



# Examining the Implementation of Girls' Education Policy in Afghanistan

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## **Abstract:**

This research examines the implementation of educational policies with a special focus on girls' education policy in Afghanistan. Education is a fundamental right and a driving force behind societal and personal advancement. Despite the existence of educational policies, many nations, like Afghanistan, still struggle with their proper implementation. This study aims to pinpoint the fundamental elements that influence how policies are carried out in Afghanistan and investigate the difficulties encountered when doing so, with a particular emphasis on the education of girls. This study makes recommendations to improve policy implementation procedures in Afghanistan through the use of a qualitative case study and examination of official documents, reports, and literature. It also aims to uncover the underlying drivers and causes of the implementation gap. Understanding the challenges and obstacles encountered in Afghanistan when putting educational policies into practice can advance knowledge of the implementation of policies in related fields and increase the efficacy of Afghan policies promoting gender equality and access to education. In general, the results obtained from this research show that the implementation of girls' education policy in Afghanistan has faced significant challenges due to factors such as limited infrastructure, insufficient resources, security threats, cultural norms and gender violence. In addition to recommendations such as strengthening cooperation, allocating resources, increasing teacher training, challenging cultural norms, and ensuring the coordination of related institutions. These suggestions can significantly improve policy implementation and promote gender equality in education in Afghanistan.

**Keywords:** Education, women, equality, girls' education policy, implementation challenges.

## **Introduction**

Education is one of the most basic rights and a powerful tool for individual empowerment and the development of a society. Governments around the world have developed educational policies to guide and shape their education systems, with education as a transformative power. These policies are designed to ensure access, quality, and equality in education and takes into account the diverse needs and aspirations of learners. However, despite the existence of educational policies, the adaptation of their results is a challenge in many cases, including Afghanistan. education policy refers to a set of principles, guidelines, and strategies that are



developed by governments or educational authorities to shape and regulate the education system in a country. These policies cover a wide range of areas, including curriculum development, teacher training, assessment practices, infrastructure development, and educational governance. In general, educational policies determine clear goals, objectives, and standards for educational institutions and the general public of a society according to (Hardy & woodcock 2015). some important goals in the implementation of educational policy are: educational policy ensures access to quality education, promotes equity, and supports the holistic development of learners, Education policies seek to reduce inequalities in access to education and ensure that education is inclusive and equitable for all learners, regardless of background, means, or socio-economic status. They address issues such as gender inequality, social exclusion, and special education, educational policies promote continuous improvement of educational practices by promoting quality assurance mechanisms, professional development of teachers, and curriculum updates for societal needs and technological advances and educational policies help to prioritize and allocate resources and ensure the use of financial, human, and infrastructural resources in the education system.

Each country has its own educational policy, and countries design their educational policies according to the indigence of their people and society. Several educational policies have been implemented to address specific issues and improve educational outcomes. For example, Pakistan's education policy: this country implements many policies to address the challenges and improve the quality and accessibility of education. The National Education Policy (NEP) of the country emphasizes the importance of early childhood education, primary education, and skill development, as well as the need for curriculum reform. The policy also emphasizes ensuring equitable access to education, enhancing the quality of education, and promoting lifelong learning (Khan, Bhatti & Hussain 2017). Iran's education policy prioritizes early childhood education and mandates compulsory education for all children between the ages 6-15. The Ministry of education oversees the nation's educational system, and it places a high priority on ensuring that everyone has access to school and eradicating inequalities in educational possibilities. The strategy also places a focus on curriculum changes that will foster students' ability to think critically, creatively, and problem-solve. (Islamic Republic of Iran, Ministry of Education, 2020). Finland's education policy focuses on equal opportunities, student-centered learning, highly qualified teachers, and comprehensive school reforms. The country's emphasis on holistic education has led to high academic achievement and international recognition. (Sahlberg 2021). Canada's Indigenous Education Policy: Canadian policies for education address the inequities faced by Indigenous communities. These policies should focus on cultural inclusion, mother-tongue revival, and community participation in the decision-making process (Joshee & Johnson 2011). Singapore's Skills Future Initiative: Singapore's Skills Future policy aims to develop a highly skilled and adaptable workforce. The book focuses on lifelong learning, providing opportunities for people to acquire new skills, enhance existing skills, and increase efficiency in a rapidly changing economy (Tan 2017, 278-291). This research seeks to understand the implementation challenges of the policies facing Afghanistan through the functional analysis of a qualitative case study. The case study will include the implementation of



goals, strategies along with the business and perspectives of the key stakeholders involved. The study will also analyze official documents, reports, and relevant literature to identify gaps between policymaking and actual implementation on the ground.

