

**REPUBLIC OF SOMALILAND
MINISTRY OF EDUCATION &
HIGHER STUDIES**

[National Education Policy]



2015-2030

REPUBLIC OF SOMALILAND

MINISTRY OF EDUCATION AND HIGHER STUDIES



NATIONAL EDUCATION POLICY



2015-2030

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ACRONYMS

II

| | |
|--------|--|
| ABE | Accelerated Basic Education |
| CBO | Community Based Organizations |
| CECs | Community Education Committees |
| CDC | Curriculum Development Centre |
| CHE | Commission for Higher education |
| DEO | District Education Officer |
| DEC | District Education Committee |
| DG | Director General |
| ECE | Early Childhood Education |
| EMIS | Education Management and Information System |
| ESC | Education Sector Committee |
| ESSP | Education Sector Strategic Plan |
| FPE | Free primary education |
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Rate |
| GPI | Gender Parity Index |
| HEC | Higher Education Commission |
| HT | Head Teacher(s) |
| HTI | Hargeisa Technical Institute |
| ICDSEA | Integrated Capacity Development for Somali Education Administrations |
| ICT | Information Communication Technology |
| IDPs | Internally displaced People |
| INGOs | International Non-Governmental Organizations |
| ISC | Intermediate School Certificate |
| INGO | International Non-Governmental Organization |
| IQS | Integrated Quranic Schools |
| LNGOs | Local Non-Governmental Organizations |
| M&E | Monitoring and Evaluation |
| MOE | Ministry of Education |
| MoEHS | Ministry of Education and Higher Studies |
| MoU | Memorandum of Understanding |
| NCE | National College of Education |
| NCTC | National Curriculum and Textbook Centre |
| NAEM | National Academy for Educational Management |
| NER | Net Enrolment Rate |
| NFBE | Non-formal basic education |
| NFE | Non-formal Education |
| SLNPE | National Education Policy |
| NGO | Non-Governmental Organization |
| PTR | Pupil-to-Teacher Ratio |
| QAAS | Quality Assurance and Standards |
| QAOS | Quality Assurance Officers |
| QIs | Quality Indicators |
| REC | Regional Education Committee |
| RSLNEP | Republic of Somaliland National Education Policy |
| SEC | School Education Committee |
| SIP | School Improvement plans |
| SLEMIS | Somaliland Education Management Information System |

| | |
|-------|--|
| SLPE | Somaliland Primary Education |
| SMART | Specific, Measurable, Attainable, Realistic and Timely |
| SNE | special Needs Education |
| SNEC | Somaliland National Examinations Council |
| SSC | Secondary School Certificate |
| SCOTT | Strengthening capacity of Teacher Training |

FORWARD

Somaliland is fully committed to realize the international policy of “equal access to quality education” when it comes into the schooling of its children. The government is determined seriously to consider handicapped children and those who are having learning disabilities. Also, the gifted and talented kids will not be ignored by simply not providing the special service they need for developing their potentialities. The government of Somaliland is dedicated to accommodate the assessment tools, resource material, and services they need. The inclusive act of National Education Policy will be effective to develop the full potentialities of every child when diversification of instruction is skillfully conducted in responding to the needs of every student through a child-centered pedagogical approach with a flexible and adaptable curriculum

The effort to do improvement to the performances of schools, and administrative staff of central offices of the ministry with guidelines of the National Education Policy has just begun. The aim of the venture is to secure an access to quality of education for every child by establishing teacher training, and text-book production centers. Another crucial area to consider will be the technical and vocational training centers, in partnership with relevant Ministries and Non-Governmental Organizations.

I would like to reiterate this Government’s commitment to give all children of Somaliland equal opportunities for quality education - based on human right to education, as well as our Government’s moral and ethical obligation to protect our children.

My sincere wish is to have the commitment of our partners and stakeholders in education to keep working with us for the good of each child of the Republic of Somaliland.

His Excellency,
 Abdillahi Ibrahim Habane,
 Minister of Education and Higher Studies
 Hargeisa – Somaliland

SECTION 1

1.1 Introduction

The Republic of Somaliland is moving into a phase of development and is taking steps to advance the attainment of the objectives of its national development agenda. Education is recognized as necessary tool that provides the human resources needed in the efforts toward national development. Also, the support of communities is recognized as necessary for acquiring national development plans.

The development of a Republic of Somaliland National Education Policy (SLNEP) is designed to contribute to the country's development efforts for a variety of reasons: First, the pivotal role of education in the socio-economic development process is universally acknowledged. Second, education and adequate training provide the conditions for the emergence of expertise that trigger sustainable national development. Third, the development and advancement of a nation depends on the extent in which its educational programme is relevant.

The vision for education in Somaliland is to provide key tools for boosting development and expanding economic growth in several areas including: Pastoralism, fishing, industry, commerce, trade, and agriculture.

The government is also committed to expanding girls' education and disadvantaged groups to offer them basic education that will ensure effective social integration and give them much greater power that will enable them to take control and make genuine choices, both in their personal and public lives.

SLNEP is an important document of public intent and commitment by the MoE& HS to the provision and development of high quality education services. Most inputs in the system contribute to quality education. However, there are six basic pillars that have the major share. These are teachers, curriculum, textbooks, assessments, management, and quality assurance while considering standards and the environment of institutions.

The intend to development National Education Policy document is to provide every department and top authorities of Ministry of Education the guidance and regulation for fulfilling their responsibilities. Nonetheless the document is subject to review every 10 years so it can get the necessary up-dates.

The need to support the country's preventive actions against the spread of HIV/AIDS and other STDs is crucial. Despite the seemingly low prevalence of HIV/AIDS in Somaliland, they need to be equipped with correct information, and good health services.

1.2 Background of the Educational Policy

The Somaliland education system has over the years undergone a series of significant configuration, and reforms of its policies. These stemmed from attempts to respond to changes needed under the circumstances in which Somaliland was facing after the civil war. The efforts where guided by perspectives and experiences derived from both national and international views.

Perceiving the fact that, education is change-driven and change-oriented as time goes by, the transformation made has furnished the necessary improvement to the system which is national priorities and visions. In fact, the education policy is being planned to be built on coherent and well calibrated national policy.

Philosophy of Education:

The Philosophy of the Ministry of Education and Higher Studies of Somaliland could be summarized as follows:

- **Education** is fundamental to the overall development of Somaliland and national unity.
- **Education in Somaliland** is based on Islamic values and principles
- **Every child** has an inherent right to an education that will enhance the development of maximum capability regardless of gender, ethnic, economic, and/or social background.
- **Every child** can learn, with that positive belief the schools can provide all the help he /she needs to acquire the knowledge, skills, and attitudes that will prepare him/her for a better future life in a challenging and constantly changing world
- **Every child** has an inalienable right to an education that facilitates the achievement of personal goals and the fulfillment of obligations to society.
- **Building ethical and moral values of a child** are essential to human development and survival. The **positive** human values, such as '**decency**', '**justice**', '**respect**', '**kindness**', '**equality**', '**love**', '**honesty**', '**Peace**' and, '**sensitivity**', are major determinants of the survival of our society.
- **Parents** have a major responsibility of doing appropriate parenting for their children, and they can best be served by developing a strong partnership between the parents and the schools.

SECTION 2

National Vision, Mission, goals, objectives, challenges, strategies, and affirmative action of Education:

2.1 Vision:

Somaliland envisions education as means to prepare all learners to become life-long learners equipped with the skills, knowledge and attitudes to be successfully productive citizens.

2.2 Mission

The mission of National Education of Somaliland is to provide a quality and relevant education that will prepare every student to be success in life with partnership of its parents and communities

2.3 National Education Goals

To promote within society, the acquisition and application of relevant knowledge, skills and attitudes necessary to fulfil its potential for development in a continuously changing world:

- Concern for proper management and utilization of the physical environment.
- A sense of responsibility for peace and improved relations at the individual, family, community, national and international levels.
- The growth of civic consciousness in an informed and socialized citizenry committed to mutual understanding, a culture of peace, and collaboration an acceptance of diversity, and toward resolving differences without violence.

- Values of loyalty, self-reliance, tolerance, co-operation, diligence, openness, inquiry, critical thought, honesty, justice, fairness and peace.
- Awareness of the need for and the active promotion of social justice, in the context of Islam.

2.4 National Education Objectives

- To build the foundation for learners to be committed to the preservation and enrichment of their culture, and Islamic values.
- To provide learners with appropriate knowledge, insights, skills and values as well as empowering them to realize their potential that will able them to make worthwhile contributions to society.
- To build the foundation for learners in science and languages while developing for them the practical application skills.
- To lay the foundation for basic information technology, and the awareness of the role of technology in national development
- To support learners, acquire practical skills and manual dexterity through productive activities integrated into the actual curriculum.
- Provide learners the opportunity to develop their individual talents and ability to acquire critical thinking, self-expression, self-reliance, and logical judgment
- To provide students the opportunities to appreciate learning and develop desire to continue learning.
- To provide young people with the basic skills which help them to contribute various communities in Somaliland in areas of animal husbandry, fishing, agriculture, budgeting, family welfare, community development, care for the environment, community health and physical fitness.,
- To raise awareness among pupils about issues including reproductive health, HIV/AIDS, and STDs.

2.5 Challenges in achieving the National goals of education

- Limited resources (financial and human resources) to support the achievement of National Vision and goals of education
- High rate of illiteracy
- Scarcity of qualified teaching force
- Mobile and pastoral society
- Limited water sources, health, and recreational facilities
- High unemployment rate
- Poor teaching/learning environment

2.6 Strategies in overcoming challenges

The Republic of Somaliland will achieve the vision and the national goals of education as well as addressing the challenges facing education by:

- Being Committed to the Principle of Education For All irrespective of sex, religion, clan or class;
- Adopting the principles of a sector wide approach (SWAP) with recognition that no education system can be developed with limited fixation on selected sub-sectors.
- Enhancing the institutional capacity of the Ministry,

- Requiring each school and its community to participate the preparation and implementation of its School Development Plan.
- Improving teacher training programmes,
- Building more classrooms and schools,
- Building boarding schools in rural areas for disadvantaged communities,
- Increasing primary and secondary school enrolment, opening opportunities for other avenues of learning and self-development through vocational training, and the related success rates,
- Revising and upgrading the school curriculum in Somaliland
- Developing and implementing a common national schools QAAS framework
- Strengthening the Higher Education Commission,
- Introducing accreditation and quality control systems for higher education,
- Expanding women’s education,
- Increasing the number of technical vocational training institutions, and raising the level of training for the benefit of the economy and employment opportunities,
- Providing policy guidelines for privately-run VET centres,
- Raising the relevance of advanced and higher education through regulatory frameworks and other forms of support

2.7 Affirmative Action for girls’ education and other disadvantage groups

- The government is committed to the implementation of the national strategy and plan of actions for female participation in education. These strategies are now reflected in the ESSDP.
- Similarly, the government is committed to the education of disadvantaged children such as nomadic youth, urban poor, and special needs.

