Access to education has always been a challenge for many girls in the world. Wars, poverty, insecurity and discrimination have all played their parts in restricting the educational opportunities for women, with women taking the larger share of the disadvantages than men. 35% of the high school and 20% of university girls’ students drop out before graduation, the majority of which has been blamed on the occupation.

In Afghanistan, lack of security and traditional male domination and disadvantageous cultural norms has prevented any equal access opportunities for girls in education. UNESCO has criticized the situation in Afghanistan in this regard.

In the United State of America, 25% of girls would not finish their high school education, the majority of which are from ethnic minorities. 50% of the American Indians and 40% of the black African American girls drop out of high schools. The Latino minority girls are not far behind either. The overwhelming reason for such startling numbers has been discrimination, either by the teachers, schools or the whole educational system.

Cultural disadvantages should not disengage us from the stark reality that extremism on racial or political ground has contributed to divisions and inequalities.

Bullet of extremism targets Malala Yousofzi, because of school attendance and whereas one day they destroy schools, the next day asks the young girls to be brides of their jehadis.

In Nigeria a group that calls itself an Islamic, would take 238 girls on the pretext of keeping them away from corrupt education and threaten their sale and marriage, because they think that where a woman’s duty and place is.

In contrast In Iran there has been some positive trends that witnessed a drastic increase in the number of women in education. From 1975 to 2005, the number of uneducated women dropped from 64% to 20%. And the number of undergraduate women rose from 27% to 52%. Statistics has consistently shown that the number of women in Iran universities has been higher than men. There is now a greater push towards Masters and PhD student number to equal that of the men (at the moment women are 40%). I attribute that to cultural acceptability and the importance that society as a whole show towards education. Obviously this has significant effect on the job market where women have been increasing their share.

We believe that education is the ultimate tool in empowering women. Educating women would lead to reduction in poverty, ill health and in basic needs in society. ODVV would like to see a greater engagement of the international agencies in combating discrimination and extremism and strive for equal educational opportunities for girls which we believe would lead to greater enjoyment of a life without violence and discrimination.