



The Role of Educated Women in Transforming Home Economy and Empowering Families in Nangarhar, Afghanistan

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ABSTRACT

Women are essential to the household Economy; however, in areas like Nangarhar, Afghanistan, traditional customs often restrict their access to education and economic involvement. This research explores how women’s education influences household economic outcomes, financial management, and personal empowerment. A mixed-method approach was utilized, gathering data through surveys and interviews with 150 educated female home economists in Nangarhar. Results show that 94.8% of respondents feel that education improves financial security and social mobility, while 69.8% strongly believe that their education has benefited their household's financial situation. Furthermore, 71.9% reported enhanced financial literacy and planning abilities, and 51% recognized better career and business opportunities attributed to their education. Nevertheless, 89.6% of participants mentioned cultural and social barriers, 44.8% noted limited financial access, and 43.8% pointed out insufficient family support as significant obstacles to economic engagement. Rooted in Gender and Development (GAD) theory, the study highlights how education transforms household dynamics by providing women with decision-making authority and financial autonomy. Beyond economic empowerment, educated women drive social change by contesting restrictive norms and enhancing overall family welfare. However, the current ban on girls’ education in Afghanistan poses a serious threat to these advancements, risking long-term economic downturn. The study emphasizes the urgent need for policy reforms, community involvement, and financial support initiatives to broaden women’s educational prospects. Investing in female education is vital for achieving sustainable economic development, strengthening household resilience, and fostering gender-inclusive progress. These findings provide important guidance for policymakers, educators, and development practitioners seeking to strengthen women's roles in economic decision-making and family stability.

1. INTRODUCTION

Educated women serve a vital role in transforming the home economy and empowering families, particularly in developing areas such as Nangarhar, Afghanistan. Women are essential in tackling poverty in the nation, comprising nearly half of the total population. To improve the circumstances of both families and the country overall, it is critical to encourage community engagement (NSIA, 2019). This connection emphasizes the importance of women's education in fostering economic stability and alleviating poverty. By providing women with knowledge and skills, education enables them to effectively manage household resources, make well-informed financial choices, and engage in income-generating endeavors. Research on the economic involvement of Afghan women shows that literacy and education significantly boost their influence in poverty reduction and household welfare (Helali, 2020). Despite facing socio-cultural and structural obstacles, women in Nangarhar have demonstrated their capability to enhance the household economy through better resource management and entrepreneurial activities. According to (Hedayat and Harpviken, 2014), they contend that in the decade following the 2001 regime change, Afghanistan has seen notable advancements in women's rights, alongside greater access to education, employment, and business opportunities for women. Nevertheless, rural women often encounter extra difficulties stemming from social norms, insecurity, restricted access to resources, and high illiteracy rates, which limit their engagement in economic activities (Akseer et al., 2019).

This paper explores how do educated women transform home economy and empower families in Nangarhar. By reviewing available literature and empirical studies, it investigates the challenges and opportunities linked to their economic participation and highlights the necessary policy interventions to enhance their contributions.

The research highlights how women's education can transform home economics and improve family well-being. It examines how educated women contribute to financial stability, nutrition, and educational growth, providing valuable insights for policymakers, educators, and practitioners in development. The findings can help shape strategies that enhance women's economic participation, promote gender-inclusive financial literacy programs, and advocate for policies that support women's education and empowerment in Afghanistan. Additionally, this study will contribute to the broader discussion on gender

and economic development by offering region-specific evidence on how education strengthens household economies.

