

# **The Financial and Social Impact of Restricting Afghan Women's Employment and the Prohibition of Education**

A dissertation for COM-651 Master of Commerce

Credits: 16

Submitted in partial fulfilment of masters / bachelor's degree

M.com

by

**FAKHERA MOHAMMADI**

SEAT NUMBER

15-2022

PR Number 201909045

under the guidance of

**DR. K. B. SUBHASH PROFESSOR**

Goa Business School

Commerce Department



**GOA UNIVERSITY**

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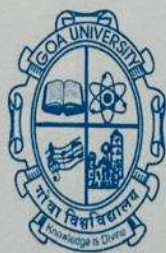
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*AB Subhash*  
20/04/24

**DECLARATION BY STUDENT**

I hereby declare that the data presented in this Dissertation report entitled, 'The Financial and Social impact of restricting Afghan women's employment and the Prohibition of Education' is based on the results of investigations carried out by me in the Master of Commerce at the Goa business School, Goa University under the Supervision of Dr. K. B. SUBHASH and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will be not be responsible for the correctness of observations / experimental or other findings given the dissertation.

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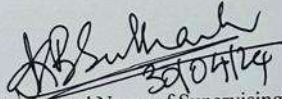
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### COMPLETION CERTIFICATE

This is to certify that the dissertation report "The Financial and Social impact of restricting Afghan women's employment and the Prohibition of Education" is a Bonafede work carried out by Ms. FAKHERA MOHAMMADI under my supervision in partial fulfilment of the requirements for the award of the degree of Master of Commerce in the Discipline Commerce at the Goa Business School Goa University.

  
Signature and Name of Supervising Teacher

Date:

  
Signature of Dean of the School/HOD of Dept

School/Dept Stamp

Date: 11/05/2024

Place: Goa University



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### Abbreviations

Abbreviations used	Entity
NGO	none- government organisations



## Abstract

This dissertation delves into the financial and social repercussions of restricting Afghan women's employment and prohibiting their education, addressing a critical issue within the field of Master of Commerce. The research seeks to fill the gap in knowledge regarding the impact of Taliban restrictions on Afghan women and the financial implications for their present and future aspirations. It explores questions such as: What are the socio-economic and personal consequences of the Taliban-imposed education ban for Afghan women? How does the ban on women's employment affect their financial status and social engagement?

To gather comprehensive data and ensure respondent comprehension, online surveys were employed, utilizing Google Forms equipped with Persian translations. This approach was vital as many respondents reside in Afghanistan and may have limited English proficiency.

This study contributes significantly to the understanding of the Taliban's impact on Afghanistan's economy and society, particularly for future generations. The implications include exacerbating economic decline, increasing poverty, promoting child marriage and trafficking, and perpetuating gender-based violence and inequality.

**Keywords:** Afghan Women, Girl's Education, Employment, Taliban, Afghanistan.

## **Chapter 1: Introduction**

### **Introduction**

In a society where women are recognized as the driving force and constitute half of its population, they inherently possess the same rights as men. They should be free to pursue education according to their aspirations and choose employment that aligns with their skills, contributing to societal progress. However, in Afghanistan, despite being in the 21st century, Afghan women are deprived of their fundamental human right to education. Moreover, they are barred from working outside the home, leading to not only financial constraints for women but also hampering the country's economic prospects.

This problem is not a recent occurrence but has deep historical roots dating back to the Taliban's initial ascent to power in 1996. During the Taliban rule, Afghan women endured severe restrictions on their autonomy, mobility, and personal expression. These oppressive norms enforced by the Taliban have perpetuated the marginalization of Afghan women and hindered their participation in various spheres of society.

The introduction sets the stage by highlighting the societal importance of Afghan women and their rights, contrasting it with the stark reality faced by Afghan women. It emphasizes the crucial role of education and employment in women's empowerment and societal development.

The mention of Afghanistan's 21st-century context underscores the urgency and relevance of the issue, indicating that despite global progress, Afghan women continue to face significant barriers in Afghanistan.

The historical part provided regarding the Taliban's rule offers insight into the origins of the problem, establishing a clear timeline for the reader. It helps in understanding the persistence and complexity of the challenges faced by Afghan women.

By describing the oppressive norms enforced by the Taliban, the introduction creates a framework for understanding the extent of women's restrictions in Afghanistan. This sets the stage for further exploration in the dissertation.

### **Historical Background of the study:**

It provides a review of the challenges Afghan women have faced over the past 40-50 years. In this part the historical background relevant to the two main aspects of my dissertation: education and employment has been discussed.

### **1.1. Before the Rise of the Taliban in the 1990s:**

During the 1960s and 1970s, Afghanistan experienced a period of relative stability and progress. In this period of time, there were a wide range of educational and employment opportunities available. However, it is important to acknowledge that the situation for women was influenced by various factors, including political changes, conflicts, and regional variations.

#### **1.1.2. Education:**

In the 1960s and 1970s, significant improvements were made in education for both genders, with a focus on increasing literacy rates for women. Kabul, the capital of Afghanistan, emerged as a centre for education and culture.

Women were admitted to numerous universities to pursue studies in diverse fields such as law, medicine, science and so many other fields. There was a strong emphasis on modernization and education for women, reflecting broader societal changes. (Anwar & Forum, 2014)

### **1.2 During Taliban 1996-2001:**

The period from 1996 to 2001 marked a significant chapter in Afghanistan's history with the Taliban's ascension to power. This regime implemented various changes that profoundly affected women's rights, their societal roles, and opportunities for advancement. The impact was particularly stark in the realms of education and employment, where women faced severe restrictions and discrimination.

During this time, Afghan women encountered numerous prohibitions and constraints, including:

**1.2.1. Education:** The Taliban enforced a blanket ban on female education, depriving girls and women of their fundamental right to schooling. This restriction extended to high school education, with girls barred from attending classes and accessing educational materials. Furthermore, universities were effectively closed off to them, perpetuating a cycle of educational deprivation. (Anwar & Forum, 2014)

**I.2.2. Employment:** Taliban policies severely curtailed women's employment prospects, exacerbating economic challenges and hindering societal progress. Women were prohibited from working outside the home, with few exceptions primarily limited to the healthcare sector. Government offices remained off-limits to them, relegating women to the margins of the formal economy. Additionally, female teachers, social activists, and students faced strict admonitions against participating in public life, constraining their ability to contribute to their communities. The Taliban regime's restrictions extended beyond education and employment, encompassing various aspects of women's lives. They were subjected to draconian measures, including mandates requiring them to be accompanied by a male chaperone when leaving their homes and imposing strict dress codes that covered their bodies in public. Access to healthcare was also severely limited, compounding the challenges faced by Afghan women in maintaining their health and well-being. To conclude; the Taliban's rule from 1996 to 2001 represented a dark period for Afghan women, characterized by systemic oppression and deprivation of basic rights. The impact of these policies reverberated across society, stifling progress and perpetuating cycles of inequality and marginalization. Understanding the consequences of this era is essential for comprehending the challenges faced by Afghan women and informing efforts to promote gender equality and empowerment in the region. (Anwar & Forum, 2014)

### **I.3. After Taliban 2001-2021 during Islamic Republic:**

Following the downfall of the Taliban regime in 2001, there emerged a period characterized by concerted efforts to address the detrimental impact of the Taliban's policies on women's education and freedoms. These endeavours aimed at rebuilding and empowering Afghan women, marking a pivotal shift towards promoting gender equality and societal advancement.

In the aftermath of the Taliban's restrictive rule, significant strides were made through collaborative initiatives involving governmental and non-governmental actors. Both public institutions and private organizations joined forces to establish educational institutions and advocacy groups dedicated to advancing women's rights. These efforts sought to rectify the educational disparities and systemic injustices that had plagued Afghan society under Taliban governance.

However, despite these commendable efforts, progress towards gender equality remained uneven, with numerous challenges persisting amidst ongoing conflict and entrenched cultural norms. The legacy of the Taliban era cast a long shadow, impeding the full realization of women's rights and opportunities for advancement. Conflict dynamics, compounded by cultural factors deeply influenced by years of Taliban rule, posed formidable obstacles to gender equality initiatives. (Gopalakrishnan, 2022)

Nevertheless, amidst these challenges, there emerged glimmers of hope as determined stakeholders continued to advocate for women's empowerment and social inclusion. Civil society organizations, grassroots movements, and international partners rallied behind the cause, fostering resilience and driving incremental change in the face of adversity.

