



GIRLS' EDUCATION POLICY

MINISTRY OF EDUCATION, CULTURE AND
HIGHER EDUCATION OF THE FEDERAL
GOVERNMENT OF SOMALIA

Second Edition

2025

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Ministry of Education, Culture, and Higher
Education of the Federal Government of
Somalia

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Foreword

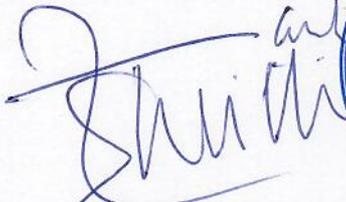
Education is the foundation upon which sustainable development, social cohesion, and national prosperity are built. The Federal Government of Somalia recognizes that investing in education—particularly in equitable quality education—is a critical driver for economic growth, social transformation, and long-term stability. Despite significant progress in expanding access to education, gender disparities remain a formidable challenge, limiting opportunities for girls and women to fully realize their potential.

The Federal Government of Somalia, through the Ministry of Education, Culture, and Higher Education (MoECHE), is firmly committed to creating an inclusive, equitable, and resilient education system. This commitment is enshrined in our national policies and is reinforced by international frameworks such as the 2030 Agenda for Sustainable Development. While progress has been made in narrowing the gender gap at the primary level, disparities persist at secondary and higher education levels, exacerbated by socio-economic constraints, cultural norms, early marriage, and security concerns. These systemic challenges continue to hinder the educational aspirations of millions of Somali girls.

In response to these challenges, the National Girls' Education Policy was first introduced in 2020 as a strategic framework to promote girls' education. The 2025 review of this policy reflects Somalia's renewed commitment to advancing girls' education, addressing emerging challenges, and aligning national priorities with evolving global and regional education standards. This review comes at a pivotal moment when Somalia is undergoing broad education reforms under the National Transformation Plan (2025–2029) and the National Education Policy (2024). By strengthening gender mainstreaming within the education sector, we aim to dismantle barriers, increase retention and completion rates, and create an enabling environment where every learner—regardless of gender—has access to quality education and lifelong learning opportunities.

Somalia's greatest asset is its youthful and diverse population. We must harness this potential by ensuring that both girls and boys, women and men, have equal access to education and opportunities for growth. The Girls' Education Policy serves as a guiding framework for achieving this vision. It underscores our unwavering dedication to breaking the cycle of inequality and empowering all learners to contribute meaningfully to Somalia's national development.

I strongly endorse this policy and call upon all stakeholders to work collaboratively towards its full implementation. Together, we can transform Somalia's education landscape into one that is inclusive, equitable, and future-ready.

The seal is circular with a blue border. The outer ring contains the text "DOWLADDA FEDERAALKA SOOMALIYA" at the top and "FEDERAL REPUBLIC OF SOMALIA" at the bottom. Inside the ring, there is a central emblem featuring a star and crescent, flanked by two figures. Below the emblem, there is text in Somali: "DOWLADDA HURUUDDA, HADDANKA IYADHAYNTA" and "جمهورية الصومال الديمقراطية".

Hon. Farah Sheikh Abdulkadir

Minister of Education, Culture and Higher Education,
Federal Government of Somalia.

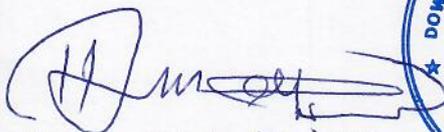
Preface

The Federal Government of Somalia is committed to equality for men and women, boys and girls in the provision of educational opportunities. This commitment is grounded in international conventions to which Somalia is signatory. Hence, when the United Nations General Assembly in 2012 challenged 195 nations of the world including Somalia to urgently address the needs of its people, children and families as expressed in the Sustainable Development Goals (SDGs), Somalia rose with a bold commitment to build on the blocks of the MDGs. The 17 SDGs adopted in 2015 by world leaders included two key elements namely, quality education and gender equality.

In recognition of the disproportionate access to quality education and gender imbalances in enrolment, retention and completion, the Federal Government of Somalia mandated the establishment of National Girls' Education Policy 2020 and reviewed in 2025 to fast-track access to quality education and promote girls' education. The thrust of the policy was to bring about the attainment of equity at all the education levels. In order to attain SDGs 4 and 5 targets of quality education and gender equality by year 2030, a more comprehensive and holistic policy for all levels of education and emerging issues in education became imperative, requiring the review of the policy. The National Girls' Education Policy is therefore the outcome of that review.

The National Girls' Education Policy and its Implementation Guidelines addresses the fundamentals of closing the gap in education between boys and girls with a framework within international good practices that enables implementation of the policy in Somalia. The Implementation framework focuses on girl's education in institutional systems, processes, resources capacity and accountability.

All implementing bodies, including federal member states and local governments, development partners must thoroughly familiarize themselves with this policy to ensure its effective implementation across the different education subsector in Somalia.



Hassan Mohamed Ali

Permanent Secretary

Ministry of Education, Culture and Higher Education,
Federal Government of Somalia.



Acknowledgement

This policy is a key achievement of the Ministry of Education, Culture, and Higher Education (MoECHE), Somalia. However, its development and review would not have been possible without the valuable contributions, insights, and efforts of various stakeholders within the education sector.

MoECHE extends its appreciation to all education officials and partners, particularly the Federal Member State Ministries of Education, the Banadir Regional Administration, and other key stakeholders who actively participated in the review, development, and implementation of Girls' Education Policy and its framework. Their dedication and collaboration have been instrumental in shaping this policy to ensure quality, inclusive, and sustainable education for all learners in Somalia.

The Ministry of Education of Somalia wishes to acknowledge the contributions of all the parties. Furthermore, we extend our appreciation to the Technical Working Groups, Directors, Technical Advisors, the Education Sector Committee, and representatives of Non-Governmental Organizations for their participation and valuable contributions.