2.8 Somaliland Education System

Somaliland education system has four main levels, namely: pre-primary, primary, secondary and tertiary education. Pre-primary runs for two years. ECE is part of the pre-primary education cycle. Primary schooling lasts for eight years and is divided into a four-year elementary or lower primary cycle and a four-year intermediate or upper primary cycle. A primary school leaving examination determines entrance into secondary school. Secondary education takes four years and successful completion is validated by a secondary school leaving examination. Post-primary and secondary vocational training institutes exist to provide skills training in various trades. Higher education is provided in the universities. University education takes four to six years depending on the degree program being studied. Universities also offer both primary and secondary teacher training courses.

| <u>Year</u> | | <u>Age</u> | |
|-------------|---|--|----|
| 19 | | 24 | |
| 18 | | 23 | |
| 17 | | 22 | |
| 16 | University/College/ education | 21 | |
| 15 | | 20 | |
| 14 | | 19 | |
| 13 | | 18 | |
| 12 | Secondary Education Form (1)-Senior 1 (S1) to Form (4) Senior 4 (S4) | Technical and Vocational Education and Training: • Technical Secondary Education | 17 |
| 11 | | | 16 |
| 10 | | | 15 |
| 9 | | 14 | |
| 8 | Primary Education incl. IQS and ABE • Formal Primary: P1 to P8 • Integrated Quranic Schools (IQS): P1 to P8 • Alternative Basic Education(ABE): L1 to L4 | | 13 |
| 7 | | | 12 |
| 6 | | | 11 |
| 5 | | | 10 |
| 4 | | | 9 |
| 3 | | | 8 |
| 2 | | | 7 |
| 1 | Early Childhood Education (ECE) • Formal pre-primary • Quranic Schools (QS) | | 6 |
| 0 | | | 5 |
| | | | 4 |
| | | | 3 |

Source: Ministry of Education

SECTION3:

Early Childhood Education

3.1 Introduction

Early childhood education, also known as pre-primary education, Kindergarten and Koranic school, is very important for the development of young children before they enter the formal schools. ECE helps in the physical, cognitive, language, affective social, and artistic development of the children. In addition, ECE school teach the students the positive attendance, self-control as measured by attention, class participation, and discipline.

The MOE & HS acknowledges the importance of ECE. It is also aware of the current lack of provisions for the formal pre-primary education sub-sector. Since children ensure continuity and

survival of any nation, it is important that their lives, education, health and general care should be given utmost priority.

The ECE requirements are as follows:

- To learn the recitation and reading of ‘Qur’an’.
- To learn Somali counting numbers
- Allow time for the children to have P.E that will develop them physically, emotionally, socially, and intellectually.
- “Qur’anic teachers are required to attend training workshop on methodology and management of Qur’anic schools

3.2 Objectives of Early Childhood Education (ECE)

- To develop the child physically, mentally, emotionally, spiritually, and socially.
- To provide the child with opportunities to acquire and develop communication, creative and exploratory skills, alphabetic, numeracy and manipulative skills;
- To foster the holistic development of children in an environment in which children feel secure, are stimulated and have opportunities to play, explore and develop;
- To ease the transition from home to primary schooling;
- To identify children with abnormal patterns of development or educational potentials and devise special programs for them; from the document
- To mould the character of the children to acquire acceptable norms of social conduct and behaviour;
- To create an understanding of the consequences of child abuse and neglect

3.3 Policies and Strategies of ECE:

Policy statement 1: Provide quality and equitable access to early childhood education

Strategies:

- T
The Ministry of Education must provide to Quranic teachers training workshops on methodology, and it must do monitoring to Qur’anic schools with collaboration the Ministry of Religion.
- D
Due to the age of children at this stage, the Ministry of Education and higher studies must pay strict supervision, particularly those under the care and teaching of foreigners.
- T
To ensure that Qur’anic learning in ECE Centres is being carried out and considered crucial.
- T
The government will establish 6 public ECE pilot schools one in each of the 6 old regions;
- E
Encourage the private sector to invest in ECE, signing MoU with the Ministry of MoE& HS;

- Enhancement of public awareness to register children in the ECE schools; E
- In cooperation with Ministry of Religious endowment and local governments, provide training to the teachers of the ECE. I

3.4 Policy Statement 2: Quality and relevance of ECE

Strategies

- To enhance the quality of the ECE curriculum with the core concept of ECE should be fun and enjoyable
- To teach pre-primary level will be delivered through pictures, colors, attractive and simple education materials, models, rhymes, songs, games and hand work (Qur'an and Prayers)
- To facilitate the production of ECE learning material
- To organize pre- and in-service teacher training courses
- To integrate ECE programmes with the Quranic schools

SECTION 4

Primary Education

4.1 Introduction

Somaliland has three levels of education system before colleges and universities where each level is four years; the primary Education are the first two levels (1-8) of the twelve year of Schooling. Most primary schools provide preparatory for the secondary education.

The Primary Schools of Somaliland are to create school environment that is conducive to learning, while providing equal opportunities to all children. Also, schools must do the right accommodation for the children to acquire a quality education, appropriate attitudes, and needed skills aimed to lead them for a better future life in a challenging and constantly changing world.

Students enrolling for Grade one are required to be:

- Six years of age to eight.
- Able to recite the first chapter 'jus' of the 'Qur'an'

Important foundation for education sector policy is the recent introduction of Free Primary Education in Somaliland. At the beginning of 2010 H.E the President of the Republic of Somaliland has declared Free Primary Education for all.

4.2 Objectives of primary education

The objectives of primary education in Somaliland have been developed in line with national goals of education. These objectives are:

- Provide girls and boys with appropriate knowledge, insights, skills and values that will enable them to realize their potentiality which will empower them to make worthwhile contributions for the benefit and development of their own society.
- Lay the foundation for basic skills in reading, writing, listening and speaking.
- Enhance children with a sound foundation of mathematics, sciences, social studies, Islamic studies, and their application.
- Support learners acquire practical skills and manual dexterity through productive activities integrated into the actual curriculum.
- Raise awareness among pupils about life skills and issues including reproductive health and HIV/AIDS
- Lay the foundation for participation as a literate member and participant in basic information technology.

4.3 Policies and strategies of primary education:

Policy Statement 1: Enhancing access and equity in Primary Education:

Strategies for Policy Statement 1:

- Enhance equitable access to primary education across districts, gender and disadvantaged socio-economic groups.
- Adhere to the free Primary Education.
- Develop a primary school system (both public and private) that offers opportunities for all children of school age, including children with disabilities and those in need of special care and protection, particularly girls.
- New textbooks and teaching guides should be printed in every five years
- Increase the enrolment of boys and girls especially in rural areas.
- Improve the access and equity to education for children with disabilities and those in need of special care and protection.
- Increase the participation of children of agro-pastoralist communities.
- Adoption of flexible school schedules in consideration of children's domestic responsibilities so that the opportunity costs of children's school attendance are lowered
- Adoption of a mixture of models of educational delivery including fixed schools; mobile schools; and feeder/ satellite schools which feed into one well equipped boarding school. These modes need to relate to a flexible timetable and calendar which is appropriate to nomads
- Establishment of low cost boarding primary schools which are, where possible, separate for girls and boys.

4.4 Policy Statement 2: Raising quality and relevance of primary education

Strategies for Policy Statement 2:

- Improving the teaching/learning process through a more equitable and sustainable deployment of teachers across districts and schools

- Improving the quality and efficiency of learning in classrooms through a three-fold approach: production of new teachers; upgrading the skills of current teachers and supporting practicing teachers to make them more productive
- Concrete measures to discourage and finally eliminate corporal punishment and create schools as protective and sheltered areas for all girls and boys.
- Provide adequate Islamic knowledge in every level, life skills in health education including hygiene and sanitation.
- Raising the quality, availability and use of educational materials
- Establishing guidance and counselling services to help all pupils, and especially the girls, in schools
- Improving teachers' conditions and terms of service (Special hardship allowance for rural teachers)
- Supporting placement of female teachers upon completion of training
- Enhancing gender responsive physical facilities, particularly latrines, water and play facilities
- Explore all means to expand nutritional services for appropriate nutrient and hygienic services, adopting a system of hygienic supervision at schools, facilitating the usage of school facilities to practice hygienic and environmental activities.
- Ensuring that all schools make sufficient provision for physical education and child friendly playgrounds.
- Adopting a specified policy for school achievement tests coping with the requirements of the Somaliland Curriculum.
- Developing procedures to benefit from achievement, diagnostic, national and international tests in the educational development process.
- Adopting the system of assessing students, taking into consideration all aspects of the educational process.
- Make provisions for relevant learning sources (books, electronic media) to enable self-motivated and –driven learning processes
- Supporting Head teachers and communities to better manage schools through (local) CEC's
- Strengthening the inspectorate (quality assurance) services (at central, regional, district level) to ensure improved quality of services delivery
- Steps will be taken in environmental protection and conservation of the natural resources, specifically, plants protection and tree planting will be increased up to 20% by 2020

4.5 Policy Statement 3: Provide to all children in Public Schools Free Primary Education.

Strategies for Policy Statement 3:

- The government of Somaliland is committed to compensate the income of teachers and principals of primary public school used to get from school fees.
- The government must retain competent and qualified teachers.
- The repairs, furniture, and resource material must be maintained as good or even better than when there were school fees for primary school.

- Ministry must ensure the class standards of 9mx6m and class size and the class/student ratio is 1: 45.

4.6 Policy Statement 4: Local Governments should fulfil and implement the requirements of decentralization policy

Strategies for Policy Statement 4:

- Local governments are constitutionally responsible to routine maintenance of public primary schools, water provision, hygiene and sanitation.
- Local governments are constitutionally responsible to pay subordinate staff salary (watchmen and cleaners) and utilities bills.
- Local governments are constitutionally responsible to provide rehabilitation and extension of primary schools including furniture.
- Local governments should be committed to manage primary education service delivery.

SECTION 5:

SECONDARY EDUCATION

5.1 INTRODUCTION

Somaliland has three levels of education system before colleges and universities where each level is four years; the Secondary Schools are the last four years of the twelve year of Schooling. Most secondary schools provide University/ college preparatory education and vocational programs. University preparatory education consists of all core courses and other required course, while vocational programs provide training mainly in various job skills for students who don't plan to enter college or university.