As Afghanistan navigated the complex terrain of post-Taliban reconstruction and societal transformation, the journey towards gender equality remained an ongoing struggle. Yet, amidst the complexities and uncertainties, there remained a steadfast commitment to upholding the dignity and rights of Afghan women, underscoring the resilience of the human spirit in the pursuit of justice and equity. (Mittal, 2021)

### **I.3.1 Education:**

**Schools and Universities:** Significant strides were taken to improve and expand girl's access to education during the post-Taliban period. Both governmental and non-governmental sectors made substantial efforts in establishing numerous schools, universities, and educational centres across the country. These initiatives aimed to create a conducive environment for women's education and empowerment. Notably, self-sustaining educational centres experienced a resurgence, leading to a growing number of young women expressing interest in resuming and furthering their education. In addition to government initiatives, non-governmental organizations played a crucial role in fostering a comprehensive and inclusive educational framework. These collective efforts had a profound impact on the educational landscape for women, resulting in the proliferation of educational opportunities and the empowerment of women across various educational institutions.

### **I.3.2. Employment**

**Increased Opportunities:** The post-Taliban era witnessed a significant increase in women's participation in the labour force across various sectors. Women began to take on roles as instructors, healthcare professionals, civil servants, business owners, and professional trainers in different parts of the country. This surge in employment opportunities for women was accompanied by the support of non-governmental organizations and international supporters, who provided educational and training programs to enhance women's skills and capabilities. These initiatives also aimed to support women's rights and foster women's empowerment in the workforce. Additionally, Afghan women took proactive steps by initiating their own business training programs for other women and establishing local organizations dedicated to enhancing women's abilities and fostering empowerment. These efforts contributed to a significant transformation in the economic sector, with Afghan women playing an increasingly pivotal role in driving economic growth and development. (Mittal, 2021)

#### **I.4. Current situation; Taliban control Afghanistan since 2021- now:**

Afghan women faced severe restrictions under Taliban rule, preventing them from attending high school, universities and working outside the home. They were barred from appearing on TVs without facemask, even going to parks. Essentially, they were excluded from society step by step, reflecting a systematic effort to eliminate from public life. Not only women prevented from participating in society, but they were also forbidden from seeking employment. The Taliban ruled that women are not allowed to work outside the home, leading to the closure of businesses owned and operated by women, including beauty salons, which were significant sources of income. Unemployment exacerbated existing issues such as hunger and poverty, leading to an increase in child marriage and child sale as desperate families struggled to meet their basic needs in order to survive. With limited opportunities for earning a livelihood due to Taliban-imposed restrictions, families with the lowest incomes were pushed to the brink of destitution. As traditional avenues for sustenance became inaccessible, some resorted to begging as a last resort, highlighting the dire consequences of economic hardship under Taliban rule. Overall, the ban on women's employment not only harmed individual businesses but also inflicted significant damage on the nation's economy.

Women currently have the fewest rights in Afghanistan, having lost many freedoms.(Gopalakrishnan, 2022)

**1.4.1 Education:** The Taliban's ban on education for Afghan female students is rooted in their interpretation of Islamic law, specifically their strict adherence to gender segregation and traditional roles for women. They believe that education for women beyond a certain level, often limited to religious studies, is unnecessary or even harmful to their society's moral fabric. This ban reflects their broader ideology, which seeks to control and restrict women's rights and freedoms. The Taliban's enforcement of this ban also serves to maintain their power and control over Afghan society by limiting access to education and opportunities for women. (Grant Farr, 2022)

#### **1.4.2 Employment:**

The Taliban restrict women's employment primarily due to their interpretation of Islamic law and their traditionalist views on gender roles. They believe that women should primarily focus on domestic duties and family responsibilities rather than pursuing careers outside the home. Additionally, they see women's employment in certain fields as a threat to social order and morality.

To enforce this restriction, the Taliban have implemented various measures:

**Imposing dress codes:** They enforce strict dress codes for women, requiring them to wear the burqa in public, which covers them from head to toe and restricts their visibility and mobility.

**Segregation:** The Taliban often enforce strict gender segregation not in society but also in workplaces, prohibiting women from working alongside men or in certain professions altogether.

**Threats and violence:** Women who defy the Taliban's restrictions on employment face threats, intimidation, and even violence. This coercion discourages women from seeking employment opportunities.

**Dress code;** they should wear burqa or they could use face masks when they are outside. And if anyone deny there will be a harsh penalty for them

**Ban on certain occupations:** The Taliban have historically banned women from working in fields such as government, education, and healthcare, limiting their access to formal employment opportunities.

Overall, the Taliban's policies restricting women's employment are driven by their ideological beliefs about gender roles and their desire to maintain control over Afghan society.

These limitations for women made the most significant drop in the number of women who can earn money and were a hope for themselves and their families. (Grant Farr, 2022)

### **I.5. Research Questions and objectives:**

Every study starts with Research questions and objectives and hypothesis but as my study is qualitative study so there is hypothesis to test.

The following are Research questions which are divided into two parts.

In this study I aim to examine the impact of Taliban policies on Afghan women's education and employment, the focus may be more on understanding the experiences and perspectives of Afghan women rather than testing a specific hypothesis. The aim is to explore the multifaceted consequences of Taliban restrictions rather than to confirm or refute a particular hypothesis.

By not having a hypothesis, the study is adopting more open-ended questionnaires. Therefore, the absence of a hypothesis in this study does not diminish its significance. Instead, it reflects the exploratory nature of the research and the intent to gain deeper insights into the lived experiences of Afghan women under Taliban rule.

**RQ1:** What are the socio-economic and personal consequences of the education ban imposed by the Taliban on women in Afghanistan?

**Objective:** to examine the multifaceted consequences of the education ban on women in Afghanistan, including its impact on social development, economic opportunities, and personal empowerment."

The objective is to examining the multifaceted consequences of the education ban on women in Afghanistan encompasses delving into the individual impacts and



outcomes that education can have on women's lives. This encompasses various facets such as increased empowerment, expanded career opportunities, heightened decision-making abilities, and enhanced socio-economic mobility. By exploring these personal consequences, I aim to shed light on how education positively influences women's lives and contributes significantly to their overall well-being. Understanding these aspects is crucial for advocating for educational access and empowerment initiatives that can uplift Afghan women and Afghanistan. There is not any hypothesis to be tested.

**RQ2:** How does the restriction of Afghan women's employment affect their financial status and social involvement?

**Objective:** To analyse and explore the various aspects of the impacts of the prohibition on women's occupational opportunities in Afghanistan, including its effects on social dynamics, economic development, and individual well-being.

## **1.6. Research Gap:**

This part explores potential research gaps based on my research questions and objectives:

### **1.6.1 RQ1: Socio-Economic and Personal Consequences of the Education Ban on Afghan Women:**

While existing research has provided valuable insights into the challenges faced by Afghan women due to Taliban policies on education and employment, there remains a notable gap in understanding the nuanced impact of these policies on different segments of Afghan society. Specifically, there is limited exploration into how factors such as socio-economic status, ethnicity, and geographic location intersect with Taliban policies to shape the experiences of Afghan women

**Intersectionality's impact:** This study seeks to address this gap by focusing on the intersectionality of Taliban policies and its impact on Afghan women's education and employment opportunities. By examining how these intersecting factors influence the socio-economic and personal consequences experienced by Afghan women, we aim to provide a more comprehensive understanding of the challenges they face

under Taliban rule and inform targeted interventions for promoting gender equality and women's empowerment in Afghanistan.

**Long-Term Effects:** Furthermore, there is a scarcity of research examining the long-term effects of educational deprivation on Afghan women's well-being beyond the immediate economic impact. Specifically, there is a lack of studies exploring the implications of limited education on health outcomes, family planning decisions, and overall life satisfaction among Afghan women.

### **Qualitative Insights:**

In-depth survey with Afghan women facing education deprivation due to Taliban policies reveal a range of personal narratives and emotions. Many women report facing significant challenges when attempting to pursue their education, including restrictions on mobility and access to educational institutions. These barriers often result in feelings of frustration, hopelessness, and a loss of agency.

For some women, the inability to access education leads to a sense of confinement within the home, where opportunities for personal and intellectual growth are limited. This confinement can contribute to feelings of isolation and a lack of fulfilment. Additionally, the societal pressure to conform to traditional gender roles pushed some women towards early marriage as a perceived solution to their limited prospects for education and empowerment.

However, it is important to recognize that not all women passively accept their circumstances. Despite facing significant obstacles, a minority of Afghan women demonstrate resilience and resourcefulness by seeking alternative avenues for education. Some may choose to migrate to neighbouring countries such as Iran, Pakistan Tajikistan and etc, in search of educational opportunities, demonstrating a determination to overcome barriers and pursue their aspirations.

By capturing these personal narratives and emotions through qualitative research methods, it gives a deeper understanding of the diverse ways in which Afghan women experience and respond to education deprivation. These insights can inform the development of interventions and policies that better address the unique needs and challenges faced by Afghan women in accessing education and pursuing their goals."

