



ASSESSMENT REPORT

GENDER-RESPONSIVE AND INCLUSIVE EDUCATION

Mudug Region, Puntland State of Somalia
November 2025

ASSESSMENT REPORT

Gender-Responsive and Inclusive Education In Mudug Region of Puntland

**Assessment Report
November 2025**

**This assessment was done
with the support from Oxfam Denmark/GPE funded
Education Out Loud Program**

AND

Produced on 28/11/2025 by
Mr. Adam Mohamed,
MSc in Development Studies / MSc in Educational Leadership
Title: National Coordinator
Education For All Somalia (EFASOM)

SUPPORTED BY:



EDUCATION OUTLOUD
advocacy & social accountability

TABLE OF CONTENTS

1. EXECUTIVE SUMMARY	4
2. INTRODUCTION	5
2.1 BACKGROUND AND RATIONALE	5
2.2 PURPOSE OF THE ASSESSMENT	6
2.3 OBJECTIVES OF THE STUDY	6
2.3.1 Overall Objective	6
2.3.2 Specific Objectives	6
2.4 STRATEGIC ALIGNMENTS	7
2.6 SCOPE OF THE ASSESSMENT	8
2.5 RESEARCH QUESTIONS	8
3. METHODOLOGY	10
3.1 APPROACH	10
3.2 DEMOGRAPHICS	12
3.3 ETHICAL PROTOCOLS	12
3.4 DATA PROCESSING AND ANALYSIS PIPELINE	13
3.5. LIMITATIONS AND CHALLENGES	13
4. DESK REVIEW	15
4.1 PUNTLAND LEVEL	15
4.3 FEDERAL LEVEL	16
4.2 GLOBAL LEVEL	16
5. FINDINGS	17
5.1 MAJOR FINDINGS AND METHODOLOGICAL EVIDENCE	17
5.1.1 Policy Implementation	18
5.1.2 Gender and Inclusion	19
5.1.3 Financial hardship	21
5.1.4 Teacher Capacity	22
5.1.5 CEC engagement	22
5.1.6 Access to ICT/STEM	23
5.1.7 School infrastructure	25
5.1.8 School safety:	25
5.1.9 Access & Equity	26
5.2 SUMMARY FINDINGS	28
5.3 CROSS-CUTTING THEMES AND IMPLICATIONS	29
6. CONCLUSION	31
7. RECOMMENDATIONS	32
8. REFERENCES	33

LIST OF FIGURES

FIGURE 1: KEY FINDINGS: EQUITY & INCLUSION IN EDUCATION	4
FIGURE 2 STRATEGIC ALIGNMENT.....	7
FIGURE 3: MIXED-METHODS APPROACH.....	10
FIGURE 4: KEY AREAS ASSESSED	18
FIGURE 5: SCHOOL PRACTICE.....	19
FIGURE 6: GENDER RATIO IN ENROLLMENT AND RETENTION	20
FIGURE 7: ENROLLMENT AND EQUITY	20
FIGURE 8: STUDENT FINANCIAL HARDSHIP.....	21
FIGURE 9: TEACHER CAPACITY	22
FIGURE 10: CEC ENGAGEMENT	23
FIGURE 11: ICT LABS IN SCHOOLS.....	24
FIGURE 12: SCHOOL INFRASTRUCTURE SHORTFALLS: IMPACT ON EDUCATION	25
FIGURE 13: SCHOOL DISTANCE AS A BARRIER.....	25
FIGURE 14: BARRIERS TO EDUCATION FOR NOMADIC & DISPLACED LEARNERS.....	26

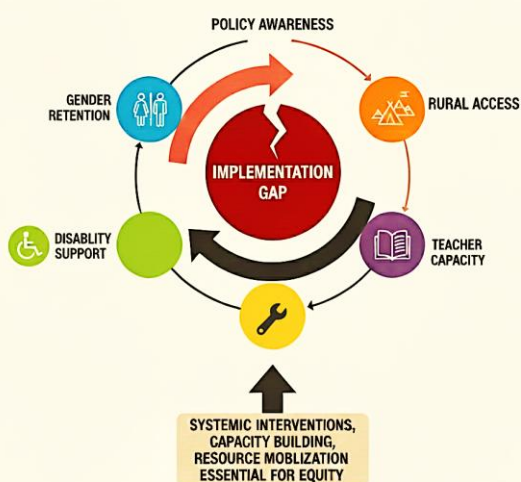
LIST OF TABLES

TABLE 1 STRATEGIC ALIGNMENTS.....	7
TABLE 2: LIST OF RESEARCH QUESTIONS.....	8
TABLE 3: TARGET POPULATION DEMOGRAPHICS	12
TABLE 4: DATA ANALYSIS PROCESS	13
TABLE 5: THEMATIC FINDINGS AND DATA INTERPRETATION: THIS TABLE SUMMARIZES KEY FINDINGS ON INCLUSIVE EDUCATION IN PUNTLAND FROM KIIs, FGDs, SURVEYS, AND OBSERVATIONS.	27
TABLE 6: TRIANGULATED INSIGHTS:.....	29
TABLE 7: DEFINING THE STATE OF INCLUSIVE EDUCATION:	29

1. Executive Summary

Education remains a foundational right and an essential pillar for sustainable development. In Puntland State of Somalia, despite notable improvements in school enrollment and teacher training, persistent gaps remain in ensuring gender equality and inclusive education, particularly for girls, learners with disabilities, and displaced children. In response to that, Education For All Somalia (EFASOM), in collaboration with the Ministry of Education and Higher Education (MOEHE) – Puntland, undertook a Gender-Responsive and Inclusive Education Assessment in the Mudug region. The initiative supported both national and sub-national priorities under Somalia’s Education Sector Strategic Plan (ESSP) at federal level and contributed to Sustainable Development Goal 4 (SDG4): Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The assessment also aligns with Puntland’s Education Sector Strategic Plan (2022–2026), which emphasizes inclusion, equity, and quality learning for all children..

Figure 1: Key Findings: Equity & Inclusion in Education



This figure shows key findings where the policy awareness is high, but its implementation fails due to systematic educational barriers.

Key findings indicate that while policy awareness around inclusive education is high, schools often lack the practical tools necessary for effective implementation. Gender parity in enrollment is improving; however, the retention of girls remains limited due to cultural norms, insufficient menstrual hygiene facilities, and economic constraints. Children with disabilities continue to face low enrollment and inadequate support, including gaps in infrastructure, teaching capacity, and learning materials

Rural and nomadic learners encounter systemic barriers that impede access and continuity of education. Additionally, teacher professional development in inclusive pedagogy is limited, resulting in predominantly lecture-based instruction and insufficient learner support. In conclusion, although strong policy awareness exists, substantial systemic interventions, capacity building, and resource mobilization are essential to ensure equitable and inclusive education.

In short, Mudug Region demonstrates strong commitment to education, with high awareness of inclusive policies and improving gender parity. However, systemic barriers, including infrastructure gaps, limited teacher capacity, economic hardship, and insufficient support for children with disabilities and nomadic learners, hinder equitable access and learning outcomes. The study recommends with actionable interventions aimed at strengthening inclusive education policies, capacity-building initiatives, and community engagement mechanisms to foster equitable access to quality education for all learners in Puntland. Targeted, coordinated interventions are required to transform awareness into meaningful inclusion, ensuring that all children in Mudug Region can access safe, quality, and equitable education.