Although the numbers of secondary schools have increased since late 1990s, these schools are concentrated in the big urban centers with very limited resources. But there is a great need for Secondary schools in the rural areas. Usually, primary schools function everywhere in Somaliland but there is Secondary school discontinuity where students become camel herders or fir-loggers, or suicidal migration to the foreign countries after primary stage.

Secondary education refers to post-primary formal education offered to persons who will have successfully completed eight (8th) years of primary education, passed the centralized national examination, and have met the requisite entry requirements.

The formal secondary education is divided into two (2) broad categories:

- General Secondary education
- Technical Institutes

5.2 Objectives of secondary education are:

- To consolidate and broaden the scope of knowledge, ideas and principles acquired at the primary education level.
- To provide opportunities for the acquisition of knowledge, skills, attitudes and understandings the general subjects/fields of study.
- To prepare students for tertiary and higher education, technical and vocational professional trainings.
- To inoculate a sense and ability for self-study, self-confidence in new frontiers of science and technology, academic and occupational knowledge and skills.
- Acquisition of knowledge, skills, values and attitudes that can promote further learning and constructive life styles.

5.3 Policy Statement 1: Improving Access and Equity in Secondary Education

Strategies

- First and foremost, construction of more classrooms to keep pace with increasing enrolment.
- Special consideration in classroom construction should be given to rural areas to mitigate the ever-growing gap between rural and urban areas.
- Where necessary secondary and primary students share the same classrooms in shifts (Morning-afternoon).
- Boarding schools should be established in all the regions with affordable tuition fees.
- Improved gross enrolment with successful secondary completion rates and numbers that reduces in dropout rates, valid certification of achievement.
- Introduction of affirmative action programs to improve access, retention and academic performance of girls in secondary education.
- Scholarship programs for girls, who obtain high scores in national examinations to attract and retain girls in secondary school.
- Creating of an enabling learning environment for girls by ensuring that there are adequate and relevant facilities such as separate latrines for girls in secondary schools.

5.4 Policy 2.1: Provide relevant and quality secondary education that will impart a wide range of options for career choices and future studies of the learners. All secondary schools public and private should be full four academic years.

Strategies

- This includes providing quality teachers, appropriate curriculum and diversified range of educational experiences which will enable students to make informed choices about their future.

- Facilitate all round development of students i.e. spiritually, physically, socially, mentally, academically and morally according to the principles of Islam so that they make positive contribution to the development of the society.
- Develop learner's competencies so that they can compete job markets especially in the productive sectors of Somaliland economy and global markets.
- Developing effective secondary education quality assurance, standards and accountability system at regional, district and school level.
- Provision of adequate resources and facilities i.e. furniture, equipment, ICT equipment, technical workshops, science laboratories, adequate supply of curriculum teachings
- The curriculum is of a general academic nature and has yet to be assessed in terms of its relevance to national development and labour market needs, whether it results in the sort of skills which are needed to make a significant impact on the economy in the longer term i.e. [Curriculum, syllabus and text books are dealt with in the relevant chapters, below.]
- Agriculture and Business Education which were elective courses before, has been transformed into units in some of major core courses; for example: Agriculture is part of the units of Biology and Geography; while business Education is part of units of Mathematics and Geography.
- There is an intention to place special emphasis on math and science, but in the case of the latter this requires laboratories, equipment and materials which are expensive to obtain and maintain: this also applies to improve libraries facilities in schools which are currently poor.
- High Students shall be trained for the library uses which relies their learning responsibilities
- Extend and consolidate the knowledge, skills values and attitudes acquired at primary education level so that students can acquire strong foundation of quality higher education.
- Develop students in critical and creative thinking and problem solving abilities.
- To enhance further development and appreciation for national identity, personal integrity, respect for and readiness to work, Islamic values, positive culture and traditions, and civic responsibilities and obligations towards national interest.
- Well-equipped/furnished special workrooms such as science, computer and English language laboratories/gymnasia for physical education.
- Qualified teachers who work in rural areas should be given hardship allowance to encourage them working in pastoral community areas.
- Scholarship for higher studies should be fair to all students graduating from high schools (Private and Public).

5.5 Technical Institutes:

To have enough manpower required for industrial and economic growth, technicians and professional cadre is needed in Somaliland. A shift from the single secondary education focus to a multi-skill technical institute approach will be cost effective and more responsive to the national needs.

5.5.1 Objectives:

- The government shall introduce and formalize the establishment of the Technical Institutes in the education system
- To develop a learner with the competencies so that he/she can compete in the job market, especially in the economic sector of the country

- To design and implement a uniform curriculum and syllabus for the selected subjects, irrespective of the school.

5.5.2 Policies Statements

5.5.2.1 Establishment of formal Technical Institutes under the Department of Secondary Education.

5.5.2.2 Provide relevant and quality Technical Institutes that will impart a wide range of options for career choices and future studies of the learners.

5.6.1 Strategies:

- Technical Institutes shall be run for 3 years and attention will be given to quality and ensure standard contact hours
- Upper Primary leavers (Grade 8) shall be able to join the technical institutes
- Private sector will be encouraged to establish quality technical schools
- A survey will be conducted to select the appropriate trades needed in the market

SECTION: 6

PRIVATE SCHOOLS:

6.1 Introduction

The private education in Somaliland was established soon after the return into the country and has effectively supported the education sector where both the government and the public appreciated the private school establishment. Private school education comprises from preprimary to Higher education. They also employ different medium of languages including Somali, Arabic and English. The Ministry of Education has a directorate for liaison purposes. Private schools must operate under the supervision of the Ministry of education and the general regulations of the Somaliland government. The private owned properties of the private schools shall fall under the control of the ministry of education had the private institution fails to operate as per its mandatory functions. It is the mandatory of Somaliland government that all private schools should be registered and approved by the Ministry of Education and pays all kinds of taxation. In case of educational discontinuity, the private institution shall inform the Ministry for further problem solutions.

6.2 Objectives:

- Increasing access to schools
- To be competitive schools by providing quality education, resources material and appropriate environment.
- Providing parents with the options of choosing schools for their children

6.3 Policies:

1. Private schools should follow the National Curriculum, Academic Calendar and National Examinations prepared by the Ministry of Education and Higher Studies
2. All private schools should be registered and approved by the Ministry of Education and pay all kinds of taxation

3. Intake of new students should be checked with and approved by the Examination Board, and Departments of Primary or Secondary schools
4. All students in private schools should wear standard uniforms for primary and secondary that is different from Public School's uniforms that are identified by the Ministry of Education.
5. All charity school buildings and endowments are government properties.

6.4 Strategies:

- Private Schools must get the licences from appointed committee by the Ministry of Education
- The Ministry of Education must document the rules and regulations of private schools.
- Private schools should be open to inspection and monitoring by the Quality Assurance Department of the Ministry of Education
- The Director of Department of 'Private Schools' must collaborate with the Departments of Primary and Secondary Schools.
- A committee for private schools must be established for coordination between private schools (within) and with the Ministry of Education
- Private schools must strive for the provision of the highest standards of education.

SECTION 7:

SPECIAL NEEDS EDUCATION:

7.1 Introduction

Special Needs, or more precisely, Special Education Needs, is the practice of educating students with special education needs in a way that addresses their individual differences and needs. Ideally, this process involves individually planned and systematically monitored arrangements of teaching procedures, adapted equipment and material, and accessible settings. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and their community than may be available if the students were only given access to a typical classroom education.

In Somaliland, Special Needs Schools are established in four different areas-deaf, blind, Learning Difficult and autism. Deaf and blind schools were first established in Hargeisa and Borama in 1997. Later this was followed by setting up deaf schools in Burao and Gabiley. Learning difficulty schools are instituted in Burao and Berbera. The only autism school is established in Hargeisa.

7.2 Objectives:

- To increase access to quality and relevant education for learners with special educational needs at all levels of ECD, Basic, Secondary, Higher, VET and Teacher Education.
- To enhance provision of accessible, safe and friendly learning environment and facilities for learners with special educational needs.
- To increase enrolment and promote values which enhance access to education and retention of learners with special educational needs in all learning institutions.
- To develop diverse and flexible curriculum that meets varied needs and learning environment of learners with special educational needs.

- To facilitate provision of effective and efficient professional and support services to learners with special educational needs in institutions of learning/training.
- To promote participation of learners with special educational needs and other key stakeholders in decision making on matters that affect their education.
- To enhance gender mainstreaming in SNE programs at all levels and ensure increased enrolment, participation and completion rates for both girls and boys with special educational needs in education.
- To promote research, documentation and information sharing in Special Needs Education.
- To enhance resources mobilization and sustainable professional and support services to learners with special educational needs.

7.3 Policy Statements 1: Access, Equity, quality and relevant SNE to all Needy

7.4 Strategies:

- MOE to develop modalities to involve persons with special educational needs in decision making on issues that concern them in their schools.
- MOE will encourage institutions to employ persons with special educational needs in learning institutions.
- CECs will engage and utilize learners with special educational needs in sports, culture and other recreational activities.
- School administration will encourage formation of clubs and associations for learners with special educational needs in learning/training institutions
- Create awareness and sensitize communities on the importance of SNE, especially for the girl child;
- Develop conducive and accessible physical environments for learners with special educational needs with specific emphasis on the girl child.
- MOE in collaboration with partners will promote the development and use of Somaliland Sign Language
- MOE and partners will provide and fund forums for learners with special educational needs to participate in co-curricular activities to enhance social integration.
- Teacher education curriculum will be reviewed to impart skills and competencies in teaching learners with special educational needs.
- MOE will enforce the inclusive education system as much as feasible;
- Ensure provision of adequate and accessible and friendly buildings, furniture and equipment and environment among others in learning institutions
- Constantly collaborate with Ministry of Health in provision of medical services to the learners with SEN.
- MOE will use both public and private electronic and print media in sensitizing and creating awareness among the public.
- MOE in collaboration with partners will educate stakeholders on the legal and social rights of learners with special educational needs.
- The MOE in collaboration with other ministries and government bodies and partners will:
- Develop and continuously review a curriculum in assessment in line with the requirements of children with special educational needs

- Develop training manuals and guidelines in assessment of learners with special educational needs.

SECTION 8:

VOCATIONAL EDUCATION AND TRAINING (VET)

8.1 Introduction

The Ministry of Education is committed to the Development of VET as a Key Instrument to bring about a well-structured growth in the economic sector through the promotion and development of Industry that will provide gainful livelihood opportunities for the people of the Republic of Somaliland in rural and urban areas alike.

