



**FEDERAL GOVERNMENT OF SOMALIA**

**MINISTRY OF EDUCATION, CULTURE AND HIGHER EDUCATION**

**POLICIES FOR TEACHERS**

**2020**

## **Executive Summary**

Teachers are central to quality and equitable education delivery in schools. It is therefore important that the government focuses attention on ensuring their effectiveness and efficiency so that the right people do teach learners. This National Teacher Policy, which is aligned to the legal framework, the National Curriculum, the ESSP and the National Development Plan, provides the regulations and guidelines ‘of who is a teacher’, the governance systems which includes training and criteria setting, Teachers will be trained using two approaches namely pre-service and in-service with specific set of selection criteria.

The policy document contains guidelines and proposals on Teacher Management Systems, registration, licensing, remuneration, recruitment, deployment and other issues related to their work like Code of Conduct. Crucially also there is a proposal on teacher grades which gives possible guidelines to develop salary scales of different levels of teachers against their respective grades. The acquisition of qualification – both academic and professional-will motivate teachers to seek training to enhance their knowledge and pedagogical skills.

The policy document, which is applicable in all parts of the country, provides regulations and guidelines on managing the Somali teaching force in the country regardless of which state they are stationed.

Finally, the policy proposals in the document require that there should be planning for implementation, monitoring and evaluations of the steps suggested. The TDD will prepare an implementation schedule for the DG and Minister of Education to ensure that they solicit for resources so that the policy proposals are implemented to ensure education reaches all of Somali

**Acronyms:**

ABE	Alternative/Accelerated Basic Education
CEC	Community Education Committee
COC	Code of Conduct.
CPD	Continuous Professional Development.
COVID-19	Corona virus Disease-19
CV	Curriculum Vitae
CWLD	Children With Learning Disabilities
DEO	District Education Officer
ECDE	Early Childhood Development and Education.
EMIS	Education Management Systems
ESSP	Education Sector Strategic Plan
ESA	Education Sector Analysis
FMS	Federal Member State.
HQ	Head Quarters.
MoECHE	Ministry of Education, Culture and Higher Education.
MoE	Ministry of Education.
NDP	National Development Plan
PTR	Pupil Teacher Ratio
REO	Regional Education Officer
SEN	Special Education Needs
SNU	Somali National University.
TDD	Teacher Development Department

TMS	Teacher Management Systems
TMIS	Teacher Management Information System
TPT	Teacher Proficiency Test
UNESCO	United Nations Education Scientific and Cultural Organization.
USD	United States Dollar

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# THE NATIONAL TEACHER POLICY

## CHAPTER ONE

### BACKGROUND AND INTRODUCTION

Education is a powerful tool for the social, economic and human development of our country and there is a relationship between education and human capital needed for development. Education can be used to reduce poverty, improve equality, enhance peace and stability and leads to increased health among citizens. In short “Education is the biggest weapon to change the world”<sup>i</sup>. To achieve this goal, we will rekindle and reform our education system to increase access to education, raise our quality of education and strengthen capacity to deliver services to our children.

Teachers are the **most important resource** in today’s schools (OECD,2018). Furthermore our new **National Curriculum** requires that in order to take the curriculum materials to the classroom there has to be an effective teaching force that delivers teaching and learning. It is imperative that improving the effectiveness and efficiency of teachers depends on our capacity to ensure competent people join the teaching profession. The Ministry of Education, Culture and Higher Education (MoECHE) recognizes that teachers are central to quality education delivery, working in all areas of Federal Member States- Galmudug, Hirshabelle, South West, Jubaland and Benadir Region together with Somaliland and Puntland. The **Teacher policy contains the regulations that shape the development of teachers in the country and what they do.**

The development of the Teacher’s Policy has taken a coherent and integrated approach in regard to National Policies, the Education Act and National Development Plan. The policy would also guide in the achievement of UN Sustainable Development Goal 4 which is to “*ensure equitable and inclusive quality education and to promote lifelong learning opportunities for all*” (UNESCO, 2015).It is also guided by the vision, mission and plans of MoECHE. Theregulations in this policy document will be **applicable to all parts of the country** including all Federal Member States without exception.

The MoECHE recognizes that teachers are central to the achievement of good quality and equitable education for all learners as they have in-school influence on the achievement of students’ learning

outcomes. It will ensure in the years to come that ‘teachers are motivated, adequately trained and professionally qualified supported by well governed and efficient system’(UNESCO,2015).

Currently, according to our draft EMIS records, we have 8681 teachers in Benadir, 3212 in South West, 1429 in Galmudug, while Hirshabelle has 1150 and 2008 teachers in Jubalandwith a total of 16480 deployed in South and central Somalia. Puntland has 6511teachers(PL EMIS 2018/19) actively teaching. This doesn’t meet current needs of learners in Primary and Secondary schools (ESA 2017) throughout the nation. The biggest challenge, however, is that teachers lack pedagogical skills and subject knowledge which means that this will have direct consequences on quality of education of learners. To ameliorate this challenge, the government will train close to eight thousand teachers in the next six years to strengthen quality of education. We will give priority to unqualified teachers to lift their pedagogical skills and subject delivery.

The government, in reforming the education sector, will now strengthen systems around **public and low cost Private umbrella and community schools** that recruited their own teachers without any **government regulation or coordination**. The ministry has already taken steps to take stock of public schools by recruiting teachers and deploying them to **Benadir region and Federal Member States**. The recruited teachers are registered with **Civil Service Commission** whereby their rights and terms of conditions are protected. MoECHE has now put in place Teacher Management Systems (TMS) which is part of the broader Education Management Information System (EMIS) kept at MoECHE Head Quarters.

The policy document addresses the question **who is a teacher?** What are the criteria for becoming a Primary or secondary school teacher. **It is not the mandate of this policy document to provide proposals on ECDE teachers, TVET tutors or other tertiary colleges like teacher training institutions**. The policy has been consultatively developed with MoECHE staff, teachers, both serving and former teachers, experienced educationists and Federal Member States’ MoE staff

### **1.1 Teacher Policy in the era of pandemic like COVID-19 and Emergencies**

The MoECHE will develop a response plan when crises hit the nationas provision of education to all learners cannot wait. When pandemic like COVID-19 hits the country, it is inevitable that Policy makers at MoECHE or FMS recommend adaptable steps that help to migrate from the traditional teacher training systems to blended learning. Teachers will be trained on combination

of Online Learning and face to face methods while following the laid down protocols of the Ministry of Health to avert spread of the virus among teachers, pupils and members of the public. It is important people make decisions based on the suitability of the approach used to train teachers.

