



# Republic of Somaliland Ministry of Education & Higher Studies

**SOMALILAND NATIONAL POLICY OF EDUCATION  
2015-2030**

Hargeisa, 2015

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## ACRONYMS

## II

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ABE	Accelerated Basic Education
CBO	Community Based Organizations
CECs	Community Education Committees
CDC	Curriculum Development Centre
CHE	Commission for Higher education
DEO	District Education Officer
DEC	District Education Committee
DG	Director General
ECE	Early Childhood Education
EMIS	Education Management and Information System
ESC	Education Sector Committee
ESSP	Education Sector Strategic Plan
FPE	Free primary education
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GPI	Gender Parity Index
HEC	Higher Education Commission
HT	Head Teacher(s)
HTI	Hargeisa Technical Institute
ICDSEA	Integrated Capacity Development for Somali Education Administrations
ICT	Information Communication Technology
IDPs	Internally displaced People
INGOs	International Non-Governmental Organizations
ISC	Intermediate School Certificate

INGO	International Non-Governmental Organization
IQS	Integrated Quranic Schools
LNGOs	Local Non-Governmental Organizations
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MoEHS	Ministry of Education and Higher Studies
MoU	Memorandum of Understanding
NCTC	National Curriculum and Textbook Centre
NAEM	National Academy for Educational Management
NER	Net Enrolment Rate
NFBE	Non-formal basic education
NFE	Non-formal Education
SLNPE	National Education Policy
NGO	Non-Governmental Organization
PTR	Pupil-to-Teacher Ratio
QAAS	Quality Assurance and Standards
QAOS	Quality Assurance Officers
QIs	Quality Indicators
REC	Regional Education Committee
RSLNEP	Republic of Somaliland National Education Policy
SEC	School Education Committee
SIP	School Improvement plans
SLEMIS	Somaliland Education Management Information System
SLPE	Somaliland Primary Education
SMART	Specific, Measurable, Attainable, Realistic and Timely
SNE	special Needs Education
SNEC	Somaliland National Examinations Council
SSC	Secondary School Certificate
SCOTT	Strengthening capacity of Teacher Training

## **FORWARD**

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

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

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

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

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

# **SECTION 1**

## **1.1 Introduction**

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

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

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

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

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

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

The need to support the country's preventive actions against the spread of HIV/AIDS and other STDs is crucial. Despite the seemingly low

prevalence of HIV/AIDS in Somaliland, they need to be equipped with correct information, and good health services.

## 1.2 Background of the Educational Policy

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

Seeing the fact that education is change-driven and change-oriented as time goes by, the transformation has furnished the necessary improvement to the system, which is guided by national priorities and visions. In essence, the education policy is in essence planned to be a coherent and well-calibrated national policy.

Primary school enrolment has enormously multiplied while the enrolment of secondary schools has significantly increased.

With all activities existing inside and outside of education, the MOES developed policies to coordinate overall education activities to harmonize.

### Philosophy of Education:

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

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

- **Parents** have a major responsibility of doing appropriate parenting for their children, and they can best be served by developing a strong partnership between the parents and the schools.

## **SECTION 2**

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

#### **2.1 Vision:**

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

#### **2.2 Mission**

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

#### **2.3 National Education Goals**

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

- Concern for proper management and utilization of the physical environment.
- A sense of responsibility for peace and improved relations at the individual, family, community, national and international levels.
- The growth of civic consciousness in an informed and socialized citizenry committed to mutual understanding, a culture of peace, and collaboration an acceptance of diversity, and toward resolving differences without violence.
- Values of loyalty, self-reliance, tolerance, co-operation, diligence, openness, inquiry, critical thought, honesty, justice, fairness and peace.
- Awareness of the need for and the active promotion of social justice, in the context of Islam.

#### **2.4 National Education Objectives**

- To build the foundation for learners to be committed to the preservation and enrichment of their culture, and Islamic values.
- To provide learners with appropriate knowledge, insights, skills and values as well as empowering them to realize their potential that will able them to make worthwhile contributions to society.

- To provide children with the listening, speaking, reading and writing skills in Somali, Arabic, and English.
- To provide a sound foundation of arithmetic and the application of mathematics to practical problems.
- To build the foundation for learners in the three areas of science while developing for them the practical application skills.
- To lay the foundation for basic information technology, and the awareness of the role of technology in national development
- To support learners, acquire practical skills and manual dexterity through productive activities integrated into the actual curriculum.
- Provide learners the opportunity to develop their individual talents and ability to acquire critical thinking, self-expression, self-reliance, and logical judgment
- To provide students the opportunities to appreciate learning and develop desire to continue learning
- To prepare students for tertiary and higher education, technical and vocational trainings.
- To provide young people with the basic skills which help them to contribute various communities in Somaliland in areas of animal husbandry, fishing, agriculture, budgeting, family welfare, community development, care for the environment, community health and physical fitness.,
- To raise awareness among pupils about issues including reproductive health, HIV/AIDS, and STDs.

## **2.5 Challenges in achieving the National goals of education**

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

## **2.6 Strategies in overcoming challenges**

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

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

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

## **2.7 Affirmative Action for girls’ education and other disadvantage groups**

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

## **2.8 Somaliland Education System**

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

depending on the degree program being studied. Universities also offer both primary and secondary teacher training courses.

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Source: Ministry of Education

## **SECTION3:**

### **Early Childhood Education**

#### **3.1 Requirements**

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

#### **3.2 Current Status of Early Childhood Education (ECE)**

In Somaliland, early childhood education (of age 3-5 years) is not formalized and well established. The few pre-primary (kinder gardens) that exists are run by private sector. The poor establishment of the early childhood education is due to factors such as:

- Limited role of the government;
- Lack of economic ability;
- Awareness among communities and parents regarding importance of pre-primary formal education.

The MOE & HS acknowledges the importance of ECE. It is also aware of the current lack of provisions for the formal pre-primary education sub-sector. Since children ensure continuity and survival of any nation, it is important that their lives, education, health and general care should be given utmost priority.

