

Draft

REPUBLIC OF SOMALILAND

MINISTRY OF
EDUCATION &
SCIENCE

National Teacher Education Policy

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ACRONYMS AND ABBREVIATIONS

| | |
|--------|---|
| CEC | Community Education Committee |
| CHE | Commission for Higher Education |
| DEO | District Education Officer |
| DG | Director General |
| ECED | Early Childhood Education and Development |
| EFA | Education for All |
| GER | Gross Enrollment Ratio |
| MDG | Millennium Development Goals |
| MoE | Ministry of Education |
| NFE | Non- Formal education |
| NGO | Non-Governmental Organization |
| REO | Regional Education Officer |
| SLNEP | Somaliland National Educational Policy |
| SLNTEP | Somaliland national teacher Education Policy |
| SLCPE | Somaliland Certificate of Primary Education |
| SLCSE | Somaliland Certificate of Secondary Education |
| SLTEP | Somaliland Teacher Education Policy |
| PSLE | Primary School Leaving Examination |
| SNCE | Somaliland National College of Education |
| SSLE | Secondary School Leaving examination |
| TVET | Business, Technical and Vocational Education and Training |

1: Introduction

Qualified teachers are essential for proper and quality education. It is essential to recruit qualified teachers through scientific and transparent employment process. In Somaliland, the Ministry of Education and Science is responsible for teacher education, particularly Human Resource Department for recruitment and Somaliland National College of Education for training. The first teacher education policy framework was formulated on September 2006, and it has been made further development and improvement on 2013. This improvement was based on the philosophy and strategic objectives contained in the Somaliland National Education Policy (2013) and the SL Strategic Education Sector Development Plan (2012-2016).

On 2017, the Ministry of Education and Science has made a review of Somaliland National Education Policy and ESSP 2017-2021 has been developed. The current National Teacher Education Policy review is based on the SNEP 2017 and ESSP 2017 -2021.

The teacher education in Somaliland fall under two categories. Primary school Teacher education (pre-service and in-service training) and secondary teacher education (pre-service and in-service training) that is undertaken by MOE&S and SNCE.

Rationale for the teacher education policy

Teacher training has been on-going with donor programmes that have been assisting Somaliland in generating competent teachers. The training programmes are aligned with the Education Sector Strategy Plan (ESSP) and harmonized to maximize the result of such trainings for strengthening the teaching force. The issue of access and provision of quality education is poor in both urban and rural areas. Through deployment of more qualified/certified teachers with adequate skills for teaching, especially in the urban areas, is expected to enhance the overall learning outcomes of students in the coming years. This effort is also aimed at increasing the number of qualified/certified female staff that may have both direct and indirect positive impact on girls' access to education and their learning outcomes.

In order to design and develop a sound teacher training program, there is a need to have a comprehensive and effective National Teacher Education Policy(NTEP), Teacher Education Standards and a Broad Curriculum Framework. All trainings conducted will be grounded and these policies and standards will serve as a blueprint for a Teacher Education Program administered by the Ministry of Education and Science.

The overall thrust of this teacher education policy is to address the key issues relating to the urgent need to reduce the high number of unqualified teachers in basic education. For example, approximately 60% of primary teachers are unqualified in 2015/2015. This policy will provide a framework for the development of a comprehensive structure and management system for teacher education at all levels. The policy also provide for the creation of a mechanism for participation and coordination of teacher development by the development partners, budgetary

allocation for teacher education, the promotion of participation of women in the teaching profession and girls in basic education. In 2015/2016 15.3% of the primary teachers and 4.1% of the secondary are female.

This policy covers all sectors of teacher education in the education system. These include early childhood education and development, primary and secondary education, tertiary, technical and vocational education (TVET). To facilitate implementation, the policy will provide a framework within which universities, colleges, public and private institutions, investors in public and private education sectors and development partners can participate in the development of quality teacher education in Somaliland.

National Education Policy (SLNEP 2017)

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 a necessary tool in these efforts toward national development.

The development of a Republic of Somaliland National Education Policy (SLNEP 2017) 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. The National Education Policy (NEP 2017) is the Government's key tool for achieving this through interventions in education.

SLNEP 2017 is an important document of public intent and commitment by the MoE&S 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.

Current context of teacher education

Teacher education in Somaliland is categorized and located within the higher education institutions. However, there are major concerns from the stakeholders about the quality of teacher education and teacher professionalism in the Somaliland context. These concerns can be divided into two categories: (1) problems relating to the enabling infrastructure that supports teacher education and teacher professionalism. This includes a contested and uncoordinated governance system; unclear accreditation system of teacher education institutions; poor quality assurance system; inadequate funding; unclear outcomes; disparities in qualified teacher status in different universities; narrow paths into the teaching profession and lack of interest among graduates to pursue teacher education because of its low status resulting from poor remuneration. The results of the above challenges have been an acute shortage of teachers at all levels. In addition to these challenges there are also: (2) problems that are specific to the teacher education programmes in the local universities, which have their roots in the historical nature and the social construction of the previous education and teacher education systems since Somaliland gained its independence in 1960 from the British. These limitations include:

- Poor selection criteria and low level quality of teacher education entrants:
- Teacher education students experience training and curriculum that is irrelevant to the new role of education.
- Poor partnership between universities and schools: currently all initial teacher education models in Somaliland are university based, apart from the teaching practice where students spend about eight weeks in schools.
- Inadequate and uncoordinated professional development of teachers.
- Extreme gender imbalances
- Dominance of external actors ie INGOs that finance teacher education programmes
- Mistrust and lack of cooperation between MoE&S and universities that offer teacher education.

Somaliland Vision on Education

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. The state provides policy guidelines in respect to manpower planning or present socio-economic policies with prioritized strategies on either short or long term basis.

- The development of a society committed to the preservation and enrichment of the cultural values and traditions based on genuine Islamic principles.
- The acquisition of literacy and numeracy as well as mastery and application of scientific, technological and managerial knowledge and skills.
- The acquisition of key life skills for full self-development and actualization of the individual's potential and for the purpose of state development and participation in the global economy.
- The ability for logical thought, critical judgment, self-expression and self-reliance.

- The Learners' growth into strong, healthy, mature, useful and well-adjusted members of society with positive attitudes to gender and other family life issues.
- The national consciousness and unity in the minds of the 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.
- The 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.
- Skills and attitudes which foster the growth of social justice, responsibility and the value and virtues of peace.
- The inculcation and appreciation and respect for the dignity of labour in the context of the country's socio-economic and environmental needs.
- The education system of Somaliland must be based on the values and principles of Somaliland, the state religion, Islam, and the need for all individuals to realize their full potential in life within the context of Islam. Education must open the doors of opportunity and growth to all, irrespective of gender, region or religion
- The system will foster the qualities of civil awareness, competence in social roles and a sense of responsibility in relationships with others and with the environment.
- Islam is the religion of unity. In Islam there is no conflict in between faith and reason or faith and knowledge.

National Education Goals

- To promote within society, the acquisition and application of relevant knowledge, skills and attitudes necessary to fulfill 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.

