

Psycho-Socio Study of Disparaging Education System and Child Labour Issue in the Conflict Areas and War Zones: A Critical Case Study of Afghanistan

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Abstract

Education works as a sharp weapon in the present time for any revolutionary change. Education is the only tool available to protect the children from the menace of child labour and unemployment. For any sovereign state, the children are the asset for future creation but what would be the situation when the same asset is being destroyed for selfish political agendas. Afghanistan had a rich history for the education of children. In Spite of the lack of resources in the country, the visionaries were well aware of the importance of education. Rise of terrorism in Afghanistan leads to the destruction of future vision and the most affected class is the children. Protecting children and ensuring good education with secured rights in the environment of conflict and war zones is hard to achieve. A nation can not survive with corruption and mismanagement. Moreover, the hands who are destroyers in itself can not take the guarantee of protection. The research paper is a psycho-socio case study on the present situation of Afghanistan focusing on the affected education and basic rights to the children. The case study explores the historical evolution of the situation and critically analyzes the present scenario with possible solutions.

Key Words: Child Labour, Child Education, War Zone, Afghanistan, Child Rights

1. Introduction

Child rights are human rights. After the first world war the rights of the children were observed, in 1924 which was adopted as the Declaration of Geneva. The Declaration on Child Rights was assumed where in 1959 UN took a step for it to be recognized.¹ In the year 1989, International Convention on the Child's Right was adopted and it was recognized as a legal binding text on rights of child and their interest. To eliminate illiteracy and ignorance across the world Rights of Education are important. Further required to give an amount of scientific knowledge and technical knowledge and methods of modern teaching. The States are directed to provide the free and compulsory primary education and vocational skills in child for their development, who have been rescued from the worst form of child labour. The Convention also directs the states who have ratified to give

assistance to remove or eliminate the worst form of child labour.

The Children Special Rights talks about that the child must be given assistance for care and guidance who are victims of armed conflicts and those children cannot be recruited in hostilities or which is unfriendly towards children or in participation in soldiers that come under the age of fifteen years old.

Afghanistan or Islamic Emirates of Afghanistan, also known as the "heart of Asia". The capital of Afghanistan is Kabul, it is also the largest city of this country. According to the Constitution of Afghanistan and Education Law of the 2008 guarantee that right to education without any discrimination for all Citizens.² It guarantees starting age of 6, nine years of compulsory education and free education for twelve years to all girls and boys. The legislation states that the prohibition of women's right to education is violence against women. The Convention directs

¹ Hammarberg, T. (1990). The UN convention on the rights of the child--and how to make it work. *Human Rights Quarterly*, 12(1), 97-105.

² Barfield, T. (2008). Culture and custom in nation-building: law in Afghanistan. *Me. L. Rev.*, 60, 347.

the states who have ratified to give the assistance for social integration and provide rehabilitation, worst forms of child labour must be eliminated. The children are not considered for their own action if they are engaged in armed conflicts as a volunteer by the virtue of their own status regarded as a minor.

The Issues and challenges of Afghanistan regarding education and child labour have been affected due to poverty and extreme situation of violence on fighting or War & conflicts. It is only a Country which comes after Syria for migrating from one place to another to find a better life. More than one million people have been displaced within the Country. Afghanistan mainly due to war between Taliban and Government leads to Child Labour. To survive children work for long hours to provide goods and livelihood for their families.³ The lack of Services are inadequate, in remote areas and failure to promote and protect the rights of children.

The research paper studies and analyze the Issues and Challenges of Education and Child Labour in Afghanistan. Moreover, it is a case study to explore the worst situation in a country of conflicts or war zones. This also explores some remedies and possible solutions to improve and handle the situation of education and child labour in countries which are suffering due to internal and external conflicts. The research paper is an attempt to bring the education and working condition of children to the paramount consideration even though the place is of conflicts and war zones.

2. Understanding the

Child Rights

The Children also have the equal position as we have status in the family. There are several rights in the human rights Convention. The Convention defines a Child who is under the age of eighteen or until it meets an age of majority as it is acknowledged by a law of Country's. The

Declaration on Child Rights was assumed where in 1959 UN took a step for it to be recognized.⁴ In the year 1989, the International Convention on the Child's Right was adopted and it was recognised. These Rights were aided for the welfare and development of the Children. There are certain basic Rights of the children like educational rights, freedom & dignity, maintenance, identity and nationality, right against exploitation, etc. This declaration was followed up by a Convention which is known as the Child's Right Convention. This was mostly drafted to secure for the Children's Rights such as the Civil, Social, Political, Economical and Cultural.⁵

The principles were followed by Charter of the Child Rights i.e. CRC "All human beings have some inherent rights and Childs are born with Fundamental freedoms, it was adopted on 20th November, 1989 by the United Nations General Assembly then opened for signature and in September 1990, it was implemented.