#### **3.3 Objectives of Early Childhood Education (ECE)**

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

- To mould the character of the children to acquire acceptable norms of social conduct and behaviour;
- To create an understanding of the consequences of child abuse and neglect

### **3.4 Policies and Strategies of ECE:**

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

##### **Strategies:**

- The Ministry of Education has to provide to Quranic teachers training workshops on methodology, and also it has to do monitoring to Qur'anic schools with collaboration with the Ministry of Religion.
- Due to the age of children at this stage, the Ministry of Education and higher studies will have to pay strict supervision, particularly those under the care and teaching of foreigners.
- To ensure that Qur'anic learning in ECE Centres is being carried out and considered crucial.
- The government will establish 6 public ECE pilot schools one in each of the 6 old regions;
- Encourage the private sector to invest in ECE, signing MoU with the Ministry of MoE & HS;
- Enhancement of public awareness to register children in the ECE schools;
- In cooperation with Ministry of Religious endowment and local governments, provide training to the teachers of the ECE.

#### **Policy Statement 2: Quality and relevance of ECE**

##### **Strategies**

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

## **SECTION 4**

### **Primary Education**

#### **4.1 Enrollment requirements**

Students enrolling for Grade one are required to be:

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

#### **4.2 Continuation of Free Primary Education**

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

#### **4.3 Objectives of primary education**

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

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

#### **4.4 Policies and strategies of primary education:**

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

##### **Strategies for Policy Statement 1:**

- Enhance equitable access to primary education across districts, gender and disadvantaged socio-economic groups.
- Adhere to the free Primary Education.

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

## **Policy Statement 2: Raising quality and relevance of primary education**

### **Strategies for Policy Statement 2:**

- Improving the teaching/learning process through a more equitable and sustainable deployment of teachers across districts and schools
- Improving the quality and efficiency of learning in classrooms through a three-fold approach: production of new teachers; upgrading the skills of current teachers and supporting practicing teachers to make them more productive
- Concrete measures to discourage and finally eliminate corporal punishment and create schools as protective and sheltered areas for all girls and boys.
- Provide adequate Islamic knowledge in every level, life skills in health education including hygiene and sanitation.
- Raising the quality, availability and use of educational materials
- Establishing guidance and counselling services to help all pupils, and especially the girls, in schools
- Improving teachers' conditions and terms of service (Special hardship allowance for rural teachers)
- Supporting placement of female teachers upon completion of training
- Enhancing gender responsive physical facilities, particularly latrines, water and play facilities
- Explore all means to expand nutritional services for appropriate nutrient and hygienic services, adopting a system of hygienic supervision at

schools, facilitating the usage of school facilities to practice hygienic and environmental activities.

- Ensuring that all schools make sufficient provision for physical education and child friendly playgrounds.
- Adopting a specified policy for school achievement tests coping with the requirements of the Somaliland Curriculum.
- Developing procedures to benefit from achievement, diagnostic, national and international tests in the educational development process.
- Adopting the system of assessing students, taking into consideration all aspects of the educational process.
- Make provisions for relevant learning sources (books, electronic media) to enable self-motivated and –driven learning processes
- Supporting Head teachers and communities to better manage schools through (local) CEC's
- Strengthening the inspectorate (quality assurance) services (at central, regional, district level) to ensure improved quality of services delivery
- Steps will be taken in environmental protection and conservation of the natural resources, specifically, plants protection and tree planting will be increased up to 10% by 2020

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

#### **Strategies for Policy Statement 3:**

- The government of Somaliland is committed to compensate the income of teachers and principals of primary public school used to get from school fees.
- The government must retain competent and qualified teachers.
- The repairs, furniture, and resource material has to be maintained as good or even better than when there were school fees for primary school.
- Ministry has to ensure the class standards of 9mx6m and class size and the class/student ratio is 1: 45.

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

#### **Strategies for Policy Statement 4:**

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

## **SECTION 5:**

### **SECONDARY EDUCATION**

#### **5.1 Current Situation**

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

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

- General Secondary education
- Technical Institutes

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

There are two types of High schools presently function in Somaliland "the Public & Private". Despite the same curriculum teachings and centralized National Examination, administratively function differently. Therefore, it is required that this policy should dictate a clear passage binding both High school systems to avoid further conflicts and controversial school systems.

#### **5.2 Objectives of secondary education are:**

- To consolidate and broaden the scope of knowledge, ideas and principles acquired at the primary education level.
- To provide opportunities for the acquisition of knowledge, skills, attitudes and understandings the general subjects/fields of study.
- To prepare students for tertiary and higher education, technical and vocational professional trainings.

- To inoculate a sense and ability for self-study, self-confidence in new frontiers of science and technology, academic and occupational knowledge and skills.
- Acquisition of knowledge, skills, values and attitudes that can promote further learning and constructive life styles.

### **5.3 Policies and Strategies**

#### **Policy Statement 1: Improving Access and Equity in Secondary Education**

##### **Strategies**

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

**5.4 Policy 2.1: provide relevant and quality secondary education that will impart a wide range of options for career choices and future studies of the learners.**

**5.4 Policy 2.2: All secondary schools public and private should be full four academic years.**

## Strategies

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

- Scholarship for higher studies should be fair to all students graduating from high schools (Private and Public).

## **5.5 Technical Institutes:**

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

### **5.5.1 Objectives:**

- The government shall introduce and formalize the establishment of the Technical Institutes in the education system
- To develop a learner with the competencies so that he/she can compete in the job market, especially in the economic sector of the country
- To design and implement a uniform curriculum and syllabus for the selected subjects, irrespective of the school.

