

FEDERAL REPUBLIC OF SOMALIA

Ministry of Education, Culture and Higher Education

Gender Policy for the Education Sector in Somalia

**1st Edition
December 2020**

FOREWORD

This policy has been developed and published by the Ministry of Education, Culture and Higher Education (MoECHE) with the financial support of ADRA with the objective of entrenching gender sensitivity, equality and equity in education. Gender sensitivity and inclusivity is critical to participation, transition, completion and quality of education opportunities. It is a major achievement in gender mainstreaming and integration to enhance participation of men, women, girls and boys in the whole country. The policy is intended to fast track inclusive quality education for all irrespective of their background, economic ability, gender, age and learning need.

Somalia has committed to provision of gender sensitive all-inclusive quality education as enshrined in the Somalia Education Act with a safe and enabled environment while promoting the rights of all treasured in the national constitution of 2012 in the endeavour to learn. All learners must be supported to actualize their potential and fully participate in nation building as envisaged in the provisional National Gender Policy. MoECHE shall utilize the gender-based framework as a powerful vehicle to drive social and economic development in the country as well as provision of a skilled human resource to meet market needs.

Hon. Abdullahi Abukar Haji

Minister for Education, Culture and Higher Education.

Preface

Despite the 30-year conflict and turmoil, the Federal Republic of Somalia has awakened to pursue the vision of providing quality education for all its learners without any discrimination and bias whatsoever. It has provided a considerable number of laws and policies to anchor the education system so as to address any emerging issues that might have negative effects on the gains that have been made so far. MoECHE on behalf of the Federal Republic of Somalia has put mechanisms in place to fulfill its commitment to the large number of school going-age children. The policy shall act as a check list for the implementors and change agents in the education sector as well as an accountability document.

This policy provides the light at the end of the tunnel for the large number of out of school children and large number of adults who have no access to free mandatory quality education. The policy highlights the critical barriers to fulfill the vision and documents the strategies to overcome them so as to enhance learner achievement at the end of the education cycle. A comprehensive implementation framework is provided at the end of the document for integration of the policy, monitoring and evaluation of the strategies.

I wish to call upon the entire education partners and stakeholders to fast track the implementation of the policy as documented in order to actualize the equity and equality in education.

Ahmed Hassan Yusuf

Director General

Ministry of Education, Culture and Higher Education

Acknowledgements

This policy is the main output of the Ministry of Education Culture and Higher Education (MoECHE), Somalia. However, it would not have been possible to develop this policy without the consultations and inputs from various stakeholders in the education sector. The MoECHE wishes to appreciate their contributions, time as well as effort of all the education officials and stakeholders specifically the Federal and State Education officials, State Ministry officials, Head teachers, Implementing partners, Non-governmental organizations and civil society.

We also wish to appreciate the role of ADRA in financing the development of this policy. It is of utmost importance to recognize the invaluable role played by the many players who cannot be mentioned by name. This policy creates structures to make the education system to be gender-sensitive and all-inclusive so as to enhance the quality of education.

Abbreviations and Acronyms

1. ADRA – Adventist Development and Relief Agency;
2. EMIS – Education Management Information System;
3. ESSP – Education Sector Strategic Plan;
4. FGD – Focus Group Discussion;
5. FGM – Female Genital Mutilation;
6. GBV – Gender Based Violence;
7. GDP – Gross Domestic Product;
8. IDRC - International Development Research Centre;
9. IDP – Internally Displace Persons;
10. MoECHE – Ministry of Education Culture and Higher Education;
11. NDP – National Development Plan;
12. NFE – Non- Formal Education;
13. OVC – Orphans and Vulnerable Children;
14. SDG – Sustainable Development Goals;
15. SGBV – Sexual Gender Based Violence;
16. SNE – Special Needs Education;
17. TVET – Technical, Vocational Education and Training;
18. UNESCO – United Nations Educational Scientific Organization;
19. UIS – UNESCO Institute of Statistics.

Definition of Terms

Term	Definition of the term in the policy
Gender	Is the socially and culturally constructed differences between men and women. It is how society values and allocates duties, roles and responsibilities to women, men, girls and boys.
Gender Analysis	The process of examining roles, responsibilities, or any other aspects, with regard to women and men; boys and girls, with a view to identifying gaps, raising concerns and addressing them.
Gender Awareness	is the recognition of the differences in the interests, needs and roles of women and men in society and how they result in differences in power, status and privilege. It also means the ability to identify problems arising from gender inequity and discrimination
Gender Budget	is a budgeting method that analyses the incidence of budgets on men and women and girls and boys. Gender budgeting entails analyses of revenue and expenditure impacts so as to avoid or correct gender imbalances
Gender Discrimination	Unequal or preferential treatment to individuals or groups based on their gender that results in reduced access to or control of resources and opportunities.
Gender Empowerment	A process through which men, women, boys and girls acquire knowledge and skills, and develop attitudes to critically analyse their situations and take appropriate action to improve their status in society.
Gender Equality	Equal treatment of women and men; boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.
Gender Equity	Practice of fairness and justice in the distribution, access to and control of resources, responsibilities, power, opportunities and services.
Gender Gap	difference in any aspect of the socio economic status of women and men, arising from the different social roles ascribed by society for women and men
Gender Mainstreaming	Consistent integration of gender concerns into the design, implementation, monitoring and evaluation of policies, plans, programmes, activities and projects, at all levels.
Gender Parity	Refers to equal number of girls and women, boys and men relative to their respective numbers in the population.
Gender responsiveness	Action taken to correct gender imbalances.

Gender roles	Socially assigned roles and responsibilities as opposed to biologically determined functions.
Gender Sensitive	people’s awareness, knowledge and skills on gender issues.
Gender Based Violence	Violence meted out to people belonging to a given gender.
Sexual Harassment	Unwelcome acts of a sexual nature that cause discomfort to the targeted person. These include words, persistent request for sexual favours, gestures, touch, suggestions, coerced sexual intercourse or rape.
Gender responsive Pedagogy	Teaching and learning methodologies and classroom practices that take gender into consideration.

TABLE OF CONTENTS

FOREWORD	ii
Preface	ii
Acknowledgements.....	iv
Abbreviations and Acronyms.....	v
Definition of Terms	vi
1. Chapter one: Introduction.....	1
1.1 Background.....	1
1.2 Legal and Policy context.....	1
2. Goal, Strategic objectives and guiding principles of the gender policy for the education sector	2
2.1 Goal	2
2.2 Purpose of the gender policy	3
2.3 Strategic Objectives.....	3
2.4 Guiding principles for the implementation of the policy.....	3
2.5 Regulatory and Policy Link	4
2.6 Scope of the gender policy.....	4
3 Chapter Two: Governance and Management Structures	4
3.1 Background.....	4
3.2 Objective	5
3.3 Major Constraints.....	5
3.4 Strategic Interventions.....	5
4 Access to gender sensitive inclusive quality education	5
4.1 Background.....	5
4.2 Objective	8
4.3 Major Constraints.....	9
4.4 Strategic Interventions.....	9
5 Community Ownership, Resource Mobilization and Allocation	10
5.1 Background.....	10
5.2 Objective	10

5.3	Major Constraints.....	11
5.4	Strategic Interventions.....	11
6	Equity in the education sector.....	11
6.1	Background.....	11
6.2	Objective	12
6.3	Major Constraints.....	12
6.4	Strategic Interventions	12
7.	Safety, Security and Gender Based Violence.....	13
7.1	Background.....	13
7.2	Objective	13
7.3	Major Constraints.....	14
7.4	Strategic Interventions	14
8.	Nurturing and Mentoring	15
8.1	Background.....	15
8.2	Objective	15
8.3	Major Constraints.....	15
8.4	Strategic Interventions.....	15
9.	Gender sensitive inclusive quality education for all learners	16
9.1	Background.....	16
9.2	Objective of the quality education system	16
9.3	Major constraints	16
10.	Monitoring and Evaluation	17
10.1	Background.....	17
10.2	Objective	17
10.3	Major Constraints.....	17
10.4	Strategic Interventions.....	18
11.	Capacity Enhancement and Training	18
12.	Effective Gender Policy Implementation Framework	18
13.	Monitoring and Evaluation of the Gender Policy Implementation Frame work.....	18

14.	Policy Review	18
15.	References	19
	Annex 1: Monitoring and Evaluation Framework of the Gender Policy.....	Error! Bookmark not defined.

Figure 1: Overall Enrolment Trends by Gender	6
Figure 2: Primary overall enrolment trends by gender	7
Figure 3: Secondary Overall enrolment by gender	7
Figure 4: Primary Transition Trends by State Grade.....	8
Figure 5 :Secondary Transition by state and gender	8

1. Chapter one: Introduction

1.1 Background

Education includes an intentional, planned and organized formal instruction which provides social and technical skills to the individual so as to efficiently fulfill their role in society. Gender sensitive all-inclusive free quality education is a basic right as promised in the Constitution of the Federal Republic of Somalia Article 30 (i – iii). It is an important vehicle to eradicate discrimination, marginalization and inequity in society. The global gender gap report, 2020 clearly indicates that gender parity (68.6%) is still far from reach and it has serious implications on a country's growth, competitiveness and preparedness for the future (IIAG, 2020). On the hand, gender awareness and equality are the gateway to economic and social development. Gender Equality is seen as the road map to prosperity in African nations.