In November 2009, a maximum 194 countries including the United States had ratified excluding the United States and Somalia. The four basic Rights of Children which are bestowed by Charter in the world on the principles which are as follows⁶;

1. The right to protection- The principle related to children should be nourished and protected from abuse, exploitation and detrimental influence.

2. The right to survival- It means that the right to healthy life, should be provided adequate nutrition and health care.

3. The right to development- This Right ensures that each and every child has the right to development. The education not only develops the learning but enhances the capacity of understanding, tolerance and friendly nature

³ Rostami-Povey, E., & Poya, M. (2007). *Afghan women: Identity and invasion*. Zed Books.

⁴ Hammarberg, T. (1990). The UN convention on the rights of the child--and how to make it work. *Human Rights Quarterly*, 12(1), 97-105.

⁵ Hammarberg, T. (1990). The UN convention on the rights of the child--and how to make it work. *Human Rights Quarterly*, 12(1), 97-105.

⁶ The United Nation Charter, 1945

among all the nation, and promotes peace.

4. The Right to participation- The right to participation entails that where a child should have the right to take his or her own decision about life and to develop independent thought.

There are some more rights mentioned therein are as under the following;

- a. Article 6, Para; Child's Right to Life.
- b. Article 13, Para; Child's Right to Freedom of expression.
- c. Article 15, Para1, Freedom of association and freedom of peaceful assembly.
- d. Article 28, Para 1; Right to education
- e. Article 26, Para 1; Right to provide social security.
- f. Article 27, para 1; Right to adequate living standard for the Child's development on mental, physical, spiritual and social.
- g. Article 16, Para 1; Right to give protection which is against Law.

The document applies both equally to girls and boys up to the age of 18 whether they are married or not, or they have their own child, it still applies. In respect to this Convention, the principles is for the 'Childs best interests', 'Respect Childs thoughts and views' and 'No Discrimination'.⁷

2.1 Educational Rights in International Perspective

The Provisions in International perspective of Educational Rights of the Children in Convention of Child's Rights provisions are Article 28 and 29.⁸ It direct the State, that shall provide the educational rights of the Child and should have progressively and equal opportunity, they shall;

1. To make compulsory and free primary education to all.
2. In Secondary Schools education, subjects shall include basically vocational and common, further

steps for free and incorporate financial need in child's education.

3. Provide accessible higher education, on the basis of their own capacity;
4. Give guidance mostly on vocational and educational information accessible.
5. Must check the regular attendance at school, so the children dropout rate could decrease.
6. Be a quality teacher, maintain discipline and a child's dignity must be kept in mind while administered.

The above given provisions are directed to States Parties to direct children for their development and promote children to acquire higher education. It is made to eliminate illiteracy and ignorance across the world, thus further to part an amount of knowledge which is required.

2.2 Rights related to Child Labour

The International Convention on the Rights of the Child (ICRC) is recognized under Article 32.1 on Child labour and the laws,⁹ that the rights of every child have to be protected from economic exploitation. The Children also have to be protected from harmful or hazardous work where their education or life is affected. The Government Should make rules for employment and their maximum age and also appropriate conditions and hours for employment.

The Conventions of International Labour Organization (ILO)¹⁰ related instruments are as follows;

- a. According to the Convention of 1973 (No.138) the minimum age for harmful or hazardous work is 18 and age 16 under a certain restriction.
- b. The minimum age for admission in work or employment for light work is at the age of 13 or 15 years.

⁷ Parker, S. (1994). The best interests of the child-principles and problems. *International Journal of Law, Policy and the Family*, 8(1), 26-41.

⁸ Lundy, L., Orr, K., & Shier, H. (2016). Children's Education Rights, Global Perspectives. In *Ruck, D., Peterson-Badali, M., Freeman, M.(eds.). Handbook of Children's Rights Global and Multidisciplinary Perspectives*. Routledge.

⁹ Vandenhoe, W., Türkelli, G. E., & Lembrechts, S. (2019). *Children's Rights: A Commentary on the Convention on the Rights of the Child and Its Protocols*. Edward Elgar Publishing.

¹⁰ Standing, G. (2010). The international labour organization. *New Political Economy*, 15(2), 307-318.

c. The starting age in general is minimum at 12 or 14 for light work.

The other Worst forms of Child Labour Convention, in the year 1999 (No. 182)¹¹, defines that ‘Child’ is a person who comes under the age of 18. Those states has to ratify removal of the worst form of Child Labour or which is likely to affect the child health, moral, mentally, physically, spiritually are i.e. slavery or same who practices to slavery. Those types of slavery are Forced or Compulsory labour, recruitment of children in armed conflict, sale or children trafficking, drug trafficking, Child prostitution or pornography related to it or activity which is wrongful, serfdom or debt bondage.

