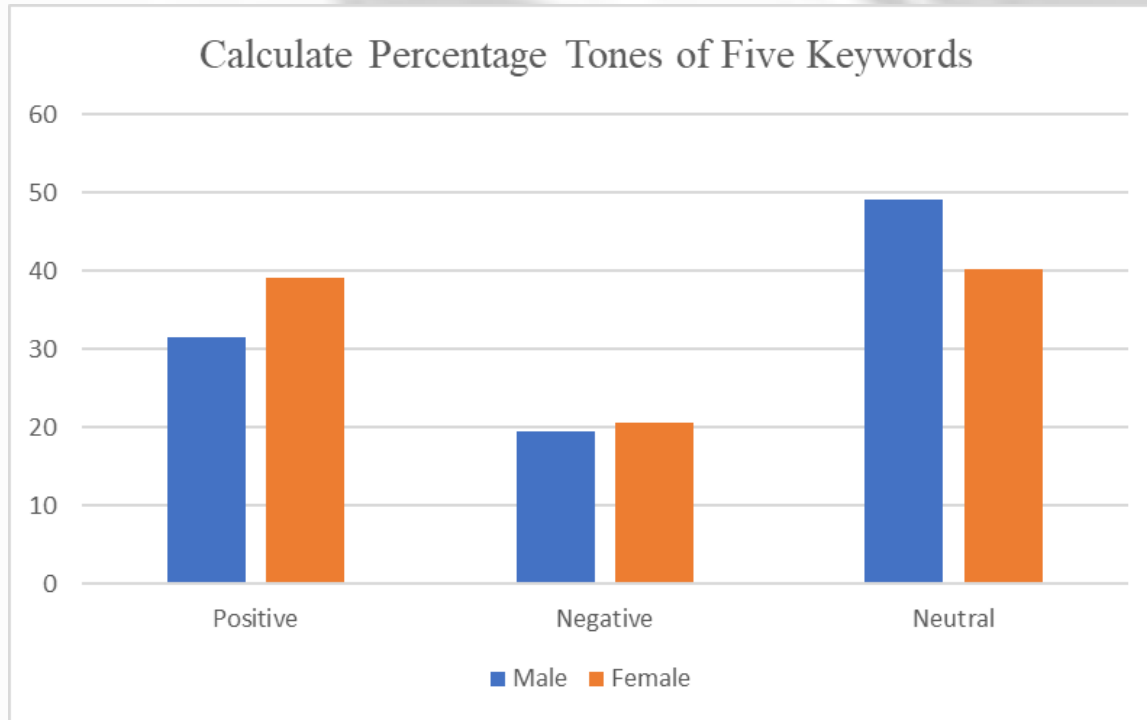


Extracting Tones of Five Keyword (activists)

Continue...