## **1.2 Our Education System**

Our System of education states clearly that it is the right of **every Somali person to receive education**, whether formal or informal, as stipulated in the current draft Somali Constitution. The system of education shows there are Quranic schools and/or Early Childhood Education, Primary, Secondary, Institutes (macaahidda) and University. As stated in the National Education Policy the system is based on 4-4-4-4 system.

## **1.3 Access to, and Quality of, Education**

MoECHE is committed to increasing enrolment of learners in our Basic Education (ECDE, Primary, ABE and Secondary levels) and to enhance quality of education. It has set goals in the ESSP. The current enrolment of learners( 2020 EMIS) of over half million children calls for the government to train, recruit and deploy teachers to different parts of the country. Ideally high class sizes and workloads especially in urban areas has direct consequences on **teacher satisfaction and motivation**. In future, the government plans to recruit more teachers to mitigate anticipated increase in enrolment. Curriculum resources like children's books and teacher guides will essentially be supplied to most of schools in a bid to reduce pupil- book ratio and to enhance literacy, numeracy and a culture of life-long learning.

To achieve this Commitment, the government will:

- Avail curriculum materials to all public and community schools and will work towards achieving low Pupil-book ratio (PBR) to enhance numeracy and literacy at early school grades and beyond.
- Build new classrooms and rehabilitate old ones after careful assessment by an engineer approved by the MoECHE.
- MoECHE shall emphasize the importance of ECDE and support Quranic schools by training their teachers on pedagogy and child care.
- Teachers' employment terms will be enhanced with enhanced salaries commensurate with the inflation and teacher number. The government recognizes that the volume of teachers

is expected to increase which means that it will impact on the need to recruit more of them and general education financing requirements.

- Teachers with no previous teacher training will be given the chance to train on Continuous Professional Development (CPD) to professionalize the teaching force and to strengthen their pedagogical skills and subject knowledge.

To enhance quality of education, MoECHE shall have an effective teacher management system which will ease teacher placement planning and deployment. The data of teachers in the EMIS Unit ensures quality of training and will be used to make decision like deployment, transfers, promotions etc. It is therefore very critical that reliable data is kept at MoECHE HQs and decentralized to the regional governments who will be able to access their respective data only but MoECHE will access all data for decisions like resource allocation, Quality Assurance and training including CPD.

## CHAPTER TWO

### TEACHER PREPARATION

To prepare the teacher for classroom practice, we reiterate the importance of the **teacher training syllabus**, enumerate the selection criteria for those entering the profession mainly from the prism of pre-service or in-service teacher training , examination and certification of graduates including SEN, and the requirements of practical teaching during the training. On completion of the training we recommend the importance of induction and mentoring as the teacher settles down for the classroom experience.

#### 2.1 Teacher Training Syllabus.

To ensure that teachers have the necessary teaching skills and subjects knowledge, MoECHE in consultation with SNU will prepare a detailed syllabus that will be used by all approved teacher training institutions. The MoECHE has the ultimate responsibility of the development and validation of Teacher Training Materials (syllabus) whereby technically this will be undertaken by the Curriculum Development Department in conjunction with Somali National University (SNU). It is very important to ensure that the syllabus is aligned with legal framework, plans and strategies, the National Education Policy, the National Curriculum Framework, the National Development Plan (NDP) and the Education Sector Strategic Plan (ESSP). The MoECHE will make efforts to review the Teacher Training Syllabus **every three years** by subject experts appointed by the Director of Curriculum Development Department. Other universities can also train teachers as long as they adopt the syllabus approved by MoECHE and that trainees can be inspected by MoECHE officials at any time for Quality Assurance purpose. Any institution delivering Teacher Training programme should be approved by MoECHE or the respective Federal Member State MoEs about their capacity to deliver effective teacher training courses including blended learning which in principle requires the use of information technology in teaching and learning. Certificates awarded by the approved institutions will be recognized by MoECHE.

The approved syllabus would then be used to train both **Pre-service and in-service teachers**. The teacher training syllabus should contain the following:

- Goals and Objectives of the teacher training.

- All the subjects taught in all school levels. Primary school teacher trainees will have to undergo two years course including two teaching practice supervised by respective lecturers while Secondary school teacher trainees take a four year course with two teaching practice periods. To qualify as a teacher both Primary and Secondary school teacher trainees have to pass the practicum.
- Professional Studies comprising Education subjects - Psychology, Pedagogy, philosophy of education, school management and leadership and Micro-teaching.
- Quality Assurance systems - the syllabus has to clarify the process of evaluation of the course subjects.
- The length of the training - details of credit hours, number of courses etc should be made clear showing course outline at the beginning of the training.
- The course outline per term/semester should be clearly defined in the syllabus document.
- The institutions training teachers should emphasize on subject areas where there are shortages especially Sciences and languages.

#### **1.6 Examination and Certification of teachers.**

It is the policy of MoECHE to strengthen quality of education and to protect children in school. It is therefore crucial that those entrusted to teach and care for children have the necessary training, expertise and integrity to handle them without inflicting harm on them but teach without hindrance. The Ministry will ensure the professional qualification of teachers applying for teaching position are clearly checked and that verification is done with the institution that provide the training.

- a) When student teachers complete their training period and **pass their requisite examination** and the **mandatory practical teaching**, the SNU will set examination and those who pass both tests will be given certificates, be it **Diploma in Education or B.Ed.** by SNU and successful teachers will then be **given license to teach** by MoECHE. Thereafter they will be **deployed to a school by MoECHE or FMS MoEs or Benadir Regional Education Authority.**
- b) Newly Qualified teachers deployed to schools will **be inducted and mentored** by senior teachers to enrich their pedagogical skills and subject knowledge.
- c) No personnel will be allowed to teach children without meeting conditions 1 and 2 above.

The details of all teachers will be captured in the mainstream EMIS at MoECHE HQs for easy reference and decision making regarding transfers, Quality Assurance and promotions.

### ***2.2. Teacher Training.***

The Federal Government of Somalia is committed to creating education opportunities that equip learners with **Islamic values, knowledge, attitudes and skills to produce the Human capital needed for development.** The new National curriculum is aimed at the realization of these goals of the education sector. The government **will** therefore introduce measures to reform the teacher as a resource and enhance his/her professional development. It will train teachers in great numbers using a combination of distance learning and face to face approaches to meet the high demands for qualified teaching places. There will be focus on technology as teachers would be required to teach using computers. The MoECHE will make attempts to encourage talented individuals to join the profession by ensuring that stringent requirements are set. Depending on the fiscal policy , the government will review salary scales offered to teachers to attract highly qualified individuals to join the teaching force so that the dreams of learners are achieved.

Furthermore, teacher training face **challenges.** We do not have a functioning teacher training syllabus except for the SCOTT PS programme which has been used to professionalize teachers. Instructors or lecturers are in short supply or are themselves not qualified to train teachers. There is less motivation to join the teaching profession. There is lack of professional development mechanisms for teachers currently that has impacted on their morale and career prospects.