It directs the states who have ratified to give the assistance for elimination which is worst kind of labour called as worst forms of child labour and also make sure to provide rehabilitation. It also directs the States for primary education for free and compulsory and also develop vocational skills in child, who have been rescued from worst form of child labour.

2.3 Rights of Child during Emergency and armed conflict

The Special Rights for the Children cannot be recruited in armed forces or which is unfriendly in nature for a child who is under the age of fifteen. The children must be given assistance for care and guidance who are victims of armed conflicts. As same as above given provisions, Article 38 of the CORC¹² provides that State parties must direct the rules for the children which is applicable in the whole world that is international law and ensure feasible steps for those under the age of fifteen, protect them from armed conflicts. The children are not considered for their own action if they are engaged in armed

conflicts as a volunteer by the virtue of their own status regarded as a minor.

3. Understanding of Afghanistan

Afghanistan or Islamic Emirates of Afghanistan, also known as the “heart of Asia”¹³. The capital of Afghanistan is Kabul, it is also the largest city of this country. It occupies land of (252,072 sq mi), and 652,864 in square kilometers,¹⁴ it is enclosed with Central and South Asia. Pakistan is the nearest border, neighboring countries like Turkmenistan, Tajikistan, Pakistan, Uzbekistan and China. Mostly ethnic of Pashtuns also called Pakhtuns or Pathans, Tajiks, Hazaras, Uzbeks, Aimaq, Turkmen, Baloch and others. As per the resources of 2001, its population is 40.2 million. Its major languages are Pashto and dari. The main religion of the country is Islam and others.

To draw back to the history, there were numerous kingdoms were built, such as Greco-Bactrians, Indo-Scythians, Kushans, Kidarites, Alkhons, Nezaks, Zunbils, turk Shahis, Ghaznavids, Ghurids, Khalijis, Kartids, Lodis, Surs, Mughals, etc., It also served as a capital of numerous empires.¹⁵

Afghanistan saw the establishment of large empires within the empire of Macedonia. due to ancient Iranian people mainly dominated by Indo-Iranian languages in this region. “Graveyard of empires”¹⁶ were popularly called in the 19th and 20th century.

In this country, the patriarchy system is there. So family, Society, culture and traditions are headed by them. Afghanistan people who have lived for

¹¹ Noguchi, Y. (2002). ILO Convention No. 182 on the worst forms of child labour and the Convention on the Rights of the Child. *Int'l J. Child. Rts.*, 10, 355.

¹² Ang, F. (2005). *A commentary on the United Nations Convention on the Rights of the Child, Article 38: Children in armed conflicts* (Vol. 38). Nijhoff.

¹³ Kazemi, S. R. (2013, April). Afghanistan Conference in Kazakhstan: Will the ‘Heart of Asia Start Throbbing. In *Afghanistan Analysts Network*,

www.afghanistan-analysts.org/afghanistan-conference-in-kazakhstan-will-the-heart-of-asia-start-throbbing (5 April 2013).

¹⁴ Runion, M. L. (2017). *The history of Afghanistan*. ABC-CLIO.

¹⁵ Wescoat, J. L., & Wolschke-Bulmahn, J. (Eds.). (1996). *Mughal Gardens: Sources, Places, Representations, and Prospects* (Vol. 16). Dumbarton Oaks.

¹⁶ Bearden, M. (2001). Afghanistan, graveyard of empires. *Foreign Aff.*, 80, 17.

many years in Iran and Pakistan are usually attracted by those countries' culture. They are largely associated with the culture of Iranian Plateau and Central Asia, some are culturally Turkic and Persian. Pashtunwali culture is followed by Pashtun in the eastern and southern part of Afghanistan.

The economy is agriculture, mining etc. which are the main source. According to data of 2018, majority of imports are from China, Pakistan, Iran and Kazakhstan, whereas exports to India and Pakistan. In August 2021, Taliban took over the Country, but they were not given the amount or assets which were in the bank of U.S that belongs to the Afghan. Thus, due to corruption it is one of the least developed countries. Afghanistan is a member of WTO, SAARC, ECO, and OIC and SCO.¹⁷

3.1 Historical Background of Afghanistan with Reference to Education

In Afghanistan, approximately there are 10 million students and nearly 2220,000 teachers.¹⁸ The education system for students including both primary and secondary education which is also called K-12. Education is compulsory from ninth grade. If we Look back to the history of Education system of Afghanistan, King Habibullah khan built one of the main oldest schools in Kabul in the year 1903, the name of the school was Habibia High School to educate the students of elite class from the nations.¹⁹ In the 1920s another school was established, Amani high School in kabul funded by Germany People and then two French Secondary Schools were established after a year. Gradually, in the course of time between 1933 and 1973, the education system was improved by the King Zahir Shah in his reign, primary Schools were accessible, about the age of 12 years and establishment of

Secondary Schools in Kabul.

