

THE GENDER EQUALITY STUATION IN KURDISTAN REGION EDUCATION AND HIGHER EDUCATION POLICY

**A filed analytic research about women's role in phrasing
education and higher education policy**

This research is a part of non discrimination and violence project against women in Kurdistan that had been done by Ema organization for human development and AZSG in Kurdistan and sponsored by NPA organization. All the conclusions and the recommendations that this research achieved it will be a bench mark (base) for all the partners in this project in the future in order to eliminate any kind of gender abuse against women in Kurdistan.

THIS PROJECT

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Aim of the research;

The main goal of this research is to reveal all the gaps and shortfalls that present in education field's general policy, which leads to continuous inequality between men and women. Through the results that this research achieved, we will try to use different mechanisms and methods in education field in Kurdistan region to afford students attain abilities and experiences to support continuous progression process and secure human rights, coexistence and malty culturally.

INTRODUCTION;

One of the most important and effective links in any society with its all economical, political, cultural, legal and Etc is education and qualification system.

Whereas this structure playing an affective role in raising human beings with terms of independent thought, values and culture continuously, therefore the different political regimes in the world gave it a special interest .the dictators and totalitarians regimes desperately occupied this structure to create generations that serve their methods and ideologies in order to keep them in power for ever, such as the Nazi education system, Iraq during Baas regime time and the dictatorships in middle east now a days .on the other hand those countries who wanted to pass backward state and cultural wars, they benefit from their education system and did revolutions to phrase modernism, progress, peas and democracy such as(japans, south Korea, west Germany..... etc after second world war .

By considering the fact that the education system capable of raising individuals on their own values and different cultures we have an absolute conviction through this structure we can make a big change in our society on inequality gender and patriarchy issue in a way that helps building a modern and equal society for both gender .

Inequality and violence gender issue for many years on different levels and different sights is a media, conference and researches main subjects, probably seeking the factors and the solutions for this phenomenon in education system in terms of researches and analyzing it's not satisfying. Our research is one of those projects that could be a scientific step to serve this case.

In this research time was not by our side, that's why we couldn't cover all the education and teaching system's dimensions and ingredients, but we tried our best to seek gender equality issue in education structure in two levels;

First/women's role in resolution center of education system and higher education programme;

In this axis our intention is to know whether women participate in higher positions and resolution centers in those institutions, and are they playing any role or having any influence on phrasing education and qualification for the new generations, also we want to know if women's mind has shared in managing and phrasing this important sector's policy.

This axis is containing many charts that depended on both ministries of education and higher education in (KRG) for their information, with a certain number of women who hold high positions in those two institutions.

Second: the effect of hybrid study on changing girls and boy's perspective to gender issue;

In this axis we benefit from our survey forms to collect data, and our survey samples were high school students starting from grade ten to grade twelve from both sexes in both mixed and separate schools .In this survey we meant to know how both sexes in both schools deal with gender issue, especially in the last few years KRG opened many mixed schools and most of the private schools are mixed as well and they are in rising. Our goal in this survey is to know the positive effects of hybrid study on gender equality issue. If we came up with positive results in this survey, our long term plan will encourage the ministry of education to stay on that plan and give more interest to hybrid study system for a better future for schools in Kurdistan.

Chapter one

Women's role in phrasing education system

First: ministry of higher education and scientific research*

In this chapter that based on certified data bases we tried to analyze women's role and position in ministry of higher education and scientific research and for this purpose we relied on the following analyzed data bases:

1-numbers of women and men as an employee

2-numbers of directors and higher positions

3-numbers of women and men as a head of departments

4-numbers of women and men as a department rapporteur

5-presidints of universities (governmental and privates) and the method of their appointment

6-numbers of university lecturers (master degrees, doctorates and prophesiers).

7-numbers of college students (girls and boys).

**all the data bases about ministry of higher education and scientific researches goes back to 2015 and we have received them from the department of planning and statistics of the same ministry in Nov 15th 2015.*

1-numbers of women and men as an employee in the office of the ministry of higher education;

The numbers of employees in general according to their gender in all directories of the office of higher education's ministry is mentioned in this table.

Table (no.1)

Directory	men	women	Total
Minister office	71	43	114
Administration and finance	141	85	226
Scholarships and cultural relationships	38	58	94
Inspection and quality assurance	15	13	28
Engineering and projects	47	22	69
Education, planning and	32	18	50
Research and development	13	12	25
total	357	249	606
Percent	%59	%41	%100

As mentioned in table (1). In all directories of ministry of higher education and scientific research divan there are (606) employees in different grades and this number divided according to their gender but in different ratios. The number of men is (357) in a proportion of (59%),while the number of women is (349) which accounts for only 41% of total number. that shows the men's percentage which is more than those of women in ministry divan, interestingly it can be noticed that in all the departments men are more than women in numbers accept the directory of scholarships and cultural relationships the women rate is more than men and that's because of an obvious reason which is the general directorate for that department which is woman and she is the only director .

2-The employees as directors and above;

The table below proves the fact of gender inequality in ministry of higher education and scientific researches, because the data bases explain the reality of gender inequality:

Table (no 2)

Directories	men	women	Total
General directorates	5	1	6
Vice general directorates	4	0	4
Councilors	2	0	2
	1	0	1
Ministry spokesman	1	0	1
Directors	20	10	30
total	33	11	44
Percent	75%	25%	100%

As table (no.2) shows, all the posts in ministry of higher education and scientific researches divan are 44 grades, starting from the directors up to the minister. In this rate men hold 33 grades which is 75% and women hold 11 grades which is 25% of the total posts.

According to these numbers women are not even holds half of the higher posts but it's only a quarter in this important institution. Even though appointing women gender in those high positions in ministry of higher education and scientific researches divan which they are playing an important role in phrasing the ministry's decisions and policy, it

Really matter. As general directorates according to the schedule out of six general directorates posts women hold only one post

And as directors out of 30 grades, women hold only 10 grades. Other than these two positions women are not holding any other high posts or grades, at a time some these posts and grades should be held by women.

3-Number of women and men as a head of departments in the Kurdistan universities:

The table below explains the exact numbers of head departments in the entire Kurdistan universities in a way that data bases are giving us a shocking fact:

Table (no.3)

universities	Men	women	Total
Salahaddin/hawler	71	11	82
sleman	58	8	66
duhok	52	6	58
koya	22	3	25
Hawler medicine	23	5	28
soran	19	3	22
hawler polytechnic	52	12	64
sleman polytechnic	55	11	66
Duhok polytechnic	39	9	48
garmian	24	2	26
halabja	11	0	11
zakho	16	2	18
rapareen	17	2	19
charmoo	6	0	6
total	456	74	539
Percent	86%	14%	100%

The table (no.3) explains the numbers of head departments in the entire universities of KRG ministry of higher education and scientific researches for both genders. According to the table women's participation as head departments is below average. This asymmetry in numbers exists in the entire universities' departments that's why we are not going to explain them one by one, but in general out of 539 departments in 14 universities 456 men hold head of departments positions which accounts for 86% of the total number while only 74 women hold head of departments positions which accounts for only 14% of the total number.

4-Numbers of men and women in Kurdistan universities as department rapporteurs

This table illustrates the numbers of department rapporteurs in all Kurdistan universities.

Table no 4

UNIVERSITIES	men	women	total
SALAHADDIN/HAWLER	53	14	67
SLEMANI	49	22	71
DUHOK	29	8	37
KOYA	4	0	4
HAWLER MEDICAL	42	20	62
SORAN	13	1	14
HAWLER POLYTECHNIC	12	5	17
SLEMANI POLYTECHNIC	14	4	18
DUHOK POLYTECHNIC	22	1	23
GARMIAN	17	5	22
HALABJA	4	2	6
ZAKHO	16	1	17
RAPAREEN	20	2	22
CHARMOO	5	0	5
total	300	85	385
Percentage	78%	22%	100%

Table number 4 illustrates the number of Women in comparison to men as department rapporteurs in all Kurdistan universities. Again the numbers giving us a shocking results, because out of 385 DR grades men hold 300 grades which accounts for 78% of the total number, while women hold only 85 DR grades which accounts for 22% of the total number.

5-Method of appointing presidents of universities in Kurdistan region;

Appointing university presidents in Kurdistan region is according to law number(10)of year 2008 of Kurdistan region, article(9)section(5) of universities, later Ministry of

higher education and scientific researches through the competent division of announcement will announce the terms and standards of fill in the posts. What's worth to be mentioned is no applicable law and announcement about gender discrimination is exist for this position, but it's equal for both genders who has those standards to apply to the post and mostly depend on personal qualifications .on the contrary to change gender asymmetry that exists in this important institution, positive quality discrimination should be required in the candidates for appointing universities' presidents.

6-numbers of women and men as a lecturer:

How many of them hold master, doctorate certificate and prophesier digress.

Table (no.5/A)

Table number 5 illustrates the numbers of doctorate certificates holders (prophesiers, assistant prophesiers and lecturers) in all Kurdistan region universities (governments and privates).