The basic requirement for prospective teachers to enter teacher training institution is that candidates must have completed secondary education. However, degree holders will be allowed to join the teaching profession once they complete a postgraduate Diploma in Education.

Training providers or institutes must meet certain criteria including the capacity to conduct two year training courses in the case of primary teachers or undergraduate Education courses, the physical structures namely administrative blocks, lecture halls, science labs, playgrounds etc.

Teacher Training of Primary and Secondary school teachers will be conducted **separately**. Primary teacher training course will take up **to two years but may be reduced to a minimum of 18 months** to put emphasis on **pedagogy and subject knowledge to meet the growing needs for qualified teachers**. Secondary school teacher trainees will be a degree course whereby trainees study two subject- major and minor- and may take up to four years. **During intake of Secondary school teacher trainees, candidates will be methodically selected so that gaps in Science (Physics, chemistry, Biology, Mathematics) and Art (Tarbiya and Languages) subject teachers are reduced to a minimum.**

### **2.1 Selection Criteria for Pre-service Primary school teacher trainees.**

Prospective teachers will be trained using two approaches namely pre-service and in-service (CPD). The Pre-service approach is when a teacher trainee attends training at an institution recognized by MoECHE as **a full time student** and completes all the mandatory courses including practicum and is awarded a certificate after passing the requisite examination and is later registered with the MoECHE office. CPD or in-service training is when an untrained teacher who is teaching in a school attends teacher training course during a prescribed period like school holidays or through blended learning and completes all the mandatory courses. The teacher is eventually awarded a certificate be it a Diploma or a postgraduate Diploma in Education and later registered as a fully qualified teacher. Training opportunities will be based on criteria

#### **A) Primary School Teacher trainees on pre-service route**

Teachers taking the pre-service route to achieve their professional qualification are required to meet the following criteria:

- Must have secondary school certificate with at least 70% pass mark or above.
- Must be above 18 years and below 50 years of age.

- Must have certificate of good conduct. In other words, the applicant must have no criminal record.
- Must pass entry test set by MoECHE to test the applicant's aptitude for the profession.

## **2.2 In-service (CPD) Primary Teacher Training selection criteria.**

This is a course for the professional development of teachers in the area of pedagogy, subject knowledge and to update them on new trends in education innovation. CPD can be used to train teachers who did not have any previous teacher training opportunity and to also update trained and serving teachers who may need to learn contemporary issues in education like information technology or current debates in education to deal with issues like pastoralist community education, refugee and returnee education etc.

The MoECHE recognizes the great number of untrained teachers in the service and therefore it will expeditiously use CPD to train them so as to enhance their professionalism. The basic requirement for CPD trainees is that they should exhibit commitment to complete the course work

## **2.3 Selection Criteria for Secondary school Teacher Trainees.**

Secondary school teachers would traditionally train using the pre-service modality but it is also open to use the CPD route whether through the distance or blended learning. Training institutions would advise the ministry of the processes of conducting an effective CPD so that it makes evidence based decisions on providing teachers an opportunity to train at the available institutions.

Trainee secondary school teachers are required to have an excellent pass in the subjects that they want to study at University for a Bachelor in Education Degree (B.Ed.) so as to become a fully trained teacher with the capability to study secondary subjects and pedagogy. At least the expectation is that they will have the ability to teach two subjects – one major and the other minor-after graduation. The criteria are as follows:

- i) Pre-service teacher trainees must be able to attend equivalent of full time four year degree course in the subjects of their specialization. On completion they will be awarded a Bachelor of Education (B.Ed) degree.

- ii) Those graduates with other qualification who wish to qualify as teacher can also take **a postgraduate Diploma in Education** and teach two curriculum subjects( major and minor) and should take two school placements for at least a month each.
- iii) Should be above 18 and 50 years of age.

### **2.3 Inclusive Teacher Education**

To expand access to education to all Somali children/learners, the National Curriculum will strengthen equitable quality education in the country. There will be no separate schools for Children With Learning Disability (CWLD) as this is regarded as discrimination. The MoECHE will therefore ensure that the Teacher Training Syllabus would accommodate Special Education Needs Teacher training component to enable them to teach effectively and understand the complex need of CWLD after graduating from the TTIs. The Ministry will strive to ensure that Teacher Training Institutions will include SEN components or units in the syllabus so that all teachers are given the skills and knowledge necessary to teach effectively and understand the complex needs of CWLD.

The MoECHE is committed to training and recruiting SEN teachers and it will be put in place mechanisms of training cadre of tutors who will train SEN teachers nationally.

*The criteria for selecting trainee SEN teachers are the same for all teachers. SEN teachers would not not be trained in a separate TTIs as this is deemed discrimination.*

## CHAPTER THREE

### **Administrative Dimensions of Teacher Policy.**

The policies below- namely *Registration, Recruitment, Discipline and Remuneration of teachers* are aimed at keeping track of all teachers in the country to *enhance professionalism* and to **protect children from abuse, harm or bad teaching practices that may ultimately impact negatively on learning outcomes and attainment of all learners** in the country particularly those in Basic Education. The policies will also provide guidelines on conducting effective registration, recruitment and deployment procedures of teachers.

The government will attract young professionals to join the teaching profession. It will also motivate more people to study Teacher Education related courses at higher education institutions, and provide the graduates with attractive salary for higher achievers. The government will, therefore, pay teachers according to their qualification, training and experience to retain them in the profession.

### **3.1 Registration Policy**

This policy involves the registration of teachers in order to strengthen and regulate teaching standards in the country.

The general aim of this policy is to **instill professional standards** in the teaching profession and to instill confidence to parents regarding the personnel handling our children in schools. In other words, it is to ensure that teacher possess the right knowledge, competences and attributes. The Teacher Development Department of the Ministry of Education, Culture and Higher Education will register all teachers teaching at all primary and Secondary schools after completing all the courses including the practical teaching. All teachers will therefore be required to register with the Teacher Development Department as soon as they attain qualification as teachers. Teachers already in practice will be given a specific duration over which they should register with the

department, failure to which they will not be allowed to continue teaching in any learning institution. Quality Assurance Officers in each locality are expected to report any teacher who is not registered to the relevant REO or DEO so that action is taken against whoever is in breach of this policy.

*Registration of teachers involves checking the educational and professional qualification of teachers and conducting their background checks based on the criteria of “who can be a teacher?”* In effect, all individuals who want to become teachers should have good integrity and with no criminal record, are mentally fit and have good academic and professional standing. Accordingly, people who have qualified as teachers should register with the Teacher Development Department before engaging in any form of teaching in any learning institution. Files of the teacher will be kept at MoECHE’s TDD and another one kept at REO’s office. Also the Civil Service Commission(GuddigaShaqaalahaRayidka) will carry out registration of teachers in conjunction with Ministry of Finance whereby their rights and terms of conditions will be protected.