2. LITERATURE REVIEW

2.1. Home Economics and Educated Women

Home economics is a broad field that includes aspects of financial management, nutrition, family welfare, and resource distribution, all of which are vital for sustaining household stability. Educated women contribute significantly to home economics by using their expertise to enhance household financial planning, food security, child welfare, and overall living conditions (UNESCO, 2021). Research shows that when women obtain formal education, they are more inclined to make educated economic choices, resulting in better financial stability, improved health outcomes, and greater investment in their children's education (World Bank, 2019 & OECD, 2020). (Becker's, 1993) human capital theory posits that education boosts a person's productivity, equipping educated women to better manage household tasks and engage in income-generating endeavors. Moreover, studies reveal that financial literacy among women diminishes dependency, promotes entrepreneurship, and builds long-term economic resilience (Kabeer, 2005 & OECD, 2020). In developing countries such as Afghanistan, where gender disparities persist, empowering women through education has been associated with decreased poverty levels and enhanced economic growth (Kandiyoti, 2007; Human Rights Watch, 2022). Nevertheless, traditional gender norms, societal limitations, and restricted access to financial resources continue to obstruct women's full involvement in economic decision-making (Sen, 1999; UNESCO, 2021). Tackling these obstacles through educational initiatives, financial literacy programs, and gender-inclusive economic reforms can greatly improve home economics and aid overall socio-economic growth (World Bank, 2019).

2.2. Educated Women and Home Economics in Afghanistan

Educated women are crucial in enhancing home economics in Afghanistan by improving financial literacy, resource management, and the overall well-being of households. Studies show that women with formal education make more knowledgeable economic choices, resulting in better financial planning, decreased

poverty, and improved welfare for children (Kabeer, 2005& Sen, 1999). As reported by (UNESCO, 2022), families with educated mothers are more inclined to invest in their children's education and healthcare, which aids in long-term socio-economic stability. However, Afghan women encounter significant obstacles, including restrictive cultural norms, limited job opportunities, and financial dependence (Kandiyoti, 2007; Human Rights Watch, 2021). Research by the World Bank (2018) and Baiq et al. (2023) demonstrates that access to education allows women to participate in income-generating activities like entrepreneurship, thereby fortifying household economies. Despite this, gender-based discrimination and restrictions on mobility continue to prevent women in Afghanistan from fully leveraging their education (Rahman & Jackson, 2020). By addressing these challenges through policy reforms and economic inclusion initiatives, the benefits of women's education can be maximized, leading to greater gender equality and economic resilience (Kabeer, 2005; World Bank, 2018).

2.3. Gender and Development (GAD) Theory and Women Education

The Gender and Development (GAD) approach originated in the 1980s as a response to previous development models like Women in Development (WID) and Women and Development (WAD) (Moser, 1993). While WID sought to incorporate women into existing development structures and WAD emphasized the systemic inequalities within capitalism, GAD redirected attention to the understanding of gender relations and their influence on development outcomes (Razavi & Miller, 1995). The GAD perspective has shaped global development frameworks, including the Beijing Platform for Action (1995) and the Sustainable Development Goals (SDGs), especially Goal 5: Gender Equality (UN Women, 2015). Numerous international organizations, such as the United Nations Development Programme (UNDP) and the World Bank, have embraced gender mainstreaming strategies aligned with GAD principles (Chant & Sweetman, 2012). The Gender and Development (GAD) theory arose in response to the shortcomings of earlier frameworks, such as Women in Development (WID). While WID is mainly focused on incorporating women into prevailing development efforts, GAD offers a broader perspective by examining the social structures that create gender disparities (Razavi & Miller, 1995). Rooted in feminist viewpoints, GAD

theory highlights the need to address power dynamics between men and women rather than solely concentrating on women's roles in development (Moser, 1993). A significant element of GAD is its emphasis on gender roles and social relations, advocating that development policies should not only support women's empowerment but also confront the societal norms that perpetuate gender inequalities (Kabeer, 1994). In contrast to earlier approaches, GAD acknowledges that men have gendered experiences as well and that achieving sustainable development necessitates transformative social change. By championing gender mainstreaming, GAD encourages the incorporation of gender analysis into all tiers of development planning (Connell, 2009).