Government universities	men	women	Total
SALAHADDIN/HAWLER	613	167	780
SLEMANI	538	173	711
DUHOK	328	79	407
KOYA	118	24	142
HAWLER MEDICAL	186	91	277
SORAN	65	15	80
HAWLER POLYTECHNIC	42	7	49
SLEMANI POLYTECHNIC	45	7	52
DUHOK POLYTECHNIC	18	4	22
GARMIAN	47	10	57
HALABJA	14	1	15
ZAKHO	71	16	87
RAPAREEN	36	5	41
CHARMOO	22	4	26
Private universities	men	women	Total
NAWROZ	65	9	74
JIHAN university camp HAWLER	81	12	93

SABES	4	1	5
LABANANIAN-FRENCH	22	5	27
AMERICAN in IRAQ-SLEMANI	0	0	0
ISHK-HAWLER	20	14	34
HUMAN	15	2	17
HAYAT for science and technology	41	7	48
KOMAR for science and technology	12	2	14
JIHAN university camp SLEMANI	34	3	37
JIHAN university camp DUHOK	8	0	8
BAYAN	15	1	16
ISHK branch-SLEMANI	0	0	0
AMIRCAN in DUHOK KURDISTAN	0	0	0
total	2460	659	3115
Percentage	79%	21%	100%

Table NO 5 shows the percentage of the (prophesiers, prophesier assistances and lecturers) certificate holders for both genders in all Kurdistan region universities (governments and privates) which they are 28 universities. The number of men who hold PHD certificate are 2460 certificates which accounts for 79% of the total number, while women hold only 659 certificates which accounts for 21% of the total number. The asymmetry between these two numbers is huge in away needs a separated survey.

*note: ISHK university-SLEMANI branch and AMERCAN university- DUHOK branch their data bases were not available.

6/B-Numbers of master degrees holders:**Table (no.6)**

This table illustrates the number of teachers who has master degree in both genders in all Kurdistan region universities (governments and privates):

Government universities	men	women	Total
SALAHADDIN/HAWLER	715	518	1233
SLEMANI	584	421	1005
DUHOK	457	421	787
KOYA	202	71	273
HAWLER MEDICAL	102	124	226
SORAN	145	47	192
HAWLER POLYTECHNIC	215	115	330
SLEMANI POLYTECHNIC	251	91	342
DUHOK POLYTECHNIC	154	41	195
GARMIAN	115	47	162
HALABJA	44	7	51
ZAKHO	146	92	238
RAPAREEN	119	19	138
CHARMOO	53	21	74
Private universities	men	women	Total
NAWROZ	101	23	124
JIHAN university camp HAWLER	119	38	157
SABES	3	6	9
LABANANIAN-FRENCH	20	13	33
AMERICAN in IRAQ-SLEMANI	0	0	0
ISHK-HAWLER	33	32	65
HUMAN	68	12	80
HAYAT for science and technology	63	17	83
KOMAR for science and technology	8	4	12
JIHAN university camp SLEMANI	19	4	23
JIHAN university camp DUHOK	9	2	11
BAYAN	18	7	25
ISHK branch-SLEMANI	0	0	0
AMIRCAN in DUHOK KURDISTAN	0	0	0
total	3766	2102	5868
Percentage	64%	36%	100%

Table number 6 shows the numbers of master degree holders in both genders as an (profesier assistant, lecturers and lecturer’s assistant) in all Kurdistan regions’ 28 universities (governments and privates). Men hold 3766 master degrees which accounts for 64% of the total number, while women hold 2102 master degrees which accounts for 36% of the total number.

*note: ISHK university-SLEMANI branch and AMERCAN university- DUHOK branch their data bases were not available.

7-Numbers of universities students (governments and privates) in ministry of higher education and scientific researches universities:

Table (no.7)

This table illustrates the numbers of university students in both genders in Kurdistan region universities (governments and privates):

Male students	Female students	Total
73205	72151	145356
50.3%	49.7%	100%

Table number 7 shows the number of both gender students in ministry of higher education and scientific researches universities (governments and privates), which both numbers are close. Male students are 73205 which accounts for 50.3% of the total number and female students are 72151 which accounts for 49.7% of the total number. This result proofs the fact that both genders have an equal chance to get higher education and academic certificates in Kurdistan universities.

The ministry's programs for women's development

Human capacity development as a sample

Human capacity in higher education field in Kurdistan region

Capacity project for Kurdistan region employees*

Capacity project is one of the KRG strategy projects that specialize in providing scholarships for the employees in all KRG institutions in order to upgrade the human capacities in the framework of study masters and doctorates degrees outside the country. This strategic project approved by regulation number (2) in year 2010 form () of presidency of the council of ministers in Kurdistan region, which is private for human development and capacity project in Kurdistan region.

Aim of the project:

The most important aim of the projects is selecting efficient employees who meet basic criterias to allow them achieving higher academic degrees, and later benefit from them in developing the governmental structures in Kurdistan region.

**all the data bases about HCDP are from the ministry formal site (<http://www.mhe-krq.org/ku/node/392>) and the ministry's general directorate of scholarships and cultural relationships.*

The main principles:

Insuring the principles of justice and transparency in the implementation of the projects and providing equal opportunities for all KRG employees regardless to their social, political and sectarian backgrounds.

The mechanism of implementing of the project:

1-insert and confirm the main conditions for the candidates.

2- Inserting and applying scores for the standards that should be present in candidates as a base for competition.

3-choosing specialties which Kurdistan region is in need to them now and in the future by co operating with all KRG institutions.

4-choosing a number of scientific programs which provided by famous universities in Europe, USA, Canada, Singapore and Melisa that fits with Kurdistan region needs, as well as suggesting special scientific programs for Kurdistan region students.

5-cooperating with the concerned authorities, especially between the private high commission in ministry of planning which supervises the implementation of the project with both ministries of economy and finance and higher educations and scientific researches in relation to administrative matters, financial and scientific.

6-cooperation with the consulates in Kurdistan region, to provide facilities to get visas for students in Kurdistan region.

7-cooperation with outside universities by memorandums of understanding in order to follow up students' study.

8-the number of beneficiaries of this program:

This following table illustrates the percentage of participants in capacity program according to gender:

Table (8)

gender	Students number	percentage
men	2541	77%
women	746	23%
total	3287	100%

This table shows the ratio of the participants of KRG human capacity program and specifically ministry of higher education and scientific researches. The data bases illustrates the huge difference between both genders, because out of 3287 beneficiaries students 2541 men benefited from the program which accounts for 77% of the total number, while only 746 women benefited from the program which accounts for minority of 23% of the total number. Although the program relied on qualification and the ministry's needs to certain specialties to accept the candidates from both genders, but apparently the ratio of this difference is so huge between both genders. to reveal this fact we visited the general directorate of scholarships and cultural relationships and according to DR. JIWAN JALAL MUHAMMED SHAREEF who is the only general directorate female in the ministry's divan directorates statement, stated that the reason belongs to lack of women's participation in the program, due to lack of desire and lack of opportunities not because of discrimination policy and their only concern for the candidates to be accepted in this program, was their qualification terms and ministries' needs for their specialties.

As we see the shed of patriarchy in Kurdistan and barriers of women's liberty as a result of prevailing traditions are the main hindrances that determine the opportunity of women to study outside the country.

9-the participation ratio of both men and women in studying masters and doctorates degrees:

The table below illustrates the participants and beneficiaries' ratio of both men and women in studying masters and doctorates:

Table (no.9)

Study program	gender	Students number	percentage	
master	women	567	23%	100%
master	men	1921	77%	
doctorate	women	179	22%	100%
doctorate	men	620	78%	
total		3287	100%	

As this table shows, the total of master studies are 2488 students, of this ratio only 567 students which accounts for 23% of the total number are women, while 1921 students which accounts for 77% of the total number are men. In doctorate study same difference appears but in different ratio and level, which in total of 799 doctorate degrees only 179 students are women which accounts for 22% of the total number, while 620 students are men which accounts for 78% of the total number.

This data base shows that women has less role, lower positions and less benefit from this project, but for men it's vice versa although the process of accepting and scholarships for both genders is by requiring specific instructions regardless of social background and gender.

10-benefits from this program according to the cities:

The table below shows the ratio of student's participation in Kurdistan cities:

Table (no.10)

SLEMANI	Type of study	gender	Students NO.	percentage	
	master	men	644	74%	100%
	master	women	231	26%	
	doctorate	men	215	77%	100%

	doctorate	women	63	23%	
total			1153	100%	

As the table shows in SLEMANI governorate, out of 875 master degrees 644 of them are men which accounts for 74% of total number, while only 231 master degrees which accounts for 26% are women. As well as out of 278 doctorate degrees 215 of them are men which accounts for 77% of the total number, while only 63 of them are women which accounts for minority of 23% of the total number. As mentioned in the table men are the main beneficiaries of the human capacity development program in SLEMANI city.

Table (no...11)

HAWLER	Type of study	gender	Students NO.	percentage	
	master	men	945	74%	100%
	master	women	228	26%	
	doctorate	men	279	77%	100%
	doctorate	women	69	23%	
total			1521	100%	

As the table shows in HAWLER governorate out of 1173 master degrees, 945 of them are men which accounts for 80% of the total number, while only 231 of them are women which accounts for 20% of total number, as well as out of 348 doctorate degrees 279 of them are men who accounts for 80% of the total number, while only 69 of them are women who accounts for 20% of the total number,. As mentioned in the table men are the main beneficiaries of the human capacity development program in HAWLER city.