2. Introduction

2.1 Background and Rationale

Inclusive education is essential for achieving Sustainable Development Goal 4 (SDG 4), which emphasizes quality education for all children. Somalia's education system faces challenges from conflict, displacement, nomadic populations, and limited resources. Girls, learners with disabilities, and internally displaced children face the greatest educational disadvantages. Persistent gender stereotypes, poverty, and limited school infrastructure hinder equal participation. In October 2025, EFASOM and MOEHE Puntland jointly conducted a Gender-Responsive and Inclusive Education Assessment across four primary schools in the Mudug region. Particularly, this study examines gender-responsive and inclusive education across four districts: Galkayo, Bursaalax, Godod, and Bacaadweyn. In a Collaborative Approach, the MOEHE officially endorsed the assessment, highlighting the importance of joint planning, implementation, and validation. The Ministry insisted on a partnership-based model to ensure ownership, policy alignment, and sustainability of outcomes. Financially, the assessment was supported by the Education Out Loud GPE funded program administrated by Oxfam Denmark.

Education access in Mudug remains uneven, with significant disparities between urban centers such as Galkayo and rural settlements like Godod, Bacaadweyn and Bursaalax. While enrollment is relatively higher in urban schools, rural and pastoralist communities continue to experience limited access. Utilizing a mixed-methods approach—including key informant interviews, focus group discussions, surveys, and direct school observations—the study assessed policy awareness, barriers, and practical implementation for girls, children with disabilities (CwD), and nomadic or displaced learners. A total of 160 participants took part in the study across four districts (Galkayo, Godod, Bacaadweyn, and Bursaalax). The assessment applied mixed assessment methods including surveys, key informant interviews (KIIs), focus group discussions (FGDs), and direct school observations.

The assessment sought to evaluate the inclusiveness and gender responsiveness of education systems at school and community levels. It examined access, participation, and learning outcomes among marginalized groups. The assessment concludes that achieving gender-

responsive and inclusive education in Mudug region of Puntland will require a systemic approach: combining teacher training, infrastructure development, policy enforcement, and community engagement. In conclusion, while policies are recognized, systemic interventions, capacity building, and resource mobilization are urgently needed.

2.2 Purpose of the Assessment

The overarching goal of the assessment is to enhance education service delivery by identifying and addressing barriers to gender equality and inclusion in schools; and to explore how schools and communities perceive and implement inclusive and gender-equitable education, with a particular focus on girls, children with disabilities, and nomadic or displaced learners. The purpose of this report is to summarize results without bias or overgeneralization, ensuring all findings are presented in context and acknowledging sample limitations. The analysis aims to provide a balanced view of participants' perceptions while identifying areas where experiences or responses may differ. It also recommends strengthening policies, building capacity, and enhancing community engagement to achieve equitable and quality education for all learners.

2.3 Objectives of the Study

2.3.1 Overall Objective

The overarching objective of this assessment is to improve the quality, inclusiveness, and effectiveness of education service delivery in schools by identifying and addressing barriers to gender equality, access, and participation. The assessment aims to ensure that all learners, including marginalized groups, can benefit from safe, equitable, and high-quality learning opportunities.

2.3.2 Specific Objectives

To achieve this overarching goal, the assessment focused on several interrelated objectives:

1. Evaluate gender-responsive and inclusive education practices at the school and community levels.
2. Assess access to education for vulnerable populations, including internally displaced persons (IDPs), girls, and students with disabilities.
3. Document stakeholder perceptions - including students, teachers, parents, and education officials - regarding inclusivity, safety, and equity in learning environments.
4. Identify key challenges, opportunities, and promising practices, especially in areas of STEM education and educational technology.
5. Generate actionable recommendations to support policy decisions, programmatic adjustments, and improved resource allocation by MOEHE and partners.

2.4 Strategic Alignments

The strategic alignments emphasize inclusive, equitable education across national, regional, and global levels. Somalia's ESSP (2022–2026) focuses on quality education, gender equality, and access for all learners. Puntland's ESSP (2022–2026) prioritizes gender-responsive teaching and support for marginalized groups, including girls, IDPs, and CwD. SDG 4 promotes inclusive, equitable education and lifelong learning, especially for vulnerable groups. The overall strategy ensures coordination between federal, state, and global frameworks, enhancing system capacity for safe, high-quality learning in Mudug.



Figure 2 Strategic Alignment

This figure shows alignment with national, regional, and global frameworks to promote inclusive, equitable, and quality education.

Table 1 Strategic Alignments

This table aligns with key education policy frameworks and strategic priorities at the federal, state, and global levels.

Level	Key Points
National Somalia ESSP (2022–2026)	• Supports inclusive, equitable, quality education for all learners • Advances gender equality, access, and participation
Regional Puntland ESSP (2022–2026)	• Reinforces inclusion, equity, and quality learning • Focuses on gender-responsive teaching and support for marginalized learners (girls, IDPs, CwD)
Sustainable Development Goals (SDG4)	• Contributes to inclusive, equitable quality education & lifelong learning • Promotes equity, inclusion, and support for vulnerable groups
Strategic Coherence	• Strengthens federal–state coordination • Aligns local actions with global commitments

	Enhances system capacity for safe, high-quality learning in Mudug
--	---

2.6 Scope of the Assessment

The Gender-Responsive and Inclusive Education Assessment in Mudug Region, Puntland, evaluated and documented the state of inclusive and gender-sensitive education across selected primary schools. The assessment:

- Assessed access, enrollment, attendance, and participation of girls, children with disabilities, and other vulnerable learners.
- Examined school governance, community engagement, and the role of education authorities in promoting inclusion and gender equity.
- Evaluated teaching and learning environments, including the availability of inclusive materials, STEM participation, and gender-responsive pedagogy.
- Identified barriers, challenges, and promising practices at school and community levels.
- Collected quantitative and qualitative data through structured surveys, KIIs, FGDs, and direct observations.
- Generated actionable recommendations to support MOEHE policy, planning, and programmatic improvements.
- Delivered a comprehensive report with findings, policy guidance, and annexes including tools, transcripts, and documentation for validation and decision-making.

2.5 Research Questions

This study examined the awareness and implementation of gender-responsive and inclusive education policies, barriers faced by girls and children with disabilities, teacher preparedness, school infrastructure, access to digital tools and STEM, safety and support in schools, community engagement, and the economic and socio-cultural factors affecting equitable education. Table 2 Research Questions: This identified key research questions needed that covers this assesment where the Government and partners will use the recommendations to strengthen inclusion.

Table 2: List of Research Questions

Theme	Questions
1. Policy and Awareness	1.1 What policies or initiatives exist to promote gender equality and inclusive education?
	1.2 How well are these policies understood and implemented at the school level?

	1.3 Are awareness campaigns or dialogues on inclusion conducted in the community?
2. Access and Participation	2.1 Do girls and boys have equal access to education and learning materials? 2.2 What are the main barriers preventing girls from enrolling or staying in school? 2.3 Are children with disabilities enrolled and supported in schools? 2.4 How are nomadic, displaced, or marginalized children included in education? 2.5 What factors (economic, cultural, social) most affect school attendance and retention?
3. Teaching and Learning Environment	3.1 Are teachers trained in gender-responsive and inclusive pedagogy? 3.2 Do teachers treat students equally regardless of gender or disability? 3.3 Are inclusive and accessible teaching materials (e.g., Braille, visuals) available? 3.4 How are STEM subjects promoted among girls and marginalized learners? 3.5 Are digital tools used for teaching, and who benefits most from them?
4. Infrastructure and Accessibility	4.1 Are school facilities (classrooms, toilets, WASH) accessible for girls and children with disabilities? 4.2 Do schools provide safe, private, and hygienic spaces for girls? 4.3 Is electricity and ICT access available in classrooms to support learning?
5. Safety and Protection	5.1 How safe do students—especially girls and CwD—feel in and around schools? 5.2 Are there incidents of bullying, harassment, or gender-based violence? 5.3 How are such incidents handled by school authorities?
6. Community and Governance	6.1 How involved are parents and community members in school management and inclusion efforts? 6.2 Do School Committees (CECs) promote accountability and support vulnerable learners? 6.3 What role do local education officials (REO, DEO) play in supporting inclusion? 6.4 Do schools collaborate with NGOs or CSOs to improve inclusive education?
7. Barriers and Recommendations	7.1 What are the top challenges to achieving gender-responsive and inclusive education? 7.2 What promising practices or innovations have improved inclusion locally?