Despite the 30 years of conflict and turmoil as well as being a patriarchal society with entrenched belief in propagating the family lineage, Somalia has attempted to rebuild its educational institutions so as to provide quality education to all its citizens. The MoECHE has endeavored to create an educational environment where both boys and girls enjoy equal rights as well as be able to live free of violence and discrimination as prescribed in the SDG 5. Education with gender equality and equity is also echoed in the Sustainable Development Goals 4 “inclusive and equitable quality education and lifelong learning for all.”

In this policy, gender is to be understood as the socially determined power relations, roles, and entitlements for men and women, boys and girls in the Somali society. The Ministry of Education Culture and Higher Education (MoECHE) has developed this policy that encompasses a wide perspective of equality anchored on the draft National Gender Policy which includes men, women, boys and girls rather than just focus on just girls' education. This is because the total access or participation rate of just 33% therefore, even boys are not doing well though girls are still lagging behind. In order to undertake this task, the MoECHE has established a gender unit to cascade, advocate for and implement related issues in the education sector. MoECHE liaises with other core ministries in the country to fast track the gender equality, equity and inclusivity agenda in the education sector. The gender concerns have taken centre stage in the education sector with the support of the donor/implementing partners which gives national awareness and readiness to improve the plight of the school age children in the nation.

1.2 Legal and Policy context

Somalia is a Muslim nation anchored on the Quran and hadith which emphasizes the importance of gaining knowledge. It is mandatory on every Muslim irrespective of gender to gain knowledge so as to live in the society as referenced “the seeking of knowledge is obligatory on every Muslim” (Al-tirmidhi, 74). Secondly, Somalia has signed or ratified various international conventions/agreements/protocols to show its commitment to human rights such as the

International covenant on Economic, Social and Cultural rights(24th January 1990), International convention on the elimination of all forms of racial discrimination (9th May 2002), African (Banjul) charter on Human and Peoples rights(ratified 31st June 1985) and the African Charter on the rights and welfare of the child which was signed on 1st July 1991. The signing of all these international conventions is evidence of commitment to observing all the rights of the Somali people irrespective of gender.

The Federal Republic of Somalia has also reiterated its commitment to observing and providing quality education as one of the basic rights as dictated in the Constitution of Somalia Article 30-I and ii which states that ‘Education is a basic human right for all Somali citizens and every citizen shall have the right to free education up to secondary school’. This constitutional right is also concretized in the Education Act Article 1 which states “Waxbarashadu waa xaq daruuri iyo dastuuri ah oo qof kasta oo muwaadin ahi uu xaq u leeyahay. Dowaladda Federaalka Soomaaliyeed waxaa ay kafaala qaadeysaa in ay muwaadinka Soomaaliyeed siiso Waxbarasho which means that education is a necessary constitutional right that the state promises to provide”. The government has also anchored the provision of quality education in the National development Plan (2020 – 2024) with a commitment to improve availability of education opportunities to the disadvantaged groups and the approval of policies that protect the vulnerable groups.

The MoECHE has also captured gender as one of the key issues in its Education Sector Strategic Plan (2018 -2020) and set up a gender unit to fast track the implementation of the targets in the ESSP. Despite all the commitments and willingness of the government and the MoECHE, the access rate and gender equality is very low especially for the girl child at 43.3% and a gender parity of 0.91 (MoECHE, EMIS,2019). Cultural traditions, Inadequate access to resources and insecurity have been the major hurdles in the struggle to provide gender sensitive, inclusive free quality education to all women, men, boys and girls in Somalia.

2. Goal, Strategic objectives and guiding principles of the gender policy for the education sector

2.1 Goal

The main goal of this policy is to establish a solid framework with clear strategies for implementation so as to ensure gender equality, equity and inclusivity in the provision of quality education as well as employment opportunities to all men, women, boys and girls in the education sector without any bias or discrimination irrespective of location, ethnicity, gender, age and disability.

2.2 Purpose of the gender policy

To provide a gender sensitive quality education system that is accessible to all learners irrespective of their gender, age, location, disability' ethnicity and economic status.

2.3 Strategic Objectives

The main strategic objectives of this policy are as follows:

- 2.3.1 Build capacity, skills and appreciation of educators on gender issues in the education sector;
- 2.3.2 Establish good governance structures and management practices to mainstream gender equality and equity in the education sector;
- 2.3.3 Expand access to gender inclusive and responsive quality education for all learners;
- 2.3.4 Foster gender, age and disability friendly teaching and learning for all learners in schools;
- 2.3.5 Provide access to equitable educational opportunities and resources for all learners regardless of age, gender, culture, and disability;
- 2.3.6 Create a safe, protective, enabling, learning and teaching environment for all learners and teaching fraternity;
- 2.3.7 Strengthen monitoring, evaluation and accountability systems to fast track the mainstreaming of the gender strategies in the education sector.

2.4 Guiding principles for the implementation of the policy

This national gender policy for the education sector will be guided by the Islamic law and the constitution. However, the following principles will provide impetus to the implementation of the policy within the law:

- 2.4.1 All stakeholders will own, collaborate and facilitate the implementation of this policy;
- 2.4.2 Ensure all learners irrespective of their gender, age, disability, location, economic status and ethnicity are treated fairly and given equal opportunity in accessing education opportunities;
- 2.4.3 The governance and management structures will monitor and evaluate the implementation process to enhance accountability, transparency and ensure timely preventive as well as corrective action is taken where necessary;
- 2.4.4 Taking affirmative action to fast track the alleviation of the predicament of the learners who have been historically disadvantaged to bridge the gender gap i.e. SNE, IDP, Nomadic pastoralists and those affected by natural or man-made disasters;

2.4.5 MoECHE will endeavour to provide a safe compliant enabling environment for all learners.

2.5 Regulatory and Policy Link

The gender policy for education sector is anchored on the various commitments made in the provisional Constitution of Somalia which guarantees education as a basic right for all citizens. The Education Act article 2 clearly indicates equal access to educational opportunities as envisaged in this policy. On the other hand, the draft National Gender policy commits to ensure adherence to the principle of gender equality between women and men, girls and boys in enjoying their rights, equal access to opportunities, benefits and other constitutional rights which is supportive of the objectives of this policy. This policy will also help to fulfill the ESSP strategic objective on equitable access to primary and secondary education opportunities. This policy will also be implemented closely with other related policies across the education sector such as the private school, higher education, TVET policies among others.

2.6 Scope of the gender policy

This is a national gender policy for the education sector in Somalia. This policy shall encompass all programmes implemented in all sectors of the education sector from Early Childhood to Higher Education across the country.

3 Chapter Two: Governance and Management Structures

3.1 Background

Governance involves various processes which includes enhancing the staff understanding what needs to be done and steering the that include goal setting and steering the process using institutional rules and regulations. Majority of the laws and policies are yet to be ratified for implementation and the staff are not conversant with gender issues in the education sector. MoECHE has a policy and planning department to fast track the validation, approval and implementation of the gender policy. A gender unit has also been formed at the federal and state levels to advocate for the gender issues in the education sector. However, there is need to empower the unit with more staff and financial resources to effectively perform its function which includes training all those involved in gender issues at all levels from national to school level. All MoECHE officials up to the school level should be trained on gender issues and facilitated the various tasks in their subsectors. There is need for continuous gender analysis and dissemination for review so as to improve the status of the gender concerns in the education sector. Gender equality, equity, parity and inclusivity is not an easy task to fulfill unless there are strong governance structures with good management practices equipped with the required human as well financial resources.

3.2 Objective

To establish an effective and efficient governance structures to manage the smooth implementation of the gender policy strategies in all sectors of the education.

3.3 Major Constraints

The major barriers constraining the governance of the gender related issues in the education sector include

- 3.3.1 Lack of approved legislations and policies to address gender inequities and gender-based violence in the education sector;
- 3.3.2 Lack of well- staffed, cascaded and financed gender-sensitive structures from the national to school level to pursue gender concerns at all sub-sectors of the education system;
- 3.3.3 Inadequate access to recruitment, training and participation in professional opportunities in the education sector;
- 3.3.4 Lack of adequate implementation, monitoring and evaluation mechanisms that have been set up to mainstream gender mainstreaming initiatives in the education sector.

3.4 Strategic Interventions

- 3.4.1 Develop, disseminate and implement all gender responsive legislations and policies to provide direction to enhance gender mainstreaming in the education sector;
- 3.4.2 Strengthen, cascade, staff and finance gender units to voice and follow up on gender equality and equity strategies for implementation at all education sub-sectors;
- 3.4.3 Launch partnerships and co-ordinate closely with education stakeholders as well as the community for the advancement of gender mainstreaming/ advocacy;
- 3.4.4 Implement systems to ensure equal and affirmative action to actualize prompt access to recruitment, training and decision-making opportunities in the education sector i.e. secretariat, headship, teaching fraternity and student leadership etc;
- 3.4.5 Establish an effective monitoring and evaluation structure to scrutinize the gender mainstreaming process for continual improvement.