Objectives for teacher education

- To produce a core of dedicated professional teachers equipped with knowledge, understanding, values and attitudes to develop educational, social and emotional needs of the learners;

- To produce core professionals that link the development of the new curriculum competencies (outcome based) with child centred approaches;
- To produce core professionals that develop life-long learning and with other teachers in teams by coaching each other;
- To produce core professionals that can communicate with parents and liaise with other agencies;
- To produce core professionals that can involve with the strategic planning, responsibility and decision making that characterize school effectiveness and development

General Policy Framework for National Teacher Training/Education

- 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&S.
- Qualifications of foreign teachers for primary and secondary schools will be assessed by the teacher licensing and certification authority/board
- Qualifications of foreign teachers for tertiary education will be assessed by both the Directorate of Higher Education and the National Commission for Higher education (CHS)

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.
- Somaliland National College of Education (SNCE) is the centre for training primary and secondary teachers in Somaliland

Teacher Certification and Licensing Authority/Board

The SNEP 2017 states that there will be a teacher licensing and certification authority. 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 counselling, 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 lecturer's certification.

General Provisions

The Government of the Republic of Somaliland is committed to the principle of education for all, increasing access, and the provision of education for the disadvantaged or underrepresented groups. This will include enhancing the education of girls, education for nomads, pastoralists, agro-pastoralists, coastal communities. It will include the provision of alternative basic education programmes for new returnees and internally displaced persons (IDPs), and the education of persons with special needs, and the incorporating life skills in education programmes. The Government will make financial provision for disadvantaged, and vulnerable groups to enable them access quality education.

To increase access to education and improve the quality of education the following will be undertaken through teacher education:

- Increase the number of trained teachers in the education system.

- Introduce alternative education models (e.g. Non-Formal education, mobile schools; technical, vocational education (TVET) in the teacher education curricula.
- Establish new government owned primary teacher education institutions and agencies.
- Strengthen MoE&S and teacher education management capacity.
- Introduce teacher education curricula to cater for different levels of teachers for schools and colleges.
- Empower CHE to monitor and provide quality assurance system in teacher education system
- Clarify and streamline the relationship between MoE&S and tertiary institutions.
- Increased budget allocation devoted to the development teacher education.

In raising the quality teacher education, MoE&S will introduce programmes in the following cross cutting issues:

- Increase female participation in the teaching profession.
- Increase the number of female teachers so as to provide role models for girls and young women.
- Sensitize communities to the benefits of increased female participation and the education of girls.
- Promote gender balance in teacher education curriculum.
- Inclusion of life skills, drug abuse, counseling, managing the process of growing up at all levels of teacher education
- Develop an interagency coordination mechanism for MoE&S, stakeholders and development partners in education.
- Non examinable subjects such as creative arts, physical education and pastoral programmes will be added into teacher education programmes.

The Government of Somaliland will adopt the following policies and activities in teacher education.

| Areas | Policy to be adopted |
|------------------------|--|
| Girls education | <ul style="list-style-type: none"> • Promotion of teacher training programmes that prepare teachers to be more sensitive to the needs of girls and women’s educational needs. • Recruitment of more female teachers, head teachers and other education administrators to increase interest in the needs and concerns of girls and to serve as role models at all levels of the educational system. • Strengthen representation of women in school management and community education committees (CECs) • Increase the numbers of female teachers and appoint more women to leadership position in all educational sub-sectors. |
| Life skills | Teachers will be trained on implementing culturally sensitive behaviour change programmes and messages to equip the youth with skills to be able to live effectively in society and |

| | |
|---|---|
| | <p>deal effectively with the life challenges. The Government will increase relevance through the inclusion of life skills in curricula at all levels of education. The life skills to be covered will include:</p> <ul style="list-style-type: none"> • Moral education in Islam. • Interpersonal skills. • Peace and conflict resolution. • Negotiation and peace building. • Reduction of preventable diseases such malaria, TB, cholera, and communicable disease. • Environmental protection and conservation. • Computer skills, especially for all teachers. |
| <p>Education of disadvantaged groups</p> | <p>The Government will promote participation of out –of-school children and youth in alternative education programmes e.g. Alternative Basic Education (ABE). and Primary Alternative Education(PAE)</p> |

Language Policy and Teacher Education

The language policy plays a critical role in education in any country. Over the years Arabic, English and Somali languages have been used as the medium of instruction in schools at one point or another. SNEP 2017 states that Somali language is the language of instruction from grades 1 to 8, while English language is taught as a subject from grade 2 since 2006/2007 academic year.

The level of English teaching in the country is underdeveloped to a point where sometimes it has to be supported through the medium of Somali language during lessons. To resolve this problem a special programme for the development of the English language teaching in schools will be developed with technical and financial support from development partners. This will be done to ensure that by the time primary school pupils leave school they are proficient in English for them to benefit from secondary school education, where the medium of instruction shall be English. This will also enable the citizens of Somaliland to participate effectively with other nations in trade and politics where the language of business is mainly English. Arabic will be the medium of instruction for Islamic studies and as a subject at all levels in the Somaliland schools system.

The Somali language has a rich and extensive treasure in oral literature. The Somaliland children need to understand and appreciate this heritage. Therefore Somaliland oral literature will be taught as part of the Somali language. To facilitate this, the status of the Somali will be upgraded and a national orthography and syntax developed to systematize the language across the country and at different levels of education with support from Somali language scholars.

To ensure effective implementation of the language policy at the primary school level, the language of instruction in teacher education, at both certificate and diploma teacher education levels, shall be the English language.

Overview of structure and management of the education system

Somaliland education system has four main levels, namely: pre-primary, primary, secondary and tertiary education. Pre-primary runs for three 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.

Primary teacher education is offered through a short term two year pre-service and in-service programme. Degree and post graduate diploma programmes for secondary school teachers are offered at the university level through pre-service and in-service programmes in collaboration with MoE and a consortium of development partners. There is no business, technical and vocational education and training pre-service teacher education (TVET) in Somaliland. However, vocational in-service are conducted to provide skills in various trades by the MoE with support from our development partners. Figures 1 and 2 gives course components teacher development programmes and the general structure of education and training in Somaliland.

Pre-service Teacher Education Programme

Figure 1: Course Components Teacher Development Programmes

| | | |
|--|---|----------------------------|
| | Primary education including NFBE | Secondary Education |
|--|---|----------------------------|

| | | |
|---|---------------------------------|---|
| Length of teacher education course | 2 year certificate in education | 4 year bachelor of education |
| Entry qualification | Secondary education certificate | Secondary certificate in education. |
| | | Minimum c+ |
| Course component | Education | Education |
| | Maths | |
| | English | |
| | Somali | Two teaching subjects (one major and one minor) |
| | Science | ICT |
| | Social studies | Minimum 3 months |
| | Arabic and religious studies | |
| | Creative arts | |
| | Physical education | |
| | Pastoral programmes | |
| ICT | | |
| School based practice | Minimum 3 months | |

