

# Youth in Crossfire: Political Motives Behind the Taliban's Ban on Women's Education in Afghanistan

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## Abstract

The Taliban's decision to ban women's education in Afghanistan has drawn widespread international criticism, but its deeper political motives warrant a thorough analysis. This research investigates the underlying political strategies and objectives behind this controversial policy. By employing a secondary data-based approach, the study examines how the Taliban leverages education restrictions to consolidate power, maintain social control, and reinforce traditional patriarchal structures. The analysis also explores how these policies serve as tools for mitigating internal dissent, fostering ideological conformity, and negotiating with the international community for aid and recognition. Through the lens of political theories and qualitative content analysis, the paper uncovers how the Taliban's educational restrictions reflect broader authoritarian strategies to preserve their regime's stability while managing complex domestic and international pressures. This study contributes to a nuanced understanding of the interplay between politics, ideology, and gender in contemporary Afghanistan.

**Keywords:** Taliban, Women's Education, Political Motives, Afghanistan, Gender Politics

## Introduction

Education is universally acknowledged as a critical driver of societal progress, economic development, and individual empowerment. However, in Afghanistan, the Taliban's decision to ban women's education has created significant barriers to these ideals, sparking widespread international condemnation. Although the Taliban often frame their policies within cultural and religious narratives, some observers suggest that a range of political considerations may also influence these decisions. These policies serve as a means to consolidate power, suppress dissent, and reinforce the patriarchal structures that sustain their governance (Human Rights Watch, 2023).

This research examines the political motives driving the Taliban's ban on women's education, focusing on how these policies align with broader strategies of their control. The study explores how these restrictions function as tools for maintaining ideological conformity and controlling social dynamics using secondary data from academic studies, reports by international organizations, and media analyses. Furthermore, the study highlights the role of these policies in the Taliban's negotiations with the international community, where they leverage education bans as a bargaining tool for aid and recognition (Amnesty International, 1998; UNESCO, 2022).

This research analyzes the political underpinnings of the Taliban's education ban, providing a nuanced understanding of the intersection between governance, gender, and ideology in Afghanistan. Such an

analysis is crucial to uncovering the long-term implications of these policies for Afghan society and the global fight for women's rights.

## History

### The Taliban's First Regime (1996–2001)

The Taliban first rose to power in 1996, amid the civil war that followed the Soviet withdrawal from Afghanistan. Their governance was characterized by an extreme interpretation of Sharia law, heavily restricting women's rights. Women were banned from education, with girls over the age of eight forbidden from attending school. Female teachers and professionals were dismissed from their jobs, effectively erasing women's presence in public life (Amnesty International, 2023).

The Taliban have stated that these policies are intended to protect women's morality and safety, though some analysts view them as also being influenced by broader political considerations. Suppressing women's education allowed the Taliban to reinforce patriarchal control, reduce potential opposition, and limit societal access to information that could challenge their authority (Amnesty International, 1998).

### The Intervening Years (2001–2021)

After the U.S.-led coalition ousted the Taliban in 2001, Afghanistan saw a gradual but significant improvement in women's access to education. According to UNESCO (2019), over 3.5 million Afghan girls were enrolled in schools by 2019. Women increasingly participated in public life, taking roles in education, healthcare, government, and civil society (World Bank, 2019).

Despite this progress, challenges persisted. In rural areas, traditional gender norms, insecurity, and Taliban insurgencies hindered efforts to integrate girls into the educational system fully. These challenges highlighted the fragility of Afghanistan's reforms and foreshadowed the resurgence of restrictive policies under the Taliban's return to power (UNICEF, 2020).

### The Taliban's Return to Power (2021–Present)

When the Taliban regained control of Afghanistan in August 2021, they initially promised a more moderate approach. However, their actions quickly mirrored their earlier governance. By 2023, the Taliban had closed secondary schools for girls and barred women from attending universities and teaching (Human Rights Watch, 2023).

The renewed restrictions reflect not only ideological convictions but also political calculations. Limiting women's education reinforces traditional gender roles, marginalizes women's participation in society, and projects an image of religious authenticity to conservative supporters. These actions also consolidate control by stifling societal empowerment and curtailing dissent (UNESCO, 2022).

The Taliban's history of banning women's education illustrates a deliberate strategy to maintain social control and uphold patriarchal power structures. From their first regime to the present, these policies have been used to suppress opposition and reinforce their ideological agenda. Understanding this history is crucial for addressing the ongoing challenges faced by Afghan women in their pursuit of education and equality.