4 Access to gender sensitive inclusive quality education

4.1 Background

Education is critical to the wholistic development of the individual, improve their health, economic ability and general role in the society. Access to education includes on-schedule enrolment and progression at an appropriate age, regular attendance, learning consistent with

national achievement norms, a learning environment that is safe enough to allow learning to take place with equitable distribution (Lewin, 2015). Globally, 258 million children and youth of school going age are out of school (UNESCO, 2019), out of which Somalia contributes more than 3 million children (FGS, NDP, 2020).

The statistics of school aged children who have no access to education in the African continent is no different. Of all regions, sub-Saharan Africa has the highest rates of education exclusion. Over one-fifth of children between the ages of 6 and 11 are out of school, followed by one-third of youth between the ages of about 12 and 14 while almost 60% of youth between the ages of about 15 and 17 are not in school (UIS, 2019).

Somalia is on the road to recovery despite the fragile insecure environment with improving trends of participation levels Overall, primary and secondary education as given in the Figures 1, 2 and 3 respectively (MoECHE, 2020). It is evident that the participation level of both gender increased considerably in the year 2020 due to the considerable effort of the government, partners and community to improve access to both primary and secondary education opportunities.

Figure 1: Overall Enrolment Trends by Gender

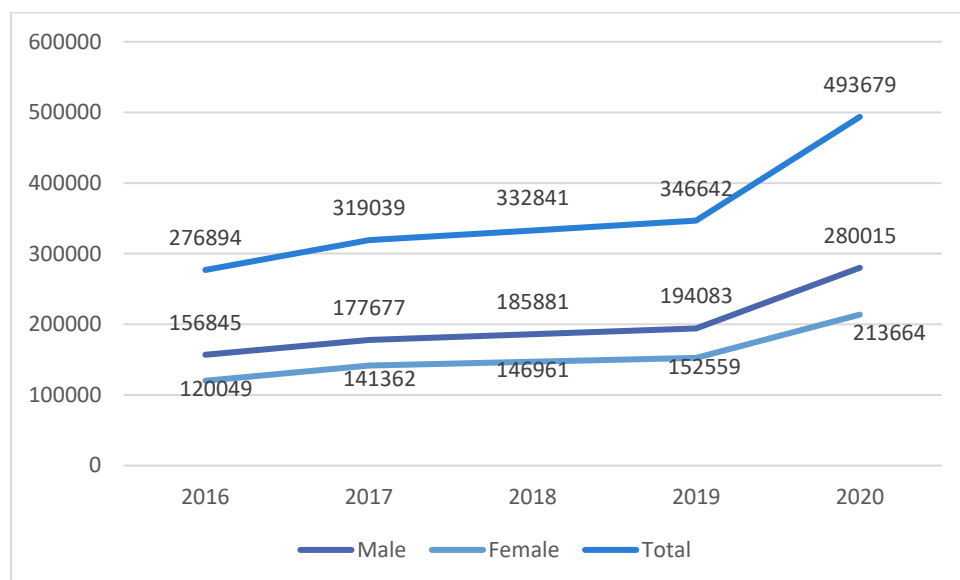


Figure 2: Primary overall enrolment trends by gender

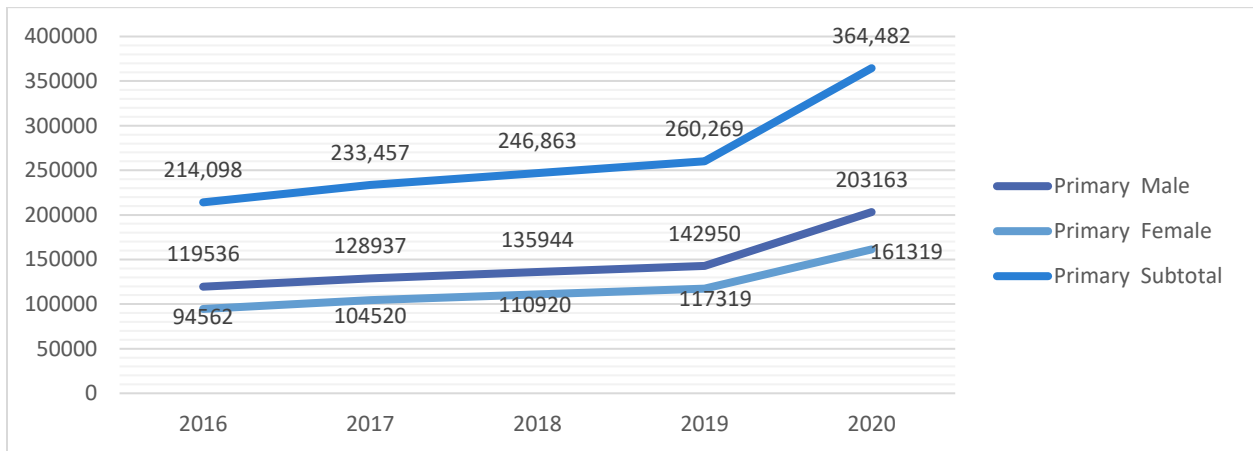
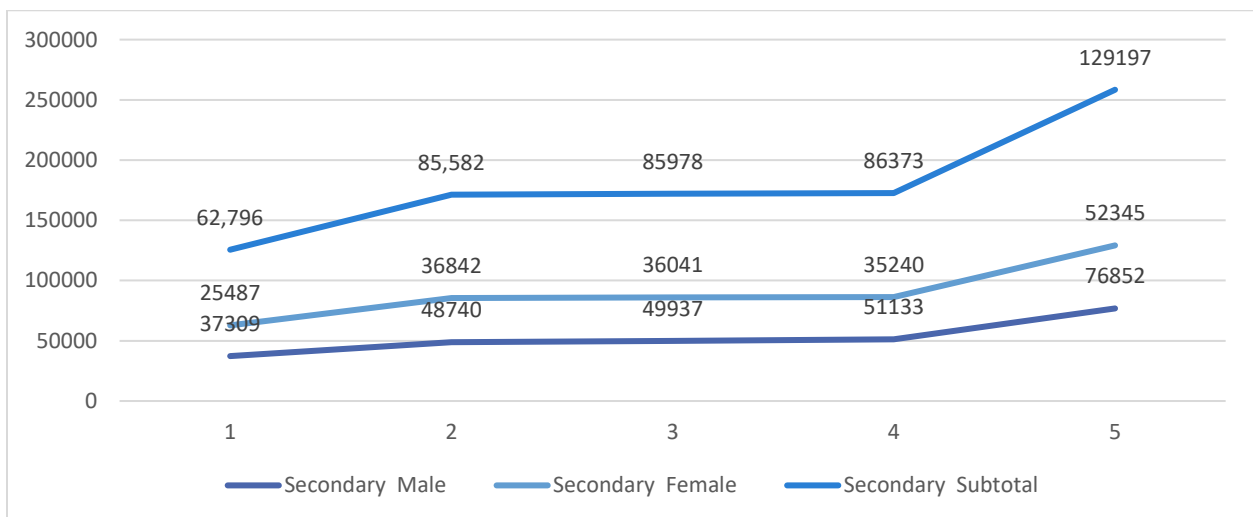


Figure 3: Secondary Overall enrolment by gender



However, the transition and completion trends indicate that the number of learners dropping out schools is high at both the primary and secondary level all the states except Banadir as is evident in figures 4 and 5. Cultural attitudes, household chores, unfriendly school environment and insecurity are some of the causes of the high drop out of learners as the unanimously agreed responses of the different respondents. Figure 4 and 5 clearly show that the number of learners in Banadir region increase every year from Grade 1 up to 8. The respondents attributed this upward trend in Banadir region to transfer of learners from the states in search of better-quality education, home schooling, accelerated learning where learners skip classes and repetition from those who did not attend the pass mark to attain a certificate in the secondary national examination.

