

National Education Framework for Transformation

The Republic of Somaliland



Ministry of Education and Higher Education

National Education Curriculum Framework for Transformation

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The Somaliland National Education Curriculum Framework for Transformation

Statement by Hon Minister of Education and ~~Higher Education~~Science

The introduction of a new curriculum framework for transformation (2014) is significant landmark for Somaliland education history. It characterizes the culmination of many years of development and planning that involved all the partners and interests in education.

The curriculum framework was primary responsibility of the curriculum department, however, the knowledge required for them to understand the skills, ideas and competencies necessary to make the curriculum relevant and competitive requires that they listen to the people concerned, including parents, children, religious leaders, educationist, business community and others, in the mind-set of this the ministry of education undertook wide public consultations which are the guiding principles of the outcomes in this document.

The new curriculum framework incorporates current educational thinking and the most effective pedagogical practices. The framework also responds to changing needs, particularly in the areas of science and technology, social, personal and health education, and citizenship, and in taking an account to experimental initiative in languages. It represents a process of revision that is both evolutionary and developmental. It is designed to cater for the needs of Somaliland children in the modern world. This document will give consideration to mainstream the pastoralist (both rural and agriculture settings) and coastal to all subsectors of education system. It is the desire of the Ministry of Education that Somaliland children are competitive at regional and international level regardless of their settings in rural or urban areas.

I would like to take this opportunity to thank all of those who were involved in its development. I wish to record my deep appreciation to the many people who Contributed to the process of the curriculum transformation; the European Union, Africa Educational Trust, UNICE, and all those who contributed to the transformation process. I would like to reiterate that the external actors can only present an opportunity have quality education.

The ability to utilise that opportunity and turn into knowledge and skills depends on our internal capacity. Therefore, we will ensure that our internal institutional framework and policy framework make possible that this curriculum framework will put into action.

Operational terms

As there is a great deal of overlap and confusion around the terminology used by curriculum developers with experts in different countries using different terms for the same thing, attached is a brief glossary of terms as used in this document.

1. A **Curriculum Framework** is a broad document with the goals and values clearly stated and which lists all the broad learning outcomes of the curriculum.
2. **Values:** These are beliefs or ideals shared by members of a society considered to be good or desirable. It is essential they also reflect the feelings of the wider community.
3. **Goals:** These entail broadest aims and achievements. It is generally accepted that the curriculum, will contribute to the goals but cannot achieve them on its own.
4. **General Objectives and Specific Objectives** are what you intend the curriculum to achieve without the need for any other support. It is against these that the curriculum can be judged.
5. **Learning Outcomes:** Learning outcomes are similar to objectives. However, their emphasis is different. Learning outcomes put the emphasis on what we expect as the result of the learning that takes place. It describes the learning achievement in terms of what learners are expected to achieve at the end of a particular cycle. In other syllabuses such as in USA and Scotland they are called Standards. Thus, the distinction can be drawn between outcomes based curriculum and objective based curriculum. The former (outcomes based) is based on what is expected at the end of a cycle in terms of the children and what they will achieve. The former, (objectives based) is based on what the aims of the curriculum are at the start of the process. The difference may seem small and many objectives can be rephrased as outcomes with

little difference in wording. However, the move to outcomes based has been almost universal in the last ten years. It does put the child, rather than the planner or the teacher, at the centre of the process and has been more analytic, more concrete in expression. In this document we have used ‘objectives’ to describe what the Ministry and Government hopes will be achieved. However, the learning outcomes are the key driving force for developing the curriculum and in turn using these to develop series of subject syllabuses.

- 6. Competencies:** **Competencies** are really Learning Outcomes broken down into smaller parts, parts that enable learners to achieve the outcome. Where a country uses the word standards, they tend to then use ‘learning outcomes’ to mean these smaller units. For example, the desired outcome maybe that the child can read a simple paragraph fluently, and with understanding, in Somali. The competencies that build towards this will include, ability to recognize sounds of letters (phonics),

- able to sound out single syllables,
- able to recognize whole words on sight,
- able to interpret punctuation etc.

As a result s/he can now read a paragraph with fluency and understanding. The outcome is achieved.

Inevitably, this is a cline and what in one context a learning outcome, in a wider context may be seen as a learning outcome.

- 7. Levels:** Refers to particular transition point after which a clear set of achievements phrased as learning outcomes and set against clear attainment targets can be assessed. The length of such a cycle is ideally 3 to 4 years. It is not quite the same as a grade because different children will achieve the desired outcomes at different rates.
- 8. Syllabus:** We use the word syllabus to refer to the details for each subject. The syllabus will be based on the broad learning outcomes and will be designed to deliver these. Syllabuses will be written once the broad learning outcomes and learning areas are agreed. Each syllabus will have its own rationale for the subject and its own learning outcomes broken down into competences.

1.0 INTRODUCTION

This is a national document outlining an education curriculum framework for Somaliland. It provides national education goals, range of learning areas and outcome, innovative teaching, learning and assessment approaches. It further outlines the roles and responsibilities of various stakeholders in ensuring the efficient and effective delivery of the school curriculum. In brief this document describes an overall framework for the curriculum for our schools and non-formal education programmes. It addressed three critical questions: why adopt a new curriculum framework? Who benefits from this change? And how will this change be implemented?

1.1 Rationale for a New Curriculum for Transformation

The need for a new curriculum has been motivated by three critical factors: (1) continued use of an outmoded curriculum, (2). Need to respond to new socio-economic realities, (3) need for a relevant curriculum

First, the previous curriculum was developed in 1997, at a time when Somaliland was in a very different situation and the needs of the society were also different.

Second, the new curriculum is intended to help reform the education system, **so it can fit the demands of educational systems in 21st century.**

Third, recognising that “Education is the key to development”, we must ensure that we have quality education. This is important for a number of reasons;

- ✓ to help our country and its people to develop and prosper,
- ✓ to support and encourage children and others to help them live a peaceful, happy and healthy life with a strong basis in Islamic values;
- ✓ to help them develop and achieve their ambitions;
- ✓ to prepare them for a creative and productive working life,
- ✓ and to prepare them to be active citizens in a changing world.

We look to the future to develop an education system which meets all of these needs, for all Somalilanders.

1.2 Stages leading to this New Curriculum Framework

This curriculum framework is a product of participatory consultation process. Key education stakeholders were consulted through meetings, interviews and focus group discussion. It embodies the expectations and aspirations of a wide section of the Somaliland people of what the education system should deliver. Table 1 below depicts stages in the curriculum framework development process:

Table 1: Stages in Curriculum Framework Development

SN	Stage	Description
1	Literature review	This involved a review of official documents related to education in Somaliland. It also involved a review of education curriculum frameworks within the region and beyond.
2	Public consultations	Involved obtaining views and expectations from education stakeholders ranging from policy makers, NGOs, parents, learners, teachers, head teachers, women's group, disability groups, Local authorities, religious leaders.
3	School visits	Involved observation of the school learning environment, assessing concerns such as the availability of teacher, textbooks and sanitary facilities.
4	Technical input by MOEHE	This process allowed MOEHE officials to make technical input into the curriculum framework.