The Teacher Development Department (TDD), in consultation with Finance and Human Resource Department, is mandated to *recruit, deploy, transfer, discipline and maintain good professional standards of all teachers working in public and community by conducting effective Quality Assurance activities. Private institutions will be required to recruit and deploy only teachers who have registered with the department.* **The** Teacher Development Department will perform any necessary vetting of teachers before registration, on behalf of the MoECHE.

### **3.1.1 Rationale**

There is a substantial number of teachers currently teaching in private, community and public schools who have not been registered. Registration of teachers is necessary in order to keep a Teacher Management Information System (TMIS)) with the mainstream EMIS at the MoECHE headquarters so that the department is able to keep track of supply and demand of teachers in all public and community schools. FMS MoEs will have access to the EMIS of the teachers under their own jurisdiction .The Private school associations are also required to register their teachers so that only registered teachers are allowed to teach in those schools to protect the rights of parents who are expecting value for their money. Overall, the main aim is to instill professionalism and discipline in the teaching profession.

### **3.1.2 Policy Objectives**

The policy objectives are to:

1. To ensure that all individuals wishing to practice as teachers are registered with MoECHE through the Teacher Development Department.
2. To maintain professional and quality standards in the teaching profession by ensuring that only qualified individuals are registered as teachers.
3. To enable the MoECHE plan for teacher professional requirements like training, promotion, continuous professional Development etc.
4. To ensure that all schools, whether private or public, recruit only teachers who are registered with MoECHE.
5. Ensure that Teacher Management Information System is developed and incorporated in the mainstream EMIS of MoECHE.

### **3.1.3 Scope & Guidelines**

The policy applies to all teachers in all Primary and Secondary schools as well as those in Accelerated /Alternative Basic education (ABE) institutions. However, the policy will not apply in the case of ECDE teachers and Quranic schools, though teachers teaching the at the Integrated Quranic schools may be required to register with the MoECHE. ECDE teachers may also be registered if directed by the Director General MoECHE.

The policy has the following *guidelines*:

- i. Teacher Registration will be an ongoing work for the MoECHE.
- ii. Teacher Registration is open to all qualified serving teachers and newly qualified persons wishing to take up teaching as a career.
- iii. The exercise ensures a teacher acquires the license to practice as one before he/she is released to the job market or in public schools.
- iv. Untrained teachers will also be required to register as their services are required to fill teacher shortages under the mentorship of senior teachers and head teachers or their deputies. They will be given a period over which they will undergo in-service training to be fully registered.

It is the role of the Teacher Development Department (TDD) of the MoECHE to handle application for registration of prospective teachers and offer Registration Certificates after careful perusal of their documents. Registered teachers will be given *personal registration numbers* that will form a key identifier of the teacher in the Records Unit of the TDD. Prospective teachers will apply for registration by filling prescribed forms available at the TDD, Mogadishu or at FMS MoEs. Avenues will be created to ensure that the forms are available from regional Education Offices so that one does not have to travel to the Ministry headquarters to obtain them especially those working in Federal Member States. The filled-in forms can be hand delivered to the same offices, or emailed to [teachers@moe.gov.so](mailto:teachers@moe.gov.so).

The forms should be accompanied with certified copies of certificates that make the applicant a professional teacher. Certification can be done by FMS MoEs or a designated REOs who must physically see the original certificate and share with TDD offices in MoECHE or FMS.

The requirements for registration as a teacher are that one should be a Somali citizen, have the necessary qualification for teaching, be medically fit and has good standing or integrity in his/her community. Other citizens with acceptable teacher qualification will be registered as such as long as their qualification are checked carefully with references.

### **3.2 Recruitment Policy**

The government is cognizant of the demand for quality teachers as the *Teacher Proficiency Test (TPT)* Research conducted in 2019 and *the results of the 2018/2019 Form 4 National examinations* have demonstrated. It will aspire to supply sufficient qualified teachers for each level of education and ensure that all areas, urban and rural, are served equitably. Both Female and male teachers with formal qualification will be recruited without discrimination whatsoever. Female teachers are currently underrepresented and efforts will be made to encourage them to apply for teaching places.

Parents have the right to demand for qualified teachers to teach their children in order to strengthen their educational achievement and attainment. It is therefore useful and prudent to recruit the best caliber of teachers to meet in the country. To achieve this dream, the government will soon train through in-service course that takes the form of *online training or with the use of radio, TVs etc.* It is therefore worth noting that recruitment of teachers *is demand driven and* MoECHE will in

essence base its processes on achieving the need to recruit high quality teachers. Additionally, the MoECHE will, in future, decentralize the role of managing the affairs of teachers to the Federal Member States when they have put the right procedures in place and are fully able to stand on their own feet in undertaking this role. *The MoECHE will make projections of the requirements for recruitment of teachers increases to enhance planning and allocation of resources.*

Primary teachers would be recruited as long as they have a **Diploma in Education** from a recognized institution and have gone through the interview process to the satisfaction of the recruitment panel. Similarly Secondary school teachers will be recruited based on their qualification and need for certain subjects be it a minor or a major in a given school. There will be no discrimination based on sex, state origin or disability. In both levels, female teacher applicants will be given priority in the recruitment process to provide care and guidance to children in early grades. In cases where there fewer female applicants, attempt will be made to shortlist them all and to interview them.

### **3.2.1 The Scope of the Policy**

The Scope of the policy applies to recruitment process of all Primary and Secondary School Teachers in public schools. It is the policy of the government that Secondary School Teachers would attract higher remuneration package than that paid to primary school teachers. Teachers teaching languages, Religious Education, Sciences namely Biology, Chemistry, Physics and Math will be given priority in their recruitment process due to the high demand for these subjects or any other that may be in short supply in the concerned district or region.

### **3.2.2. The Principles of the Policy**

The principles underpinning this policy are *fairness, merit based, equity and gender responsiveness*. The MoECHE encourages qualified female teachers to apply for vacancies and that consideration will be given to them in the areas where they are underrepresented. Discrimination on the basis of region, clan or disability will not be tolerated at all and that those candidates who feel that they are victims of discrimination have the right to complain to TDD Director for a review of the recruitment process.

The roles and responsibilities of implementing this policy is vested on Teacher Development Department, Human Resource Department and Office of the Director General of the MoECHE.

### 3.3. Recruitment Process

Recruitment of teachers would be viewed from the standpoint of the priorities clearly spelt out in our ESSP. Recruitment strategies definitely will take in to account *quantitative needs – class size, enrollment, geographical differences, specialist subject needs among others and quantitative concerns* that includes the qualification and the capacity of teachers. In our current context, our recruitment strategies will put into consideration in to the low Gross Enrollment Rate that explains the low participation rates in both Primary and secondary school levels.