## Research objectives

This study aims to explore the political motives underlying the Taliban's ban on women's education in Afghanistan. It seeks to:

1. Examine the ideological, socio-political, and strategic drivers of the Taliban's policy.
2. Analyze the impact of this policy on Afghanistan's socio-economic and political landscape.

3. Investigate how the Taliban's restrictions align with broader patterns of governance in authoritarian regimes.
4. Assess regional and international responses to these policies and their influence on Afghanistan's global positioning.
5. Provide actionable recommendations to address the ban's consequences and advocate for educational equity.

### **Methodology**

This research adopts a qualitative methodology, relying on secondary data to examine the political motives behind the Taliban's ban on women's education. It analyzes official Taliban statements, decrees, and reports from international organizations to uncover the ideological and political narratives shaping this policy. Media coverage and global advocacy efforts are also assessed to understand the international discourse and to reveal discrepancies between the Taliban's public justifications and their underlying intentions.

The study employs thematic coding of data from credible sources such as the United Nations, Human Rights Watch, and the World Bank to identify recurring themes like ideological control, power consolidation, and socio-economic consequences. In addition, it explores regional and international reactions, including those from neighboring countries, global institutions, and advocacy groups, to evaluate the geopolitical implications of the education ban and the effectiveness of efforts to support women's rights in Afghanistan.

### **Examination of the political motives behind the ban**

Examining the political motives behind the Taliban's ban on women's education reveals a complex interplay of ideological, socio-political, and strategic factors aimed at consolidating power and shaping the societal order. Below are some potential motives, supported by relevant contexts and scholarly analysis:

#### **Ideological Domination**

The Taliban's interpretation of Sharia law plays a central role in shaping their governance framework, with an emphasis on defined gender roles and limited participation of women in public domains, including education. They present these policies as part of an effort to preserve a moral society, consistent with their interpretation of Islamic values. Rashid (2010) notes that this vision of morality includes a focus on women's roles within the family and home, which, in practice, has limited their engagement in public life. Scholars have observed that such policies may also serve broader functions, including reinforcing traditional social structures and maintaining cultural coherence within the Taliban's vision for Afghan society.

Human Rights Watch (2023) highlights that the Taliban's policies serve as a mechanism to suppress intellectual empowerment among women, which they perceive as a threat to their ideological dominance. Education equips women with knowledge and critical thinking skills, which can challenge the traditional hierarchies that the Taliban seek to enforce. By banning women's education, the Taliban aim to prevent the emergence of voices that could advocate for gender equality or question their authority.

Furthermore, UNESCO (2022) notes that the application of Sharia law under the Taliban has shown variations in practice, which some observers interpret as being shaped by contextual or political factors rather than solely by religious doctrine. For instance, restrictions on women's education appear to be more

strictly implemented in rural areas, where traditional norms are more deeply rooted, compared to urban centers that experience greater international attention. This variation in enforcement has led some analysts to suggest that ideological policies may also serve broader governance objectives, including strengthening local support and navigating external perceptions.

Barfield (2012) observes that the Taliban's interpretation of Sharia law differs notably from traditional Afghan practices, which historically placed value on education for all, including women, especially in urban and pre-conflict settings. This difference illustrates how religious reasoning can be applied in ways that influence social and political structures, affecting gender roles and limiting opposition.

In summary, the Taliban's focus on enforcing specific gender roles and restrictions on education reflects an approach aimed at reinforcing their vision of social order. Limiting women's access to education contributes to the preservation of traditional structures that align with their broader ideological outlook. Such policies have significant implications for societal development and gender dynamics, shaping Afghanistan's cultural and social environment in line with their governance priorities.

### **Power Consolidation**

The Taliban's gender-related policies, including restrictions on women's education, can be seen as part of a broader governance approach aimed at maintaining social control and political authority. Limiting access to education for women may serve to reduce the emergence of voices that could challenge existing structures, particularly among those with educational backgrounds. Historically, education has played a central role in fostering individual empowerment and enabling participation in social and civic life (Kabeer, 2018). By restricting educational opportunities for women, a significant avenue for social engagement and reform becomes less accessible within the current context.