Acronyms

| | |
|-----------------|---|
| FMS | Federal Member States |
| BRA | Banadir Regional Administration |
| COVID-19 | Corona Virus Disease 19 (2019) |
| EMIS | Education Management Information System; |
| ICT | Information and Communication Technology |
| HE | Higher Education |
| GPE | Global Partnership Education |
| ABE | Accelerated Basic Education |
| ECE | Early Childhood Education |
| IQS | Integrated Quranic Schools |
| AdBE | Adult Basic Education |
| ESSP | Education Sector Strategic Plan; |
| FGD | Focus Group Discussion; |
| GBV | Gender Based Violence; |
| GDP | Gross Domestic Product; |
| IDP | Internally Displace Persons; |
| MoECHE | Ministry of Education Culture and Higher Education; |
| NTP | National Transformation Plan; |
| SDG | Sustainable Development Goals; |
| GBV | Gender Based Violence; |
| SNE | Special Needs Education |
| ASYB | Annual Statistics Yearbook |
| TVET | Technical, Vocational Education and Training; |
| UNESCO | United Nations Educational Scientific Organization; |

Section One

01

1. INTRODUCTION
2. SITUATION ANALYSIS OF GIRLS' EDUCATION
3. VISION, MISSION AND GUIDING PRINCIPLES OF THIS POLICY
4. LEGAL AND POLICY FRAMEWORK

1 INTRODUCTION

Somalia is undergoing a comprehensive education reform as part of its broader national rebuilding efforts following three decades of civil unrest. Recognizing that education is fundamental to national recovery, social cohesion, and economic development, the Ministry of Education, Culture and Higher Education on behalf of the Federal Government of Somalia remains committed to establishing an inclusive, equitable, and resilient education system that ensures access to quality learning opportunities for all individuals, regardless of gender and socio-economic status.

A well-educated population is critical for fostering sustainable development and social stability. A major resource that Somalia has is its youthful and diverse human capital. However, gender disparities across the regions of the country continue to hamper optimum development. While boys and men often benefit from greater educational opportunities and career prospects, girls and women continue to face systemic barriers, including cultural norms, economic constraints, and security challenges, which hinder their access, retention, and completion of education.

To address these disparities, Somalia has prioritized girls' education as a cornerstone of its national rebuilding strategy. The government has ratified international conventions and introduced policy frameworks aimed at promoting girls' education and ensuring equal opportunities in education. Despite these efforts, variations in school enrollment, retention, and completion rates remain a challenge, necessitating targeted interventions to guarantee equitable access and successful learning outcomes for all.

Somalia, like other nations, recognizes quality education as a powerful tool for the holistic development of individuals and the progress of society. The country's greatest resource is its youthful and diverse population, yet gender disparities in education continue to undermine national development efforts. These disparities often manifest as privileges for boys and men, which grant them greater access to education, leadership, and employment opportunities, while girls and women face systemic disadvantages. In recognition of the importance of equitable education policies in decision-making and national development, Somalia has committed to promoting equal opportunities for education across all sectors by signing international treaties and adopting national policies aimed at eliminating gender disparities. However, despite these commitments, school enrollment, retention and transition figures for boys and girls, men and women continue to vary across different levels of education.

According to Article 30 of the Somali Constitution, inclusive, free, and quality basic education is a fundamental right for everyone. Although disparities between boys and girls in primary education appears to be narrowing, significant disparities persist in other subsectors such as secondary education enrollment, retention, and completion rates. Factors such as early marriage, boy-child preference, insecurity, cultural norms, and natural disasters continue to undermine efforts to achieve equitable education. The proportion of out-of-school children has declined from 77% (EMIS, ASYB, MOECHE, 2018) to 66.2% (EMIS, ASYB, MOECHE, 2023), easing enrollment and retention challenges. At the same time, adult literacy rates, while showing progress, remain a concern, increasing from 40% (SNBS, 2016) to 53.7% (SNBS, 2022).

To bridge these gaps and ensure that all learners—boys and girls, men and women—reach their full potential, the review of the Girls Education Policy has become essential. In response to these challenges, the National Girls' Education Policy was first introduced in 2020 and has undergone a comprehensive review in 2025. This review is driven by several key factors, including: The rising interest in girls' education and increased national and global advocacy for equity in education, persistent challenges such as security risks, economic constraints, and cultural barriers that continue to affect girls' education, and the review of guiding national education policies and plans such as the National Education Policy (2024) and National Transformation Plan (2025-2029) necessitating alignment with evolving national and international education priorities.

The overarching goal of this policy remains the elimination of gender disparities in education by ensuring full and equal access to quality education for all Somalis. With the 2025 review, the policy aims to accelerate girls' education, address emerging challenges, and create an enabling environment where all learners have equal access to and benefit from quality education.

The 2030 Agenda for Sustainable Development, The Somali National Transformation Plan (2025-2026) and well as the Education Sector Strategic Plan (2022-2026) reinforces the elimination of gender disparities in education as a fundamental right and a pathway to achieving inclusive and equitable quality education for all. To meet this commitment, Somalia must ensure that its education system fosters equality by eliminating barriers, promoting retention, and empowering all learners. This policy, therefore, serves as a strategic framework for achieving equity in education and ensuring that Somalia's education system is inclusive and future ready.

2 SITUATION ANALYSIS OF GIRLS' EDUCATION

During the course of implementing the Girls' Education Policy (2020) and the Education Sector Strategic Plan (2022-2026), it became clear that girls' education challenge was not only an issue to basic education, but also in post basic and tertiary levels of education. It was also observed that girls' education challenge which resulted in inequities at the basic education level, have negative effects at higher levels and thus perpetuating existing inequities and even widening these in some instances. Consequently, the need to expand the scope of the extant policy to address issues at the other levels of education was brought to the fore.

The focus of the review of this policy was to determine the level of implementation of National Girls' Education Policy with specific focus on access, retention, transition and completion in education. Other highlights of the review include, funding and budgetary allocation, level of community engagement, achievements as well as gaps and challenges in the implementation effort.

Despite the progress made in the provision of education to all, gender disparities continue to be an important characteristic of some aspects of the Somali education system. The removal of these disparities, most to the disadvantage of girls, will help ensure that education is available and accessible to all Somali people.

2.1 Basic Education

2.1.1 Early Childhood Education

The early childhood education/ Integrated Quranic schools' sub-sector is small sub-sector with enrollment of about 3% of the age group, predominantly in private centers. However, MOECHE is now encouraging the development of community based ECE/IQS centers and has developed a curriculum for 4–6-year-olds. Because data is scarce at this level and has not yet been collected at national level, it is difficult to draw long-term implications for girls' education. However, it is possible to conclude that gender disparities at this age level will not be significant given that children at this age despite their gender are mostly taken to tradition Quranic centers.

2.1.2 Primary Education Sector

The primary sub-sector has experienced steady growth, with enrollment increasing and standing at 33% in 2023 (MOECHE, 2023). However, challenges such as low retention rates, gender disparities, and access to quality learning environments remain significant. The Gross Enrollment Rate (GER) for primary education stands at 33.8%, with boys at 37.6% and girls at 30.1%, reflecting continued gender disparities. The Net Enrollment Rate (NER) remains low at 30%, with girls at 27.1% and boys at 33%. Although girls make up 44.8% of total primary enrollment, a gender gap persists, limiting their access and participation. Despite increased enrollment, retention remains a major challenge. Dropout rates average 1.84%, with girls more likely to leave school at the upper primary level due to factors such as cultural barriers, economic hardship, and early marriages. Additionally, only 25% of students reach Grade 5, indicating that a majority do not complete primary education.