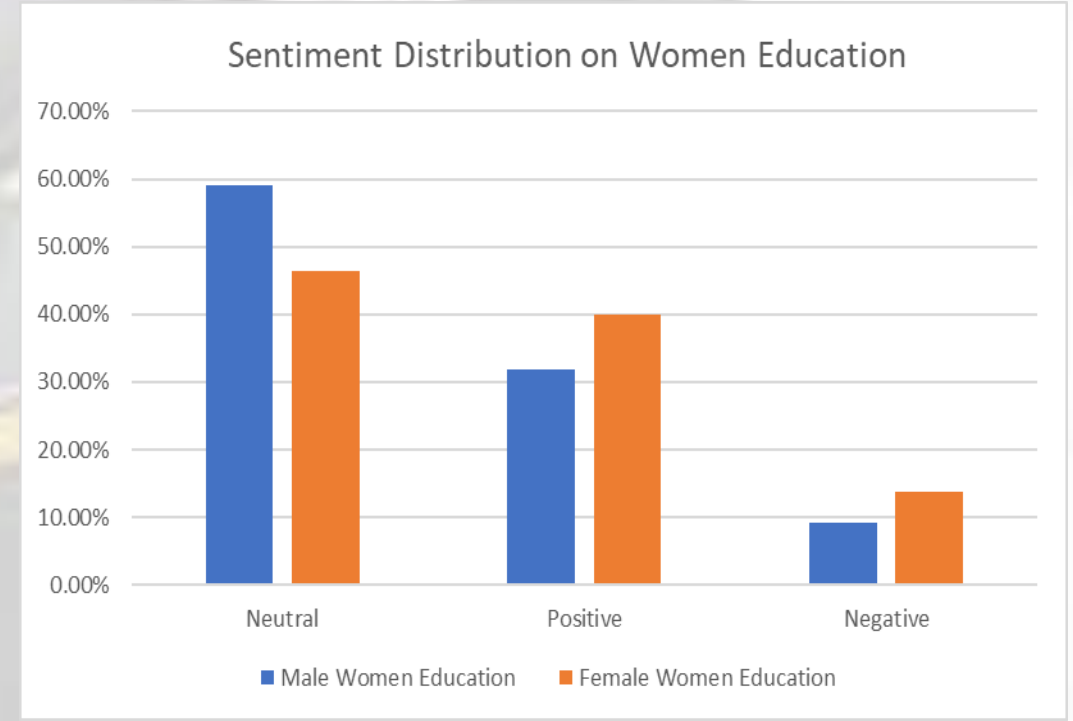


Male activists had 31.43% positive, 19.52% negative, and 49.04% neutral sentiments. Female activists had 39.12% positive, 20.59% negative, and 40.28% neutral sentiments. These results highlight gender differences in sentiment expression.



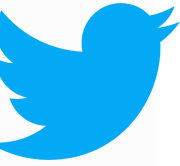
Calculate Percentage Tones of Five Keywords (activists)

Using the keyword "Women Education" to narrow down the data, we find that among males, the sentiment is primarily neutral at 59.09%, with positive sentiment at 31.82% and negative sentiment at 9.09%. This suggests a balanced outlook, positive support, and some reservations regarding women's education. And female as more higher positive on women's education



Sentiment Distribution on Women Education (activists)

Continue...

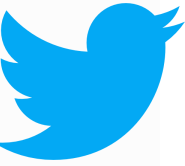


Women's tweets about education significantly deviate from neutrality, as indicated by a t-statistic of 28.32% and a very small p-value of 1.69%. This highlights the distinct perspectives and attitudes of women when discussing education, underscoring the importance of considering gender-specific challenges and promoting inclusivity in educational contexts. Focusing solely on the keyword "Women Education" provides a more accurate understanding of women's sentiments regarding education.

Gender	T-Statistic	P-Value
Male	12.23%	4.97%
Female	28.32%	1.69%

Calculate Sentiment Scores for Five Keywords (activists)

Continue...



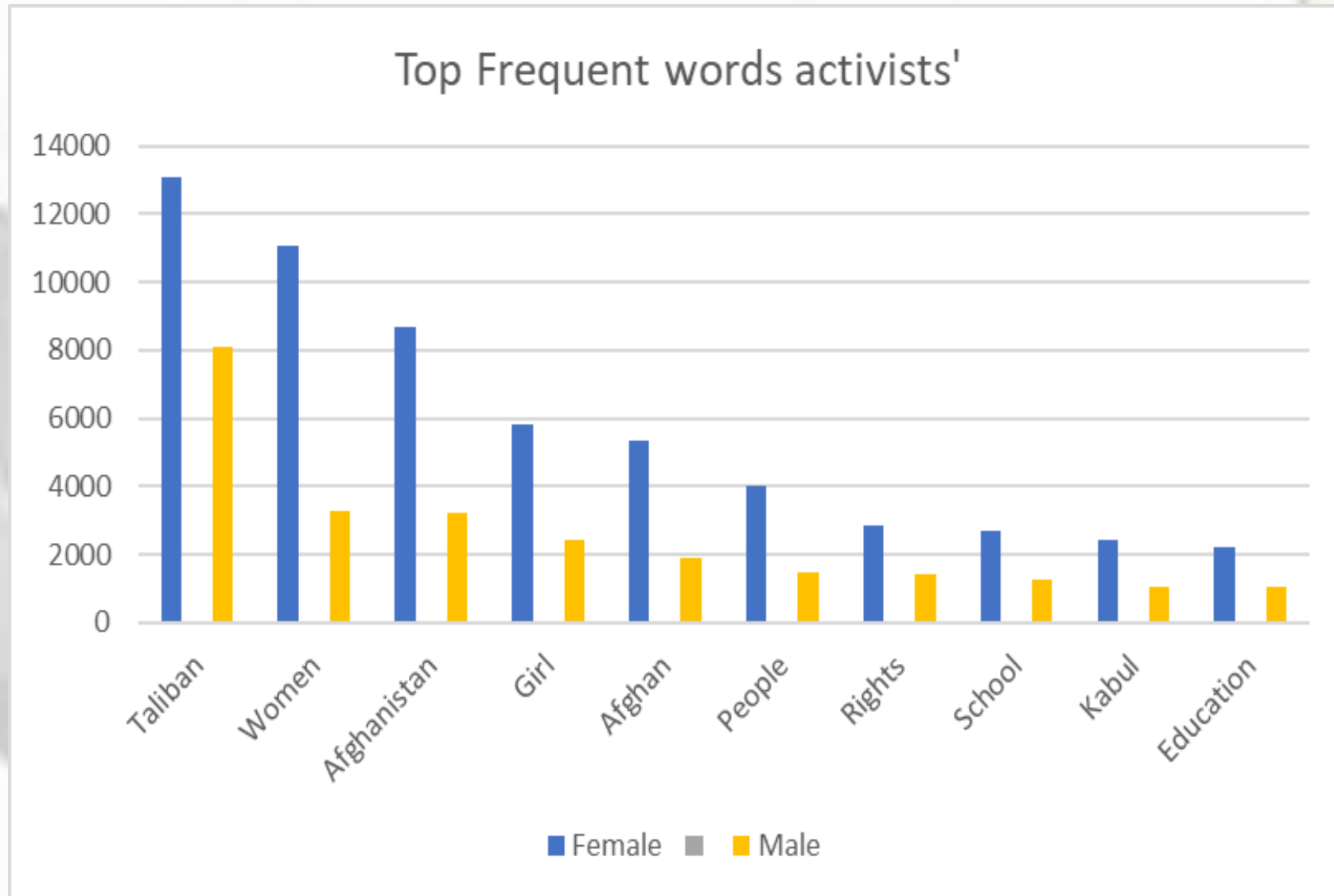
Male and female tweets about women's education differ significantly in sentiment expression, as indicated by the t-statistics (2.59% for males, 3.43% for females) and low p-values (0.01% for males, 0.00% for females). These findings emphasize the importance of considering gender perspectives in discussions about women's education.