In Afghanistan, education has faced challenges due to years of conflict, political instability, Civic war, and cultural barriers. The Taliban regime, which ruled from 1996 to 2001, severely limited access to education, especially for girls. Since the fall of the Taliban, efforts have been made by the government, together with international organizations, to rebuild the education system and improve access to education for all Afghan children, including girls. The first turning point in the formal education system was established during the Emirate of Amir Shir Ali Khan and subsequently during the time of Amir Habibullah Khan of our country. Although before this, children were educated in mosques, during the rule of Habibullah Khan, the structure of the new education system was prepared and arranged with the support of Indian education experts. The structure of education in Afghanistan includes three levels: primary, secondary, and tertiary. Primary education in Afghanistan includes 1–6 grades. This education focuses on developing basic knowledge and skills and provides basic education for children aged 6 to 11 years. Secondary education consists grades 7–9, The purpose of secondary education is to expand the curriculum and provide a more comprehensive education and tertiary education subtend 10–12 grades. Tertiary education offers a more specialized and advanced curriculum and prepares students for higher education or vocational training. Higher education includes universities, institutes, and professional training centers (Baiza 2013).

The purpose of this research is to investigate the correct implementation of girl's educational policies and to identify the underlying reasons such as structural, political, social and cultural factors that affect the implementation of policies in Afghanistan. and with a special focus on girls' education policy. The research hypothesis is that despite the existence of policies aimed at promoting girls' education in Afghanistan, there are significant obstacles and challenges that prevent their proper implementation. These barriers may include political and cultural norms, security concerns, infrastructural limitations, insufficient resources, and a shortage of qualified teachers. Furthermore, focusing on the specific context of Afghanistan, this research seeks to uncover unique contextual factors that contribute to the implementation gap. It aims to provide a comprehensive understanding of the barriers and limitations to the effective implementation of policies aimed at promoting girls' education in a war-torn country.

This research is important and attention-grabbing for several reasons. First, understanding the top barriers and challenges to policy implementation can help policymakers and stakeholders gain insight into the barriers and challenges that hinder effective policy implementation. Second, it provides an opportunity to critically examine gaps between policy formulation, decision-making, and implementation processes, allowing for potential improvements in policy design and implementation strategies. Finally, this study sheds light on the broader dynamics of governance, education systems, and social factors that influence policy outcomes in Afghanistan. plus, it sheds light on the implementation of girls' education policy in a complex and challenging context such as Afghanistan, where social, cultural and political factors can significantly influence policy implementation. Understanding the challenges and strategies employed in this

particular case can contribute to broader knowledge about policy implementation in similar contexts. As well as, by examining the implementation of educational policy for girls, the purpose of this research is to identify areas of improvement and provide insight to increase the effectiveness of policies to promote gender equality and access to education in Afghanistan. Finally, this research seeks to contribute to the advancement of girls' education and the overall development of the education system in Afghanistan.

**The research is carried out with the aim of achieving the following goals:**

Identifying the key factors affecting the Lack-implementation of policies in Afghanistan, focusing on educational policies.

Examining the interaction between social, political and institutional factors that hinder the implementation of policy.

Providing recommendations to strengthen the processes of implementing policies and closing the implementation gap in Afghanistan.

Examining the challenges facing the implementation of girls' education policy in Afghanistan.

**This research seeks to answer the following questions.**

1. How is the implementation of girl's education policy in Afghanistan?
2. What are the challenges implementation girl's education policy in Afghanistan?
3. What recommendations can be suggested to improve the implementation of girls' education policy in Afghanistan?