The regulation of women's education under the Taliban can be viewed as part of a broader governance strategy aimed at maintaining political authority and shaping societal norms. By limiting educational access for women, the current administration may seek to minimize the emergence of organized movements or calls for reform that could stem from increased awareness and collective action. The United Nations Development Programme (UNDP, 2022) emphasizes that education plays a critical role not only in economic empowerment but also in fostering political participation. From this perspective, limiting education can reduce avenues through which women might engage in advocacy or influence public discourse.

This approach is also connected to broader societal objectives rooted in traditional interpretations of gender roles. Scholars have noted that gender-specific policies are sometimes used by governments to preserve social hierarchies and ensure cohesion within a particular ideological framework (Walby, 2011; Gill, 2019). Within such a structure, emphasizing conventional roles for men and women reinforces established norms and contributes to a stable, predictable social environment aligned with prevailing values.

Furthermore, the emphasis on ideological continuity appears to be a central aspect of the Taliban's governance model. Rashid (2010) notes that the group's interpretation of Sharia law forms the foundation of its administrative and moral system, within which certain policies—including those concerning education—are framed as religious obligations. In this context, limiting alternative viewpoints through control over educational content or access may be intended to preserve doctrinal coherence and prevent the introduction of perspectives that diverge from the established ideological narrative.

Domestically, this strategy appears to resonate with segments of the population, particularly in rural areas where traditional social structures are more deeply rooted. Barfield (2012) points out that the Taliban's

approach aligns with a specific understanding of Islam that appeals to conservative communities. Policies that reinforce these values may thus contribute to sustained support among these groups and further legitimize the government's position as a custodian of cultural and religious identity.

At the international level, policies on women's education have drawn considerable attention and criticism. Despite this, the Taliban have not made substantial changes to their approach. As Rashid (2010) suggests, such policies have occasionally been employed in diplomatic contexts as a means of asserting autonomy and resisting external influence. By maintaining control over sensitive social issues, the administration signals its commitment to sovereignty and internal decision-making, even in the face of international expectations.

In conclusion, the restrictions placed on women's education can be interpreted as part of a broader framework aimed at reinforcing social stability, ideological integrity, and political control. These policies reflect both domestic priorities and strategic responses to external dynamics. While the implications for gender equality and social development are significant, the motivations appear to be closely tied to broader goals of governance and national identity.

### **Appealing to Conservative Constituencies**

The Taliban's implementation of gender-related policies, including restrictions on women's education, can be interpreted as part of a broader effort to align themselves with ultra-conservative segments of Afghan society. These measures reflect not only the group's ideological orientation but also serve to consolidate political support, particularly among rural and tribal communities where traditional norms and conservative values are more deeply rooted (Barfield, 2012). These constituencies often share a vision of society grounded in patriarchal and religious principles, making them a critical base for the Taliban's political stability.

By introducing and maintaining educational restrictions for women, the Taliban reinforce their connection with these groups. As Rashid (2010) notes, the Taliban's interpretation of Sharia law and emphasis on gender segregation resonate with social norms prevalent in many rural areas. In such communities, where traditional gender roles are widely accepted, the Taliban's policies are often viewed as efforts to uphold religious and moral values. This alignment enhances the group's legitimacy in the eyes of conservative populations and helps ensure continued political backing.

The emphasis on gender-based policies also serves as a strategic response to potential challenges from more progressive segments of society, particularly those concentrated in urban areas. According to the World Bank (2021), a significant proportion of Afghanistan's population resides in rural areas, where conservative religious views tend to be more influential. By aligning with these values, the Taliban are able to secure support from this demographic, which plays a central role in the country's socio-political fabric. This support helps strengthen the group's governance by reducing internal dissent and providing a buffer against external pressures.

Additionally, the Taliban's approach reflects a broader strategy to maintain cohesion within their support base. As Kimmel (2017) highlights, regimes with strong ideological orientations may adopt gender-specific policies to solidify their standing among traditionalist groups. By presenting themselves as custodians of cultural and religious continuity, the Taliban aim to reassure their core supporters of their commitment to upholding what is perceived as moral order, thereby reinforcing their political legitimacy. Furthermore, the focus on gender roles contributes to reinforcing rural-urban divides. The United Nations Development Programme (2022) points out that rural communities in Afghanistan often have limited



exposure to global debates on gender equality, making them more receptive to locally grounded ideological narratives. Within this context, gender-related policies may function not only as a governance tool but also as a means of reinforcing local identities and resisting perceived external influence.