TVET specifically aims to create sustainable self-employment opportunities for the youth with equal gender opportunities, through the provision of technical vocational education and training, linked with employment advisory services.

8.2 Objectives

- Improve the well-being and employability of Somaliland youth and increase access to labour market for all sections of the economy
- Develop appropriate skills through practical oriented training and work experience.
- Produce individuals who apply scientific knowledge to solve problems around them including self-employment.
- Cultivate a firm link with the industrial sector with strong ethics and precision
- Provide education and expand training opportunities for junior secondary school and grade 8 leavers.
- Provide technical knowledge and vocational skills that will stimulate the economic growth of Somaliland.

8.3 Policy statement 1: Increasing access and Equity of VET education.

Strategies:

- The MoE will adopt a dual strategy of creating few highly specialized advanced polytechnics to produce high technical skills and expertise and broad based tertiary VET centers;
- The MoE& HS will begin work toward a policy of establishing one VET school in each Region to increase access to VET for all young women and men. Initially, the general school building will be used in the second shift, where applicable, for establishing and running VET programs. This strategy will facilitate quick expansion of the VET, cost effective service delivery, and less investment in infrastructure;
- Access to and participation in VET should be increased including in-service trainees from enterprise/apprenticeship based training.
- MoE&HS will consider introducing mobile VET training to reach out to the rural areas and provide training opportunities to the disadvantaged rural young women and men. In

addition, MoE&HS will explore the introduction of Community VTCs to meet the demands of the rural population with a focus on the local economic training needs.

- MoE&HS will pay special attention to enrolment of girls in VET schools and institutes (or colleges) and, through public awareness programs and provision of vocational education fields that may be more attractive to girls, to increase their enrolment. In addition, dormitory facilities will be provided to attract students from rural areas and poor families, especially girls. Extensive career guidance to girls on the need to take up practically oriented subjects will also be prioritized.
- MoE&HS will engage in social dialogue and apply a participative approach with all relevant stakeholders in structuring and reforming the sub-sector of VET; this will include the institutionalization of a Qualification Framework that will ensure a structured approach to design an adequate VET sector, including curriculum development for learners and trainers, and, by applying such professional approach, give VET the relevant social status to attract the best talents in the society and recognize VET as an equal path (compared to post-basic academic oriented) to relevant education and decent employment. Good social partners' dialogue will facilitate the expansion of the VET system and close linkages with growth sectors in the economy, through the already existing Enterprise Based Training (or Apprenticeship) approach.

8.4 Policy statement 2: increasing the quality and relevance of VET education.

Strategies

- Focus investment on supporting the governments training and employment priorities
- Ensure that sufficient administrative structures at central and services delivery level are created to ensure good management of the VET sub-sector and high quality of delivery of education and training services.
- Take suitable measures to raise the quality and professional standards of Head teachers, instructors and trainers in VET institutions.
- The government will improve the relevance of VET education curriculum by linking the VET policies and objectives to the different socio- economic productive sectors of the economy so that the new curriculum is responsive to the job markets
- The government will improve the relevance and quality of VET education curriculum by adopting and implementing a competency based curricula to address the needs of the employment driven sectors.
- The government will collaborate with development partners to provide adequate VET teaching and learning material. similarly, the government will encourage innovation and creativity so that locally available materials are used in the teaching/learning process
- The government will improve the supply and the quality of VET teachers by establishing a structured and accredited vocational qualification framework.
- The minimum qualification of the VET instructor will be the VET Diploma for teaching VET subjects (equivalent to the status of the secondary education instructors)
- The government will review the examination system of the VET graduates. The present examinations managed by the Somaliland National Examinations Board should be reviewed so that all final examinations and trade testing is being done with full participation of the TVQA.

- As with other levels of education, the government will include strategies for the infusion of life skills training, health and HIV/AIDS education in the VET school curriculum.

SECTION 9. Non-Formal Basic Education

9.1 Introduction:

The NFBE comprises into two types namely:

Alternative Basic Education (ABE):

The ABE programme in Somaliland will be an educational programme that addresses the needs of out of primary school children through condensed and integrated curricular, flexible time table, cost effective use of resources and high community participation aimed at improving access, equity, quality and relevance and efficiency in the education system. The second dimension is NFE will be the provision of youth/adult literacy and girls/women learning spaces. The focus of this policy strategy will be the promotion of gender parity within the education system. NFE service delivery will be done through public, private and voluntary sector (INGOs LNGOs, CBO, faith groups) partnership and collaboration.

9.2 Objectives of NFBE

- To provide quality equitable education for out of school learners by providing appropriate knowledge, skills, values and attitudes to NFBE learners, thus contributing to the processes of industrialization and economic recovery;
- To provide second chance for those who discontinued their education and dropped out at different levels, thus engaging youth positively and promoting social cohesion;
- To provide education opportunities for those children who failed to join school at the right age;
- Establish a flexible, cost effective and responsive approach to completion of formal basic education system, thus contributing to the attainment of EFA goals by
- Establish an education programme that fits the life style of the pastoralist, agro-pastoralist, coastal areas, disadvantaged urban/rural children and IDPs, thus promoting education access, equity and inclusion;
- To promote gender mainstreaming in education by providing additional learning opportunities to girls and women;
- Inculcation of functional literacy, numeracy and life skills;
- Inculcation of competencies in learners which enable them to contribute to the socio-economic development through the application of relevant functional skills;
- Promotion of awareness about Civic responsibilities and human rights.

9.3 Policy Statement 1: Access and Equity of Non-Formal Basic Education:

Strategies:

- Improve access to NFBE through construction/expansion/renovation of ABE school's youth, adult, girls and women learning centers (Family centers).

- Plan and solicit more funding and resources for the effective delivery of all categories of NFBE and ensure fair and balanced allocation of resources for the programs of the regions which are underserved
- Develop and implement a delivery structure based on public-private/voluntary sector partnership, which enables all stakeholders to participate in the delivery of quality NFBE
- Conduct a national mapping for NFBE need and create ABE schools and centers where the need is the highest
- Create NFBE EMIS system for improving decision making at policy level. Ensuring effective EMIS of the subsector, to generate accurate, reliable and gender disaggregated data for effective planning, budget allocation and decision making;
- Improve on public awareness and appreciation of NFBE programs in Somaliland through community mobilization and dialogue;
- Encourage parental and community participation in the management of NFBE programs;
- Facilitate NFBE learners with opportunities to access and advance higher level of education by establishing strict relevant linkages (Certification and examination);
- Revive and operationalize public family life education centres (domestic home science education) for girls/women;
- Establishing academic equivalency to (NFBE) Formal Basic Education program
- Strengthen the institutional capacity of the existing Directorate of Non-Formal Education, working through a decentralized structure of the NFBE department in partnership with the INGOs and religious organizations.
- Raise literacy levels by strengthening NFBE as an alternative basic education route for male and female children youth/adult in difficult circumstances;
- Establishment of strong NFBE coordination system in the MOE&HS with the mandate to supervise, coordinate and strengthen NFBE curricula and to provide up to date sex disaggregated data and gender analytical information on NFBE programs;
- Develop different types of ABE programs and centers in parts of the country underserved by the formal system of education;
- Introduce Standard competence test for NFBE centers to be conducted periodically to ensure quality

9.4 Policy Statement 2: Enhancing the quality and relevance of NFBE

Strategies

- Review the NFBE current curriculum and develop a more coherent and locally-relevant one. To promote the quality of NFBE education the regular NFBE schools and centers will follow the mainstream formal primary education curriculum. However, the delivery of the curriculum will be different in terms of its flexibility and pace of delivery because of the age difference factor and other socio-economic prevailing conditions;
- Adoption of multi-grade/level, multi- shift and mobile school system to reach as many learners as possible;
- Enhancement of sensitization on the importance of enrolling urban/ rural girls in NFBE;
- Coordinating NFBE activities in the country;
- Expanding field extension programs by the MoE&HS officials at all levels of NFBE;

- Increasing interaction with the local administrative officers to convince people to get involved in the programs;
- Provide management and administrative training for NFBE officials, implementing effective supervisory mechanisms
- Develop a standard training manual and provide short-term training for all NFBE teachers based upon it;
- Strengthen the institutional capacity of the existing Directorate of Non-Formal Education. The provision of this mode of education will be through a decentralized structure of the NFE department in partnership with the INGOs and faith organizations
- Liaising with quality assurance and standards department to ensure the quality of NFBE is equivalent to that of formal primary education;
- Improving coordination and supervision of all NFBE programs;
- Liaising with other directorates and teacher training institutes to ensure qualified teaching staff in all NFBE schools and centers and gradual mainstreaming of teachers into government system;
- Enhancing involvement of all stakeholder groups and local administrative organs in supporting of NFBE institutions;
- Enhancing coordination and collaboration among NFBE stakeholders in the country;
- Empowering local administrative organs to oversee the running of NFBE centers;
- Ensuring continuous curriculum review, harmonization and standardization of curriculum and implementation strategies and tailoring provisions towards addressing specific needs of communities served by the institution;
- Sign posting the training of supervisors in adult literacy related programs;
- Infusing relevance through ensuring that literacy for adult's touches on such areas as livestock production/fishing, formation of cooperatives, health, business and environment education.

SECTION 10:

Institute of National Curriculum, textbook and other resource material production

10.1 Introduction

The Curriculum Institute has been renamed as Institute of National Curriculum. Starting point for any sound systemic changes in education is to develop and establish by updating and periodical reviewing the National Curriculum Framework for basic education i.e. pre-school, primary, secondary and tertiary education.

10.2 Objectives:

- Curriculum should be the heart of education, so it could represent the national goals, ideals, values, and contemporary needs.
- Curriculum should be prepared by considering the age, merit, and receptive ability of the learners.
- Curriculum should facilitate to develop critical thinking, and creative skills.
- Curriculum Institute must continuously engage in research on curriculum improvement.