**Literature Review:**

Education policies play a vital role in shaping a country's education system and ensuring equitable access to quality education. However, despite the existence of educational policies, the proper implementation of these policies is still an important challenge in many fields. Researchers have investigated various aspects of educational policies, including their design, formulation, implementation, and impact on educational systems (Haddad & Demsky, 1995; Lingard et al., 2019; Lundahl et al., 2017). These studies emphasize the importance of considering contextual factors, stakeholder engagement, and policy coherence to ensure effective implementation. Many studies and researches have been related to the state of education in Afghanistan and the education of women. (Jackson 2011), (Orfan, Ibrahimi & Noori 2022, 659-680), (Geller, Mussavi Rizi & Latek 2011, 121-128), (Bahri 2014, 163-185), (Kirk & Winthrop 2006, 1-9) and (Kayen 2022, 19-36). Understanding the barriers facing girls such as cultural norms, lack of resources and social attitudes towards girls' education is focused on. Efforts have been made to explore strategies to promote girls' education, improve access and address gender disparities in educational outcomes (UNESCO, 2020). However, this research intends to conduct a case study to investigate the implementation of girls' education policy in Afghanistan, to identify the factors, structural and system challenges that hinder the implementation of policies in Afghanistan.



Education in Afghanistan has had many ups and downs throughout history and has been significantly affected by decades of conflict, political instability, and economic challenges. After the formation of the interim government, Afghanistan paid more attention to the three areas of security, education, and health with the support of the international community, and one of the most important achievements in the last few decades has been the relative security and significant progress in education. But there are still challenges in this field. Among the major limitations of Afghanistan's education policy is the inability to address the gender gap in education. But with the return of Taliban rule in 2021, two decades of achievements in the fields of freedom of expression, democracy, the right to work and education for women, establishing relations with the world, freedom of the press, and other developments were lost. After coming to power, the Taliban claimed that they would behave more moderately than before and that women would be allowed to study, work, and engage in social activities, but these promises were nothing but deception.

Afghanistan has faced significant challenges in the field of education due to decades of conflict and instability (Rauf 2021). The international community has played an important role in supporting women's education in Afghanistan in recent years. Organizations such as UNICEF, UNESCO, and the World Bank have provided funding and technical support for educational initiatives, and many countries have provided bilateral aid to relief educational programs. However, the educational system has faced significant challenges such as limited infrastructure, insufficient resources, a lack of teachers, and security concerns. To address unique educational needs and challenges in Afghanistan, girls' education policy, school health policy, local education policy, information technology policy in education, and comprehensive education policy for children. Additionally, the National Education Strategic Plan (NESP): This plan aims to ensure equitable access to quality education for all Afghan citizens. Focuses on infrastructure improvement, teacher training, curriculum development, and educational management, Afghanistan National Development Strategy (ANDS): ANDS emphasizes the importance of education as a fundamental driver of development in Afghanistan. It includes goals to increase enrollment rates, improve teacher quality, and expand access to education. and Community-Based Education (CBE): This policy seeks to reach children in remote and disadvantaged areas by establishing community-based schools. CBE programs aim to remove barriers to education, such as distance, cultural norms, and security concerns. compiled by the government. These policies cover areas such as curriculum development, teacher training, infrastructure development and girls' education. The educational policy of girls is of special importance in this research (Yasunaga 2014).

### **Examining the girls' education policy in Afghanistan**

The right of access to education is stated in Article 43 of the Constitution of Afghanistan as follows: "Education is the right of all Afghan citizens, which is provided free of charge by the government up to the bachelor's degree in public educational institutions" (Constitution of Afghanistan Article 43, 1964). Girls' education in Afghanistan has been an issue of particular concern due to historical gender inequalities and cultural barriers. In the Taliban regime, girls





were mostly deprived of education, and women faced severe restrictions on their rights and freedoms. Since 2001, significant progress has been made in increasing girls' access to education. The government and international organizations have implemented policies and initiatives to promote girls' education. However, challenges exist in ensuring equitable access and quality education for girls. Cultural norms, early marriage, security threats, and a lack of infrastructure continue to affect girls' education. Gender-based violence and discrimination also create barriers to girls' enrollment and retention in schools. Despite these challenges, efforts to improve girls' education continue, including the establishment of girls-only schools, community-based education programs, and awareness campaigns (Samady 2013).