Afghanistan spent the amount of 10.3 billion on the "Five Years Plan" in the year 1956- 1962²⁰ i.e. 7.7 per cent was invested in Education and remaining for others for development purposes. The number of students from different courses or subjects were seen growing as 169.06 per ten thousand population in the final session. It rose in a time span and then new construction of the new University in Kabul was taken into account.

The literacy policy was made up for both genders due to problems faced by both genders in the education system. In 1987, the education system was again reformed by the Republic of Afghanistan which was renamed The Democratic Republic of Afghanistan (DRA).²¹ In 2001, the Karzai administration which was the Afghanistan Government under President Hamid Karzai, he became the Afghanistan head of State, after the overthrow of the Taliban Government. It received maon international aid for the restoration of the education system. By 2006, male and female students were enrolled in school around 4 million in and around Afghanistan. The Education system and Schools were improved, with more modern infrastructure and technology were added each year. Despite these, there were several hurdles regarding girls to acquire education in Afghanistan. 60 percent of the students were studying in tents and a place which was not protected, in the year 2007 said by Mohammad Hanif Atmar, Education Minister not only that, parents refuse to send their girl child to attend

¹⁷ MUJAHID, N. An Analytical Study of Economic Cooperation Organization (ECO): Challenges and Perspectives.

¹⁸ Schleicher, A. (2018). *World class*. OECD Publishing, Paris.

¹⁹ Baiza, Y. (2013). *Education in Afghanistan: Developments, influences and legacies since 1901*. Routledge.

²⁰ Al-Madkhli, N. A. (2007). *Saudi Arabia's foreign policy during King Khalid's reign, 1975–1982*. University of Arkansas.

²¹ Sarmachar, P. (2016). POLITICAL REGIME: AN OVERVIEW DURING EXISTENCE OF THE DEMOCRATIC REPUBLIC OF AFGHANISTAN, 1978-1992. *Казанский социально-гуманитарный вестник*, (5), 4-8.

schools in such conditions.²²

In the year 2009, Taliban destroyed the schools, which were females going school. In 2010, countries like the United States started to establish learning centers in Afghanistan. They make available Courses such as English language classes, internet connectivity, library facilities, educational other vocational subjects etc. According to the United Nations Development Programme (UNDP) reports of Human Development Index (HDI), In the year 2011 Afghanistan ranked 15th least developed Country²³ in the world as per the collection of data. According to a 2013 report maximum schools were 16,000 within the entire Afghanistan out of 10.5 million students. Thus, Afghanistan education is still facing issues and challenges.

3.2 Educational Rights in Afghanistan

According to the Constitution of Afghanistan and Education Law of the 2008²⁴ guarantee that right to education without any discrimination for all Citizens. It guarantees starting age of 6, nine years of compulsory education and free education for twelve years to all girls and boys. The legislation states that the prohibition of women's right to education is violence against women. There are numerous laws and regulation are made to protect children to guide children who have been displaced and retain education, criminalize recruitment of child, forbid corporal punishment in Schools, such laws have to be continued. Afghanistan National policy enhances the education which is community based. It is for the students who are unable to attend the schools and efforts to eliminate all types of discrimination.

In the year 2009, The law was adopted regarding women and children to eliminate violence. Earlier, discrimination against education and women the state part or neither Afghanistan was as part of Convention of the International legal framework, Afghanistan was not a part of Convention, further it ratified in 2003 and 2010 respectively.

In 2015 the concern was for child protection by providing the Safe School Declaration for a safe learning environment. The UN condemns the attacks by armed groups on schools and education staff and recently, a positive initiative was taken that is law on prohibition of harassment against women and children in 2016. The adoption of penal code which was revised in 2017, to protect the children from recruitment and use in Afghan Identity Document as used in falsification or concealed. Thus, those provisions need to be clarified on legal terms.²⁵

The legal system of Afghanistan or Constitution of the Islamic Republic of Afghanistan, 2004,²⁶ its Constitution contains inter alia related provisions regarding Rights to education, right to work, the prohibition of forced labor, and the family which are as follows;

1. Right to education- According to Article 43 of Afghan Constitution, laid down that Afghanistan grants the right to education for all the Afghanistan citizen, in educational institutions of state free education shall be given up to the Bachelors.

2. Right to Work- Under the Article 48 of the Afghan Constitution Work shall be the Right of every Afghan people. Matters related to employer and employee, holidays paid, working hours shall be regulated by law. To discourage

²² Foxley, T. (2007). *The Taliban's propaganda activities: how well is the Afghan insurgency communicating and what is it saying?*. Sipri.