### **1.6.2. RQ2: Restriction of Afghan Women's Employment:**

**Informal Sector:** Investigating employment opportunities in the informal sector entails exploring avenues such as home-based work and small businesses, where women might seek alternatives to formal employment despite restrictions. This involves examining the types of informal jobs available to women, the prevalence of such employment arrangements, and the challenges and opportunities they present. Additionally, understanding the factors that drive women to engage in informal sector work and how these activities contribute to their economic empowerment and autonomy is crucial.

**Social network:** Exploring the influence of women's social networks on their employment prospects involves understanding the role of family, community, and peer support systems in mitigating the impact of employment restrictions. This includes investigating the extent to which social networks provide access to job opportunities, offer emotional and practical support, and enable women to navigate barriers in the employment landscape. Identifying key sources of support and resilience within women's social networks can inform strategies for enhancing women's employment outcomes despite formal restrictions.

#### **Psychosocial Effect:**

Delving into the psychosocial effects of restricted employment goes beyond assessing financial status to examine the emotional toll it takes on women. This entails investigating how limitations on employment opportunities impact women's self-esteem, mental health, and overall well-being. Understanding the psychological and emotional challenges women face as a result of employment restrictions can provide insights into the broader implications for their empowerment and quality of life.

**Policy Analysis:** Conducting a policy analysis involves assessing existing policies related to women's employment in Afghanistan to identify gaps in implementation or areas where policy changes could improve outcomes. This includes reviewing relevant laws, regulations, and initiatives aimed at promoting women's participation in the workforce and evaluating their effectiveness in addressing barriers and facilitating women's access to employment opportunities. Identifying policy shortcomings and opportunities for reform can inform recommendations for policy

interventions to enhance women's employment prospects and promote gender equality in the workforce.

### **1.7. How they react?**

How people show their reaction on social media platforms and what influences them to do so.

Based on the data, it appears the respondents expressed a range of negative emotions and outlooks when discussing dropping out of school and Universities.

#### **1.7.1. Emotional Reactions:**

Negative Emotions: The dominant emotions expressed were hopelessness, sadness, hurt, and anger. Respondents have used words like; lost, disappointed, frustrated, angry at themselves.

#### **1.7.2. Experiences:**

Challenges and Setbacks: survey reveals experiences that led to dropping out, such as academic struggles that they are not allow to go for studies, financial difficulties they were planned that after completing their education they would work and would help their family's financially but it did not happen and personal issues such as feeling hapless and some of them are still in depression despite have medicine. These experiences likely contributed to the negative emotions mentioned above.

#### **1.7.3. Perceptions of the Future:**

Limited Options: The data shows that the respondents perceive limited options for their future due to dropping out. Quotes mentioning a lack of hope or feeling stuck could support this perception.

However, also there is a small number of respondents expressed hope for the future:

Positive Outlook: their perceptions of this group in more detail. They had specific plans for continuing their education, e.g. online courses.

Resilience: These participants have shown resilience by discussing how they overcame challenges and are now considering returning to education.

Here are some additional points to consider:

Contextualize Reactions: there were some reactions differ based on factors like reasons for dropping out, individual circumstances, and social support.

Coping Mechanisms: Explore the coping mechanisms participants mentioned for dealing with the negative emotions associated with dropping out, they started studying online courses, and seminars.

## **Chapter 2: Literature Review**

### **Introduction**

The existing literature review is available regarding the women's education and women employment and the impact of education on their social life, empowerment as well as building their awareness for a better life and use the knowledge they get and provide them to other women to bring changes in their lives.

There are Some papers related to women's education status as well as their work status from different cities of Afghanistan. The source used for study is some international journals, News from social media (YouTube) and some research papers of Afghan women's situation during the Taliban rule since 2021.

Below it is shown how the factors are used by the different authors in different papers each individually.

### **2.1 Female education during Taliban rule:**

The study addresses the challenges faced by women in Afghanistan following the Taliban's return to power. It highlights the ban on women's education and the subsequent announcement by the Taliban to reopen educational centres, including universities, schools, and courses. Despite international appeals and pressure, as well as financial aid, the Taliban planned to introduce a specific uniform compliant with their interpretation of Islamic Sharia (Taliban's Sharia). However, they have yet to take action on these promises.

The study examines the obstacles that have emerged for Afghan women since the Taliban's resurgence. Education for women has been prohibited, and although the Taliban announced their intention to reopen educational institutions, universities, schools, and training course, they also planned to enforce a specific dress code in accordance with their version of Islamic Sharia. Despite international pleas, pressure, and financial assistance, the Taliban have reneged on their commitments and failed to implement these changes.

Significant progress was made during the Republic's governance, marked by advancements in academia and the empowerment of women in education and self-awareness. Overall, there was a notable enhancement in general development and women's status. But all of them have been wasted by Taliban. (Grant Farr, 2022)

## **2.2 Opportunities and challenges:**

**Ghulam Hassan Naqawi** studied that there were always opportunities along with challenges for women. According to this study done it says that the struggle women faced was the conflict among modernity and tradition that made the issue clearer for Afghan women to have a better deal with and this enabled the opportunities for them. Millions Afghan ladies got the chance to restart education as well as women got the opportunity to come back to marketplace and started work beside men. In spite of the effort which has been done still there were some problems that was a huge struggle for women such as the insecurity plus cultural restrictions. And the next challenge that Afghan women were facing was the chance of entering to university after completing high school which was very less. All these studies tell that although there was a great progress which has been made but the challenges were remained. (Naqawi, 2022)

## **2.3 Impact of work prohibition on Afghan women in NGOs:**

Following the Taliban's ban on women working, non-government organisations NGOs have become a crucial refuge for female employment in Afghanistan. This restriction has significant implications for humanitarian operations and the livelihoods of Afghan women. The suspension of services managed by women has significantly weakened the NGO sectors, leading to negative consequences and the factors of gender equality, health and poverty become worse, even impacted badly which caused many the child marriage and even forced marriage, plus sale of the children by families, migration as well as suicide.

Well, it generally says that all these factors combined and affected on women's economic potential and their families moreover all these caused degraded their learned skills. (No, 2023)

## **2.4 How has life changed for Afghan women since the Taliban took power?**

Since the Taliban regained control of Afghanistan, there have been significant changes, particularly affecting women's fundamental rights, including access to

education, employment, and freedom of movement. The enforcement of strict dress codes, reminiscent of those from the 1990s, requires women to cover their entire bodies when in public. Many Afghan women equate living under Taliban rule to being trapped in a cage, with violence escalating daily. Despite the deteriorating conditions for women, the Taliban's international recognition continues to grow, which could profoundly impact Afghanistan's economy as women are barred from working.

The Taliban's spokesperson has denied allegations of discrimination and anti-women policies, yet women continue to fight for their rights. However, their protests are often met with immediate suppression, including arrests, as the Taliban seeks to silence their voices. In the face of these challenges, a small percentage of women, possibly around 5%, have found ways to adapt by engaging in remote work, enrolling in online courses, and starting online businesses, including clothing stores, cosmetics, and health supplies. Nevertheless, the vast majority of Afghan women continue to suffer under the current regime, struggling to find a semblance of normalcy and autonomy. (*How Has Life Changed for Afghan Women since the Taliban Took Power?* / DW News, 2023)

## **2.5 Afghan women become YouTubers to bypass Taliban work bans: 'had to do something to generate income**

After Taliban rule, working outside became a big struggle for women, creating many problems. So, some women started working on social media and creating content like vlogs. They work from home and reach people all over the world. They use their skills and interests to make content on various topics, from cooking to makeup tutorials and more. This not only shows their interests but also challenges societal norms and stereotypes, asserting their rights to pursue their interests and contribute to their families' financial well-being. However, they still face challenges like limited access to the internet and technological resources. Despite this, they don't lose hope and continue to strive for a better future. (*Afghan Women Become YouTubers to Bypass Taliban Work Bans\_ 'Had to Do Something to Generate Income'* \_ South China Morning Post, n.d.)



## **Chapter 3: Data analysis**

### **3.1. Introduction**

In earlier studies and NEWS have shown that the situation for women in Afghanistan had ups and downs over the past four decades, significantly impacting some women achieved remarkable success and reached the highest stages they aspired to, in many provinces (cities) in Afghanistan, women have struggled to secure their fundamental rights, particularly the right to education. Additionally, their autonomy in choosing their life paths and life partners has been severely restricted. For some, the prospect of waking up the next morning to find themselves in an arranged marriage remains a hard reality. The concept of selecting one's life partner remains largely unfamiliar to them.

Past literature and news reports have highlighted the numerous challenges Afghan women faced in accessing education and employment opportunities. Recent studies focusing on women's fundamental rights, particularly access to education and the right to work, shed light on the significant improvements in their quality of life. These studies underscore how women gained opportunities to lead more fulfilling lives, including pursuing further education, engaging in economic activities, and exercising autonomy in choosing life partners, particularly during the period of governance under the republic.