Table (no.12)

DUHOK	Type of study	gender	Students NO.	percentage	
	master	men	320		
	master	women	101		
	doctorate	men	124		
	doctorate	women	47		
total			592		

As the table shows in DUHOK governorate out of 421 master degrees, 320 of them are men who accounts for 76% of the total number, while only 101 of them are women who accounts for 24% of the total number, as well as out of 171 doctorate degrees 124 of them which accounts for 72% of the total number are men, while only 47 of them which accounts for 28% of the total number are women. As mentioned in the table men are the main beneficiaries of the human capacity development program in DUHOK city.

Table (no.13)

KARKUK	Type of study	gender	Students NO.	percentage	
	master	men	11	61%	100%
	master	women	7	39%	
	doctorate	men	5	100%	100%
	doctorate	women	0	0%	
total				100%	

As the table shows in KARKUK governorate out of 18 master degrees, 11 of them which accounts for 61% of the total number are men, while only 7 of them which accounts for 39% of the total number are women, as well as out of 5 doctorate degrees all of them which accounts for 100% of the total number are men, while there was no single place for women. As mentioned in the table men are the main beneficiaries of the human capacity development program in KARKUK city.

Table (no.14)

The table below illustrates the total number of master and doctorate degrees in Kurdistan cities in general:

governorates	Type of study							
	Master degree				doctorate			
	men		women		men		women	
	No.	%	No.	%	No.	%	No.	%
HAWLER	945	80	228	20	279	80	69	20
SLEMANI	644	74	231	26	215	77	63	23
DUHOK	320	76	101	24	124	72	47	28
KARKUK	11	61	7	39	5	100	0	0
total	1920(77%)		567(33%)		623(78%)		179(22%)	

Second /ministry of education;

In this part we asked from statistics unit of general directorate of education planning in ministry of education to give us all the statistics and data's about the way of distribution and the ratio of women and men in this ministry. For this reason the following questions were asked from them.

1-Total number of ministry of education's employee according to gender (women and men)

2-Total number of students in (basic, preparatory) schools according to gender (girls and boys)

3-Total number of both governmental and private schools, how many mixed and how many are separate schools?

4- Total number of teachers? How many men? How many women?

5- Total number of social workers and Psychiatricians? How many women? How many men?

6- Number of women in manager positions and higher?

7-The number of senior supervisors in ministry of education according to gender (women, men)

8-Total number of general managers in in all education directorates according to gender (women, men)

9-Numbers of General Managers? How many women? How many men?

10-Total number of ministers in all KRG (Kurdistan Regional Governorate) ministries since (24) years ago, how many of them were women.

We inquired these questions from statistics unit of general directorate of education planning in ministry of Education; they informed us with the following data that we will discuss them one by one.

-those data are taken on November/18th/2015 from planning and statistics unit of general directorate of education planning in ministry of Education.

1-Total number of employees in ministry of education according to gender (women and men):

Table (no.1)

No.	MoE	Men	Women	Total No.
1	Total number of employees	69455	97359	166814
	percentage	42%	58%	100%

As mentioned in table (no.1), total number of employees are (166814), over all (69455) employees are men in a percentage of (42%), the number of female employees are (97359) in a proportion of (58%).what can be seen here is the ratio of female employees who outnumber males by (27904) employee in a ratio of (16%).this difference belongs to their interest and some objective reasons , it's of our pleasure that women are more than men in this ministry because there is an incredible relation between women and rearing.

2-Total number of students in basic schools;

Table (no.2)

No.	Number of students	boys	girls	Total No.
1	In basic schools	668488	595134	1263622
	percentage	53%	47%	100%

As mentioned in table (no.2) total numbers of students in basic schools are (1263622). From which more than half of them (668488) are boys which accounts for (53%) of total number, while the number of girls are (595134) students which represent only (47%) of them.

What can be concluded in this table is the number of girls in basic schools which are less than boys by (73354) student In a ratio of (6%),this result needs consideration because as it comes in most statistics that girls are out numbering boys in general

population. This difference may be the result of social and cultural circumstances of their families.

3-Number of students in preparatory schools;

Table (no.3)

No.	Number of students	boys	girls	Total No.
1	In preparatory schools	144505	144953	293958
	percentage	49%	51%	100%

As mentioned in table (no.3) the total number of students in preparatory schools are (293958) student. Out of this number over all (144505) students are boys which represent (49%), and more than half of them are girls which accounts for (51%) of total number. What is obvious here is the number of girls who are more than boys by (448) student in a ratio of (2%). This difference is because of boys who could not continue studying in this age because of work, immigration, wars and political situations.

4-Number of governmental schools in Kurdistan;

Table (no.4)

No.	Number of schools	Boy's schools	Girl's schools	Mixed schools	Total No.
1	Number of schools according to their type	669	575	5230	6474
	percentage	10%	9%	81%	100%

As mentioned in table (no.4) total numbers of governmental schools are (6474) school. Out of this number (669) schools are for boys and (575) schools are for girls which account for (10%, 9%) of total number of schools respectively. While mixed schools are (5230) school, which represents the greatest majority of (81%) of them, this high percentage of mixed school will help us to reach our goals in the survey.

**the reason for receiving students equally in both mixed and separate schools is because of most of mixed schools are basic schools which not included in the region of form distribution.*

5-Number of private schools in Kurdistan;

This table is about private schools in Kurdistan.

Table (no.5)

No.	Private schools	Boy's schools	Girl's schools	Mixed schools	Total No.
1	Number of schools according to their type	non	non	208	208
	percentage	0%	0%	100%	100%

As mentioned in table (no.5) all private schools in Kurdistan are mixed schools, which makes them a good sample in our survey to reach the answers and goals of our aims.

6-Number of the teachers in ministry of education according to gender;

The table below is about no. of teachers in both genders.

Table (no.6)

No.	Number of teachers	Men	Women	Total No.
1	Teachers according to gender	51240	71159	122399
	percentage	42%	58%	100%

As mentioned in table (no.6) out of (122399) teachers (51240) numbers are men in a ratio of (42%), while women are (71159) in number who accounts for more than half of them (58%). According to these data we can say that women out numbering men by (16%) in spite of this there is great inequality between women and men in higher posts and positions that some of them are monopolized for men only.

**in general all private schools are licensed as mixed schools if any one of them changed to separate schools but officially they regarded as mixed.*

7-Number of psychiatrists and social workers;

The table below illustrates the numbers of both women and men in this post.

Table (no.7)

No.	Psychiatrics and social workers	men	women	Total No.
1	According to gender	703	968	1671
	percentage	42%	58%	100%

As mentioned in table (no.7) out of (6474) governmental schools in Kurdistan only (1671) schools have social workers, on the other hand the number of women in this position out numbering men by (265) worker in a percentage of (6%).this difference may be because this specialty is more convenient for women, and in ministry of education there are more posts for this specialty than other places.

8-Number of women in manager positions and higher;

Table (no.8)

No.	Posts and job titles	No. of schools	men	women
1	Manager positions and higher	6474	5126	1348
	percentage	100%	79%	21%

As mentioned in table (no.8) out of (6474) governmental schools the number of women who are in manager positions are (1348) women who represents only minority of (21%). In contrast (5126) men are in same position that represents a vast majority (79%) of them. We can say that there is a great imbalance between them for this post.

9-Number of senior supervisors in ministry of education;

Table (no.9)

No.	Supervisors	men	women	Total No.
1	According to gender	1257	339	1596
	percentage	79%	21%	100%

As mentioned in table (no.9) the numbers of senior supervisors in ministry of education are (1596) persons. Overall only a small number of them are women who are only (339) supervisors and accounts for only (21%) of total number. but conversely the number of men in this position are (1257) supervisor who represents the vast majority (79%) of total number. obviously there is a great imbalance between both genders regarding this post. Is this difference because of the conditions and qualifications that this post needs? Or the cause is the gender of women only? This question should be answered by ministry of education because the number of males in this post is four times more than females.

10- Number of general managers in directorates of education;

A-In Hawler city;

The table shows statistics in the region of general directorates of education in Hawler city.

Table (no.10/A)

No.	No. of directorates	Gender of directorate managers		Total No.
		men	women	
1	11 directorate	11manager	non	11 manager
	percentage	100%	0%	100%

As showed in table (no.10/A) in the region of hawler general directorate of education, there is managers of town directorates like of (Central, Dashti Hawler, boundaries, Maxmur, Xabat, Sheqlawa, Koye, Soran, Rwaduz, Zhrnga sor, Choman) directorates. All of those directorate managers are men; there is no single woman in this post. This is an obvious in equality between both genders for managing posts.

B-In Slemani city;

The table shows statistics in the region of general directorates of education in slemani city.

Table (no.10/B)

No.	No. of directorates	Gender of directorate managers		Total No.
		men	women	
1	13 directorate	13manager	non	13 manager
percentage		100%	0%	100%

As mentioned in table (10/B) out of (13) manager posts of town directorates in slemani region no woman has the position of general manager.