Afghanistan has implemented policies that specifically target girls' education and recognize historical gender differences in access to education. The aim of these policies is to improve the enrollment rate of girls, improve the quality of education for girls, and eliminate gender discrimination in schools. including the education policy for girls for the first time with the aim of removing educational barriers for girls and attracting girls left out of school; it was prepared and compiled by the Ministry of Education of Afghanistan in 2019. It is mentioned in the policy that, according to the Student Parents Council Bill, this council should be created and strengthened in every school. At least one-third of the school council members should be women. Women should also participate in the leadership of the council (Girl Education policy, 2019). While there are schools in the capital that still do not have access to the school council bill, how can one third of its members be women? In another part of the policy, it is mentioned that in order to implement the policy as best as possible, there should be coordination and understanding between government institutions and foreign organizations. The Ministry of Hajj and Endowments should promote the importance, role, inclusion, and education of girls in schools through the Mullah Imams of mosques in Friday prayers, and the Ministry of Rural Development should promote the inclusion and education of girls through the construction of schools and the distribution of food and stationery through the Citizenship Covenant Program. To help and cooperate, the Ministry of Women's Affairs should promote and inform about the inclusion and education of girls in schools, their role and position in society, and their political and social status in the meetings held with women or on special days. And the Ministry of Interior, in coordination with the Ministry of Education, has the responsibility of ensuring the security of all schools and students' transportation routes and taking operational measures in this regard (Girl Education policy, 2019). While the officials of the Ministry of Education have stated that there was no necessary coordination between government institutions and the reasons for that were political problems and conflicts. This lack of coordination has caused incorrect implementation of policies in the majority of government institutions. It alludes to the policy that the curriculum should be prepared keeping in mind the importance of gender. As the curriculum reflects the characteristics of male students, it should also reflect the characteristics of female students. Stereotypes related to gender should be eliminated. In the educational curriculum, the existing professional and professional roles should be clarified between boys and girls (Girl Education policy, 2019). While the main priority in contemporary and world-standard education curriculums is how to help develop the mental forces of students to recognize cultural and social



inadequacies and thereby help improve their own and others' conditions, but in Afghanistan, on the contrary, to ignoring this issue, it seems that such a priority is not recognized. Basically, the selection of many topics and course content is not related to the needs and intellectual needs of the students, and what is given to them is a set of old or ineffective knowledge whose benefits are few and their losses are many. And in the educational curriculum of Afghanistan, subjects are included that increase the discrimination between men and women. "On page 135 of the book of Islamic Education, Class Eleven, this narration is mentioned: "If it was permissible to prostrate to anyone other than Allah, women would be ordered to prostrate in front of their husbands." (Sunan Abi Dawud) Apart from the fact that this narration is one of the narrations of Zan ul Suboth (it's not proof yet). it is not clear on what occasion it was said, and it is not clear what purpose is served by bringing such a narration except to justify the existing situation and deepen it. What else can result other than this?" If we consider the psychological consequences of such lessons for female students and measure their perception of the contents of such lessons, we will see that the result is nothing but ambiguity, confusion, and an identity crisis.

In addition, it was mentioned in the policy that the government should launch awareness programs in coordination with civil and women's rights activists regarding the importance of women's education (Girl Education policy, 2019). But in the field of awareness, effective work has not been implemented and there are still families that prevent the education of girls. In some areas of Afghanistan, there are people who still have a negative view of women and consider them as the second sex. They define the identity of women alongside men, for this reason they use women and girls as tools in tribal fights and even to pay debts (Brockman, 2005), (Youssef Zee, 2013), (Vindriani, 2017) & (Wahyono, D. (2021). It is stated in the policy that in improving capacity and educational programs, priority should be given to female teachers so that they are encouraged and motivated. As well, additional professors should be hired as counselors for gender issues in girls' schools (Girl Education policy, 2019). While the majority of village schools did not have teachers (Special Women teachers) and according to one of ministry of education officials, they needed 30,000 female teachers in female schools.

As a result, despite the development of girls' education policy in Afghanistan, significant progress has been made in the field of girls' education, but there are still challenges in this field. To address these challenges, continuous cooperation between government institutions, civil society and international organizations is very important. Investments in education, curriculum revision and teacher recruitment as well as awareness campaigns are needed to ensure equitable access and quality education for girls in Afghanistan.

### **Research Methodology:**

Qualitative research was chosen for this study to gain a deep understanding of how to properly implement the girls' education policy in Afghanistan (Creswell & Creswell 2017). Qualitative is a research method that seeks to understand a topic or phenomenon by looking at non-numerical data such as narratives, images and conversations. Qualitative data collection is done through interviews, focus groups, observation and other methods. Through interviews and document analysis, this study aims to gain deep insights into the reasons for non-implementation



of policies and its impact on society. also, a conceptual analysis can be conducted to examine existing policy frameworks, governance structures, and cultural contexts in relation to policy implementation. Similarly, this study will analyze the collected data and existing policy documents to gather comprehensive insights into the implementation of girls' education policies and the reasons for their insufficient implementation. furthermore, this method provides the possibility to explore complex social phenomena, attitudes and perspectives that cannot be adequately captured by quantitative methods alone.