The study delves into the significant impact of education and employment on the financial well-being of Afghan women. This influence extends to both married women leading independent lives and girls residing with their families. In this study, it focused on two primary groups: students and employed women. They were queried about their financial and social circumstances, as well as their experiences and sentiments during the Taliban regime and its financial repercussions on their lives along with their demographic profile. The target was to include over 30 respondents, but ultimately, only 22 participants were enlisted from various regions of Afghanistan. Some respondents had relocated to other countries prior to the Taliban's resurgence but had previously resided in Afghanistan. It's noteworthy to mention that despite personal outreach to some individuals for questionnaire responses, a few declined, citing security concerns as a significant deterrent.

Further responses are given below. This study tries to show the responses in a new way for analysing the qualitative data and it is tabular manner. So, this method is used to give a better explanation and clarity which the responses can be explained much easily.

### 3.2. Research questions and objectives:

#### 3.2.1 Q1: Who they are?

Demographic Characteristic		Gender	
		All Female	
		Percentage	No of the Respondents (frequency)
Age	Less than 25 years old	50 %	12 Respondents
	Above 25 years old	50%	11 Respondents
Education	Up to 10th Grade	4%	1 Respondents
	Up to 12th Grade	27%	6 Respondents
	Graduation	59%	14 Respondents
	Post graduation	10%	2 Respondents
Marital Status	Single	77%	18 Respondents
	Married	23 %	5 Respondents
	Divorce	00.0%	0 Respondents
Income	Bellow Afs.10,000	68 %	15 Respondents
	Afs.10,000-20,000	18%	5 Respondents
	Afs.20,000-30,000	4 %	1 Respondents
	Afs.30,000-50,000	6%	2 Respondents
	Above Afs.50,000	4%	1 Respondents
Occupation	Student	45 %	10 Respondents
	Government employee	14 %	3 Respondents
	non-government employee	32%	8 Respondents
	Entrepreneur	9%	2 Respondents
Location	There are 19 respondents who are living in Afghanistan and 3 respondents from Iran.		

### **3.2.1 Q1: Who they are?**

This section outlines the demographic profile of the respondents, namely Aghan females who faced prohibitions on education and restricting on employment under Taliban rule, in this part of research question the data is collected conducted using close-ended method administered through Google Forms.

**Objective:** The table above presents the demographic profiles of the respondents, including their age, educational level, marital status, monthly income, occupation, and location. There were total of 22 respondents, three of whom currently reside in Iran. They relocated due to security concerns and educational opportunities for them and their family members, despite acknowledging that the situation in Iran may not be ideal, it offers them a sense of safety, which is paramount.

### **3.2.2. Q2: What are the socio-economic and personal consequences of the education ban imposed by the Taliban on women in Afghanistan?**

**Objective:** to examine the multifaceted consequences of the education ban on women in Afghanistan, including its impact on social development, economic opportunities, and personal empowerment."

Examining the multifaceted consequences of the education ban on women in Afghanistan encompasses delving into the individual impacts and outcomes that education can have on women's lives. This encompasses various facets such as increased empowerment, expanded career opportunities, heightened decision-making abilities, and enhanced socio-economic mobility. By exploring these personal consequences, I aim to shed light on how education positively influences women's lives and contributes significantly to their overall well-being. Understanding these aspects is crucial for advocating for educational access and empowerment initiatives that can uplift Afghan women and Afghanistan.

### **3.2.3. Q3: How does the restriction of Afghan women's employment affect their financial status and social involvement?**

**Objective:** To analyse and explore the various aspects of the impacts of the prohibition on women's occupational opportunities in Afghanistan, including its effects on social dynamics, economic development, and individual well-being.

**How:** for collecting qualitative data using open-ended questionnaires administered through Google Forms.

This research objective aims to delve into the multifaceted impacts of the prohibition on women's employment opportunities in Afghanistan, and the points are discussed in bellow:

**Social Dynamics:**

The prohibition on women's employment can have significant repercussions on social dynamics within Afghan society. It may lead to shifts in traditional gender roles and power dynamics within households and communities. Furthermore, it can influence social perceptions and attitudes towards women's roles in society, impacting interpersonal relationships and community cohesion

**Economic Development:**

The restriction on women's employment opportunities can hinder overall economic development in Afghanistan. Women constitute a significant portion of the labour force, and their exclusion from formal employment sectors can limit the country's productivity and economic growth potential. Additionally, the underutilization of women's skills and talents deprives the economy of valuable contributions and innovations.

**Individual Well-being:**

The prohibition on women's occupational opportunities can have profound effects on individual well-being. Economic independence and the ability to pursue meaningful work are essential for women's empowerment and self-esteem. Without access to employment, women may experience heightened levels of financial insecurity, dependence, and vulnerability to exploitation. Moreover, the inability to engage in fulfilling work can impact mental health, causing stress, anxiety, and a sense of purposelessness.

**3.3. Methodology:**

**Introduction:** Qualitative research was chosen as the methodology for this study to allow for a deep exploration of the lived experiences and perspectives of Afghan women facing restrictions on employment and education imposed by the Taliban. Given the complex socio-economic consequences of these restrictions, qualitative research offers a suitable approach to capture the nuanced experiences and understand the broader implications for Afghan women and their communities. By utilizing qualitative methods, this study aims to provide a comprehensive understanding of the challenges faced by Afghan women and contribute to informed policymaking and advocacy efforts.

**3.3.1. Source of Data:** Google Scholar, ResearchGate, Scopus, and Emerald Insights were the websites sources for reviewing existing literature and informing the study design beside that as my study is primary so for sources, I was needed more information so I also used to google and YouTube. These platforms were utilized to explore previous research, identify gaps in the literature, and inform the development of research questions and objectives.

**3.3.2. Nature and Type of Data:** A qualitative study was chosen over quantitative methods to allow for an in-depth exploration of complex social phenomena and the subjective experiences of respondents. Qualitative research is well-suited for capturing the rich narratives and perspectives of Afghan women, shedding light on the nuanced socio-economic consequences of employment and education restrictions.

**3.3.3. Structure Questionnaires:** Closed-ended inquiries were used for demographic profiling to gather quantitative data on respondents' characteristics, while open-ended questions were employed to elicit qualitative responses and insights. The questions in the questionnaire were carefully designed to align with the research objectives and allow for comprehensive exploration of the topics under investigation.

**3.3.4. Number of Questionnaires:** The response rate of 22 out of 35 participants reflects a participation rate of approximately 63%. While this response rate may impact the generalizability of the findings, efforts were made to recruit a diverse

sample of participants to ensure representativeness to the extent possible within the constraints of convenience sampling.

**3.3.5. Sample Collection:** Convenience sampling was chosen due to its practicality and accessibility, allowing for the recruitment of participants through personal networks and acquaintances. However, this sampling method may introduce bias and limit the generalizability of the findings to the broader population of Afghan women. Respondents were convinced through friends and contacts, which may have influenced the composition of the sample and introduced potential biases.

**3.3.6. Research Design:** Qualitative analysis will be conducted using thematic analysis to identify patterns, themes, and insights from the data collected through Google Forms surveys. Thematic analysis involves systematically categorizing the qualitative data to uncover underlying themes and meanings. Themes will be identified through iterative processes of data immersion, interpretation, allowing for a rich and nuanced understanding of the data.

**3.3.7. Participants:** Afghan females aged 18 to 40 were selected as respondents due to their relevance to the study objectives, as they represent a demographic group directly affected by employment and education restrictions. However, it's important to acknowledge that this demographic focus may limit the generalizability of the findings to other age groups and demographics. Considerations regarding respondents' diversity were taken into account to ensure a range of perspectives and experiences were captured.

**3.3.8. Data Collection Method:** Data collection was conducted through an online survey administered via Google Forms. Respondents were recruited through personal networks and social media platforms, with no incentives offered for participation to avoid potential biases. Confidentiality and ethical considerations were maintained throughout the data collection process, with respondents informed about the purpose of the study and their rights as research participants.

### **3.4. Data Analysis Procedure: Survey Responses**

#### **Introduction:**

The methodology employed in this study aims to comprehensively examine the financial and social impact of restricting Afghan women's employment opportunities and prohibiting their access to education through qualitative research. Utilising a qualitative approach, data was collected via a Google Form questionnaire, with questions translated into Persian to ensure clarity and accessibility for participants. Through in-depth interviews and thematic analysis of responses, this research seeks to illuminate the complex socio-economic consequences faced by Afghan women and their communities due to Taliban policies. By focusing on qualitative data collection and analysis, this study aims to capture the lived experiences and perspectives of affected Afghan female, providing valuable insights into the challenges and implications of restricted educational and employment opportunities in Afghanistan.