The Gender and Development (GAD) theory concentrates on tackling structural inequalities, power dynamics, and social norms that result in gender disparities, especially in education (Rathgeber, 1990). In contrast to earlier frameworks like Women in Development (WID), which aimed to incorporate women into pre-existing development structures, GAD stresses the need to change the social and institutional barriers that restrict women's access to education and leadership roles (Unterhalter, 2007). From the GAD viewpoint, women's education involves not only enhancing enrollment figures but also confronting patriarchal systems, advocating for policies that are sensitive to gender issues, and ensuring equal access to various opportunities (Kabeer, 2005). Research shows that educating women contributes to increased economic involvement, decreased rates of child marriage, and better health outcomes, demonstrating the significant influence of education on gender dynamics (King & Winthrop, 2015). Additionally, the United Nations Sustainable Development Goal (SDG) 4 is aligned with the principles of GAD, supporting inclusive and equitable quality education, especially for women and marginalized populations (UNESCO, 2015). By addressing systemic obstacles such as institutional bias, gender roles, and socio-economic challenges, the GAD framework views women's education as a crucial instrument for advancing gender equality and sustainable development (Stromquist, 2018).

Therefore, the Gender and Development approach offers a more comprehensive and transformative framework for attaining gender equity, highlighting the need for

structural change, social justice, and the redistribution of power and resources within society (Cornwall, 2007). GAD signifies a transition from a woman-centered approach to a more extensive gender-relational perspective. By tackling the underlying causes of inequality, GAD aims to foster sustainable and transformative social change that benefits everyone, irrespective of gender. It continues to be a significant framework in modern development discussions, steering policies toward achieving equity, social justice, and inclusive development (Kabeer, 2016).

3. METHODOLOGY

This research utilized a descriptive survey method to investigate how educated women are influencing home economics and improving family economic conditions in Nangarhar, Afghanistan. A structured online questionnaire was created using Google Forms and shared through WhatsApp and email with university graduates in the area, ensuring anonymous participation. Applying a convenience sampling method, 150 participants were chosen based on their availability and willingness to take part. The survey was divided into five sections, featuring both closed and open-ended questions related to educational experiences, contributions at home, income-generating efforts, and obstacles to education. The gathered data were analyzed through descriptive statistics (percentages, means, and standard deviations) for quantitative answers, while thematic analysis was conducted on qualitative responses to highlight significant trends. To assure validity, the results were cross-verified for consistency, and any discrepancies were examined before concluding. This structured methodological framework offers a trustworthy and thorough foundation for comprehending the effects of women's education on home economics and family empowerment in Nangarhar.

4. RESULTS AND DISCUSSION

The results of this research demonstrate a noteworthy connection between educated women and the economic stability of households, supported by statistical information gathered from 150 participants. The demographic information gathered from the survey respondents reveals their educational backgrounds as follows: A majority, 82.3%, have attained a Bachelor's degree, reflecting the highest proportion of educational attainment in the sample, and 18.7% of respondents have pursued

education beyond a Bachelor's degree, obtaining a Master's degree or higher. This distribution suggests that while most individuals have completed undergraduate studies, advanced degrees are less common within the surveyed group. These findings provide a clear picture of the educational landscape of the respondents, which may influence further analysis in the research. Regarding the employment status of the research participants, the results indicate that a majority (56.3%) of the respondents are currently employed, demonstrating stable participation in the workforce. Furthermore, 28.1% of the participants are homemakers, illustrating a notable segment engaged in unpaid domestic duties. In contrast, 15.6% of the respondents classify themselves as self-employed, indicating a smaller fraction involved in entrepreneurial or independent endeavors. These figures offer important insights into the occupational distribution within the sample population, which may impact their behaviors, experiences, and viewpoints concerning the research objectives. The inclusion of homemakers and self-employed individuals underscores the diversity among the participants, ensuring that the findings reflect a wide range of socio-economic involvement.