FIGURE 2: Teacher Education & Training in Progression Structure of Somaliland Education System

| 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------------------|------------------------------------|---|------------------------------------|---|---|---|----------------------------|--------|---|---|--|---|---|---|---|---|---|---|---|---|---|
| BASIC EDUCATION | | | | | | | | | | | POST-PRIMARY EDUCATION & TRAINING | | | | | | | | | | |
| PRE-PRIMARY EDUCATION | PRIMARY EDUCATION | | | | | | SECONDARY EDUCATION | | | | TERTIARY EDUCATION | | | | | | | | | | |
| EARLY CHILDHOOD EDUCATION | FORMAL LOWER PRIMARY EDUCATION | | FORMAL UPPER PRIMARY EDUCATION | | | | JUNIOR | SENIOR | | | UNDER-GRADUATE GENERAL & PROFESSIONAL UNIVERSITY EDUCATION | | | | POST GRADUATE GENERAL & PROFESSIONAL UNIVERSITY EDUCATION | | | | | | |
| KORANIC EDUCATION | NON-FORMAL LOWER PRIMARY EDUCATION | | NON-FORMAL UPPER PRIMARY EDUCATION | | | | | | | | BUSINESS, TECHNICAL, VOCATIONAL, PARA-PROFESSIONAL EDUCATION & SKILLS TRAINING | | | | | | | | | | |

| | | | |
|--|----------------------------|--------------------------|--------------------|
| | CERT. PRIM. EDUC | BSc., BA.ED / B.ED | MA.ED/ MED; PhD |
| | [SEC/PRIM/BTVE T/ADMIN] | | |

2: TEACHER EDUCATION SUB-SECTOR POLICY ANALYSIS

Commitment to Provision of Quality Education

The Government is committed to the provision of quality education towards the achievement of education for all (EFA). This will be done to raise the gross enrollment ratio (GER) in primary from the current 46.3% to 67% by 2022 and reaching the MDGs education goal of 100% by the year 2022. Primary education will be a priority in the education sector investment programme in the coming decade. To achieve this, the Government will take the following steps:

- Increase budgetary allocation to education to at least 13% by 2022
- Improve the teaching and learning process through employment and equitable deployment of teachers in the country.
- Improve the quality of learning through training and provision of CPD for teachers.
- Upgrade of skills of teachers to make them more effective and efficient.
- Improve, coordinate and systemize the teacher education programmes and the management of the teacher education sub-sector.
- Establish institutions, standards and procedures for quality assurance
- Explore alternative education delivery systems, e.g. radio and mobile schools for teachers and students in schools and for the disadvantaged groups e.g. coastal communities, nomads, pastoralists and IDPs.

Primary school teachers are ill motivated, poorly paid and often work under very difficult circumstances. MoE&S will support the establishment of a semi-autonomous Teachers Service Commission that will be reporting directly to the Minister for Education. The agency will have the mandate to run teaching services in the country. This will involve setting policies and procedures for teacher management and utilization i.e. registration, transfer, discipline, formulating terms and conditions of services for teachers, preparing a code of conduct for teachers, setting remuneration and salary levels for different grades of teachers, recruitment and deployment, payment of salaries and benefits, promotion, demotion and welfare of teachers.

Teachers Education

Both Primary and secondary pre-service and in-service teacher education courses are currently offered at four local universities faculties of education. It is no secret that teachers in Somaliland lack the basic teaching competency and necessary

proficiencies to be able to teach. Countless partners and international organizations have supported the MOE through universities with teacher training programs. Although there are pockets of schools where teachers perform well, the majority of the in-service teachers continue to lack the basic understanding of the teaching profession. An effective teacher training program needs to put in place for both primary and secondary teachers coming from all regions of Somaliland

Somaliland teacher education policy concerns include:

- Problems of under supply resulting from the introduction of free primary education, limited output of TTI and high attrition and dropout rates
- High percentage of untrained teachers
- Poor mechanism through which teacher education is resourced and its performance monitored
- Pre-service teacher education is not linked to CPD of teachers

In 2015 it was established Somaliland National College of Education that comes under the administration and supervision of the MoE&S. Although a number of universities have Colleges of Education, the MoE&S cannot advise, change or contribute to the course contents and modes of training the teachers enrolled in those institutions. The current teachers being trained in local universities lack the general knowledge of basic teaching competencies and a standardized teacher training program is virtually non-existent. With their own NTTI, the MoE&S will be able to design, develop and implement an effective teacher training program specifically tailored to their needs.

Early childhood education and development (ECED)

Early childhood education and development (ECED) has existed in Somaliland for a long time in the form of Quranic education, which is offered through Quranic education centres. However, formal secular ECED is still developing and requires major intervention programmes improvements. The Government intends to strengthen the provision of ECED programmes and to reach all children from 3 to 5 years in their cultural context and with strong community participation.

The Ministry of education will undertake the following steps in teacher education to ensure successful expansion of ECED services and enhance the quality of programmes and preparation of young children for entry into the primary education cycle:

- Ensure that the proposed primary teacher training institutes also cater for the development of ECE teachers
- Produce and circulate ECED policy and guidelines.
- Expansion of the training for ECED teachers to equip them with skills to inculcate traditional values and attitudes from an early age.
- Organise pre- and in-service ECED teacher education.
- Incorporation of community outreach and sensitization elements to equip teachers with the skills necessary for the promotion of ECED programmes.

Basic Primary Education (including Non Formal Education, NFE)

Primary education consists of grades 1-8 and presents basic education for all for children who enroll. There are 1145 public primary schools in the country and 96 private schools. According to UNDP population estimates there are about 504,000 primary school age children (6-13 years) in Somaliland of which only 197,974 of them are currently enrolled into primary education. Of the pupils enrolled, 50% percent are boys, while 38% percent are girls. The overall GER is 46.3% (source EMIS 2015/2016 primary school survey). This is one of the lowest enrollments in the world at this level. There are also gross gender and regional disparities, especially in rural and marginalized communities. Corresponding to this there are 5935 teachers including 4987 males and 948 females.

The Government is committed to enhancing access and participation in primary education towards the realization of EFA goals and the achievement of the MDGs. To achieve this Government will seek to enhance access to primary education in public and private schools in order to provide educational opportunities to all school going age children.

Policy strategies for improving primary teacher education

- MoE&S will rehabilitate and re-establishing former primary teacher training colleges so that universities can concentrate on courses for secondary teachers. This will necessitate MoE&S having the capacity (space, infrastructure and resources) to develop primary teacher education.
- Provide the necessary infrastructure governing teacher education system. The roles and responsibilities of different actors of teacher education will be defined and enacted
- Create quality assurance and standards system for teacher education and teacher professionalism.
- Create semi-autonomous Somaliland Teachers Service Commission to manage all aspects of teacher development and teacher utilization.
- Increase the relevance and quality of teacher education by reviewing and reforming teacher education curriculum and training and maintain fit for purpose teacher education. Cross curriculum dimensions such as ICT; special needs; drug abuse, prevention and counseling; health education; managing the process of children growing up will be integrated into teacher education curriculum.
- Provide financial incentives to motivate bright secondary graduates, particularly girls and other disadvantaged students join pre-service teacher education programmes.
- Gender mainstream all aspects of teacher education and teacher professionalism
- In-service teacher training will be provided for public primary school teachers for skills upgrading for unqualified and untrained teachers. The emphasis during the in-service courses will be the inculcation of a culture of commitment among on teachers, child development, capacity to implement the curriculum, upgrading subject content, and psychology of learning.
- Primary teachers will be trained to teach all primary school subjects and shall have minimum diploma in education lasting for 2 years.