10.3 Policy framework

1. Curriculum should be designed based on essential learning continuum, and should be standardized to be uniform for each level in both public and private schools
2. National Curriculum framework should be able to facilitate the knowledge, skills, and attitudes needed in to be successful in higher education, and achieving better future life in challenging and constantly changing world.
3. National Curriculum framework should be able to enhance the Islamic values, honesty, trustworthiness, respect, responsibility, fairness, caring, and citizenship of students
4. National Curriculum should be able to prepare and reform students to be competitive, successful, intelligent, productive member of society
5. National Curriculum should be relevant to the culture, values, and the environment of the society
6. Establishment of National Book Production Unit with Book-trade, and control of copy write for Ministry

10.4 Strategies for Curriculum Policy Implementation

- MoEHS will need to build the capacity of National curriculum Institute by recruiting a team for each subject area with the qualifications and specialization needed to developing curriculum, textbooks, and other resource material.
- The ministry will need to renovate the curriculum centre with adequate working spaces and publication facilities.
- MoEHS will need to come up with plan to monitor and assess curriculum development projects and its implementations.
- The ministry will need to empower the curriculum department to initiate and carry out locally the publications and distributions of textbooks, and other curriculum resource materials of all level for both public and private.
- The ministry will need to establish a library for the Curriculum Institute to use it as resource centre for developing and reviewing curriculum, and writing textbooks and other learning resource material.
- MoEHS will need to give full training to curriculum developers and managers so they could be able to train on yearly bases for upgrading teachers' implementation of the curriculum and their performance
- For sustainability reasons the ministry will need in the future to establish national book production plan and book sale policies.

10.5 Language policy in Education

- Somali language will be the language of curriculum instruction from grade 1-8.
- Arabic language and Islamic studies shall remain as subjects from grade 1-8.
- English will be taught as a language in primary schools from Grade 2.
- Business education and ICT are included from Grade six to Grade eight as elective subjects.

10.6.1 Subjects (and Weight) Taught in Early Childhood Education (ECE):

| | SUBJECTS TAUGHT | WEIGHT OF SUBJECTS | DURATION OF PERIOD | Total Time for Each Subject |
|------------------------|----------------------------|--------------------|--------------------|-----------------------------|
| 1 | Qur'an and Arabic Alphabet | 25 | 30 Minutes | 750/60 =12.5 hrs. |
| 2 | Somali Alphabet | 5 | 30 Minutes | 150/60 = 2.5hrs |
| 4 | Counting Numbers | 4 | 30 Minutes | 120/60 = 2hrs |
| 5 | Hygiene and Miners | 5 | 30 Minutes | 150/60 = 2.5hrs |
| 7 | songs | 5 | 30 Minutes | 150/60 = 2.5hrs |
| 8 | PE | 5 | 30 Minutes | 300/60 = 5hrs |
| 9 | Arts and Crafts | 5 | 30 Minutes | 300/60 = 5hrs |
| Total Periods per Week | | 54 | | 1620/60 = 27 |
| Total Hours per Week | | 27 | | |

10.6.2 Subjects Taught in Somaliland Primary/Secondary Schools

10.6.2.1 Subjects Taught in Lower Primary:

| # | Subjects | Subjects Weight of Subjects | | | | Shift |
|-------------------------------|--------------------------|-----------------------------|-----------|-----------|-----------|-------------|
| | | G1 | G2 | G3 | G4 | |
| | Core Courses & Additions | | | | | Both Shifts |
| 1 | Mathematics | 6 | 6 | 6 | 6 | Of 45 Min |
| 2 | English | 2 | 4 | 4 | 4 | Of 45 Min |
| 3 | Somali | 6 | 6 | 5 | 5 | Of 45 Min |
| 4 | Arabic | 5 | 5 | 5 | 5 | Of 45 Min |
| 5 | Religion | 3 | 3 | 3 | 3 | Of 45 Min |
| 6 | Science | 2 | 3 | 5 | 5 | Of 45 Min |
| 7 | Social Studies | 2 | 3 | 4 | 4 | Of 45 Min |
| 9 | Physical Education | 5 | 3 | 2 | 2 | Of 45 Min |
| 10 | Art & Crafts | 5 | 3 | 2 | 2 | Of 45 Min |
| 11 | ICT | | | | | |
| Total periods per Week | | 36 | 36 | 36 | 36 | |
| Total Hours per Week | | 27 | 27 | 27 | 27 | |

10.6.2.2 Subjects Taught in Upper Primary:

| # | Subjects | Subjects Weight of Subjects | | | | Shift |
|---|--------------------------|-----------------------------|----|----|----|-------------|
| | | G5 | G6 | G7 | G8 | |
| | Core Courses & Additions | | | | | Both Shifts |
| 1 | Mathematics | 6 | 6 | 6 | 6 | Of 45 Min |
| 2 | English | 5 | 5 | 5 | 5 | Of 45 Min |
| 3 | Somali | 4 | 4 | 4 | 4 | Of 45 Min |
| 4 | Arabic | 4 | 4 | 4 | 4 | Of 45 Min |

| | | | | | | |
|-------------------------------|--------------------|-----------|-----------|-----------|-----------|-----------|
| 5 | Religion | 3 | 3 | 3 | 3 | Of 45 Min |
| 6 | Science | 5 | 5 | 5 | 5 | Of 45 Min |
| 7 | Social Studies | 5 | 5 | 5 | 5 | Of 45 Min |
| 9 | Physical Education | 2 | 2 | 2 | 2 | Of 45 Min |
| 10 | Art & Crafts | 1 | 1 | 1 | 1 | Of 45 Min |
| 1 | ICT | 1 | 1 | 1 | 1 | Of 45 Min |
| Total periods per Week | | 36 | 36 | 36 | 36 | |
| Total Hours per Week | | 27 | 27 | 27 | 27 | |

10.6.3 Subjects Taught in Secondary at Different Shifts:

10.6.3.1 Morning Shift

| # | Subjects | Subjects Weight of Subjects | | | | Shift |
|-------------------------------|-------------------------------------|-----------------------------|-----------|-----------|-----------|----------------------|
| | | I | II | III | IV | |
| | Core Courses & Additions | | | | | Morning Shift |
| 1 | Mathematics | 5 | 5 | 5 | 5 | Of 50 Min |
| 2 | English | 5 | 5 | 5 | 5 | Of 50 Min |
| 3 | Somali | 3 | 3 | 3 | 3 | Of 50 Min |
| 4 | Arabic | 3 | 3 | 3 | 3 | Of 50 Min |
| 5 | Religion | 2 | 2 | 2 | 2 | Of 50 Min |
| 6 | Biology | 3 | 3 | 3 | 3 | Of 50 Min |
| 7 | Chemistry | 3 | 3 | 3 | 3 | Of 50 Min |
| 8 | Physics | 3 | 3 | 3 | 3 | Of 50 Min |
| 9 | Geography | 3 | 3 | 3 | 3 | Of 50 Min |
| 10 | History and Civics | 3 | 3 | 3 | 3 | Of 50 Min |
| 11 | Physical Education | 1 | 1 | 1 | 1 | Of 50 Min |
| 12 | Art and Crafts | 1 | 1 | 1 | 1 | Of 50 Min |
| 13 | ICT | 1 | 1 | 1 | 1 | Of 50 Min |
| Total periods per Week | | 36 | 36 | 36 | 36 | |
| Total Hours per Week | | 30 | 30 | 30 | 30 | |

10.6.3.2 Afternoon Shift

| # | Subjects | Subjects Weight of Subjects | | | | Shift |
|---|-------------------------------------|-----------------------------|----|-----|----|------------------------|
| | | I | II | III | IV | |
| | Core Courses & Additions | | | | | Afternoon Shift |
| 1 | Mathematics | 5 | 5 | 5 | 5 | Of 45 Min |
| 2 | English | 5 | 5 | 5 | 5 | Of 45 Min |
| 3 | Somali | 3 | 3 | 3 | 3 | Of 45 Min |
| 4 | Arabic | 3 | 3 | 3 | 3 | Of 45 Min |
| 5 | Religion | 2 | 2 | 2 | 2 | Of 45 Min |
| 6 | Biology | 3 | 3 | 3 | 3 | Of 45 Min |
| 7 | Chemistry | 3 | 3 | 3 | 3 | Of 45 Min |

| | | | | | | |
|-------------------------------|--------------------|-----------|-----------|-----------|-----------|-----------|
| 8 | Physics | 3 | 3 | 3 | 3 | Of 45 Min |
| 9 | Geography | 3 | 3 | 3 | 3 | Of 45 Min |
| 10 | History and Civics | 3 | 3 | 3 | 3 | Of 45 Min |
| 11 | Physical Education | 1 | 1 | 1 | 1 | Of 45 Min |
| 12 | Art and Crafts | 1 | 1 | 1 | 1 | Of 45 Min |
| 13 | ICT | 1 | 1 | 1 | 1 | Of 45 Min |
| Total Periods per Week | | 36 | 36 | 36 | 36 | |
| Total Hours per Week | | 27 | 27 | 27 | 27 | |

10.7 Starting & Ending Time of School days:

10.7.1 Early Childhood Education

- Starting Time: 7:00
- Ending Time: 12:00
- Break Time of 30 Min: 9:15

10.7.2 Primary

- Morning Shift (Six period of 45 Min):
 - Starting Time: 7:00
 - Ending Time: 12:00
 - Break Time of 30 Min: 9:15
- Afternoon Shift (Six period of 45 Min):
 - Starting Time: 1:00
 - Ending Time: 6:00
 - Break Time of 30 Min: 3:15

10.7.3 Secondary

- Morning Shift (Six period of 50 Min):
 - Starting Time: 7:00
 - Ending Time: 12:30
 - Break Time of 30 Min: 9:30
- Afternoon Shift (Six period of 45 Min):

(This will be applicable only to form I and II)

 - Starting Time: 1:00

- ❑ **Ending Time: 6:00**
- ❑ **Break Time of 30 Min: 3:30**

SECTION 11: NATIONAL COLLEGE OF EDUCATION (NCE)

11.1 Introduction:

Qualified teachers are essential for proper and quality education. To ensure that, it is essential to recruit qualified teachers through scientific and transparent employment process. The existing teachers' training system of our country is very traditional, insufficient, certificate-based, loaded with theoretical knowledge, incomplete in practical learning, based on rote learning and conventional testing system. It is mostly implemented by the Local Universities; with very slack in monitoring. That is why the expected results cannot be achieved.

Teacher education in Somaliland will fall under two categories. Primary school Teacher education (pre-service and in-service training) will be undertaken by the MOE&HS. Secondary school teacher development will be located within the higher education institutions *until the NCE is built.*

11.2 Objectives:

- produce a core of dedicated professional teachers equipped with knowledge, understanding, values and attitudes to develop educational, social and emotional needs of the learners;
- produce core professionals that link the development of the new curriculum competencies (outcome based) with child centred approaches;
- produce core professionals that develop life-long learning and with other teachers in teams by coaching each other;
- Core professionals that can communicate with parents and liaise with other agencies;
- Produce core professionals that can involve with the strategic planning, responsibility and decision making that characterize school effectiveness and development.