Ideally recruitment should be based on *the fact that there are demands for more qualified teachers and availability of resources* to undertake employment of new staff. The Teacher Development Department will work in tandem with Departments of Finance and Human Resource to ensure fair and transparent recruitment process under the supervision of the DG of MoECHE.

There will be a **recruitment panel** to undertake the recruitment process of teachers. *The recruitment panel should exercise highest degree of transparency and openness. The recruitment process will constitute advertisement, shortlisting, interview, selection, appointment and eventually deployment of successful candidates to all schools where their services are needed.* The MoECHE Leadership will facilitate the formation of **seven-person panel** from the Finance and Human Resource Department and TDD to conduct the *recruitment of teachers and establish due diligence at all times of the process.*

The panel is expected to keep record of all stages from advertisement, shortlisting of candidates, rating or evaluation of applicants at interview and eventual deployment to schools. Only individuals who submitted their application to the Teacher Development Department will be considered for recruitment as they have expressed interest of becoming teachers through the initial registration. During the *interview process, minutes of the recruitments will be kept for future reference in case of complaints by a candidate who may feel aggrieved by the panel.*

**3.3.1 The guidelines governing the recruitment process as explained in figure 1 below are as follows:**

- i) MoECHE will be informed of the need to recruit teachers based on research in the sector including Education Management Information System (EMIS) data clarifying the demand for quality Teachers.

- ii) MoECHE will identify areas where shortage of teachers is common so as to alleviate the problem. Indicators like *Pupil Teacher Ratio (PTR) or shortage of particular subject teachers will inform decisions to deploy teachers to schools in a given area. Evidence will come EMIS records.*
- iii) A call for applications of vacancies will be conducted through advertisements in the mainstream media recognized by the MoECHE including *radios, local websites or MoECHE Notice Board at REO/DEO offices.*
- iv) Applicants will be vetted based on qualification, experience and registration with Teacher Development Department.
- v) Candidates will be shortlisted based on their suitability on item (iv) above.
- vi) An interview will be conducted by MoECHE panel to select the required number of teachers based on the criteria specified in the Job Description.
- vii) Successful teachers will be given **an appointment letter** by Teacher Development Department signed by the Director General of the MoECHE.
- viii) Successful teachers will be deployed to schools based on item (ii) above. (*See the matrix attached below*).

### **3.4. Documentation:**

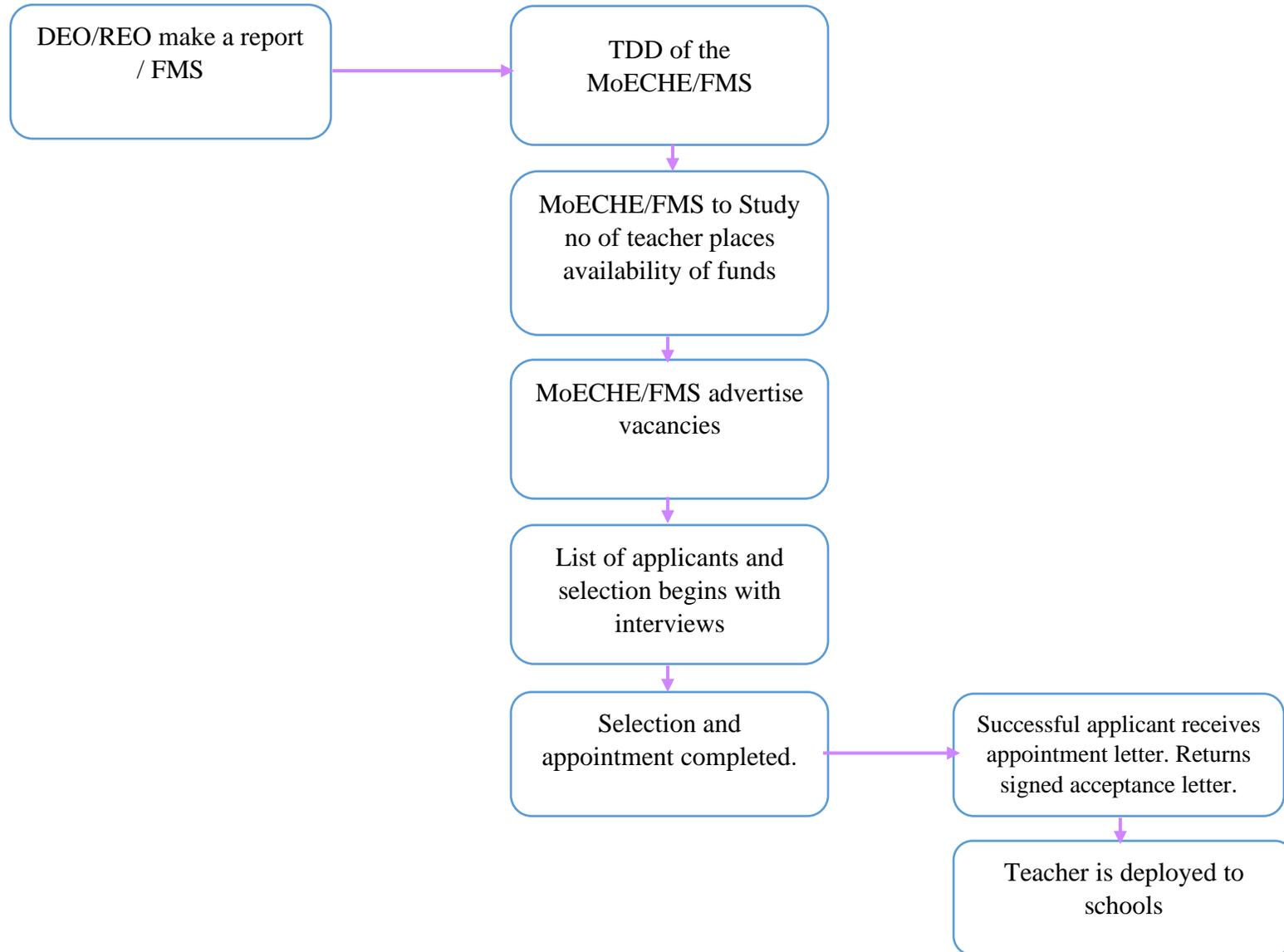
It is very important that the TDD keeps relevant documentation during the recruitment process. The Tools that are required to implement the recruitment policy are as follows:

- Recruitment Guidelines.
- List of candidates.
- Application forms.
- Candidates' copies of Educational Certificates/Qualification and CVs
- Score Sheets of candidates.
- Minutes of the interview process.
- Medical certificates from recognized hospital.