Note/ the directorates of education in slemani are (Slemani/East, Qaradax, Sharbazher, Ranya, Pshdar, Halabja, Dokan, Sharazur, Penjwen, Chamchamal, Darbandixan, Said sadiq, Slemani/West.)

C-In Duhok city;

The table shows statistics in the region of general directorates of education in Duhok city.

Table (no.10/C)

No.	No. of directorates	Gender of directorate managers		Total No.
		men	women	
1	11 directorate	11manager	non	11 manager
percentage		100%	0%	100%

As mentioned in table (10/C) out of (11) manager posts of town directorates in Duhok region no woman has the position of general manager.

Note/ the directorates of education in Duhok are (Duhok/East, Zaxo, Shexan, and Barda rash, Sezhnal, Akre, Shingal, Azhndi, Tlkef, and Duhok/West).

D- In Garmian governorate;

The table shows statistics in the region of general directorates of education in Garmian.

Table (no.10/D)

No.	No. of directorates	Gender of directorate managers		Total No.
		men	women	
1	3 directorate	3manager	non	3 manager
percentage		100%	0%	100%

As mentioned in table (10/D) out of (3) manager posts of town directorates in Garmian region no woman has the position of general manager.

Note/ the directorates of education in Garmian are (Kfri, Xanaqin, and Kalar).

E/ In Kurdish education department in Kirkuk;

The table shows the statistics of directorates of Kurdish education department in Kirkuk;

Table (no.10/E)

No.	No. of directorates	Gender of directorate managers		Total No.
		men	women	
1	1 directorate	1manager	non	1 manager
percentage		100%	0%	100%

As mentioned in the table (10/E) there is one post for this position which is occupied by a man. The statistics of all Kurdistan cities, garmian region, and kudish education department of Kirkuk are collected in the table below;

Table (10/F)

No.	Name of G.D of education	No. of G. managers	No. of directorates	Gender of G. managers	
				men	women
1	Hawler	1	11	11 (100%)	non
2	Duhok	1	13	13 (100%)	non
3	Garmian	1	11	11 (100%)	non
percentage		4	35 directorate	35 G.managers	non

As mentioned in table (10/F) collectively there is four general directorates of education but no woman has the position of general manger in these directorates, over all these four general directorates have (35) education manager posts that there is no women in these posts also.

All these statistics illustrate great inequality between both gender regarding managing important posts in ministry of education.

11/Number of general managers;

the table below illustrates total number of general managers in ministry of education.

Table (no.11)

No.	No. of general managers	Gender of directorate managers		Total No.
		men	women	
1	17 manager	17	non	17
percentage		100%	0%	100%

As mentioned in table (no.11) out of (17) posts for general managers in ministry of education in KRG, no woman has the chance for managing this post.

12/Number of experts in this ministry according to gender;

Table (no.12)

No.	No. of experts	Gender of experts		Total No.
		men	women	
1	27	19	8	27
percentage		70%	30%	100%

as mentioned in table (no.12) total number of education experts in this ministry are (27) persons , out of this number (19) of them are men which accounts for great majority of (70%) of total, while the number of women are only (8) experts who represent minority of (30%) of total number. This has a direct influence on education program because every study program is set or supervised by them.

13/Number of consultants in ministry of education;

As mentioned in the site of ministry of education the numbers of consultants are as below;

Table (no.13)

No.	No. of consultants	Gender of consultants		Total No.
		men	women	
1	6	5	1	6
percentage		83%	17%	100%

As mentioned in table (no.13) out of six consultants in the ministry of education, five of them are men in a ratio of (83%), while only one of them is woman. This inequality has an impact on decisions because there is a no balance between both genders in this ministry.

14/Number of minsters in KRG;

The following table illustrate total number of minsters and number of women in this post in all KRG ministries since (24) year ago.

Table (no.14)

No.	No. of ministers	Gender of ministers		Total No.
		men	women	
1	12 persons	10	2	12
percentage		83%	17%	100%

As mentioned in the table (no.14) out of twelve minsters in all ministry cabinets, only two of them were women. That is taken from the site of ministry of education and those were (Dr.Shawnm Abdulqadir) and (Narmin Uthman), in the fourth round of KRG/Slemani.

Chapter two

The role of co- education program in establishing gender

Chapter two

The role of co- education program in establishing gender equity

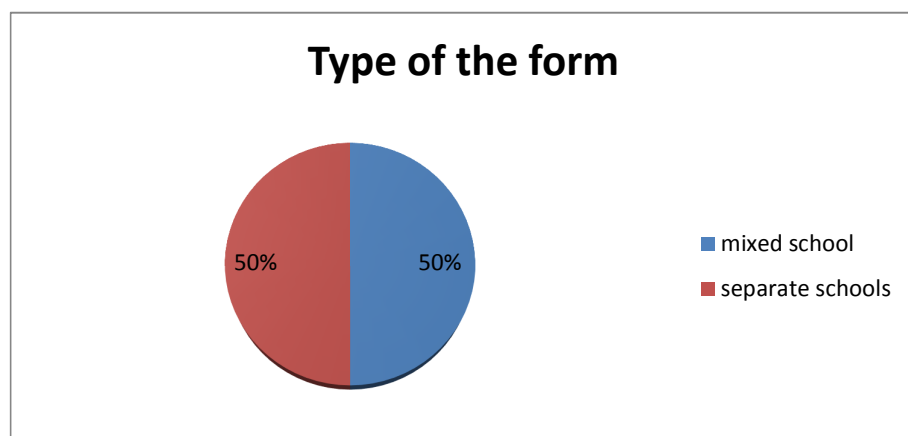
Data collection tools;

In this chapter we relied on two types of questionnaires (forms) in order to collect information about our survey. One of them is for separate schools (boys or girls) which contain nine questions, the other one is for mixed schools that consists of twelve questions. We put the attachment of both of them at the end our survey.

General information

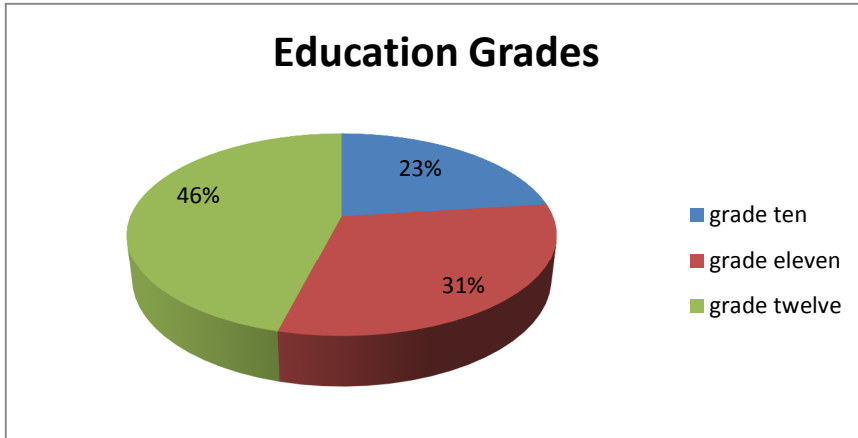
We selected some information in both types of questionnaires that is consisting of the following;

First/ type of the questionnaire form;



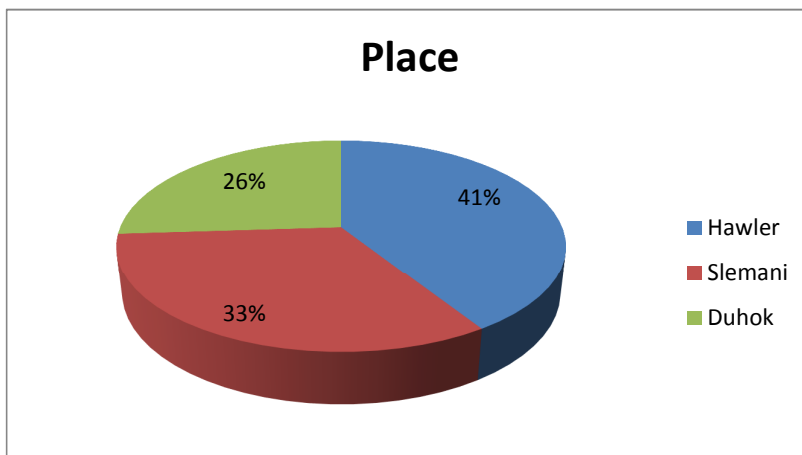
As its seen in the pie-chart(no.1) 50% of the forms were distributed in mixed schools and the other 50% were in separate schools (boys or girls) , total number of the forms are (600) questionnaires.

Second/school grades;



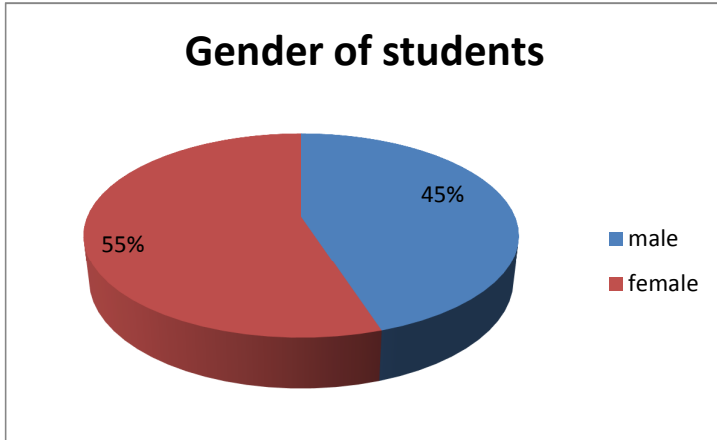
As seen in this pie-chart a number of (173) forms were distributed in grade tenth of preparatory schools which accounts for (23%) of all forms and (187) forms distributed in grade eleven which represents (31%) of all form while nearly half of them (278) form were distributed in grade twelve which accounts for 46% of the total number of the forms.