- To be eligible for admission to pre-service primary teacher training programme course a candidate must have completed secondary education and be fluent in Somali and English. Where necessary Arabic teachers and non-formal basic education teachers can be given special considerations if they can't meet the admission criteria. Special consideration can also be given to the untrained teachers who have been teaching for long period of time.
- TTIs shall mandated to train teachers for both formal and non-formal basic education

Secondary teacher education

General secondary education consists of forms 1 to 4. The aim of secondary education is to build on the primary education as a foundation for advanced academic, vocational and professional training. The curriculum for secondary education consists of integrated academic and practical subjects in order to develop problem-solving skills and cognitive abilities among students. The medium of instruction for all subjects at this level other than Somali; Arabic and Islamic studies shall be the English language. It is the utmost of the government priority to review secondary schools curriculum, syllabuses and textbooks, and run in-service courses for the implementation of the new syllabuses and training of teachers.

The majority of secondary school teachers are expected to be university graduates with specialization in at least two main teaching subjects upon graduation. So far ---- students have completed their diploma of education course with support from development partners. Indications are that it is very difficult to recruit students into education programmes at the university; because many would be students cannot afford the tuition fees. Secondly, students see no career prospects in teaching, since there is no secure employment structure for teachers. Further, even when they are employed by the Government there may be no regular salary. Funds are needed to finance scholarships to teacher education programmes to fill the current and future demand for teachers in Somaliland and to stabilize the employment of teachers at different levels.

The Government will secure sponsorship of education students to national universities, as well as other universities in the region and abroad to meet the national need for secondary school teachers in collaboration with development partners.

The teaching force at this level is very low in terms of numbers and quality. The Government policy for teacher education at this level will be that:

- All secondary schools should be university graduates with at least the first degree, university diploma or post-graduate diploma.
- Increase Government support to the secondary education sector, including remuneration of secondary school teachers.

- Female secondary school teachers will be encouraged to train at secondary school level so that they can act as role models and attract more girls into secondary education.
- Increase Government support to secondary teacher education through scholarships, bursaries, fee waivers, to special needs students, especially those who excel in their studies.
- Establish a SL Teachers Service Commission whose mandate shall be to establish criteria for the registration of teachers, register teachers, recruit, deploy and transfer, promote and discipline teachers for all non-university public institutions.
- All qualified teachers will have to be registered by the Government whether they teach in public or private institutions.

Special Needs Teacher Education

Currently special need provisions are minimal but now the government intends to use inclusive education as a strategy to reinforce education provisions and teacher education. Besides incorporating studies of special education needs in the pre-service primary and secondary teacher education course, special education teacher training centres will be established. The objective of special needs education will be to provide opportunities for individual's development, and improve access and participation of children with special education needs. The Government will:

- Train special education teachers for teaching children with different learning needs.
- Train teachers, support staff and communities in special care and needs programmes.
- Disabled candidates will be given special incentives and encouragement to train as teachers to promote inclusion

Technical and vocational teacher education (tertiary education sector)

Technical, vocational education and training (TVET) plays a critical role in the development and provision of human resources required for a successful industrial sector and to spur economic growth in Somaliland. However, TVET in Somaliland is currently weak. Following years of growth and exploration of conceptual approaches, the time is ripe for a **structured teacher qualification reform** that will address the challenges of modernizing of the TVET sector reform, and furthermore, respond to the acute shortage of qualified TVET teachers. "The few available [instructors] are either not trained or were trained in the period before the war, and are not updated on modern approaches to technical and pedagogical instruction in TVET.

TEVET teacher education Policy guidelines

- The reform of TVET teachers will satisfy good principles of gender equity, women are presently far underrepresented in the TVET cadres; their portion has to be raised to at least 30%
- All instructors serving in public TVET centres or other established forms to the level of a diploma will have to be qualified, evidenced by a Diploma in teaching TVET subjects. The implementation of this policy will be guided by the principles anchored in the Strengthening Capacity Of Teacher Training (SCOTT) intervention
- All instructors have to be certified; for those presently serving, a suitable in-service training programme has to be mounted, which will comprise of training-on-the job, supported by mentors, and institution based training (during periods of recess);
- For new instructors to the profession, a 2 year programme shall be mounted that will comprise of: technological upgrading, and pedagogical instruction; training on-the-job through mentors
- The minimum qualification of the TVET instructor will be the TVET Diploma for teaching TVET subjects (equivalent to the status of the secondary education instructors)
- The competency of the TVET instructor will be competently assessed through an examination, designed by the MoE&S, endorsed by the National Training Agency (and in the interim phase endorsed through a consultative process with MoLSA and employers relevant organizations)
- If the capacity to provide relevant, science based knowledge and other expertise (laboratories, workshops) does not exist as yet, for the interim phase, the trainees will have to serve a relevant attachment in the region (e.g.: Tanzania, Ethiopia, Rwanda, Kenya)
- Data on this sub-sector is scanty. The MoE will commission a study on the assessment of the nature and extent of the needs in teacher education in TVET in Somaliland. TVET policy will be developed on the basis of the outcome of the needs assessment study

3: MANAGEMENT AND FINACING OF TEACHER DUCATION

Management and Planning of Teacher Education

The MoE&S has the overall responsibility of managing all aspects of the education system including teacher education. As part of the ongoing reorganization of the Ministry of Education¹ The Department of curriculum and training, particularly the Teacher Education Unit is responsible for teacher development. However, the department of human resources and development will play a key role in the organization of the professional development for all teachers (in-service training) and other aspects of teacher management until the proposed Teachers Service Commission is created and functional.

In line with international practice of separating operational departments in ministries of education from specialized departments such as curriculum

¹ Ministry of Education, Somaliland Education Strategic Plan: 2017-2021

development, assessment and examinations. The development of teacher education curriculum will be done by the Department of Curriculum and Training. The Department of Curriculum and Training and the associated Teacher Education Unit will be responsible for: (i) The curriculum development of all categories of teachers except university lecturers (ii) setting criteria for the establishment and running teacher education institutions, (iii) pre-service teacher education (iv) in-service teacher education in close collaboration with the HR department (v) assessment and examinations of teachers, and (vi) monitoring and evaluation of teacher education programmes. The Directorate of Higher Education will be responsible for the development and management of lecturers in higher education institutions.

Research and international links

As part of capacities building for MOEHE and universities staff a small number of students has been sponsored to study at universities in neighbouring countries at undergraduate and masters levels. Similarly, over the years key MoE&S staff has been sponsored to make study visit to study and familiarize with education management and curriculum development practices in countries in the region. Although such study have focused on general education matters they have been found to be instructive and of great value in enhancing staff capacity and experiences. MoE&S will continue this practice and organise appropriate visits to institutions that focus on teacher education, such as universities and colleges where teacher education courses are offered, curriculum development centers, teaching services management agencies, and supervision and quality assurance departments in the Ministries of Education. The visit will be organized in collaboration with development partners and host governments. In addition, to enhance teacher education manpower development, the Government will organize programmes for further education and training at post graduate levels for MoE&S staff, faculty members from national universities and teacher education institutions.