Gender	T-Statistic	P-Value
Male	2.59%	0.01%
Female	3.43%	0.00%

Calculate Sentiment Scores for Women Education (activists)



Top and word-cloud words









Optimization terminated successfully.

Current function value: 0.666068

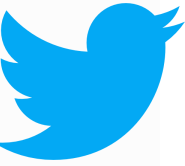
Iterations 4

Logit Regression Results

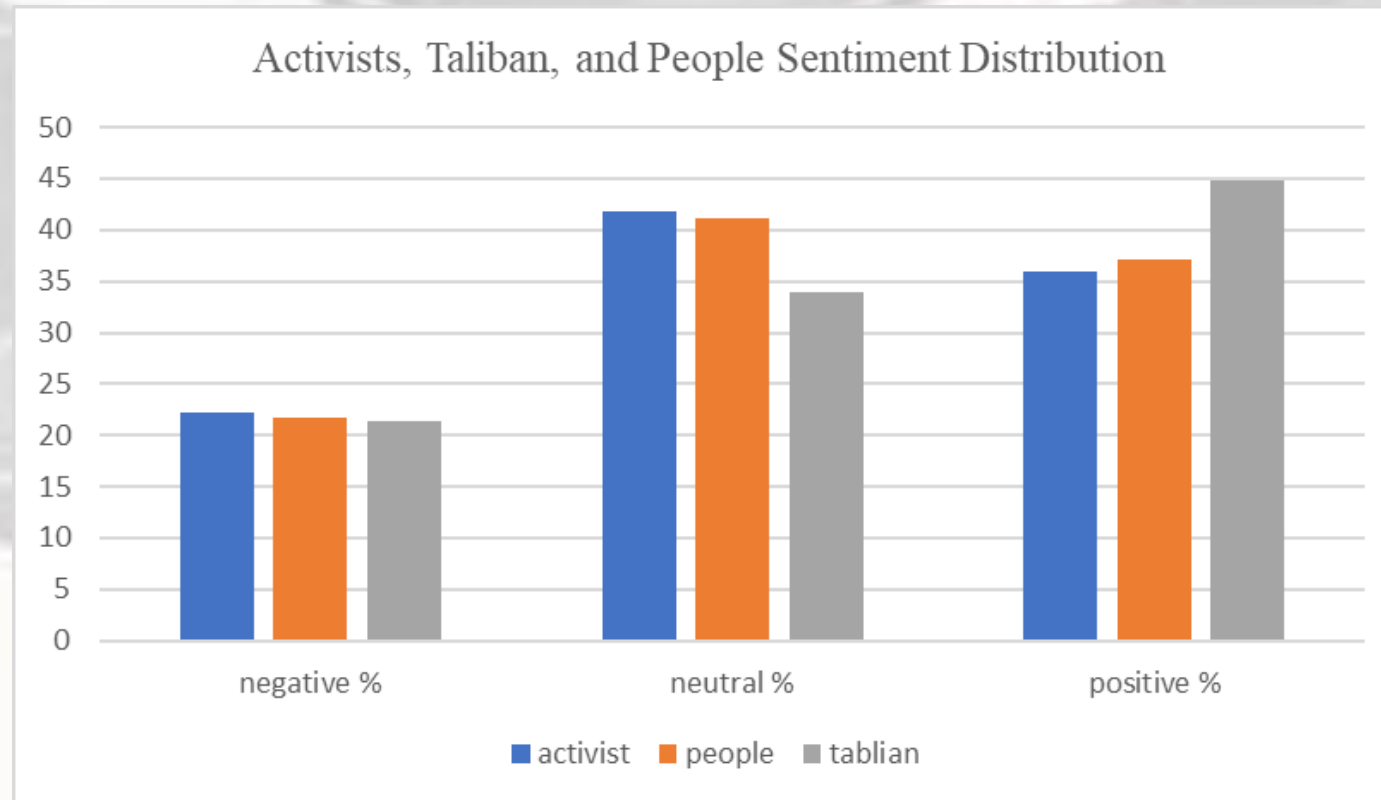
```
=====
Dep. Variable:          label    No. Observations:          52246
Model:                  Logit    Df Residuals:              52244
Method:                  MLE     Df Model:                1
Date:                    Thu, 01 Jun 2023    Pseudo R-squ.:        0.0002533
Time:                    20:25:14    Log-Likelihood:        -34799.
converged:                True    LL-Null:               -34808.
Covariance Type:          nonrobust    LLR p-value:           2.681e-05
=====
```

```
=====
              coef    std err          z      P>|z|      [0.025    0.975]
-----
const          -0.5241      0.016   -33.420     0.000     -0.555    -0.493
Female           0.0803      0.019     4.194     0.000      0.043     0.118
=====
```