A key issue affecting quality primary education is the shortage of qualified teachers. Currently, only 68% of primary teachers meet qualification standards, and the pupil-teacher ratio (PTR) is 46:1, while the pupil-qualified teacher ratio (PQTR) is significantly higher at 67:1. Moreover, female teachers make up only 14% of the primary education workforce, limiting role models and safe spaces for girls. Addressing these shortages is crucial to improving education outcomes and creating an environment where all children can thrive.

2.1.2 Secondary Education Sector

In Somalia's secondary education sector, enrollment remains lower for girls than boys, with gender disparities widening at higher levels. In lower secondary (Form 1–Form 2), girls account for 43.1% of total enrollment, but this drops to 40.7% in upper secondary (Form 3–Form 4), indicating a decline in female participation as students' progress. (ASYB, MOECHE, 2023)

Female dropout rates remain significantly higher, with dropout for girls reaching 8.3% in lower secondary compared to 6.1% for boys, and increasing to 12.6% in upper secondary, compared to 9.2% for boys. (ASYB, MOECHE, 2023)

The gender gap in secondary education remains a challenge in Somalia, with female teachers significantly underrepresented, making up only 11% of the total secondary school teaching workforce. This lack of female educators' limits mentorship opportunities for girls and contributes to gender disparities in access, retention, and academic progression. Despite the efforts to promote equitable education, the low presence of female teachers continues to be a barrier to creating a more equitable learning environment for girls.

2.1.2 Technical, Vocational Education and Training (TVET) and Adult Education

The Technical and Vocational Education and Training (TVET) sector in Somalia is slowly developing, with total enrollment standing at 22,995 students nationwide. There is a significant gender disparity, as male enrollment 58.4% far exceeds female enrollment 41.6% highlighting limited access for women in vocational training.

Despite the increasing demand for skilled labor, prioritization of the sub sector and promoting it to a directorate, the low participation rates indicate limited availability of TVET institutions, funding constraints, and cultural biases discouraging female enrollment. Expanding gender-responsive vocational training programs and strengthening TVET institutions will be crucial for equipping youth, particularly women, with employable skills and bridging the skills gap in Somalia's workforce.

The overall literacy rate in Somalia stands at 53.7%, with significant disparities between genders and regions. Male literacy (63.6%) is considerably higher than female literacy (45.3%), highlighting persistent gender inequalities in access to education and literacy programs. (SNBS, 2022)

2.1.2 Tertiary Education

Gender disparities persist, and indeed widen further, at higher education level, which is dominated by private sector compared to public. The Higher Education sector in Somalia has a total enrollment of 239,786 students, with a significant gender gap. Male students (176,377) account for nearly 74% of total enrollment, while female students (63,409) make up only 26%, indicating limited access to tertiary education for women. (HEMIS, 2023)

3 VISION, MISSIONS AND GUIDING PRINCIPLES OF THIS POLICY

This policy is premised upon the principles and values within the Somali Constitution and existing national policies that promote girls' education across all levels of the education sector to meet the principles and practices of equity and social inclusion. The policy is guided by the following principles and values:

1. Provision of safe learning environment for the all-round development of children at all education level.
2. Commitment to free and compulsory basic education as a human right for all children irrespective of boys and girls and vulnerabilities.
3. Provision of a safe compliant enabling environment for all learners.
4. Provision of effective and efficient education that will equip students with the required foundations for transiting to higher level of education and self-reliance in the society.
5. Integrating inclusive learning technologies and pedagogies into the education system to support multi-modal education (including face-to-face, distance, and blended learning) for all learners in an environment free from discrimination and violence
6. Commitment to evidence-based, continuous monitoring and evaluation of the implementation of the National Girls' Education Policy.
7. Various levels of government in Somalia acknowledge and exercise their responsibilities to provide for education and well-being of learners at all levels which shall be fulfilled by the provision of appropriate learner-friendly environments.
8. Empowering and reforming existing structures for effective safeguard of learners at all levels of the education sector regardless of gender and vulnerabilities.
9. Re-orientation of students on societal norms, values and practices as they affect the roles of males and females and its implications for educational attainments of learners.
10. Taking affirmative action to fast track the alleviation of the marginalization of the learners who have been historically disadvantaged to bridge the gap between boys and girls i.e. SNE, IDP, Nomadic pastoralists and those affected by natural or man-made disasters.

3.1 POLICY VISION AND MISSION

Vision

Provision of high-quality education that is equitable and inclusive at all levels.

Mission

To promote social inclusion and enhance educational opportunities for girls through the effective implementation of education at all levels.

3.2 POLICY GOAL

The Girls' Education Policy aims to establish a comprehensive framework with clear implementation strategies to ensure equitable access to quality, inclusive, and empowering education for all learners—girls and boys, women and men—across all levels of education, prioritizing retention and completion, fostering a competitive and supportive learning environment that enables every individual to reach their full potential.

3.3 POLICY OBJECTIVES

- Ensure equitable access to empowering and inclusive education.
- Increase enrolment, retention, completion and transition of girls at all levels of education.
- Provide equitable, safe learning environment that will facilitate the all-round development of the Somali student.
- Promote sound, and functional academic qualification that will enable the attainment of greater equity and inclusiveness in the basic requirements for tertiary education as well as skills for self-reliance for male and female candidates.
- Promote equal access to quality education, devoid of discrimination at all levels.
- Reduce dropout rates of girls and boys, men and women at all levels of education.
- Improve quality teaching and learning outcomes for all learners.
- Advocate for partnership and support of all key stakeholders in resource mobilization.
- Create a favorable environment in support of planning, management, implementation, and actualization of the Girls' Education Policy at all levels.

3.4 POLICY FOCUS AREA

The policy focus area is on the different levels of education in Somalia as contained in the National Education Policy. Namely:

1. Basic Education (Pre-primary (ECE/IQS), Primary Education, ABE, Islamic Institutions and Secondary Education);
2. Adult and Non-Formal Education.
3. TVET and Technical Colleges and
4. Tertiary Education.

3.5 POLICY RATIONALE

The National Girls' Education Policy (2025) establishes a comprehensive framework with clear strategies to promote girls' education, equity, and inclusivity in education and employment within the education sector. It seeks to eliminate all forms of bias and discrimination—ensuring that men, women, boys, and girls have equal opportunities in accessing and benefiting from quality education and employment. It specifically addresses challenges related to access, retention, and completion in education for all learners, with a strong focus on removing systemic barriers that disproportionately affect girls. By aligning with Sustainable Development Goals (SDGs) 4 and 5, Education Policy (2024), Education Sector Strategic Plan (2022-2026), the policy aims to eliminate discrimination in education and foster an equitable learning environment that ensures gender parity, inclusion, and lifelong learning opportunities for all.