Figure 4: Primary Transition Trends by State Grade

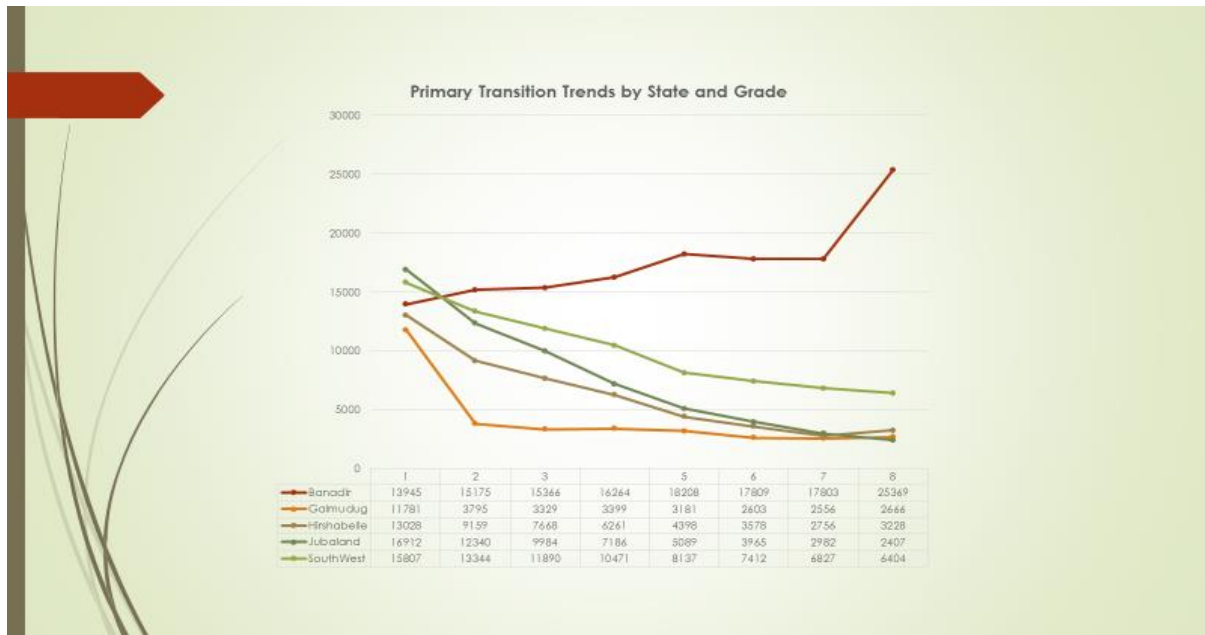
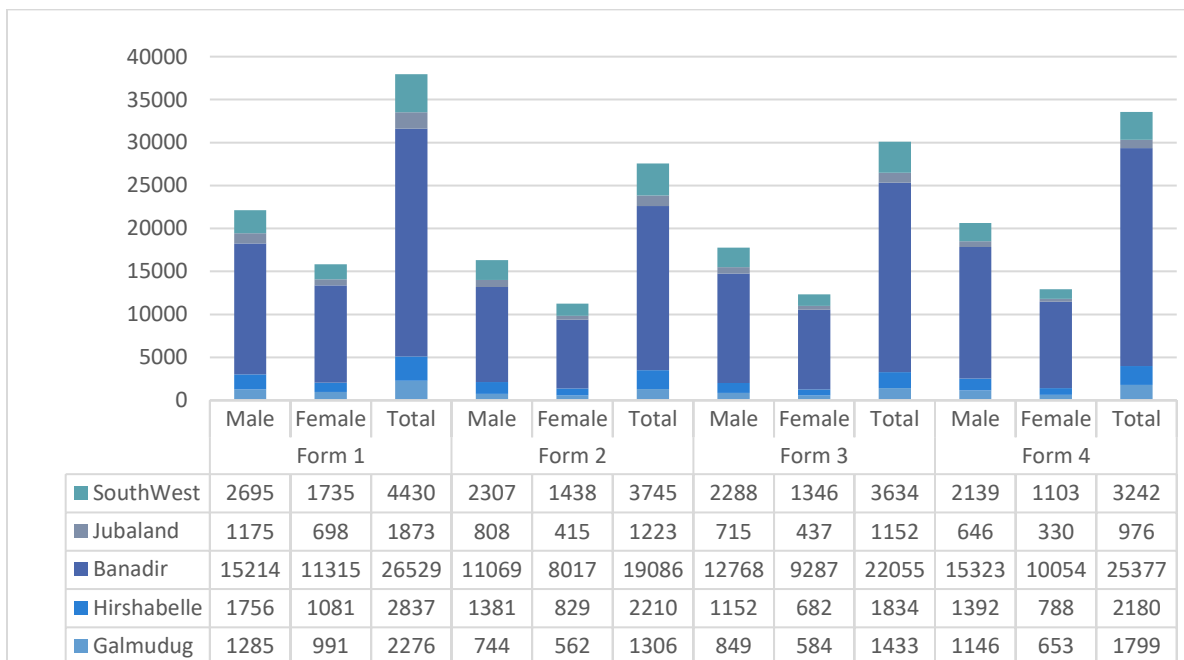


Figure 5 :Secondary Transition by state and gender



4.2 Objective

To improve participation in a gender sensitive, free, inclusive and quality education for all learners especially the disadvantaged such as OVCs, IDPs, SNE, Nomads, rural population and urban poor.

4.3 Major Constraints

The major barriers to accessing education in Somalia are as follows:

- 4.3.1 Entrenched negative community perceptions, beliefs, attitudes and cultural practices such as children with special needs cannot learn, boy child preference, forced marriage, FGM, household chores, girls are a waste of resources among others were cited by a large number of respondents during the FGDs;
- 4.3.2 Lack of free, mandatory, gender sensitive all-inclusive quality education institutions for all learners across the country;
- 4.3.3 Inadequate security, safety and prevalence of GBV at home, to, within and from school.
- 4.3.4 Poverty of a large number of parents (69% of the population earns \$1.9 a day (NDP, 2020 – 2024), thus cannot afford the educational costs of their children;
- 4.3.5 Lack of community ownership and adequate resources to cater for the provision of gender inclusive, friendly, free quality education to all learners;
- 4.3.6 High illiteracy rate of the rural population and nomadic lifestyle: therefore, majority of the parents do not understand the benefits of education and therefore will not put any effort to take their children to school or follow up their performance;
- 4.3.7 Learners have travel for long distances from their home to the nearest accessible educational institutions so as to attend school;
- 4.3.8 High drop out and repetition in schools creates a challenge for school age children such as adolescent girls who have no friendly space, sanitary kits, role models or mentors among others;
- 4.3.9 Child Labour: a large number of school age children are household heads involved in earning a living for their families through shoe shining, car wash, cleaning etc;
- 4.3.10 Deviant behaviour and drug abuse: school age children have become addicted to drugs and other crimes as you see on the streets of Xamarweyne and responses from the respondents.

4.4 Strategic Interventions

There is need for strategic interventions to address the above listed barriers so as to facilitate adequate access to quality inclusive education which included but limited to:

- 4.4.1 Provide free or affordable, gender inclusive, friendly and accessible quality education institutions for all learners including adult learning centres, ABE, mobile schools, NFE, subsidized private schools in populated locations in the country so

as reduce the distance to school, increase participation and enhance the safety of the children to and from school;

- 4.4.2 Mobilize and collaborate with partners and the community for ownership, support so to marshal resources including pooling of resources from donors through government to harness more educational opportunities for the less fortunate and hard to reach communities;
- 4.4.3 Conduct massive awareness campaigns headed by Religious Leaders in all mosques across the country so as to create awareness in the community on the benefits of education, change their perceptions and attitudes towards taking their girls or those who have dropped out back to school and reducing household chores for girls so that they can read at home;
- 4.4.4 Creating opportunities to earn a living for the parents including cash/grants/foodstuff and restocking/agricultural inputs for taking children to school and introduction of school feeding programmes so that the children can go to school without worrying about what they are going to eat during tea break and lunch hour;
- 4.4.5 Establish rehabilitation centres for children of school going age who are addicted to drugs or involved in other deviant behaviours across major cities in the country.

5 Community Ownership, Resource Mobilization and Allocation

5.1 Background

Resource mobilization is the process by which an organization acquires and manages human, financial and logistic resources to fulfill its mission by identifying people who share the values of their organization, managing the relationship using different mechanisms so as to win their total support (IDRC, 2010). Community support is an integral part of resource mobilization and is necessary for the unity of purpose, sustainability and survival of the programme after utilization of the mobilized resources. It is important to prioritize the competing needs so as to spend the limited resources wisely. Somalia has the willingness and motivation as well as a large number of supportive stakeholders to improve the conditions of the education sector but there is an urgent need to harness these resources and prioritize the needs based on community involvement.

5.2 Objective

To enhance community unity of purpose, awareness, understanding of the cause of resource mobilization and involvement in priority-based allocation of funds to implement a gender-inclusive free quality education. Recent government budget allocated to the Education sector amounts to 4-6% of the GDP but targets 13% during the National Development Plan (2020-2024).

5.3 Major Constraints

- 5.3.1 The art of harnessing community support and talent to mobilize the existing resources has not been an area of target in the priorities of the MoECHE. MoECHE awaits the donor partners to declare their projects to be actioned in the education sector and gives the approval to implement the project to the agencies;
- 5.3.2 Natural disasters such as droughts, floods, locust invasion, monsoon winds, conflict and protracted displacements has created a huge need for humanitarian assistance which is short-term and limited to the fulfilment of basic needs. Therefore, long-term development projects in the education sector have been relegated as not being priority;
- 5.3.3 Inadequate budget allocation (6%) from the government to the Education sector.