Activists, Taliban and Public



Sentiment distribution among the activist group: 22.28% negative, 41.82% neutral, and 35.89% positive. The Public group shows: 21.72% negative, 41.11% neutral, and 37.16% positive sentiments. The Taliban group has: 21.33% negative, 33.90% neutral, and 44.77% positive sentiments. These sentiments reflect diverse topics, not limited to women's education. Next, we delve into women's education using specific keywords.

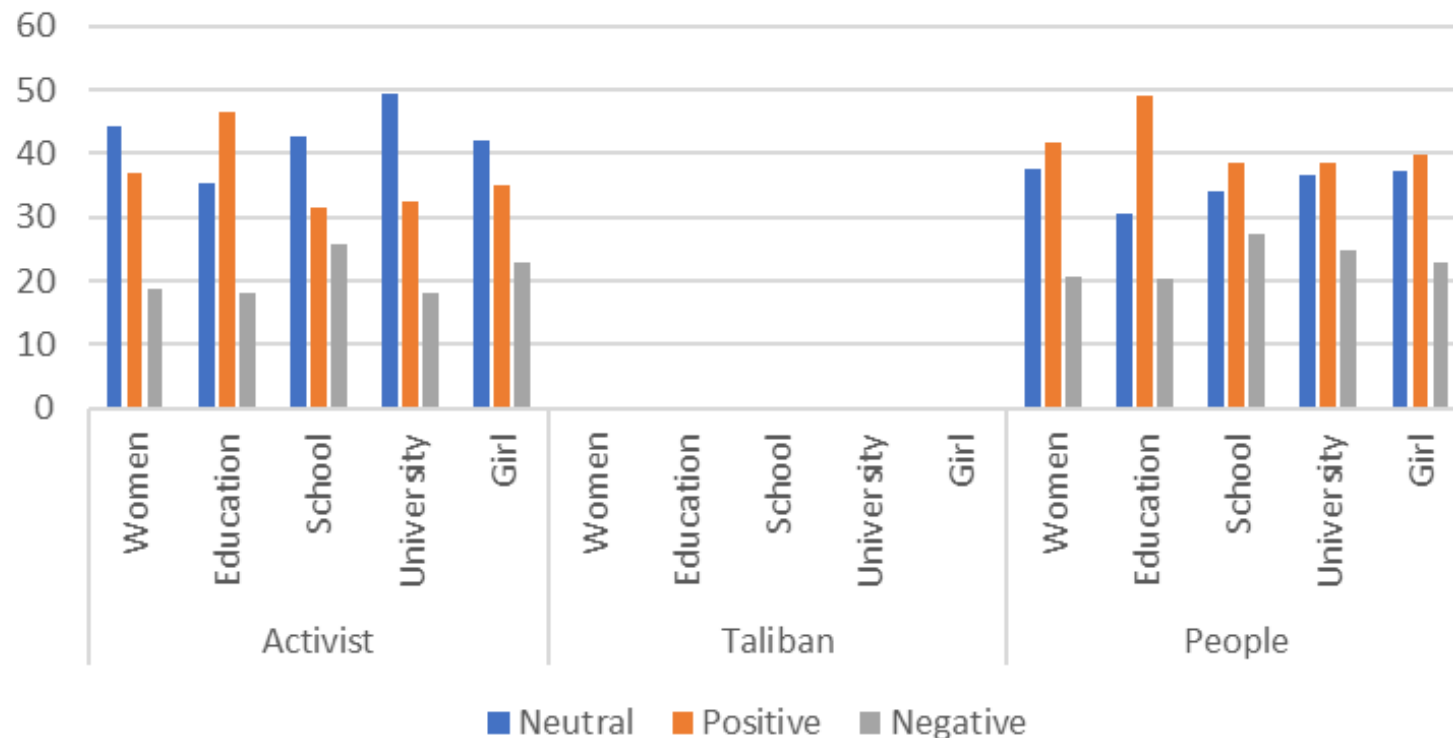


Continue...