2.0 NATIONAL EDUCATION POLICY

Education is a constitutional right given to every citizen and the government of Somaliland is committed to provide education for all. The National Education Policy was adopted by the council of ministries in year 2014. The policy outlines the goals of education in Somaliland. The Curriculum Framework provides a vehicle through which these goals could be achieved:

2.1 National Education Goals

Outlined below are national education goals:

1. Developing a society made of individuals with enriched moral, Islamic and social values and intellectual skills and attitudes necessary for the growth and survival of the individual and of the Republic of Somaliland;
2. The acquisition of literacy and numeracy as well as mastery and application of scientific, technological and managerial knowledge and skills;
3. Learners' growth into strong, healthy, mature, useful and well adjusted members of society with positive attitudes to gender and other family life issues;
4. National consciousness and unity in the minds of children at an early age and enhancement of a spirit of patriotism for Somaliland as well as a desire for its sustained integration, stability and prosperity;
5. Knowledge, skills and attitudes for the protection and improvement of the environment in order to pass it on as a safer and better heritage to future generations;
6. Skills and attitudes which foster the growth of social justice, responsibility and the value and virtues of peace;
7. Paying particular attention to the advancement, extension and dissemination of knowledge and education as it recognizes that education is the most appropriate investment that can play a major role in political, economic and social development;
8. Producing a muslim individual who is intellectually, spiritually, emotionally and physically strong and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the family, the society and the nation at large;
9. Teaching and training in the Islamic religion at all levels of education and the promotion of "Koranic" schools in the country as a pre-school requirement;
10. Giving the first priority to primary education, and spread primary education to the regions, districts and villages of Somaliland;
11. Promotion and encouragement of physical education and sports;
12. The acquisition of key life skills for full self-development and actualisation of the individual's potential and for the purpose of national development and the participation of the Republic in the global economy;

13. Eradication of illiteracy and promotion of adult education;
14. The ability for logical thought, critical judgment, self-expression and self-reliance;
15. Affirmative action to increase access to education for disadvantaged persons;
16. Respect for and effective implementation of the mandates of the Constitution;
17. Awareness of the need for and the active promotion of social justice, in the context of Islamic teachings.
18. Promotion and encouragement of art, crafts and design in education programs

2.2 Values

Thus, the following values have been outlined based on these goals and on wide consultation with the communities in Somaliland. The government of Somaliland intends that all learners will acquire and develop the following values:

- Respect self and others
- Appreciate and apply Islamic values (justice, honesty, social cohesion, good relationships with others, hospitality) in their lives
- Give great effort and commitment
- Be active, engaged and responsible citizens
- Be self-reliant
- Have spiritual, moral and ethical fitness
- Achieve to the fullest extent of their abilities, physical, mental and emotional fitness
- Recognise and value the equality and human rights of all individuals irrespective of gender and ability
- Understand, value and care for the environment in which they live
- Value tolerance and the principles and practice of a peaceful society
- Have proper and relevant skills, knowledge and understanding that can be developed through the curriculum
- Be adaptable to a changing world
- Develop a sense of nationalism, pride in their country and a clear sense of national identity

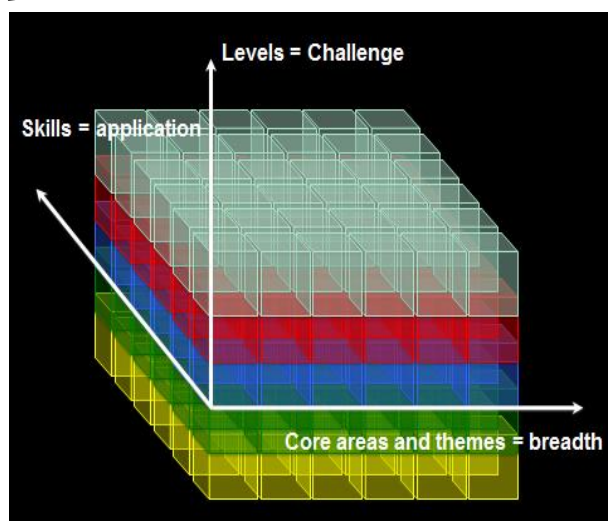
2.3 Educational Philosophy

Curricular Framework Philosophy is based both on the rights of every child to a quality education that will prepare them for a fulfilling role in the rapidly modernising world, and on the importance of the curriculum being three dimensional.

The curriculum throughout the country will develop the same three dimensions of a person's mind to give:

- a **breadth** of knowledge and understanding
- an **application** of skills that are needed for a positive, successful and meaningful life
- An increasing intellectual **challenge** as the person moves through the levels. The three dimensions can be pictured as a box. All the dimensions are important if the person is to become educated.

Table 2:
Multidimensional versus linear Learning
This contrasts with the previous curriculum structure



As illustrated above the new curriculum promote a three multidimensional growth of a learner's in terms of skills, knowledge and complexity. The higher the level, the more challenging is the learning. Within the curriculum the following broad levels of achievement are defined. This differs sharply with the previous curriculum that promotes a linear growth.

2.4 Principles underlying the curriculum

This curriculum is underpinned the principles of equity, relevance and inclusivity:

2.4.1 Equity

The Ministry of Education is committed to the principle of equity in the provision of education services across Somaliland. Steps will be taken to reduce the disparity between rural and urban school in terms resource provision and teacher deployment. The Ministry of Education shall strive to provide access to all learners irrespective of geographical location. In this regard, the Ministry shall take special measures to provide befitting education to pastoral communities. The Ministry of Education recognizes that the gap in enrolment between girls and boys is not in tandem the aspirations of the government of equity in human development. As such measures, policies and practices will be adopted to move towards gender parity in education.

2.4.2 Relevance

This curriculum is formulated through an inclusive consultation process to ensure that the school curricula reflect the authentic needs of all peoples of Somaliland. Curriculum relevance entails that school curricula prepares children to fit comfortably in their families, community and make a meaningful contribution towards community and national development. Therefore, the curriculum intends not only to empower children with cognitive skills but all with skills and values that are necessary for them to eventually lead independent lives within their communities.

The school curriculum shall contribute to the development of a society that represents the ideals and values and aspiration of people of Somaliland. In this regard, the education systems shall contribute Islamic and moral values such as respect, truth, trust, justice and compassion. Appropriate learning areas will promote the development of an active citizenry that is law abiding with a sense of national duty and responsibilities and pride in national identity.

Education is a catalyst for national development. Therefore, the curriculum shall empower learners with requisite skills to engage in economic activities at local and national levels. It shall foster work ethic among learners by inculcating values of ambition,

competitiveness, hard work, tenacity, creativity, entrepreneurship, organization, conscientiousness and respect for authority.