5.4 Strategic Interventions

- 5.4.1 Train all education officials involved in the financial management of the education sector on Resource and Community mobilization as well as prudent management of resources;
- 5.4.2 Enhance the monitoring, evaluation, financial reporting and accountability mechanisms in the education sector;
- 5.4.3 Entrench large scale campaigns to mobilize the community so as to win their support and ownership of the projects;
- 5.4.4 Donor Aid localization, prioritization and collaboration with government for implementation so that the limited resources can be pooled to cover major tangible target interventions. The interventions will be tailored to take place at a local level, in an area-based approach, and aligned to local and state level strategic plans to cater for the variations in needs of the different localities.

6 Equity in the education sector

6.1 Background

Educational equity is a measure of achievement, fairness and equal opportunity to education. It is a condition where all persons in country have equal access to resources, educational opportunities, employment and is treated well irrespective of their gender, location, disability, ethnicity, colour, religion and any other prerequisites. Equity in education is determined by fairness and inclusion. The conditions of the person should not interfere with their academic success. There should be a comprehensive criterion applicable to all which should be used to make decisions in the education sector as indicated in the SDG 4. However, the society in Somalia is not a level playing field due to occurrence of armed conflicts, displacements, economic ability and location. Therefore, it is only fair to use affirmative action to enhance the situation of some people more than others so as to alleviate a historical injustice or need. The Education Management Information Systems (EMIS) data indicates moderate improvements in the access

to educational opportunities for all learners; though there are variations depending on location and accessibility of the area by government. Availability, accessibility, acceptability and adaptability is fundamental to ensure equity in education and Sudan, Afghanistan, Thailand and Somalia are cited to have the highest education inequities in relation to gender bias.

6.2 Objective

To provide access to equitable educational opportunities and resources for all learners regardless of age, gender, location, disability or any other form of discrimination.

6.3 Major Constraints

There are numerous constraints in relation to inequities in education which include but are not limited to:

- 6.3.1 Infrastructure available in majority of the education institutions are not accessible to learners with impairments and are not friendly for the girl child i.e. there are no rest rooms located in a convenient environment out of the public glare of the male gender;
- 6.3.2 Unequal access to educational resources such as text books, uniforms, co-curricular activities such as playgrounds or sports, unbalanced engagement by the teacher in class and unfair appointment to positions of responsibility or leadership;
- 6.3.3 Girls and Impaired learners' education is not seen as worthy investment and thus are not given equal opportunities due to the cultural belief that they would not propagate the family lineage and they cannot learn as much the male gender;
- 6.3.4 Lack of adequate accommodation for the slow learners, children in nomadic environments, adult learners, IDP children so that they can compete adequately with the other learners who have all the resources that they need;
- 6.3.5 Low morale and motivation of the female gender to learn because they are faced with unfair treatment when they compete for employment opportunities thus, they do not benefit from successfully completing their education;
- 6.3.6 Lack of targeted education funding such as bursaries, scholarships, grants and donor support to cater for children from low income families, IDPS, among others.

6.4 Strategic Interventions

- 6.4.1 MoECHE should organize to make the existing schools to be SNE compliant and girls friendly so that all can learn comfortably without any hindrance;
- 6.4.2 Ensure equity in recruitment, promotion and staff development at all levels of the education sector;

- 6.4.3 Organise extra tuition for children in disadvantaged environments and remedial lessons for slow learners in learning institutions while adult education classes should be revamped to give an opportunity to the adult learners;
- 6.4.4 Sensitize all head teachers and teachers on gender equity issues so that they can ensure all learners have equal access to educational resources, class engagement, uniforms and cocurricular activities;
- 6.4.5 Conduct campaigns in the community to eradicate negative cultural attitudes, beliefs and perceptions while encouraging parents to encourage all children to help with household work;
- 6.4.6 The scarce education funding such as bursaries, scholarships, grants and donor support should targets children from low-income families, IDPS, among others.

7. Safety, Security and Gender Based Violence

7.1 Background

School safety refers to a situation where the learner is in no danger and feels confident that nothing wrong would actually happen to them when they are undertaking learning activities in the school compound such as bullying, threats, derogatory language, corporal punishment, substance use and violence. The learners should be protected from any action that would harm them physically and emotionally.

Security on the other hand, refers to all measures put in place to prevent any danger to people and property in education institutions such as attacks, grabbing, demolitions etc. Somalia has a fragile security situation where recent trends indicate children are being abducted to and from schools. The head teachers and women respondents who were involved in the Focus Group Discussions unanimously expressed their fears in relation to safety of their children as they go to school daily. Some parents have barred their children from going to school due to the fear that they might not be safe on their ways to schools. Safety and security needs prior planning to prevent any such occurrence.

Gender based violence (GBV) is an act of violence such as rape, harassment, stalking, trafficking etc against an individual based on their gender and is one of most notable human rights violations. GBV happens to both male and female but is more predominant to the female gender (women and girls) resulting in physical, emotional, psychological and economic suffering to the victims.

7.2 Objective

To create a safe, protective, enabling, learning and teaching environment free of physical and any other type of violence for all learners and teaching fraternity.

7.3 Major Constraints

- 7.3.1 Lack of formal laws to punish gender- based perpetrators and traditional elders who pacify such crimes to be settled out of court without listening to the victim’s views;
- 7.3.2 The learners and education fraternity have no life skills training to protect themselves against the perpetrators of gender- based violence and safety education is not in the curricula;
- 7.3.3 Lack of code of conduct for teachers enables them to be unruly, punish and intimidate learners especially girls in public since there are no consequences of such uncouth behaviour;
- 7.3.4 Forced and early marriage is predominant traditional norm which forces girls to drop out of school and there are no mechanisms in place for girls to resume their education after marriage;
- 7.3.5 Inadequate number of teachers to provide guidance and counselling in schools coupled with lack of role models especially female teachers to confide in when faced with such challenges;
- 7.3.6 Lack of safe school policy in schools to provide guidance to the teachers and to protect the learners.

7.4 Strategic Interventions

- 7.4.1 Develop, approve and disseminate a safe school policy in the education sector so that there can a preventive measure to avoid such occurrences;
- 7.4.2 Strengthen the ratification of GBV laws, reporting of such criminal occurrences and apprehend the culprits to face the law with stiff penalties instead of a traditional council of elders who collect dues to settle the cases out of court;
- 7.4.3 Train the learners and all the education fraternity on how to protect themselves in case of a such occurrence;
- 7.4.4 Approve the code of conduct for teachers so that they can be avoid such behaviours and where they occur, they should be punished accordingly;
- 7.4.5 Conduct community awareness campaigns to educate the parents on how to protect their daughters against SGBV so that they can learn. These campaigns should be spearheaded by education and child right activists as well as celebrities who are well know by the society;
- 7.4.6 Create a gender-sensitive school environment that prohibits SGBV and encourages the learners of both genders especially girls to speak out and participate in the curricula as well as extra curricula activities.

8. Nurturing and Mentoring

8.1 Background

Mentoring is the process of nurturing process which fosters the growth and development of a learner through their schooling years to maturity. It is a supportive, protective and caring process where the mentor bonds with the learners so as to transfer the knowledge to them. Teachers are required to care about the welfare of their children and the learning process that is why they create a close relationship to understand the mood, pains and happy moments of their learners. The mentor is required to monitor the academic performance, personal development and create a child friendly environment where the learner can master what is being taught. The teacher is expected to be a mentor and coach who builds the learners self-confidence, morale and independence so that they become self-reliant. Clarifying, consulting, collaborating and coaching are the basic prerequisites of a successful nurturing and mentoring process in schools.

8.2 Objective

To integrate gender responsive nurturing and mentoring mechanisms in the teaching and learning process.

8.3 Major Constraints

- 8.3.1 Lack of adequate number of trained teachers especially female to act as role models in the mentoring and nurturing of learners in schools;
- 8.3.2 Lack of trust, difference in opinion and incompatibility between a teacher and learner can be a stumbling block in the mentoring process;
- 8.3.3 Poverty and low income of the learner's family creates low self-esteem and lack of enough nourishment (food) thus builds a barrier to open up to the mentor or even peer educators or not able to even concentrate in class. Therefore, such students will not be able to benefit from the mentoring process.

8.4 Strategic Interventions

- 8.4.1 Train adequate number of teachers especially females to act as role models, mentors and coaches for learners and more specifically female learners;
- 8.4.2 Ensure the curricula is premeditated to boost the development of positive attitudes and behaviour that promote social responsibility, empathy, gender sensitivity and equal and non-violent relationships;
- 8.4.3 Establish peer educator clubs in schools so that they can motivate each other especially those from well off families should be paired with those from low income families;
- 8.4.4 Stimulate understanding and support for learners with too many responsibilities at home especially the girl child and orphans;

- 8.4.5 Increase financing to scale up provision of sanitary towels as part of school equipment and supplies as well as environmentally friendly apparatus for sanitary material disposal in the schools.

9. Gender sensitive inclusive quality education for all learners

9.1 Background

An education system can be considered to be of quality when it focuses on the whole child's social, emotional, mental, physical, and cognitive development regardless of his/her gender, race, ethnicity, socioeconomic status or geographic location. It provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. The education system is of quality when it fulfills its national objectives, has equity, equality, is inclusive and is able to prepare the learner to be a wholistic person who can fit well in the society. Despite the long- term conflict and fragile environment Somalia is committed to providing free quality basic education up to the secondary school level. The government has started reclaiming education institutions that were taken over during the conflict period and employing teachers. The government in collaboration with donor partners are determined to build systems to improve the quality of the education system such as putting the governance structures in place, developing the curricula, paying teachers among others.