²³ Kiran, H., Jean-Yves, G., & Brigitte, H. (2011). *Understanding mountain poverty in the hindu kush-himalayas: Regional report for Afghanistan, Bangladesh, Bhutan, China, India, Myanmar, Nepal, and Pakistan*. International centre for integrated mountain development (ICIMOD).

²⁴ Khan, A., Ahmad, A., & Gul, A. (2020). Constitution of Afghanistan: An Analysis of Educational and Linguistic Provisions. *Liberal Arts and Social Sciences International Journal (LASSIJ)*, 4(1), 66-75.

²⁵ Van Engeland, A. (2019). The voiceless child soldiers of Afghanistan. In the *Research Handbook on Child Soldiers*. Edward Elgar Publishing.

²⁶ Thier, J. A. (2006). Making of a Constitution in Afghanistan, The. *NYL Sch. L. Rev.*, 51, 557.

forced labor, it proclaims that choice of occupation and craft shall be free within the territory which is set by Law.

3. Prohibition of forced labor- Forced labor is not allowed to children and generally it is prohibited.

4. The Family- It is the fundamental unit and pillar of the society and its welfare shall be guaranteed by the State. It shall take measures steps to attain mentally, physically and spiritually health of the family especially to child and its mother. It also addressed the children upbringing, the elimination of the tradition which is contrary to the sacred principles of the Islam religion.

The above given Provisions both Articles 48 and 49 of the Afghan Constitution²⁷ ensured the general structure of the right to work in Afghanistan. The right to work is provided to every individual of the Afghan, yet forced labour, especially of forced child labour, shall remain forbidden by law.

3.3 Child labour in Afghanistan

Afghanistan mainly due to war between Taliban and Government led to Child Labour. To survive children, work for long hours to provide goods and livelihood for their families. There are facts regarding child labour in Afghanistan which are under following heads;²⁸

1. Age of Employment- According to Afghanistan Labour Law, it lays down that for employment minimum age is 18, it prohibited under age of 14 from working. Those children between the age of 15 to 17 can work in jobs such as vocational training in a safe area. If it is found working in hazardous areas, it would be against violation of labour law.

2. Kinds of Labour- the types of labour are harmful such as miners, welders, street vendors, industry, metal workers etc, the most dangerous labour is bonded labour where they work in brick

kilns, while they are not paid sufficient as they work.

3. Lack of enforcement of labour laws- As per the resources of Human Rights, the labour law was restored to meet international standard, but the government of Afghanistan depolarized its policy from doing it. The lack of government enforcement on laws regarding child labour laws, children working in harmful and hazardous area are unnoticed, the safety of children is in danger.

4. Difficulties in Education- According to Central Statistics of Afghanistan, 55 percent of the population suffers from poverty.²⁹ Across the country around 2 million to 3.7 million kids upto age 17 do not go to schools, around 60 percent of them are girls. Due to poverty parents cannot afford to send their child to schools. The lives of the people are in danger because of armed groups who continuously attack the school building to use for training centers.

Education of girls in Afghanistan is very low due to shortage of female teachers.³⁰ Only 16 percent of schools in the country are all girls. There are no proper facilities for sanitation which are not encouraged. As to provide girl's access to Teachers in Education, UNICEF has supported and offers training courses to female candidates who are interested in teaching fields, according to census of UNICEF, 150,000 students, more than half of the girls were benefited from the organizations in the year of 2018.

5. Migration and Displacement- Some of the children flee to Iran because of arm conflicts and poverty which leads to work in harmful zones. Thus, it also affects the education of children.

Natural occurrences like drought, heavy floods are the reasons to leave the country to start up a new beginning. According report, due to severe drought approximately 3000,00 people in the Afghanistan were displaced and the consequences were child labour along with the

²⁷ Ahmed, D. I., & Gouda, M. (2015). Measuring Constitutional Islamization: The Islamic Constitutions Index. *Hastings Int'l & Comp. L. Rev.*, 38, 1.

²⁸ Trani, J. F., Biggeri, M., & Mauro, V. (2013). The multidimensionality of child poverty: Evidence from Afghanistan. *Social indicators research*, 112(2), 391-416.

²⁹ Trani, J. F., Biggeri, M., & Mauro, V. (2013). The multidimensionality of child poverty: Evidence from Afghanistan. *Social indicators research*, 112(2), 391-416.

³⁰ Mashwani, H. U. (2017). Female education in Afghanistan: Opportunities and challenges. *International Journal for Innovative Research in Multidisciplinary Field*, 3(11).

selling daughters for marriage purpose.

The above given points are the factors which led to the child labour in Afghanistan, it is in jeopardy and across country should be aware of it.

