منظمة المرأة العربية
ARAB WOMEN ORGANIZATION

Project Outcomes

The Reality of Girls' Education in the Arab and Islamic Worlds

Part Two





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REGIONAL REPORT

Editor

Roueida Hamade

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Printed in the Arab Republic of Egypt, First edition 2026

Dar El-Kotoub 19797 / 2026
ISBN: 978-633-99840-3-7

Covering

Afghanistan, Bangladesh, Indonesia, Malesia,

Nigeria, Pakistan, Turkey

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INTRODUCTION

The developmental process of a country is influenced by a multitude of elements and factors, which encompass a wide range of dynamics and complexities that shape the trajectory of progress and growth. Among this intricate web of influential forces, education emerges as a formidable pioneer, wielding significant power and impact in shaping the future of a country. The role of education in the developmental process is multifaceted and far-reaching, as it encompasses not only the transmission of knowledge and skills but also the cultivation of critical thinking, creativity, and innovation. Education serves as a catalyst for societal transformation, empowering individuals, and communities to overcome obstacles, seize opportunities, and contribute to the overall progress and prosperity of their country. Thus, it is imperative to acknowledge the pivotal role that education plays in the developmental process.

In order to fully realize the utmost potential of development within a particular society, it becomes absolutely imperative to take the necessary steps towards a comprehensive and all-encompassing mobilization of educational efforts, ensuring equal access and opportunities for both males and females alike, as the principle of gender equality stands as one of the most prominent and noteworthy constituents of the multifaceted construct of human development. However, Certain cultural norms, such as those pertaining to religion, have the potential to present a significant impediment in the pursuit of education. Within the context of these cultural norms, it is particularly girls who are negatively impacted, as their educational journey is often abruptly halted due to the prevailing negative perception surrounding the notion of educated women within their respective societies.

This report has the objective of conducting a comprehensive comparison of the educational processes for girls in an established sample consists of Afghanistan, Bangladesh, Indonesia, Malaysia, Nigeria, Pakistan, and Turkey. As there will be an elaborate discussion on the methodology employed for this comparative analysis in the subsequent section, the fundamental criterion for the selection of these countries is the presence of predominantly Muslim populations. In this context, religion-based social norms and practices that hinder girls' education will be examined within the scope of the national reports presented, and ultimately, policy recommendations will be formulated with the aim of making a positive contribution towards overcoming these obstacles.