### 3.4.1. Questionnaires

### 3.4.2 Questions related to Education, Socio-Consequences:

It's based on three subtitles which are: Socio-consequence, Economic Consequence and personal live consequences.

I	<b>In your perspective, how has the lack of education for you affected the unity of the community?</b>
R1	It is very dangerous in this country and my social and Lack of education causes depression and inability to progress a society and increases the area of irresponsibility and brain drain in the society.
R2	The lack of education has had a very negative effect on our lives, especially the female class, which leads to the young person's unbusy after the effort and perseverance, and ultimately the person despair and depression of the person who both themselves and their family suffer from this problem, but their hands and feet are tied and nothing can be done and its negative effect is clearly seen even in the society that such a ban on girls Education has also negatively affected the boys in society and has rendered them unmotivated, and if this unfortunate event continues, it will paralyze society.
R3	Certainly, when we girls are deprived of the right to education in the country, they will suffer a lot of negative psychological effects on girls, which I am the victim of this phenomenon.
R4	It caused that we became more pessimistic about the specific category of the society.
R5	The lack of education for girls has made the society empty and meaningless, incomplete and without a foundation.
R6	It has negative effects without learning and teaching.
R7	Lack of education to female students has many negative effects and reduces the unity of society. Since there is no incentive for us students and students in the current situation, there are negative effects on ourselves and society. Reducing the trust of the majority of the population does not believe in the government and this is a kind of dispersal that has negative effects on every point of view.

R8	poor health, lack of a voice, shorter lifespan, unemployment, exploitation and gender inequality.
R9	We lost our right and have no role in society.
R10	The lack of education for girls and women, who are half of the population and who play a key role in raising children, is a major blow and prevents the country from progressing and progressing.
R11	Education is one of the most important parts of unity in a country, hence if there is lack of education a country may face with lots of problems.
R12	It is very dangerous our country and my social and Lack of education causes depression and inability to progress a society and increases the area of irresponsibility and brain drain in the society.
R13	It's something obvious that education can keep a community more unite. But, unfortunately. After the takeover of Afghanistan by the Taliban we doesn't see our community unit. Because of lack of knowledge people doesn't know about the term unit anymore.
R14	The lack of knowledge in a society leads to ignorance and darkness and backwardness. Knowledge and knowledge are among the important pillars of a society.
R15	It has negative effects, including poverty, making human life difficult, the level of ignorance in society is going down.
R16	I don't think that education is a very serious problem for us because being out of school leads to ignorance and the idea of being able to destroy each other's acceptance.

II.	<b>Have you noticed any changes in how people treat men and women differently in your daily life?</b>
R1	Yes, we can't get taxi when there's no male with us.
R2	The men of our society became more sensitive about their related women and didn't get them permission to do everything that they want.
R3	People are all worried, they behave aggressively because they were all traumatized.
R4	women were mandated to wear the burqa at all times in public. In a systematic segregation sometimes referred to as gender apartheid, women were not allowed to work, nor were they allowed to be educated after the age of eight.
R5	No.
R6	I think the rudest behaviour or act for women in my country was depriving us from knowledge that's still ongoing.
R7	We have been deprived of most of our material and intellectual rights for a simple recreation. We have no right to enjoy freedom and human rights.
R8	No.
R9	Yes, as a female I have noticed many differences. They discriminate among men and women starting from learning till getting into the bus.
R10	Yes, because when education was taken away from the girls, it has caused them disappointment and no longer has any hope of continuing their lives, even leading to some suicides, which these factors affect the behaviour of the person and their families ultimately negatively affect their society and cause more hatred and hatred and ultimately lead to negative behaviour.
R11	Yes, this mentality when in a country where the government commands like the order is believed and the majority of families in Afghanistan are illiterate and they behave miserably, like the verbal reprimands that you are a girl, it treats the girl as an education. This is the right of boys to misbehave.
R12	Disgusting behaviour, really bleeding liver.
R13	People behave throughout the day, especially with people with a good income.

R14	The Afghan province took a while to ease their strict traditions and unfortunately with the arrival of the Taliban, people again behaved differently towards their daughters according to the circumstances.
R15	Yes, there have been a lot of changes. Even those who used to be against the Taliban are now on their side and treat girls and women badly.
R16	Yes, certainly, when women and girls are seriously marginalized, behaviours change, for example, the lack of education, education and work is very difficult for women, especially for those who are at home as breadwinners, for example, I am a breadwinner.
R17	Yes, and not appreciating it.

### 3.4.2. Economic Consequences:

I	<b>In terms of work prospects, revenue generation, and general economic development, what are the economic consequences of education prohibition for you?</b>
R1	It has many disadvantages like I will not be improving during the Taliban regime and if we get the chance to start working, we will be in a lower position than men as they are continuing their education and occupation as of now.
R2	We know that our country goes back for 20 years ago. Definitely it will make our income more less than even we think it.
R3	The economy will completely go below zero, it will be completely destroyed, and this backwardness will lead to the destruction of the economy of the country and ourselves all over the world.
R4	Afghanistan's economy is fragile, relies heavily on external support, and its private sector is weak.
R5	Without education, we will not have a good future.
R6	Definitely it has the worst consequences in people's life and economy of a country.
R7	Since we lost our right to work in the society, the amount of income for living is decreasing and it is really hard and exhausting to spend life.
R8	It can even fully destroy someone's future. Because when you're not educated so you cannot teach your children and you're not able to support your society and family.
R9	Economically, it has also been a very severe blow to families and society. Preventing women from working in education, especially women who do not have a man of bread, has made life difficult for Shahan and they cannot provide their own needs, and it has finally led to more poverty and economic residue in society.
R10	I was in the tenth grade of school because I wanted to start teaching, and my father had a good job, but with the arrival of the Taliban, I could not continue my goals, so we faced heavy economic problems, unfortunately.

R11	Yes, oh, 100% of our future is at stake because where does the money for duty come from when you don't get an education?
R12	When we remain illiterate, that is, sitting at home without any lessons and motivation, as well as not having access to work and duty, which makes us want to earn and risk our future.
R13	Naturally, when they obstruct women's work, they only cause a major blow to their economy, but also cause the country to backfire.
R14	When only men in society work, it is clear that women can never earn a living. Women who do not have a guardian are forced to beg and They do. No progress is made.
R15	In terms of revenue, my life changed a lot, and it made me go back a few years.
R16	Negative effect.
R17	Since Afghanistan itself is not an independent country in the economic field and has a very harsh geography and unfortunately successive droughts and regime change have severely affected people economically, the ban on women and girls from work and education has a great impact on increasing poverty and economic destruction of the country because women are in every household as economic manager.
<b>II</b>	<b>How does a lack of education affect the skills and expertise you bring to the labour market future?</b>
R1	We won't be able to learn new things building up our skills and get experience for the future.
R2	think that I should change my path that I imagined it in the past.
R3	It has caused us to not gain expertise and sit in the corner of the room like a dead person.
R4	The Taliban closed the women's university and forced nearly all women to quit their jobs, closing down an important source of talent and expertise for the country. It restricted access to medical care for women, brutally enforced a restrictive dress code, and limited the ability of women to move about the city.
R5	Without specialized education, it will not exist, so we will have an uneducated generation.

R6	We were removed from our interest and passion and what we were good at. We were abandoned to what our hearts wanted. We, Afghan girls, lost the right to choose our field of work.
R7	If you don't have practice of the knowledge that you have learned, so it means you will forget everything and you cannot become a good coach to your subordinates and this is how skills and expertise will be down in a labour market.
R8	It has a very negative impact because there is a human being who is always looking to learn new things, and especially those who plan for their future and want to expand their skills through training, but unfortunately the ban on education has led them to seclude and also forbid them from becoming specialists that could be reached in the future.
R9	The lack of education made me unable to get to the desired field that was politics. I really wanted to continue my lessons as best I could, but the lack of education caused me to lose my motivation for politics.
R10	Lack of education and lack of work in today's society has little effect.
R11	The lack of education has negative effects on our morale and skills and talents because when there is no training, skills are also reduced and cannot be reached in the sectors that should be professional.
R12	Any skill needs to be developed, a lack of training makes these skills and specialties unusable and negatively impacts important life skills.
R13	No resonance.
R14	At our level, we cannot get the job we want and we have to get more education. But at the moment, no continuing education is possible and it certainly has an unpleasant impact.
R15	I have been so excited about the experience and knowledge that I already knew I had forgotten and if it continues, I'll forget everything and go back to the point of zero!
R16	Negative impact.
R17	It is very clear that if I had studied in any field, I wanted to work I would have served my people and my country in the future, but unfortunately, I remain illiterate and this unforgivable oppression is both on me and my

	people and homeland for me who have been forcibly kept away from literacy I have no future and no service from an illiterate man.
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### 3.4.3. Personal Consequences:

I	<b>How has the education ban impacted the personal empowerment and self-esteem of on you, and what are the long-term effects on your aspirations and goals?</b>
R1	Well, I completely lost my hope for future it really created anxiety for me and I think I can't do anything and my arms are tied, I feel too less confident while doing any work when someone asks me to do it and I think I can't do it or maybe I will do it in a wrong way. And for the effect on my goal is that I really can't see me in the top level anymore.
R2	I studied medicine about six semesters and now even I don't know what should I study and I lost my passion about all goals that I had. Now I think it is too late to start the medicine from the beginner and I don't know exactly what should I study and which plan I should pattern for my future. Which field? Which job?
R3	It suppresses our abilities and we will not be allowed to flourish
R4	I am experiencing mental problems when I am at home and my hopes and dreams have faded in the new regime.
R5	The subject of education has made me have no hope for the future.
R6	The thing that really makes me disappointed was depriving me from knowledge, I was student of 4th semester in English Literature.
R7	We fell from the height of success to the bottom. The painful fall was the biggest warning to those who wanted to change the world to retreat from the world.
R8	As a woman in the current situation, I'm totally hopeless.
R9	I have had a very bad and negative impact that I have been studying for many years and with the effort of night I wished to study Computer Science at Kabul University with the closed schools but at that time the universities were still open I tried to find my way to the University of Kabul that I made my first choice but before we started our courses in Phantom Universities It was closed to us, and we were not allowed to learn any more. It was a very difficult moment for me because I tried so hard and with one word from ignorant people all my hopes and dreams fell apart and it finally made me feel isolated and depressed that after a

	few months I had to leave the country to sow two seeds of hope in my heart and now I am happy to continue my education, but I still feel sorry for those girls and my peers and the generation of young people who are wasting their lives.
R10	The lack of training has caused me to lose confidence and mental happiness, but I still spent as much time as I could in computer and English lessons online.
R11	When you don't learn, you can't get things done, you don't have good goals.
R12	It has reduced the motivation and continues to be the majority of despair and, of course, hard-working people still continue, but in reality, negative effects on people's ability
R13	The ban on education has deprived girls of their basic rights and made them depressed, sad and exhausted creatures. And they are discouraged from the big goals they have and hinder their progress.
R14	All girls in Afghanistan suffer from mental illness and have no self-esteem. I'm one of those girls who see my future as dark. But I don't know how to change that.
R15	The ban on education made me forget my goals and no longer pursue them.
R16	I had decided to start the Career Path at the end of the university, which was 2 years ago, but with the change of the regime all my plans changed, and secondly, even the Master's degree did not make me change my kind of wishes and dreams.
R17	It has had a very negative effect on me and my fellow human beings, because if they were students, those who wished to read could not and also in the field of work and work and depression, immigration, forced marriage, and underage and suicide.

II	<b>How does an education ban affect your mental health, decision-making autonomy and overall well-being on a personal level?</b>
R1	It really hurt me that I am not confident anymore, this situation forced me to believe that I can't do anything without my father's or brother's support.
R2	Personally, these political changes made me disappointed about every aspect of my life.
R3	We suffer from depression and common mental illnesses, we lose our self-esteem, and eventually the generation of capable girls will become extinct, and this is nothing more than a disaster.
R4	I got depressed and couldn't focus on any of my goals, I couldn't even focus on my life.
R5	Today's situation in Afghanistan has made women more financially dependent on men than before.
R6	When someone steals your desires, it is natural that you will be disappointed and it affects your mental health.
R7	Our self-confidence is reduced, we are not able to do even the smallest activity to progress in life, we are in a period of depression for not realizing our dreams.
R8	Women are fully under mental pressure.
R9	Well, it causes depression, hate and leads to a lot of pain.
R10	No one has a complete negative effect of independence or liberty and general well-being.
R11	In general, the lack of work can have negative effects on the individual and the society.
R12	The majority of students and students are suffering from neurological disorders and low motivation.
R13	Education and the right to education are a basic right for every man and woman. Denying their rights is a sad person and Bai Shane feels like

	being in prison. It has a dangerous psychological impact on people and makes their souls fragile.
R14	The ban on education is a major blow to a person. It is through education that can bring a person to all his desires. When a person cannot find the way to achieve his or her desires, he finds his independence limited. He has no plans for his future.
R15	I was very depressed for a while!
R16	Since knowledge is the inalienable right of all human beings and its prohibition also has adverse effects on everyone's psyche, my three sisters were students in my family, but now everyone is in a state of mental distress. Every year that goes by, they say that if the university was not forbidden, we would have reached this class and that is how they would be in a bad mental state.
R17	The ban on education has had a negative impact on the psyche of families. It is not only women and girls who are worried about their lives and their futures, but fathers are also concerned about the future of their daughters, women and girls and they do not have the freedom to make decisions because restrictions on education and work directly affect the economy and the people's psyche, which also causes poverty and domestic violence.

### 3.5. Question Related to Occupation;

#### 3.5.1. Financial Status:

<b>I</b>	<b>How has the employment ban impacted your ability to support yourself and your family financially?</b>
R1	The employment has been significantly affected our financial stability.
R2	Yes.
R3	Negative impact.
R4	It has had a huge impact on my life and my family.
R5	The impact of work bans on our family has had a huge impact. Because the income of the families is low, the same as the family's livelihood and economy will come down and affect their lives.
<b>II</b>	<b>In your experience, what specific challenges have you faced in maintaining financial stability due to the prohibition on your employment?</b>
R1	Without income from employment, it's been challenging to cover basic expenses like rent, groceries, and bills. We've had to rely on savings and assistance from family members to make ends meet during this difficult time.
R2	I can't afford even my basic demands.
R3	I am a graduate of economics and I have to work as a teacher.
R4	We faced many challenges from every perspective.
R5	Lives in houses that are far from the city centre. Fewer purchases and no sending children to schools and courses
<b>III</b>	<b>Can you share how the employment ban directly affects your ability to manage finances and be financially independent?</b>
R1	The employment ban hinders my ability to manage finances and achieve financial independence by eliminating my source of income, making it challenging to cover basic expenses and save for the future.

R2	When I don't have my own income, I become dependent and my financial management is depending on other. I have to ask someone else.
R3	We are very negative because we can't achieve financial independence.
R4	They came directly to our clinic and told them that they are not allowed to work anymore and that I am currently unemployed. I am financially traumatized, even the things I remembered are slowly forgotten, and depressed as well.
R5	No
<b>IV</b>	<b>In light of the restrictions placed on your employment options, how do you manage the financial challenges, have you started your own business?</b>
R1	Given the restrictions on my employment options, I've had to explore alternative ways to manage financial challenges. While I haven't started my own business yet, I'm actively considering entrepreneurial opportunities to create income streams and achieve financial stability despite the limitations.
R2	I tried my best to have my own income but there are a lot of limitations. So, I have stayed dependant.
R3	I am teaching at private educational centre.
R4	There's nowhere else to work, and girls aren't allowed out there. I have a sick unit and I sew.
R5	No, I couldn't start because it was forbidden to work for women of any kind.

### 3.5.2. Social Involvement:

I	Can you give specific examples or share experiences that show how the ban on your employment has influenced your relationships, community involvement, or participation in social activities?
R1	The employment ban has strained my relationships and limited my participation in social activities due to financial constraints, leading to a sense of isolation and reduced community involvement.
R2	When I had a job, I tried to participate in social communities but now, although I am free, I don't.
R3	I wanted to work in my own department, but I didn't get the chance.
R4	I am very far from the community and people I am not even aware of the new experiences in my profession that comes and I do not even know about the situation of my people.
R5	There is no particular effect on this.
<b>II</b>	<b>Have you noticed changes in your social connections since the employment ban was imposed?</b>
R1	Yes, since the employment ban was imposed, I've noticed changes in my social connections. Financial constraints have led to fewer social interactions and a sense of isolation as I've had to cut back on activities with friends and family.  I got isolated, not interested to do anything, just sleeping and eating
R2	I got isolated, not interested to do anything, just sleeping and eating
R3	Yes.
R4	We're completely isolated. I don't like being in the middle of the community because we're depressed.
R5	No, it doesn't exist.
<b>III</b>	<b>Are there specific social activities or events that you used to participate in but find challenging now because of the prohibition on your employment?</b>

R1	Since the employment ban, I've found it challenging to participate in social activities like dinners out or attending concerts due to financial constraints. Additionally, I've had to cut back on volunteering at community events because of the time and financial commitments involved.
R2	I went to psychological internship, social communities based on training self-care and English language. but now I don't.
R3	Yes, in some of the seminars and courses
R4	There was a lot of medical care, but there was nothing to do with the women and the women.
R5	Seminars, Religious and social gatherings and ceremonies etc.