We cannot calculate of five keywords for the Taliban, because its too small compared to activists and the public. And the table shows the Taliban tweets related to five keywords

Sentiment Distribution of Five Keywords



Tweets Related to Keywords

jobs allocated women educational sector today announced ministry
education jobs teachers administrative staff male female states herat
farah ghor badghis nangarhar laghman kunar nuristan

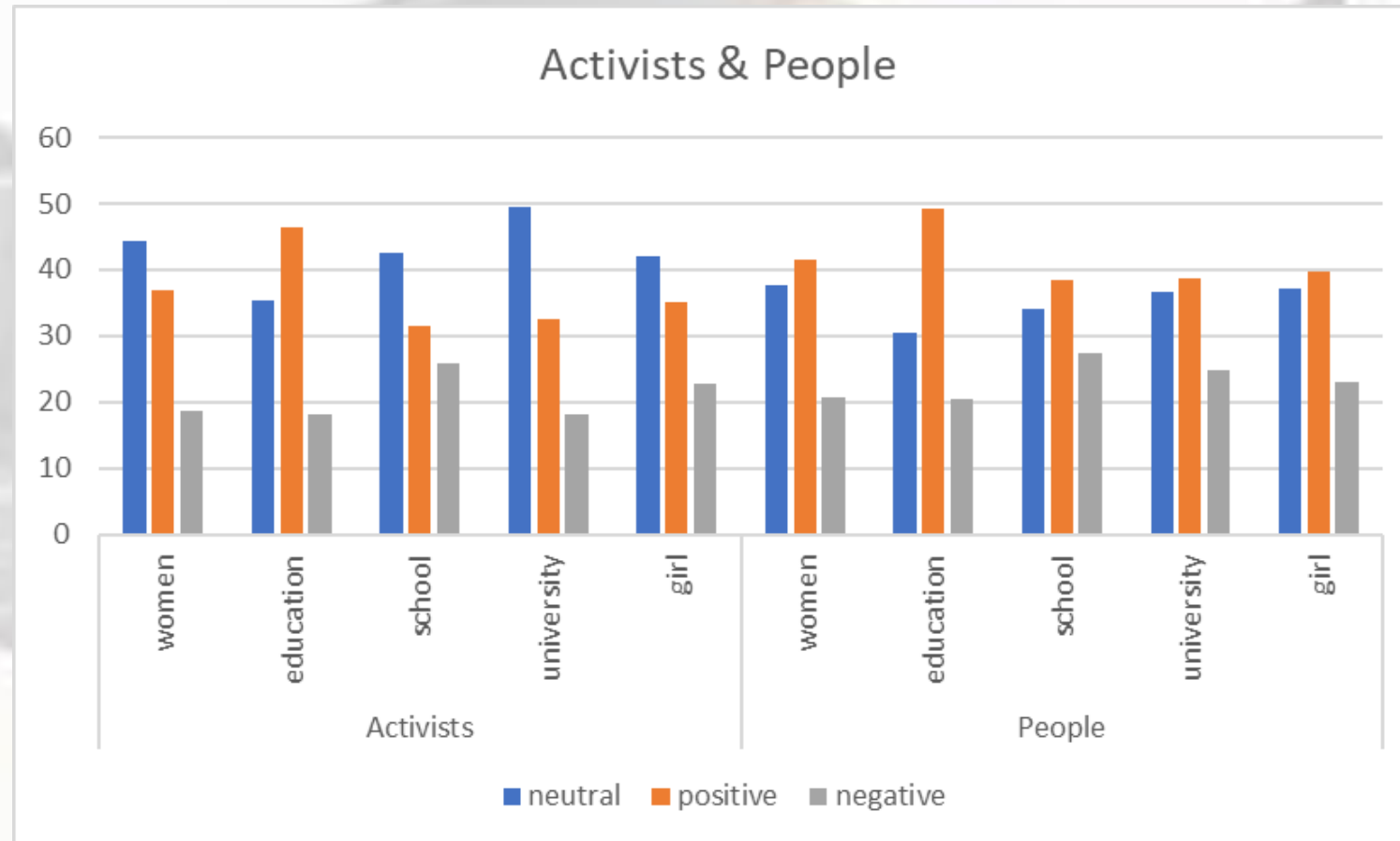
many years uzbekistan hijab allowed women educational institutions