3.4 International Rights of children in Afghanistan

In Afghanistan, to extend the child rights and their protection UNICEF³¹ made the legal framework for those vulnerable groups regarding children. To stop the abuse and exploitation under the following heads;

1. Protection of Vulnerable groups

In the time of emergencies such as war and conflicts UNICEF incorporates children or the vulnerable group to give protection. Afghanistan Children had faced many challenges and issues during conflict in the country. In 2017, it had responded up to 5,000 child protection violations throughout 33 provinces in 110 districts. The Afghan established the Child Protection Action Network (CPAN) it has worked with.³²

2. Children Justice

UNICEF helps free legal aid and the government helps to provide access to the Justice who are the one to witnesses, victims and alleged offenders. It also safeguard the laws for the protection of children and ensure harmony.

3. Registration of Birth

According to the central database, UNICEF and partners assisting the Ministry of Interior's Vital Statistics Department are there to increase birth registration.³³ They work with communities and fill the gap between the one who does not understand the importance of registering and protecting their child. The online registration process was made and parents were able to register 28 out of 34 provinces.

³¹ Unicef. (2007). *Annual report 2003*. Unicef.

³² Wessels, M., & Edgerton, A. (2008). What is child protection? Concepts and practices to support war-affected children. *The Journal of Developmental Processes*, 3(2), 1-12.

³³ Abouzahr, C., Azimi, S. Y., Bersales, L. G. S., Chandramouli, C., Hufana, L., Khan, K., ... & Sauyekenova, L. (2014). Strengthening civil

4. Prevention of children from recruitment

It provides safeguards and reporting in cooperation with United Nations Assistance Missions in Afghanistan, other commissions and Organizations. Though to restrict recruitment into the armed force and for its prevention.

In 2017, UNICEF set up child protection units within 32 areas, to stop the recruitment of more than 1,410. As the recruitment of the child age is concealed, in order to look into matters, it helps to monitor and establish child protection centers within the police department and officer recruitments.

5. Social norms and practices

The UNICEF involve in the traditional and religious community, civil society and Government in nationwide to protect the children from evil practices such as child labour, child marriage, domestic abuse, violent corporal punishment. It also works with the religious head to ensure child protection through Islam.

4. Changes in Afghanistan during war and armed conflict

The south central war and armed conflict took place in Afghanistan, from 2001 to 2021 in the south - central Asian country of it.³⁴ This is the longest war in the history of the United States, which surpasses the war of Vietnam (1955-1975) approximately five months. The reason for the beginning of war was Afghanistan was invaded by United States i.e. U.S and started to rule Emirates of Islam. Though it wins over Taliban. Again after Taliban win over the armed forces of Afghanistan and NATO and re established its power.

In 2003 under Mullah Omar, Taliban was reorganized and soon after it revolted towards the Government of Afghanistan. Taliban took over

registration and vital statistics in the Asia-Pacific region: learning from country experiences. *Asia-Pacific Population Journal*, 29(1).

³⁴ Weinbaum, M. G. (2021). Afghanistan and the great powers in regional geopolitics, economics and security. In *The Great Power Competition Volume 1* (pp. 413-430). Springer, Cham.

half of the part in 2017,³⁵ as they seemed to be more powerful than before. By 2011 Osama Bin Laden was killed in Pakistan. The Afghanistan Government was given full responsibility by NATO as they finished the ISAF fight which was operated in Afghan.

In the second phase there was an agreement between US and Taliban which is known as Doha Agreement, 2020³⁶ to withdrawal of United States- led forces. Later on, in the year 2021 full withdrawal was done, Taliban promised not to attack the US and its allies in future. The Taliban after the expiration of the date of US withdrawal, they launched an offensive in which they had captured most of the part of Afghanistan, on 15th August 2021, they finally took over Kabul. The Taliban declared victory soon after the President Ashraf Ghani of Afghanistan escaped from his place, thus, the fight was ended. On 30th August, American military plane troops departed to Afghanistan, then the United States declared and confirmed the Taliban rule and reestablishment.

More changes took place in Afghanistan due to war.³⁷ According to data taken, Cost of the projects of combat were that, 176, 000 people were killed, 69,095 military, 46,319 civilians and almost 52,893 opposition fighters. According to the UN reports, 2001 and 2021 invasions seemed to be different because the lives of people of Afghanistan were in bad condition. As per 2001 report after invasion many refugees approximately million went back to their country i.e Afghan whereas in 2021 after the control of Taliban 2.6 million Afghan remained in Iran and Pakistan and excluded numbers were homeless inside the Country.

4.1 Changes in Education System

According to the research work the three major problems were noticed: corruption, insecurity and weak governance would be the main obstacles from acquiring education for Afghan Children. But in speech they also express the rights of employment for women and education for girls.

