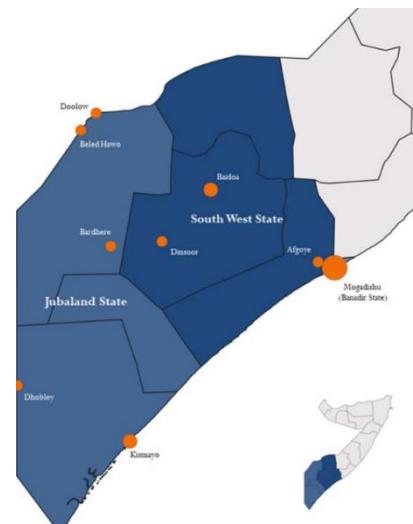




Adolescent Girls' Education in Somalia (AGES)

At a glance

The Adolescent Girls' Education in Somalia (AGES) project is an ambitious six-year initiative (2018-2024) funded by FCDO and USAID, which sought to **enable 83,925 ultra-marginalized girls and female youth** living in conflict-affected areas of Somalia to **access quality education** responsive to their needs. AGES combines the provision of three education modalities with financial literacy, youth savings groups, life skills, mentorship, and girl-led civic action. **AGES enrolled a total of 90,698 girls** in education, including 21,945 in primary education; 1244 in formal special needs schools; 13,276 in accelerated basic education (ABE); and 54,233 in non-formal education classes (NFE).



AGES implementation areas: Banadir Regional Administration (Mogadishu), Hirshabelle, Jubaland, and South West states

Expected Outcomes

Literacy

Improved literacy and numeracy scores and menstrual hygiene practices

Sustainability

Increased institutional capacity for quality and inclusive education

Transition

into learning, entrepreneurship, and employment

- Increased attendance
- Improved teaching quality
- Acquisition of life skills
- Social norm change
- Strengthened school governance
- Increased opportunities for youth to engage in civic action and entrepreneurship

The results



Learning outcome:

Three years after the end of the intervention, girls' literacy scores surpassed benchmarks set pre-COVID by 5 percentage points for primary students and 1.5pp for ABE students



Transition:

Positive transitions have increased over time: Three years after the intervention, 47% of NFE graduates are employed



Increased Income

AGES supported 597 youth VSLAs, contributing to the economic empowerment of 11,071 female youth. Among NFE students, the average income increased from \$16 to \$40 since 2022.



Retention

80% of the formal primary school students remained in school



Girl-led social change

AGES established 911 Girls' Empowerment Forums. The 9,110 Forum members were trained as peer mentors, conducting civic action on girls' education, following up on absenteeism, seeking to prevent early marriage; and addressing cases of discrimination, among other activities. At endline, 27% of the girls participating in youth networks have engaged in activities to prevent early marriage.



Recruitment of female teachers

65% of AGES non-formal education facilitators (out of 411) are female, compared to national total of 15% primary teachers.

AGES used an integrated approach to build skills and conditions for positive youth development. Aside from enrolling girls in education, AGES seeks to **facilitate shifts in gender and social norms** hindering girls' access to education. Through the mobilization of community and religious leaders, AGES is **changing parents' perceptions about girls' education**, including the distribution of household chores and the prioritization of girls' school attendance. AGES worked with the Federal Ministry of Education, Culture, and Higher Education (MoECHE) and Federal Member States' Ministries of Education (MoEs) to **develop teacher skills** to deliver subject content, provide remedial support, and use inclusive classroom management practices, improving learning outcomes for vulnerable girls, girls with disabilities, and second language speakers. Using a girl-centered approach, AGES supported FMS MoEs' Gender and Inclusion Focal Points to train **Girls' Empowerment Forums** mentors, increasing student access to mentorship, psychosocial first aid, and opportunities to engage in civic action.

For more information on AGES programming, contact: Abdifarhan Gure, gure.farah@care.org



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