

# **PERAN UN WOMEN DALAM MEMPERJUANGKAN HAK PENDIDIKAN PEREMPUAN DI AFGHANISTAN PADA MASA KEKUASAAN TALIBAN PERIODE 2021-2024**

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## **Abstrak**

Penelitian ini bertujuan untuk menganalisis peran UN Women dalam memperjuangkan hak pendidikan perempuan di Afghanistan pada periode 2021-2024. Kembalinya Taliban pada Agustus 2021 menyebabkan perempuan Afghanistan kehilangan akses terhadap pendidikan menengah dan pendidikan tinggi melalui berbagai kebijakan diskriminatif yang semakin diperkuat oleh norma-norma patriarki yang telah lama mengakar dalam masyarakat. Kondisi tersebut mendorong UN Women untuk mengambil peran melalui kerja sama dengan organisasi perempuan lokal, penyelenggaraan program pendidikan alternatif, serta pemberdayaan kapasitas perempuan di tingkat komunitas. Penelitian ini menggunakan perspektif feminisme liberal Jill Steans et al., (2010) dan konsep organisasi internasional Archer, (2001). Penelitian ini berargumen bahwa UN Women berperan dalam memperjuangkan hak pendidikan perempuan Afghanistan melalui advokasi internasional, kerja sama dengan organisasi lokal, serta program pemberdayaan berbasis komunitas meskipun menghadapi berbagai pembatasan dari kebijakan Taliban. Temuan penelitian menunjukkan bahwa UN Women menjalankan tiga peran utama, yaitu sebagai instrumen melalui fasilitasi pernyataan bersama CEDAW dan dukungan terhadap Resolusi 2681 (2023), sebagai arena melalui penerbitan *Gender Alert* dan mekanisme konsultasi triwulanan yang menjangkau 776 perempuan di 34 provinsi, serta sebagai aktor independen melalui program *Rebuilding the Women's Movement*, *Radio Femme*, dan *Begum TV* yang menjangkau ribuan perempuan Afghanistan.

**Kata Kunci:** UN Women, Hak Pendidikan Perempuan, Afghanistan, Taliban, Feminisme Liberal, Organisasi Internasional

# THE ROLE OF UN WOMEN IN ADVOCATING FOR WOMEN'S EDUCATIONAL RIGHTS IN AFGHANISTAN DURING THE TALIBAN REGIME (2021–2024)

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## *Abstract*

*This study aims to analyze the role of UN Women in advocating for women's right to education in Afghanistan during the 2021–2024 period. The return of the Taliban in August 2021 resulted in Afghan women losing access to secondary and higher education through various discriminatory policies, which were further reinforced by deeply rooted patriarchal norms in Afghan society. This condition prompted UN Women to take action through cooperation with local women's organizations, the implementation of alternative education programs, and capacity-building initiatives for women at the community level. This study employs the perspective of liberal feminism developed by Jill Steans et al., (2010) and Archer, (2001) concept of international organizations. The study argues that UN Women plays a role in advocating for Afghan women's right to education through international advocacy, cooperation with local organizations, and community-based empowerment programs, despite facing various restrictions imposed by Taliban policies. The findings show that UN Women performs three main roles: as an instrument, through facilitating joint CEDAW statements and supporting Resolution 2681 (2023), as an arena, through the publication of Gender Alerts and quarterly consultation mechanisms that reached 776 women across 34 province, and as an independent actor, through programs such as Rebuilding the Women's Movement, Radio Femme, and Begum TV, which reached thousands of Afghan women.*

**Keywords:** *UN Women, Women's Right to Education, Afghanistan, Taliban, Liberal Feminism, International Organizations*