Decentralization and teacher education coordination

The policy of the Government will steadily decentralize management of education services to regional district, community and school levels. The overall policy making and coordination of planning, curriculum development, supervision and quality assurance, registration of teachers and teacher education institutions, and assessment and national examinations will be done centrally by the Ministry of Education. When fiscal and administrative tasks of the national decentralization policy is completed district municipalities in collaboration with the REOs and DEOs will manage all aspects of teachers including payment of salaries

Financing of teacher education

According to 2017/18 fiscal year the Government budgetary allocation to education was only 8% of the GDP. This financial year the government allocation to education sector is estimated to be about 8% of the GDP. The Government plans to annually allocate a budget for teacher education in addition to securing funding support from development partners. However, currently the bulk of financial support to teacher education comes from multilateral donors and NGOs

support. The SCOTTPS is the main intervention promoting teacher education in Somaliland.

Education management information system (EMIS) and teacher education

A key feature in the improvement of teacher education is availability of timely and reliable data and information to facilitate effective planning and programme implementation. In 2011/12 an education management information system (EMIS) was established in MoE&S for school management, and distribution of instructional materials with support from development partners. However, there is no EMIS in teacher education. The Ministry will enhance the use of EMIS in teacher education management and in teacher education institutions with support from development partners on similar lines. This will include the training of MoE&S officials, regional and district officers, head-teachers, quality assurance officers, and mentors on the use of EMIS. The MoE will establish teachers' resource centres in the regions and equipped them with instructional materials and computers for information and data management.

Inter-agency teacher education coordination

There are more than ten NGOs, bilateral and multi-lateral agencies and organizations that are involved in educational development work in Somaliland. Some of these organizations are involved in more than one project or programmes. On the other hand, some work within this region of the world, or cover countries in the whole of Africa or just Somaliland. Some work in specific regions of Somaliland.

Each of the above organizations comes with a specific operations mandate and reporting procedures. There is a loose relationship between the organizations and the Ministry of Education, or indeed the Government of Somaliland. In many cases there is no organized mechanism for sharing experiences among and between the agencies and the MoE&S, except the in-service teacher education programme consortium members.

To facilitate coordination in education development in teacher education, the MoE&S will establish a coordination mechanism for the stakeholders and development partners for sharing experiences and development coordination to enhance efficiency, effectiveness and synergy in programmes development and implementation.

The Government will employ the following strategies to implement the above policies:

- i. Strengthen the Departments of Curriculum and training, particularly the teacher education Unit to manage the development of all levels of teacher education, carry out monitoring and evaluation of teacher education, register teacher education institutions and coordinate with the department of examinations and in undertaking assessment and examinations of teachers.

- ii. Strengthen the capacity of Curriculum department and teacher education unit to liaise with the commission for Higher Education in all matters of quality assurance and standards relating to teacher education.
- iii. Initiate discussions with development partners on the establishment of a sponsorship programme for education students to national universities, as well as other universities in the region and abroad to meet the need for trained primary and secondary school teachers.
- iv. Establish SL Teachers Service Commission- a semi-autonomous Government agency to established criteria for registration of teachers, register, recruit, deploy and transfer, promote and discipline teachers and adequate number of teachers to meet national needs are trained.
- v. Work with stakeholders and partners to enhance development of EMIS in the management of teacher education.

4: LEGAL AND REGULATORY FRAMEWORK

Role of Legal and Regulatory Framework for Teacher Education Development

Whereas improved teacher education and new conditions and terms of service for teachers is likely to lead to acceptable levels of learning achievement in schools, it must be supported by appropriate legal and regulatory framework. The Somaliland the Education Act will empower the government in all matters relating to education provision including teacher education. The Act will set out the regulations and procedures that will govern the establishment and learning of educational institutions and define how the Government, development partners and other stakeholder groups will work together in enhancing access and quality of education. In particular the Act and other related legislations such as SLNEP 2017 will stipulate and give guidelines on objectives, quality and norms governing educational provisions, enabling structures that support it, building, numbers, gender and age of learners who may attend different levels of education institutions. The legislation will also prescribe requirements for health and safety of the learners in different educational institutions.

Minimum Standards for teacher education Teacher Education Institutions and teachers

Currently teacher education is carried out by private/community teacher training institutions (universities). To ensure relevance, quality and attainment of education standards in the teacher education policy a separate minimum standards will be developed for teacher training institutions and teachers (currently in draft). The minimum standards for teacher education will empower the Government and MoE&S to address the following issues relating to teacher education.

- Curriculum
- Professional profile of the teacher (levels of competence required)
- Assessment and examinations

- SNCE human resource requirements- minimum levels
- Quality assurance system
- Research requirements

In addition to the above components the MoE&S will make and issue regulations with respect to:

- Prescribe the standards with regard to the number and qualification of staff, class size and educational materials.
- Provide for the preparation or approval of curricula, syllabuses, textbooks, and other educational materials to be used in teachers colleges.
- Prescribe minimum entry qualifications to different courses of study
- Prescribe minimum standards for the health and safety of students and for satisfactory learning environment in teacher education institutions.
- Provide for the keeping of registers, records, and the submission of returns to the Ministry of Education.
- Provide for the admission, suspension, punishment and dismissal of students and a mechanism or recourse for those affected. .
- Prescribe the minimum number of days in a year on which instructions shall be given in teacher education institutions.
- Prescribe how institutions shall be classified and the titles to be attached to each type of institutions and the certificate(s) of registration to be issued.
- Vet and monitor the character and moral standing of people seeking to be employed as teachers.
- Monitor all teacher education institutions in Somaliland and vet teachers to ensure that children are not exposed to danger and/or abuse e.g. from child molesters and pedophiles.

Admission requirements

As the country strives to emerge from the national reconstruction and development era to consolidation of development programmes, teacher education programmes will be streamlined and reclassified taking into account entry qualification and the expected qualification at the end of each course of instruction programme. The current SCOTTPS Unified In-service Primary Teacher Education Training Programme will continue but will be reviewed in subsequent phases to be in harmony with emerging teacher education approaches and national aspirations.

Pre-service and in-service teacher education courses will be divided into the following categories:

In-service courses

- Non- certificate knowledge and skills development
Certificates of attendance or participation may be issued
- Certificate courses - 2 years- to teach in primary schools.
However, as demand for teachers reduces the certificate level will be phased Out and all primary teachers shall have diploma qualifications

- Diploma courses - 2 years: to teach in primary schools

Pre-service courses

- Certificate courses - 2 years: to teach in primary schools
However, as demand for teachers reduces the certificate level will be phased Out and all primary teachers shall have diploma qualifications
- Diploma courses - 2 years: to teach in primary schools
- University Diploma in Education – 2 years: to teach in secondary schools
- Post Graduate Diploma in Education-1year:to teach in secondary schools
- Degree courses - 4 years : to teach in secondary schools and teacher education institutions

Equivalent examinations will be conducted for each category of teachers regardless of whether a student goes through an in-service or pre-service programme.