The above documents or tools that are necessary for the implementation of the recruitment process should be available at the Director of Teacher Development Department. One may request the documents by emailing to [teachers@moe.gov.so](mailto:teachers@moe.gov.so), whenever he/she requires to submit an application for a teaching position in a given level- Primary or Secondary. The

applicants then duly completes the relevant form and sends to the Teacher Development Department with the appropriate references indicated on the application form.

**Figure One: Matrix of the Recruitment Process**



### **3.5.. Recruitment Strategies**

- The ministry will ensure the need to recruit teachers must come from regions through the Regional /District Education Officers in form of a report.
- The Ministry will advertise the positions of teachers required.
- List of candidates for the positions will be published and interviewed.
- Selected candidates will be named and appointment letter.
- Appointed teachers will be deployed to the schools.

### **3.6. Deployment of Teachers.**

The appointed teacher will be deployed where there is need. Such determinants like PTR, shortage of certain subjects of the curriculum will be used to post a teacher after successful recruitment process. Unless there are security concerns, a teacher is deemed to work where there is a need. When a teacher is deployed to a school, the Teacher Development Department must liaise with both the Finance and Human Resource Departments to ensure that the newly recruited teacher is included in the Teacher's Payroll System so that the teacher's payment is executed without delay. Attempts should be made to avoid delays of the teachers' salary to ensure that teacher's work at school is not interfered with as a result of their discomfort due to non-payment of salaries at the right time usually at the end of every calendar month. The head Teacher will be expected to report the arrival of the newly recruited teacher and any cases of teacher absenteeism or sickness to the *TDD using the appropriate documentation.*

### **3.7. Teacher Remuneration Policy**

The reason for workers to remain in employment is the income they derive from it in the name of salary so as to earn a living. As such, there is need to have a definite salary for teachers in the public service – in primary schools and secondary schools. The level of remuneration should be guided by the level of teacher qualification and experience. In effect, this parameter should encourage prospective teachers to stay longer in further education and training.

For one to qualify as a primary school teacher, one need to have *completed secondary school and acquired two years training as a teacher for the award of a Diploma in Education*. However, Secondary school teachers have to be university graduates first. Preferably, the university graduate should have studied an education degree and must have been awarded a Bachelor of Education degree (Arts, Science or other area of specialization). Graduate teachers with no initial teacher training will also be considered for a teaching place in the meantime but would be regarded as unqualified graduate which means his/her salary will below the qualified one. To retain in the teaching profession, the untrained teachers who have served for two years or more will be given priority to train as teachers in CPD Programmes. Those who are unwilling to train through the CPD will be gradually be phased out and their place filled with professionally trained ones to enhance quality of education in our schools and to effectively increase learner achievement and attainment.

It is clear, therefore, that there is a difference in qualification between primary school teachers and secondary school teachers. Among secondary school teachers, there are those with education degree while others have other forms of degrees with no initial teacher training. The secondary school teacher with a degree in education coupled with two subjects (a major and a minor) is the most qualified and preferred to teach in secondary schools.

### **3.8. Remuneration Levels**

Given that the qualification level of primary school teachers is different from that of secondary school teachers, there is need to have the two categories of teachers at different remuneration levels. As such, there would be three levels of teacher remuneration in order to reward **quality of teaching and effort** in the improvement of teaching and learning of students. These would be based on the *teacher's academic qualification and whether or not the teacher is actually a trained teacher (those with education degree/ diploma in education or initial teacher education) or not*.

### **3.9. Policy Guideline for Teacher Remuneration.**

The following levels will be applied when remunerating teachers working in all schools( public, private or community).

- i) Remuneration level for secondary school teachers with Bachelor of Education degree who teach two subjects-major and a minor. This category forms the highest level of teacher qualification and naturally attracts the highest pay and is regarded as **Grade A** cohort.
- ii) Remuneration level for unqualified Secondary school teachers who hold different Bachelor's Degrees with NO teacher Education at all. **This is grade B**
- iii) Remuneration level for qualified Primary School teachers (Two years training at a Teacher Training Institute approved by MoECHE or Federal Member State). This is the **grade known as C**
- iv) Remuneration level for unqualified Primary School Teachers (Form 4 leavers with no initial training). **This is Grade D**

Since primary school teachers have lower qualification than secondary teachers and take lower period to attain their professional status, their salary should be below that of the university graduate teaching in secondary school, whether trained or not. Similarly, since the trained/qualified graduate teacher teaching in a secondary school has higher qualification than the untrained secondary school teacher, he/she should earn more than the untrained one. The TDD will prepare the salary scales which will be shared with the Finance Department of MoECHE to action their pay differences and pay them accordingly. In summary, therefore, the different grades of teachers can be put as in this table.

Figure 2.

S/N	Qualification	Grade
1	B. Education with Major and Minor subjects	A
2	Bachelor Degree untrained	B
3	Diploma in Education	C
4	Form 4 untrained	D

Since grades A and C are professionally trained for the classroom practice, the holders will be eligible *for upgrade after every three years and have opportunities to be appointed as Deputy and Head Teachers* as long as they have enough teaching experience of more than five years.

Grades B and D must take teacher training courses to the rudiments of pedagogy and subject knowledge.

### **3.9.2. Salary Scales of Teachers (Secondary and Primary teachers).**

Based on the policy guidelines in 3.8 above, the MoECHE will release salary scales for teachers based on their educational and professional qualification. The DG will lead a team that includes the Finance and Human Resource Director to prepare salary scales of the teachers. The minister will study and approve the grades with corresponding salary scales. Depending on the fiscal position of the government, the ministry would plan for implementation of salary structure as soon as is practicable.

### **3.9.3. Responsibility Allowance (Gunnaxileed).**

School Heads have a heavy burden administering and managing the institutions that they lead including taking up subjects as teachers. It is, therefore, important that **Head teachers and their deputies appear on the school Timetable as teachers**. They are qualified teachers and their professional competence and experience must be used including mentoring newly qualified and untrained teachers. They are also expected to conduct Quality Assurance work of their schools so that quality of education of their schools are strengthened. It is therefore justifiable to give the head teachers some kind of Responsibility Allowance to motivate them to perform better.

### **3.9.4. Implementation of the Remuneration policy**

This policy will be implemented as/and when the Minister of Education, Culture and Higher Education *decides based on the consultation with Minister of Finance on the fiscal policy of the country. It is therefore essential and mandatory that teachers are paid as mandated without fail. Partners that are implementing teacher salaries are required to align their budget lines with the teacher policy. However, those partners or agencies that are paying incentives to teachers not recruited by the government, should make attempts to pay a rate or a scale that is commensurate with the salary scales as spelt out in subsection 3.9 above.*

### **3.9.5 Teacher Upgrade and Promotion Policy.**

Good teachers will be identified for responsibilities as **Head Teachers, Deputy Head Teachers** or increase in their grades to access higher pay in order to retain them in the profession. These will include qualification, professional development and aptitude.