Figure 1: Education and Household Financial Management

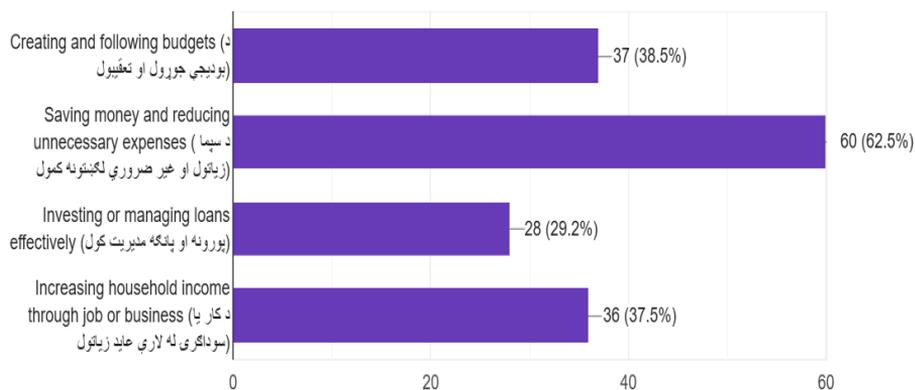


Figure 1, the bar chart illustrates the impact of education on household financial management among the study participants. The data reveal that the most prevalent financial behavior is saving money and cutting down on unnecessary expenses, as reported by 62.5%. This indicates that a significant portion prioritizes fiscal discipline and resource efficiency in handling household finances. Moreover, 38.5% concentrate

on developing and adhering to budgets, underscoring the importance of financial planning in sustaining economic stability. Likewise, 37.5% work on boosting household income through employment or entrepreneurship, which highlights the importance of income generation for financial security. On the other hand, only 29.2% indicated they actively engage in investing or effectively managing loans, suggesting that financial literacy related to investments and debt management may be relatively lower than in other financial management activities. These results imply that while fundamental financial practices such as saving and budgeting are commonly observed, there is a need to strengthen financial literacy initiatives that focus on investment techniques and debt management to enhance overall household economic well-being.

As a result of the Independent Financial Decision-Making in Households part, it shows that 55.2% of respondents replied "Yes, sometimes", suggesting that while they possess some level of financial independence, their choices may still be affected by other members of the household. In contrast, 38.5% of participants answered "Yes, always", indicating that a notable portion of individuals has complete authority over their financial decisions. Nevertheless, a small fraction of respondents (6.3%) replied "No", signifying that they do not partake in independent financial decision-making. These findings imply that while financial autonomy is prevalent, a significant number of people still contend with shared or limited decision-making dynamics within their families. These insights underscore the need for financial literacy programs and empowerment initiatives, especially for those who might have restricted control over financial matters.

Moreover, as an answer to the question: "Has your education equipped you to manage financial challenges such as medical emergencies or economic hardships?" The results reveal that a majority (74%) of participants responded "Yes, very effectively," indicating that education has significantly contributed to their financial resilience and readiness for unforeseen difficulties. Furthermore, 22.9% of respondents answered "Somewhat effectively," suggesting that while their education has imparted some financial management skills, they may still encounter challenges in fully addressing financial crises. A small percentage of participants (3.1%) replied "No," indicating that their education has not notably aided them in managing financial struggles. These

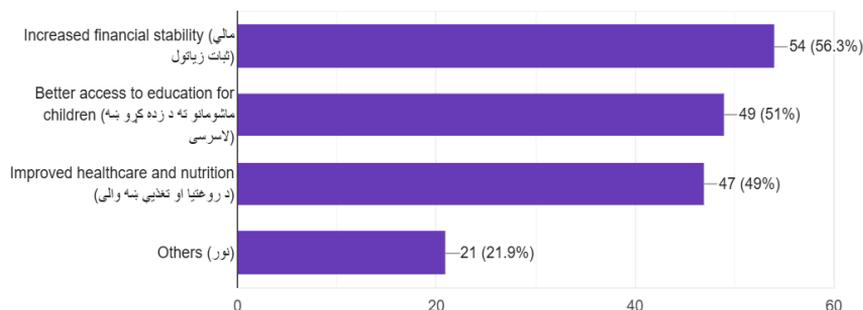
results emphasize the positive relationship between education and financial resilience, underscoring the necessity of incorporating financial literacy programs in educational curricula to enhance individuals' capability to effectively tackle economic challenges