- | | |
|--|---|
| | <p>7.3 What support is needed from the MOE Puntland, EFASOM, and partners to strengthen inclusion?</p> <p>7.4 What recommendations do stakeholders have for future programs or policy improvements?</p> |
|--|---|

3. Methodology

The study used a mixed-methods approach, combining qualitative methods—KIs and FGDs—with quantitative surveys and direct school observations to assess inclusivity, gender equality, and barriers in schools. Data were collected from diverse stakeholders, including students, teachers, parents, and officials, with ethical protocols and triangulation ensuring reliability. This methodology provided a comprehensive evidence base to inform improvements in equitable and inclusive education.

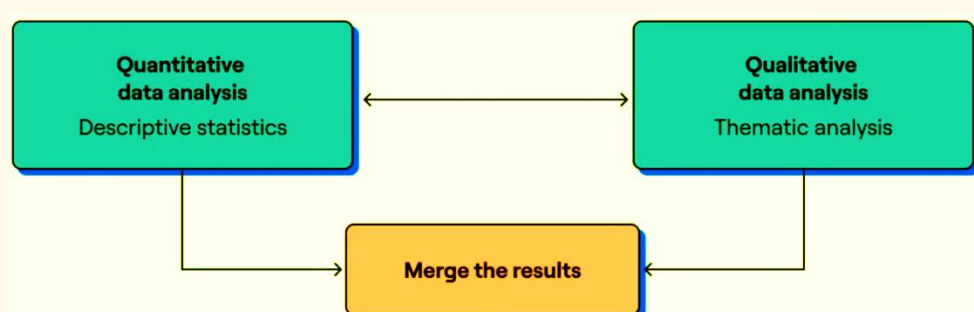


Figure 3: Mixed-Methods Approach

This figure summarizes the mixed-methods approach combining KIs, FGDs, perception/structured surveys, and observations to assess inclusive education in the Mudug region of Puntland.

3.1 Approach

The following mixed-methods were used to design combining qualitative and quantitative framework to provide a comprehensive understanding of education practices in Mudug region of Puntland:

- **Key Informant Interviews (KIs):** Conducted using semi-structured guides with 53 purposefully selected education stakeholders (76.5% male, 23.5% female), including headteachers, teachers, education officials, parents, and community representatives.

- Focus Group Discussion (FGD): Held with 10 diverse participants, including school principals, teachers, Community Education Committee (CEC) members, parents, and MOEHE officials, to explore perceptions of inclusivity, gender equality, and barriers faced by marginalized learners, particularly girls and children with disabilities.
- Structured Surveys: Collected data on enrollment, teacher capacity, infrastructure, and inclusion practices, with 73 of 96 targeted respondents participating.
- Direct School Observations: Assessed learning environments, accessibility, and classroom practices to complement the qualitative and survey data.

3.2 Demographics

The assessment successfully engaged a diverse group of participants, providing a broad range of perspectives on inclusive education. The study included a total of 136 respondents out of the planned 160 target population, comprising participants from perception survey, KIIs, and FGDs, in addition to Direct School Observations.

Table 3: Target Population Demographics

Demographics	Distribution	Contributions
Gender Balance	43.8% Female,	The overall respondent pool was nearly gender-balanced: A total of 136 respondents out of the planned 160 target population.
	56.2% Male	
Role Distribution	Students: 65.8%	Students formed the largest group, giving high visibility to learner experiences.
	Teachers: 28.8%	Teachers provided insights into pedagogical and implementation challenges.
	Parents/Guardians: 5.4%	This group offered perspectives on family and community support barriers.
Children with Disabilities	15.10%	This specific representation ensured that the unique barriers faced by CwD were documented.
Key Informants (KIIs)	76.5% Male,	The KII sample, drawn from experts and leaders, showed a higher representation of male voices.
	23.5% Female	

3.3 Ethical Protocols

The study prioritized rigorous ethical procedures to ensure the safety, dignity, and reliability of the data collected from the respondents.

- **Informed Consent:** Participation was entirely voluntary, with 100% of respondents consenting to participate in the study. Furthermore, 92.2% provided consent for follow-up communication, indicating a high level of trust and willingness to engage further.
- **Data Reliability (Triangulation):** To ensure the findings were trustworthy and accurate, the study employed triangulation across methods. This means that data collected through different tools (like Key Informant Interviews, Focus Group Discussions, surveys, and school observations) were compared and cross-referenced. This process significantly increased the reliability and validity of the final conclusions.
- **Confidentiality and Sensitivity:** Strict ethical protocols were maintained throughout the assessment process. These protocols focused on:

- Confidentiality: Ensuring that individual responses could not be traced back to specific participants, protecting their privacy.
- Cultural Sensitivity: Conducting all interactions and data collection in a manner that respected local customs, norms, and beliefs, ensuring a comfortable and non-judgmental environment for all participants.

3.4 Data Processing and Analysis Pipeline

Data of this study was captured through a multi-step process to ensure accuracy and depth of analysis. Information collected from KIIs and surveys was first recorded, then transcribed into written form, translated into English, classified, and systematically integrated into a draft report. Finally, the data was interpreted through thematic analysis to identify key patterns, insights, and conclusions, ensuring that the findings were credible and evidence-based..

Table 4: Data Analysis Process

This table summarizes how data from KIIs and surveys were processed and analyzed to produce thematic findings.

Stage	Data Source(s)	Action Taken	Purpose/Output
Stage 1. Data Capture	KIIs, Perception Survey	Voices were recorded.	Collection of raw qualitative data in the local language (Somali).
Stage 2. Transcription	Recorded Voices	Voices were transcribed in the Somali local language.	Conversion of spoken words into written text for processing.
Stage 3. Translation	Somali Transcripts	Transcripts were translated into English.	Preparation of the data for analysis and inclusion in the English-language report.
Stage 4. Implementation & Citation	Translated English Text	Direct citation and their implementation (integration) into the report.	To support thematic findings with verifiable, specific stakeholder quotes.
Stage 5. Interpretation	Translated/Cited Data	Data interpretation.	Thematic analysis to extract meaning, determine implications, and formulate conclusions.

3.5. Limitations and Challenges

1. Limited Scope: The assessment covered only four Mudug districts, which may not fully represent broader regional or national conditions.

2. Time Constraints: The one-month timeframe limited fieldwork, follow-ups, and long-term observations.
3. Data Gaps: Some schools lacked disaggregated data on gender, disability, and enrollment, limiting quantitative analysis.
4. Response Bias: Respondents, especially school officials, may have given socially desirable answers, potentially biasing results.
5. Resource Constraints: Limited financial and human resources affected data collection and analysis, delaying results.
6. Sensitivity: Discussions on sensitive topics like gender-based violence and early marriage were limited by cultural sensitivities and participant comfort.

4. Desk Review

4.1 Puntland Level

In November 2025, Puntland authority¹ unveils 2026 budget amid sharp drop in international funding: Within Puntland's next year budget of USD 315.8 million, the sharp 32% decline in international-funded projects is expected to significantly constrain education financing, as the sector relies heavily on donor support. Reduced international allocations—part of the 57% cut in externally funded projects—are likely to undermine girls' education, inclusive learning programmes, and support for vulnerable groups, including children from poor households, IDPs, pastoralist communities, and learners with disabilities.