Third/ Centers of form distribution;



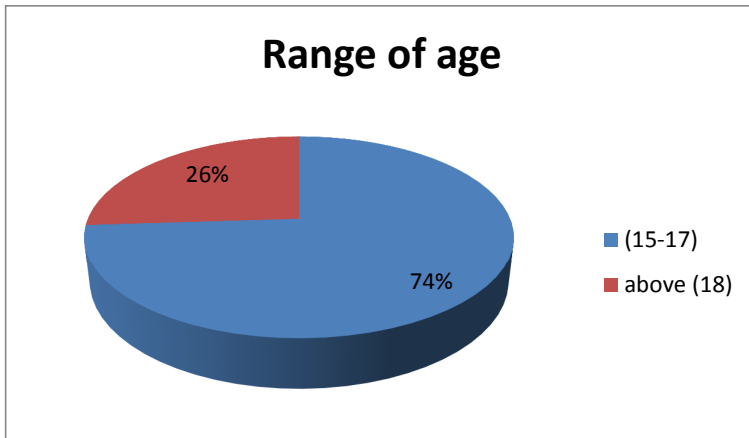
as seen in pie-chart (no.3) 245 questionnaire forms distributed in Hawler city which represents (41%) of total survey samples, in slemani 200 forms were distributed that represents (33%) of all, and only (155) forms were distributed in duhok that comprises only (26%) of total survey samples.

Forth/ gender of students;



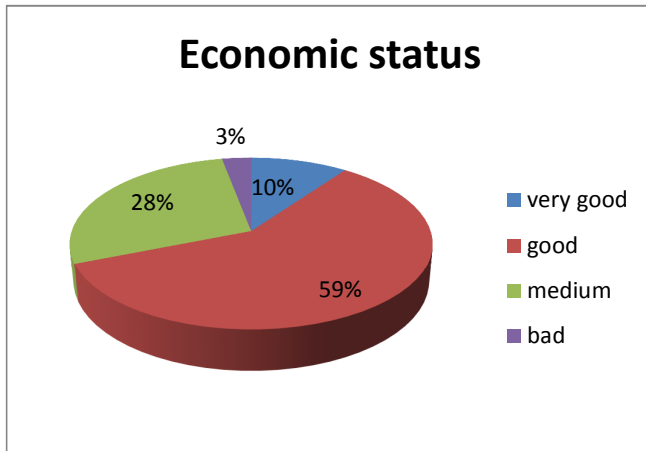
As seen in this pie-chart 45% of our survey samples were boys and (54%) of them were girls.

Fifth/age of the samples in the survey;



This pie-chart illustrates the range of age of the survey samples who were students of preparatory school, the greatest majority of them who were 444 students were between (15-17) years old who accounts for 74% of survey samples. While only (156) students their ages where above eighteen years old which accounts for (26%) of the survey samples.

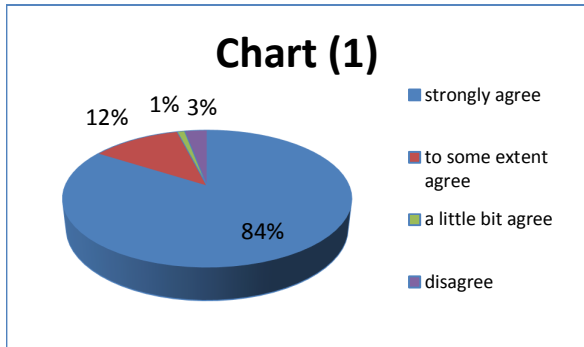
Sixth/economic status of survey samples;



As seen in this pie-chart the economic status of the students were as following ; very good in 59 students ,good in 359, medium in 170 and bad in minority of them ,which accounts for (10%,59%,28%,3%) respectively.

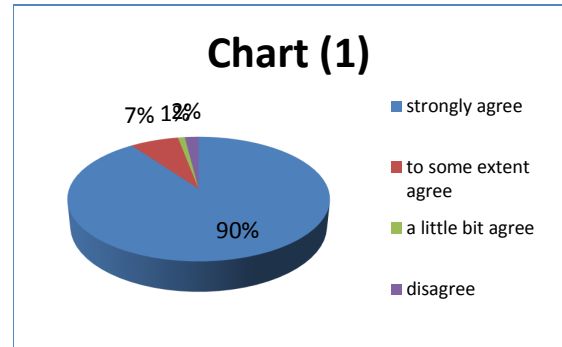
DATAS FROM SEPARATE (GIRLS OR BOYS) AND MIXED SCHOOL SURVEYS;

Q1/Girls and boys should be respected equally;



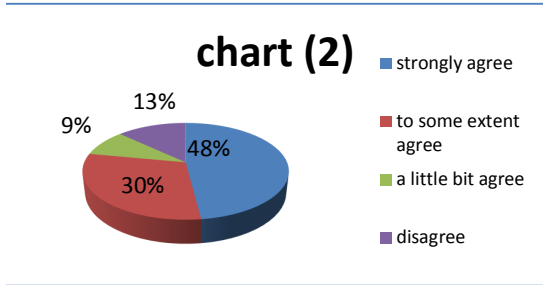
The pie-chart (no.1) illustrates the answers of (300) sample units of the survey which is taken from separate schools (girls or boys). Overall the majority of students (84%) were strongly agreed that both girls and boys should be respected equally, and (12%) were to some extent agreed with it which collectively together accounts for vast majority (96%) of total survey samples who believes that both boys and girls should be respected equally. While a very small number (1%) were little bit with it and only (3%) were against the idea.

Q1/Girls and boys should be respected equally;



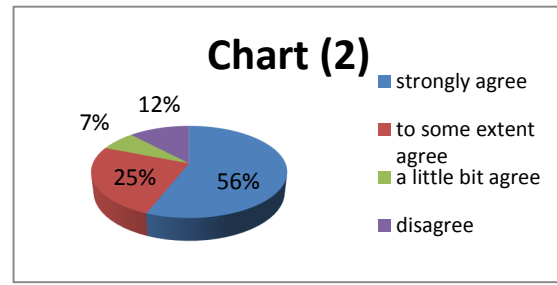
The pie-chart (no.1) illustrates the answers of (300) sample units of the survey which is taken from mixed school. Overall the majority of students (90%) were strongly agreed that both girls and boys should be respected equally, and (7%) were to some extent agreed with it which collectively together accounts for vast majority (97%) of total survey samples who believes that both boys and girls should be respected equally. While a very small number (1%) were little bit with it and only (2%) were against the idea.

Q2/there is no difference between girls and boys in abilities and intelligence;



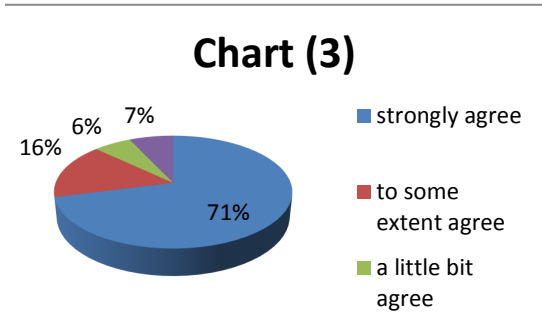
The pie-chart (no.2) illustrates the answers of (300) sample units of the survey which is taken from separate schools (girls or boys). Overall nearly half of them (48%) were strongly agreed that there is no difference between both genders in abilities and intelligence, and (30%) were to some extent agreed with it which collectively together accounts for vast majority (78%) of total survey samples who believes that both boys and girls are equal in abilities and intelligence. While a very small number (9%) were little bit with it and only (13%) were totally against it which together represents a small minority.

Q2/there is no difference between girls and boys in abilities and intelligence;



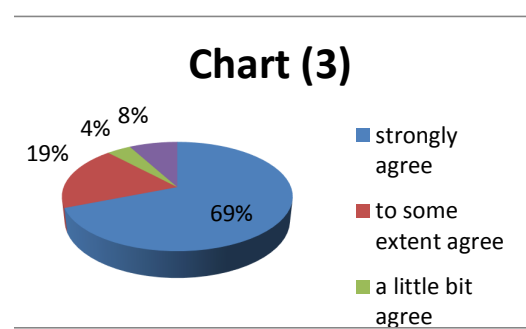
The pie-chart (no.2) illustrates the answers of (300) sample units of the survey which is taken from mixed schools. Overall more than half of them (56%) were strongly agreed that there is no difference between both genders in abilities and intelligence, and (25%) were to some extent agreed with it which collectively together accounts for vast majority (81%) of total survey samples who believes that both boys and girls are equal in abilities and intelligence. While a very small number (7%) were little bit with it and only (12%) were totally against it which together represents a small minority.