public private universities throughout country open men women
education process extended percent remaining parts country thousands
women education higher education public health id passport offices
airports police media

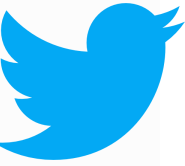
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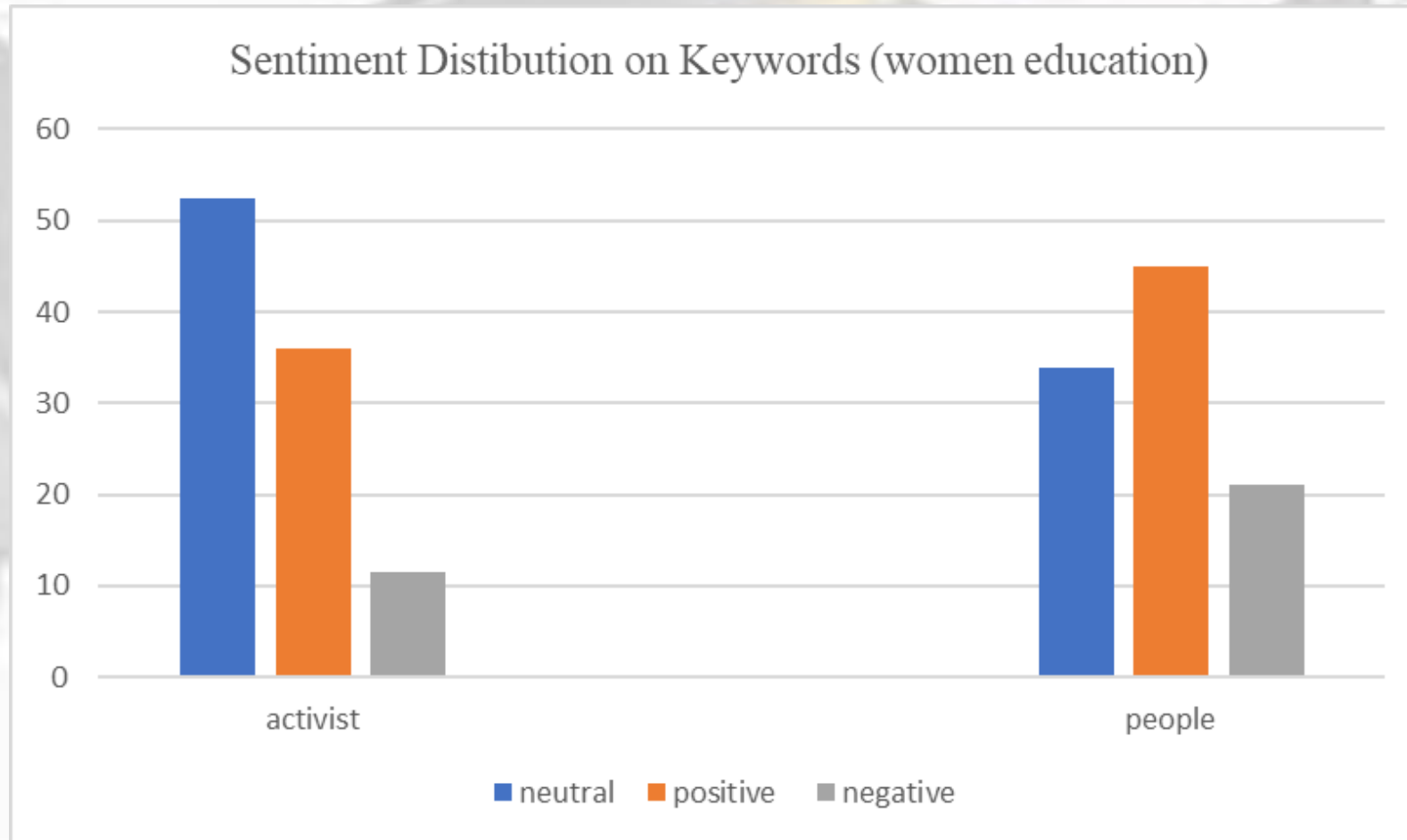
Compare keywords between activists and people. We can see that activists are more likely to be positive compared to people.