11.3 Policies

- Teacher education programmes will be financed by the government in close collaboration with education partner organizations
- State-run teacher training institutions will have higher education status
- To be a qualified teacher, a teacher must have completed and passed a teaching programme accredited by the MOE&HS.
- Qualifications of foreign teachers for primary and secondary schools will be assessed by the MOE & HS
- Qualifications of foreign teachers for tertiary education will be assessed by both the CHS

11.4 Strategies

- Create quality assurance and standards system for teacher education and teacher professionalism.
- Increase the relevance and quality of teacher education.
- Provide financial incentives to motivate bright secondary graduates, particularly girls and other disadvantaged students to join pre-service teacher education programs.
- The existing primary teachers training programs shall be continuously revised and monitored. Modern strategies of teaching-learning and evaluation shall be incorporated, and practical classes be added.
- National Teacher Training Institute (NTTI) is the centre for training primary and secondary teachers in Somaliland
- Gender issues must be addressed and the following principles will be applied:
 - ✓ Promotion of teacher-training programmes (both in-service and pre-service) that prepare teachers to be more gender responsive;
 - ✓ Establish female teachers Networks to enable female teacher link with international educational networks;
 - ✓ Ensuring that all schools are free from gender based violence.

SECTION 1 2: HIGHER EDUCATION:

12.1 Introduction

The Higher education sector is relatively new in Somaliland. Amoud was the first university to enroll students in 1998. Since then the number of universities has increased rapidly. The higher education requires strict regulations and consistent quality assurance controlled by the Commission of Higher Education with collaboration of the Directorate of the Ministry.

Now, learning to higher education to be effective, it must reflect the needs of the country. To this end it is appropriate to encourage colleges to study science and crafts. It is also necessary to make rules and regulations to guide higher education implemented by the Directorate of Higher Education Commission.

12.2 Objectives:

- To improve the legal framework and other enabling organisational infrastructure that support higher education;
- To increase equitable access and retention to higher education
- To improve the quality of teaching-learning
- To promote and extend the provisions of science and technology faculties
- To improve the quality and relevance of academic and research programmes;
- To provide disadvantaged students with access to higher education;
- To ensure good accreditation and standardization of higher education institutions and programmes to fulfil quality assurance standards provided by the Commission for Higher Education.
- To create and expand linkages between local higher education institutions, international universities, research institutes, and other organisations involved in Higher Education.

12.3 Policies:

- The Ministry is committed to ensure that higher education is available and accessible to all Somaliland people.
- The commission is responsible to generate data, reports, and recommendations.
- The Ministry will make final decision on the findings, recommendations and reports from the Commission of the National Higher education.
- The government is committed improve the financial capacity of the public higher education institutions.
- The government is committed to ensure that higher education opportunities and trainings match with the socio-economic needs of the nation and is competitive in the international labour market.

12.4 Strategies

- Strengthen the powers, roles and responsibilities of the Directorate.
- Review academic programmes of universities to ensure relevance of national development.
- Strengthen department of research to identify areas of research, and solicit research funding.
- Increase the budget allocation to public universities as well as soliciting additional funding from the donors.
- Develop the quality assurance & standards framework and ensure that this framework is implemented by all accredited higher education institutions.
- Strengthen the capacity within the local universities to conduct research.
- Encourage and support the development of private universities in order to increase access and participation in higher education.
- Establish and implement financing mechanism for scholarships for **girls leaving secondary schools to attend universities.**
- Ensure that higher education institutions teach quality programs of study and standardized curriculum that is competitive and meets the international standards is followed.
- Strengthen the institutional management and leadership capacity of public higher education institutions
- Support liaison and networking abilities of the local universities.
- Improve the physical infrastructure and teaching learning resources that are necessary for quality higher education.
- **Ensure that cross-curriculum dimensions such as health life styles, identity, and culture of Somaliland; community participation, enterprise, global dimension, development, and technology media.**

SECTION 13 Commission for Higher Education

13.1 Introduction

National Commission for Higher Education is a semi- autonomous agency responsible for guiding and regulating the Higher Education Sector in Somaliland. It was established under presidential Decree, **JSL/M/XM/249-679/08/2011**, dated 6th august 2011.

The Mission of NCHE is to help ensure a higher quality and relevant Higher Education System in Somaliland. The Commission is mandated to oversee on the relevance and quality of Higher Education offered by all Higher Education Institutions (HEIs) in Somaliland.

13.2 Objectives

- To accredit and regularly inspect Higher Learning Institutions.
- To set up quality assurance and standards for Higher Learning Institutions.
- To co-operate with the government in the planning of higher education.
- To advise and make recommendations to the Minister on matters relating to higher education.

13.3. Policies

- Develop and implement Minimum Standard for Somaliland Higher Education Institutions;
- The Commission is responsible all tasks related accreditation of all new and old programmes and regulations of universities and colleges. In addition, the Ministry will finally approve the accreditation of prospective universities and colleges and will cancel the licences of old universities and colleges with the commission recommendation.
- The Commission is also responsible for vetting all foreign and local lecturers and instructors that will be employed by universities and colleges in Somaliland.
- The Commission of High Education is fully responsible to exercise their obligations to monitor and evaluate the performance of Higher Education institutions.

13.4 Strategies:

- To develop its own organisational structure necessary to effectively carry out its mandate
- To maintain close working relationship and networking with the Minister, Directorate of Higher Education, and other international bodies that work in quality assurance and relevance for higher education
- To develop HE Act and Universities Act to be enacted by the parliament;
- CHE will develop and implement Minimum standards for higher Education Institutions;
- The commission will establish new linkages and /or liaison with the directorate of higher education, foreign HE commissions and institutions that works in Higher Education;

- To develop the technical capacity of its existing staff and recruit more specialised professionals in various fields in Higher Education for auditing purposes.;
- To mobilize resources from various sources including the government, international organizations and private sector and funds from the services it renders to Higher Education Institutions, to develop professional human resource capable of effectively executing its mandate.

SECTION 14

QUALITY ASSURANCE & STANDARDS

14.1 Introduction:

Developing standards in education and maintaining the desired quality remains a major challenge across education systems throughout the world. Quality in Education is the degree to which education can be said to be of high standard, satisfies basic learning needs, and enriches the lives of learners and their overall experience of living. It implies a systematic way of establishing and maintaining quality improvement activities as an integral and sustainable part of systems or organisations.

The purpose of Standard and Quality Assurance should be to identify **strengths and weaknesses at schools and wider institutional level** so that schools may maintain effective school management systems, improve the quality of education provided and raise the educational standards achieved by pupils. **Quality Assurance** may also be achieved by measuring the effectiveness of **standards** of the educational processes and procedures and the learning environment. This may be achieved by continuous internal monitoring by school and department heads, regular internal reviews by peers and periodic external reviews by third parties.

The Department of Inspectorate is the only one mandated, under the Somaliland National Education Policy and as entrenched in the Somaliland National Education Act, to prescribe the norms and minimum standards related to the quality of education at centres' of learning, The Inspector has the power to enter and inspect any school/centre of learning at any time, with or without notice.

14.2 Objective

- To serve as indispensable component of quality control strategy in education,
- To ensure and maintain high standard of education at all levels,
- To assist in monitoring and supervision of education,
- To determine the quality of the teacher input,
- To determine the number of classrooms needed based on the average class size (45 students per class) to ensure quality control of education,
- To determine the level of adequacy of the facilities available for quality control and,

- To ensure how the financial resources available could be prudently and judiciously utilized.

14.3 Policies:

- 1:** The Department of Inspectorate (Quality Assurance) is the only one mandated, under the Somaliland National Education Policy to prescribe the norms and minimum standards related to the quality of education at centres of learning.
- 2:** The Inspector has the power to enter and inspect any school at any time, with or without notice.

14.4 Strategies

- **Ensure that QAS department sets up an appropriate infrastructure,** prepares annual plans, programmes and reports, and appoints and trains Associate Assessors;
- Enhance school-based quality assurance capacities in collaboration with stakeholders
- QAS officers should be appropriately trained to equip them with relevant skills and competences.
- There should be a specific structure of service for the quality assurance personnel.
- Proper recruitment mechanisms should be put in place to avoid enrolling less qualified officers in this very important education service.
- QAS services should be provided with adequate funding and the necessary infrastructure, such as vehicles, regional offices to facilitate research etc.
- QAS officers should receive appropriate and regular training, retraining and in servicing to ensure they possess relevant skills and competences to monitor education input, process and outcome.
- Managers of institutions should be integrated into the standards and quality assurance delivery services and receives regular training and in-servicing to enable them to effectively monitor standards and quality of curriculum delivery.
- Mechanisms should be established to ensure that standards and quality Services in ECDE, primary, Secondary, NFE, VET, Teacher training etc are coordinated on policy at national level and effectively devolved to regions for implementation.
- More benchmarking opportunities be provided to enhance the capacity of QAS officers.
- QAS service programme should apply to all institutions including foreign curricula ones.
- Development of QAS EMIS based on standards developed
- QAS officers should at least visit education institution twice per year and produce report and share with stakeholders

SECTION 15 Planning and Policy Department

15.1.1 Introduction:

The Planning and Statistics Department of the Ministry of Education is primarily responsible for planning while using collected and analyzed data by the department as well as the development of the 5-year Education Sector Strategic Plans (ESSP). The department is also responsible for the identification of construction and maintenance needs.

The department comprises of the following units:

1. Policy Section;
2. Planning Section;
3. Reporting Section (EMIS)
4. Physical Planning and Maintenance Section.
5. Coordination and Communication section

15.1.2 Objectives:

- To prepare the annual plans of the Ministry.
- To develop, maintain, and manage EMIS
- To prepare annual statistical data publications of the Ministry

15.1.3 Policy Statements:

- **Policy Statement 1:** Planning department is responsible to prepare appropriate Data collection and analyses mechanisms
- **Policy Statement 2:** Planning department is responsible for the preparation of annual plans for the Ministry
- **Policy Statement 3:** The Education Partner has to respect and follow the priorities of Ministry

15.4 Strategies:

- Provide the staff continuous training to fulfil their duties.
- Improve the use for education statistics by enhancing the capacity of EMIS unit.
- Carry out data collection and analyses all over Somaliland.
- Develop annual EMIS Manual.
- Develop the 5-year Education Sector Strategic plan (ESSP) by giving high consideration to priorities of the Ministry.

SECTION 16

EXAMINATIONS AND ASSESSMENT

16.1 Introduction

The Somaliland National Examinations Council (SLNEC) is responsible for the national examinations system and the accreditation of certificates for primary, secondary, Vocational Education Training (VET), teacher education, and tertiary sub-sectors of education and training. In addition, the management of overseas scholarships has been added to the scope and functions of the department. It aims at providing fair and transparent exams that will accurately measure the achievements of students in both the formal and non-formal sectors of education. Through the exams SNEC promotes high standards education, higher level skills and provides recognition of academic achievement in general.