Q3/girls and boys are equal in their rights and duties;



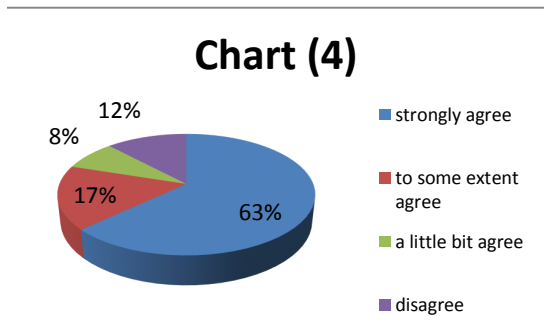
The pie-chart (no.3) illustrates the answers of (300) sample units of the survey which is taken from separate schools (girls or boys). Overall vast majority of students (71%) were strongly agreed that both girls and boys are equal in their rights and duties, and (16%) were to some extent agreed with it, which collectively together accounts for the highest percentage of (87%) of total survey samples who believes that both boys and girls are equal in their rights and duties. While a very small number (6%) were little bit with it and only (7%) were strongly against it which together represents a small minority.

Q3/girls and boys are equal in their rights and duties;



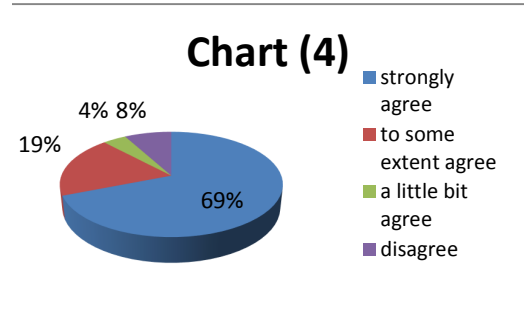
The pie-chart (no.3) illustrates the answers of (300) sample units of the survey which is taken from mixed schools. Overall vast majority of students (69%) were strongly agreed that both girls and boys are equal in their rights and duties, and (19%) were to some extent agreed with it, which collectively together accounts for the highest percentage of (88%) of total survey samples who believes that both boys and girls are equal in their rights and duties. While a very small number (4%) were little bit with it and only (8%) were strongly against it which together represents a small minority.

Q4/Girls like boys could become political leaders;



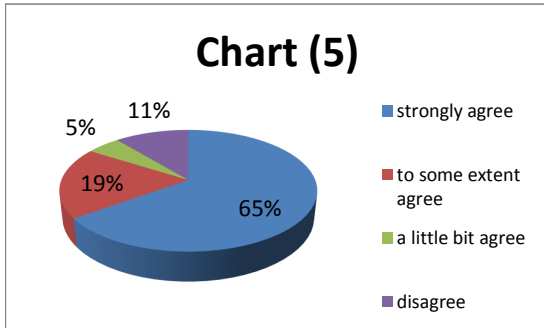
The pie-chart (no.4) illustrates the answers of 300 sample units which are taken from separate schools (girls or boys). Over all the majority of students (63%) strongly agreed that both girls and boys could equally become leaders in political and management works, and (17%) were agreed to some extent, which collectively together accounts for greatest percentage of (80%) of total survey samples. while only a minority of (8%), (12%) survey samples were little bit agreed or strongly disagreed the idea respectively.

Q4/Girls like boys could become political leaders;



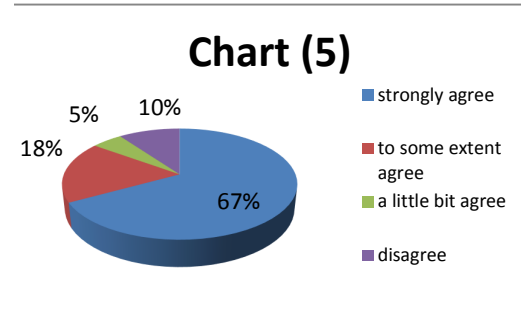
The pie-chart (no.4) illustrates the answers of 300 sample units which are taken from mixed schools. Over all the majority (69%) of students strongly agreed that both girls and boys could equally become leaders in political and management works, and (19%) were agreed to some extent, which collectively together accounts for greatest percentage of (88%) of total survey samples. while only a minority of (4%), (8%) survey samples were little bit agreed or strongly disagreed the idea respectively.

Q5/It is normal for me if a woman is my boss in the work place.



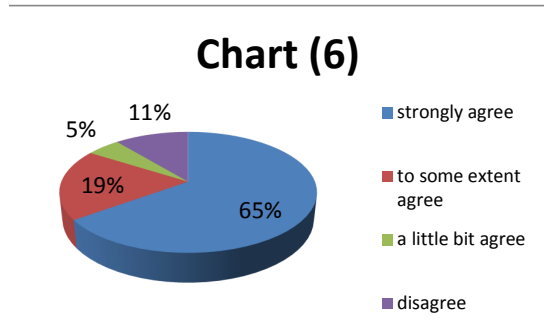
The pie-chart (no.5) illustrates the answers of (300) sample units of the survey which is taken from separate schools (girls or boys). Overall a large proportion of students (65%) were strongly agreed that it will be normal if a woman is the boss in their work place, and (19%) were to some extent agreed with it, which collectively together accounts for the vast majority (84%) of total survey samples who will accept woman as a boss in their work place. While a very small number (5%) were little bit with it and only (11%) were strongly disagreed with it which together represents a small minority.

Q5/It is normal for me if a woman is my boss in the work place.



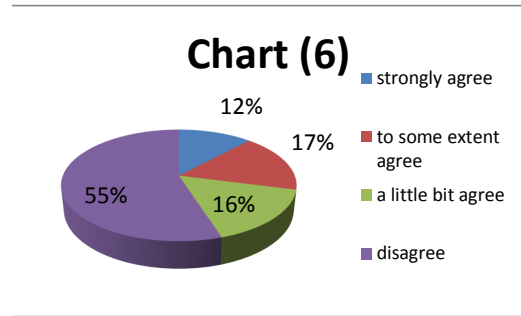
The pie-chart (no.5) illustrates the answers of (300) sample units of the survey which is taken from mixed schools. Overall a large proportion of students (67%) were strongly agreed that it will be normal if a woman is the boss in their work place, and (18%) were to some extent agreed with it, which collectively together accounts for the vast majority (85%) of total survey samples who will accept woman as a boss in their work place. While a very small number (5%) were little bit with it and only (10%) were strongly disagreed with it which together represents a small minority.

Q6/In the future when I started to work I don't like a woman to be my boss;



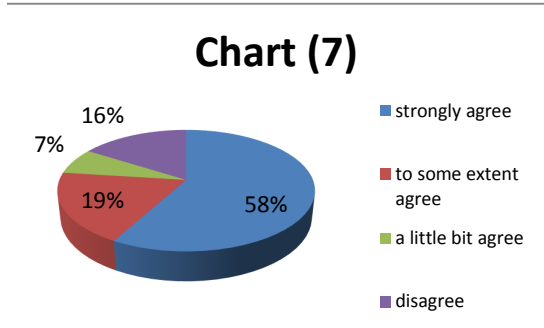
The pie-chart (no.6) illustrates the answers of (300) sample units of the survey which is taken from separate schools (girls or boys). Overall a large proportion of students (65%) were strongly agreed with the question, and (19%) were to some extent agreed with it, which collectively together accounts for the vast majority (84%) of total survey samples who don't like a woman to be their boss in future. While to a very small number of (5%) was little bit normal, and only (11%) were strongly denied to don't accept a woman as a boss in their work in future which means that collectively only a minority of the students who represent (16%) of total survey samples will like and accept a woman as their boss in future.

Q6/In the future when I started to work I don't like a woman to be my boss;



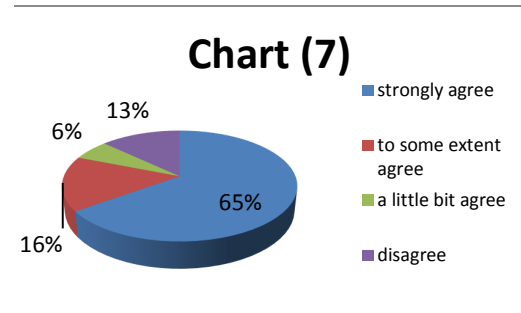
The pie-chart (no.6) illustrates the answers of (300) sample units of the survey which is taken from mixed schools. Over all a small number of students (12%) were strongly agreed with the question and (17%) were to some extent agreed with it, which collectively together represents a minority (29%) of total survey samples who don't like a woman to be their boss in future. But to (16%) of them was a little bit normal, and more than half of them (55%) were strongly denied to don't accept a woman as a boss in their work in future which means that collectively a vast majority of the students who represent (71%) of total survey samples will like and accept a woman as their boss in future.