9.2 Objective of the quality education system

To expand, revamp and entrench gender inclusive and responsive quality education for all learners without any bias or discrimination.

9.3 Major constraints

- 9.3.1 Inadequate number of qualified teachers to teach in all the learning institutions;
- 9.3.2 Lack of adequate number of teaching and learning resources in the schools especially for learners with special needs;
- 9.3.3 Inadequate mastery of subject content by the learners thus, poor learner outcome at the end of the education cycle;
- 9.3.4 Lack of a consistent national formal assessment to the mastery of subject content in the formative years of learner so as to enhance literacy and numeracy;
- 9.3.5 Lack of terms and conditions of service for teachers to ensure growth, motivation and staff development among teachers.

9.4 Strategic Interventions

- 9.4.1 Train adequate number of teachers with diploma and degree qualifications for the primary and Secondary institutions respectively in the country;
- 9.4.2 Provide adequate number of gender-sensitive teaching and learning resources for all learners especially those with special needs;

- 9.4.3 Ensure mastery of subject content so as to improve the learner outcomes of the education system by providing continuous assessment for all learners including remedial teaching for the slow learners, compliant facilities for SNE and other disadvantaged minority learners;
- 9.4.4 Implement consistent national formal assessment to assess mastery of content at the formal stages of the school cycle;
- 9.4.5 Develop and implement the terms and conditions of service for teachers to ensure growth, motivation and staff development of the teaching fraternity;
- 9.4.6 Provide gender-sensitive and friendly enabling learning environment that supports the learner and meets their needs;
- 9.4.7 Undertaking research and documentation incorporating gender disaggregated data to inform policy and gender programming;
- 9.4.8 Ensure community and stakeholder involvement, support and participation in the education system.

10. Monitoring and Evaluation

10.1 Background

Monitoring of teaching and learning can only be actualized after implementation of the gender policy for the education sector. Therefore, the gender policy for the education sector needs to be cascaded to the states, regions, districts and school level so as to encourage ownership, collaboration and support country wide. The findings of the monitoring exercises should be used to coach and mentor the implementation process for continual improvement.

The implementation process should also be evaluated internally and externally at the beginning (baseline), Midterm and End term level. The findings of the evaluation should be disseminated and implemented for improving the implementation process. Therefore, MoECHE should put establish structures to continuously screen the system to prevent any shortfalls and loopholes as well as correcting any errors in the system.

10.2 Objective

To strengthen monitoring, evaluation and accountability systems to fast track the mainstreaming of the gender strategies in the education sector

10.3 Major Constraints

- 10.3.1 Lack of mechanisms or structures to monitor, follow up and evaluate the gender policy activities;
- 10.3.2 Lack of adequate training of all professionals on monitoring and evaluation methodology;

10.3.3 Monitoring and evaluation findings are not cascaded and disseminated to all the stakeholders.

10.4 Strategic Interventions

10.4.1 Establish mechanisms or structures to monitor, follow up and evaluate the gender policy activities;

10.4.2 Train all education professionals including teachers on monitoring and evaluation techniques;

10.4.3 Cascade the findings of monitoring and evaluation exercises to all the levels of the education fraternity.

11. Capacity Enhancement and Training

Capacity enhancement and training on gender issues is required by all involved Education Officials including learners in the education sector in Somalia so as to implement the gender policy effectively and ensure that the learners understand their rights to an inclusive gender-sensitive quality education. It is also a prerequisite to build the capacity of head teachers and teachers for mastery of content and gender-responsive pedagogy to motivate the children to learn as well as improve learner outcome. MoECHE should institute staff development and growth including building teacher's capacity in career development, guidance and counselling. The Community Education Committees should be trained on community and resource mobilization so as to create child friendly schools with all teaching/learning requirements including feeding programmes for the vulnerable learners and sanitary kits for the girls.

12. Effective Gender Policy Implementation Framework

The gender policy will be implemented within the current framework of MoECHE. However, there is need to establish a revamped gender unit with an officer responsible to address gender concerns at all levels from the Federal to the School level in the education sector.

13. Monitoring and Evaluation of the Gender Policy Implementation Framework

The framework for monitoring and evaluation of the gender policy after implementation is hereby annexed (Annex 1) to the main document. It includes the objectives, strategies, activities, performance indicators, Resources required and time frame.

14. Policy Review

This policy will be reviewed after three years and when need arises to include gender related emerging trends in the education sector and implement improvements arising from the continuous monitoring and evaluation findings.

15. References

- 15.1 European Commission (2016). Barriers to girls education in South-Central Somalia: retrieved from:
- 15.2 Government of Somalia (2020). Somalia National Development Plan 2020 to 2024. Retrieved from: <http://mop.gov.so/wp-content/uploads/2019/12/NDP-9-2020-2024.pdf>;
- 15.3 Government of Somalia (2017). National Education Act (in draft with Parliament)
- 15.4 Government of Somalia (2017). National Education Policy (Council of ministers approved);
- 15.5 Government of Somalia (2012). Somali National Provisional Constitution (published by the Federal Parliament);
- 15.6 Kigali Institute of Education (2011). Gender gaps remain in the education of girls in Rwanda and increase at tertiary level. Retrieved from: http://www.Academia.edu/10095168/Gender_gaps
- 15.7 MoECHE (2018). Education Sector Strategic Plan (Approved in the ministry's custody);
- 15.8 MoECHE (2015). Draft National Development Policy (In draft with parliament);
- 15.9 MoECHE (2020). Private School Policy (Approved and in the Ministry's custody).
- 15.10 UNDP (2011- 2015). Gender Somalia.: Retrieved from: <https://www.Undp.org/content/dam/rbas/doc/women...pdf> ;
- 15.11 Republic of Kenya (2015). Education and Training Sector gender policy, UNESCO.

Table 1: Monitoring and Evaluation of the implementation matrix for the Gender Policy

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
Governance and Management structures	To establish an effective and efficient governance structures to manage the smooth implementation of the gender policy strategies in all sectors of the education	Develop, disseminate and implement all gender responsive legislations and policies to provide direction to enhance gender mainstreaming in the education sector	Conduct desk review to identify the relevant information and gaps in the existing system	Secondary data collected from the literature review	✓ Technical Experts ✓ Time ✓ Finances ✓ Logistics	Feb 2021
			Draft the regulations using technical experts and consulting with stakeholders	Draft regulations and policies		March 2021
			Validate the draft laws and policies in consultation with stakeholders	Consultation meetings of Stakeholders and experts held		April 2021
			Follow the required channels with the responsible authorities to get all the regulations and policies approved	Approved laws and policies		July 2021
			Disseminate and implement the approved laws and policies	✓ Dissemination meetings held ✓ Main laws and policies approved		September 2021
			Create Gender Units from the Federal to the School Level institutions	Gender Units approved in the structure and offices established	Approved structure for gender offices established;	June 2021
			Strengthen, cascade, staff and finance gender units to voice and follow			

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		up on gender equality and equity strategies for implementation at all education sub-sectors	Recruit qualified Gender Officers to manage the offices and gender related concerns	Qualified Gender Officers recruited and deployed	Adequate budget allocated	
		Introduce a budget line for Education in the national budget	Train the Gender Officers	Officers trained		
			Provide them with the necessary logistic support	Provide budget		
		Provide and implement the gender sensitive curriculum in schools	Increased % of female participation in decision making in the education systems i.e. teachers, school administration, DEO, REO and other ministry education staffs	Increased number of teachers trained on the new curriculum. Increased number of female curriculum developers.	Trained curriculum developers Trained teachers	December 2022
			Implement systems to ensure equal and affirmative action to actualize prompt access to recruitment, training and decision-making opportunities in the education sector i.e. secretariat,	Affirmative action in the recruitment of education staff, training and promotions	Increased % of female teachers, school administrators and ministry staffs recruited	Financial resources Training opportunities
			Fair appointment of students to hold positions of responsibility irrespective of their gender	Increased % of female students holding responsibilities in students' forums.	Provision of equal opportunity by the school administration	Immediately and continuous

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		headship, teaching fraternity and student leadership etc				
		Establish an effective monitoring and evaluation structure to scrutinize the gender mainstreaming process for continual improvement	Train education officials on monitoring and evaluations; M&E reports to be made mandatory submission	Number of staffs trained on M&E. Increased frequency of M&E.	Quarterly evaluation to be scheduled Functional Monitoring and Evaluation Unit	After implementation of the policy
		Enhance the capture of reliable data segregated data. Recruiting trained female staffs for EMIS to enhance their role of work	Revamp EMIS to capture accurate gender segregated data	% of trained female staffs for EMIS	EMIS data base	Continuous
		Launch partnerships and co-ordinate closely with education stakeholders as well as the community for the	Implement the gender policy at all levels especially at the schools with close monitoring and evaluations as well as reviews.	Strategies in the education gender policy be implemented, monitored and evaluated for continual growth.		