Ideally we have the following grades in the teaching profession. Currently due to budgetary constraints and administrative issues, teachers do get flat salary of USD 330 per month but this will be revamped as soon as is practicable particularly when this policy is implemented. There are two grades applicable viz:

- i) **Grade A:** Here we have qualified Secondary School teachers with at least specialism in two subjects (a major and a minor). The professional qualification requirement of this grade holders is **Bachelor of Education** from a recognized institution with professional experience. As the teacher serves for a given number of years, their grade may be raised to motivate and retain him/her in the profession. This category of teachers is for secondary school level institution.
- ii) **Grade B:** This lot hold Bachelor Degree but have no initial Teacher Education
- iii) **Grade C:** In this grade newly qualified teachers start with Grade B. After three years of continuous service, a teacher may apply from their current grade in order to move to higher grade. They may also be recommended for further studies. Their qualification is **Diploma in Education**. In subsequent years the ministry may propose teacher upgrade whereby the teacher will receive an automatic upgrade depending on the financial circumstances of the country.
- iv) **Grade D:** This group hold form 4 certificate only with no teacher education at all.
- v) When a teacher completes three years continuous service, he/she may apply to be moved to the next grade . Obviously certain considerations will be made including Head Teacher's Report, Quality Assurance Reports and the general integrity and respect of the teacher. Similarly a teacher can be moved to a higher grade after successful achievement of academic qualification. Promotion arises when there is a leadership vacancy in which case a teacher is promoted to fill that vacancy.

Ideally in normal practice, the MoECHE will select Quality Assurance Officers, Regional Education Officers or District Education Officers to strengthen governance of education delivery.

### **3.9.6 School Leadership and Governance.**

Anecdotal evidence has shown that the quality of school heads is an important predictor of children's learning. A good school Head Teacher is a professional who provides **instructional**

**support**, inducts and mentors newly qualified teachers, cultivates sense of school community, make teachers valued and retains capable teachers in the profession. The MoECHE and FMS MoEs will ensure that professionals selected as Head Teachers must be knowledgeable in teaching and curriculum matters and must be able to offer guidance and support to teachers ( World Bank, 2013). Therefore, *the requirements for becoming a school Head Teacher are that the professional should have at least five years teaching experience ( with knowledge of curriculum delivery)and preferably experience as deputy head teacher*. It is therefore follows that the person seeking school headship is professionally trained teacher with years of teaching experience. The MoECHE and FMS MoEs will carry out assessment of the capacity of all current school heads to manage all public schools. MoECHE would not recognize any person managing schools without teaching qualification and knowledge of curriculum delivery as a head teacher. For private schools, a **professional without teaching qualification** and experience would be regarded as a Director and therefore in such a case the school owners are required to recruit a professionally teacher as a head teacher.

### **3.9.7 Transfer Policy**

A teacher may seek transfer from one institution of the same level to the next, or from a lower level institution (primary school) to a higher level institution (secondary school), or from teaching to another position in the civil service.

A teacher seeking transfer from one school to another of the same level will be required to write a request to the Regional education Officer through the Head teacher of the school he/she is currently teaching. The teacher will be required to fill in an official transfer form, giving reasons for the transfer. The request will be submitted to the Teacher Development Department for consideration. The request for transfer may be granted or not, depending on the reasons for the transfer, availability of a vacancy where the teacher wishes to transfer to, and in consideration of the effect of the transfer to the institution where the teacher is currently working. When all is clear, the teacher may be transferred on the same terms he/she was working earlier.

A teacher may seek transfer from a lower level institution (primary school) to a higher level institution (secondary school) on attainment of higher qualifications that enables the teacher to work in higher level institution. In such a situation, the teacher will submit a request for the said transfer to the TDD for consideration. If the teacher meets the requirements for the transfer, it will

be granted although the decision lies with the MoECHE. However, in making this decision the TDD will put into consideration the implication of the teacher's transfer to the institution in which the teacher is currently teaching. If need be, the school can be provided with a replacement for the teacher being transferred.

A teacher may also transfer from working in school to working in the mainstream civil service Commission. No teacher will be transferred without the right procedures and without a signed letter by the appropriate officer in-charge of the institution he/she works in.

### **3.9.8.. Resignation.**

A teacher, like any other civil servant, can opt to resign from employment any time he/she wishes. A teacher wishing to resign from employment will have to give a **one month's notice** of the intention, and continue working for the duration of the month. Failure to issue a one-month notice, the teacher will be required to pay an equivalent of his/her one month's basic salary to the government **in lieu of notice**. When leaving the service the teacher is expected to return all school properties and get a clearance from his/her head teacher.

### **3.9.9.. Leaves and School Holidays.**

Teachers will be entitled to leave from work like any other civil servant. However, the leave must fall within the school holiday that starts from **1<sup>st</sup> June to 31<sup>st</sup> July of every year**. Furthermore teachers are deemed to be on duty even during school holidays. Those who want to go on leave/holidays during school break must notify the head teacher well in advance of their intention to travel outside their work station. This will be considered as the teachers' official annual leave period. However, special leaves like **maternity or paternity leave, sick leave and unpaid leave will be provided** on need basis. A female teacher will be entitled to a **three months maternity leave** while a father whose wife had a baby will entitled to a **two weeks leave**. A teacher who needs any of the special leaves will have to apply for them, giving reasons where applicable, and attaching evidence.

#### **3.9.91. Study Leave**

A teacher can apply for a study leave any time of the year. However, such application will be subjected to evaluation by the Teacher Development Department for consideration. Where the

application is deemed to be necessary, a teacher may be given **unpaid study leave** or **study leave with pay** depending on the nature of the study and the circumstance prevailing at the time. Such circumstances will be reviewed from time to time, considering a number of factors like availability of funds and other factors at play. The Teacher Development Department will have the discretion to decide the length of the study leave, putting into consideration the length of the study the employee is seeking to acquire. Granting of a study leave, whether with pay or without pay, will not be automatic, but will be subject to evaluation by the Teacher Development Department. Persons who apply for study leave to study courses related to education will be given paid leave subject to the discretion of MoECHE/FMS MoEs

### **3.9.92 Discipline Procedures of Teachers**

Somalia is a **Muslim Nation** whose values must be in line with the teachings of the Islamic religion and its cultural norms. It is therefore necessary that all those **entrusted with serving the public observe and respect laws of the land, regulations and guidelines. Teachers and all educators are no exception.**

Professionalism, integrity and self-discipline are integral element of teachers' standing in the community in which he/she works. **Clearly a teacher's role is not only fixated on the implementation of the National Curriculum** but also as a **role model to the learners** and the community in which he/she is deployed to work. In fact, a teacher is **regarded as a parent** for his /her learners who have been placed under **their care at** school. It is therefore crucial to note that the teacher's behavior is **part and parcel of quality education** delivery and improvement. A teacher's bad behavior has negative impact on his/her profession and students' learning outcomes.