2.4.3 Inclusive Education Policy

The Ministry of Education is committed to “support the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible, acceptable and adaptable to all learners.” An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. Learners with special needs shall receive additional instructional support in the context of the regular curriculum, not a different one. The guiding principle of equity is to supply students who need it with additional help to achieve set standards rather than to lower the standards.

2.5 Education Structure

The structure of education consists of four distinct levels as prescribed in the national education policy. The table 2 below illustrate educational levels:

Table 2: Structure of Education

Formal education stage	Curricular level	Non Formal Stage
University College	Post school levels	
12	Level 4	
11		
10		
9		
8	Level 3	
7		
6	Heer	
5		
4	Level 2	

3		
2		
1	Heer	
Preschool	Level 1	

The National Policy has dictated the structure of the school system as:

- Pre school – 2 years
- Primary School - 8 years
- Secondary Education – 4 Years.
- Post Secondary Education

The curriculum has adopted this structure, but for the sake of ensuring monitoring of broad learning outcomes primary school level has been sub-divided into lower and upper primary and thus has four levels, each with broad key learning objectives to be achieved. The four broad levels will be applied equally to formal schooling and to programmes of non-formal education, though the number of years, the contact hours and the approaches to implementation may vary.

2.5.1 The school calendar and minimum contact hours

The Ministry will also determine the school calendar dates each year for formal schools based on the minimum contact hours and weeks indicated below. The timing may vary by region according to weather and season but the total contact hours should remain the same. The following is the calendar recommended for the formal government sector. It should be emphasised that the non-formal sector will vary this in line with needs and context. In addition the gifted learners may well be ‘fast tracked’ and take fewer contact hours and the slowest learners or those with special needs may need to expand their learning experience and have more contact hours. Such variations will only occur with the specific agreement of the Ministry. Table 3 below shows a prescribed school calendar and contact hours:

Table 3: Academic calendar and time allocation

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Description	Length of time
Academic Year	Two Semesters
School Semester	18 weeks in school + half term as arranged locally
School Week	6 Days with 29 contact hours a week in Upper Primary and Secondary and 28 contact hours in Lower Primary.
School Day	5 contact hours Sat – Wed and 4 contact hours on Thursday. Timing variable by district
Periods per week	6 period per day sat-wed and 4 period for Thursday
Length of Periods	45 minutes
Number of hours (60 minutes) per academic year	1102 hours per year upper Primary/Sec 816 Lower primary

2.6 Education subsectors

According to the Education Act (2012) Education consists of four sub sectors as outlined below:

2.6.1 Objectives of Early Childhood Education (ECE)

The following are the objectives of ECE:

1. Provide “Quranic” knowledge and love of Islamic religion
2. Foster children`s good character and behavior
3. Foster children`s love of his parents, teachers, country, people and his neighborhood;
4. Enhance the children relationship with his community;
5. Promote child`s physical and mental development;
6. Enhance the sense of nationalism and patriotism

2.6.2 Objectives of Primary Education

The objectives of Primary Education are outlined below:

1. Equip learners with Islamic knowledge, moral values and nationalism

2. Promote children's physical, effective and cognitive skills and provides knowledge and practical skills;
3. Provide children with appropriate knowledge, insights, skills and values as will empower them to realize their potential and be able to make worthwhile contributions to society.
4. Provide children with the listening, speaking, reading and writing skills in Somali, the national language and other languages where applicable.
5. Provide a sound foundation of arithmetic and the application of mathematics to practical problems.
6. Foster children's appreciation for the contribution of the family, community, national development and for the interdependence of the various communities in Somaliland.

2.6.3 Objectives of Secondary Education

The objectives of secondary education are outlined below:

1. Equip learners with moral values, nationalism and appropriate skills
2. Facilitate all around development of students spiritually, mentally and morally based on the Islamic religion so that they can make positive contributions to the development of society.
3. Equip learners with appropriate knowledge, skills, attitudes and insights that will empower them to realize their full potential.
4. Produce a holistic, knowledgeable person that can be role model to the society
5. Lay the knowledge base for students' access to tertiary education within Somaliland and abroad.
6. Be an active and useful person in the extracurricular activities within the school and the community.

2.6.4 Special Needs Education

The Ministry shall provide Special Education to the people who have mental and physical disabilities such as learners who are deaf, blind and handicapped. Disabled children shall be provided special education and shall be supported to attain self-reliance. The Ministry shall provide special needs education in inclusive schools, as far as possible, as the Ministry deems expedient; Subject to sub-Articles (4) and (5), the Minister may, by regulations prescribe:

- a. the duration of primary and secondary education suitable to the needs of a pupil in receipt of special education;
- b. the curriculum to be used in respect of special education;
- c. the categories of pupils requiring special education and the methods appropriate for the education of pupils in each category of special schools; and
- d. Any other matter which the Minister deems expedient or necessary for the purposes of this Chapter.

3.0 SCOPE OF SKILLS, VALUES AND LEARNING AREAS

This curriculum ensures that learners receive a meaningful education that provides that skills, knowledge and values useful for the personal development, their involvement in civic activities and allow them to function as productive citizens in their communities and country. Table 4 below provide the core curricular and core crossing themes;

Table 4: Core curricular areas and core cross-cutting themes

Core curricular areas	Core cross-cutting themes
Science	Peace and conflict studies
Creative and Performing Arts	Child & human rights, including of those impacted by gender and disability
Religion	Environment
Social Studies	Health and nutrition
Mathematics	Civic education
Languages	Global issues
Technology	Culture & heritage of our country
Physical development and education	Arts and Design

Core learning areas have been identified as vehicles through which Somaliland children will acquire the necessary competencies to develop personally and socially into useful citizens. Cross cutting themes are important issues that have relevance for today's world. Therefore, all learning areas deliver content, skills and values that address identified cross cutting themes.

In addition to the core subjects and cross cutting themes, the Ministry of Education recognises and will encourage the development of extra curricula activities within the schools, including clubs, sports and cultural activities.

3.1 Skills

The curriculum framework is designed to promote development and acquisition of skills by learners. Thereby, enabling them to apply their knowledge and understanding in the modern world. Syllabus writers in each learning area will ensure that they develop these skills and incorporate cross cutting issues in the subject syllabuses and learning outcomes. Table 5 below illustrates skills that have been identified as essential for learners:

Table 5: Skills

Skill set	Examples
Life skills	Literacy, numeracy, personal qualities, interpersonal relationship building, living together, flexibility, adaptability, making moral decisions, IT, problem solving, conflict resolution, empathy, entrepreneur skills, self esteem, assertiveness,
Learning skills	Literacy, numeracy, problem solving, analysis, synthesis, creativity, research, critical evaluation, question & answer, remembering and recall
Work skills	Organisational, management, leadership, planning, team-working, enterprise, entrepreneurial, communication, specific career and professional skills,

Life skills. People now live in a technology and media-saturated environment, with: 1) access to much information, 2) rapid changes, and 3) the ability to make individual and shared contributions on an unprecedented scale. To be effective people must be able to exhibit a range of functional and critical thinking skills related to relationships, information, media and technology. People must form and sustain good personal and inter-personal social and working relationships, demonstrate self-belief, confidence and self-motivation, show resilience when faced with personal challenges and setbacks, be empathetic, look at things from someone else's perspective, think ahead, look to the future and make plans for life and career and for one's family. This curriculum integrates life skills in all appropriate learning

areas. Syllabus and textbook writers shall, accordingly, develop learning outcomes and activities that promote the acquisition and development of life skills.