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
<p>Access to gender sensitive inclusive quality education</p>	<p>To improve participation in a gender sensitive, free, inclusive and quality education for all learners especially the disadvantaged such as OVCs, IDPs, SNE, Nomads, rural</p>	<p>advancement of gender mainstreaming/ advocacy Launch partnerships and co-ordinate closely with education stakeholders as well as the community for the advancement of gender mainstreaming/ advocacy</p>	<p>-Build free gender, age and disability friendly public primary schools in close proximity to locations with dense populations; -reclaiming old public schools in private enterprise Make education mandatory for all learners below the age of 18 years; Integrate Quran schools and formal education;</p>	<p>- Schools built or reclaimed; -Increased enrollment of both gender in schools; -Enhanced gender parity or reduced gender gap between boys and girls; -Increased transition rates and reduce the dropout rates; -Documentation of resources provided.</p>	<p>-Adequate financial resources -Land to build the schools -Physical facilities to be availed in existing schools; - Build new schools and renovate public schools; -Strong coordination and leadership to avoid miss match of priorities;</p>	<p>20% or more of Education opportunities required in 2021 and the rest in the following years depending on availability of</p>

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
	population and urban poor	the distance to school, increase participation and enhance the safety of the children to and from school	Effective implementation of national educational policies at all levels i.e. national curriculum Enhanced localization of the aid from donor partners by implementing all projects through the government	National Curriculum taught in all schools Stakeholder support to schools; Higher participation rates		resources. The communities should play their role in the establishment of the education institutions to enhance ownership.
			Subsidize education costs in private schools	Increase number of education opportunities for the disadvantaged children. Increased private sector contribution and participation.	Grants to private schools by government and partners to enable disadvantaged learners take up education opportunities.	Start immediately and make it continuous
		Creating opportunities to earn a living for the parents including cash/grants/foodstuff and restocking/agricultural inputs for taking	Job Creation for the parents who cannot afford their children's education costs -Provision of cash for work dependent on the number of children that are in schools;	<ul style="list-style-type: none"> ✓ Access to subsidized school requirements ✓ Better standard of living for learners; ✓ Increase participation, completion and 	Financial resources Parental goodwill and support	community mobilization for One Year on Quarterly basis

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		children to school and introduction of school feeding programmes	<ul style="list-style-type: none"> -Establish community-based schools run by CECs, PTAs and Stakeholders 	improved learner achievement		
			<ul style="list-style-type: none"> Provide free in-service and pre-service teacher training 	<ul style="list-style-type: none"> Increased % of qualified teachers evidenced by the registration certificate from MOECHE. 	<ul style="list-style-type: none"> Adequately trained tutors Budget allocation to cover the costs 	
			<ul style="list-style-type: none"> Establish public schools at close proximity to the population Providing feeding programmes in schools; -Establishment students' clubs; -Introduce child friendly space in schools; -Providing libraries and retention supporting programs; -Rehabilitation of children addicted to drugs; -Curbing child labour i.e. car wash, shoe shining etc 	<ul style="list-style-type: none"> Increased number of new public schools at village and district level -Number of newly established extra curriculum activities. -Increase in % of female teachers; -Rehabilitation centres established i.e., registration certificate; -Children rehabilitated. 	<ul style="list-style-type: none"> Financial resources -Securing fund to undertake extra curriculum activities such as arts, sports, competitions, students' clubs; -Establishment of rehabilitation centres; -Tagging cash for work to number of children enrolled in schools especially girls. 	Continuous

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		Provision of education where the learners are available	-Provide Mobile schools; Establishment of boarding schools to give accommodation to nomadic children and other whose parents are not located near the school	-Increase in number of paid teachers in mobile education program	Train teachers to manage mobile schools Establishment of mobile and boarding schools	
			-Establish and facilitate ABE programs; -Conduct awareness campaigns for mass recruitment of children to join schools.	Increased number of ABE institutions; -Increased enrolment in ABE centres.	-Provide adequate resources to build schools and meet school costs	Continuous
	Provision of learning opportunities for Adults and out of school youth at amicable times		-Provide adult education. Strengthen NFE department at MOECHE; -Integrate numeracy and literacy classes in Madrasa.	Increase the education budget allocation to Adult, ABE and NFE centres to improve the budget dedicated to literacy program; -Availability of reliable national literacy data; -Increased number of recognized integrated schools ‘	-Provide resources to train adult education teachers. -Allocate % of education budget to Literacy programs.	
	Conduct massive awareness campaigns headed		-Hold Country wide awareness campaigns led by Religious Leaders;	- increase in % of parents who value education;	- Committed education officials to hold seminars	Entrenched negative community

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		<p>by Religious Leaders in all mosques across the country so as to create awareness in the community on the benefits of education, change their perceptions and attitudes towards taking their girls or those who have dropped out back to school and reducing household chores for girls so that they can read at home</p>	<p>Reorientate female learners to boost their confidence and learn their rights; Teachers to be trained to be supportive of learners in difficult situations</p>	<p>Increased support for the children to go to school especially girls; Higher access, retention and completion as well as better learner outcomes</p>	<p>-Financial resources; -Supportive Religious leaders</p>	<p>perceptions, beliefs, attitudes and cultural practices such as children with special needs cannot learn, boy child preference, forced marriage, FGM, household chores, girls are a waste of resources among others</p>
		<p>Public awareness on importance of sharing house hold chores</p>		<p>-shared household chores and more time for girls to learn by doing homework</p>	<p>Parental involvement in the awareness campaigns; -creation of a school friendly</p>	<p>Immediately</p>

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		Provide education institutions which are free of clan, location and cultural stigmatization	Affirmative action in enrolment of children from minority groups to school and employment	Institutions accessible to all; Change in attitude and cultural beliefs	Logistics and finances	Immediately
		Lack of support for agropastoral communities to reduce rural-urban migration	Implement child right laws and enable the parents to be able to support their children	Reduced number of children involved in child labour	Provision of agricultural input and restocking of livestock; Skill training on Good Agricultural Practices (GAP) to enhance their livelihoods to enable the children to go to school; Enhance rural community awareness on the best farming practices.	3-4 farming season
		Establish structures to mobilize the community to participate in the education of their children		Community awareness raised and mobilization of resources to enhance access to learning of their children	Community mobilized to play an important role in the education of their children	

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		Establish systems to identify and treat children with deviant behaviours including drug addicts	Establish rehabilitation centres to cater for learners addicted to drugs	Large number of out of school youth rehabilitated; Rehabilitation centres established; Reduced rate of GBV cases	Rehabilitation centres established Financial resources to cater for such learners Experts to treat the learners at the rehabilitation centres; Effective law enforcement and wide community awareness	1 -2 years
Community Ownership, Resource Mobilization and Allocation	To enhance community unity of purpose, awareness, understanding of the cause of resource mobilization and involvement in priority-based allocation of funds to implement a	Train all education officials involved in the financial management of the education sector on Resource and Community mobilization as well as prudent management of resources	Train all education officials from the Federal to the school level on Resource and Community mobilization.	All Education Officials trained on Community ownership, Resource Mobilization and Allocation	Trainers required; Logistics; Finances	June 2021
		Enhance the monitoring, evaluation, financial reporting and	Conduct continuous monitoring and quarterly external evaluations;	Monitoring reports Evaluation reports Audited accounts	Technical experts Finances	Continuous for monitoring

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
	gender-inclusive free quality education.	accountability mechanisms in the education sector	Set up financial reporting systems; Conduct audits for accountability.			and every 6 months for evaluation

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		Entrench large scale campaigns to mobilize the community so as to win their support and ownership of the projects	Conduct countrywide awareness campaigns to mobilize the community to support the gender activities	Campaigns carried and communities supporting the activities	Trained education actors Celebrities and activist	Every Year
		Donor Aid localization, prioritization and collaboration with government for implementation so that the limited resources can be pooled to cover major tangible target interventions	Continuous collaborative meetings to prioritize activities Finances pooled for implementation of activities	Meetings held	Finances	Continuous
Equity in education	To provide access to equitable educational opportunities and resources for all learners regardless of age, gender, location,	MoECHE should organize to make the existing schools to be SNE compliant and girls friendly so that all can learn comfortably without any hindrance	Provision of friendly school environment to integrate all learners including special needs i.e., regulate all existing and new institutions to be SNE compliant and girls friendly;	Availability of compliant schools for all learners	Finances Equipment for SNE Learners; School inputs i.e. infrastructure and teaching learning resources provided	Record of Teaching and Learning resources issued to students

