

Women Education Right in Afghanistan after Taliban (2021-2025) and its Impact on Social Development

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Abstract. It is well known that one of the most important elements in the development of both communities and individuals is education. Education has raised girls' ignorance and skill levels in recent decades. A basic human right that should be enjoyed by everyone without objection is the right to education for girls. The Taliban strongly restricted women's and girls' rights after gaining control in Afghanistan in 2021, including prohibiting girls' education. In addition to depriving half of the population of their right to an education, this ban has a significant negative impact on social development and limits society's potential. Women's education under prohibition often has a significant impact on how a society is converted. By looking at and measuring national legislation as well as data from international organizations, this article demonstrates that preventing girls from attending school not only clearly violates their human rights and diminishes gender equality, but also has a serious negative impact on social development. This article reveals the right of Afghan girls' education under international and national legal documents and examines the social impact of excluding and depriving girls and women of their basic rights. This research was conducted using a descriptive and data analyzing method to examine the impact of this ban on social mobility. This article contains four main sections, which include, Introduction, body, conclusion and reference. Each section is designed to first address the topic, then review and analyze the content and finally present and draw conclusions.

Keywords: Women, Right to Education, Social Development.

1 Introduction

One of society's most fundamental and obvious needs is education, which is important for human increase and development. It fosters intellectual and immaterial growth and results in advancements, discoveries, and authorship[1]. One of the main and most important factors that propels governments toward social and economic advancement is education. Greek philosophers like Socrates and Plato were the first to discuss schooling. Western intellectuals have also provided definitions of education in the modern era, including: Jacques Rousseau, Jean: "Education is an art or material that is realized through the cooperation of the educator, the guidance or support of physical forces and universal talents, and the observation of the laws of nature development[2].

According to this viewpoint, development is a process that involves both education and the economy. The goal of social development is to meet significant and ethical requirements in a humanistic and well-balanced style. Additionally, the idea of social development denotes the rising degree of knowledge, mindset, and life in societies[3]. Despite being one of the most significant human rights, education has long been a quarrelsome issue in Afghanistan.

Afghanistan's history of female education has been filled with ups and downs. However, the first phase of the Taliban government, which lasted from 1996 to 2001, was a complex time previous to the democratic era during which girls were totally deny the opportunity to receive an education.

Over the course of the nearly two decades of democracy, from 2001 to 2021, Afghan women achieved great improvement in the domains of employment, science, politics, and sports. There were thousands of girls attending school. Significant enterprise has been made in Afghanistan's educational system by human rights organizations and institutions that support education, including the construction of schools and universities and the provision of scholarships for girls[1]. With the rise of the Taliban regime on 15 August 2021, educational and work opportunities for girls were gradually taken away. In December 2022, the Ministry of Higher Education announced that women and girls would not be able to continue their studies in public and private universities until further notice.

The Islamic Republic of Afghanistan's constitution discusses the fundamental freedoms and rights of its residents in its second chapter, which is titled "Fundamental Rights and Duties of Citizens." Notwithstanding the fact that girls' education is a vital component of a well-established society, Afghan girls have been prohibited from attending school for a number of years. This prohibition is a major hindrance to socio-economic progress in addition to being a human rights concern. Limiting girls' access to school has deteriorate child marriage, gender inequality, and diminish women's political engagement in society. In his human capital theory, which accentuate the value of wisdom and science, Becker acclaim that education elevate both the economy and people's valency to engage with society. Women's political engagement decrement in nations with low educational acquisition. Thus, the emphasis of this matter is considerable from both a legal and a social viewpoint[4]. This Research has 3 objectives, First Investigate the educational conditions of women during the Taliban era, Second, what is the status of women's right to education in the Afghan constitution and international human rights documents? Third, what are the consequences of banning girls from education on social development?

2 Method

In this Article, I used a mix of descriptive and analytical methods and collected secondary data through a library-based approach, including Books, scientific articles, official reports, and international documents. This research attempted to select resources published in the most recent years. The selected resources are from well known international and national organizations and researchers.