The 2025 Puntland² secondary school examinations reflect notable progress toward equitable education. With over 23,700 students participating, the process demonstrates a commitment to broad access, including opportunities for girls and students from marginalized backgrounds. The Ministry of Education's preparations—ensuring security, transparency, and smooth administration—create a supportive environment where all learners can perform to their potential. The exams also serve as a platform to monitor gender parity and inclusion trends, reinforcing efforts to align regional education reforms with inclusive practices, such as enabling access for students with disabilities and tailoring support to ensure equitable participation.

Puntland³ hosts a substantial population of internally displaced persons (IDPs), returnees, and refugees, many of whom have been forced to move due to armed conflict, environmental stress—particularly recurrent drought—and cross-border economic migration along the Eastern Route. These mixed migration flows place significant pressure on service delivery systems, civil registration, and protection mechanisms. Displaced populations continue to face discrimination, insecure land tenure, and limited access to essential services, including education, health care, and livelihoods. Within the education sector, displacement has a disproportionate impact on marginalized groups.

Girls' access to schooling is particularly constrained by early marriage, increased domestic responsibilities, restricted mobility, and safety concerns in and around learning spaces. Displaced children with disabilities experience compounded exclusion due to inaccessible school infrastructure, lack of assistive devices, and limited teacher capacity to deliver inclusive education. In addition, the Puntland⁴ authorities say that drought and conflict in Puntland's Bari

¹ Shebelle Media Network: <https://shabellemedia.com/puntland-unveils-2026-budget-amid-sharp-drop-in-international-funding/>

² FTL Somalia, <https://www.ftlsomalia.com/puntland-acting-president-inaugurates-2024-2025-certificate-examination/>

³ IOM report: https://somalia.iom.int/sites/g/files/tmzbd11041/files/documents/2025-10/puntland_social-cohesion-strategy_2025-final.pdf

⁴ Reliefweb: <https://reliefweb.int/report/somalia/hundreds-children-out-school-puntlands-bari-region-due-drought-and-conflict>

region have pushed hundreds of children, especially those from pastoralist, displaced, and female-headed households, out of school, exposing deep gender and inclusion gaps in education. While over 500 students were affected by the closure of 36 schools, girls, orphans, and children living with caregivers facing mental health challenges are disproportionately excluded due to poverty, displacement, and lack of free or accessible schools in IDP camps. Despite government directives to admit displaced learners free of charge, two-thirds of affected children remain out of school, highlighting that financial hardship, insecurity, and inadequate inclusive education services continue to prevent the most vulnerable children—particularly girls and marginalized groups—from exercising their right to education.

4.3 Federal Level

The MOECHE⁵ of the Federal Government released a report showing the Joint Education Sector Review (November 2023) indicates that off-budget support to Puntland from development partners in 2022-2023 were notably the “Iftiin” the Education is Light programme with an expenditure of USD 2.5 million, and the ESPIG/MCA Puntland (GPE) programme with USD 3.29 million in 2023⁶ represents a critical opportunity to address persistent disparities in access, participation, and learning outcomes for girls, learners with disabilities, and children from marginalized and pastoralist communities. However, the off-budget nature of these investments underscores the need for stronger alignment with Puntland’s gender-responsive education policies, including gender-responsive budgeting, inclusive school infrastructure, deployment of female teachers, and targeted interventions to reduce gender-based barriers such as early marriage, school-related GBV, and exclusion of learners with disabilities. Ensuring that partner-funded programmes systematically track and report sex-, age-, and disability-disaggregated data is essential to demonstrate equitable impact and to strengthen accountability for inclusive education outcomes.

4.2 Global Level

According to GPE⁷, the ESPIG grant to Puntland, Somalia (USD 14.43 million) demonstrated satisfactory progress in advancing more equitable education outcomes during January 2023 to March 2024, despite the compounded effects of drought and conflict. The programme promoted girls’ access and participation by sustaining scholarships for 2,650 vulnerable learners, nearly half of whom were girls, and by supporting improved examination completion rates with reduced failure levels for both girls and boys. Learning conditions were enhanced through the distribution of gender-responsive teaching and learning materials—176,400 upper primary textbooks and 16,800 teacher guides—and the operationalization of Teacher Resource Centers, which provide

⁵ Report <https://moe.gov.so/wp-content/uploads/2025/02/Somalia-JRES-Report-2023.pdf>

⁶ The Puntland expenditure for 2023 was USD 3.04 million

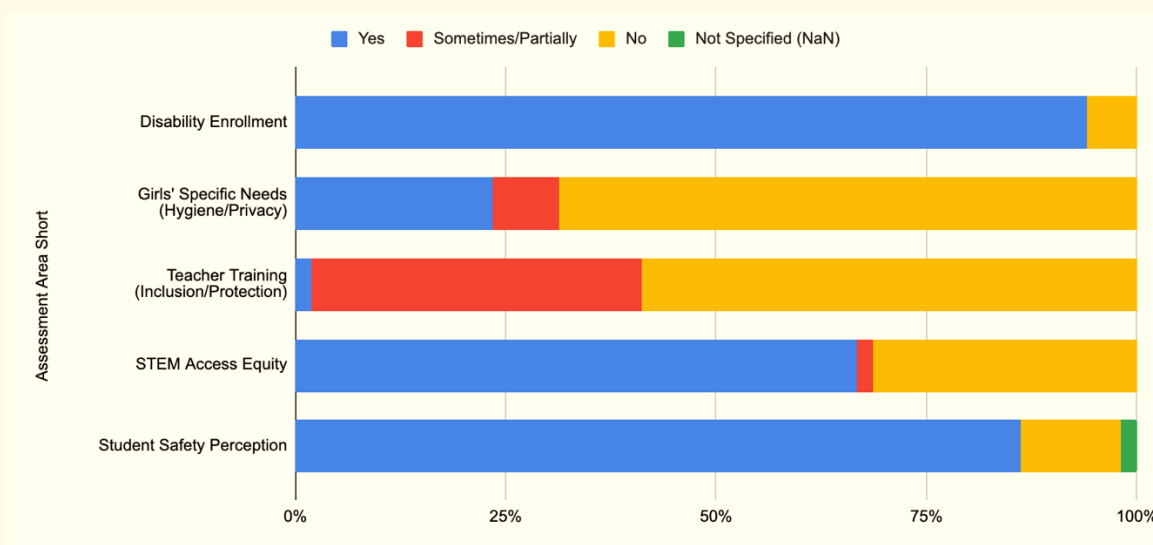
⁷ GPE <https://www.globalpartnership.org/node/document/download?file=document/file/2024-06-gpe-annual-progress-report-education-sector-program-implementation-grant-somalia-puntland.pdf>

localized platforms for inclusive pedagogy. System reforms strengthened accountability and equity by expanding the teacher database to 8,684 active teachers, while Teacher Proficiency Tests revealed critical gaps in pedagogical capacity and the under-representation of female teachers, underscoring the need for targeted recruitment, retention, and continuous professional development to support girls' learning and inclusive classrooms. Improved EMIS data and sector coordination enabled better tracking of gender trends, showing modest gains in gender parity and promotion rates, though persistent low enrollment, gender gaps, and limited disability-disaggregated data highlight the need for stronger disability inclusion measures, accessible infrastructure, and sustained gender-responsive investments as the programme approached closure. The distribution of gender-responsive teaching and learning materials and the establishment of Teacher Resource Centers foster inclusive pedagogy, but students with disabilities remain underrepresented due to limited data, infrastructure, and tailored support. Teacher Proficiency Tests revealed gaps in pedagogical capacity, particularly among female teachers, emphasizing the need for targeted recruitment, retention, and continuous professional development to ensure inclusive classrooms.