### **5.5.2 Policies Statements**

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

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

### **5.6.1 Strategies:**

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

## **SECTION: 6**

### **PRIVATE SCHOOLS:**

#### **6.1 Introduction**

#### **6.2 Objectives:**

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

#### **6.3 Policies:**

1. Private schools should follow the National Curriculum, Academic Calendar and National Examinations prepared by the Ministry of Education and Higher Studies
2. All private schools should be registered and approved by the Ministry of Education and pay all kinds of taxation
3. Intake of new students should be checked with and approved by the Examination Board, and Departments of Primary or Secondary schools
4. All students in private schools should wear standard uniforms for primary and secondary that is different from Public School's uniforms that are identified by the Ministry of Education.
5. All charity school buildings and endowments are government properties.

#### **6.4 Strategies:**

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

## **SECTION 7:**

### **SPECIAL NEEDS EDUCATION:**

#### **7.1 Introduction**

#### **7.2 Objectives:**

- To increase access to quality and relevant education for learners with special educational needs at all levels of ECD, Basic, Secondary, Higher, TVET and Teacher Education.
- To enhance provision of accessible, safe and friendly learning environment and facilities for learners with special educational needs.
- To increase enrolment and promote values which enhance access to education and retention of learners with special educational needs in all learning institutions.
- To develop diverse and flexible curriculum that meets varied needs and learning environment of learners with special educational needs.
- To facilitate provision of effective and efficient professional and support services to learners with special educational needs in institutions of learning/training.
- To promote participation of learners with special educational needs and other key stakeholders in decision making on matters that affect their education.
- To enhance gender mainstreaming in SNE programs at all levels and ensure increased enrolment, participation and completion rates for both girls and boys with special educational needs in education.
- To promote research, documentation and information sharing in Special Needs Education.
- To enhance resources mobilization and sustainable professional and support services to learners with special educational needs.

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

#### **7.4 Strategies:**

- MOE to develop modalities to involve persons with special educational needs in decision making on issues that concern them in their schools.
- MOE will encourage institutions to employ persons with special educational needs in learning institutions.
- CECs will engage and utilize learners with special educational needs in sports, culture and other recreational activities.
- School administration will encourage formation of clubs and associations for learners with special educational needs in learning/training institutions

- Create awareness and sensitize communities on the importance of SNE, especially for the girl child;
- Develop conducive and accessible physical environments for learners with special educational needs with specific emphasis on the girl child.
- MOE in collaboration with partners will promote the development and use of Somaliland Sign Language
- MOE and partners will provide and fund forums for learners with special educational needs to participate in co-curricular activities so as to enhance social integration.
- Teacher education curriculum will be reviewed in order to impart skills and competencies in teaching learners with special educational needs.
- MOE will enforce the inclusive education system as much as feasible;
- Ensure provision of adequate and accessible and friendly buildings, furniture and equipment and environment among others in learning institutions
- Constantly collaborate with Ministry of Health in provision of medical services to the learners with SEN.
- MOE will use both public and private electronic and print media in sensitizing and creating awareness among the general public.
- MOE in collaboration with partners will educate stakeholders on the legal and social rights of learners with special educational needs.
- The MOE in collaboration with other ministries and government bodies and partners will:
  - Develop and continuously review a curriculum in assessment in line with the requirements of children with special educational needs
  - Develop training manuals and guidelines in assessment of learners with special educational needs.

### **Special Education Policies:**

1. Special education provision shall be strengthened and integrate children ( boys and girls) with special needs into mainstream schools; while taking into account the nature and severity of impairment.
2. Special education facilities shall be provided to children with special needs who cannot be integrated into mainstream schools.
3. Integration of a special education shall be opted into Teacher Training Institute's programmes.

### **Strategies:**

1. Develop assessment tools for special needs at national level.
2. Provide assessment for special needs
3. Train teachers in special education.
4. Provide necessary basic equipment.

## **SECTION 8:**

### **VOCATIONAL EDUCATION AND TRAINING (VET)**

#### **8.1 Introduction**

#### **8.2 Objectives**

- Improve the well-being and employability of Somaliland youth and increase access to labour market for all sections of the economy
- Develop appropriate skills through practical oriented training and work experience.
- Produce individuals who apply scientific knowledge to solve problems around them including self-employment.
- Cultivate a firm link with the industrial sector with strong ethics and precision
- Provide education and expand training opportunities for junior secondary school and grade 8 leavers and equivalents that opt for an entry to the provisions
- Provide vocational skills for grade 8 leavers and secondary students who couldn't continue their schooling.
- Provide technical knowledge and vocational skills that will stimulate the economic growth of Somaliland

#### **Structure & Equivalency of Formal & Non-formal Education**

*Fig. 2: Structure & Equivalency of Formal & Non-formal Education*

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

##### **Strategies:**

- The MoE will adopt a dual strategy of creating few highly specialized advanced polytechnics to produce high technical skills and expertise and broad based tertiary TVET centers;
- The MoE& HS will begin work toward a policy of establishing one TVET school in each Region in order to increase access to TVET for all young women and men. Initially, the general school building will be used in the **second shift, where applicable, for establishing and running TVET programs.** This strategy will facilitate quick expansion of the TVET, cost effective service delivery, and less investment in infrastructure;

- Access to and participation in TVET should be increased to at least 360 full-time students trained per annum, plus in-service trainees from enterprise/apprenticeship based training.
- MoE& HS will consider introducing **mobile TVET training** in order to reach out to the rural areas and provide training opportunities to the disadvantaged rural young women and men. In addition, MoE& HS will explore the introduction of **Community VTCs** to meet the demands of the rural population with a focus on the **local economic training needs**.
- MoE& HS will pay special attention to enrolment of girls in TVET schools and institutes (or colleges) and, through public awareness programs and provision of vocational education fields that may be more attractive to girls, to increase their enrolment. In addition, dormitory facilities will be provided to attract students from rural areas and poor families, especially girls. Extensive career guidance to girls on the need to take up practically oriented subjects will also be prioritized.
- MoEHS will engage in social dialogue and apply a participative approach with all relevant stakeholders in structuring and reforming the sub-sector of TVET; this will include the institutionalization of a Qualification Framework that will ensure a structured approach to design an adequate TVET sector, including curriculum development for learners and trainers, and, by applying such professional approach, give TVET the relevant social status to attract the best talents in the society and recognize TVET as an equal path (compared to post-basic academic oriented ) to relevant education and decent employment. Good social partners' dialogue will facilitate the expansion of the TVET system and close linkages with growth sectors in the economy, in particular through the already existing Enterprise Based Training (or Apprenticeship) approach.