Learning and thinking skills increasingly are being recognized as the skills that separate people who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare learners for the future.

Work skills. Today's work environments require far more than thinking skills and content knowledge. The ability to navigate the complex work environments in the globally competitive information age requires people to be flexible, adapt to changing situations, be creative and make their own jobs if there are few employment opportunities.

4.0 LEARNING AREA AND LEARNING OUTCOMES AT EACH LEVEL

This section provides the learning areas and outcomes at each level encompass the formal and non-formal education. The non-formal education will be concrete in its content focusing on enabling learners' problem solving attitude and abilities. It will be the responsibility of various MoE&HE subsectors to device specific implementation strategies to mainstream rural education to their subsector, it will also be responsibility of curriculum department to prepare mechanisms by which teachers, professional development organisations and students participate implementation and evaluation of the curriculum. These outcomes will be the basis for developing the individual subject syllabus for the Primary cycle. They will be used by the curriculum writers as their end points. The syllabuses will break these down into specific learning outcomes for each year with indicative activities and topics.

4.1 Languages

Somaliland is a trilingual society where Somali, English and Arabic all have important roles. The Somaliland child needs to become fluent and literate in all three languages and able to use at least two of these as mediums of instruction and key languages in which to acquire knowledge. As Somali is the first language, fluency and literacy in this language is the foundation on which the other languages will build. Thus, initial literacy and conceptual development is developed in Somali and these skills transferred to Arabic and English during the course of the Primary school so that the learner is ready to learn in English in Secondary and Post Secondary Education. Table 6 shows broad learning outcomes should be achieved at each level indicated.

Table 6: languages outcomes

Language	Lower Primary By the end of this level the following broad outcomes will be accomplished	Upper Primary By the end of this level the following broad outcomes will be accomplished	Secondary Education By the end of this level the following broad outcomes will be accomplished
Somali	The learners will have basic literacy in Somali and be able to: Speak fluently and express and understand instructions, descriptions and simple poems and stories. Read simple two paragraph texts using phonic, grammatical and contextual clues to understanding. Write short paragraphs about themselves and their environment with reasonable accuracy in spelling, grammar and vocabulary.	Learners will be able to express and challenge opinions with appropriate reasons, describe and talk about themselves, their community and their country with growing sensitivity the language of interpersonal relations. They will be able to tell stories and narrate poems from the body of Somali literature. They will be able to read short stories and factual texts using a range of reading strategies and apply critical thinking skills and be able to write their own stories and factual accounts with reasonable accuracy.	Learners will have a firm grasp of both the grammar and th literature of their first language will have developed a love of both. They will be able to pass on this knowledge to others and will also develop the ability to write creatively, both stories and poems and develop strong critical abilities able to judge the validity of what they read.

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		They will be able to follow more complex instructions and information texts such as in their textbooks or other sources of Somali information.	
English	Learners will be able to understand and respond to simple greetings and single sentences related to themselves, their family and their school and react to simple instructions. They will be able to read and react to simple written instructions and match written words and short sentences related to all the above and copy the same into their exercise books.	Learners will have basic literacy in English and be able to speak, express and understand instructions, descriptions and simple stories. They will be able to read factual paragraphs related to different learning areas and use the simple language of science and mathematics with understanding in preparation for using English as the medium of Education in Form 1. They will be able to write short paragraphs about themselves and their environment with reasonable accuracy in spelling, grammar and vocabulary.	Learners will leave form four with sufficient grasp of spoken English to be able to interact with native speakers and understand the radio and formal lectures given in English. They will be able to read at a level in which they can use the language to research information in reference books and on the internet and will be able to write factual essays with reasonable accuracy.
Arabic	Learners will be familiar with and be able to write and sound out the Arabic alphabet. Will be able to speak and respond to simple greetings and simple sentences related to themselves,	Learners will have basic Arabic literacy and be able to express opinions, descriptions and tell simple stories. They will be able to read short factual passages	Learners will leave form four with fluent simple spoken Arabic able to interact with other speakers of Arabic and to understand the radio broadcasts. They will be able to

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	their family and their school and react to simple instructions. They will be able to read and react to simple written instructions and match written words and short sentences related to all the above and copy the same into their exercise books	and passages related to key issues of the modern day. They will be able to write short paragraphs expressing opinions and factual knowledge	read at a level in which they can use the language to research information in reference books and on the internet and will be able to write simple discursive texts with grammatical accuracy in neat handwriting accuracy.
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4.2 Science

Science is a universal discipline through which people; investigate matter –living and non –living, energy and interaction between matter and energy. Science is a body of knowledge about the natural world and helps to contribute meaningfully to technological development. It will help them to investigate natural phenomenal systematically to clarify hypothesis and be able to test explanations measurement, observation and experiment to be able to accurate judgement to reach definite conclusion about happenings around his/her environment and outside world.

Table 7 shows broad learning outcomes should be achieved at each level indicated.

Table 7: Science outcomes

Lower primary By the end of this level the following broad outcomes will be accomplished	Upper primary By the end of this level the following broad outcomes will be accomplished
Learners will have acquired healthy habits and developed curiosity about self and their environment. They should have understood the	Learners should construct knowledge and understandings of concepts in life science, physical science, earth science and space