### 3.6. Variables and Measures:

#### 3.6.1 Socio-Consequences: The first question of the questionnaires which is: In your perspective, how has the lack of education for you affected the unity of the community?

Based on the responses provided, it's evident that the lack of education among Afghan women has significant socio-consequences, impacting both individuals and society as a whole. Here's a summary and insights based on the responses:

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**Impact on Mental Health:** Respondents express how the lack of education contributes to feelings of depression, despair, and pessimism. They highlight the psychological toll of being deprived of education, leading to negative effects on mental well-being and overall life satisfaction.

**Effect on Social Unity:** Several respondents mention the detrimental effects of education deprivation on social unity and cohesion within the community. They emphasize how lack of education leads to a sense of emptiness, meaninglessness, and a weakening of social bonds. Education is seen as a unifying force that fosters trust, cooperation, and collective progress within society.

**Gender Inequality and Exploitation:** The responses underscore the gendered nature of education deprivation, particularly affecting women and girls. Lack of education perpetuates gender inequality, limits opportunities for women's empowerment, and reinforces societal norms that perpetuate exploitation and marginalization.

**Impact on progress and Development:** Respondents highlight the broader implications of education deprivation on societal progress and development. They emphasize how lack of education hinders individual and societal advancement, leading to poverty, unemployment, and societal stagnation. Education is seen as a fundamental pillar for societal advancement and progress.

**Ignorance and backwardness:** Lack of education is associated with ignorance, darkness, and societal backwardness. Respondents stress the importance of knowledge and education in combating ignorance and promoting enlightenment, suggesting that education is essential for societal advancement and enlightenment.

In summary, the responses highlight the multifaceted socio-consequences of education deprivation among Afghan women, ranging from negative impacts on mental health and social unity to perpetuating gender inequality and hindering societal progress. Education is viewed as a fundamental human right and a critical driver of individual and societal well-being, underscoring the urgency of addressing barriers to education access and promoting educational opportunities for Afghan women.

### **3.6.2 The second question of questionnaires: Economic Consequences:**

**Have you noticed any changes in how people treat men and women differently in your daily life?**

Here's a condensed version of the insights based on the responses provided regarding changes in how people treat men and women differently in daily life;

the responses highlight the pervasive nature of gender discrimination, shaped by cultural norms, political circumstances, and socio-economic factors, with education emerging as a critical factor in challenging gender inequality.

**Gender Discrimination:** Respondents highlight systemic gender-based discrimination, including requirements for women to wear burqas and restrictions on their education and employment.

**Education Deprivation:** Lack of access to education perpetuates gender inequality and leads to disappointment and despair among women.

**Cultural Norms:** Societal attitudes and traditions reinforce unequal treatment, with verbal reprimands and discriminatory behaviour based on gender.

**Shifts in Social Dynamics:** Behaviour towards women worsens with the resurgence of strict traditions and changing political circumstances.

**Economic Influence:** Individuals with higher income levels receive preferential treatment, exacerbating gender-based discrimination.

**Psychological Impact:** Discriminatory treatment leads to frustration, despair, and resentment among women, perpetuating negative social behaviours and attitudes.

**3.6.2. The third question which is related to Economic Consequences; In terms of work prospects, revenue generation, and general economic development, what are the economic consequences of education prohibition for you?**

The prohibition of education under Taliban rule has led to significant economic setbacks.

Respondents' express concerns about diminished work prospects, decreased revenue generation, and the overall stagnation of economic development.

Lack of education is seen as a barrier to personal and societal advancement, with repercussions including decreased income opportunities and heightened poverty levels.

Women, especially those without male breadwinners, face particular challenges, exacerbating economic difficulties and perpetuating cycles of poverty.

Overall, the ban on education and employment for women has a profound impact on the economic stability of households and the country as a whole.

**3.6.3. The question, Personal Consequences: How does a lack of education affect the skills and expertise you bring to the labour market future?**

Respondents' express concerns about the inability to learn new skills and gain experience due to the education ban.

The closure of educational institutions by the Taliban and the prohibition of women from working have deprived the country of valuable talent and expertise.

Without specialized education, there's a risk of creating an uneducated generation, hindering professional growth and development.

The lack of practice and training diminishes skills and expertise, impacting individuals' ability to contribute effectively in the labour market.

Many respondents feel constrained in their career choices and express frustration at the inability to pursue desired fields due to the education ban.

Overall, the lack of education has a negative impact on morale, skills development, and professional opportunities for individuals in Afghanistan.

**3.6.4. The question: How has the education ban impacted the personal empowerment and self-esteem of on you, and what are the long-term effects on your aspirations and goals?**

Respondents' express feelings of hopelessness and anxiety about the future due to the education ban, leading to a loss of confidence and self-esteem.

Many individuals feel lost and uncertain about their career paths and goals, with aspirations fading away as a result of the ban.

The ban suppresses abilities and dreams, leaving individuals feeling isolated, depressed, and unable to pursue their aspirations.

Lack of education contributes to mental health issues, reduced motivation, and despair among individuals, hindering their ability to achieve personal fulfilment and success.

Overall, the education ban has had a profoundly negative impact on individuals' mental well-being, self-esteem, and long-term aspirations in Afghanistan.

**3.6.5. The question: How does an education ban affect your mental health, decision-making autonomy and overall well-being on a personal level?**

A summary of how the education ban affects mental health, decision-making autonomy, and overall well-being on a personal level:

The ban erodes confidence and autonomy, leaving individuals feeling dependent on male family members for support.

Political changes have led to widespread disappointment and depression among individuals.

Mental health suffers, with many experiencing depression, loss of self-esteem, and a sense of hopelessness.

Women face increased financial dependence on men due to limited opportunities for education and work.

The ban steals away desires and dreams, leading to frustration, depression, and reduced motivation.

Individuals feel trapped and restricted, with their mental well-being and independence severely impacted.

Families also experience psychological distress, as fathers worry about their daughters' futures and the overall impact on household dynamics and economic stability.

### **3.7. Question and the responses Related to Occupation;**

#### **3.7.1 The measure of the responses related to occupation and financial status:**

##### **Impact of Employment Ban:**

- The employment ban has significantly affected financial stability for individuals and their families.
- Challenges include difficulty in covering basic expenses, relying on savings or family assistance, and facing financial strain due to low income.

##### **Challenges Faced in Financial Stability:**

- Maintaining financial stability is challenging without employment income, leading to struggles in meeting basic needs like rent and groceries.
- Many individuals face dependency on others and are unable to afford even their basic demands.

##### **Effects on Financial Independence:**

- The employment ban directly hinders financial independence by eliminating income sources, leading to dependency on others for financial management.

- Individuals express frustration and negativity about their inability to achieve financial independence due to the ban.

#### **Managing Financial Challenges and Entrepreneurship:**

- Despite restrictions on employment, some individuals are exploring entrepreneurial opportunities to overcome financial challenges and achieve stability.
- However, starting a business is limited by various constraints, including societal restrictions on women's work.

#### **3.7.2. The measure of the responses related to occupation, Social Involvement:**

##### **Influence on Relationship and Community Participation:**

- The employment ban has strained relationships and limited participation in social activities due to financial constraints, leading to isolation and reduced community involvement.
- Some individuals have experienced disconnection from their communities and lack awareness of new experiences in their profession

##### **Changes in Social Connections:**

- Many respondents have noticed changes in their social connections, experiencing isolation and disinterest in activities beyond sleeping and eating.

##### **Challenges in Social Activities:**

- Participants find it challenging to engage in social activities such as dinners out, attending concerts, or volunteering at community events due to financial constraints and time commitments.

#### **3.8. Ethical Considerations:**

Ethical approval was obtained from the Institutional Review Board of Goa Business School, Goa University, and all respondents provided informed consent prior to participation. To ensure confidentiality, participant identities were anonymised in all reporting and data storage.

#### **3.9. Limitations Existing Literature:**

A limitation of this study was the scarcity of existing literature on The Financial and Social Impact of Restricting Afghan Women's Employment and the Prohibition of Education, which constrained the theoretical foundation and contextual understanding of the phenomenon under investigation.

One significant limitation encountered in my study was the reluctance of some respondents to continue participating after initially agreeing to respond to the survey. It became apparent that their hesitation stemmed from fear of potential repercussions from the Taliban. Understandably, they were concerned about safeguarding their security and that of their families. This reluctance to engage further may have impacted the comprehensiveness and depth of the data collected, potentially leading to gaps in our understanding of the situation.

### **3.10. Sample Size:**

Despite initial expectations of a larger respondent pool, but questionnaire distribution resulted in a smaller sample size of 22 participants. This limited sample size impacted the generalisability of my findings to the broader population of Afghan females.