## **8.4 Policy statement 2: increasing the quality and relevance of TVET education.**

### **Strategies**

- Focus investment on supporting the governments training and employment priorities
- Ensure that sufficient administrative structures at central and services delivery level are created to ensure good management of the TVET sub-sector and high quality of delivery of education and training services.
- Take suitable measures to raise the quality and professional standards of Head teachers, instructors and trainers in TVET institutions.
- The government will improve the relevance of TVET education curriculum by linking the TVET policies and objectives to the different socio- economic productive sectors of the economy so that the new curriculum is responsive to the job markets

- The government will improve the relevance and quality of TVET education curriculum by adopting and implementing a competency based curricula to address the needs of the employment driven sectors.
- The government will collaborate with development partners in order to provide adequate TVET teaching and learning material. Similarly the government will encourage innovation and creativity so that locally available materials are used in the teaching/learning process
- The government will improve the supply and the quality of TVET teachers by establishing a structured and accredited vocational qualification framework.
- 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 government will review the examination system of the TVET graduates. The present examinations managed by the Somaliland National Examinations Board should be reviewed so that all final examinations and trade testing is being done with full participation of the TVQA.
- As with other levels of education, the government will include strategies for the infusion of life skills training, health and HIV/AIDS education in the TEVET school curriculum.

## **SECTION 9**

### **Non Formal Basic Education**

#### **9.1 Introduction:**

The NFBE comprises into two types namely:

Alternative Basic Education (ABE):

The ABE programme in Somaliland will be an educational programme that addresses the needs of out of primary school children through condensed and integrated curricular, flexible time table, cost effective use of resources and high community participation aimed at improving access, equity, quality and relevance and efficiency in the education system.

The second dimension is NFE will be the provision of youth/adult literacy and girls/women learning spaces. The focus of this policy strategy will be the promotion of gender parity within the education system.

NFE service delivery will be done through public, private and voluntary sector (INGOs LNGOs, CBO, faith groups) partnership and collaboration.

## **9.2 Objectives of NFBE**

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

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

### **Strategies:**

- Improve access to NFBE through construction/expansion/renovation of ABE school's youth, adult, girls and women learning centers (Family centers).
- Plan and solicit more funding and resources for the effective delivery of all categories of NFBE and ensure fair and balanced allocation of resources of the programme among the regions which are underserved
- Develop and implement a delivery structure based on public-private/voluntary sector partnership, which enables all stakeholders to participate in the delivery of quality NFBE
- Conduct a national mapping for NFBE need and create ABE schools and centers where the need is the highest
- Create NFBE EMIS system for improving decision making at policy level. Ensuring effective EMIS of the subsector, as a means to generate accurate, reliable and gender disaggregated data for effective planning, budget allocation and decision making;

- Improve on public awareness and appreciation of NFBE programs in Somaliland through community mobilization and dialogue;
- Encourage parental and community participation in the management of NFBE programs;
- Facilitate NFBE learners with opportunities to access and advance higher level of education by establishing strict relevant linkages (Certification and examination);
- Revive and operationalize public family life education centers (domestic home science education) for girls/women;
- Establishing academic equivalency to (**NFBE**) Formal Basic Education program
- Strengthen the institutional capacity of the existing Directorate of Non Formal Education, working through a decentralized structure of the NFBE department in partnership with the INGOs and religious organizations.
- Raise literacy levels by strengthening NFBE as an alternative basic education route for male and female children youth/adult in difficult circumstances;
- Establishment of strong NFBE coordination system in the MOE&HS with the mandate to supervise, coordinate and strengthen NFBE curricula and to provide up to date sex disaggregated data and gender analytical information on NFBE programs;
- Develop different types of ABE programs and centers in parts of the country underserved by the formal system of education;
- Introduce Standard competence test for NFBE centers to be conducted periodically to ensure quality

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

##### **Strategies**

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

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

## **SECTION 10:**

### **Institute of National Curriculum, textbook and other resource material production**

#### **10.1 Introduction**

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

#### **10.2 Objectives:**

- Curriculum should be the heart of education, so it could represent the national goals, ideals, values, and contemporary needs.
- Curriculum should be prepared by taking into account the age, merit, and receptive ability of the learners.
- Educational system of a country should be built on the socio-economic, political conditions, cultural traditions, religious values, moral and human values which should be reflected in the curriculum.
- Curriculum should facilitate to develop critical thinking, and creative skills.
- Curriculum Institute must continuously engage in research on curriculum improvement.

#### **10.3 Policy framework**

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

## **10.4 Strategies for Curriculum Policy Implementation**

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

## **10.5 Language policy in Education**

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

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

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

### 10.6.2 Subjects Taught in Somaliland Primary/Secondary Schools

#### 10.6.2.1 Subjects Taught in Lower Primary:

#	Subjects	SubjectsWeight of Subjects				Shift
		G1	G2	G3	G4	
	Core Courses & Additions					Both Shifts
1	Mathematics	6	6	6	6	Of 45 Min
2	English	2	4	4	4	Of 45 Min
3	Somali	6	6	5	5	Of 45 Min
4	Arabic	5	5	5	5	Of 45 Min
5	Religion	3	3	3	3	Of 45 Min
6	Science	2	3	5	5	Of 45 Min
7	Social Studies	2	3	4	4	Of 45 Min
9	Physical Education	5	3	2	2	Of 45 Min

<b>10</b>	<b>Art &amp; Crafts</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>Of 45 Min</b>
<b>11</b>	<b>ICT</b>					
<b>Total periods per Week</b>		<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>	
<b>Total Hours per Week</b>		<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>	