Figure 2: Sources of Financial Contribution to Household



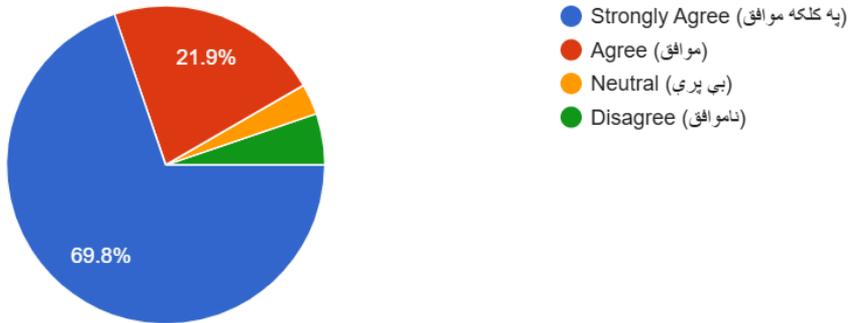
The pie chart represents the distribution of financial contributions among respondents who support their households, revealing that 75% actively contribute financially while 25% do not. A significant majority (67.7%) receive a salary from employment, indicating that jobs are the main source of financial support for households, whereas 21.9% reported not contributing financially despite being part of the contributing group, implying that their support may be occasional or indirect. A small fraction of respondents depend on income from a business or other means, indicating a limited number of self-employed individuals. These results highlight the critical role of employment in achieving financial stability and suggest that encouraging entrepreneurship and other income-generating activities could improve household financial contributions.

Figure 3: Impact of Financial Contributions on Household Economic Stability



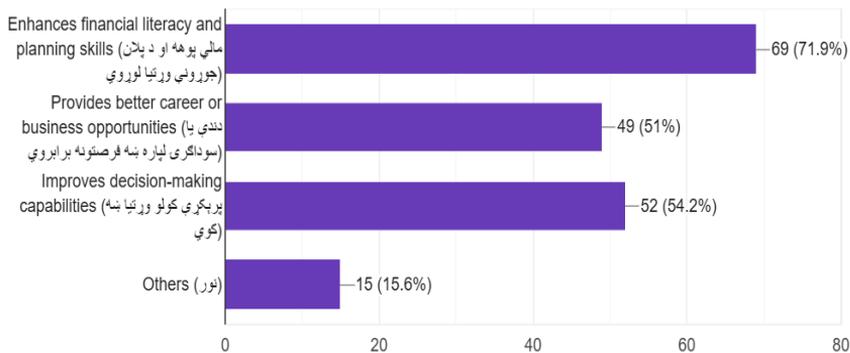
The bar chart depicts how financial contributions have positively impacted household economic situations. A large portion (56.3%) indicated that their contributions resulted in greater financial stability, underscoring the vital role of income in ensuring economic security. Improved access to education for children (51%) was another notable enhancement, highlighting how financial assistance creates educational opportunities. Furthermore, 49% observed advancements in healthcare and nutrition, demonstrating that financial stability contributes positively to well-being. A lesser percentage (21.9%) mentioned additional benefits, showcasing the various ways household finances have improved. In addition, when answering the open-ended question, participants indicated that their financial support plays a crucial role in their households. Many contribute to fundamental costs like food, education, healthcare, and rent, which helps maintain stability and security. Some mentioned that they bear the entire financial burden, whereas others highlighted their dedication to ongoing support for a brighter future. These results emphasize the significance of financial contributions in promoting household stability, education, and general well-being.

Figure 4: The Impact of Education on Household Financial Well-Being



Most respondents either strongly agree (69.8%) or agree (21.9%) that their education has positively impacted their household's financial situation. A minor percentage is neutral or disagrees, suggesting that although education is typically regarded as advantageous, its financial effects may differ according to personal circumstances. Furthermore, as for Education and Economic Empowerment, the majority (94.8%) of respondents believe education enhances financial stability and social mobility, enabling better income opportunities and financial management. However, 5.2% disagree, suggesting education alone may not guarantee economic success due to external challenges.