5. Findings

5.1 Major Findings and Methodological Evidence

This analysis synthesizes and compares the findings from the four distinct data collection methods used in the assessment: Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), the Perception Survey, and Direct School Observations (implied in the overall findings section, particularly for infrastructure and classroom practices). The combination of quantitative data from the Perception Survey and qualitative data from KIIs, FGDs, and Observations provides a triangulated and robust view, highlighting areas of consensus and divergence across different stakeholder groups.

Figure 4: Key areas assessed

This figure shows key areas in gender-responsive and inclusive education assessment

The Key Informant Interview data reveals a paradox in gender-responsive and inclusive education, while there are strong perceived successes in Student Safety Perception (98% Yes) and Disability Enrollment (94% Yes), these positive outcomes are fundamentally undermined by severe resource and institutional weaknesses, primarily a majority lack of adequate Teacher Training for inclusion and child protection (59% No) and a critical gap in addressing Girls' Specific Needs (55% No), indicating that the system currently excels in access and perceived safety but critically fails in capacity and essential gender-specific support. The assessment also identified key themes and the contributions of each method in confirming or supplementing evidence.

A distinction is made between the influence of different marginalized groups, with sources noting that women's voices are heard, but the voices of people with disabilities are generally not listened to by the wider community. Additionally, Community Education Committees (CECs) are described as not fully functional, suffering from very limited training.

5.1.1 Policy Implementation

Regarding the education policy awareness in Puntland, there highlights a critical implementation gap: stakeholders possess that there is high awareness and strong theoretical knowledge of inclusive and gender-responsive policies, but the practical application remains inconsistent. This

disconnect is not due to a lack of understanding the policy's intent, but rather a limited ability to execute it effectively at school level, stemming from a crucial absence of practical tools and clear guidance.

Regarding policy awareness, KIIs confirmed public awareness is high but highlighted the is gap in implementation, while FGDs showed

strong theoretical understanding of inclusion but difficulties in operationalization. Although the Perception Survey did not explicitly measure this, overall findings noted a lack of implementation tools, which Observations confirmed by showing the absence of plans, guides, and monitoring mechanisms. In Galkayo District, challenges include security and financial issues affecting attendance, and social taboos such as embarrassment due to menstruation. Furthermore, gender stereotypes affect career choices, with an

"occupational phobia" restricting girls and encouraging them primarily toward fields like midwifery, while boys are encouraged to pursue any subject.

Therefore, to transition from policy knowledge to consistent, impactful action, the strategic focus must shift toward developing and disseminating user-friendly implementation protocols, practical checklists, and specific tools that empower school administrations to apply policy principles in their daily work.

There is a significant disparity in the practical application of inclusive education policies. While the category of Implementation of Inclusion Measures shows a low figure of 35%, indicating that a majority of schools have not visibly operationalized policies, the accompanying note suggests that a gap exists between mere awareness and actual, consistent practice.

Figure 5: School Practice

The figure illustrates that in terms of School Practice, Implementation of Inclusion Measures stands at 35% while Classroom Accessibility is at 80%.



Simultaneously, the Classroom Accessibility measure reveals a stark challenge, with 80% of classrooms being non-adaptive and lacking essential assistive devices. This high percentage of physical barriers and non-adaptive environments directly restricts the functional inclusion of Children with Disabilities (CwD), illustrating that the lack of concrete, accessible infrastructure significantly undermines efforts to create truly inclusive school environment.

5.1.2 Gender and Inclusion

In the Mudug region of Puntland State, Somalia, education retention shows a slight gender gap, with boys at approximately 52%

and girls at 48%. Despite this proximity to parity, the ability of girls to participate fully is severely hampered by persistent sociocultural and infrastructure barriers.

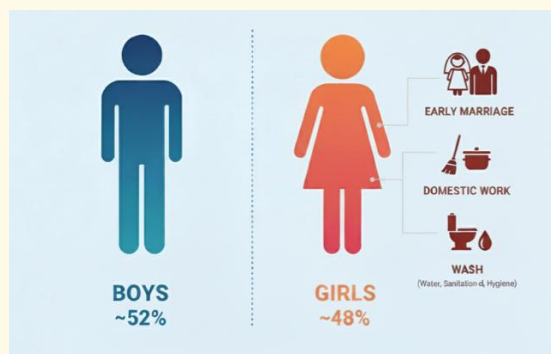


Figure 6: Gender Ratio in Enrollment and Retention

This figure shows a representation of a 1:1 male-to-female ratio, depicting both genders as fundamentally equal in education sector.

The data explores Gender Equality in education, with multiple sources indicating that boys and girls are nearly equal, and in some schools, girls are exceeding boys in numbers, gaining confidence and leadership.

On gender and retention, KIIs revealed narratives about early marriage, domestic work, and economic biases favoring boys. FGDs confirmed progress in enrollment but highlighted barriers such as menstruation and social media influence. The Perception Survey indicated near parity in enrollment (48% female) while pointing to financial barriers as a universal challenge, and Observations confirmed inadequate menstrual hygiene (WASH) facilities, with 55% of schools lacking proper access.

For disability inclusion, KIIs exposed symbolic rather than functional inclusion, noting the presence of children with disabilities (CwD) without adequate tools or training. FGDs agreed that CwD face exclusion due to physical inaccessibility and limited family support.

However, girls in both urban and rural areas still face specific barriers. In rural areas, challenges include a lack of uniform leading to dropouts and the persistent issue of early marriage.

These critical challenges include the threat of early marriage, which removes girls from the education system; the heavy burden of domestic work, which forces them to prioritize home duties over school attendance; and inadequate WASH (Water, Sanitation, and Hygiene) facilities in schools, making regular attendance difficult, especially for adolescent girls.

Therefore, while the gender gap may appear narrow numerically, these factors illustrate that true equity requires addressing the underlying systemic constraints limiting female participation.

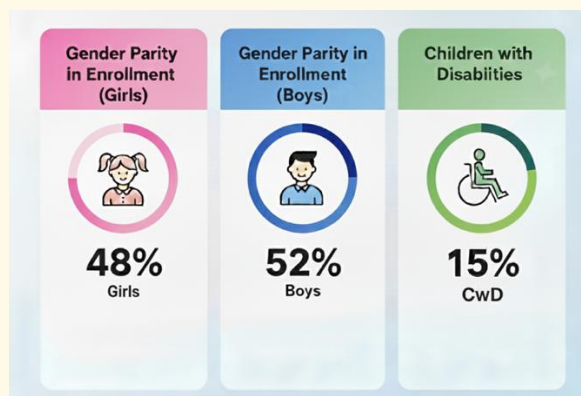


Figure 7: Enrollment and Equity

This figure visually summarizes enrollment and equity data, comparing girls and boys, and CwD.

The data suggests a positive environment regarding general inclusion and student safety, but this is undermined by a critical lack of the

necessary infrastructure and resources for both girls' specific needs and teacher capacity. The vast majority of respondents indicated that children with disabilities are enrolled in local schools (48 out of 51).

Despite successfully identifying and enrolling a significant 15% of the student body as Children with Disabilities (CwD), their participation remains largely symbolic rather than meaningful. While their physical presence is

accounted for, true integration and effective learning are severely hampered by two primary obstacles: physical barriers, such as inaccessible infrastructure that limits mobility, and pedagogical barriers, which stem from a lack of teacher training in inclusive practices and the rigid application of curricula and assessment methods, ultimately denying CwD students the individualized support necessary for equal educational opportunity and full participation.