3 Result and Discussion

3.1 Women Education in Afghanistan After Taliban: (2021- 2025)

The second Taliban period started on August 15, 2021, following the end of Afghanistan's democratic era. At that time, foreign soldiers were leaving the country quickly, so the Taliban invaded and took control of Kabul, the country's capital. and the accomplishments of two decades of democracy in the fields of civic engagement, education, freedom of expression, and international affairs were obliterated when this group came to power[5].

Afghanistan's educational landscape entered a dark period when the Taliban came to power. With this phrase, the Taliban entered Afghanistan. Women will be highly active within the framework of Islam, and the speaker of Taliban said will permit them to work and pursue education. Contrary to this pledge, however, schools were getting ready to react in March 2022 so that ladies may resume their lessons following a year long hiatus. In a letter dated December 20, 2022, the Taliban broke their earlier pledge to prohibit girls from attending colleges and universities. The Taliban stated: "A girl living and studying in another province without her father, brother, and family is unacceptable to our Islamic and Afghan pride.[5].

Women's and the nation's residents' demonstrations against the reopening of schools and universities have never received a definitive reaction from the Taliban 1.1 million Afghan girls and young women lack access to formal education as a result of the indefinite postponement of all Afghan females over the age of 12 returning to school, which began in September 2021. Currently, 2.5 million Afghan girls and young women, or 80% of the population, are not enrolled in school. In Afghanistan, around 30% of girls have never attended elementary school[6].

After the closure of universities in 2022 girls only had the right to continue their studies at medical institutes. Therefore, some girls had enrolled in private medical institutes after the Taliban banned universities changing their majors. But in December 2024, the Taliban also closed medical institutes. Additionally, Taliban have also excluded female doctors from specialist training programs. all these restrictions come at a time when the Taliban has banned male doctors from treating female patients in some areas[7].

Republic of Tolerance: According to the AFP news agency, which cited Taliban Ministry of Public Health officials, the prohibition on women and girls attending medical schools has stopped at least 35,000 female students from pursuing higher education. Human rights advocates and the international world have harshly criticized the Taliban's policy of prohibiting women and girls from attending these medical schools, but the Taliban have never adequately addressed the issue[8].

In Afghanistan, the prohibition on secondary education for girls has been in place for three years as the new school year begins. Millions of Afghan girls' futures are still being harmed by this choice. More than four million girls will have been denied the opportunity to receive an education beyond primary school if this ban is maintained until 2030. The rights of girls in Afghanistan have been abused for more than three years. Now, all girls must be permitted to go back to school. The consequences will extend for years if these talented, intelligent young females are still denied an

education. Afghanistan can't abandon half of its people[9].

The Taliban's limitations on the education of women and girls remain in place. The Taliban's Ministry of Education has instituted a policy that separates male and female students in elementary schools and has directed schools not to let tall girls into classrooms, even if they are not in the sixth grade, in response to the ban on girls' education beyond that level. This guideline states that female teachers are not allowed to educate male students, and male teachers are not allowed to teach female students. In Afghanistan, there are about 7.2 million women among the 12 million illiterate people over the age of 15.5. In spite of this, the Taliban have also outlawed initiatives for women to receive literacy and vocational training. This decision is blatantly against CEDAW, which requires states to quickly close the gender gap in education[10].

3.2 The Constitution of the Islamic Republic of Afghanistan

The Islamic Republic of Afghanistan's Constitution: Article 43 declares that "education is the right of all citizens of Afghanistan and shall be provided up to secondary level, free of charge by the state." Article 44 also discusses the fundamental freedoms and rights of the people in its second chapter, which is titled "Fundamental Rights and Duties of Citizens." In addition to providing mandatory intermediate level education and the chance to teach native languages in the regions where they are spoken, they are required to design and carry out efficient programs for the balanced expansion of education throughout Afghanistan[11].