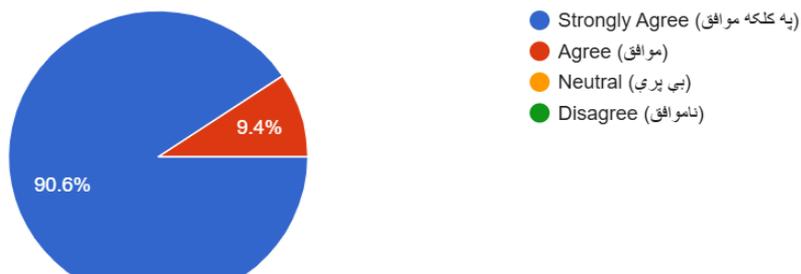
Figure 5: Education's Role in Women's Household Economic Management



Education empowers women with skills in financial literacy and planning (71.9%), which facilitates improved budgeting and resource management. It also boosts their decision-making capabilities (54.2%), assisting them in making informed financial

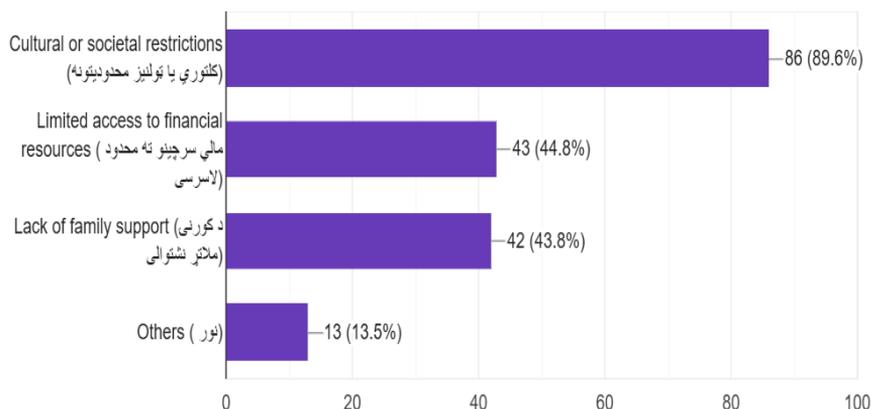
decisions. Furthermore, 51% of participants think that education offers women enhanced career or entrepreneurial opportunities, leading to increased household income and economic stability.

Figure 6: Impact of Educated Women on Home Economics



A remarkable 90.6% of participants strongly believe that educated women greatly enhance home economics within their community, whereas 9.4% concur. This demonstrates widespread agreement on the beneficial impact of women's education on financial security, resource allocation, and economic choices at the household level.

Figure 7: Challenges and Suggestions



Women's economic empowerment faces several major challenges, with cultural and social limitations being the most significant (89.6%). These constraints hinder women's financial independence and career growth, making it difficult for them to participate in economic activities. Additionally, limited access to financial resources

(44.8%) restricts their ability to invest in education, start businesses, or secure stable jobs. Another considerable obstacle is the lack of family support (43.8%), as many women encounter resistance from family members when pursuing financial autonomy. To combat these issues, awareness campaigns should be established to highlight the benefits of women's education and employment. Financial inclusion initiatives can improve access to loans, business training, and economic opportunities. Encouraging family support through discussions and positive role models can be crucial in changing societal views. Furthermore, policy changes are necessary to address cultural barriers and promote gender equality in economic involvement. By implementing these strategies, women can be more effectively empowered to contribute to their families and communities.