**Case study approach:** A case study plan has been adopted to provide a comprehensive analysis of girls' education policy in Afghanistan. According to (Schoch 2020, 245-258). a case study is a form of qualitative research that focuses on providing a detailed description of one or more cases, for this reason, the case study method used allows an in-depth examination of a specific phenomenon or situation in its real-life context. In this research, the case study will be focused on the implementation of girls' education policy in Afghanistan and the effective factors in not implementing it properly.

### **Collecting Data:**

**Interviews:** For data collection, interviews are an effective method of data collection because they give participants an opportunity to discuss topics in depth and in sufficient detail. This research includes data collection from various sources, including interviews with ministry of education of Afghanistan officials, and key stakeholders involved in the implementation of girls' education policy in Afghanistan, as well as analysis of policy documents, reports, and academic literature (Alshenqeti 2014, 39-45). The amount of data collected depends on the scope of the research and the richness of the information obtained from the sources. These interviews provide valuable insights into the challenges, perspectives and experiences of those directly involved in policy implementation. The types of research interviews used are:

**A) Structured Interviews:** Structured interviews follow a set of predetermined questions to collect standardized data from ministry of education of Afghanistan officials. These interviews ensure consistency in data collection and allow quantitative analysis of responses. In this research, the data was collected through interviews with Ministry of Education Officials and girl's student through WhatsApp.

**Document analysis** Document analysis includes the review of official documents, policy documents, reports and literature related to girls' education policy in Afghanistan. This analysis helps identify gaps between policy goals and actual implementation on the ground. The types of document analysis used are:

a) **Policy Analysis** according to (Lingard 2019, 883-897), Policy analysis is a systematic examination of policies to understand their goals, implementation strategies, and intended outcomes. It involves analyzing policy documents, such as government reports, legislation, policy briefs, and official guidelines. Analysis of official policy documents and related materials to understand the goals, strategies and guidelines specified in the Girls' Education Policy. This analysis will help to assess the alignment between policy objectives and their implementation.





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**Data analysis** the data analysis technique for this research includes the following:

**Thematic analysis** Thematic analysis will be used to analyze the qualitative data collected from interviews and document analysis (Braun & Clarke 2006, 77-101). This includes identifying patterns, themes, and key findings in the data. The analysis will be iterative and will include coding, categorizing and grouping the data to gain meaningful insights and draw conclusions about the lack of proper implementation of girls' education policies in Afghanistan.

### **Theoretical Framework**

Policy implementation theory is a theoretical framework that is used to analyze the implementation of girl's education policies in Afghanistan. A framework used to understand and analyze the process through which policies are put into practice. It emphasizes the relationship between policy formulation, policy adoption and policy implementation and recognizes that successful policy implementation is influenced by various factors and can be a complex and challenging process. According to (Sabatier, Mazmanian 1980) who introduced this theory, policy implementation includes a series of steps including agenda setting, policy formulation, policy adoption, policy implementation, and policy evaluation. Each phase has its own set of actors, processes, and dynamics that affect the outcome of the overall implementation. The link between policy making, policy adoption and policy implementation is emphasized by this paradigm. The theoretical framework just discussed can be used as a starting point for examining how Afghanistan's policies on girls' education are being adapted. The purpose of this research is to understand the dynamics of policy implementation, how to implement the girls' education policy in Afghanistan, the problems and challenges of implementing this policy, and to provide suggestions for more effective ways to make the girls' education policy in Afghanistan more effective. This is done by examining social, political and institutional issues, obstacles and recommendations.

### **Finding**

The girls' education policy in Afghanistan was faced with several challenges and obstacles that led to incomplete or ineffective implementation. Among the major issues that have had an impact on the implementation of policies in Afghanistan are policies that were often formulated without sufficient analysis of the realities and objective needs of the Afghan society. This lack of contextual understanding hindered their successful implementation, policies were often not properly planned or coordinated with relevant stakeholders. Lack of input from implementers in the field and insufficient coordination between government agencies contributed to the failure of policy implementation, lack of adequate funds allocated by the government and donor agencies posed a significant challenge to policy implementation. Inadequate financial support hindered timely and comprehensive implementation of policies, political considerations, social dynamics and cultural barriers affected policy implementation. Policies that were not politically expedient or did not provide direct benefits to the public often faced challenges. Cultural sensitivity and resistance to change were also important obstacles, especially in relation



to policies promoting gender equality and frequent changes in government leadership and personnel within ministries have caused discontinuity in the implementation of policies.