4 LEGAL AND POLICY FRAMEWORK

Somalia, as a Muslim nation, is firmly grounded in the teachings of the Quran and Hadith, both of which emphasize the pursuit of knowledge as a fundamental obligation for all individuals, regardless of gender. The Hadith states: "The seeking of knowledge is obligatory upon every Muslim" (Al-Tirmidhi, 74), underscoring the importance of education as a right and responsibility for all.

Beyond religious foundations, Somalia has demonstrated a strong commitment to human rights and equitable access to education through the ratification of various international conventions and agreements. These include the International Covenant on Economic, Social, and Cultural Rights (1990), the International Convention on the Elimination of All Forms of Racial Discrimination (2002), the African (Banjul) Charter on Human and Peoples' Rights (1985), and the African Charter on the Rights and Welfare of the Child (1991). By endorsing these conventions, Somalia has reaffirmed its commitment to upholding the rights of all its citizens, irrespective of gender, and ensuring inclusive and equitable education.

The Federal Government of Somalia has further reinforced this commitment through its Constitution, specifically Article 30 which guarantees education as a fundamental human right for all Somali citizens and mandates free education up to the secondary level. This right is also enshrined in the Education Act (Article 1), which states:

"Education is a fundamental constitutional right that every citizen is entitled to. The Federal Government of Somalia is responsible for providing education to all Somali citizens."

To operationalize this commitment, the government has made girls' education a key priority in the National Transformation Plan (2025–2029) through the 'Girls' School Attraction and Retention Programme,' which focuses on enhancing access, retention, and completion of quality education for girls at all levels. As part of this effort, the Ministry of Education, Culture, and Higher Education (MoECHE) has integrated girls' education as a transformative agenda within the plan, ensuring targeted interventions and policy measures that address gender disparities and safeguard the rights of children and vulnerable groups.

Additionally, inclusive education has been designated as a core priority in the Education Sector Strategic Plan (ESSP 2022–2026). To accelerate progress, MoECHE has established an Inclusive Education Department in 2024 which has a Girls' Education Unit to oversee and fast-track the implementation of girls'-related objectives within the education sector.

MOECHE in collaboration with stakeholders, remains committed to bridging these gaps by ensuring that education policies are effectively implemented, resources are equitably distributed, and structural barriers to girls' education are systematically addressed.

Section Two

02

- 5. ACCESS TO EQUITABLE AND INCLUSIVE EDUCATION
- 6. STRATEGIES AND ACTIVITIES FOR SUCCESSFUL IMPLEMENTATION
- 7. PROPOSED AFFIRMATIVE ACTION

5 ACCESS TO EQUITABLE AND INCLUSIVE EDUCATION

Ensuring fair and inclusive education opportunities is fundamental to achieving educational equity, which promotes equal opportunities, and access to quality education for all learners. The education system in Somalia is structured across multiple levels, with basic education being free and compulsory for children. However, significant gender disparities persist, requiring affirmative action and targeted interventions to ensure equal access, retention, and completion for girls and women.

Educational equity ensures that all individuals have equal access to resources, learning opportunities, and employment, regardless of gender or socio-economic status. However, Somalia's education landscape is shaped by armed conflicts, displacement, economic disparities, and geographic limitations, making equitable access challenging. As a result, affirmative action measures are necessary to address disparities by providing targeted support to vulnerable learners.

Education Management Information Systems (EMIS) and Higher Education Management Information System (HEMIS) data indicate moderate improvements in access, reflecting progress in inclusion and educational opportunities across the country. However, continued efforts are required to bridge gaps between boys and girls and ensure a fully inclusive and accessible education system for all learners in Somalia.

5.1 Basic Education

The basic education system includes:

- Early Childhood Education (ECE) or the Integrated Quranic Schools (IQS) is the care, protection of, stimulation to learn and learning promoted in children from age 4-6 years in a crèche or nursery.
- Primary Education: Eight -year education cycle for children aged 6–14 years, covering Primary 1–8.
- Accelerated Basic Education (ABE): A four-year fast-track program designed for over-age learners (9+ years), offering a condensed syllabus with students sitting for the Primary Examination upon completion.
- Secondary Education: A four-year cycle catering to learners aged 14–18 years.
- Islamic Institutes: Offer Islamic basic education for learners aged 14–18 years, equivalent to Primary (Class 1-8), ABE (4 levels) and Secondary Education (Form 1 – Form 4).

i. Policy Statement

MOECHE is committed to ensuring universal access to quality, free, and compulsory basic education for all children, with a special focus on increasing girls' enrollment, retention, and completion rates.

ii. Policy Objectives

- Ensure universal access to basic education for all children, with a focus on girls' education.
- Improve girls' retention and completion rates at levels of basic education.
- Strengthen accelerated learning programs such as ABE to provide pathways for over-age learners.
- Ensure the inclusion of Islamic institutes into the formal basic education system.

iii. Policy Targets

- Achieve a gender parity ratio of 1:1 in basic education by 2029.
- Ensure that at least 70% of overage girls complete ABE programs and transition into mainstream education.
- Establish and strengthen safe learning spaces in rural, urban and conflict-affected areas to promote girls' access to education.

iv. Policy Strategies

- Implement community awareness programs to reduce cultural barriers that limit girls' access to education.
- Strengthen school feeding programs and financial incentives to support low-income families to increase girls' retention in schools.
- Expand female teacher workforce and trainers to create inclusive classroom environments.
- Improve the security and infrastructure of schools, including separate sanitation facilities and girl friendly spaces, to support girls' education.
- Provide financial aid to vulnerable girls such as scholarships, school capitation grants.

5.2 Adult Education and TVET

TVET and Adult Education consists of:

- Adult Basic Education (AdBE): A three-year intensive primary education program for adults aged 18 years and above.
- Literacy and Numeracy: A one-year programme aimed at improving basic literacy and numeracy skills for adults aged 18 and above.

i. Policy Statement

MOECHE is committed to enhancing literacy, numeracy, and vocational training opportunities for adults, particularly women, to promote lifelong learning opportunities and economic empowerment. Special focus will be placed on reducing gender disparities in Technical and Vocational Education and Training (TVET) programs.

ii. Policy Objectives

- Expand adult literacy programs to increase basic education attainment among women.
- Strengthen TVET programs to enhance skill development and employment opportunities for women.
- Increase the participation of women in blue and green skills training programs.
- Ensure that TVET and adult education policies and plans are inclusive and address the needs of vulnerable communities.

iii. Policy Targets

- Increase female enrollment in adult literacy programs from 45.3% to 60% by 2029.
- Raise female participation in TVET programs from 9,560 to at least 30,000 by 2029.
- Ensure that at least 30% of TVET instructors are female by hiring and training female teachers to encourage greater female representation in vocational training.

iv. Policy Strategies

- Provide financial incentives and scholarships to increase women's enrollment in literacy and TVET programs.
- Introduce non-traditional skills training (e.g., ICT, engineering, and entrepreneurship) to expand employment opportunities for women.
- Strengthen partnerships with the private sector to enhance the employability of TVET graduates.
- Integrate literacy and vocational training programs into community centers to reach vulnerable populations.