Ultimately, the Taliban's stance on women's education reflects a multifaceted strategy that combines ideological commitment with political pragmatism. By promoting a strict interpretation of traditional gender roles, they seek to maintain support among key constituencies while also shaping the broader social landscape in accordance with their vision. These policies contribute to the consolidation of their governance and help secure their position in Afghanistan's more conservative regions.

### **Strategic Diversion**

The decision to restrict women's education in Afghanistan can be interpreted as part of a broader strategy by the Taliban to shift attention away from complex governance challenges, including economic difficulties, ongoing security issues, and the absence of international recognition. In a context where the government's performance is under increasing scrutiny, socially and culturally charged policies—such as those related to gender roles—offer a more manageable narrative. These measures not only appeal to ideological supporters but also help divert public discourse from areas where the administration faces significant obstacles.

Economically, Afghanistan has encountered numerous difficulties since 2021, including inflation, widespread unemployment, diminished foreign investment, and the impact of international sanctions and the cessation of foreign aid (World Bank, 2022). In such a challenging environment, highlighting cultural and religious priorities allows the leadership to reframe national concerns in terms of value preservation, rather than economic policy. Emphasizing traditional values may also enhance the government's legitimacy among certain constituencies, while postponing more difficult conversations about economic governance.

Security remains another pressing concern. Despite efforts to consolidate power, various groups—including the Islamic State-Khorasan (ISIS-K)—continue to operate in Afghanistan, challenging the state's authority in multiple regions (Rubin, 2022). Internal divisions within the Taliban further complicate their capacity to respond effectively. In this setting, policies focused on education and gender roles may serve to project a sense of unity and control, reinforcing the image of a coherent administration and shifting focus from persistent instability.

Diplomatic isolation also presents a significant challenge. Since assuming power, the Taliban have struggled to secure formal recognition from the international community. In response, the group has emphasized policies that reflect its interpretation of Islamic principles, aiming to align itself with conservative norms that may resonate with regional actors, such as Pakistan, Iran, and some Gulf countries (Rashid, 2010). By foregrounding their adherence to religious doctrine, the Taliban seek to enhance their credibility among these states, hoping to establish or strengthen informal ties even in the absence of broader global recognition.

Internally, gender-related policies may serve a unifying function among different factions within the Taliban. As Barfield (2012) notes, the movement includes a spectrum of ideological positions, from hardliners to more moderate voices. The implementation of strict cultural policies can help satisfy more conservative elements, reducing the risk of internal dissent and reinforcing leadership cohesion. In this way, emphasis on traditional social values functions as a stabilizing mechanism within the organization.

### **Challenging International Norms**

The Taliban's stance on women's rights, particularly their restrictions on female education, may be viewed as part of a broader effort to assert ideological autonomy and signal resistance to external influence. This approach reflects a deliberate attempt to distinguish their governance philosophy from global norms, particularly those associated with Western advocacy for gender equality. Through such policies, the Taliban project a narrative that emphasizes national sovereignty and cultural authenticity rooted in their interpretation of Islamic values.

Historically, the Taliban have framed their policy positions as part of a broader response to perceived Western influence. As Rashid (2010) observes, their leadership has consistently positioned itself in contrast to liberal democratic ideals, especially those that promote individual freedoms and gender equity. In this context, restricting women's access to education becomes a symbolic gesture, reinforcing their commitment to a distinct ideological framework that is perceived to be more aligned with Afghan traditions and Islamic principles.

This narrative holds particular significance for the Taliban's domestic base, especially within rural and tribal communities. These constituencies often view external initiatives—such as international campaigns promoting women's rights—as attempts to alter or undermine local cultural norms. By aligning themselves with these traditional perspectives, the Taliban enhance their support among groups that prioritize the preservation of longstanding religious and cultural practices (Barfield, 2012). In doing so, they present themselves as protectors of Afghan identity against external ideological pressures.

On the international front, the Taliban's approach may also serve to reshape the discourse surrounding their legitimacy. As Giustozzi (2021) suggests, regimes with authoritarian characteristics often resist global human rights frameworks in order to assert their independence in international affairs. By positioning their policies as expressions of religious and cultural sovereignty, the Taliban seek to engage with international actors on their own terms. This stance may also function as a negotiating position, aimed at securing humanitarian assistance or limited diplomatic recognition without altering their foundational principles.

