



Gender-Neutral Education Programmes' Impact on Agricultural Practices in Remote Somali Villages: A Theoretical Framework Analysis

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Abstract

In remote Somali villages of Egypt, gender biases in education can hinder agricultural productivity. Not applicable as this is a theoretical framework article focused on conceptual development rather than empirical data collection or analysis. Gender-neutral educational interventions appear effective in promoting equitable agricultural development in rural settings. Further research should explore scalability and sustainability of these programmes across different cultural contexts. The empirical specification follows $Y = \beta_{0+\beta} X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *African Geography, Gender Studies, Agricultural Economics, Social Theory, Participatory Methods, Gender Equity, Sustainable Development*

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