The following will be the minimum entry qualification for the above courses:

| | Preservice Mode | In service Mode | |
|---------------------------|---|---------------------------|--|
| Certificate Course | <ul style="list-style-type: none"> ▪ Have successfully completed form 2 secondary education. Minimum grade D | Certificate Course | <ul style="list-style-type: none"> • Have successfully completed form 2 Secondary Education. Grade D and Actively engaged in primary school teaching. |
| Diploma Courses | <ul style="list-style-type: none"> ▪ Have successfully completed secondary | Diploma Course | <ul style="list-style-type: none"> • Have successfully completed secondary |

| | | | |
|---|--|--|--|
| | education. Grade C and above | | education. Grade C and above • Actively engaged in teaching |
| University Diploma Courses | <ul style="list-style-type: none"> ▪ Have successfully completed and passed secondary leaving examination. Grade C ▪ Certificate of Primary Teacher education | | |
| Degree Courses | <ul style="list-style-type: none"> ▪ Have successfully completed and passed secondary leaving examination. Grade C ▪ Have passed secondary leaving examination at the prescribed university degree entry requirement level OR ▪ Diploma in Education from recognized university | | |
| Post Graduate Diploma in Education | <ul style="list-style-type: none"> ▪ A first general degree in arts or sciences | | |

Teacher Education Curriculum Programmes

Note: minimum standards will cover in details

The in-service primary teacher education programmes will be offered in four participating Teacher Training Institutions (TTIs) until the SNCE is fully functioning MoE&S will use a unified and approved curriculum for pre-service and in-service students.

- MoE&S will develop a curriculum and syllabuses for the non-university diploma and certificate courses.

For secondary teacher training courses faculties of education of the participating universities will be required to develop:

- A common curriculum and syllabuses accredited by the commission of higher education. However, the approaches of delivering the curriculum between universities may vary
- The Government through the CHE will determine and enforce a minimum standard for the Unified National Secondary Teacher Training Curriculum for different teacher education courses.

CURRICULUM AND COURSE DESCRIPTION

The teacher education courses are to be described in a curriculum. The curriculum is centrally determined. The curriculum should stipulate:

- The learning outcomes and professional objectives of the programme of study
- Which courses are included in the programme of study
- The scope of the programme of study in terms of hours
- The structure of the programme of study, whether the programme of study has been divided into years, the fields of study, which are the common courses, which are compulsory and optional courses, and the sequence of the courses, if applicable.
- Evaluation criteria

All courses are to be presented in a course description. The teacher education program should include:

- learning outcomes
- the qualifications necessary to gain admission to the course
- the content of the course
- teaching methods
- how many credits the course is worth
- the extent of the education
- possible compulsory education
- which activities are included, their extent and which of them are compulsory
- the form of assessment and grading scale for the assessments during the course

The content of the curriculum should be premised on the local context, be relevant to the market demands and support moral, ethical and spiritual values of the society.

Examinations and Certification

MoE&S will harmonise teacher education examinations and certification, and provide for the conduct of public teacher education examinations, and issue certificates and diplomas to students who successfully complete the approved courses of training. To safeguard the public no unauthorised person or institution will be allowed to issue certificates or diplomas indicating or claiming that a person has successfully completed a course of training, attained a certain level of education or possess knowledge, skills or professional competence without the written authorisation by the Ministry of Education. The minimum standards for teacher training institutions and teachers should highlight in detail:

- Principles that underpin student-teachers assessment and examinations. This should include the effectiveness, efficiency and acceptability of the instruments used
- marking and feedback procedures
- remedial procedures
- re-assessment procedures
- evaluations
- award for diplomas and degrees
- examination regulations

- examination irregularities

5: IMPLEMENTATION FRAMEWORK FOR THE TEACHER EDUCATION POLICY

The successful implementation of the Somaliland teacher education policy will depend on the development of strong teacher education institutions that will initiate programmes and activities proposed by the policy. Success in the implementation of the policy will also depend on the ability and desire of the Government, stakeholders, and development partners to mobilize the required resources. There is a need to put a higher budgetary allocation to teacher education, teachers' employment and deployment.

Strengthening the Capacity for Teacher Education Planning and Development

Strengthening teacher education planning and development capacity will involve enhancing the technical and physical resources capacity of the Department of Curriculum and Training, particularly the teacher education Unit, and the strengthening of Commission for Higher Education and the directorate of higher education. Similarly there is need to improve the quality of the human resource capacity of the institutions that currently offer teacher education. All these require staff with analytical and programme development skills in curriculum and programme development and implementation. This will require adequate and skilled personnel in teacher education who are capable of undertaking policy formulation, programmes design, implementation, monitoring and evaluation. This will in effect call for staff training, overseas technical assistance and adequate resources to function effectively, with financial support from development partners.

Installation of Legal and Regulatory Framework on Teacher Education

The enacting of the Education Act by the Parliament and the development and finalization of minimum standards for teacher education institutions and teachers will be the key to legally empower and improve the quality of teacher training programmes in Somaliland. Both these documents are anticipated to be finalized soon

Partnerships in the Implementation of Somaliland Teacher Education Policy

The proposed teacher education policy will be implemented through a partnership involving the Government, local communities and parents, Somalilanders in Diaspora and development partners. The Government acknowledges the value and support from our development partners. The Government of Somaliland will continue to count on the goodwill of our development partners in the implementation of the projected programmes.

To enhance access to education for all, gender and regional equity, quality of education and the need to engender participation and ownership of programmes

in the provision of education, the Government will continue to seek support for the disadvantaged children at all levels of education. This will require support in capital development, operational costs and even salaries of teachers and other educational personnel during the initial stages in the implementation of this policy.

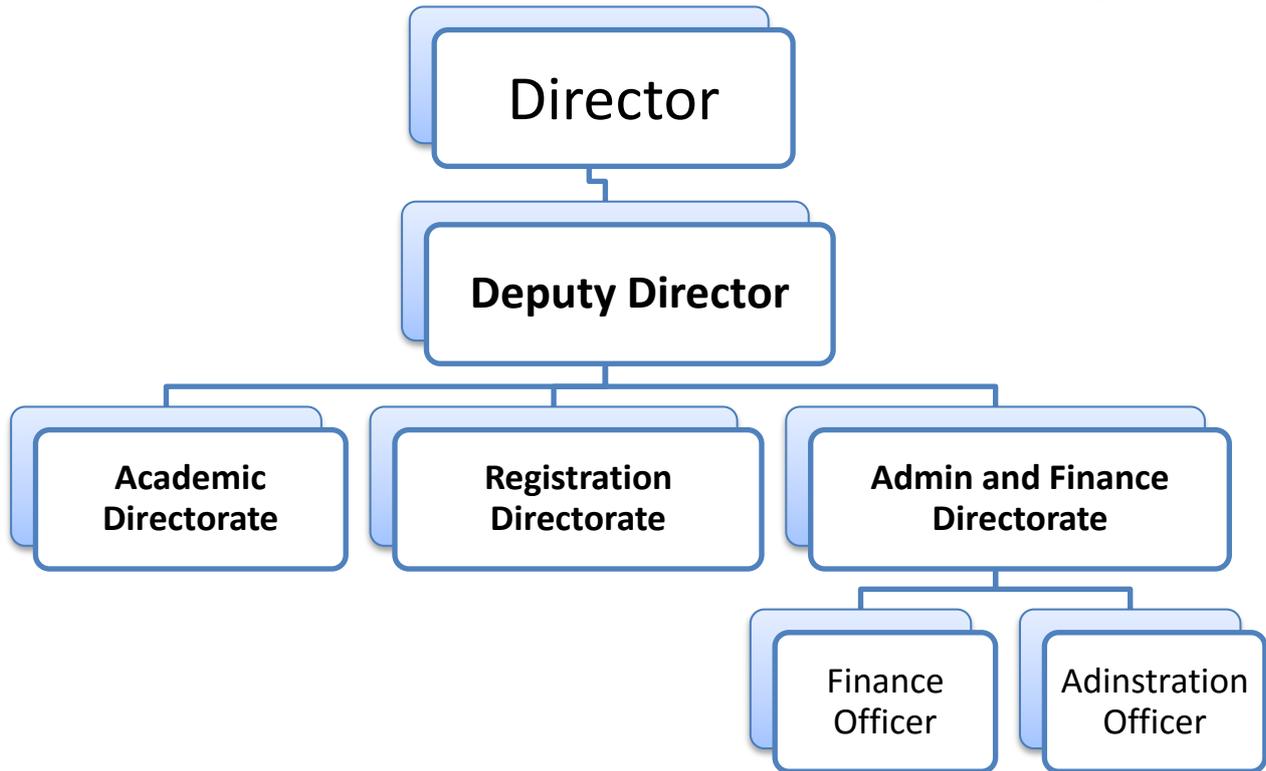
The private sector plays an important part in teacher education through the TTIs. The Government will make the necessary legislation to guide the participation of the sector in the provision of teacher education and to ensure that the education provided in the institutions conforms to national development needs.