### 10.6.2.2 Subjects Taught in Upper Primary:

#	Subjects	Subjects Weight of Subjects				Shift
		G5	G6	G7	G8	
	<b>Core Courses &amp; Additions</b>					<b>Both Shifts</b>
<b>1</b>	<b>Mathematics</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>Of 45 Min</b>
<b>2</b>	<b>English</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>Of 45 Min</b>
<b>3</b>	<b>Somali</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>Of 45 Min</b>
<b>4</b>	<b>Arabic</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>Of 45 Min</b>
<b>5</b>	<b>Religion</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>Of 45 Min</b>
<b>6</b>	<b>Science</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>Of 45 Min</b>
<b>7</b>	<b>Social Studies</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>Of 45 Min</b>
<b>9</b>	<b>Physical Education</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>Of 45 Min</b>
<b>10</b>	<b>Art &amp; Crafts</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>Of 45 Min</b>
<b>11</b>	<b>ICT</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>Of 45 Min</b>
<b>Total periods per Week</b>		<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>	
<b>Total Hours per Week</b>		<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>	

### 10.6.3 Subjects Taught in Secondary at Different Shifts:

#### 10.6.3.1 Morning Shift

#	Subjects	Subjects Weight of Subjects				Shift
		I	II	III	IV	
	<b>Core Courses &amp; Additions</b>					<b>Morning Shift</b>
<b>1</b>	<b>Mathematics</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>Of 50 Min</b>
<b>2</b>	<b>English</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>Of 50 Min</b>
<b>3</b>	<b>Somali</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>Of 50 Min</b>
<b>4</b>	<b>Arabic</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>Of 50 Min</b>
<b>5</b>	<b>Religion</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>Of 50 Min</b>

6	Biology	3	3	3	3	Of 50 Min
7	Chemistry	3	3	3	3	Of 50 Min
8	Physics	3	3	3	3	Of 50 Min
9	Geography	3	3	3	3	Of 50 Min
10	History and Civics	3	3	3	3	Of 50 Min
11	Physical Education	1	1	1	1	Of 50 Min
12	Art and Crafts	1	1	1	1	Of 50 Min
13	ICT	1	1	1	1	Of 50 Min
Total periods per Week		36	36	36	36	
Total Hours per Week		30	30	30	30	

### 10.6.3.2 Afternoon Shift

#	Subjects	Subjects Weight of Subjects				Shift
		I	II	III	IV	
	<b>Core Courses &amp; Additions</b>					<b>Afternoon Shift</b>
1	Mathematics	5	5	5	5	Of 45 Min
2	English	5	5	5	5	Of 45 Min
3	Somali	3	3	3	3	Of 45 Min
4	Arabic	3	3	3	3	Of 45 Min
5	Religion	2	2	2	2	Of 45 Min
6	Biology	3	3	3	3	Of 45 Min
7	Chemistry	3	3	3	3	Of 45 Min
8	Physics	3	3	3	3	Of 45 Min
9	Geography	3	3	3	3	Of 45 Min
10	History and Civics	3	3	3	3	Of 45 Min
11	Physical Education	1	1	1	1	Of 45 Min
12	Art and Crafts	1	1	1	1	Of 45 Min
13	ICT	1	1	1	1	Of 45 Min
Total Periods per Week		36	36	36	36	
Total Hours per Week		27	27	27	27	



## **SECTION 11:**

### **SOMALILAND NATIONAL COLLEGE OF EDUCATION (SNCE)**

#### **11.1 Introduction:**

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

At present, there are no government Teacher Training colleges, National Academy for Educational Management (NAEM), Teacher Training Centers for the secondary level teachers, and there will be one (1) Teacher Training Institute to be built in 2015-2016.

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

College of Education of universities has to take their responsibilities of training teachers as per the requirements of the Ministry. Secondary school teachers are required to be graduates of colleges of education in universities.

#### **11.2 Objectives:**

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

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

### **11.3 Policies**

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

### **11.4 Strategies**

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

- ✓ Establish female teachers Networks to enable female teacher link with international educational networks;
- ✓ Ensuring that all schools are free from gender based violence.

## **SECTION 1 2:**

### **HIGHER EDUCATION:**

#### **12.1 Introduction**

Higher education is highly significant for Somaliland's future. However, a particular challenge is to minimize business related colleges and to increase enrolment rates in science and technical colleges so as to achieve a diversified and balanced national workforce by 2020.

The Higher education sector is relatively new in Somaliland. Amoud was the first university to enroll students in 1998. Since then the number of universities has increased rapidly to more than 27 in number. Included are 7 public universities located strategically in each of the Somaliland regions. Public universities receive significant Government subsidies (in property and cash) aimed at increasing access to university education. This is a positive development, but requires strict regulations and consistent quality assurance controlled by the Commission of Higher Education with collaboration of the Directorate of the Ministry.

There are many challenges that need to be considered and addressed; which includes the following:

- Establishing technical and training courses for secondary students.
- Improving teaching and learning capacities.
- Reviewing university curriculum and adopting international accepted standards.
- Implementing the minimum standard for universities assessment and reporting.
- Facilitating university research through generation of knowledge.

#### **12.2 Vision, Mission and Objectives for Higher Education**

##### **12.2.1 Vision:**

The Vision is to develop Somaliland's Higher Education Institutions as centers of academic excellence that meet the development needs of the country.

### **12.2.2 Mission:**

The Mission is to develop and strengthen quality higher education programs that promote research, knowledge transfer and lifelong learning and produce individuals who are competitive and innovative with high moral values to meet the nation's aspirations.