5.3 Tertiary/ Higher Education

Tertiary or Higher education includes college and university programs, ranging from post-secondary diplomas to PhD-level education.

i. Policy Statement

MOECHE will work to promote equal access to higher education for all learners by encouraging to address gender disparities in higher education institutes enrollment, retention, and completion rates. Special attention should be given to increasing the number of female students and staff in higher education institutions.

ii. Policy Objectives

- Improve access, retention, and completion rates for women in higher education.
- Increase female representation in leadership and faculty positions at universities.
- Promote STEM (Science, Technology, Engineering, and Mathematics) education for female students.

iii. Policy Targets

- Increase female enrollment in higher education from 26% to 40% by 2029.
- Encourage that at least 30% of higher education institutes' faculty members are female by 2029.
- Establish mentorship and scholarship programs to support women pursuing higher education.
- Encourage and promote girls' education policy is integrated into the governance structures of all higher education institutions.

iv. Policy Strategies

- Expand scholarship opportunities and financial support for women in higher education.
- Promote affirmative action policies to increase female representation in STEM fields.
- Strengthen partnerships with international universities to provide exchange programs and research opportunities for women.
- Establish support centers for female students in all universities to address academic and social challenges.

6 STRATEGIES AND ACTIVITIES FOR SUCCESSFUL IMPLEMENTATION

The Strategies for successful implementation of the Girls' Education Policy is concerned with:

- **ACCESS:** Policies that are directed towards addressing those factors that prevents girls and boys from entering school and towards providing a hospitable environment that encourages them to stay in school.
- **QUALITY/ACHIEVEMENT:** Policies that are directed to improving the learning environment and encouraging both girls and boys to take advantage of all the opportunities available within the education system.
- **RETENTION/COMPLETION:** Policies that are designed to promote retention and completion in schools and institutions of higher education and address factors that may be barriers to full participation.

6.1 Key Activities for the Successful Implementation of the Girls' Education Policy

To ensure the effective implementation of the Girls' Education Policy, the following key activities will be undertaken:

- Mainstream gender-disaggregated data collection and analysis in all reporting, data collection, and research by incorporating a tracking system for all school pupils to monitor progress and identify gaps.
- Provide alternative non-formal education pathways (NFE) for children who are unable to attend formal schooling, with mechanisms for transitioning between formal and non-formal systems.
- Enhance student participation in governance by establishing mechanisms for school-age pupils to engage in leadership, skills enhancement activities, and extracurricular programs such as clubs and local speak-out events.
- Integrate inclusive education into the national school curriculum to equip students with comprehensive knowledge on social issues.
- Expand technical and vocational education opportunities by establishing and increasing the number of technical schools in each region to offer a diversified quality education program for both girls and boys.
- Improve school infrastructure to support inclusive education by providing separate sanitation facilities and safe learning spaces for boys and girls.
- Introduce targeted financial incentives, capitation grants, and scholarships in regions with low retention and completion rates, prioritizing girls from vulnerable areas such as IDPs.
- Strengthen legal and policy frameworks by developing and reviewing policies, codes of conduct, and protective policies for teachers and students, with a special focus on safeguarding girls and children with special needs from sexual, physical, and psychological abuse.

6.2 Affirmative Actions to Increase Girls' Access to and Participation in all Levels of Education

Given the critical need to improve girls' access and performance at all levels of education, the following affirmative actions will be implemented:

- Provide mentorship and scholarship programs to support girls in transitioning from basic education to tertiary education, especially in underrepresented fields.
- Strengthen teacher training programs to ensure gender-responsive pedagogy, with an emphasis on encouraging female participation and leadership.
- Expand financial aid programs targeted at girls from low-income and vulnerable communities to address economic barriers to education.
- Develop and enforce policies against gender-based violence (GBV) and harassment in schools and universities, ensuring safe and supportive learning environments.
- Increase the recruitment of female teachers and faculty members to provide mentorship and role models for girls, particularly in secondary and higher education institutions.

Section Three

03

8. CROSS CUTTING ISSUES

7 CROSS CUTTING ISSUES

Cross-cutting issues are not isolated but align with other themes in the sphere of girls education at all levels to influence other sectors particularly regarding inclusive and equitable access to education and services, safe teaching and learning spaces, security, the prevention and elimination of abuse, Gender-Based Violence (GBV) that occur in schools. Other crosscutting issues in girls' education relate to equitable access to Guidance and Counselling and psychosocial services, information and communication technology (ICT), health and education, equity in Human Resource, and in the provision of inclusive needs education as well as lifelong learning opportunity.

1. Guidance, Counselling and Psychosocial services

i. Policy Statement

MOECHE and stakeholders shall address cross cutting issues as they reflect gender inequality with a view to providing accessible guidance, counselling and psychosocial services in all educational institutions in Somalia.

ii. Policy Objectives:

- a. Provide guidance, counselling and psycho-social support services that are responsive to gender, disability needs and violence at all levels of education.
- b. Recruit, train and equip teaching and non-teaching personnel at all levels of education to render guidance, counselling and psycho-social support services in urban and rural areas.
- c. Implement, review and monitor existing guidelines on guidance, counselling and psychosocial support services to ensure girls participation in schools.

iii. Policy Targets:

- a. Achieve gender parity in the recruitment of qualified teachers and providers of psychosocial support services at all levels of education.
- b. Target at least 30% of learners and teachers to benefit from guidance, counseling, and psychosocial support services in all education sectors by 2029.

iv. Policy Strategies:

- a. Train adequate number of professionally qualified teachers and other staff on gender responsive guidance, counselling and psycho-social services at all levels of education sector.
- b. Produce and disseminate Girls' Education Policy.
- c. Monitor and offer gender sensitive support and supervision at all levels of education.