Continue...



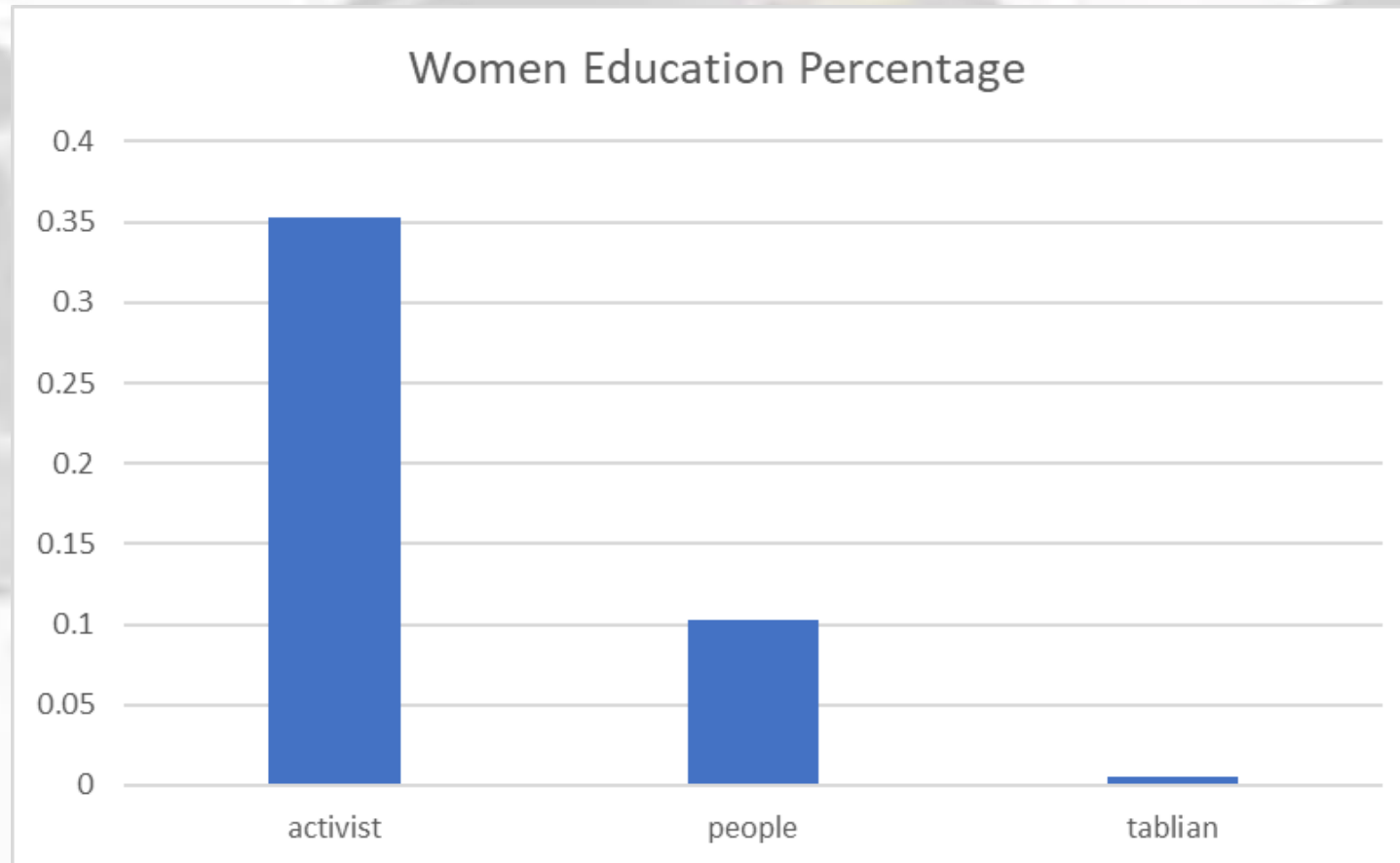
When analyzing their tweets based on “women education”, we faced the same problem as previously explained, the percentage of their tweets cannot be calculate