### **12.2.3 Objectives:**

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

## **12.3 Policies and strategies:**

### **Policy Statements:**

- The Ministry and the Directorate are to lead the vision, mission and the development of overall policy and its implementation process.
- The government (The Ministry) is committed to ensure that higher education is available and accessible to all Somaliland people
- The commission is responsible to generate data, reports, and recommendations
- The Ministry will make final decision on the findings, recommendations and reports from the Commission of the National Higher education.
- The government is committed improve the financial capacity of the public higher education institutions

- The government is committed to ensure that higher education opportunities and trainings match with the socio-economic needs of the nation and is competitive in the international labour market
- The government (Ministry) will pay special attention to strengthen the teacher training component of the higher education
- The government (Ministry) will ensure that universities provide and integrate internships and practical attachment to their academic and training systems to enhance standards, quality and relevance to meet market and industry needs
- Ensure that higher education institutions have mechanisms and policies to ensure the validity, reliability and fairness of the assessment system and the security of all documents and records related to assessment
- Ensure that higher education institutions have standardized system of admission with clear statements on the criteria and processes of student selection including transferring students.
- All Public Universities are those in government institutions, and they are obliged to follow public requirement of Ministry Education and they should be modal to private universities
- All universities and Colleges (public/private) cannot offer a bachelor degree in less than four years of full time study.

## **12.4 Strategies**

### **The Higher Education will:**

- Strengthen the powers, roles and responsibilities of the Directorate and the National Commission for Higher Education (NCHE)<sup>1</sup>;
- Review academic programmes of universities to ensure relevance of national development;
- Strengthen department of research to identify areas of research, and solicit research funding;
- Increase the budget allocation to public universities as well as soliciting additional funding from the donors;
- through the directorate of higher education and the Commission for Higher Education ensure that quality assurance and standards framework are developed for higher education institutions and this framework will be implemented by all accredited higher education institutions;
- strengthen the capacity within the local universities to conduct research;

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<sup>1</sup> The term 'Commission for Higher Education' and the acronym 'CHE' are the preferred terminology.

- encourage and support the development of private universities in order to increase access and participation in higher education;
- establish and implement financing mechanism for scholarships for girls leaving secondary schools to attend universities;
- provide incentives for higher educational institutions to locate in regions and districts that have no or have few higher education institutions;
- Ensure that higher education institutions teach quality programs of study and standardized curriculum that is competitive and meets the international standards is followed.
- strengthen the institutional management and leadership capacity of public higher education institutions
- support liaison and networking abilities of the local universities;
- improve the physical infrastructure and teaching learning resources that are necessary for quality higher education;
- ensure that cross-curriculum dimensions such as health life styles, identity, and culture of Somaliland; community participation, enterprise, global dimension, development, and technology media

## **SECTION 13**

### **Commission for Higher Education**

#### **13. 1 Introduction**

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

The Mission of NCHE is to help ensure a higher quality and relevant Higher Education System in Somaliland. The Commission is mandated to oversee on the relevance and quality of Higher Education offered by all Higher Education Institutions (HEIs) in Somaliland. One of the central roles of the Commission is to Encourage and assist the growth of an organizational culture in Somaliland Higher Education that values quality and relevance of its programs and its commitments to continuous improvements.

As one of the key activities NCHE will carry out institutional quality audits of all HEI s. An institutional quality audit is an in-depth analysis and assessment of the quality and relevance of programs and of the teaching and learning environment. Equally importantly is an institutional quality auditing that assess the appropriateness and the effectiveness of a HEI systems of accountability and its internal review mechanisms.

#### **13.2The mandate of the NCHE**

Several functions have been conferred on the Commission of Higher Education under the President Decree. N/CHE exercises the following key functions:

- Accreditation and regular inspection of universities
- Setting up of quality assurance and standards for higher education institutions
- Co-ordination and regulation of admissions to universities;
- Co-operate with the government in the planning of human resources development through accredited higher education institutions
- Advise and make recommendations to the Minister on matters relating to higher education.

### **13.3 NCHE Policy**

The following policy priorities will be pursued by The National Commission for Higher Education will pursue the following the following policy priorities:-

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

### **13.4 Strategies:**

The following strategies will be used to address the policies:

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

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

**13.5 The core criteria for assessing HEIs will be as listed below (in according with the minimum standards for Somaliland Higher Education Guide)**

- 1. Universities Governance and Structure**
- 2. Universities Human Resources**
- 3. Academic programmes**
- 4. Financial resources**
- 5. Administration & Support Services**
- 6. Standards of Teaching and Learning**
- 7. Student Learning Outcome Assessment**
- 8. Research and innovation**
- 9. Community services**
- 10. Constituent Colleges and Campuses**
- 11. Academic Integrity and Standards**
- 12. Standards of Physical Resources and Structural Safety**
- 13. Quality Assurance and Monitoring**
- 14. Students Admission Procedures (Admission Criteria/Benchmarks)Monitoring Procedures & Review of Core Activities**
- 15. Gender Equity - Techniques Encouraging Female Participation and Learning**

**SECTION 14**

**QUALITY ASSURANCE& STANADARDS**

## 14.1 Introduction:

Developing standards in education and maintaining the desired quality remains a major challenge across education systems throughout the world. Quality in Education is the degree to which education can be said to be of high standard, satisfies basic learning needs, and enriches the lives of learners and their overall experience of living (UNESCO, 2000). Quality Assurance is defined as a system to support performance according to standards. It implies a systematic way of establishing and maintaining quality improvement activities as an integral and sustainable part of systems or organisations.

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

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

## 14.2 Objective

- To serve as indispensable component of quality control strategy in education,
- To ensure and maintain high standard of education at all levels,
- To assist in monitoring and supervision of education,
- To determine the quality of the teacher input,
- To determine the number of classrooms needed based on the average class size to ensure quality control of education,
- To determine the level of adequacy of the facilities available for quality control and,
- To ensure how the financial resources available could be prudently and judiciously utilized.

## 14.3 Policies:

### **Policy Statement1:**

The Department of Inspectorate (Quality Assurance) is the only one mandated, under the Somaliland National Education Policy to prescribe the norms and minimum standards related to the quality of education at centres' of learning.