2. Gender Based Violence

i. Policy Statement

MOECHE shall have zero tolerance to all forms of gender-based violence (GBV) in all schools and address gender inequalities, inequities, discriminatory social, cultural practices, and negative attitudes towards women and girls that arise from and contribute to GBV which impede teaching and learning in all educational institutions, this is deeply tackled in the School Safeguarding Policy.

ii. Policy Objectives:

- a. Provide an environment that is supportive of education and safe from violence and insecurity.
- b. Provide information and access to it, on the different forms of GBV to authorized personnel in all educational institutions.
- c. Identify GBV as human rights violation of women and men, boys and girls in schools which is punishable according to the law.

iii. Policy Target:

- a. Increased advocacy against gender-based violence which inhibits women and men's ability to enjoy educational rights.
- b. Established environment that is supportive to equitable education, free and safe from GBV and other forms of insecurity.

iv. Policy Strategies:

- a. Advocate against any form of harassment and criminalize it irrespective of the parties involved.
- b. Sensitize staff and learners in educational institution on the warning signs and early detection of GBV and its prevention.
- c. Establish safe, accessible reporting processes, emergency response and monitoring mechanisms on GBV for staff and students in schools.
- d. Promote safe learner-centered environment in all educational institutions.
- e. Develop gender-based training manuals for capacity strengthening of staff and students on GBV.
- f. Enforce code of conduct for personal and group behavior in schools to prevent harassment for pupils/students, staff, PLWD and other vulnerable groups.
- g. Form strategic linkages and build partnerships across ministries, Department and Agencies, NGOs and with international partners on GBV.

3. Girls Education in mobile schooling and digital education

i. Policy Statement

MOECHE shall implement mobile schooling as well as distance learning (Fogaan Darsi) as a mode of education delivery by utilizing it as a tool of girl's empowerment, parity and occupational mobility.

ii. Policy Objectives:

- a. Provide equal access to quality education and opportunities through mobile schooling and distance learning.
- b. Promote the use of blended learning in the school curricula at all levels, with primary and secondary, and some tertiary institutions already implementing it.
- c. Provide life-long and flexible learning opportunities for all learners.

iii. Policy Targets:

- a. Increased gender parity in access to quality mobile schooling and digital education
- b. Improved awareness of positive social norms and practices in regards to girls' education.
- c. Increased number of programmes for mobile schooling and digital education equivalence to those offered by learners in conventional face-to-face mode of delivery in all educational institutions.

iv. Policy Strategies:

- a. Collaborate with development partners to facilitate the seamless delivery of gender sensitive mobile schooling and digital education
- b. Identify and disseminate positive gender norms and practices in mobile schooling and digital education
- c. Strengthen blended learning programs at all levels of education.

Section Four

04

- 9. RESOURCE MOBILIZATION, ALLOCATION AND SUSTAINABILITY
- 10. A LIVING DOCUMENT

8 RESOURCE MOBILIZATION, ALLOCATION AND SUSTAINABILITY

i. Policy statement

In policy formulation and implementation, consideration is given to resource allocation, mobilization, and sustainability. However, the much-needed resources, which include funding, human and material are limited. Hence, the need to clearly identify sources of funds in particular, as well as outline how the funds are mobilized for a sustained gender policy implementation.

ii. Policy Objectives:

- a. Mobilize substantial resources; particularly the much-needed funds, for effective and comprehensive implementation of the policy.
- b. Ensure accountability and equitability in the allocation and distribution of resources in policy implementation.

iii. Policy Targets:

- a. A dedicated percentage allocation by the government to promote girls education.
- b. Strengthened partnership between government agencies, development partners, Civil Society Organisations (CSOs), communities etc. in funding gender programmes in the education sector.

iv. Policy Strategies:

- a. Build the capacity of departments within MOECHE, FMS MOEs and BRA to implement Girls' Education Policy frameworks.
- b. Build capacity on participatory budgeting for government agencies and departments to sustain gender-targeted resource mobilization.
- c. Organize regular consultative forum for stakeholders concerned with the mobilization of girl's education targeted resources to appraise and re-strategize for sustainability.

9 A LIVING DOCUMENT

The Girls' Education Policy (2025) shall be published, disseminated and made available to stakeholders and education centers to facilitate the implementation of its provisions. It shall also be reviewed every five years taking into consideration the results of the monitoring and evaluation exercises, the emerging needs within the Somali education system as well as global good practices in the field of education.

Section Five

05

11. IMPLEMENTATION FRAMEWORK

10 IMPLEMENTATION FRAMEWORK

i. Introduction

The commitment to promote girls' education at all levels of education, signals the country's obligation to providing an enduring solution to achieve equality for boys and girl, men and women. The implementation of this The Girls' Education Policy and the proposed action plans over the next five years is based on the outcome of the review of the existing policy and other relevant documents.

ii. Objective of the framework

Provide guidance for effective implementation of the Girls' Education Policy.

10.1 Institutional Framework

The implementation framework is based on four pillars which are the enabling environment, structures, mechanisms and processes. The establishment of appropriate institutional structures and frameworks for girls education analysis, mainstreaming, monitoring and evaluation is key in gender integration. This provides the platform to achieve equity through political will, forging partnerships with stakeholders, including governments, development partners, private sector, and civil society. Building capacity and sharing good practices are integral to the processes.

| Major Elements of Somali Girls' Education Structures | |
|---|--|
| Enabling Environment | <ul style="list-style-type: none"> • Political will • Legislative and administrative framework • Adequate human and financial resources • Active participation of the local communities |
| Processes | <ul style="list-style-type: none"> • Setting up clear and functional structure and mechanisms • Developing and implementing the Girls' Education Policy in the education sector • Mainstreaming gender in the education plans |
| Structures | <ul style="list-style-type: none"> • Federal and FMS Line Ministries • Ministry of Education at Federal, FMS and BRA • Inclusive Education Departments at MOECHE, FMS and BRA • Gender Units at MOECHE, FMS and BRA |
| Tools and Mechanisms | <ul style="list-style-type: none"> • Gender analysis and mainstreaming skills • Gender training and education in the teaching workforce • Performance appraisal system |

Source: Adapted from the Commonwealth Gender Management System Handbook, 1999

10.2 Roles and Responsibilities of MOEs at FGS and FMS

Ministry of Education Culture and Higher Education at the Federal Level

MOECHE in line with these guidelines and enabling structures will be expected to:

- Review, Publish, distribute and disseminate the National Girls' Education Policy to all stakeholders for effective implementation
- Conduct intensive sensitization on the significance of the policy to all segments of the education sector in Somalia
- Allocate a budget line for girls' education to enhance effective implementation
- Conduct capacity building initiative for the officials concerned with the implementation of this policy
- Operationalize the ESC Inclusive Education Technical Working Group (TWG) for the Implementation of this policy
- Coordinate implementation of this policy
- Monitor and evaluate Gender responsiveness at all levels of education

Ministries of Education at FMS and BRA levels:

Ministries of Education at Federal and BRA will be expected to:

- Develop the State Action Plan for effective implementation of this policy
- Implementation of the State Action Plan
- Oversee, monitor and report the implementation of the policy
- Engage the Community to mobilize and support the implementation of the policy