Additionally, the state will create and implement a single curriculum for education based on the principles of the national culture, the sacred religion of Islam, and academics. It will also construct curricula for religious subjects in schools based on existing Afghanistan's Islamic sects (Article 45).

Furthermore, the state will be responsible for creating and running general, specialized, and higher education institutions. Higher, general, and specialized educational and literacy institutions will be established by Afghan residents. with the state's approval. The state will allow foreigners to create general, specialized, and higher education institutions as long as they abide with the law. Laws will govern admission requirements to state-run higher education institutions as well as other associated issues (Article 46).

Free Education up to the BA level is guaranteed by Article 43. In Afghanistan, free education is nothing new. Free education has been offered since the turn of the 20th century, however the quantity of there were few schools. For a state with a massive fiscal deficit, maintaining free education up to the university level seems like an audacious goal. Gender parity in education is guaranteed by Article 44, which also requests that female education be prioritized[12].

3.3 Right to Education and Non-discrimination in International Documents

Among the international human rights treaties, the Convention takes an important place in bringing the female, or half, of mankind into the focus of human rights concerns. Article 10 obliges member states to take appropriate measures to reduce

discrimination in the education system and provide equal educational conditions for all in cities and villages. The Commission's efforts have been crucial in highlighting all the ways that women are not treated equally to men.

It is considered one of the most important treaties at the international level it focusses on peace, dignity, gender equality in the world. Article 1, paragraph 3 emphasis on to solve international problems it emphasizes international cooperation it has social characteristics and emphasizes human rights and respect for fundamental human freedoms.

It is considered one of the most important international documents in the field of human rights. Without distinction of any type, including racial, ethnic, linguistic, religious, political, or other views, as Article 2 of the Universal Declaration of Human Rights emphasis on freedoms, equality, peace, human dignity, right to education.

In view of the Universal Declaration of human rights everyone should enjoy freedom, equality, justice and have civil and political rights this only can be achieved if conditions are created whereby everyone may enjoy his civil and political rights, as well as his economic, social and cultural rights. Article 18, paragraph 4 accordance their own beliefs the State parties to the current covenant pledge to protect the freedom of parents and when appropriate legal guardians to guarantee their children's religious and moral education.

Convention on the Elimination of All forms of Discrimination Against Women.

The Convention on the Elimination of All Forms of Discrimination against Women was adopted by the United Nations General Assembly on 18 December 1979. After being ratified by the twentieth nation, it became an international treaty on September 3, 1981. Nearly 100 countries consented to be bound by the Convention's terms by its tenth anniversary in 1989.

The Convention was the conclusion of more than thirty years of effort by the United Nations Commission on the Status of Women, a body founded in 1946 to monitor the position of women and to promote women's rights. The Commission's efforts have been crucial in highlighting all the ways that women are not treated equally to men.

Articles 10, 11 and 13, respectively, affirm women's rights to non-discrimination in education, employment and economic and social activities. States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women[13].

1. The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
2. Access to the same curricula, the same examinations, teaching staff with

- qualifications of the same standard and school premises and equipment of the same quality;
3. The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
 4. The same opportunities to benefit from scholarships and other study grants;
 5. The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
 6. The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;
 7. The same Opportunities to participate actively in sports and physical education;
 8. Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning [13].

United Nations Charter. The United Nations Charter, which emphasizes equal rights to education for men and women, is the first text in the history of international human rights legislation to address the prohibition of discrimination in general and gender discrimination in particular. The preamble of this charter highlights the equality of rights for men and women as well as the acknowledgement and belief in the intrinsic worth and dignity of every human being." Promoting international cooperation in the economic, social, cultural, educational, and health sectors, and assisting in the realization of human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion," reads paragraph (b) of Article 13. It also encourages assistance in the realization of rights and freedoms for everyone without discrimination based on gender, race, language, or religion[14].