Establishing Institutions and Structure for Teacher Education Policy Implementation

To facilitate the development and implementation of teacher education programmes MoE&S will create and/or strengthen the following institutions to serve teacher education:

- Commission for Higher Education
- Department of Curriculums and training and teacher education Unit
- Directorate of Higher Education.
- Somaliland National Examinations and Certification Board
- Education Resource Centres In the regions
- Create a cluster of schools to actively participate teacher education

Annex 1: Structure of Somaliland National College of Education (SNCE)



Annex II: Job Descriptions

| | |
|---|--|
| Job Title | Director, Somaliland National College of Education |
| Reports to | Minister, Vice Minister, and Director General Ministry of Education and Science, |
| Overall Purpose | To lead Somaliland National College of Education to meet the Strategic mission, Vision and goals |
| Specific Responsibilities | |
| <p>The responsibilities and duties of the role shall include, but shall not be limited to:</p> <ol style="list-style-type: none"> 1. Curriculum, Teaching and Learning: <ul style="list-style-type: none"> ● Leading on all issues relating to the strategy, planning, management and delivery of: <ul style="list-style-type: none"> ✚ Courses and qualifications; | |

- ✚ Learning resources and libraries;
- ✚ Research and advanced scholarly activity;
- ✚ Establishing and maintaining clear lines of responsibility in respect of such issues listed above.

- Promoting the development of teaching and learning, including their quality and enhancement, across the full range of provision associated with the College

2. Financial Responsibilities

- As an Executive member of Staff, he or she is collectively responsible for:
 - ✚ Establishing and maintaining clear lines of financial responsibility and reporting; and approving financial systems operating across all academic Programme Areas and activities.
 - ✚ Providing the Finance Director with such information as may be required to enable compilation of the College's financial statements; implementation of financial planning; and implementation of audit and financial reviews, projects and value for money studies.
 - ✚ Signing all the cheque going out from the college's accounts

3. To be responsible for the longer term planning and development of the College, as contained in the College's Strategic Plan covering academic and student matters. To be responsible for making proposals to the Corporation about the educational character and mission of the College and its financial, personnel and physical resources and for implementing the decisions of the Corporation.
4. To be responsible for the formulation of the College's academic and other activities for consideration and approval by the Ministry of Education and Science.
5. To be responsible for the appointment, assignment, grading, appraisal, suspension, discipline, dismissal and determination, within the framework set by the college, of the pay and conditions of service of staff
6. To facilitate partnership working where this is of benefit to the College
7. To represent the interests of the College and relevant industries as appropriate
8. To deliver high standards of teaching and learning and to monitor assessment processes in accordance with examination requirements.
 - To deliver on the Teacher Training programmes and targeted training programmes for teachers and trainers
 - To contribute to undertaking observations of teaching and learning across the college as part of the college observation team
 - To produce schemes of work, lesson plans, assessment plans, learning materials and any other related activities that impact on the effectiveness of learning.

- To co-ordinate and maintain records of formative and summative assessments of students' learning carried out by the course team.
- To communicate external examination entry and timetable arrangements to the course team and students.
- To work pro-actively to forward the success and vision of the college.

Qualification and Skills

An earned Master or PHD in education (Ed.D. or Ph.D.) from an accredited college or university, six or more years of college teaching experience sufficient to be appointed to a senior faculty rank. Not less than 5 years full time college teaching experience with evidence of academic administration experience of five or more years at level of Department chair or above. Recent experiences with proven strengths in strategic planning, leadership, budgeting, and management.

Job Description I

Job Description II

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|------------------------|--|
| Job Title | Deputy Director , Somaliland National College of Education |
| Reports to | President, Somaliland National College of Education |
| Overall Purpose | To provide strategic leadership and direction to the curriculum, quality and student support service functions within the College to enable and to facilitate the delivery of high quality education and training. |

Specific Responsibilities

- Work effectively with the president of the college and the Senior Management Team to ensure the strategic aims and objectives of the College are achieved.
- Take responsibility for ensuring that teaching, learning and assessment is consistently of high quality across the College;
- Provide strategic and operational leadership to the curriculum review process and annual planning cycle to ensure the College curriculum is responding to student and employer needs and evolves in line with national policy and funding guidance;

- Develop plans and strategies to ensure the College curriculum is continually reviewed and developed to achieve annual recruitment and income targets;
- Implement regular performance monitoring and accountability processes that ensure continuous improvement in student progress and outcomes;
- Develop teaching and learning improvement strategies to ensure the delivery of outstanding teaching, learning and assessment.
- Develop effective services in the areas of student support;
- Lead, and be responsible for the performance management of, direct reports in order to achieve high outcomes.
- Acting president of the college when president is away.

Qualification and Experience

An earned Degree or Master in education (Ed.D. or Ph.D.) from an accredited college or university, six or more years of college teaching experience sufficient to be appointed to a senior faculty rank. Not less than 2 years full time college teaching experience with evidence of academic administration experience of three or more years at level of Department chair or above. Recent experiences with proven strengths in strategic planning, leadership, budgeting, and management.