POLICY IMPLEMENTATION FRAMEWORK (2025-2029)

| <i>Policies</i> | <i>Strategies (categorized by level of education)</i> | <i>Activities (arranged according to priority)</i> |
|--|---|--|
| ACCESS | | |
| <p>1. Promote measures for equity of participation in education, focusing on enrolment, retention and attendance of girls and vulnerable children.</p> | <p><u>Basic</u></p> <ul style="list-style-type: none"> The participation of parents, teachers and users of educational facilities (learners, pupils and students) in their management shall be encouraged to achieve transparency, accountability, predictability and participation in an atmosphere of good governance, including efforts to reduce gender disparities. Parents will be required to send and support all children (girls and boys) to primary school. <p><u>All</u></p> <ul style="list-style-type: none"> Review Education acts, rules and regulations, including Minimum Quality Standards, and where necessary, amend to ensure a gender equitable environment for pupils, teachers and administrators. Development and encouragement of partnerships with all stakeholders (local communities) to promote equal participation. Planning and management of the education system shall be based on evidence-based gender-disaggregated data. There shall be proper monitoring and evaluation of the system. MOECHE should actively monitor the progress of pilot activities that promote educational participation and assess them for scaling-up or expansion. | <ul style="list-style-type: none"> Strengthen the planning department at central and decentralized levels and strengthen its capacity for data collection, analysis and monitoring of gender dimensions. Include gender sensitive school management and administration in the teacher-training curriculum. Train school heads and teachers in gender analysis and planning and make them accountable for implementing these skills. Conduct awareness - raising campaigns for communities on benefits of education and the role they can play in supporting their children 's education. Identify and take action against households who fail to send their children to primary school. |

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| <p>2. Put in place compulsory measures to ensure all educational institutions mainstream as norm, gender disaggregation and analysis in all reporting, data collection and research activities.</p> | <p><u>Basic</u></p> <ul style="list-style-type: none"> Tracking system for children (child profiles) will be developed. <p><u>All</u></p> <ul style="list-style-type: none"> All aspects of EMIS data will be gender disaggregated and using appropriate indicators. Regular data collection to ensure regular monitoring of participation of all genders especially girls in the educational process. | <ul style="list-style-type: none"> Develop and integrate gender- sensitive indicators in the EMIS. <p>Establish child profiles – or tracking systems for school age children at school and those not enrolled.</p> |
| <p>3. Take affirmative action to promote the education of girls and women and vulnerable groups at secondary and higher education levels.</p> | <p><u>Secondary</u></p> <ul style="list-style-type: none"> Provide intensive remedial holiday courses for girls who wish to enter male-dominated fields after secondary level. <p><u>Secondary and Tertiary</u></p> <ul style="list-style-type: none"> Set five-year binding targets for enrolment of girls and boys into institutions and courses in which they are under- represented. Provide remedial courses for girls seen as at risk of failing or dropping out of secondary or higher education. Examine teaching approaches at secondary and HEIs to ensure girls' participation is not inhibited. <p><u>Tertiary</u></p> <ul style="list-style-type: none"> Provide researchers and technicians with training, using affirmative action strategies to ensure a 25% representation of women within seven years. Identify and train promising women candidates at entry level or middle management and fast track them into educational management. Award supplementary points to girls or use a | <ul style="list-style-type: none"> Develop instructional materials for remedial programmes in mathematics and science subjects. Review job descriptions, promotion criteria to ensure they reflect the necessity to address disparities of gender, income level, region, and social group as an integral part of job performance. Provide residential accommodation for girls and women in higher learning institutions on a preferential basis. Set specific quotas for admission of girls and women in HEIs. Special bursaries and sponsorship programmes. |

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| | lower cut-off point for entry into higher education to ensure equal opportunities in the education sector. | |
| 4. Provide for enrolment or re-entry of girls and boys who have dropped out including girls who drop out due to pregnancy, girls and boys who are head of households, child workers, etc. | <p><u>Basic</u></p> <ul style="list-style-type: none"> Alternative, but compatible, non-formal means of education available to all who are unable to attend formal school and the children should be able to move between the two systems. <p><u>All</u></p> <ul style="list-style-type: none"> Make it obligatory and compulsory for girls and boys who drop out to re-enter including girls who drop out due to pregnancy. Routine justification reports for repetition and dropout by girls and boys. | <ul style="list-style-type: none"> Develop guideline, procedures and regulations for re-entry of children who drop out. <p>Develop guidelines for the admission of children from alternative education (catch-up centres) to formal education and vice versa.</p> |

QUALITY/ACHIEVEMENT

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| 5. Ensure gender sensitive curricula focusing on life skills, leadership, etc. for girls to promote self-confidence and self-esteem. | <p><u>Basic</u></p> <ul style="list-style-type: none"> Put in place mechanisms for participation of children especially girls in governance, life skills enhancement activities such as clubs, etc. Adopt gender sensitive and child centred methodologies for classroom teaching. <p><u>Basic and Secondary</u></p> <ul style="list-style-type: none"> Strengthen the National Examination Council's ability to analyse results by gender and other dimensions and provide advice on how to improve the performance of girls and boys. Strengthen the General Inspectorate's ability to support and monitor teachers and head-teachers in the development of supportive gender-sensitive learning environments. Provide relevant and gender-neutral textbooks that will encourage learning of both girls and boys in all subjects. | <ul style="list-style-type: none"> Establish a rolling in-service programme on gender analysis for key personnel in planning department, Examinations Council, Inspectorate, National Curriculum Development Centre, etc. Revise curricula in higher education to include modules on gender analysis in economics, education, statistics and the social sciences. Set up an independent mechanism and gender committee to screen materials for gender stereotyping. |
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| | <p><u>All</u></p> <ul style="list-style-type: none"> Strengthen sex education and family life education in the curriculum. <p>Performance indicators will be established and each institution will be evaluated according to these indicators, which must include measures of gender equity.</p> | |
| 6. Promote and diversify technical and vocational training and remove all gender stereotypes in choices of TVET courses | <p>Secondary</p> <p>Establish a technical school in each province and progressively more as means allow, offering a diversified programme so both boys and girls can get opportunities to participate</p> <p>All</p> <ul style="list-style-type: none"> Carry out research to establish causes of high attrition from science and technology by boys and girls in general and girls in particular. Link technical and vocational education to demands of the local, regional and international labour markets. | <ul style="list-style-type: none"> Offer incentives to girls to enter traditionally male occupations and boys who want to enter traditionally female occupations. Ensure vocational programmes are relevant to both girls and boys needs Ensure that guidance and counselling services address gender issues. |
| 7. Put in place measures to promote, specifically, the participation of girls in science and technology as well as other learning opportunities. | <p><u>Secondary and Tertiary</u></p> <ul style="list-style-type: none"> Special measures for girls' and vulnerable groups' participation in science and technology related fields, including targeted science fairs, incentives/rewards. <p>All</p> <ul style="list-style-type: none"> Introduce psychosocial counselling in schools and colleges. Develop and disseminate guidelines for the reduction of repetition by girls and boys | <ul style="list-style-type: none"> Provide two years of free tuition for 20 girls a year who qualify for science and/or technology training Identify and empower women role models in teaching science and technology. |
| RETENTION/COMPLETION | | |
| 8. Ensure that the construction or rehabilitation of educational institutions is gender responsive. | <p><u>Basic</u></p> | <ul style="list-style-type: none"> Gender-sensitive and gender-responsive guidelines for school construction, |