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
	disability or any other form of discrimination	Ensure equity in recruitment, promotion and staff development at all levels of the education sector	Treat both gender in the same way to ensure fairness but give affirmative action for the female gender in recruitment i.e., in promotion and staff development to make up for the historic disadvantages.	More female employees in the education sector	A friendly school environment including for special needs learners constructed	Immediately
		Organise extra tuition for children in disadvantaged environments and remedial lessons for slow learners in learning institutions while adult education classes should be revamped to give an opportunity to the adult learners	Disadvantaged learners to be given extra tuition and remedial lessons for slow learners to be organized in schools Adult literacy lessons to be provided for the adults of both gender	Extra tuition, remedial classes and adult literacy lessons held. Provide fair treatment to all children i.e. avoid derogatory and negative comments	Qualified Teachers Infrastructure, Teaching and learning resources	Continuous
					Public awareness of all parents Time to do home work	

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		Sensitize all head teachers and teachers on gender equity issues so that they can ensure all learners have equal access to educational resources, class engagement, uniforms and co-curricular activities	Provide equal access to school inputs i.e. text books, uniforms bursaries, scholarships etc	Teaching and learning resources issued to all. Reduced out of school youth and increased enrolment in the schools	School inputs Accessible schools constructed with the available resources and community support	Immediately
		Enhance community awareness on the benefits of girls' education and reduce negative demeaning perception and language i.e. that children with any form of impairment cannot learn like the sighted peers. New schools should be located in a safe and accessible areas with dense populations. The girls should either go to school in groups or be accompanied by their brothers if possible.	Balanced engagement of both gender in class	Number of community awareness events conducted. Reduction of traditional believes on girls' education and SNE Learners; Increase enrolment for all learners Change of cultural attitudes	Logistics or facilitation for the Community Elders, CECs and Religious Leaders to undertake the awareness campaigns.	Higher Learner achievement at the end
			Higher Learner achievement at the end	Adequate training of teachers		

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
			Job creation for female youth who have completed their education	of the Primary and Secondary cycle	Higher number opportunities Financial resources	
			- implement co-curricular activities by providing the equipment, playgrounds and teachers	Playgrounds availed Trained teachers Equipment provided	- Financial resources to buy playgrounds and equipments	
			Enhance the student textbook ratio from 3:1 to 1:1	Increased the availability of adequate teaching and learning resources	Adequate the number of teaching and learning resources	
			Introduce braille and sign language textbooks	Higher % of special need learners have access to adequate teaching and learning resources	Purchase of braille machines and conversant teachers	
Gender sensitive inclusive quality education	To expand, revamp and entrench a gender inclusive and responsive quality education for all learners without any	Train adequate number of teachers with diploma and degree qualifications for the primary and Secondary institutions respectively in the country	Ensure all teachers are qualified to teach at all levels of education; Train all teachers on continuous assessment to verify the mastery of content using different teaching methods	Increased number of trained teachers; Increased the mastery of subject content by learners	Trained teachers recruited by government; Qualified Test Developers	

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators		Resources required	Time required (BY)
	bias or discrimination	Mobilize and collaborate with partners and the community for ownership, support so to marshal resources including pooling of resources from donors through government to harness more educational opportunities for the less fortunate and hard to reach communities	Mobilize the community and partners to raise funds to establish a gender inclusive quality education for all learners so as to ensure community and stakeholder involvement, support and participation in the education system	Increased funding for the education sector; Positive attitude towards education and community support; More disadvantaged learners accessing learning	Project implementation by education officials; Finances and assessors	Immediately and continuously	
		Provide adequate number of gender-sensitive teaching and learning resources for all learners especially those with special needs	Procure and distribute adequate number of teaching and learning resources including SNE learners	Increased text and learning aids	Finances	Continuously	
		Provide gender-sensitive and	Provision of sanitary kit and other	Sanitary kit availed	Sanitary kit and other		

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators		Resources required	Time required (BY)
		friendly enabling learning environment that supports the learner and meets their needs	requirements in a friendly environment that support both gender and ability		requirements required		
		Implement consistent national formal assessment to assess mastery of content at the formal stages of the school cycle	Establish formal learner assessment at all levels of the education cycle to enhance learner achievement	Formal learner assessment availed either in soft or hard copy	Various levels of formal learner assessment		
		Ensure mastery of subject content so as to improve the learner outcomes of the education system by providing continuous assessment for all learners including remedial teaching for the slow learners, compliant facilities for SNE and other disadvantaged minority learners	Conduct continuous formative learner assessment at levels; Launch remedial classes for slow learners so as to enhance their performance	Qualified teachers; Teaching and learning resources; Financial resources to pay the teachers.	Qualified and committed teachers; Financial resources to motivate the teachers; Teaching and learning resources		

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators		Resources required	Time required (BY)
		Develop and implement the terms and conditions of service for teachers to ensure growth, motivation and staff development of the teaching fraternity	Approved terms and conditions of service for the teachers	Adequate remuneration package for the teachers	A good remuneration on package for the qualified teachers		
		Undertaking research and documentation incorporating gender disaggregated data to inform policy and gender programming	Conduct reliable and quality research into emerging education issues so as to provide reliable data for the education sector and inform policy decisions	Research evidence on education; Reliable primary data for decision making	Technical experts; Logistics; Finances	Continuously	
		Ratify laws to make basic education mandatory for all learners of school going age					
Safety, Security and Gender	To create a safe, protective, enabling,	Develop, approve and disseminate a safe school policy in the education sector	Develop a safe school policy to enhance safety in schools.	Approved safe school policy	Knowledge expertise	January 2021	

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators		Resources required	Time required (BY)
Based Violence	learning and teaching environment free of physical and any other type of violence for all learners and teaching fraternity	so that there can a preventive measure to avoid such occurrences					
		Enhance the safety of learners to and from schools	Routes to and from school should be policed to enhance security of learners. A police unit needs to be created to enhance security of learners; Reduce the harassment of learners at check points causing delays to school; Reduce schools located in Military camps and counsel learners who traumatized by bombs or attacks	Increased number of safe and accessible schools especially female students	Increase community policing	Continuously	

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators		Resources required	Time required (BY)
		Create a gender-sensitive school environment that prohibits SGBV and encourages the learners of both genders especially girls to speak out and participate in the learning	Revamp the school environment to be friendly and supportive of all learners irrespective of their gender, ethnicity and disposition (physically, emotionally and economically)	Compliant physical facilities; Gender sensitive teaching and learning resources; School feeding programme available;	Finances; Compliant physical facilities; Trained teachers; Teaching and learning resources	Immediately and every year	
		Train adequate teachers to train on guidance and counselling teachers	Ratify laws to protect both gender from violence; Marriages involving school children should be banned especially for teachers;	Increased % of teachers trained on students' guidance and counseling	Experts available	Financial and material Resources Training Facilities Trained Counsellors	
		Strengthen the ratification of GBV laws, reporting of such criminal occurrences and apprehend the culprits to face the law with stiff penalties instead of a traditional council of elders who collect dues to settle the cases out of court			Experts available	Expert agencies to punish perpetrators	Immediately

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		Approve the code of conduct for teachers so that they can be avoid such behaviours and where they occur, they should be punished accordingly	Develop, approve and implement a code of conduct for teachers; Establish rescue and referral centres to safeguard learners who have been SGBV victims	Approved code of conduct regulations for teachers; Well - equipped referral and rescue centres available	Physical facilities to be used as referral centres; Health experts to man the centres; Resources to be used to treat and accommodate SGBV victims.	Immediately
		Train the learners and all the education fraternity on how to protect themselves in case of a such occurrence	Training the students and the teachers on life skills	A Large number of teacher and students trained on life skills	Trained students and teachers	
Nurturing and Mentoring	To integrate gender responsive nurturing and mentoring mechanisms in the teaching and learning process	Train adequate number of teachers especially females to act as role models, mentors and coaches for learners and more specifically female learners	Recruitment of female mentors, school administration and teachers. Establish and provide supportive mechanisms to establish special schools for girls. Provide adequate supplies of sanitary pads Enforce segregated latrines	Increase % of female staff in schools. Number of Female mentors trained	Financial resources Training Institutions and tutors	June 2021

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		can motivate each other especially those from well off families should be paired with those from low-income families			implement the policy;	
		Stimulate understanding and support for learners with too many responsibilities at home especially the girl child and orphans	Support for children with responsibilities in schools	Teachers and school management to be given refresher courses	Finances to orientate the teachers	
Monitoring and Evaluation	To strengthen monitoring, evaluation and accountability systems to fast track the mainstreaming of the gender strategies in the education sector	Establish mechanisms or structures to monitor, follow up and evaluate the gender policy activities	Institute quarterly internal evaluations and appraise those responsible on the required responsibilities	Performance Contracts Appraisal system to enhance accountability	Strict implementation structures and accountability	June 2021
		Conduct and cascade the findings	Provide annual external evaluations port folios	External evaluations conducted	Evaluation reports available;	After implementat

Area of Focus	Objective	Strategies	Activities	Key Performance Indicators	Resources required	Time required (BY)
		of monitoring and evaluation exercises to all the levels of the education fraternity				ion of the policy
		Train all education professionals including teachers on monitoring and evaluation techniques	Provide adequate training of all education sector professionals on how to undertake monitoring and evaluation	Experts available; Trained Education professionals	Expert professionals to train the education professionals Financial resources to conduct the training	