According to Afghanistan's Khaama press agency it was reported, On August 21, Mullah Farid who is a Taliban's representative of higher education banned co- education in Herat province.³⁸ The edict or fatwa was banned after the first take over. The male teachers were not allowed to teach female students. It was also called co- education by Farid "the co- education is the root of all evil in society." Similar ban on co- education likely to affect the girl's education. According to UNICEF, only 16 percent Schools are girls Schools.

4.2 Changes in Child Labour Issue

Child labour is seen duly extreme poverty in Afghanistan. Most of the children stop from going to school due to work, in fact they drop out to earn and help their families to bring food on the table. In addition to poverty, there are lack of access in education leads to child labour. Amanda Bissex, UNICEF regional advisor says,³⁹ In this country mostly children are engaged in agriculture sectors.

Before the Taliban came to power in 2021, it was already a corrupted country in the Islamic Republic,⁴⁰ The continuous imposition of international sanctions has pulled the country into

³⁵ Johnson, T. H., DuPee, M., & Shaaker, W. (2017). *Taliban narratives: The use and power of stories in the Afghanistan conflict*. Oxford University Press.

³⁶ Khan, M. K. (2020). Afghanistan at the Cross-Roads after Doha Agreement. *CISS Insight Journal*, 8(2), P95-115.

³⁷ de Beurs, K. M., & Henebry, G. M. (2008). War, drought, and phenology: changes in the land surface phenology of Afghanistan since

1982. *Journal of Land Use Science*, 3(2-3), 95-111.

³⁸ Adamec, L. W. (2011). *Historical dictionary of Afghanistan*. Scarecrow Press.

³⁹ Hanbury, C. (2001). *Child-to-Child: Mine Risk Education*.

⁴⁰ Tariq, M., Amir, M., & Bano, S. (2021). The Role of Afghan National and Defense Security Forces in the Security of Afghanistan. *Research Journal of Social Sciences and Economics Review*, 2(1), 286-291.

a deeper crisis. According to the UN Development Program, 97 percent of the population could fall into poverty by this spring 2022 if no precaution is taken. The consequences of this led the practices of child labour. It is reported that some of the children are seen crossing the border of Pakistan and Afghanistan illegally with smugglers or hiding under the vehicles in extremely dangerous conditions.

The establishment of the Islamic raises questions which have been ratified by the Republic earlier. Taliban after the back in power after years of the insurgency have to be proven ability for the state administration.

Child labour both affects the girl and boy child in many ways. As per the sources of National Statistics and Information Authority (NSIA),⁴¹ both boys and girls are engaged in work or a child labour while mostly girls are engaged in house work. They usually work in the carpet industry for weaving.

According to Allen, there is no clear message in regards to this subject. "Since after the control of Taliban,⁴² Taliban yet have to come up publicly with the child labour policy. When it comes to child protection, the Taliban is not concerned about it, instead they have been using children for soldiers in the armed forces. There is no such Rights regarding child marriage and educational rights of children aligned in the history of international Convention on the Rights of the Child."

The policy of Taliban is based upon two forms that is; establishment of true Islamic power which has been based on Sharia Laws i.e. forbidden the exploitation of children and the other to provide security. Thus, UNICEF member Bissex said⁴³ "We have been raising the issue of child labour

with Taliban and they had shared their concerned with us and they have asked UNICEF help for this concern in those affected areas." Due to insufficient UN agencies, it supports the population who have been suffering from food and health, and also meet their basic needs. Long term human rights program, which includes those rights related child labour and education of child and their protection, remains at mercy due to political agenda and the forces.

4.3 Female Children are more affected

According to the data of UNICEF's, Afghan women were found married before the age of 18, due to the Covid-19 and food crisis as well. The future of girl's education in Afghanistan hangs in the balance, with the return of the Taliban in power. It has been a matter of serious concern regarding the future of education. As per the experts, girls are not willing to believe the assurance given by Taliban. The first conference after control of the power on 17th August, 2021, held by spokesperson Zabihullah Mujahid assured the world that the new regime would be different from the past.⁴⁴ In speech he said that "Women are going to be active in society but within the Islam framework and we allow women to work and study within certain frameworks." An Afghan girl said that many schools will seek women lecturers or teachers to teach girls "although, we have very few female teachers, thus, it will be difficult to teach girls and we end up sitting at home."

Women and children comprised 46 percent, civilian death and injuries in the last few years. In Fact it is known that violences is increasing against women and child marriages. Due to forced marriages and displacement from their hometown, women and children around 1.4 million lose their services because of an aid shortfall. Most of the number are women and children in need of humanitarian assistance. Especially women and girl children who face

⁴¹ Singh, J. (2020). Disclosable Version of the ISR-Women's Economic Empowerment National Priority Program-P163267-Sequence No: 04.

⁴² Crenshaw, M. (2007). Explaining suicide terrorism: A review essay. *Security studies*, 16(1), 133-162.