5. DISCUSSION

The results of this research emphasize the important impact that educated women have on transforming home economics and empowering families in Nangarhar, Afghanistan. Survey data reveals that 94.8% of participants believe education plays a role in both social and economic empowerment, which is consistent with prior literature that highlights the connection between female education and the financial stability of households. Research conducted by (Klasen & Lamanna, 2009) and (King & Hill, 1993) stresses that educated women enhance household decision-making, and financial management, and boost family income, aligning with the 90.6% consensus in this study that educated women improve home economics. Additionally, 71.9% of participants reported that education improves financial literacy and planning skills, while 54.2% felt it enhances decision-making abilities. These findings correspond with (Sen, 1999), who argues that female education promotes rational financial decision-making, effective resource distribution, and long-term economic stability. Furthermore, the observation that 51% of respondents acknowledged better career and business prospects as a result of education supports the argument made by (Psacharopoulos & Patrinos, 2004) that female education enhances participation in the labor market and entrepreneurial capacities.

Moreover, The Gender and Development (GAD) theory focuses on the structural inequalities that hinder women's social and economic advancement, promoting policy

changes that tackle systemic obstacles rather than treating women solely as passive recipients of assistance. The findings of this study resonate with GAD principles, showcasing how education enables women to become active participants in economic change in Nangarhar. The observation that 94.8% of participants viewed education as a catalyst for social and economic empowerment aligns with the GAD viewpoint that achieving sustainable development requires the inclusion of women in economic frameworks. Furthermore, the challenges identified—cultural constraints (89.6%), limited access to financial resources (44.8%), and insufficient family support (43.8%)—reflect GAD’s claim that women’s economic participation is restricted by entrenched gender norms and structural barriers. According to GAD theory, simply offering education is inadequate unless it is complemented by broader socio-economic reforms, such as changes in policies, financial inclusion, and alterations in cultural perceptions. Therefore, this study emphasizes the importance of comprehensive interventions, including policy-driven educational advancements, initiatives for financial access, and programs for community involvement to dismantle restrictive gender norms. By placing these findings within the GAD framework, this research adds to the ongoing conversation about gender equality in Afghanistan, reinforcing the notion that investing in women's education serves not only as a means of individual empowerment but also as a strategic necessity for economic progress and societal advancement.

The implications of this study are significant for policymakers, educational institutions, and community leaders in Nangarhar. Given that a majority of respondents believe that education economically empowers women, policies should prioritize improving access to education for girls and women, especially in rural regions. Investments in vocational training and financial literacy programs designed for women could further amplify their economic impact. Programs aimed at encouraging family support and raising community awareness regarding the advantages of female education can promote broader economic involvement. The research also points out obstacles to women's economic empowerment, as 89.6% of respondents cited cultural or societal constraints, 44.8% referred to limited access to financial resources, and 43.8% mentioned a lack of family support. These results indicate that in addition to educational efforts, there is a necessity for wider socio-cultural reforms. Advocacy led

by the community, microfinance opportunities, and legal protections for working women might alleviate these difficulties and foster a supportive environment for female economic participation. While this study offers valuable insights, it has several limitations. Firstly, the research is confined geographically to Nangarhar, which could limit the applicability of the findings to other regions in Afghanistan that have different socio-economic and cultural contexts. Future research should broaden the scope to encompass various provinces for a more thorough national viewpoint. Secondly, the study depends on self-reported data, which might introduce biases in the responses. Future investigations could involve longitudinal data collection and case studies to analyze the prolonged effects of female education on household economics. Moreover, examining the intersection of women's education with digital financial tools, entrepreneurship, and rural economic growth could provide additional depth to this area of study.

In summary, this study reaffirms the essential role that educated women fulfill in home economics and family empowerment. Despite ongoing cultural and financial obstacles, education continues to be a significant resource for enhancing household financial stability, enabling informed decision-making, and expanding economic opportunities. Addressing these challenges through policy measures and community involvement will be crucial for fully realizing the potential of educated women in Nangarhar and beyond.