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<p>difference between living and non living things, be able to compare and classify different local animals and plants, observe scientifically things around home and school environment and recognizing the implication they have on their lives. They will be able to measure scientifically and make predictions. Understand meaning of sanitation and its importance to health and practice safety and sanitation measures, explain how to avoid or minimize communicable diseases and identify good basic hygiene and healthy practices in the home, school and community (washing hands at critical moments, waste disposal, water purification, etc). They will have developed interrelationship and teamwork skills and be able to conduct practical observation and demonstrations in the environment around them.</p>	<p>science, and apply these understandings to interpret, integrate and extend their knowledge, describe physical properties of air, water, and soil, distinguish ways in which air, water, and soil interact, explain why air, water, and soil are important for living things, measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction, analyse impacts of weather on living and non-living things, describe the basic structure and functions of the human respiratory, digestive, circulatory, skeletal, muscular, excretory, and nervous systems, explain how the different body systems are interconnected, identify variables that can be changed in an experiment, evaluate the fairness of a given experiment, describe the steps in designing an experiment, demonstrate the appropriate use of tools to examine living things that cannot be seen with the naked eye, demonstrate safe use of equipment and facilities to avoid putting self and others at risk, analyse how different organisms adapt to their environments, analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems, describe the personal physical and emotional health benefits of regular participation in physical activity, analyse the relationship between nutrition and physical activity. Learner should identify sources of light and sound,</p>
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	<p>explain properties of light, explain properties of sound, demonstrate how various forces can affect the movement of objects, demonstrate mechanical advantage of simple machines (including lever, wedge, pulley, ramp, screw, and wheel), evaluate various methods for producing small electrical charges, test a variety of electrical pathways using direct current circuits, demonstrate that electricity can be transformed into light, heat, sound, motion, and magnetic effects, differentiate between renewable and non-renewable methods of producing electrical energy, describe characteristics and movements of objects in our solar system. Learners will be able to describe the personal physical and emotional health benefits of regular participation in physical activity, analyse the relationship between nutrition and physical activity.</p>
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4.3 Mathematics

Mathematics is reasoning and creative activity employing abstraction and generalization to identify describe and apply patterns and relationships. The symbolic nature of mathematics provides a powerful, precise and concise means of communication. Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. Digital technologies facilitate this expansion of ideas,

providing access to new tools for continuing mathematical exploration and invention. Mathematics is integral to scientific and technological advances in many fields of endeavour. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure. Table 8 shows broad learning outcomes should be achieved at each level indicated.

Table 8: Mathematics outcomes

Lower primary By the end of this level the following broad outcomes will be accomplished	Upper primary By the end of this level the following broad outcomes will be accomplished	Secondary By the end of this level the following broad outcomes will be accomplished
<p>Learners will develop confidence and mental fluency with whole numbers and perform calculations accurately using the four operations -addition, subtraction, division and multiplication.</p> <p>Learners should be able develop their ability to solve a range of problems, including simple fractions and decimal place values, shapes and their properties, use measuring instruments, draw with accuracy and develop mathematical reasoning to analyze Shapes and their properties, carry out</p>	<p>Learners will develop computational skills of whole numbers up to millions, place value, squares and square roots, cube roots of up to 3 digit numbers. Carry out calculations involving indices and logarithms, Sets; union, intersection and subsets; demonstrate recognition of number patterns, work out areas of plane shapes; circles, quadrilaterals and combined shapes, problem solving in perimeter, circumference and area and their units, apply formulae of area, volume and capacity of solids, solve everyday life problems involving money and rates, bills,</p>	<p>Learners demonstrate competence in manipulation of numbers, algebra, geometry, and financial mathematics in a range of abstract and real life situations. Students should demonstrate confidence and mental fluency in application of knowledge areas covered by the mathematics syllabus and demonstrates practical skills in measurements and their ability to solve a range of problems in functions, mensuration, calculus, analytic geometry, transformation geometry and complex numbers.</p>

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<p>measurements in time, money, area and perimeter, work out simple geometrical properties involving parallel lines, perpendicular lines, angles, symmetry, and interpreting tables and graphs.</p>	<p>commissions, discount and percentage discount, speed, distance and time, and average speed. Learners should demonstrate computational skills in everyday life problems involving fractions, decimals, percentages, order of operations, and carry out problem solving in geometry in triangles, similarity and congruency, construction of triangles, carry out constructions of inscribed and circumscribed triangles, demonstrate use of Pythagoras theorem in Quadrilaterals, analyze tables and graphs and carry out conversions of graphs, work out Mean, mode, median of a set of data, draw bar graphs, Pie charts. The learners should be able to solve basic probability questions, algebra, linear equations with two variables, linear simultaneous equations, and quadratic equations involving word problems.</p>	<p>The students should demonstrate their investigative skills in a variety of problem solving situations involving real life situations through application of a variety of problem solving approaches. The students will demonstrate investigative and analytical skills in a series of research involving quantitative analysis of data in probability and statistics.</p> <p>Students should have acquired attitudes that would allow them to innovate and create products that are useful to the community and demonstrate creativity, enjoyment, appreciation of Mathematics and their engagement in lifelong learning.</p>
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4.4 Social studies

Social Studies (an integrated program of History, Geography Civic and life skills) will help children live and learn in a variety of environments covering the home, the school and the wider community. Social Studies will help children to have a clearer understand and appreciation of their interdependence with the environment that influences their lives. It will also encourage greater awareness of the world; help them develop skills, abilities and positive attitudes which they can exhibit in their daily lives. Table 9 shows broad learning outcomes should be achieved at each level indicated.

Table 9: Social Studies outcomes

Lower Primary By the end of this level the following broad outcomes will be accomplished	Upper Primary By the end of this level the following broad outcomes will be accomplished
Learners will be able to develop good health habits, relate with other people, locate places around them, appreciate their cultural identity, value the resilience as well as resourcefulness of their forefathers, and demonstrate awareness of the history of Prophet Mohamed. Earners will be able to understand the roles of family	Learners will be able to adopt personal hygiene and community sanitation practices, relate harmoniously with other people, locate their residential areas in relation to other areas in their districts and regions and appreciate their national identity, Learners will be able to demonstrate skills of conflict resolution

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members, respect family property and resolve conflicts between brothers and sisters peacefully. Learners will be able to interact effectively with friends and others in the community, respect other people and community property, understand the roles of community leaders, and demonstrate awareness of the history of Somali heroes and their achievements	between peers, interact effectively with friends, family and others in the community, respect other people and public property, understand and appreciate important role of Islamic values. Learners will understand the importance of civic engagement and the roles of civic leaders, and demonstrate awareness of the history of eastern African heroes, and their achievements. They will appreciate the value of their environment and the dangers it faces and identify land and water demarcations, natural endowment and economic activities of Eastern Africa countries, understand the climate of east Africa countries, appreciate the diversity of east African people in terms of culture.
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4.5 Technology

This subject empowers learners to make use of technology to communicate in words, pictures and sound. They acquire skills to access and exchange information in different ways, including using email and the Internet. They are able to use technology to control events and equipment. They learn how to gather and use information, present it and share it with others.

Table 10 shows broad learning outcomes should be achieved at each level indicated.