⁴³ Lovering, D. (2000). Laos: Exploding the past. *Bulletin of the Atomic Scientists*, 56(5), 28-34.

⁴⁴ Krause, D., & Sheikh, M. K. (2021). *The Taliban Back in Power: An Assessment of Al-Qaeda and IS Two Decades After 9/11*. DIIS.

abuse and exploitation.

Afghanistan over the past twenty years had achieved progress on the number of girls receiving education, yet over the past attacks on schools and villages caused disturbance, had created such fears in the mind of the child that has stopped them going to schools. The group of Afghan girls who had shared their view on education was⁴⁵ “increasing fighting day by day, it's a matter of concern that we will go back in time.”

Although most of the female children are not allowed to go to schools, now the risk of child marriages are even higher than before. So, education is often a opportunity or tools for safeguard against child labour, child abuse, dowry and child marriages etc for such kind of menace.

5. Lessons Learnt

The UN Security Council called the special representative,⁴⁶ accompanied by Child protection actors, for the practices on the implementation of the mandate, ensuring practical guidance on the integration of protection on child issues and challenges. The past 21 years, the enforcement of armed conflict and children has led to the release of nearly 130,000 children. The signing and action plans implementation have a great initiative to protect the children in times of wars. War is something most catastrophic for mankind. While children have been part of armed groups throughout history. Children are not only the victims of armed conflicts but they have been recruited by armed groups, assuming both active combat roles and ancillary. According to the sources of NATO,⁴⁷ Children have been fighting in every conflict, in both forces such as in government and opposition forces. If children are engaged in war as soldiers,

not only affect them but society as a whole. Children's futures would be in danger if they are engaged in armed groups rather than studies. They could never become a good citizen when they are indulged in such kind of activity or in violence and could never become a peacemaker. The consequences of child labour often led to harm the child mental health and their development, especially who are engaged in child soldiering or other labour work could demonstrate their health and even post traumatic growth.⁴⁸

6. Conclusion and recommendations

The aim of this article is to present what are the issues and challenges faced in education by Children in War Zone, especially regarding Afghanistan, and changes made. It puts more stress on laws before and after conflicts, while how children have been affected in conflicted areas.

Child labour in different countries especially affects the schooling of the children, where they could not attend the schools impacts negatively shortage in attendance rates. In most of the countries affected by war or armed conflicts, children have been suffering from poverty. Lack of access in schools, children do not get proper education.

Although International Child rights on education and numerous laws relevance are made half of the children population are still suffering due to war and conflicts. The worst form of Child labour is created through conflicts and violence. Thus, in agriculture, mining or in arm conflicts or group children are incorporated. Conflicts not only drag students from going school but it also impacts on child's health and post traumas. Most of the people have to leave the places and their homes to start a peaceful life. Displacement pushes children to work as a labour, where they

⁴⁵ Hoodfar, H. (2007). Women, religion and the 'Afghan education movement in Iran. *The Journal of Development Studies*, 43(2), 265-293.

⁴⁶ Goldberg, A. J. (1973). United Nations Security Council Resolution 242 and the Prospects for Peace in the Middle East. *Colum. J. Transnat'l L.*, 12, 187.

⁴⁷ Simma, B. (1999). NATO, the UN and the Use of Force: Legal Aspects. *European Journal of international law*, 10(1), 1-22.

⁴⁸ Little, S. G., Akin-Little, A., & Somerville, M. P. (2011). Response to trauma in children: An examination of effective intervention and post-traumatic growth. *School Psychology International*, 32(5), 448-463.

get no option and to feed themselves as well as bring food on the parents table. In times of conflict mostly women and children become victims of it. Violent conflicts increase the demand of children in the informal economy. So, that one could pay less than the adult labour. It also reduces the legal protection towards people which leads to a culture of impunity and disrupts the educational provisions and barriers to education.

The recommendations, regarded to child labour can be eliminate thorough education, Children have their right to love, education and protection. There must be reform in education policy where children should be given more focus in primary education, especially no child shall be left out, to achieve the education or from going to school. State should be capable of taking initiative for free education for people who cannot afford it. The growing field of education in emergencies has made the argument that education should be given more priority in emergency response. Nevertheless, education should remain the responsibility of the Government.

There has to be support from teachers and school authorities, it is important to establish good contact between neighboring communities and good communication to get close links among them. Training of the teachers so that they could impart better knowledge to students as they are a central to education programs. The encouragement should be made in academic excellence through empowerment as to keep children away from the offensive activity or cruel activities like war and armed force which is violent, criminal and other dangerous work etc. Financial support is also the main challenge without economic support or financially strong, there would be no process. To build a school and provide a formal education the country has to be economically strong. So, war and corruption are main reasons where people are left unheard, which also leads to poverty. There should be proper law or implementation in the legal system regarding stopping the crisis.