© EFASOM 16/10/2025: Bacaadweyn Nuurul Yaqiin Primary School, Mudug Region of Puntland

5.1.3 Financial hardship

Approximately 70% of students face financial hardship, with girls and children with disabilities bearing the greatest burden. These economic barriers remain a major factor limiting equitable access, participation, and learning outcomes across schools. Financial hardship extends beyond tuition fees, as many students struggle with the hidden costs of schooling, which include:

- **Direct Costs:** Expenses related to uniforms, textbooks, school supplies, examination fees, and daily transportation.
- **Technology Access:** Limited ability to afford essential learning tools such as laptops, reliable internet connectivity, or specialized software, which are increasingly critical for modern learning environments.

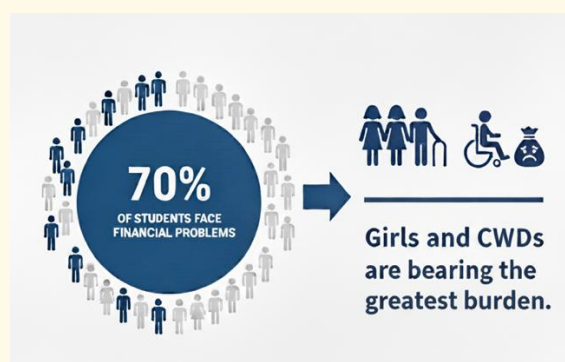


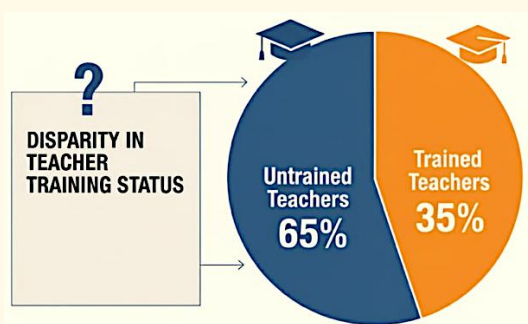
Figure 8: Student Financial Hardship

This figure shows approximately 70% of students face financial hardship, with girls and children with disabilities bearing the greatest burden.

5.1.4 Teacher Capacity

Regarding teacher capacity, KIIs showed that only 35% of teachers had received relevant training and relied heavily on NGOs.

Figure 9: Teacher Capacity



The figure clearly shows the disparity in teacher training status: untrained teachers account for 65%, significantly outweighing the trained teachers at 35%.

Regarding Systemic Support and Functionality, the data highlights that teachers are

reportedly trained for a student-centered learning approach. However, government support is an issue, providing locations but lacking in maintenance and offering insufficient stipends for teachers.

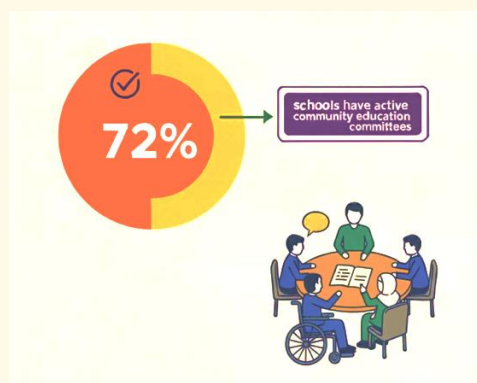
Teacher capacity is a major weakness. However, according to the data observations, teachers showed predominantly lecture-based instruction, confirming a lack of inclusive pedagogy. Teacher training is also identified as the weakest area. Only 1 respondent indicated that teachers are fully trained, while 30 respondents (58.8%) reported a lack of training to handle diversity, inclusion, and child protection, with another 20 reporting only "Sometimes/Partially" trained. FGDs noted limited practical application of student-centered learning despite initial training efforts. Teachers' role in fair treatment was largely positive, with 86% reporting teacher equitable treating between boys and girls equally.

5.1.5 CEC engagement

Community education committees' engagement is crucial for improving educational outcomes, yet it remains significantly inconsistent across schools. While a strong majority, 72% of schools, report having active committees dedicated to fostering this engagement, the actual level and quality of participation are highly uneven.

This disparity means that the potential benefits of community involvement—such as increased resource mobilization, improved student attendance, and greater academic

performance—are not being fully realized everywhere, highlighting a need for more consistent and effective strategies to bridge the current gaps in engagement.

Figure 10: CEC Engagement

The figure illustrates that 72% of schools have active committees, reflecting a significant but likely uneven level of CEC engagement.

5.1.6 Access to ICT/STEM

The fundamental barrier to educational advancement is a critical infrastructure and capacity gap, evidenced by the fact that under 20% of schools have functional ICT labs, coupled with limited teacher capacity to utilize technology or teach STEM effectively. This lack of functional equipment and specialized human capital severely restricts students' digital literacy and technical skills acquisition. The solution requires a sustained dual focus: first, shifting investment from procuring new technology to the sustainable maintenance and repair of existing ICT labs; and second, implementing robust, continuous professional development for teachers focused on integrating practical, inquiry-based STEM pedagogy with technology use.

Crucially, this access challenge fuels a major gender equity issue, as the digital divide disproportionately restricts STEM participation, especially for girls. This necessitates targeted, gender-responsive interventions alongside general infrastructure improvements. To close this specific gap,

efforts must include establishing mentorship programs featuring female role models, creating safe and inclusive learning environments, and organizing specialized extracurricular activities (like all-girls coding clubs) to actively encourage and support female students in pursuing STEM fields, ultimately ensuring the benefits of digital education reach all learners equally.

The assessment highlights that a good number of schools are working towards equitable access to core subjects, but this effort is not yet universal.

- **Strong Indication of STEM Equity:** 34 out of 51 respondents believe that girls and boys have equal access to STEM subjects and learning resources, suggesting a positive trend in promoting gender equity in these fields.
- **Equity Gap Remains:** Despite the positive majority, 16 respondents still indicated unequal access to STEM resources, pointing to a persistent gap that needs to be addressed to achieve full gender parity.

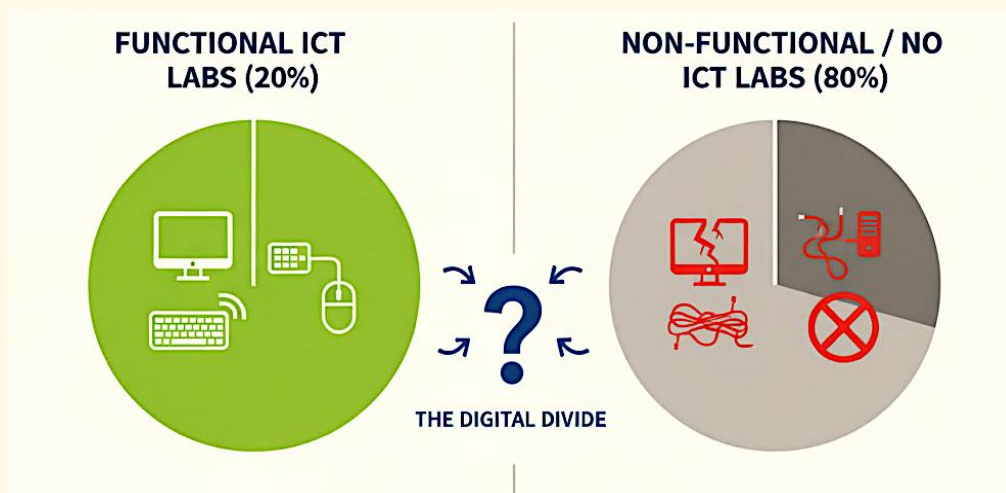


Figure 11: ICT Labs in Schools

This figure shows only 20% of schools do have functional ICT computer labs.