### **3.11. Conclusion:**

This study, qualitative research methodology was employed to thoroughly examine the financial and social impact of restricting Afghan women's employment opportunities and prohibiting their access to education. The research objectives were meticulously crafted to illuminate the multifaceted consequences of these restrictions, encompassing various aspects such as social dynamics, economic development, individual well-being, and personal empowerment.

The methodology involved the collection of data through Google Forms questionnaires, which incorporated a blend of closed-ended inquiries for demographic profiling and open-ended questions to elicit qualitative responses. Despite encountering challenges such as reluctance from some respondents due to security concerns and a smaller-than-anticipated sample size, concerted efforts were made to recruit a diverse sample of Afghan females affected by Taliban policies.

Thematic analysis was employed to identify patterns, themes, and insights from the qualitative data, thus providing a nuanced understanding of the challenges faced by Afghan women and their communities. The study aspires to contribute to informed

policymaking and advocacy efforts by shedding light on the complex socio-economic consequences of employment and education restrictions in Afghanistan.

Despite limitations such as the scarcity of existing literature and a small sample size, the study offers valuable insights into the lived experiences and perspectives of Afghan women, underscoring the urgent need for initiatives to address barriers to education access and promote women's empowerment in Afghanistan.

Overall, the methodology provided a rigorous framework for investigating the relationship between Taliban rule and women's situation, particularly concerning the prohibition of education and employment.



## **Chapter 4: Finding, Summary and Conclusion**

### **Introduction:**

This section presents the findings of the study, which aimed to investigate the socio-economic and personal consequences of the education ban imposed by the Taliban on women in Afghanistan. The study begins by providing a brief overview of the research questions and objectives to remind readers of the study's focus.

### **Research Questions and Objectives:**

#### **RQ1: Who are the Respondents?**

**Objective:** To study the demographic profile of Afghan females affected by prohibition on studying in educational institutions and employment.

#### **RQ2: What are the Socio-Economic and Personal Consequences of the Education Ban?**

##### **Objective:**

To examine the multifaceted consequences of the education ban on women in Afghanistan, including its impact on social development, economic opportunities, and personal empowerment.

#### **RQ3: How does the Restriction of Afghan Women's Employment Affect their Financial Status and Social Involvement?**

##### **Objective:**

To analyse and explore the various aspects of the impacts of the prohibition on women's occupational opportunities in Afghanistan, including its effects on social dynamics, economic development, and individual well-being.

### **4.2. Methodology Used for Data Analysis:**

For collecting qualitative data in this study, it utilized open-ended questionnaires administered through Google Forms. Thematic analysis was employed to analyse the collected data, allowing for the identification of patterns, themes, and insights related to the research questions and objectives.

### **4.3. Presentation of findings:**

The data analysis in this study explores the lived experiences and perspectives of Afghan women facing restrictions on employment and education imposed by the Taliban. Through qualitative research methods, including thematic analysis of survey responses, the study aims to illuminate the complex socio-economic consequences faced by Afghan women and their communities. This research is used a textual data analysis approach.

#### **4.3.1 Impact of Education Deprivation:**

**Mental Health:** Respondents express feelings of depression, despair, and pessimism due to the lack of education, leading to negative effects on mental well-being.

**Social Unity:** Education deprivation weakens social bonds and leads to a sense of emptiness within the community, hindering trust and cooperation.

**Gender Inequality:** Lack of education perpetuates gender inequality, limiting opportunities for women's empowerment and reinforcing societal norms.

**Economic Development:** Education deprivation hinders individual and societal advancement, leading to poverty, unemployment, and societal stagnation.

**Ignorance and Backwardness:** Lack of education is associated with ignorance and societal backwardness, hindering societal enlightenment and progress.

#### **4.3.2 Gender Discrimination and Social Dynamics**

**Cultural Norms:** Societal attitudes and traditions reinforce unequal treatment, with verbal reprimands and discriminatory behaviour based on gender.

**Shifts in Social Dynamics:** Gender discrimination worsens with the resurgence of strict traditions and changing political circumstances.

#### **4.3.3 Economic Consequences of Education Prohibition**

**Diminished Work Prospects:** Education prohibition leads to decreased work prospects, revenue generation, and overall economic development.

**Impact on Skills and Expertise:** The ban on education hinders skills development and expertise, limiting career opportunities and hindering professional growth.

Financial Instability: Lack of education leads to financial instability, with individuals struggling to cover basic expenses and relying on savings or family assistance.

#### **4.3.4 Personal Empowerment and Mental Well-being**

Loss of Confidence: Education deprivation erodes confidence and autonomy, leading to dependency on male family members for support.

Psychological Impact: Individuals experience depression, loss of self-esteem, and a sense of hopelessness due to the education ban.

Challenges in Decision-making: Limited education affects decision-making autonomy, leaving individuals feeling trapped and restricted in their choices.

#### **4.4. Illustrative Quotes**

"Without education, I feel lost and uncertain about my future. My dreams seem impossible to achieve."

"The education ban has led to financial instability in our household. We struggle to afford basic necessities like food and rent."

"Gender discrimination is pervasive in our society, reinforced by cultural norms and traditions. It's disheartening to see the unequal treatment of women."

#### **4.5. Discussion of Findings:**

This qualitative study reveals the multifaceted impact of the Taliban rule on Afghan women, particularly concerning their access to education, employment, and freedom of movement. These findings are discussed below in relation to the research questions and objectives:

**4.5.1. Impact on Mental health and Social Unity:** The resurgence of Taliban rule has led to profound psychological effects on Afghan women, including feelings of depression, despair, and pessimism. The severe restrictions on education and employment opportunities contribute to a sense of confinement and hopelessness, further exacerbated by increased violence against women in daily life.

**4.5.2. Economic Consequences:** The Taliban's policies restricting education and employment opportunities have significant economic ramifications for Afghan women. With limited access to formal employment, women face diminished work

prospects and increased financial dependency. Despite these challenges, some women have shown resilience by turning to alternative avenues for income generation, such as creating content on social media platforms like YouTube.

**4.5.3. Personal Empowerment and well-being:** The education and employment bans imposed by the Taliban diminish personal empowerment and self-esteem among Afghan women. Despite these constraints, women are demonstrating resilience by challenging societal norms and stereotypes through their online presence. By creating content on platforms like YouTube, they assert their rights to pursue their interests and contribute to their families' financial well-being.

**4.5.4. Challenges in Social Involvement and Relationship Dynamics:** The restrictions on education and employment also strain relationships and limit social participation among Afghan women. However, some women are finding ways to maintain social connections and engage in meaningful activities through their online work. Despite facing obstacles like limited internet access, they continue to demonstrate resilience and adaptability in the face of adversity.

**4.5.5. Early Marriage of Young Girls:** The unstable and uncertain circumstances resulting from economic hardship under Taliban rule have led to an increase in early marriages among young girls. This trend reflects the desperation of families facing economic hardship and the perception that marriage offers security and stability in an unpredictable environment.

#### **4.6. Comparison to Existing Literature:**

The findings align with previous studies highlighting the detrimental effects of education and employment restrictions on Afghan women's well-being and societal progress. They underscore the urgent need for policy interventions to address gender inequality and promote educational opportunities for women in Afghanistan.

#### **4.7. Summary of Findings:**

The qualitative analysis revealed the profound impact of education and employment restrictions on Afghan women, encompassing mental health, economic stability,

personal empowerment, and social dynamics. These findings emphasize the urgent need for policy interventions to address gender inequality and promote educational opportunities for women in Afghanistan.

#### **4.8. Conclusion:**

findings from this study underscore the urgent need for the policy interventions to address the socio-economic challenges faced by Afghan women under Taliban rule. The multifaceted impact of education and employment restrictions highlights the importance of promoting gender equality and expanding educational opportunities to empower women and enhance societal progress.

The dire situation for Afghan women under Taliban rule, as evidenced by significant restrictions on their rights and freedoms, underscores the importance of continued advocacy and support. Despite facing suppression and violence, women have shown remarkable resilience and adaptability, as seen in their utilization of online platforms for work and self-expression.

Moving forward, it is imperative to continue supporting Afghan women's empowerment and advocating for their rights both nationally and internationally. Their strength and determination in the face of oppression serve as a testament to their unwavering resolve and inspire hope for a more equitable future in Afghanistan.

By integrating the findings from both the literature review and the qualitative analysis, this conclusion emphasizes the urgency of addressing the challenges faced by Afghan women under Taliban rule while acknowledging their resilience and potential for positive change.

#### **4.9. Final Remarks:**

In closing, this study underscores the importance of advocating for women's rights and empowerment in Afghanistan. I express gratitude to all participants for their invaluable contributions to this research. Moving forward, it is imperative to continue research efforts and implement evidence-based policies to improve the lives of Afghan women and their communities.

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