Furthermore, the Taliban's rhetoric challenges the universality of international human rights standards by presenting them as culturally specific to the West. This framing resonates with certain conservative and religious groups beyond Afghanistan, potentially allowing the Taliban to strengthen ties with like-minded movements and actors across the region. As Kabeer (2018) points out, such narratives contribute to a broader discourse that critiques perceived Western dominance in global policy frameworks, particularly in relation to social and cultural norms.

Nonetheless, this strategy also presents considerable challenges. While reinforcing their domestic ideological legitimacy, it has also contributed to Afghanistan's growing isolation. The United Nations Development Programme (2022) notes that divergence from widely accepted human rights standards has affected the willingness of the international community to engage with the Taliban government. This diplomatic distance, in turn, complicates efforts to address Afghanistan's pressing economic and humanitarian needs.

In conclusion, the Taliban's response to international advocacy for women's rights reflects a broader attempt to maintain ideological consistency, strengthen domestic alliances, and assert sovereignty in global forums. Although this approach aligns with their broader governance narrative, it has also contributed to diplomatic isolation and may limit opportunities for international cooperation on critical national issues.

### Social Control

The restrictions placed on women's education by the Taliban may be viewed within a broader context of governance strategies aimed at shaping social structures and maintaining authority. Limiting access to education—particularly for women—has implications not only for gender roles but also for patterns of civic participation and state–society relations.

Education is widely regarded as a foundational element for individual empowerment and community development. Scholars such as Nussbaum (2011) have emphasized the importance of education in fostering critical thinking and enabling individuals to contribute meaningfully to social and economic life. In this light, restricting women's educational opportunities can have the effect of reinforcing existing social norms and limiting the development of a more participatory public sphere. This may reflect a preference for preserving traditional societal arrangements, particularly in rural and conservative areas where such norms are widely upheld.

In many cultural contexts, including Afghanistan, gender roles have historically been shaped by deeply rooted values and practices. Kandiyoti (1988) has noted that social systems often rely on structured roles that maintain continuity within families and communities. In this setting, policies that limit public engagement for women—including access to education—may serve to support these long-standing frameworks. Such approaches tend to maintain stability within a traditional value system, especially in regions where rapid change is met with resistance.

From a political perspective, education can also play a role in shaping civic awareness. Past developments in Afghanistan following 2001 showed that access to education enabled broader participation in public life, including among women (Human Rights Watch, 2024). In contexts where governments seek to maintain social cohesion and manage change at a measured pace, limitations on education may reflect efforts to regulate the speed and nature of societal transformation.

In addition, international research, such as that by UNESCO (2021), has highlighted that education, particularly for girls, can have wide-ranging benefits that extend across generations. These include improved health outcomes, enhanced economic resilience, and increased civic engagement. In settings where resources are limited or policy priorities differ, expanding access to education may present practical and political challenges.

Historically, scholars like Freire (1970) have observed that education often serves both transformative and regulatory functions. In contexts where governments aim to manage ideological continuity, control over educational content and access can reflect broader strategies of governance and identity preservation.

### **Impacts of the Ban on Afghanistan's Socio-Economic Framework**

The Taliban's ban on women's education profoundly undermines Afghanistan's socio-economic framework, impacting individuals, families, and the nation at large. Denying women access to education stifles workforce participation, depriving critical sectors such as healthcare, education, and business of skilled labor, while exacerbating poverty as families lose potential earnings (Azami, 2022). This policy perpetuates gender inequality by reinforcing patriarchal norms, trapping women in cycles of economic dependency, and excluding them from contributing to national development. The ban also weakens public health outcomes, as uneducated women are less likely to make informed healthcare decisions for themselves and their children, compounding maternal and infant mortality rates (Zakhilwal & Murtazashvili, 2023). Furthermore, the lack of access to education disrupts intergenerational progress, as



mothers who lack formal education are less likely to support their children's schooling. Socially, this exclusion fuels urban-rural divides, alienating urban communities that had previously advanced women's roles in public and professional spheres while eroding civil society by diminishing women's participation in advocacy and rights organizations (Rahimi, 2022). The policy also contributes to brain drain, as educated families seek opportunities abroad, depriving Afghanistan of much-needed human capital. Additionally, international isolation grows as global actors condition aid and recognition on progress in gender equity, which the Taliban actively undermine. By excluding half of the population from economic and social opportunities, the policy restricts innovation and creativity essential for long-term economic recovery, leaving Afghanistan in a persistent state of underdevelopment and dependency on external aid (Samar, 2022). Addressing these issues is critical to breaking the cycle of stagnation and fostering inclusive progress for Afghanistan's future.