Universal Declaration of Human Rights. In order to further freedom, justice, and world peace, the preamble to the Universal Declaration of Human Rights acknowledges the inherent dignity of every member of the human family as well as their equal and inalienable rights. It also suggests that everyone should have an education in order to respect and advance their fundamental freedoms and rights. All people are born free, equal in dignity and rights, endowed with reason and conscience, and ought to treat one another with brotherhood and without discrimination, according to Article 1 of the Declaration[15].

All human beings are born free and equal in dignity and rights," states Article 1. They ought to behave in a fraternal manner toward one another since they possess reason and conscience. According to Article 26 of the Declaration, education should be focused on helping people develop their human personalities. It should also strengthen respect for human rights and freedoms, promote tolerance, mutual understanding, and respect for opposing viewpoints. Finally, it should encourage

friendship between nations and racial and religious communities within the human family.

Additionally, the article's third paragraph states that primary parents have the upper hand when it comes to selecting their children's educational path. "Parents have a prior right to choose the kind of education that shall be given to their children," states the third paragraph of Article 26[15].

International Covenant on Civil and Political Rights. Regarding the right to education, Article 18 paragraph 4 of this convention generally requires its member states to respect the freedom of parents, or legal guardians, to ensure that their children receive a religious and moral education that aligns with their own beliefs. Any distinction or discrimination among individuals within the territory of a state party, including discrimination between women and men in the exercise of their rights, is prohibited by Article 2 of this covenant, which states that the recognized rights in the area are considered to be respected for all individuals[16].

3.4 The Consequences of Banning Girls' Education on Social Development

The rhetoric has been hyperbolic, with educated girls being seen as the solution to all development problems. Education will enable women and girls to achieve the universal ideal of freedom. They will eliminate poverty, enhance public health, control family size, create egalitarian, peaceful societies, assume their rightful place in state governance, end female genital mutilation and child marriage, prevent violence, conflict, and war, and have a workforce proportionate to their population.

Education is considered one of the best ways for people to address current and upcoming problems. Given that Afghan culture is enmeshed in a maelstrom of tribal customs, the only way to address the situation is for the younger generation to advance intellectually and scientifically. However, denying education to young people, particularly girls, has drawbacks. Most girls now acquiesce to early marriage and hard work as a result of the nation's unclear educational position. This may even cause social issues, the expansion of extremism, the spread of illiteracy, and the unhealthy rearing of future generations.

Worsening Gender Inequality. Inequality in Afghanistan has peaked after the Taliban's second takeover in August 2021. The Taliban's policies now revolve around educational inequity. In its second gender alert, UN Women details the ways in which women's rights and gender equality are impacted by the shifting dynamics of Taliban policies. This record demonstrates that Female students were more vulnerable to exploitation and abuse, including child and forced marriage, as a result of inequality and school deficiency. "Afghanistan is the only country in the world today to suspend girls' and women's access to education," according to a recent UNESCO report[17].

The Taliban's War on Women, a report published by Amnesty International from August 2021 to the end of January 2023, conducted research on the status of women in Afghanistan. Based on the information at hand, this study discovered that girls have been singled out due of their gender. It is a crime against humanity to deny women and girls access to education beyond primary school. Similar abuses of the right to

education have been classified as acts of gender-based persecution under the pertinent case law of the ICC and other international tribunals. And another example of gender discrimination is the prohibition on women working for NGOs and attending universities [17].

The Universal Declaration of Human Rights states that everyone, regardless of gender, age, or color, has the right to get an education. One of the factors contributing to the rise in gender inequality in society is the ban on girls attending school. Uneducated girls are less likely to engage in social, political, and economic activities[16].

Women are also in a weaker position than men because of these disparities. By denying women and girls equal opportunities for progress and participation, school bans for females directly perpetuate gender inequity. They are deprived of equitable access to high-quality education because of the Taliban's gender-based rules. The UN special representative for human rights in Afghanistan claims that the Taliban government has made gender inequality worse. The Taliban's systematic discrimination and tyranny have been blamed for the rise in gender disparity[18].