5.1.7 School infrastructure

In terms of infrastructure, Infrastructure gaps hinder learning outcomes and equity. KIs highlighted deficits including shortage of classrooms where 55% schools lack WASH facilities. There 60% lack electricity and affected digital learning and safety; while rural schools more affected. FGDs expressed concerns about inadequate funding and poor maintenance. The 31.5% of respondents from the perception survey cited school distance as a barrier. The Perception Survey showed mixed perceptions of support, with nearly one-third of respondents disagreeing that support is adequate, while Observations confirmed a critical infrastructure gap—80% of classrooms were non-adaptive and lacked necessary devices.

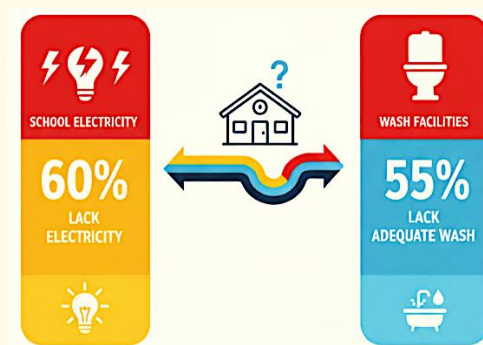


Figure 12: School Infrastructure Shortfalls: Impact on Education

This figure highlights the significant school infrastructure shortfalls impacting education, specifically showing that 60% of schools lack electricity and 55% lack adequate WASH facilities.

5.1.8 School safety:

High number of respondents (44 out of 51) reported that students feel safe at school. However, the school faces a crucial safety gap: while students are secure in classrooms, the external areas and playgrounds are unsafe, demanding immediate structural interventions. This disparity is rooted in inadequate physical security, including poor fencing, lighting, and unsafe playground surfaces. A comprehensive audit and upgrade of the physical campus is required to eliminate environmental hazards and implement strict access control, making the entire school property safe.



Figure 13: School distance as a barrier.

This figure shows that 31.5% of respondents from the perception survey cited school distance as a barrier.

Effective child protection also necessitates systemic and supervisory changes. This involves implementing strict protocols for active supervision where staff are strategically positioned and

engaged in all external zones, not passively observing. These protocols must be reinforced by consistent enforcement of behavioral rules, mandatory staff training on child protection, and clear emergency response plans. Crucially, methods like Observation and FGD should be continuously employed for monitoring to ensure that these implemented changes successfully translate into a genuinely safe learning environment.

5.1.9 Access & Equity

The education of Nomadic and Displaced Learners is severely hindered because their constant mobility disrupts enrollment continuity and causes systemic exclusion from traditional schooling. These learners are rarely able to stay in one place long enough to complete a fixed curriculum, leading to significant educational gaps. The necessary support, such as readily available mobile learning resources (digital content accessible on portable devices) that can follow the learner, is currently scarce, compounding the problem of inconsistent access to quality instruction and learning materials.

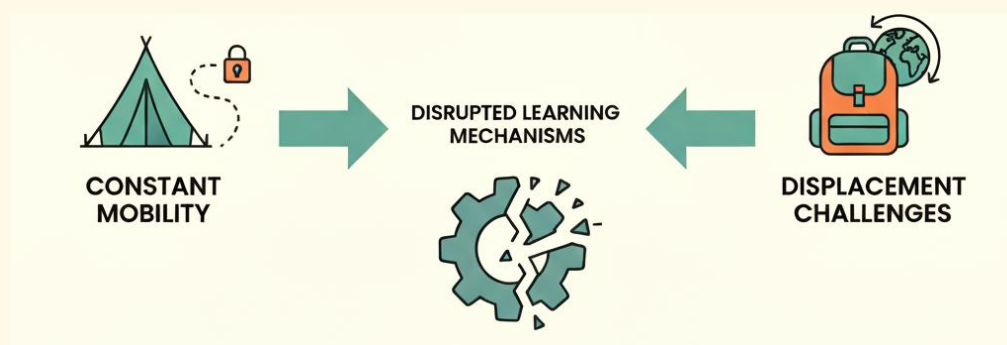


Figure 14: Barriers to Education for Nomadic & Displaced Learners

This figure illustrates how constant mobility and displacement has continuously disrupted the learning mechanisms of rural and disadvantaged learners.

Addressing this requires a fundamental shift towards flexible learning models that prioritize adaptability over fixed attendance. Solutions focus on implementing portable digital academic records to ensure seamless transfer of progress, deploying context-appropriate mobile digital classrooms for instruction in remote areas, and adopting modular, outcomes-based curricula. This shift moves the educational system from a fixed, school-centered approach to a highly adaptable, learner-centered one, ensuring that educational continuity is maintained regardless of the learner's physical location.



© EFASOM 16/10/2025: Bacaadweyn Nuurul Yaqiin Primary School, Mudug Region of Puntland

Table 5: Thematic Findings and Data Interpretation: This table summarizes key findings on inclusive education in Puntland from KIIs, FGDs, surveys, and observations.

Theme / Indicator	Key Findings	Bias-Free Interpretation	Data Source
Policy Awareness	High awareness of inclusive/gender-responsive policies, but implementation is inconsistent.	Policy knowledge is strong; practical application limited due to lack of tools and guidance.	KIIs, FGDs, Survey, Observation
Gender & Retention / Enrollment	Girls ~48%; boys ~52%; barriers persist including early marriage, domestic work, WASH.	Gender gap narrowing but sociocultural and infrastructure barriers limit girls' participation.	
Children with Disabilities (CwD) Enrollment	15% of students reported as CwD; inclusion limited.	Symbolic inclusion exists, but physical and pedagogical barriers prevent meaningful participation.	
Teacher Capacity & Training	65% of teachers untrained; motivation high but structured support insufficient.	Teachers aware of inclusive pedagogy, but lecture-based instruction dominates due to lack of training and resources.	
School Infrastructure	60% lack electricity; 55% lack WASH; rural schools more affected.	Infrastructure gaps hinder learning outcomes and equity.	
Operationalization of Policies	Only 35% of schools visibly implemented inclusion measures.	Awareness does not equal practice; implementation remains inconsistent.	Observation

Classroom Accessibility	80% of classrooms non-adaptive; no assistive devices.	Physical barriers restrict functional inclusion of CwD.	
Teaching Practices	Minimal differentiated instruction; predominantly lecture-based.	Inclusive teaching methods are rarely applied.	
Community & Parental Engagement	72% schools have active committees; engagement uneven.	Community engagement improves outcomes but remains inconsistent.	KIIs, Observation
ICT & STEM Access	<20% of schools have functional ICT labs; teacher capacity limited.	Digital divide restricts STEM participation, especially for girls.	
Safety & Child Protection	Students safe in classrooms; playgrounds/external areas unsafe.	Structural interventions needed to improve safety outside classrooms.	Observation , FGD
Nomadic / Displaced Learners	Enrollment continuity disrupted; mobile learning scarce.	Mobility causes systemic exclusion; flexible learning models needed.	Survey, FGD
Economic Barriers	70% of students face financial hardship; girls & CwD disproportionately affected.	Poverty is a major constraint to equitable education.	
Consent & Assessment Participation	100% consented; 92.2% follow-up consent.	High participation supports reliability of data.	Survey
Data Triangulation Quality	Consistency across KIIs, FGDs, survey, and observation.	Triangulation reduces bias; findings are robust.	All Methods

5.2 Summary Findings

The assessment identified three key findings: high policy awareness but limited implementation due to lack of resources and trained staff; multi-layered inequities affecting economic access, disability inclusion, and girls' participation; and active community engagement that supports schools but requires targeted, sustained efforts.