6. CONCLUSIONS

This study highlights the significant and transformative impact that educated women have on household economics and family empowerment in Nangarhar, Afghanistan. The results show that an overwhelming 94.8% of participants believe education plays a crucial role in enhancing financial stability and promoting upward social mobility. Additionally, an impressive 69.8% strongly agree that their educational experiences have positively impacted their family's financial situation, indicating a direct correlation between knowledge and economic resilience. Moreover, 71.9% of respondents stated that acquiring an education has resulted in improved financial literacy and better planning abilities, providing them with the necessary tools for sound financial decision-making. More than half of the participants, specifically 51%,

recognized that education has created superior job and entrepreneurial opportunities, reinforcing its importance as a vital route to economic growth. However, despite these positive findings, women in Nangarhar encounter significant obstacles that hinder their full economic engagement. Cultural and social barriers are prevalent, with 89.6% of respondents recognizing such challenges as considerable hindrances. In addition, 44.8% noted limited access to financial resources as a major issue, while 43.8% pointed to insufficient family support, resulting in an environment where women find it hard to assert their decision-making authority.

This research adds important empirical evidence to the conversation surrounding women's education and economic progress, reinforcing the tenets of the Gender and Development (GAD) theory. It suggests that by tackling structural barriers and promoting gender-inclusive financial policies, governments and organizations can effectively facilitate women's economic independence. Nevertheless, the current situation in Afghanistan poses a serious threat to these advancements. The ongoing prohibition on female education not only deprives women of essential opportunities but also undermines the economic progress of entire Afghan families and communities. This bleak situation calls for urgent and coordinated action from policymakers, educators, and international organizations to advocate for girls' education, implement strong financial inclusion initiatives, and support women-led business ventures.

7. SUGGESTIONS AND RECOMMENDATIONS

To achieve sustainable economic growth and gender equality, future researchers, the government, and relevant organizations need to implement specific actions aimed at improving women's education and economic empowerment in Afghanistan. Future researchers should carry out longitudinal studies to examine the lasting impacts of women's education on the economic stability of households. Comparative research between rural and urban settings can shed light on regional differences in women's economic involvement. Furthermore, exploring the effects of digital and vocational education initiatives can help pinpoint alternative learning opportunities for women facing educational barriers. Research on community-led education efforts and financial literacy programs can further illustrate how they contribute to maintaining

women's access to learning and enhancing their economic autonomy.

The Afghan government must take prompt action to reopen girls' schools and universities, guaranteeing equal educational access across all levels. Removing barriers to female education is not only a fundamental rights issue but also a crucial factor in fostering economic stability and national progress. The government should enact gender-inclusive financial policies that enable women to access microfinance, receive entrepreneurship training, and obtain business grants. Establishing community-focused education centers can ensure that learning continues in areas with ongoing security issues. Awareness initiatives should be implemented to transform societal attitudes and highlight the economic advantages of women's education. Additionally, offering vocational training programs designed to meet women's employment requirements will provide them with the practical skills needed for generating income.

Relevant organizations, including non-governmental organizations, international non-governmental organizations, and development agencies, have a critical role in addressing the educational and economic disparities faced by Afghan women. Expanding scholarship and mentorship opportunities will allow more women to pursue higher education and professional skill development. Strengthening initiatives for financial inclusion will offer women enhanced access to banking services, credit, and investment prospects, promoting financial independence. Supporting women-led enterprises through capacity-building initiatives, networking platforms, and access to funding can aid the overall economic advancement of Afghan families. Organizations should also partner with local stakeholders to establish alternative educational programs, such as online learning platforms and community schools, ensuring that education remains obtainable despite restrictions. Moreover, persistent advocacy for policy changes that foster gender equality in education, employment, and entrepreneurship is vital for achieving lasting transformation.

By executing these recommendations, policymakers, researchers, and development organizations can enhance women's economic engagement, advance gender-inclusive financial policies, and secure sustainable educational opportunities for Afghan women. These actions will contribute to the creation of a more stable, fair, and economically

prosperous society, ultimately promoting long-term empowerment and national development.

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Authors Contributions:

Conceptualization, methodology, software, analysis, investigation, resources, original draft preparation, review and editing, visualization, supervision, project administration and funding acquisition. All authors have read and agreed to the published version of the manuscript.

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