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| | <ul style="list-style-type: none"> • Provision of playgrounds to ensure both boys and girls can freely participate in games and sports. <p><u>All</u></p> <ul style="list-style-type: none"> • Separate sanitation facilities including washrooms for girls. | <p>including sanitation.</p> <ul style="list-style-type: none"> • Avail emergency sanitary packs including sanitary towels in all schools and washrooms for girls. • Provide facilities for disposal of hygiene kits. |
| <p>9. Provide targeted subsidies and preferential resource allocations for groups disadvantaged in educational access and participation by virtue of gender.</p> | <p><u>Basic</u></p> <ul style="list-style-type: none"> • Special budget allocation to areas /schools with low retention/completion. • Head-teachers must ensure that the spending plans for the capitation grant are gender-equitable. <p><u>Secondary and Tertiary</u></p> <ul style="list-style-type: none"> • Secondary schools and tertiary institutions must ensure that boys and girls benefit equitably from income generating projects implemented to contribute to their budgets, within the limits of each institution's capacity. • Schools must prepare and submit an annual plan showing income-generating activities that equitably divide the effort required between girls and boys and women and men. <p><u>Tertiary</u></p> <p>Heads of higher education institutions are required to demonstrate the extent to which</p> | <ul style="list-style-type: none"> • Guidelines on subsidies and scholarships to be developed and disseminated. <p>Budget allocations for scholarships and bursaries to girls and disadvantaged groups.</p> |

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| <p>10. Ensure protection of girls, boys and women from sexual harassment and unwanted sexual advances in educational institutions.</p> | <p>their expenditures are gender equitable.</p> <p><u>Basic and Secondary</u></p> <ul style="list-style-type: none"> • Use the Gender and Children's Desk in the National Police, Ombudsman and confidential systems to enable affected children to report offenders without repercussions. <p><u>All</u></p> <p>Develop and disseminate teacher and pupil codes of conduct, including clear procedures for sanctions against offenders.</p> | <p>Set up administrator/teacher/pupil committee for consultation.</p> |
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Section Six

12. MONITORING AND EVALUATION

11 MONITORING & EVALUATION

i. Introduction

Monitoring and Evaluation is key to ensuring that gender is mainstreamed in the education sector particularly in the school system. It is important to establish an integrated and effective monitoring and evaluation system with appropriate and efficient feedback mechanisms. Effective gender equality and social inclusion tracking and benchmarking of progress; regular system-wide assessment of impact is necessary. Hence, monitoring and evaluation will be an essential strategy and tool for the delivery of the National Gender Policy in Education. This M&E plan is a detailed document for effective tracking of all interventions in the national Gender Policy in Education.

ii. Objectives

Specifically, the policy's monitoring and evaluation components aim to:

- Provide accurate and timely feedback on the effectiveness of gender mainstreaming efforts in the education sector at all levels;
- Integrate gender into monitoring and evaluation mechanisms to inform policy decisions ;
- Provide M&E indicators to guide effective implementation and assessment of the National Gender Policy in Education;
- Design a logical framework to guide documentation of gender mainstreaming activities and impact in education;
- Reduce bottle-necks in project cycles and improve the effectiveness of intervention activities in National Gender Policy in Education; and
- Establish National M&E Committee on Gender comprising of key stakeholders in education.

POLICY MONITORING AND EVALUATION (2025-2029)

| Policy Option | Indicator | Responsible Party/Frequency | |
|--|---|--|---------------------------|
| | | Collection | Reporting |
| ACCESS | | | |
| 1. Promote measures for equity of participation in education, focusing on enrolment, retention and attendance of girls and vulnerable children. | Gender disaggregated enrolment and dropout data for each grade from upper primary to tertiary levels. | EMIS, HEMIS, TVET-MIS | MEOCHE |
| 2. Put in place compulsory measures to ensure all educational institutions mainstream as norm, gender disaggregation and analysis in all reporting, data collection and research activities. | Availability of all data in gender disaggregated form | EMIS, HEMIS, TVET-MIS | MOECHE |
| 3. Take affirmative action to promote the education of girls and women and vulnerable groups at secondary and higher education levels. | Existence of affirmative policies at public secondary and tertiary education and in science and technology institutions | BASIC EDUCATION | MOECHE |
| 4. Provide for enrolment or re-entry of girls and boys who have dropped out including girls who drop out due to pregnancy, girls and boys who are heads of households, child workers, etc. | Existence of administrative guidance Enrolment in alternative pathways | MOECHE | MOECHE |
| QUALITY/ACHIEVEMENT | | | |
| 5. Ensure gender sensitive curricula focusing on life skills, leadership, etc. for girls to promote self- confidence and self-esteem. | Performance in national examinations | EXAMINATION DEP | MOECHE |
| | Removal of gender-stereotypes in teaching/learning materials | CURRICULUM DEP | MEOCHE |
| 6. Promote and diversify technical and vocational training and remove all gender stereotypes in choice of vocational subjects. | Change in the gender profile of the labour market | TVET DIRECTORATE | MOECHE (every 2 years) |
| 7. Put in place measures to promote, specifically, the participation of girls in science and technology as well as other learning opportunities. | Rate of change towards parity in enrolment and graduation in science and technology faculties | HE DIRECTORATE | MOECHE |
| RETENTION/COMPLETION | | | |
| 8. Ensure that the construction or rehabilitation of educational institutions is gender responsive. | The proportion of institutions with separate sanitation facilities for girls and boys | INCLUSIVE EDUCATION/ INFRASTRUCTURE DEP | MOECHE |

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|--|---|---------------------------------------|--------|
| 9. Provide targeted financial aids for groups disadvantaged in educational access and participation by virtue of gender. | Provision of financial aids for girls and vulnerable groups. | BASIC EDUCATION | MEOCHE |
| 10. Put in place special measures to protect special needs children /students, especially girls, from physical, mental and sexual abuse. | Existence of special measures Implementation of special measures Reports of school-based physical, mental and sexual abuse | BASIC EDUCATION POLICE AUTHORITIES | MOECHE |