16.2 Objectives

- To produce Reliable, accurate and relevant examinations enhanced through consultations with all stakeholders.
- To reform the current assessment and examination systems, particularly secondary and tertiary to give sufficient attention to formative assessment and examination. In current

practice, teachers tend to ignore aspects of learning that are not examinable, even if they are emphasized in the curriculum, and are important for the learner's holistic development

- To enhance close collaboration and links among the examination, curriculum, syllabi and textbooks systems and the inspectorate for all sub-sectors examined by the SLNEC.

16.3 Strategies

- In close collaboration with the International partners in education, invest in an electronic/technology assisted operational system and in the training of all SLNEC staff in that system;
- In close collaboration with the International partners in education, will build one or more modern central and regional examination centers;
- In close collaboration with the International partners in education, will invest in building the knowledge, skills and competence levels of the SLNEC staff and recruit more young professionals to join the commission;
- Ensure there is close collaboration between the examination system, curriculum, syllabi, textbooks and quality assurance system across all sub-sectors of education that fall under the mandate of the SLNEC;
- Ensure that all the education stakeholders adhere to and operationalize the SLNEC Act;
- Incorporate the budget for primary, secondary and tertiary exams annually to the MoE & HS budget;
- Devise and apply mechanisms that ensure that all teachers understand relevant educational measurement and evaluation principles;
- Continue long-term technical assistance to provide training and capacity building; and
- Put in place arrangements to ensure that students with **SEN** are given all necessary care during examinations.

SECTION 17

Education Governance and Management

17.1 Introduction

The inadequate management capacity of departments, including institutions delivering education is significant constraint to the development of an effective education system. Somaliland's overall goal of the education governance and management is to improve the capacity of the education planners and managers to enhance the access, equity, and relevance to quality education for the benefit of all Somaliland learners.

17.2 Objectives

- To strengthen and put an effective education management and governance structure
- To improve the management skills of central level MOE & HS staff, REOs, DEOs, schools' inspectors, head teachers, CECs
- To make more effective the operations of all sub-sectors of EMIS to ensure their work to be instrumental in securing functional planning policy.
- To ensure effective partnerships with International Organizations and Local Governments and other stakeholders

- To enhance networking, communication, information sharing and linkage with stakeholders including the private sector, the communities, parents and the development partners.
- To strengthen the monitoring, evaluation, and accountability systems across the whole education sector at end of each term.
- To ensure appropriate allocation of resource according to the needs of different sectors;

17.3 Current structure/status

Currently, under the leadership of the Minister, Vice-Minister and two Director Generals (Director General and Director General Higher Education) the work of the Ministry of Education and Higher Education is undertaken through 11 Departments, and semi-autonomous institutions. These include:

1. Planning and Policy Department;
2. Administration and Finance Department;
3. Human Resource Department; (HR)
4. Primary Education department
5. Secondary Education Department;
6. Private Schools Department
7. Special Needs and Orphanage Department
8. Non-Formal Education department;
9. Quality Assurance department
10. Gender Department
11. Technical Education department

The semi-autonomous institutions under the Ministry of Education and Higher Studies:

1. National Commission for Higher Education
2. National Curriculum Development institute
3. National Teachers Training Institute
4. National Examinations and Certification Board
5. National Libraries
6. National Orphanage Centres
7. National Academy of Science and Arts.
8. National Museum
9. National Teacher Certification and Licensing Board

17.4 Policies

- Policy 1:** Head teachers shall be responsible for management and leadership of their schools in close collaboration with CECs.
- Policy 2:** Cost efficiency and effectiveness of all activities in education sector will be prioritized and improved;
- Policy 3:** Planning and management of the education system shall be based on a well researched statistics and information

17.5 Strategies

- The Ministry will pursue an effective governance and management education system, and will closely work with the JPLG partnership initiative.
- The Ministry will ensure that the adopted system is transparent and accountable.
- The Ministry shall improve accessibility to schools, by making education more appealing to people and more readily available to all
- Both vertical and horizontal collaboration of the education management system will be recommended.
- The Ministry will invest in technical capacity development of the current education work force and will recruit more experienced professionals into the top management
- The Ministry will identify and strengthen management roles of all levels of education system.
- The government will strengthen the EMIS and improve use of education statistics;
- The Ministry will create an effective monitoring and evaluation system for the implementation and the accountability of the SLNPE
- The Ministry will promote close collaboration and partnership with the private and civil society in education service delivery.
 - Improve the general school performance and effectiveness of teachers' instructions.
 - Systematise the recruitment of teaching personnel and a strategy put in place to ensure that every learner has a qualified teacher.
- The Human Resource Management Information System will be mapped out to ultimately lead to an operational database system. This system will drive the management of all aspects of HR in education sector.

17.6 Empowering the capacity of the regional, district and school leaders

The Ministry will work towards more decentralized systems of delivery that would improve capacities of learning and training institutions in a manner that enhances their capacity to effectively and efficiently deliver quality educational services. To realise this, the MoE& HS will focus on building the capacity of the REOs, DEOs, schools inspectors and school head teachers:

The Ministry will also work toward building the capacity of the head of departments by providing Technical Advisors with the help of Development Partners of International Organization with the intend to help them to be more effective in leading the department and implementing their responsibilities.

17.7 Regional Education Officers (REOs) and District Education Officers (DEOs):

These Officers are the managers at regional and district levels. They perform a vital role in ensuring all policies on curriculum, assessment, teaching, student and staff administration, school management, and school improvement. To implement that they must do monitoring, reporting, and aiding all schools in the region. Also, they deal with the communities on all issues that may arise regarding the students, teachers or schools.

17.8 School management:

The School Heads and Community Education Committees (CECs) are charged with the role of providing good school leadership that is inspirational and that can result excellent curriculum leadership, good resource management and public relationship.

17.9 Education sector financing;

Successful implementation of SLNPE will depend on the evolution of strong institutions that will initiate and supervise the programmes and activities proposed by the policy including monitoring and evaluation. SLNPEs successful implementation will also rely on the ability of the Somaliland government, stakeholder groups, development partners and all Somalilanders both at home and in the Diaspora to mobilize the resources required to meet the massive educational programmes and activities as spelt out in the policy objectives, policy targets and strategies in this policy document. To achieve national Goals of SLNPE, the Ministry will adopt the following policies and strategies.

17.10 Policies and Strategies

Policy Statements

- The Government will continue increasing national education budget and will solicit additional funding from the development partners and Diaspora community and other stakeholders to cover the expenses for quality education.
- The Ministry will promote sound financial, human and physical resources management system within the education sector;

17.11 Strategies:

- Links and coordination with Ministry of finance are strengthened and advocacy for increased education budget initiated
- The SLNPE's proposed policies, targets and strategies will be implemented through a partnership involving the government, local communities and parents, private sector, Somaliland citizens in the Diaspora and development partners.
- Computers will be provided to all departments and relevant software will be installed for the development of electronic A/C system
- Efficient and transparent procurement systems will be developed and operationalised.
- Sub-sector financing plans will be completed and reviewed regularly
- Training for central and regional level staff will be conducted
- Internal auditing capability will be established and strengthened
- Criteria are established for efficient use of resources and cost effectiveness
- The Government must systematize cost-sharing and institute a system of support for disadvantaged children, especially those from poor backgrounds, those in need of special care and protection and girls.

SECTION 18

Scientific Research, Arts, and Technology Centre

Introduction

Somaliland government was fully committed to National Development Plan since 1991; in fact, it took great steps in achieving a lot of the development plan especially in education. On top of that Somaliland has realized most recently, that it needs to include the National Education Policy the establishment of Academy of Scientific Research, Arts, and Technology; which has started currently to operate for expanding and raising the quality of education through scientific research. The rationale of introducing the policy was to give significant importance to the basic sciences and mathematics in keeping up with the demands of culture, tradition and modern era of technology, and awareness about the applications of science and technology in all facets of life

Furthermore, the policy is intended to recognize the importance of the best practice of scientific research, arts and technology; while promoting, supporting, and coordinating research undertaken by individuals and institutions. Also, the policy is to ensure sustainability of best practices by providing the needed advice and strategy that will lead all learners to more effective in science education and its research.

Objectives

1. To upgrade the research standards, and the capabilities of individuals and institutions
2. To disseminate the application of research findings in the various development sectors
3. To develop scientific attitudes and values among the Somaliland Scholars
4. To research, record, and publish all Somali cultures
5. To create formal links with local and international scholars.
6. To conduct publication of books, articles about scientific research and arts in general
7. Develop and apply appropriate educational policies relating with the science and arts.

Policy

1. The Somaliland Academy for Science, Technology, and Arts is semi-autonomous public institution and shall operate under the guidance of the Ministry of Education and Higher Studies of the Somaliland Government.
2. The Academy for Science, Technology, and Arts shall be producing a society of individuals with enriched moral, social, intellectual, and attitudes necessary for the growth and survival of individuals in a welcoming social setting within Somaliland context.
3. The Academy will engage through its institutes in research in a broad range of natural, technical, social and human sciences; pursues the advancement of understanding at international level
4. All research, studies, inventions and discoveries made by the researchers of the Academy; while carrying out their duties or about their performance shall be the property of the Academy and shall not be published or reproduced without the written consent of the Governing bodies and in accordance with the international copyright laws and standards.

Strategies

1. To promote within the society a sense of responsibility for peace and improve human relations at the community, national and international levels
2. The strengthening Somaliland's economic leverages; the acceleration of human resource development; and socio-economic progress.
3. The employees of the Academy for Science, technology and Arts shall protect the property of the Academy from any misuse, loss or damage.
4. Any member of the Governing bodies and employees of the Academy shall not reveal any confidential information acquired during his or her duty.
5. To build a strong and self-reliant economy through the acquisition and application of scientific, technological and managerial knowledge and skills;

SECTION 19

Libraries and/or resource Centres

Introduction

Libraries can be considered as an important centre of knowledge, which offers a great service to the society. In fact, it plays a very important role in facilitating the need to gather information and to advance their knowledge. There are many people who love reading, who can't afford to buy books because of high prices of certain books. However, when someone becomes a member of a library, he/she can borrow valuable books without any cost.