- First, the implementation gap is critical. All four methods confirmed that while policy awareness is high, but schools' practical ability to implement inclusive practices is severely limited due to a lack of systematic tools, resources, and trained personnel.
- Second, inequity is multi-layered and structural. Economic barriers emerged as universal, with both the Perception Survey and KIIs identifying financial and material constraints as critical obstacles, affecting school operations and household decisions such as favoring

boys' education. Disability exclusion is a technical barrier; KIIs and Observations provided strong evidence that CwD are symbolically included but functionally excluded due to infrastructure deficits, lack of assistive devices, and untrained teachers, with the Perception Survey confirming inconsistencies in support. Gender barriers are socio-cultural, with KIIs and FGDs highlighting overlapping factors affecting girls, such as early marriage, domestic duties, and lack of menstrual hygiene facilities.

- Third, community is a key enabler but not a guarantee. KIIs and FGDs showed that community engagement is active, with 72% of schools having active Community Education Committees (CECs) and parents often initiating support through fee mitigation or school construction. However, KIIs also captured divergent views, with some parents prioritizing economic utility over education, emphasizing the need for continuous, engagement to overcome entrenched socio-cultural barriers.

Table 6: Triangulated Insights:

This table provides a concise overview of the assessment's three major conclusions, their key points, and the supporting evidence from each data collection method.

Critical issues	Implications
1. Policy Implementation Gap	High policy awareness exists, but schools struggle to implement inclusive practices due to lack of tools, resources, and trained staff.
2. Inequity is Multi-Layered and Structural	Multiple overlapping barriers limit access and inclusion.
3. Community is a Key Enabler, Not a Guarantee	Active community engagement supports inclusion but is uneven and sometimes limited by socio-economic priorities.

5.3 Cross-Cutting Themes and Implications

This assessment reveals eight critical, interconnected themes that define the state of inclusive education in Puntland. While policy awareness is high, systemic and practical deficits create significant barriers for marginalized groups.

- | | |
|-------------------------|-------------------------------|
| 1. Policy Awareness | 5. Infrastructure Improvement |
| 2. Gender Inclusion | 6. Community Engagement |
| 3. Disability Inclusion | 7. Nomadic/Displaced Learners |
| 4. Teacher Capacity | 8. Access to ICT/STEM |

Table 7: Defining the state of inclusive education:

This table reveals eight critical, interconnected themes that define the state of inclusive education in Puntland.

No.	Theme	Insight	Implication
1.	Policy Awareness	Universal, but low implementation in practice.	Need for operational school-level plans, teaching guides, and monitoring tools.
2.	Gender Inclusion	Enrollment improving, but retention is limited.	Requires holistic interventions addressing socio-cultural norms and structural facilities (e.g., WASH).
3.	Disability Inclusion	Functional inclusion inadequate despite presence of CwD.	Mandatory investment in accessible infrastructure, assistive devices, and teacher training.
4.	Teacher Capacity	Limited inclusive pedagogy skills among a majority of teachers.	Professional development is critical to shift from lecture-based to inclusive instruction.
5.	Infrastructure Improvement	Deficient, especially in rural areas (lacking electricity, WASH).	Urgent investments needed to improve attendance, safety, and enable digital learning.
6.	Community Engagement	Active CECs (Community Education Committees) correlate with better outcomes.	Need to strengthen engagement mechanisms to align community support with school goals.
7.	Nomadic/Displaced Learners	Mobility disrupts educational continuity.	Develop flexible/mobile programs (e.g., mobile schools, boarding schemes) that adapt to movement.
8.	Access to ICT/STEM	Interest exists, but resources are lacking (infrastructure, equipment).	Equip schools with basic ICT and provide teacher training on digital literacy and STEM integration.

6. Conclusion

The study reveals a promising foundation of policy awareness and community commitment toward equitable education, yet underscores a substantial gap between policy intent and practical implementation. While nearly all respondents are aware of inclusive and gender-responsive education policies, only about one-third of schools visibly operationalize these principles in everyday practice. Gender parity in enrollment is gradually improving, but persistent barriers—such as inadequate menstrual hygiene facilities, early marriage, domestic responsibilities, and socio-cultural norms—continue to restrict girls’ consistent participation.

Children with disabilities (CwD) remain significantly underserved; although some are enrolled, the lack of adaptive infrastructure, assistive devices, and inclusive pedagogy undermines their meaningful inclusion. Limited teacher training and predominantly lecture-based methods further hinder the realization of inclusive classrooms. Infrastructure deficits—such as unreliable electricity, poor WASH facilities, and unsafe school environments—compound these challenges, particularly in rural areas.

Encouragingly, schools with active parent–teacher committees show improved attendance and engagement, demonstrating the importance of community participation. However, displaced and nomadic learners remain excluded due to mobility constraints and the absence of flexible education models. Moreover, the digital and STEM access divide, especially for girls, restricts future learning and employment pathways. Economic hardship remains a pervasive constraint, disproportionately affecting girls and children with disabilities.

Overall, the findings affirm that awareness and commitment to inclusion exist but require stronger institutional and structural support. Mudug Region shows strong policy awareness and improving gender parity, yet practical inclusion remains limited. Addressing infrastructure gaps, teacher capacity, socio-economic barriers, and support for CwD and nomadic learners is critical. Coordinated interventions can ensure quality, equitable education for all children, meeting national and SDG targets.

7. Recommendations

1. **Policy & Governance:** Strengthen school-level planning and monitoring. The Ministry of Education, with regional offices, should guide schools in translating national policies into actionable plans. Regular supervision and data-driven monitoring should be institutionalized, with inclusive education focal points in schools and districts to improve coordination.
2. **Infrastructure Improvement:** Ensure accessible classrooms, gender-segregated WASH facilities, reliable electricity, and assistive devices. Schools should focus on making classrooms accessible to students with disabilities and providing gender-sensitive WASH facilities. Assistive devices and reliable electricity should also be prioritized to support inclusive learning.
3. **Teacher Development:** Provide ongoing professional development in inclusive pedagogy, gender sensitivity, and child protection. Teacher training should include modules on managing diverse classrooms and supporting students with disabilities, with mentorship programs to foster continuous learning.
4. **Community Engagement:** Conduct awareness campaigns on early marriage, disability stigma, and promote inclusive education. Strengthen Community Education Committees (CECs) and Parent–Teacher Associations (PTAs) to improve school accountability and support vulnerable learners, with involvement from local leaders.
5. **Support for Vulnerable Learners:** Introduce financial support (scholarships, fee waivers, cash transfers) and mobile/flexible learning programs. Targeted financial support should help marginalized students access education, while flexible learning options for nomadic and displaced populations ensure continuity.
6. **Access to ICT and STEM:** Equip schools with ICT infrastructure and train teachers in technology integration. Inclusive STEM programs should be expanded, with a focus on hands-on learning, female role models, and locally relevant content.

8. References

1. Shebelle Media Network: <https://shabellemedia.com/puntland-unveils-2026-budget-amid-sharp-drop-in-international-funding/>
2. IOM report: https://somalia.iom.int/sites/g/files/tmzbd11041/files/documents/2025-10/puntland_social-cohesion-strategy_2025-final.pdf
3. Reliefweb: <https://reliefweb.int/report/somalia/hundreds-children-out-school-puntlands-bari-region-due-drought-and-conflict>
4. FTL Somalia, <https://www.ftlsomalia.com/puntland-acting-president-inaugurates-2024-2025-certificate-examination/>
5. MOE Report <https://moe.gov.so/wp-content/uploads/2025/02/Somalia-JRES-Report-2023.pdf>
6. GPE Report <https://www.globalpartnership.org/node/document/download?file=document/file/2024-06-gpe-annual-progress-report-education-sector-program-implementation-grant-somalia-puntland.pdf>