

Case Study Two:

Afghanistan.

Policy-Driven
Gender Exclusion.

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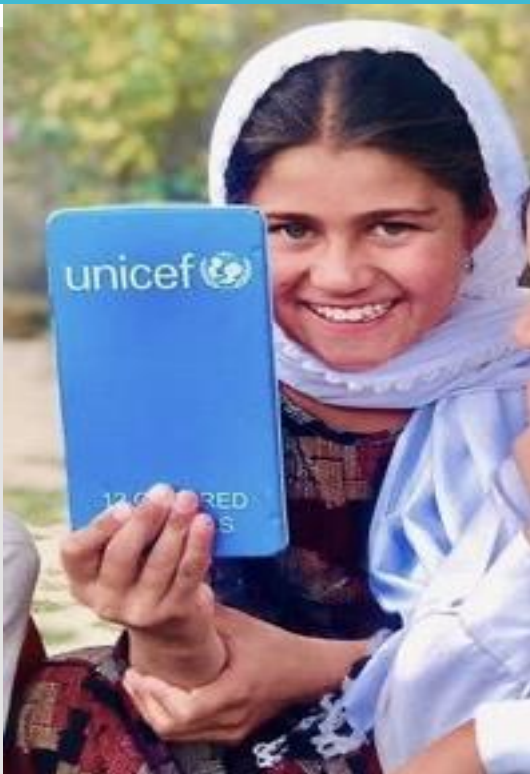
Unlike Syria, Afghanistan represents state-level exclusion of girls from formal education (UNICEF, 2024).

- Secondary and higher education legally forbidden for girls. (UNESCO, 2025).
- Exclusion is government policy, not just insecurity. (Qazizada, 2025).
- Millions of girls remain out of school due to systematic bans. (UNICEF, 2025).



(Abbasi, 2021)

UNICEFS Role – Mitigation within structural constraints



(Qasum, 2021)

Access Alternatives:

- Community-based education
- Accelerated/non-formal learning pathways

(UNICEF,2025)

Enabling Conditions:

- Teacher Training & learning materials
- WASH & Menstrual hygiene support.
- Safe Learning spaces

(UNICEF,2024)

Protection & Wellbeing:

- Psychosocial Support
- Safeguarding
- Gender-based violence risk mitigation.

(UNICEF,2025)

Mitigation = Structural Transformation!

Sustainability & Structural Limits

Short Term Effectiveness:

- Learning Continuity. (UNICEF, 2025).
- Safe community access. (UNICEF, 2024).

Structural Constraints:

- Policy-level exclusion. (UNESCO, 2025).
- Risk of parallel systems.

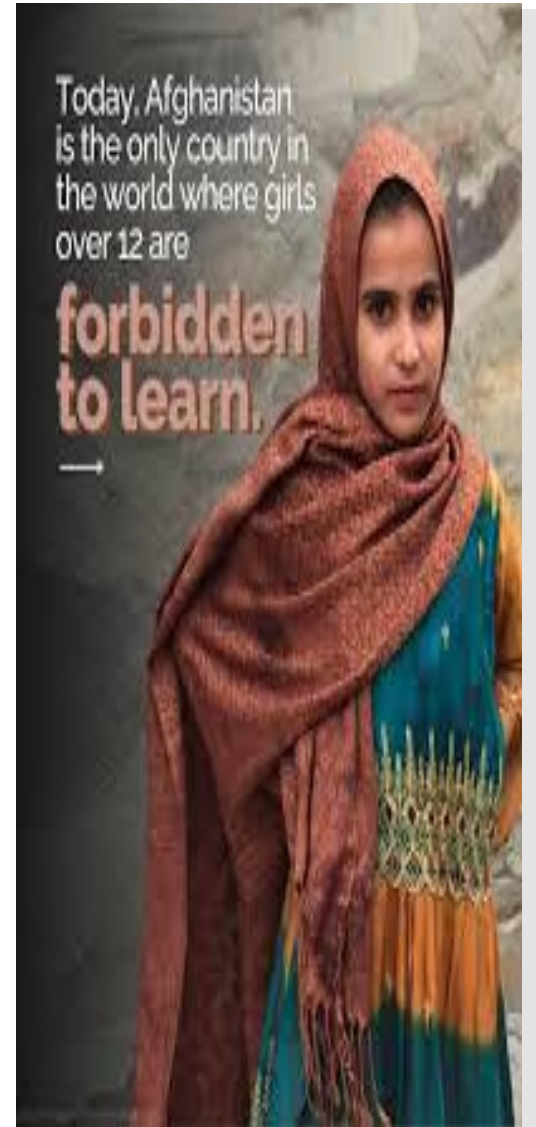
Judgement:

- Mitigation is essential.
- Sustainable gender equality requires major policy reform.

Sustainability Requires:

- ★ Access.
- ★ Safety.
- ★ Learning.
- ★ Recognition.
- ★ Legitimacy.

(United Nations, 2015)



(UNESCO, 2025)

Thankyou.

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