### **Policy Statement 2:**

The Inspector has the power to enter and inspect any school at any time, with or without notice.

## **14.4 Strategies**

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

## **SECTION 15**

## **Planning and Policy Department**

### **15.1.1 Introduction:**

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

The department comprises of the following units:

1. Policy Section;
2. Planning Section;
3. Monitoring, Evaluation and Performance Reporting Section; and
4. Physical Planning and Maintenance Section.
5. Education Management Information System (EMIS)
6. Coordination and Communication section

### **15.1.2 Objectives:**

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

### **15.1.3 Policy Statements:**

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

### **15.4 Strategies:**

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

### **15.2.1 EMIS Introduction**

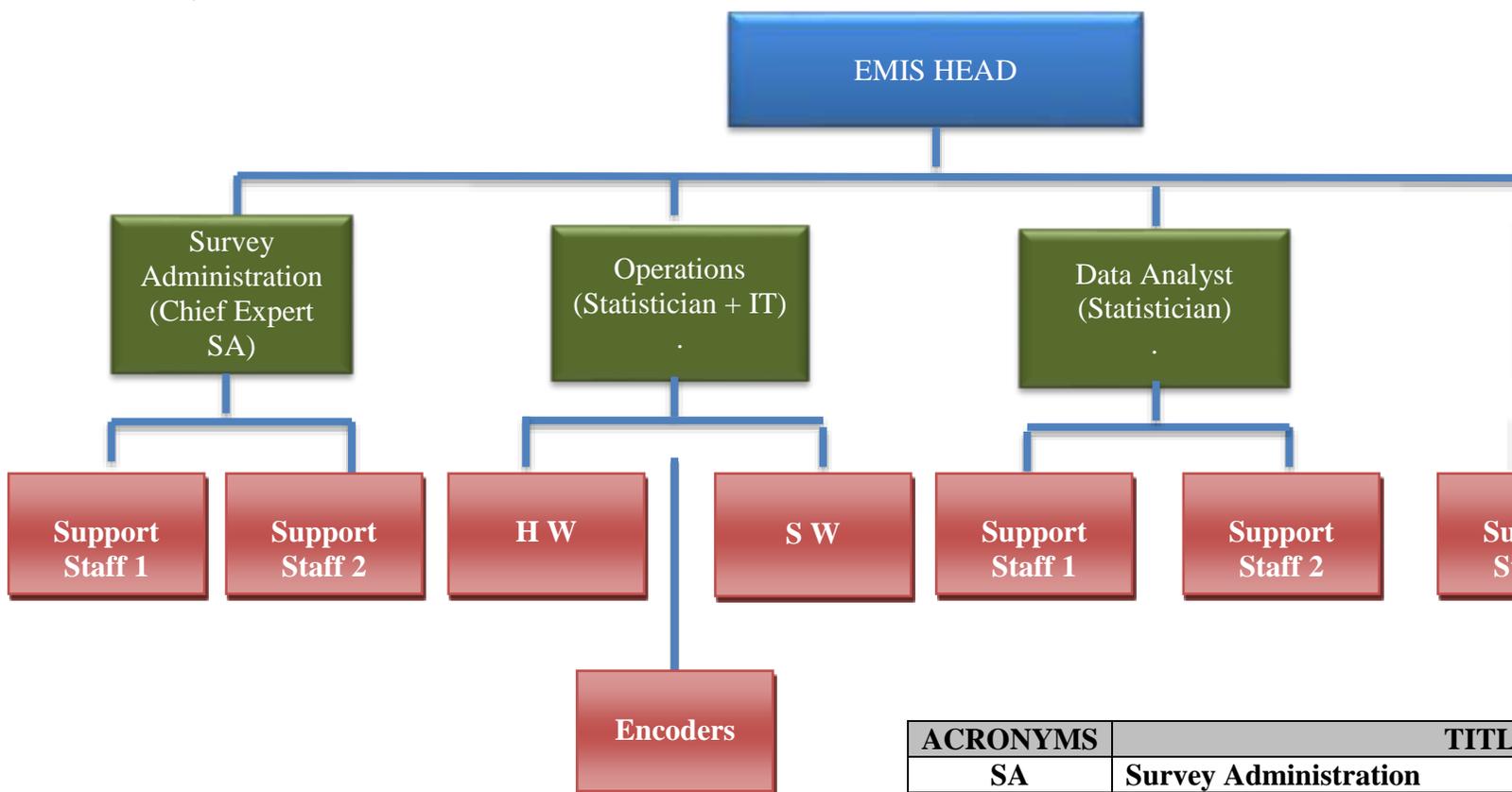
Education Management Information System". It is an information center in the Ministry of Education responsible for collection, processing, analyzing,

publication, distribution, rendering information services for users of educational information. EMIS is also responsible to give a substantial aid in the efforts made to assess the performance of education system and monitor closely the equitable distribution of resources. Take active part in providing information to top management activities such as deployment of teachers, student performance, assessment and internal efficiency of the education system.

The statistics of formal, non-formal, early childhood, higher education, teacher training institutions and technical and vocational institutions all are under the responsibility of EMIS. In the event, that each department and sections of the ministry collects and compiles its own statistics, EMIS can obtain final products from each department or section for publication and use. Finally the central EMIS plays a coordinating role, connect major stakeholders in partnership and experience sharing program while at the same time introduces:

- Survey administration of schools – instrument design, testing, re-design, distribution and collection
- Organizing and processing, compilation and cleaning of data

### 15,2.2 EMIS STRUCTURE



ACRONYMS	TITL
SA	Survey Administration
IT	Information Technology
MIS	Management Information Sys

<b>SS</b>	<b>System Support</b>
<b>HW</b>	<b>Computer Hardware</b>
<b>SW</b>	<b>Computer Software</b>

### **15.2.3 EMIS Objectives:**

Our objective is to promote educational development through informed decision making practices.

- To collect, organize and report accurate, relevant and timely data for planning and decision making purposes
- To promote the use of information for educational development.