Q7/I don't believe in gender discrimination;



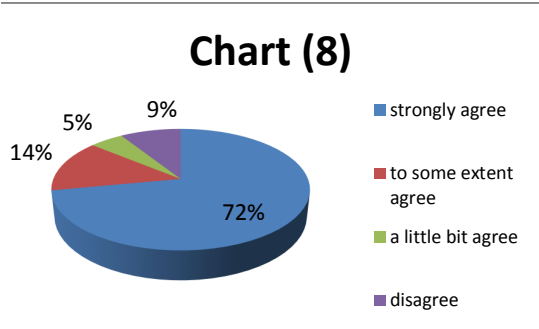
The pie-chart (no.7) illustrates the answers of 300 survey sample units which are taken from separate schools (girls or boys). Over all more than half of the students (58%) strongly agreed that they are not believe in gender discrimination, and (19%) were agreed to some extent, which collectively together accounts for vast majority (77%) of total survey samples who are not with gender discrimination. while minority of (7%) were little bit agreed to it, and only (16%) of the survey samples were with gender discrimination.

Q7/I don't believe in gender discrimination;



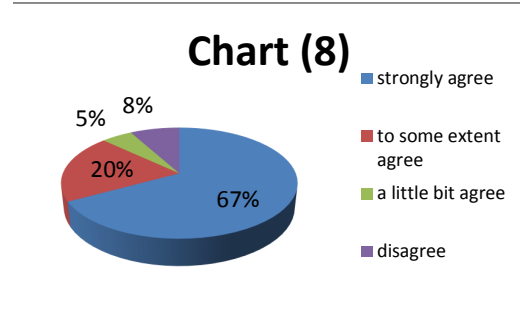
The pie-chart (no.7) illustrates the answers of 300 survey sample units which are taken from mixed schools. Overall majority of the students (65%) strongly agreed that they are not believe in gender discrimination, and (16%) were agreed to some extent, which collectively together accounts for vast majority (81%) of total survey samples who are not with gender discrimination. while minority of (6%) were little bit agreed to it, and only (13%) of the survey samples were with gender discrimination.

Q8/I will never discriminate between girls and boys in my life;



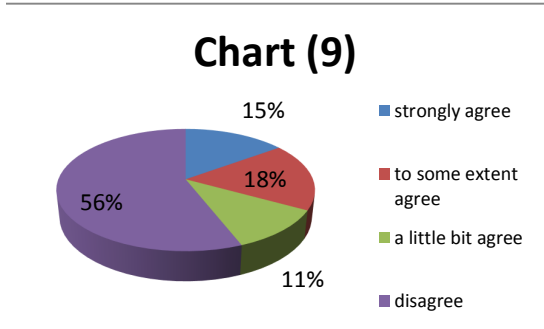
The pie-chart (no.8) illustrates the answers of (300) sample units of the survey which is taken from separate schools (girls or boys). Overall a large proportion of students (72%) were strongly agreed that they will never discriminate between girls and boys, and (14%) were to some extent agreed with it, which collectively together accounts for the vast majority (86%) of total survey samples who don't discriminate between both genders. While a small number (5%) of them think they may discriminate between them, and only (9%) of them stated that they will treat them differently.

Q8/I will never discriminate between girls and boys in my life;



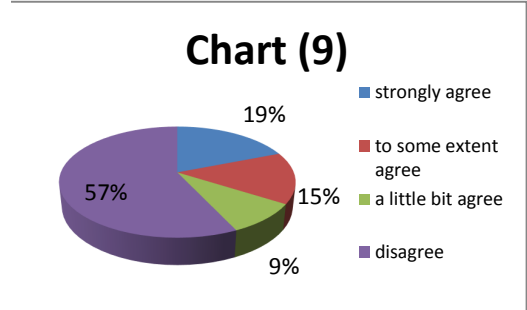
The pie-chart (no.8) illustrates the answers of (300) sample units of the survey which is taken from mixed schools. Overall majority of students (67%) were strongly agreed that they will never discriminate between girls and boys, and (20%) were to some extent agreed with it, which collectively together accounts for the vast majority (87%) of total survey samples who don't discriminate between both genders. While a small number (5%) of them think they may discriminate between them, and only (8%) of them stated that they will treat them differently.

Q9/In my opinion men should be authoritative over women;



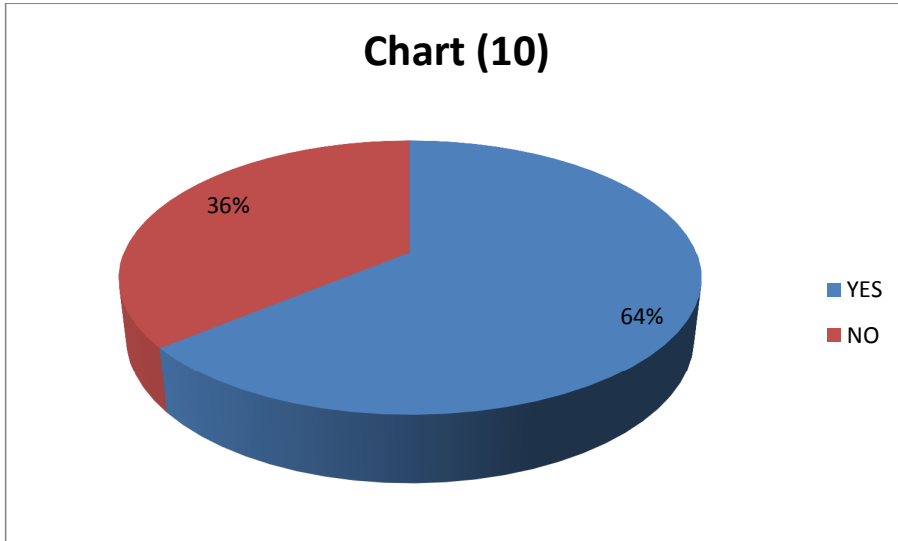
The pie-chart (no.9) illustrates the answers of (300) sample units of the survey which is taken from separate schools (girls or boys). Only a minority of students (15) strongly agreed with the authority of men over women, and (18%) were to some extent agreed with it, which together represent only (33%) of total number of sample units that means only minority of students were with authority of men over women. While more than half of them (56%) are strongly against this idea and (11%) were a little bit refusing the idea, which means collectively majority of them were against men’s dominance.

Q9/In my opinion men should be authoritative over women;



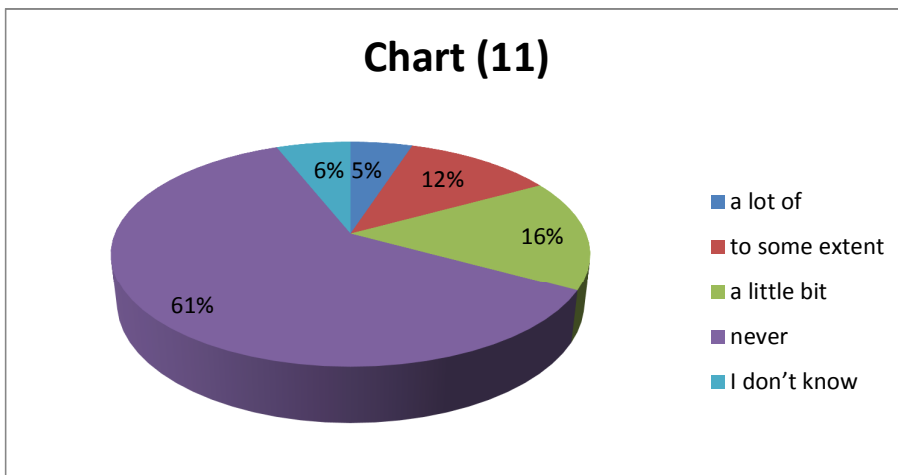
The pie-chart (no.9) illustrates the answers of (300) sample units of the survey which is taken from mixed schools. Only a minority of students (19%) strongly agreed with the authority of men over women, and (15%) were to some extent agreed with it, which together represent only (34%) of total number of sample units that means only minority of students were with authority of men over women. While more than half of them (57%) are strongly against this idea and (9%) were a little bit refusing the idea, which means collectively majority of them were against men’s dominance.

Q10/will you accompany both genders (girls or boys) in class or school?



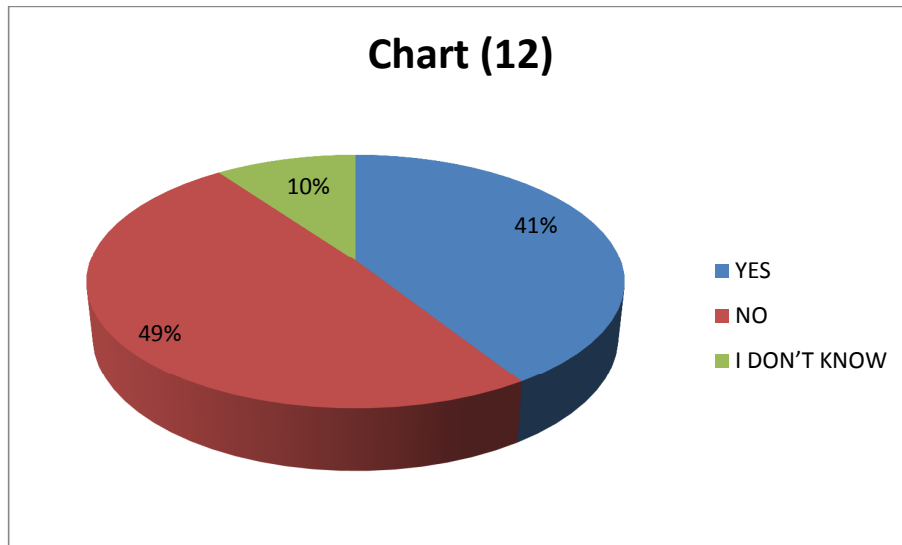
This pie-chart illustrates the answers of (300) sample units of the survey which is taken from mixed schools. Over all (64%) of students answered in yes which means that majority of students have friends from both genders (girls and boys), while only (36%) of them were not ready to be a friend with the opposite sex.