School libraries could have been essential for students in supporting their studies. Since there are very limited schools with libraries, the public libraries will be very important opportunity that will enable them to have access to the books they need to read. A student can develop his/her literary skills by reading rare books of literature. Also in reading academic books or magazines students can be able to learn and be aware of the latest development around the world

Objectives:

- To establish Public Libraries as a resource centre in every major town in Somaliland.
- To create libraries in every secondary schools and institutions of higher learning throughout the country.
- To promote computer literacy and the digital world
- To ensure every Public Library to have a computer centre room
- To give scholarships to at least some of secondary school graduates who are willing to be librarians who would manage libraries.
- To add to the staff of Curriculum Institute, teachers who **could** collect old Somali stories for kids and for adults, and write them to be published as resource for libraries.

Policies:

- Provide libraries and resource centres
- Libraries should provide digital literacy classes that enable people to become proficient in IT and media technologies.
- Promote and formalize libraries as a point of delivery for digitized government services and point of access for public information
- Raise awareness and understanding among communities and all stakeholders that libraries are deeply engaged in education and learning for all ages

- The National library is responsible for, training library staff, distribution of books to regional and community libraries
- Libraries must support students in their studies by providing appropriate resource material and tutors.
- In every library, there should be a librarian who could do categorization of books
- In every section of the library there should be good subsection of Somali books
- People who want to borrow books should have a membership card from the library

Strategies:

- The local governments should be committed in the provision of suitable (in location and function) premises for libraries and resource centres
- The ministry of education in collaboration with the central government should provide books and other resources for the libraries
- The community should contribute to the running cost of the libraries together with the ministry

- Achieve new funding sources and capacity-building partnerships with public and private entities to improve student achievement and flawlessly up-skill lifelong learners
- Ensure all libraries play active role in economic development by including in their service portfolios, job training through provision of skills training and small business support, among other programs and provide facilities for young entrepreneurs (such temporary meeting facilities, IT studios, music equipment)
- Promote digital resources that comprise our nation’s culture and heritage specifically in collecting and collating rich Somaliland's oral tradition
- Gain recognition of the significant role libraries must play in the digitization of the government and local government services
- Champion new digital infrastructure investments, such as those represented by library Services’ National Digital Platform grant program
- Develop a stakeholder's forum that includes the government, the private sector, civic organizations and development partners with the view of ensuring coordination and availability of resources for the development of libraries in the country
- Advocate for affordable access for all libraries to high-speed broadband Infrastructure
- Secure investments in the preparation of library staff and other information professionals for the new libraries challenges of a digital age
- Structure and organize training of information professionals to align more closely with national priorities and community needs
- The main manager of libraries must develop and establish a system of managing membership cards.
- Librarians should train the tutors to help students when they need their help.

SECTION 20

National Museum Institutions

Introduction

In general, a **museum** is an institution that houses and cares preservation of a collected famous works of art, important artifacts and historical objects, or other items that are of cultural or scientific significance. The purpose of collected and preserved items is to display and interpret for serving public who are interested in gaining knowledge from the museum. In fact, museums are, above all, storehouses of knowledge.

Somaliland is intending to develop museums for all regions in their major cities. Responsibility for establishing national museums in those cities is part of the policy to promote the development of cultural identity and national unity. The type of museum Somaliland is interested in launching is the one that houses a collected work of arts, historical articles, cultural heritage, and archaeological items.

Objectives

- To provide a safe and appropriate environment for the collections, with effective security and environmental control, for the benefit of present and future generations;
- To record collections in the Museum in the management database;
- To maintain accurate, up-to-date records on the identification, location and condition of all objects of the collection
- To make available to qualified researchers and scholars materials relating to the collections unless they are confidential or could cause physical harm if handled.
- To avoid displaying or using material of questionable origin or lacking provenance

- To make the collections in the museum to reflect the cultural and natural heritage of the communities from which they have been derived.

Policy

- The Museum should be committed to the principle that all collections be done according to the highest standards of ethical and professional practice.
- The collections for museum should be accounted for doing inventory and documenting it in the collections management database;
- The collections should be protected, secured, cared for, and preserved;
- The Museum must be able to display, store, and care for the proposed acquisition per generally accepted museum practices.
- The access to the collections in the galleries and study rooms and access to collected information should be permitted and appropriately regulated
- The information published by museums, by whatever means, should be well-founded, accurate and consider the academic disciplines, and society beliefs.
- Museum collections should reflect the cultural and natural heritage of the communities from which they have been derived

Strategies

- Appropriately training staff and volunteers so they could be committed to preservation of collections in museums;
- Avoiding the collections in museum be exposed to sun and weather so they can survive so many years if not for ever;
- Making the museum buildings to have reliable walls, windows and doors that will block local weather, local pests, amateur thieves and vandals;
- Addressing quickly all problems of sustained damp; which is a rapid and aggressive agent, causing many risks such as mole, corrosion, and gross distortion
- Locks on all doors and windows to be more secure, and preferably much better.
- Establishing a detection system for thieves (human or electronic) that has a response time less than the time it takes an amateur to break the locks or windows
- Creating an automatic fire suppression system, i.e., sprinklers (or other modern systems).
- Ensuring a practice of reasonable order and cleanliness in storage and displays, while raising the objects off the floor so that object retrieval is easy;
- Ensuring to up-date the catalogue of the collections, with their locations, by having at least an adequate identification of the object if stolen, and new damage has happened to it;
- Inspecting of collections, in storage and in exhibits on a regular basis;
- Ensuring not to have intense light, direct sunlight, and powerful electric light, for any coloured artefacts, with sensitivity to light;
- Museums of Somaliland need to be more service-oriented.
- Museums must ensure the public to have an optimal access to the collections and its buildings, it may be acceptable to restrict access to sacred and sensitive collections, sites and practices should be guided by a formal institutional policy that provides reasons for restrictions

- Promoting the relationships between museums and communities, and their access to museums
- Serving well the visitor to enable them explore collections for inspiration, learning and enjoyment for increasing the sophistication of its inhabitants
- Encouraging the visitors to share their experience with loved ones for motivation to do visitations
- Giving training to staff members who will led tours for doing an appropriate quality services,
- Museum should advertise by letting the customers to know the care about cultural heritage of Somaliland.
- Helping teachers who wish to teach in front of objects in the collection, by arranging for them to bring their students on group visits to the Study Room where we can put out small selections of drawings and prints chosen by themselves
- To entrench quality education services for schools and provide opportunities for lifelong learning for all

SECTION 21

Teacher Certification and Licensing Authority/Board

Introduction

The purpose of teacher licensing and certification authority/board (TLCA/B) is to approve the qualification of teachers who could do the right lesson plan and could use instructional methodologies for facilitating student learning by providing quality education which is based on standard curriculum; while doing the right help for students, and improving their relationship with them. Teacher's duties might not confine only to formal teaching. Outside of the classroom teachers may accompany students on field trips, manage study halls, supervise extracurricular activities, do student counseling, and organize school committees.

Qualified teachers must be ready to continue their professional development for updating their pedagogy on yearly bases for achieving the best practices of teaching, and developing their skills to use the technology, specifically the internet.

Requirements

Getting national certification and licensing to teach by completing all the following requirements: -

- A person who wishes to become a teacher must first acquire college or university Diploma or Bachelor Degree in Education by majoring in one of the subject areas taught in schools with **specified teaching licenses after** satisfying the requirement of teaching practice.
- This professional certification/licensing will include the study of educational psychology, methodology of teaching, class management, assessment of student, and professional code of ethics which will help them to achieve the best practices of teaching in using student centre learning.
- The diploma or the degree and professional certification from other countries should be assessed by Teacher Licensing and Certification Authority/Board (TLCA/B); by evaluating his/her transcript, and contacting the Ministry of Education of that country for verification of documents; before accepting it.

Types of certificates

- Pre-school teacher certification is for Quranic and KG teachers after getting special and intensive training
- Primary school teacher certification is based minimally on college diploma in Education and educational license
- Secondary school teacher certification is based minimally on Bachelor Degree in Education and educational license

- Teachers for student with special needs certification is required to take especial train beside the diploma or degree in education.
- Tertiary education lecturers certification.

Objective

- To hire only qualified teachers who have Diploma or Bachelor Degree of Education and teaching licenses
- To ensure the hired teachers are having methodology skills to do diversification of instructions, and best practices of teaching in using student centre learning; which will help students to be active learners who will develop their critical thinking.
- The Teacher Training Institute to do professional staff development for teachers on yearly bases for improving their pedagogy to achieve the best practices of teaching, and to advance their technology skills.

Policies

- Ascertain that teacher trainees have the ability, diligence, professional interest, and physical and mental fitness appropriate for modelling the profession.
- Teachers will not be certified and assigned to teach before doing teaching practices.
- Training for teachers who will work with students of special needs, will have special training.
- Teachers must prove themselves that they are aware of a constantly changing approach of teaching.
- Board certification allows teachers to improve their practice, showcase their talent in the classroom, and demonstrate their dedication to their students and their profession.

Strategies

- Ensuring new teachers to have teaching experience with first year mentoring.
- Ensuring the professional development of teachers will be continuous.
- Developing a professional career structure with respect of professional growth of teachers.
- Ensuring teacher training institutions are fulfilling all necessary levels requirement set by Ministry of Education.
- Giving special attention to the participation of women in the recruitment, training and assignment of teachers.
- Motivating all teachers especially to those assigned in hardship areas.
- TLCA/B must ensure the teachers who have applied to be teaching staff for public and private schools is fulfil the requirement set by Ministry of Education; which are listed in one of the sub-sections of this section of the National Education Policy of Somaliland.

22. Orphanage Centers

22.1 Introduction:

Orphanage Centers are government welfare institution that provides care to children who are orphaned, abandoned or whose parents are unable to care for them.

The Orphanage Centers is a semi-autonomous directorate under the Ministry of Education & Higher Studies.

22.2 Objectives

- To provide the children for basic needs, such as health, education, shelter, food and clothing.

- To enable the orphaned children to become self-reliance and important in their families and the entire society.
- To instill the children on their faith, behavior, and cultural values.

22.3 Policies

- Enabling the orphaned children to become self-reliance and important in their families and the society.
- The centers are striving to provide the basic child needs.
- Orphanage centers will fulfill their duties under the guidance of the national Education Policy.
- Orphanage centers that are established as a charity organization should be registered under the Ministry of Education and Higher Studies, where the ownership deem under the Ministry.

22.4 Strategies.

- The centers will possess a sub-policy for their day to day operations.
- All staff centers should be trained appropriately.
- The children must be educated in their religious affairs, behavior, culture, and civic studies.
- Integrate the health of the Orphans to the public and private medical services;
- To support the children and youth of the centers to obtain education and health.
- The orphanage centers must be secure and peaceful environment for the children.
- To encourage students completed their studies to integrate with society.
- Appropriately enhance their technical skills to enable them to get work.