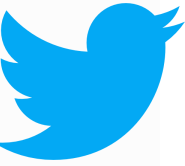
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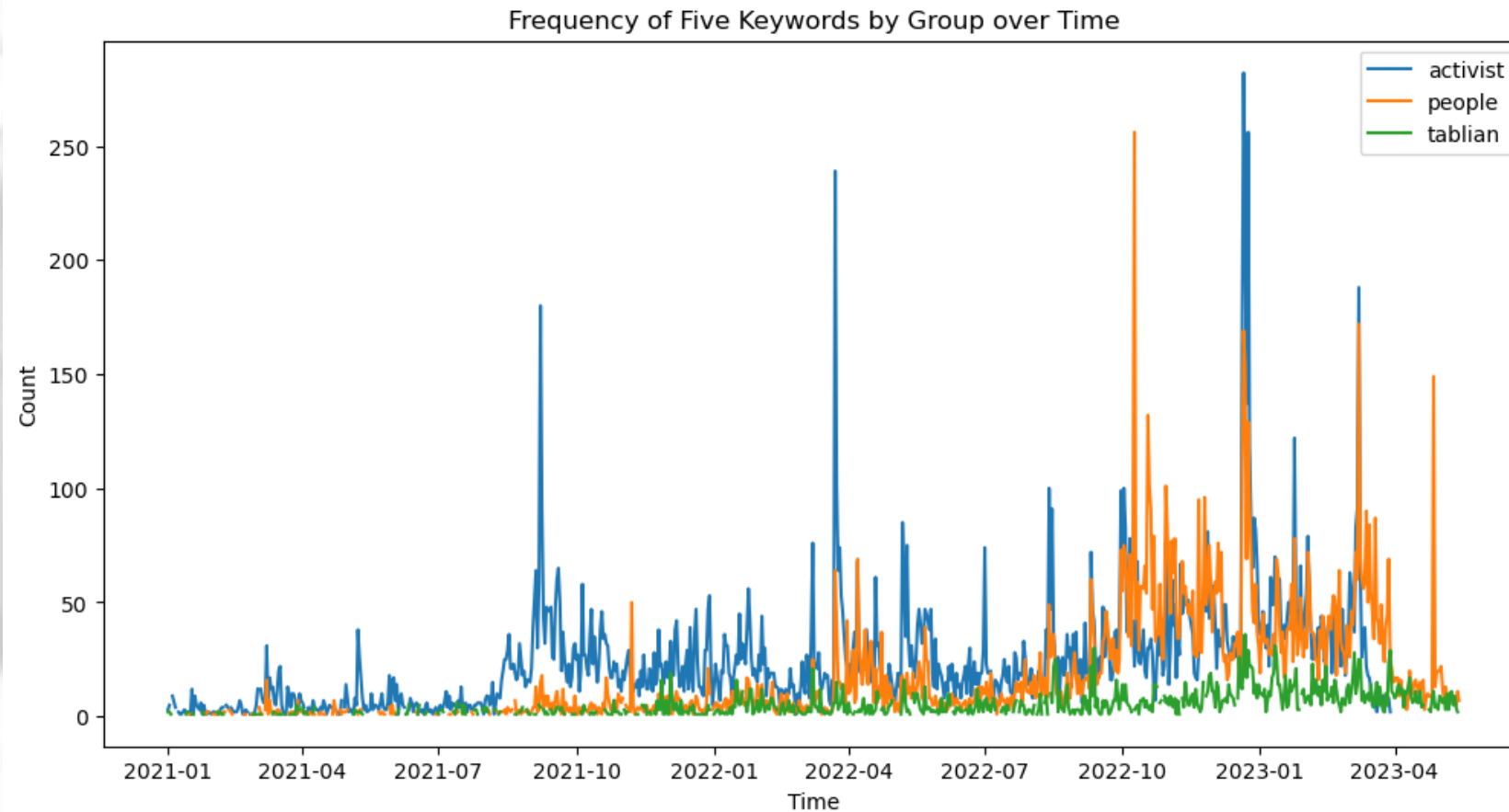
The keyword "Women Education" is mentioned most by activists (0.35%), followed by the public (0.10%). The Taliban group has the lowest percentage (0.005%) and minimal representation. Activists have 183 tweets, the public has 109, and the Taliban has 4 tweets mentioning "Women Education."



Continue...



Analyzing our five keywords through the year, which group has use more frequently.





Words	Frequency
afghanistan	16.5%
people	13.2%
islamic	11.9%
minister	9.3%
country	8.9%
emirate	8.7%
ministry	8.3%
god	8.3%
said	7.6%
foreign	7.4%





Top 10 Most Common Words





Words	Frequency
hazara	19.0%
genocide	17.8%
stop	17.1%
afghanistan	8.6%
women	8.2%
people	8.1%
taliban	7.4%
afghan	5.3%
dont	4.4%
girl	4.2%





Thank You