Q11/to which level you have faced problems in your friendship with opposite gender?



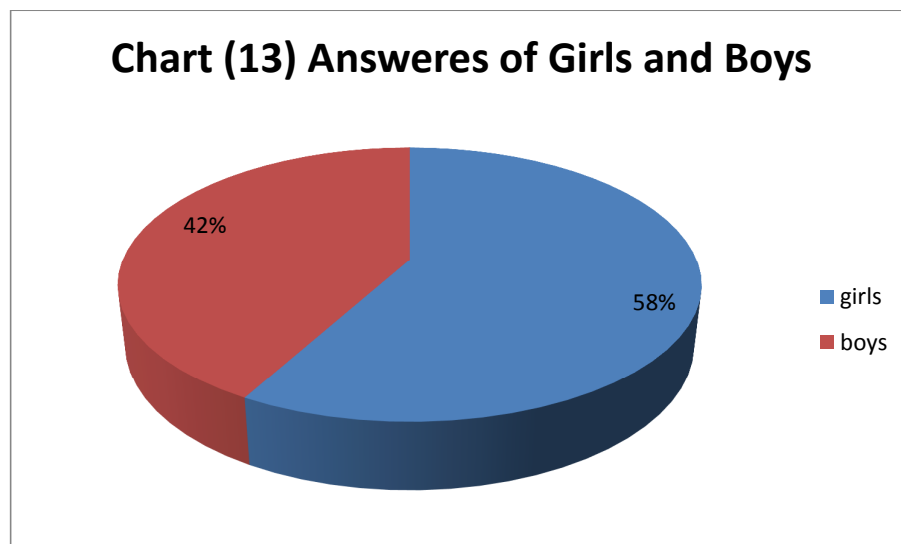
This pie-chart illustrates the answers of (300) sample units of the survey which is taken from mixed schools. Over all a very small number of them (5%) had faced a lot of problems in their friendship with opposite gender and (12%) faced problems to some extent while (16%) had little problems with opposite gender, but a majority (61%) of survey samples never faced any problem with opposite gender which means that in mixed schools there is so little problems between both genders of males and females. And (6%) of students answered in I don't know.

Q12/have you noticed any discrimination between girls and boys inside your school?



This pie-chart illustrates the answers of (300) sample units of the survey which is taken from mixed schools. Over all (41%) of them answered in YES which means there is gender discrimination in opposite the greater percentage of (49%) of survey samples answered in NO which means that they don't feel in discrimination in their schools , while a small number of them (10%) answered by I don't know.

A special explanation on the percentage of (YES) answers in question twelve.



As it is seen in pie-chart (no.13) out of (300) survey samples (120) persons said (YES) there is discrimination between them which accounts for (41%) of total survey samples. Out of this (120) students (70%) of them were girls in a ratio of (58%), and (50) of them were boys in a ratio of (42%).

The result of the study

After the study field which done among students, the study got these results:

- 1- Women are not real participants in phrasing education policy, in both ministries, ministry of education and ministry of higher education and scientific researches.
- 2- Most of the important and higher posts in both ministries are monopolized by men.
- 3- There is no specific program for gender equality in this sector.
- 4- The numbers of students (girls and boys) in the universities are similar.
- 5- As comparison women with PHD, professor degree are less in number than men.
- 6- The number of girls is less than boys in basic schools.
- 7- The number of girls is more in high schools, that means leaving schools at this age by girls are fewer.

8- Mixed schools have positive effects for preparing and breeding the new generation on equality issue.

Suggestions and recommendations

1- For having the same position for women as men in making decisions in both systems education and higher education which is according to the information their positions are not equal, the both ministries have to use non distinction system for choosing people for the posts in both institutions.

2- Both education and higher education system can have a great role in Kurdistan, by quota or any other ways in order to encourage women for making decisions in both institutions.

3- Many uneducated people always forcing the ministry of education for not mixing in high schools, it is clear that having mixed high schools is good, also has effective influence on gender equality. So we suggest that the ministry of education has to work harder for this concern, because it's good for gender equality issue in Kurdistan for future.

4- Opening a specific unit in both ministries in order to resolve all the gaps in this issue, all this can be done with the supreme council of ladies and other authorities concerned.

5- Giving interests to the centers which deal with gender studies in the universities in Kurdistan and make students get benefits from them.

The summary of the survey

This field study contains two main points; the first one is about women and their role in both sectors in education and studying, in ministry of education and ministry of higher education and scientific researchers also their influence and participating in making decisions and phrasing the public policy of this field.

The second one is about the positive role of mixed schools to change the youth people minds about women issue and end up gender discrimination.

In all databases and statistics that we got from both ministries, with this too much number of women employees, but they are not in the high positions and if there the number is very little or they don't have it at all, such as in the ministry of higher education and scientific researches women employees have only (11) out of (44) high posts, also from (539) departments of (14) colleges the number of men who direct those departments is (465) which means (86%) conversely only (74) of those departments direct by women which means (14%), (78%) of the rapporteurs of colleges are men and only (22%) of them are women.

There is no woman in the post of dean in any of the colleges only men are have this post, although there is no rule for having any distinction in ministry of education, but these forms and bases which using are not suitable for women they are only good for men, that's why some other ways and forms should be used instead.

The numbers of those who have PHD degree and they also have the title of (professor or associate professor and teachers), In the whole 28 colleges in Kurdistan the public and private are indicating this, the number of men whom doctorate holders are (2460) which means (79%) conversely the women are doctorate holders are only (659) which means (21%). About the rate of men students are (50.3%) and women students are (49.7%) and it means that the chance of studying for higher education in colleges in Kurdistan is almost equal for both sexes. But this rate is not indicated in the high posts and making decisions in this sector.

From 2010 the ministry of higher education and scientific researches started the (HCDP) (Human capacity and development program) for having an expert staff in all different Fields and resolving all the gaps in this field. What's noticed here in the last five years 3287 students had got benefit from this program, they got MA or PHD

degree in foreign countries universities especially in Europe but only 33% of this number are women. Off course there are many social and educational reasons behind it, that's why there should be serious attempts in order to solve this problem.

There are (6474) schools in Kurdistan 81% of these schools are mixed and 19% of them are special for girls or boys.

As a result of the research which was done in some of the mixed schools and separate schools for girls or boys and the influence of studying in mixed schools and their opinions about equality between women and men and their skills in managing. The study found that mixed schools have positive influences on this field.

The students in both schools (mixed and separate) for the answer of all questions which were asked them for their opinions about the equality between women and men in their duty and rights or can women be president or is it normal for them if a woman will be their boss, the answer of those students who study in mixed schools were more positive than those who study in separate schools.

The survey questionnaire form

Dear participant:

This form is dealing with (the influence of mixed schools and having gender equality in society) it is doing for scientific purposes by (Ema organization for social issues) please, don't write your names, and just put (√) in front of your answer.

Thank you for your participation:

The survey possibility: (Are mixed schools changing the girls' boys view on gender issue?)

1- sex: M () F ()

2- Age: ()

3- Economic status: very good (), good (), medium (), bad ()

4- Address: Erbil (), Sulemany (), Duhok ()

5- Grade: grade 10 (), grade 11 (), grade 12 ()

6- Private questions:

Express your opinions about the following subject?

1- Girls and boys should be respected equally?

Agree (), to some extent agree (), a little bit agree (), disagree ()

2- There is no difference between girls and boys in ability and intelligence.

Agree (), to some extent agree (), a little bit agree (), disagree ()

3- Girls and boys are equal in their duties and rights

Agree (), to some extent agree (), a little agree (), disagree ()

4- Girls like boys could become political leaders.

Agree (), to some extent agree (), a little bit agree (), disagree ()

5- It is normal for me if a woman is my boss in the work place.

Agree (), to some extent agree (), a little agree (), disagree ()

6- In the future when I started to work I don't like a woman to be my boss;

Agree (), to some extent agree (), a little bit agree (), disagree ()

7- I don't believe in gender discrimination.

Agree (), to some extent agree (), a little bit agree (), disagree ()

8- I will never discriminate between girls and boys in my life.

Agree (), to some extent agree (), a little bit agree (), disagree ()

9- In my opinion men should be authoritative over women.

Agree (), to some extent agree (), a little bit agree (), disagree ()

10- Will you accompany both genders (girls and boys) in class or at school?

Yes (), No ()

11- To which level you have faced problems in your friendship with opposite gender?

A lot of (), to some extent (), a little (), never (), I don't know ().

12- Outside of the school (in media organizations, radio, TV, newspapers, social medias) many times taken about violation of women's rights, have you noticed any discrimination between girls and boys inside your school?

Yes (), No (), I don't know ()