Overall, the implementation of education policies in Afghanistan, including policies related to girls' education, was hampered by the complex interplay of factors such as inadequate planning, lack of capacity, financial constraints, cultural barriers, and political dynamics. These challenges led to incomplete implementation and limited progress in achieving the desired goals of the policies.

### **Conclusion and Recommendation**

In conclusion, the implementation of girls' education policy in Afghanistan, despite the existence of policies aimed at improving girls' access to education, has had significant challenges. This research has identified the factors that hinder the implementation of educational policies in Afghanistan, including structural, political, social and cultural factors. These include limited infrastructure, insufficient resources, security threats, cultural norms, gender violence and discrimination, etc. This study is based on the factors that contribute to the implementation gap in Afghanistan. This highlights the need for stakeholder engagement, policy coherence, and consideration of unique challenges in order to strengthen implementation processes and improve the effectiveness of girls' education policies. Policies are educational tools for shaping and regulating the education system in a country. They ensure access, quality and equity in education and address areas such as curriculum development, teacher training, infrastructure development. They have different educational policies that are designed to meet the specific needs of people and society. However, in this research, the implementation of girls' education policy in Afghanistan has been investigated, and there are challenges beyond its implementation.

Education in Afghanistan has faced many challenges due to several decades of conflict, instability and cultural problems. The international community has played an important role in supporting women's education in Afghanistan, with organizations such as UNICEF, UNESCO, and the World Bank providing financial and technical assistance. Despite these searches, the educational system continues with challenges such as limited infrastructure, different resources, teachers and security concerns. In order to solve these challenges and promote equitable access to quality education, the government has implemented executive policies, including education policy for girls. However, cultural norms, security threats and gender-based violence continue to affect girls' education.

The study is noteworthy for several reasons. First, the design and implementation of policy implementation challenges can provide valuable insights to policymakers and stakeholders, enabling them to improve strategies and policies. Second, analysis of the gap between policy formulation and implementation methods allows for critical examination and potential improvements in policy outcomes. Finally, this research sheds light on the more managerial dynamics of governance, education systems, and social factors underlying policy outcomes in Afghanistan. The purpose of this research is to contribute to the progress of girls' education and the overall development of the educational system in Afghanistan by examining the implementation of girls' educational policy in a complex context.



Based on the research findings and the identified challenges in the implementation of girls' education policy in Afghanistan, the following suggestions are suggested: strengthening and increasing cooperation and coordination between governmental, non-governmental, international organizations and local communities to ensure collective and coherent research. To promote the education of girls. This can include regular meetings, information and participation planning for challenging decisions. Increasing investment and allocating sufficient resources and funds for the construction and maintenance of schools, especially in remote and deprived areas. This includes school facilities, provision of resources such as textbooks and teaching materials, and ensuring access to safe and supportive learning environments. Comprehensive and regular programs to attract and improve the quality of teacher education, especially investing in attracting and retaining female teachers to act as role models and create a suitable educational environment for girls. Increasing and challenging cultural norms and stereotypes that hinder girls' education. The targeted awareness campaign highlights girls' education, dispels misconceptions, and engages society, religious figures, and parents to promote positive attitudes toward girls' education. and the participation and coordination of government institutions, international organizations and community stakeholders for the successful implementation of the policy. The cooperation and support of the Ministry of Hajj, Ministry of Rural Development, the Ministry of Women's Affairs, and other relevant authorities can promote the inclusion and education of girls in schools. By implementing these recommendations, Afghanistan can significantly improve the implementation of educational policies for girls and promote gender equality in education.

This research not only contributes to the challenges facing the implementation of girls' education policy in Afghanistan, but also provides insights that can be applied to similar contexts. By addressing the limitations, policymakers and stakeholders can improve policy design and implementation strategies to promote gender equality and access to searcher education. In a country where social, cultural and political factors significantly affect the implementation of policies, prioritizing the education of girls is very important for the overall development of the educational system and the empowerment of women. And this research is the basis for the advancement of girls' education and targeting the achievement of gender equality in education in Afghanistan.

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