Table 10: Technology outcomes

Upper primary By the end of this level the following broad outcomes will be accomplished	Secondary education By the end of this level the following broad outcomes will be accomplished
Learners will be able use input and output devices to perform basic operations of computers and other technological gadgets, understand the use of media and technology resources for directed and independent learning activities. Learners will be familiarized to technology using developmentally appropriate and accurate terminology, use applications software for both educational and social activities, practice responsible use and care of technology systems and software and use the technology for communication purposes.	Learners will be able to use common input and output devices efficiently and effectively, demonstrate responsible use of technology and information, use developmentally appropriate multimedia resources to support learning, demonstrate positive social and ethical behaviors when using technology. Learners will be able to use available technology for problem solving, communication and illustration of thoughts, ideas and stories, use available technology for problem solving, self-directed learning, extended learning activities and personal productivity, evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

4.6 Islamic studies

The main aim of Education is to inculcate moral, ethical and spiritual integrity, tolerance and human fellowship. It is in fulfilment of this broad aim that the Islamic Religious Education syllabus has been prepared. It forms an integral part of the primary school curriculum and is designed to enable the teacher guide and assist the learner develop morally and spiritually so as to grow into a balanced responsible and mature person in

community. There are numerous opportunities to integrate Islamic Religious Education activities with other subject such that moral and spiritual growth is well integrated with the effective, cognitive and psychomotor development. In the context of the above, the religious education in the school curricula is envisioned to develop the awareness of the self as separate and unique with the capacity for reflection, imagination and creativity and openness to ideas of truth, goodness and beauty. From the earliest times, the experiences of the spiritual and the human search for meaning have frequently found expression in a religious interpretation of life. The history of humanity has been indelibly marked by the contributions of religious traditions. In Somaliland, Islam is part of the rich cultural heritage and has played a significant role in shaping the future of Somaliland nation.

Table 11 shows broad learning outcomes should be achieved at each level indicated. These outcomes will be the basis for developing the individual subject syllabus for the Primary cycle. They will be used by the curriculum writers as their end points. The syllabuses will break these down into specific learning outcomes for each year with indicative activities and topics.

Table 11: Islamic studies outcomes

Lower Primary By the end of this level the following broad outcomes will be accomplished	Upper Primary By the end of this level the following broad outcomes will be accomplished	Secondary education By the end of this level the following broad outcomes will be accomplished
Learners will be able to acquire and practice the fundamental articles and beliefs in Islam, acquaint themselves with the teachings of the	Learners will be able to recognize the wonders of Allah's creation and develop a sense of responsibility in managing the environment.	Learners will be able to recognize the wonders of Allah's creation and develop a sense of responsibility in managing the environment,

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<p>Quran. Learners will develop moral, ethical and spiritual values, self-discipline, integrity, tolerance and human fellowship.</p> <p>Learners will be able to experience and live as a practicing Muslim at school and at home thus enabling him/her to appreciate Allah's relationship with him/her and with others in different situations.</p> <p>Learners will be developing a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community. Learners will be to develop respect for and foster harmonious co-existence with other people through tolerance.</p>	<p>Learners will be able to appreciate work as a form of ibadaah (worship) and acquire relevant skills and challenges of the world they are living by enriching his/her and develop a whole personality.</p> <p>Learners will be able to promote international consciousness through an understanding of the universality of Allah and equality of mankind.</p> <p>Learners will be able to trace the origin and development of Islamic historical events and appreciate the role of Islamic history in the development of human culture and civilization.</p> <p>Learners will be able to acquaint themselves with the works and contributions of Muslim scholars and reforms.</p>	<p>Appreciate work as a form of ibadaah (worship) and acquire relevant skills and challenges of the world they are living by enriching his/her and develop a whole personality.</p> <p>Learners will be able to promote international consciousness through an understanding of the universality of Allah and equality of mankind.</p> <p>Learners will be able to trace the origin and development of Islamic historical events and appreciate the role of Islamic history in the development of human culture and civilization, acquaint themselves with the works and contributions of Muslim scholars and reforms.</p>
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4.7 Physical Education

Physical Education covers physical, emotional and social dimensions of an individual's life. It seeks to empower learners with health related knowledge, skills and competencies to live healthy and active lifestyles. Furthermore, learners recognize the importance of physical and

recreational activities in the promotion of personal and community health. At the lower primary level, appropriate and relevant foundation elements of life will also be introduced. Emphasis will however be put on offering the opportunity to the learners to participate in activities that promote movement and physical development through engagement in outdoor/indoor sports and exercise, play games etc. The study of Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities. It is of interests to students who are physically active, enjoy a range of sports, participate in sport as a coach, or who would like to further their knowledge of the physical development of the body. The study of Physical Education further provides a foundation for learners who wish to pursue further study in human movement related fields such as sport development management, sport and physical activity policy development, sport journalism, sport psychology, athlete conditioning and management, personal training and primary, middle and senior school teaching. Table 12 shows broad learning outcomes should be achieved at each level indicated.

Table 12: Physical Education outcomes

Lower Primary	Upper Primary	Secondary Education
By the end of this level the following broad outcomes will be accomplished	By the end of this level the following broad outcomes will be accomplished	By the end of this level the following broad outcomes will be accomplished
Learners will develop general body coordination, balance and improved basic hand eye coordination. They will be fit and healthy, recognise the value and pleasure of regular exercise and have acquired fitness	Learners develop the habit of regular exercise, take part in and value a range of fitness activities, developed skills related to a number of different sports. Be able to apply the rules of a range of sports in practice and have	Learners will do regular exercise and appreciate the value of lifelong fitness. Gain expertise in specific sports and have developed a range of skills relevant to these. They will be competitive and confident but

habits. Learners with physical challenges will learn to exercise within their limitations and gain confidence in physical activities	acquired competitiveness and assertiveness in the field of sport as well as the disciplines of fair play and team work. Those with physical challenges will have learnt how to gain maximum benefits within their limitations	learn fair play and tolerance and team work. The program will be appropriately tailored to ensure that it is inclusive of all.
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4.8 History

The study of History helps learners to gain a coherent knowledge and understanding of Somaliland's past and that of the wider world. It inspires learner's curiosity to know more about the past. Teaching of History equips learners to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment. History helps learners to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and challenges of their time. Table 13 shows broad learning outcomes should be achieved at each level indicated.

Table 13: History Outcomes

Secondary education
By the end of this level the following broad outcomes will be accomplished
Learners will be able to recognize and appreciate the importance of studying history of their nation as a coherent , chronological narrative from the earliest times to the present day, how peoples' lives have shaped their nation and how Somaliland has influenced and been influenced by the wider world. Learners will be able to know and understand significant aspects of the history of the wider world, the nature of ancient

civilizations, the expansions and dissolution of empires, characteristic features of past societies achievements and weaknesses of mankind. Learners will be able to acquire knowledge, ability and show appreciation for critical historical analysis of socio-economic and political organization of African societies. Learners will be able to understand and show appreciation of the rights, privileges and obligations of oneself and others for the promotion of a just and a peaceful society. Learners will be able to understand historical concepts such as continuity and consequences, similarity, differences and significance, and use them to make connections, draw contrasts, analyze trends, frame historically valid questions and create their own structured accounts, including written narrative and analyses. Learners will be able to understand the methods of historical enquiry, including how evidence is used vigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

4.9 Geography

As a natural and social science, geography involves the study of the physical and human environment. It helps individuals to acquire appropriate knowledge, skills, attitudes and values in order to manage earth's resources sustainably. Geography also provides opportunities for students to appreciate and understand the world in which they live and the interdependence of societies at local, regional and global level. Table 14 shows broad learning outcomes should be achieved at end of secondary education.