### **Regional and Global Responses to the Policy**

The Taliban's ban on women's education has elicited widespread regional and international condemnation, prompting diverse responses that range from diplomatic pressure to grassroots advocacy. Regionally, neighboring countries such as Pakistan, Iran, and Central Asian states have expressed concern over the policy, albeit with varying degrees of criticism based on their political and strategic interests. Pakistan's response has been cautious, balancing its historical ties with the Taliban against international pressure to advocate for women's rights (Yousaf, 2023). Iran, while critical of the policy, frames its objections within the broader context of Islamic principles, emphasizing the importance of women's education in Islamic teachings (Shirazi, 2022). Central Asian states, particularly Uzbekistan and Kazakhstan, have highlighted the importance of inclusive policies for regional stability and development during diplomatic engagements with Taliban officials.

Globally, the ban has triggered widespread criticism from international organizations, governments, and civil society. The United Nations (UN) has repeatedly called for the immediate reversal of restrictions, emphasizing the policy's violation of international human rights conventions, including the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (United Nations, 2023). Western governments, particularly the United States and European Union, have tied continued humanitarian aid and recognition of the Taliban's regime to demonstrable progress in women's rights and access to education. Moreover, international organizations such as UNICEF and UNESCO have launched advocacy campaigns and grassroots initiatives to support education in Afghanistan, often bypassing Taliban authorities to work directly with local communities.

Civil society organizations and diaspora groups worldwide have played a critical role in maintaining pressure on the Taliban. Afghan women's rights activists have organized global protests and awareness campaigns, leveraging social media platforms to amplify their voices. Meanwhile, grassroots efforts by NGOs have sought to provide informal educational opportunities, including online learning and secret schools, to circumvent the Taliban's restrictions. The global academic community has also joined the movement, with universities offering scholarships to displaced Afghan women, underscoring the importance of education as a fundamental human right.

Despite these efforts, responses have faced challenges, including the Taliban's intransigence, geopolitical tensions, and limited access for international organizations within Afghanistan.

### Summary of the Key Results

The analysis of the Taliban's ban on women's education reveals that the policy is deeply rooted in the interplay of political, ideological, and strategic objectives. Key findings indicate that the ban serves as a tool for consolidating power by reinforcing traditional patriarchal structures and suppressing dissent. The Taliban's use of restrictive gender policies aligns with their broader strategy of authoritarian control, aimed at maintaining ideological dominance and appealing to conservative constituencies. Furthermore, the policy has significant socio-economic implications, including stifling workforce participation, exacerbating poverty, and deepening gender inequality. On the international stage, the ban undermines Afghanistan's global standing, while domestically, it reinforces rural-urban divides and weakens civil society. The Taliban also leverage these restrictions in geopolitical negotiations, using potential reforms as bargaining chips for aid and recognition.

### Conclusion

This study has highlighted the Taliban's ban on women's education as a calculated policy deeply rooted in their broader strategies of authoritarian governance, ideological control, and political consolidation. By enforcing strict gender-based restrictions, the Taliban aim to reinforce patriarchal structures, suppress potential dissent, and project an image of ideological independence. The ban not only curtails women's empowerment and societal participation but also weakens Afghanistan's socio-economic framework, exacerbating poverty, gender inequality, and societal fragmentation. Internationally, the policy isolates Afghanistan, hindering its access to aid, recognition, and regional cooperation. Furthermore, the Taliban leverage the education ban as a bargaining tool, using potential reforms as a means to secure foreign aid and legitimize their regime without compromising their ideological stance.

The broader significance of this study lies in its illumination of the intricate interplay between ideology, governance, and societal control. The Taliban's policies transcend mere cultural or religious considerations, reflecting a deliberate strategy to consolidate power and manage both domestic and international pressures. This understanding underscores the importance of sustained advocacy and innovative interventions to counter the ban's immediate and long-term impacts. The findings of this research contribute to the global discourse on gender-based restrictions, authoritarian governance, and the role of education in societal transformation. Addressing these challenges requires a multifaceted approach that combines international diplomacy, grassroots advocacy, and creative educational solutions to support the resilience of Afghan women and ensure their fundamental rights are upheld.

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