Nepal and Yemen are among the nations that have successfully dealt with the issue of gender imbalance in educational participation. This includes improving non-formal education, letting out-of-school children to catch up and unroll in formal schools, and concentrating on scholarships for females in an effort to improve quotas for female teachers. Additionally, they have attempted to eliminate social and cultural impediments to girls' education by starting media campaigns to support it. According to this data, gender disparities in education can be lessened by hiring female teachers, providing access to clean water, and maintaining adequate sanitation[19].

Increase Early Marriage. Nearly half of Afghan girls get married before turning 19, with 40% between the ages of 10 and 13, 32% at 14, and 27% at 15. The United Nations reports that every year, seven million boys and 300,000 girls globally marry before they reach the legal marriage age, with 12 percent of the girls getting married before then being Afghan women[20].

According to the Afghan Independent Human Rights Commission, the country's enduring impunity culture, poverty, unequal socialization, instability, and the prohibition of girls' education are the main reasons behind the growing number of forced and underage marriages. In a country where one-third of girls marry before turning 18, child marriage prevents many girls from attending school. Afghan constitutional legislation stipulates that girls cannot marry unless they are at least 16 years old. Most girls marry before they reach the legal marriage age since the law is not as severely enforced in practice. One of the many detrimental impacts of marriage on children is that it keeps them from going to school[20].

Women's rights were further restricted, especially in the areas of employment and education. The United Nations has reported that the Taliban's restrictions have caused a 25% increase in the rate of child marriage, despite their claims to have stopped roughly 5,000 forced marriages in the last three years. These weddings have irreversible effects on how society develops and how girls are treated, including higher rates of maternal and infant mortality, as well as the fact that early marriage limits girls' future economic options and prolongs poverty[21].

Increasing Poverty. Poverty and educational attainment are directly related. Poverty is more likely to occur in nations with low levels of education. According to UNESCO statistics, 60 million people might be lifted out of poverty if all adults had two years of education or finished at least secondary school[22]. According to the Child Protection Agency, if the restriction on girls' education is maintained, the number of child marriages would rise, families will grow poorer, and half of the next generation will not be able to find employment[23].

Despite these obstacles, Afghan women face widespread poverty. According to a 2022 International Labor Organization report, Afghanistan's female labor force participation rate in 2020 was 19%, four times lower than the country's male labor force participation rate of 81%. Under the Taliban, the status of women's employment participation deteriorated. In the third quarter of 2021, the employment rate for women dropped to 16.7% after the collapse of the Afghan republic[24].

According to a January 2022 prediction, women's employment would be about 25% lower in the second quarter of 2022 than it was in the second quarter of 2021, unless favorable policy adjustments were made. This development is alarming. An analysis of Fortune 500 companies, for example, showed that companies with a larger percentage of female board members had much better financial results. Their returns on equity were 53 percent higher, their returns on sales were 24 percent higher, and their returns on invested capital were 67 percent higher. The contributions of women can boost a nation's productivity and economic growth[24].

4 Conclusion

A descriptive analysis of the data was conducted. Important sources and concepts were extracted from the data and reviewed in order to handle the study question appropriately. From 2021 until 2025 these events highlight the barriers Afghan women and girls have faced in their pursuit of higher education. Afghanistan's women's education has had many difficulties since 2021. The Taliban said that females would be allowed to go to school under certain conditions, while also limiting women's work, imposing rigorous gender segregation, and implementing a curriculum strongly influenced by their philosophy. Policies that deprived women from their basic right cause women to suffer a lot. In addition to being an inalienable right, girls' education makes a substantial contribution to societal progress. The study's findings highlight how crucial it is to give this issue significant thought. The study's findings show how denying females of their rights and chance to pursue an education has led to the social marginalization of women. The inquiry supports the United Nations' conclusions that restricting girls from going to school has led to a rise in underage marriages and that many girls experience despair. The poll found that the number of forced marriages among women has grown since they were excluded from school. The study's findings show that the neighbour hood's widespread poverty and increased unemployment are the results of the ban on females' education. A United Nations report claims that women's poverty has increased as a result of a 16.7% decline in female employment.

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