Table 14: Geography outcomes

Secondary education
By the end of this level the following broad outcomes will be accomplished
Learners will be able to demonstrate ability to read, interpret, analyze and interpret maps and other geographical information in various forms. Learners will demonstrate an understanding of the atmosphere, biosphere, hydrosphere and lithosphere. Learners will be able to appreciate the

importance of the environment, protect it and practice sustainable natural resource management, demonstrate an understanding of places in the local, regional, national, international and global contexts, in relation to distribution of economic and social activities, understand the interdependence between and among countries in environmental, economic, social and technological aspects for sustainable development

4.10 Chemistry

The study of chemistry enables students to build an interpretive and predictive model for understanding the properties of matter in all its forms and the potential for change through chemical reactions. Table 15 shows broad learning outcomes should be achieved at end of secondary education.

Table 15: Chemistry outcomes

Secondary Education
By the end of this level the following broad outcomes will be accomplished
Learners will be able to identify the halogens, alkali metals, noble gases, transition metals, to explain the structure of the periodic table in terms of the atomic number and chemical properties of the elements, to develop understanding of atomic structure, bonding and structure, moles and stoichiometry , develop understanding of enthalpy changes (including bond enthalpies & measuring and calculating enthalpy changes), to draw a diagram to show how the outer electrons form covalent bonds, draw diagrams to show the shapes of simple two element molecules, to explain in terms of solubility and essential elements why ammonium salts, potassium salts, nitrates & phosphates are useful synthetic fertilisers. Learners will be able to demonstrate appropriate safety techniques and proper use of protective equipment, to demonstrate skills in measuring and in recording data, to communicate results and data in clear and understandable forms, to demonstrate an ability to

design, perform, and analyse a titration experiment involving the primary standards, standardized solutions, titration curves, appropriate indicators.

Learners will be able to give examples of the pollution problems associated with oil and coal and explain their occurrence, state that sulphur dioxide in the atmosphere reacts with water to produce acid rain, give examples of the damaging effects of acid rain on building, or other structures, soils and plant and animal life, explain that a surface barrier to air and water can provide physical protection against corrosion (e.g., painting, greasing, electroplating, galvanising, tin plating, coating with plastic), to state what is meant by monomer, polymer and polymerisation.

4.11 Biology

The study of biology connects learners to the world they are living in and demonstrates the interconnectedness with all other life forms. It assists to develop awareness of the significance of Somaliland's/ Puntland's / South Central Somalia's unique fauna and flora ecosystems. It provides learners opportunities to learn about the processes of all living things. Learners will be able to make more informed decisions about their own health and about important biological issues. Table 16 shows broad learning outcomes should be achieved at end of secondary education.

Table 16: Biology learning outcomes

Secondary education

By the end of this level the following broad outcomes will be accomplished

Learners will be able to confidently explore and investigate phenomena relevant to Life Sciences by using inquiry, problem solving, critical thinking and other skills, to access, interpret, construct and use Life Sciences concepts to explain phenomena relevant to Life Sciences, to compare, contrast, and make accurate conclusions from findings so as to determine the scientific meaning of conclusions made, to compare, contrast, and recognize inconsistencies in data obtained, as well as assess the value of the experimental process, to develop an understanding of Living and non-living resources, nutrient cycles and energy flow within an environment, to conduct experimental investigation (e.g. photosynthesis), of kidneys, hearts and eyes through dissections, to design a model (e.g. anatomy of a system such as the digestive system, etc), to develop an understanding of chromosomes, meiosis, production of sex cells, DNA, genes, inheritance, genetic diseases, immunity, diseases (e.g. rust, blight, rabies, HIV/AIDS, cholera, tuberculosis, malaria, thrush), to explain the process of cell division, use modern atomic theory to describe the structure and components of atoms and molecules, to state that the carbohydrate made in plants during photosynthesis are an important food for animals, to state that respiration is the process by which animals and plants obtain a supply of energy by breaking down carbohydrates (using oxygen) to give carbon dioxide and water. The learner should be able to develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental context of science and technology, to list various applications of Life Sciences knowledge in biotechnology, and describe and explain these applications, to analyze and report different beliefs, attitudes and values as well as the impact of scientific and technological processes and products on a surrounding communities (if they exist), to evaluate and give recommendations on the impact of scientific and technological processes and products on different communities.

Table 17: Physics learning outcomes

<p>Secondary education</p> <p>By the end of this level the following broad outcomes will be accomplished</p> <p>Demonstrate essential skills in measurements, computation and conversion of scientific units, perform physics experiments, determine relationships and draw conclusions based on experimental evidence and communicate their ideas effectively through appropriate means (including diagrams, tables, graphs, charts) and using appropriate scientific and mathematical conventions.</p> <p>The learners should demonstrate mastery of mechanics in life, properties of matter, electricity and magnetism, energy, heat and temperature, oscillations and waves, properties of light, electromagnetic induction and radioactivity.</p> <p>The learners should relate and apply their scientific knowledge and skills so as to increase their understanding of the environment and their everyday life. Learners should demonstrate appropriate knowledge, skills, attitudes, and insights that will empower them to realise their full potential in post secondary education and apply their physics knowledge in the real world of work.</p>

4:12 Business Studies

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Somaliland faces a number of challenges that one way to be met if it has innovative, well-educated, and entrepreneurial citizens who, whatever their walk of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them. Moreover, a dynamic economy, which is innovative and able to create the jobs that are needed, will require a greater number of young people who are willing and able to become entrepreneurs, young people who will launch and successfully develop their own commercial or social endeavors, or who will become innovators in the wider organisations in which they work.

Because education is key to shaping young people's attitudes, skills and culture, it is vital that business education is addressed from an early age not only at the tertiary education. Business education is essential not only to shape the mindsets of young people but also to provide the skills and knowledge that are central to developing an entrepreneurial culture.

Table 18: Business learning outcomes

Secondary education
By the end of this level the following broad outcomes will be accomplished
Will be able to learn and practice the interpersonal, teamwork and leadership skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and/or postsecondary education.
Will be able to analyze the social responsibility of business, and industry regarding issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace.

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Will be able to acquire basic knowledge in the legal, marketing, economical, and technological aspects of business to become competent consumers, employees, and entrepreneurs.

Will be able to develop lifelong learning skills in reading, writing, computing, communications, and decision-making that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.

5.0 THE LANGUAGE POLICY

The Somaliland Government and the Ministry of Education has stated a clear language policy for all government schools. Somali will be the medium of instruction in pre primary and primary levels. English will be the medium of instruction at Secondary level. A clear transition strategy must be built into the curriculum in Grade 8 and Form 1 to ensure a smooth transition from one language to another. Arabic will remain an important language as a subject and may be used by private schools as a medium of education.