### **15.2.4 Policies**

1. Create an organized unit within the ministry of education to collect, process, analyze, publish, store, disseminate and give efficient services of educational information for users.
2. Promote the use of education information both internally and externally by increasing quality.
3. Create a network of users and producers and increase the role of information in the development of education.
4. Establish and publish documentation for dissemination.

### **15.2.5 Strategies**

- Cultivate the ability of EMIS staff in the area of survey administration, data processing (hardware, software, and networking), ability to analyze and use educational information, and the ability to manage, monitor, and evaluate the activities of EMIS and take active part in similar activities in other sectors of the ministry.
  - Collecting, computerizing, analysing, and interpreting of data for educational use
  - Publication, distribution and dissemination of the outputs to users of educational information
  - An overall management and planning of EMIS activities and promotion decision support systems

- Monitoring and evaluation of EMIS activities rests with this unit of the ministry of education.
- Training of personnel in EMIS at all levels rests under the responsibility of this center.
- Decentralize EMIS management; decentralization is defined as the sharing of authority, responsibility, accountability of data collection, processing, analysis, publication, distribution, reporting and dissemination of information to lower levels of administrative units.

## **SECTION 16**

### **EXAMINATIONS AND ASSESSMENT**

#### **16.1 Introduction**

The Somaliland National Examinations Council (SLNEC) is responsible for the national examinations system and the accreditation of certificates for primary, secondary, teacher education and tertiary sub-sectors of education and training. [University exams and some sections of TVET do not fall under the current mandate of SLNEC. In addition, the management of overseas scholarships has been added to the scope and functions of the department. It aims at providing fair and transparent exams that will accurately measure the achievements of students in both the formal and non-formal sectors of education. Through the exams SNEC promotes high standards education, higher level skills and provides recognition of academic achievement in general.

#### **16.2 Objectives**

- To produce Reliable, accurate and relevant examinations enhanced through consultations with all stakeholders.
- To reform the current assessment and examination systems, particularly secondary and tertiary to give sufficient attention to formative assessment and examination. In current practice, teachers tend to ignore aspects of learning that are not examinable, even if they are emphasized in the curriculum, and are important for the learners holistic development
- To enhance close collaboration and links among the examination, curriculum, syllabi and textbooks systems and the inspectorate for all sub-sectors examined by the SLNEC.

### **16.3 Strategies**

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

### **NEW SECTION**

## **Scientific Research, Arts, and Technology Center**

### **Introduction**

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

Furthermore, the policy is intended to recognize the importance of the best practice of scientific research. arts and technology; while promoting, supporting, and coordinating research undertaken by individuals and institutions. Also the policy is to ensure sustainability of best practices by

providing the needed advice and strategic that will lead all learners to more effective in science education and its research.

### **Objectives**

1. To upgrade the research standards, and the capabilities and quality of researchers in Somaliland
2. To promote, support and coordinate research undertaken by individuals and institutions
3. To promote the application of research findings in the various development sectors
4. To develop scientific attitudes and values among the Somaliland Scholars
5. To research, record, and publish all Somali cultures
6. To create formal links with scholars and institutions abroad
7. To conduct publication of books, articles in journals about scientific research and arts in general
8. Developing and applying appropriate educational policies relating with the science and arts.

### **Policy**

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

### **Strategies**

1. To promote within the society a sense of responsibility for peace and improve human relations at the community, national and international levels
2. The strengthening Somaliland's economic leverages; the acceleration of human resource development; and socio-economic progress.

3. The employees of the Academy for Science, technology and Arts shall protect the property of the Academy from any misuse, loss or damage.
4. Any member of the Governing bodies and employees of the Academy shall not reveal any confidential information acquired during the course of his or her duty.
5. To build a strong and self-reliant economy through the acquisition and application of scientific, technological and managerial knowledge and skills;

## **SECTION 17**

### **Education Governance and Management**

#### **17.1 Introduction**

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

#### **17.2 Objectives**

- To strengthen and put an effective education management and governance structure
- To improve the management skills of central level MOE & HS staff, REOs, DEOs, schools' inspectors, head teachers, CECs
- To make more effective the operations of all sub-sectors of EMIS in order to ensure their work to be instrumental in securing functional planning policy.
- To ensure effective partnerships with International Organizations and Local Governments and other stakeholders
- To enhance networking, communication, information sharing and linkage with stakeholders including the private sector, the communities, parents and the development partners.
- To strengthen the monitoring, evaluation, and accountability systems across the whole education sector at end of each term
- To ensure appropriate allocation of resource according to the needs of different sectors;

#### **17.3 Current structure/status**

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

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

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

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

## **17.4 Policies**

**Policy 1:** Head teachers shall be responsible for management and leadership of their schools in close collaboration with CECs.

**Policy 2:** Cost efficiency and effectiveness of all activities in education sector will be prioritized and improved;

**Policy 3:** Planning and management of the education system shall be based on a well researched statistics and information

## **17.5 Strategies**

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

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

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

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

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

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

## **17.8 School management:**

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

## **17.9 Education sector financing;**

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

## **17.10 Policies and Strategies**

### **Policy Statements**

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

## **17.11 Strategies:**

- Links and coordination with Ministry of finance are strengthened and advocacy for increased education budget initiated
- The SLNPE's proposed policies, targets and strategies will be implemented through a partnership involving the government, local

communities and parents, private sector, Somaliland citizens in the Diaspora and development partners.

- Computers will be provided to all departments and relevant software will be installed for the development of electronic A/C system
- Efficient and transparent procurement systems will be developed and operationalised.
- Sub-sector financing plans will be completed and reviewed regularly
- Training for central and regional level staff will be conducted
- Internal auditing capability will be established and strengthened
- Criteria are established for efficient use of resources and cost effectiveness
- The Government will have to systematize cost-sharing and institute a system of support for disadvantaged children, especially those from poor backgrounds, those in need of special care and protection and girls.