Job Description III

| | |
|------------------|---|
| Job Title | Director Admin/Finance , Somaliland National College of Education |
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| Reports to | President & Vice President, Somaliland National College of Education |
| Overall Purpose | <p>This position, under the direction of the College President, is responsible for overseeing the general administration of the operating budget to include all revenues and expenses; and provides oversight for all aspects of the College's financial administration including financial planning, operating and capital budgeting, revenue and expenditure analysis, financial and management reporting, human resources, payroll and procurement as well as accounting, tax and compliance responsibilities. This individual works closely with department heads to provide strategic leadership.</p> |
| Specific Responsibilities | |
| <ul style="list-style-type: none"> a) The Finance Director exercises general supervision of all accounts of the college, including receipts and disbursements of endowment gifts, scholarships, student fees and tuition. b) Coordinates and performs the month-end close process, as well as journal entries for accruals, reclassifications, deferrals and prepaid items. c) Regularly reviews entries to the general ledger to assure accuracy and compliance with GAAP, prepares monthly finance statement reports and provides further financial analysis for review by the Finance Committee. d) Serves as the coordinator of HR in the design, and implementation and oversight of all personnel functions, policies, procedures, programs, general control methods, records, and files as required for effective personnel functions and helps foster a positive organizational climate. e) Develops effective student financial service techniques consistent with Campus-wide enrollment, recruiting, financial and fund-raising strategies. f) Serves as a member of the Directional Team and provides leadership for the college at many levels and capacities and communicates the financial status and conditions to departments. g) Coordinates with the external auditors in the preparation of financial data for the annual financial statement and single audit. | |

- h) Fosters the college's relationship with lending institutions and the financial community; assists in the oversight of the contractual relationships with vendors.
- i) Works closely with the Financial Aid Director and the Department of Education; completes various government and educational reports and surveys administered through the DOE and other higher educational agencies.

Qualification and Experience

Bachelor's degree or its international equivalent in finance, business administration, accounting or related Field;

Proven experience in developing successful large budgets, analyzing spending against budget, and internal and external reporting required;

Comprehensive knowledge of concepts, practices, and procedures with accounting, financial controls and financial information systems;

Proficiency in Microsoft Office with excellent Excel skills required (including data extraction, manipulation, pivoting, etc.);

Ability to organize and plan effectively and work in difficult conditions and under pressure;

Self-motivated, with a strong sense of professionalism and personal integrity, highly responsible, honest and punctual;

Job Description IV

| | |
|--------------------------------|---|
| Job Title | Finance Officer, Somaliland National College of Education |
| Reports to | Director of Admin and Finance , Somaliland National College of Education |
| Overall Purpose | Under supervision of the Director of Admin and Finance , provide support services with a depth of knowledge and broad range of skills, facilitating the maintenance of administration, financial and office management systems, which serve the educational and other functions of the College. |
| Specific Responsibility | |

- To co-ordinate processing of purchase invoices and supplier payments
- To carry out timely reconciliation of supplier statements and resolve requirements;
- To liaise with budget holders regarding purchase queries
- To operate purchase invoices document imaging process
- To print and distribute purchase orders generated by budget holders
- To assist with student queries and other counter duties
- Assist with cash & banking
- To create manual purchase ledger cheques
- Filing
- To assist the other finance office staff when required;
- Maintain a filing system for all the documents processed for audit purposes;
- Perform other related duties within the incumbent's capabilities that might be assigned by the supervisor;

Qualification and Experience

- University degree in Accounting and Finance, Business Administration or a related field from an accredited academic institution with two years of relevant professional experience; or
- Certified Public Accountant (CPA), or ACCA or its equivalent with four years of relevant professional finance experience;
- Minimum 3 years direct work experience in all Finance functions.
- Demonstrated ability to maintain integrity in performing responsibilities assigned;
- Mature individual, able to work independently, under pressure, able to maintain accuracy, paying attention to details, meeting deadlines and working with minimal supervision.
- Strong interpersonal and intercultural skills with proven ability to work effectively and harmoniously with a team of colleagues

Job Description V

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|------------------|---|
| Job Title | Administrator Officer, Somaliland National College of Education |
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| Reports to | Director of Admin and Finance , Somaliland National College of Education |
| Overall Purpose | To provide general administrative duties in matters related to student attendance, and punctuality |
| Specific Responsibility | |
| <ol style="list-style-type: none"> 1. To monitor student attendance and punctuality through College databases, in liaison with the Assistant of Director; 2. To provide general administrative support on all areas relating to support of students in the College; 3. To monitor staffs attendance and punctuality regularly; 4. To undertake any other particular duties which may be reasonably assigned to you by the Director from time to time. | |
| Qualification and Experience | |
| <ol style="list-style-type: none"> 1. Certificate in business administration or equivalent and a minimum of three (3) years' experience; 2. Previous customer service experience in an educational institution; 3. Demonstrated sound administrative, data entry, and organizational skills; 4. Sound computer literacy including keyboard skills, email, internet usage and word processing; 5. Ability to demonstrate flexibility, work under pressure and meet strict deadlines; 6. Excellent communication and interpersonal skills, including the ability to address and relate well to a broad range of students and stakeholders, on a variety of levels; | |

Job Description VI

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|------------------------|--|
| Job Title | Registrar, Somaliland National College of Education |
| Reports to | President and Vice President , Somaliland National College of Education |
| Overall Purpose | Provide support for all duties and responsibilities related to the Registration Office and serve as the main contact for the College Counselling Office in the production of official transcripts. |

Specific Responsibility

1. Organize and administer records, progression and graduation eligibility of all students within the school's systems; report on trends, students of concern and other areas as needed;
2. Collect previous school transcripts and evaluate to meet college admission standards;
3. Collect, maintain and report student records (i.e., grades, registration data, transcripts, mid-term verification, athletic eligibility, academic probation) and associated audits,
4. Manage data including accurate records of graduates and entry/exit information,
5. Provide evaluation data for various departments and develop enhanced systems for transcript production,

Qualification and Experience

1. Bachelor's Degree essential. Course work related to Education, Public Administration or Data Analytics preferred;
2. Proven record in academic, student service or administrative roles. One year of direct experience in a setting with an international, or culturally diverse, student body;
3. Understanding of technology applications related to records and data management processes;
4. Experience with Excel and other Microsoft Office applications essential; database management experience highly preferred;

Job Description VII

| | |
|-------------------|---|
| Job Title | Director of Academic Affairs, Somaliland National College of Education |
| Reports to | President and Vice President , Somaliland National College of Education |

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|---|---|
| <p>Overall Purpose</p> | <p>The Academic Director is a member of the management team, a group which meets regularly with the Head to coordinate the management of the College. In addition to duties shared by all teachers, the Academic Director has overall responsibility for the quality of the academic program.</p> |
| <p>Specific Responsibility</p> <p>1. Academic Planning</p> <ul style="list-style-type: none"> • Responsibility for the annual academic plan (as part of the College’s strategic planning process); • Timetabling (creating and managing the master academic schedule); • Allocation of teaching staff; • Student course selection; • Room allocations; • Academic deadlines; • Scheduling of faculty meetings; • Chairing meetings of the Academic Committee <p>2. Evaluation of the Academic Programme</p> <ul style="list-style-type: none"> • student academic counseling; • Follow up on student performance (both in terms of final attainment and attendance); • Grades and reports, student records; • Support to students with special educational needs • Responsibility for recruitment, supervision & evaluation and setting of professional development targets for teaching faculty, librarian, lab technician, registrar & assistant and any other potential position in the academic area; | |
| <p>Qualification and Experience</p> <ul style="list-style-type: none"> • Bachelor’s Degree essential. Course work related to Education • Understanding of technology applications related to records and data management processes; • Ability to demonstrate flexibility, work under pressure and meet strict deadlines; | |