6.0 LEARNING AND TEACHING APPROACHES

In delivering curriculum in the classroom, teachers shall use a variety of instructional strategies that actively engage **all** learners in the learning process. In this regard, teachers shall employed learning and teaching approaches that promote:

1. **Active learning:** Learners meaningfully engage in activities that contribute towards the attainment of learning outcomes.
2. **Experiential learning:** learning through action, learning by doing, learning through experience, and learning through discovery.
3. **Skills development:** Acquisition of a wide range of skills such as critical thinking, creativity and problem solving among other skills.

Curriculum/Syllabus writers will, as they develop subject syllabuses, ensure that this methodology is reflected in the learning outcomes and competencies selected, designers of learning materials will be expected to implement these approaches as a condition of their materials being accepted *and* Teachers shall endeavour to provide learning experiences that both build on and challenge learners' prior knowledge and experiences. Therefore, the role of the teacher will be that of a facilitator of the learning process rather being a transmitter of knowledge. Thereby, shifting from teacher centred to learner centred approaches.

Teachers shall employ multiple instructional strategies including differentiated instruction to accommodate all learners irrespective of disability. Exceptional and gifted learners will be supported to accelerate at their own pace without hindrance (*and where appropriate may be fast tracked and offered courses more challenging than the core curriculum*).

7.0 TEACHER EDUCATION AND DEVELOPMENT

The quality of education services in Somaliland is intricately linked to enhanced teacher education and development. Therefore, reforms at basic and secondary education levels will result into corresponding reforms in the teacher education sector.

The Ministry of Education shall in the short and medium terms explore teacher training modes that accelerate the production of high numbers of teachers and offer opportunities for on job training. The Ministry of Education through local structures shall ensure that teacher deployment is responsive to staffing needs of schools irrespective of location. To ensure that rural areas are not disadvantaged in terms of teacher deployment, the Ministry of Education shall devise special incentives to motivate teachers. In general, the Ministry of Education commits to the creation of a favourable working environment for teachers so as to boost their morale and productivity.

8.0 ASSESSMENT APPROACHES

The school curriculum regards assessment as an integral part of the teaching and learning process. This curriculum places greater emphasis on assessment **for learning** rather than **of learning**. In this regard, the role of assessment will be to:

1. Provide feedback on learners' progress in demonstrating the anticipated learning outcomes to be used as guide when providing remedial support.
2. Enable learners to identify their own strengths and weaknesses for purposes of furthering their own learning.
3. Inform the teachers, schools and *MOEHE* on the general performance of learners with respect to intended learning outcomes.

All assessment activities will focus on checking **all** learners' progress in achieving the intended outcomes prescribed in the teaching syllabus and lesson plan. In particular, assessment will focus on the following:

1. learners' acquisition of knowledge, skills and values
2. learners' ability to apply skills and knowledge acquired in class in their daily lives
3. evidence of learning and behavioural change in learners

Teacher shall ensure that learners with special needs are given comparable assessment items without compromising the quality of assessment.

This curriculum promotes an inclusive assessment regime. While in the previous curriculum the teacher was a central person conducting assessment, this curriculum seeks to empower learners to participate in evaluating their own learning progress. Therefore, the following modes of assessment have been adopted:

1. Self assessment: The learner is able to evaluate his or her own learning progress. This strategy should be encouraged in upper primary *and secondary* education
2. Peer assessment: Learners are empowered to comment on the learning progress of one another. The learner's work is judged by fellow peers
3. Teacher assessment: Teachers will facilitate continuous and summative assessment in a more balanced manner.

Curriculum/Syllabus writers will, as they develop subject syllabuses, ensure that key assessment targets and methods reflecting the above approach to assessing the learning outcomes and competencies selected are specified. Designers of subject textbooks will be expected to show ways in which self assessment and peer assessment and teacher assessment can be carried out as part of the learning activities and as a condition of their materials being accepted for use in the schools by the Ministry.

The National Examination Board will have a key role in this process and will serve the following functions:

1. Act as a resource centre for construction of assessment items.
2. Conduct examinations for the purpose of certification at the end of prescribed education levels
3. Provide a reality check of learners' academic performance at a national level.

The Ministry may, at regular intervals decide to conduct surveys with a cross sample of schools to Measure Learning Achievements (MLA) at selected stages in the learning process in order to evaluate the success of this curriculum, both in intent and implementation.

9.0 RESOURCING THE CURRICULUM

The successful implementation of the intents of this curriculum framework depends on continuous financial and technical input. The Government commits to the realization of

quality education for all Somaliland children as articulated in the Education Act of (2014) and National Education Policy (2014). To achieve this goal, the Ministry of Education shall:

1. Provide the necessary physical infrastructure that accommodates and supports the attainment of learning outcomes by all children irrespective of status
2. Equitably provide teaching and learning resources to all schools under its jurisdiction
3. Train personnel to acquire the necessary and relevant qualifications to support and deliver the school curriculum
4. Support teacher education at all levels to periodically respond to reviews and reforms occurring in primary and secondary education
5. Provide an enabling environment for stakeholders to complement its efforts in the provision of quality education
6. Formulate a textbook policy that will provide an enabling environment for private publishers to supply text books and other related instructional materials
7. Support and guide non-state actors interested in the provision of education at all levels
8. Seek relevant technical support to enable realize quality education for all

10.0 IMPLEMENTATION AND MONITORING THE CURRICULUM

The achievement of the goals of this curriculum framework depends on the commitment of the Ministry of Education and stakeholder to translate curriculum intents into practice.

10.1 Ministry of Education's responsibilities

The Ministry of Education remains the body responsible for:

1. Creation of child friendly education environment in schools
2. developing curriculum policy through its Curriculum Department
3. Delivering the curriculum and monitoring the quality of delivery through its Quality Assurance department.
4. Ensuring appropriate assessment of outcomes through the formal examination system and through continuous assessment procedures. All formal examinations will be the responsibility of the Examination board
5. Ensuring that the education system maintains the standards that will be specified for each learning area at each level across all educational institutions. While the Quality Assurance Department will take a leading role, stakeholders such as parents and other interest groups will be involved in monitoring curriculum implementation.
6. Shall strengthen school management committees and other related structures to allow parents and guardians to participate school governance and the provision of quality education to their children and wards.
7. Shall recognise the role of teachers' unions and professional associations in advancing teachers' interests and contributing to quality education

11.0 School Governance

School managers shall manage schools in the best interests of learners. As such, schools shall be responsive to students' needs and concerns. To this end, learners council in schools shall be considered as important partners in addressing both academic and welfare issues of learners. The Ministry of Education shall set functional guidelines for Community Education Committees to ensure effective participation of communities in school governance.

12. Curriculum Review

This Curriculum Framework is a living document subject to review in view of emerging issues and changing socio-economic circumstances. Primary education shall be reviewed every eight years while secondary education shall be reviewed every four years.

References