The policy involves the procedures that will be followed to discipline teachers in the event that a teacher flouts any of the rules on the Teacher's Code of Conduct (See Section 10.0 below). The general aim of the policy is to instill discipline and professionalism on teachers working in all schools. All teachers teaching in public schools will be expected to sign a declaration that will be kept in their files at the MoECHE Head Quarters and in the Federal Member States. Teachers working in the private schools are also required to make this declaration to the school he/she works.

All teachers are expected to follow the laws of the country, the Education Act, the Teachers' Code of Conduct, the National Policies, the Civil Service rules, School Policies and any other law relating to the Education Sector.

The likely professional misconducts a teacher may commit include the following:

- a) Willful disobedience or disregard of lawful order/directives made by a person with the authority to make such an order.
- b) Negligence or carelessness in discharging one's duties
- c) Use of intoxicating liquor or drugs, thereby reducing professional competence
- d) Abusing the authority of a teacher's role with subordinates, colleagues or students.
- e) Not meeting the expected performance or behavioral standards
- f) Absence from duty without permission.
- g) Engaging in criminal acts in or outside the school.
- h) Sexual relations with students.

### **3.9.9.3. Roles and Responsibilities of Teachers, Students, Parents regarding this Policy**

#### **A) Teachers**

Teachers have a responsibility to maintain their integrity as professionals and caregivers of the learners in which they serve and therefore must have good standards and behavior. It is therefore incumbent upon them to report any breaches of the laws of the land and other regulations governing teachers. They have a duty towards the education and welfare of the children under their care. They should therefore promote **safe, respectful, friendly and student centered** learning atmosphere in their school.

Teachers should report all **criminal offences to the head teacher for further action and possible** involvement of the police for investigations. These include physical abuse of a child by a teacher or engaging in sexual relationship with a child. Both cases are examples of serious offences which require police investigations.

#### **B). Head Teachers (Maamulahadugsiga).**

The Head Teacher must effectively manage all the affairs of the school including addressing all misbehavior of the teachers they manage. The Head Teacher is also mandated to work with the **school Community Education Committee (CEC)** to effectively maintain discipline and order in

the school. The head teacher must ensure that the Teacher Disciplinary Procedures document is available to the teachers for reference so that the teachers know what to expect in case they commit the offences described in them and should help **establish a committee comprising senior teachers and the CEC to deal with minor offences at school using** a range of strategies to improve teacher's behavior and to protect the rights of the child.

Head teachers **must report serious offences or physical abuses** by teachers to the concerned authority (the police). He/she should actively take part in any investigation by the police.

### **C) Students**

Students are entitled to learn in a safe environment and therefore have the right to report unprofessional behavior of their teachers to their parents, trusted person, the head teacher or a member of the school Community Education Committee.

The school has the **duty to investigate all students' complaints without prejudice and should be taken seriously**. The welfare and confidentiality of students who make complaints against a teacher should be ensured.

### **D) Parents**

Parents and the school Community at large expect high integrity and professionalism of the teachers who take care of their children. Their duty is to ensure that teachers maintain proper behavior when in/outside school and within the community they work. Should they observe any negative behavior on the teacher, they should report it to the head teacher of the specific teacher for further action in view of the teacher's misbehavior, or a higher authority in case of repeated offences. The parents are entitled to a copy of the outcome of any investigation done on the basis of complaints from them. In case a criminal offence has been committed by a teacher, the parents can report the matter directly to the police as well as higher education authorities within the area. In case of sexual relationship with a student/pupil, such an offence should be reported to both the police and the school authorities.

### **E) Disciplinary Committee**

Disciplinary committees can be formed at various levels to deal with teacher indiscipline. The school can have its disciplinary committee from among its members and of the governing body – the school Community Education Committee (CEC). It is recommended that **minor issues** are

dealt with at school level. Such a committee can deal with offences committed by teachers that are within their jurisdiction. More serious offences can be referred to higher disciplinary committee for hearing and determination, usually by the disciplinary section of the Teacher Development Department. When disciplinary committee at lower levels meets and decides a case against a teacher, then the decision and all matters relating to the case should be forwarded to the Teacher Development Department. Such a report should be accompanied with the following documents:

- i) The complaint(s)
- ii) Form to write charges against teacher.
- iii) Report of the investigation
- iv) Any statements from witnesses
- v) Any teacher's statements
- vi) Minutes and decisions of the Disciplinary Committee
- vii) Minutes and decision of the Board

The Teacher Disciplinary body is made up of the TDD and Human Resource Department Committee and will have the responsibility to deal with any teacher disciplinary issue fairly and effectively within the shortest period possible. The committee can confirm, reject or alter the decisions arrived at by any other disciplinary committee at lower levels maybe at school level. The decision of this committee must be provided to the teacher concerned as well as the school and any lower disciplinary committee involved in the case, of its decision in writing.

#### **3.9.9.4 Suspension and dismissal from the teaching service**

A teacher can be suspended or dismissed from service by the Teacher Development Department for a serious or criminal offence. A suspension can take place before or after charging the teacher through the relevant disciplinary committee. The suspension can be removed by the suspending committee after determining the case and concluding the findings. Unless a teacher is charged with criminal offence, a teacher on suspension may have some of his/her salary deducted which will be determined by TDD.

#### **A) Guidelines for Discipline of Teachers**

- i) Teachers can be suspended from duty by the TDD in consultation with the Director General of MoECHE for a serious or criminal breach of the TDD Disciplinary Policy and Procedures.

- ii) Suspension can take place before or after laying a charge and can be removed by the TDD or, with consent of the TDD, the Authorized Person who suspended the teacher.
- iii) Within the fourteen days a charge is laid, otherwise the suspension ceases to exist.
- iv) The TDD may give approval to extend the period of suspension to a maximum of three months.
- v) The suspension ceases if the teacher is not charged within the time limit and also ceases in an event when the suspension is disposed of.
- vi) Suspension is with pay for all breaches of TDD Disciplinary Policy and Procedures except where a teacher is charged with a “criminal offence”, or the TDD orders suspension without pay.
- vii) Where a teacher is charged with having committed a “criminal offence”, the teacher will be suspended by the TDD.

#### **3.9.9.6 Teachers’ membership of Unions.**

To protect their rights and conditions of employment, teachers are allowed to become members of trade unions or associations that are registered with Ministry of interior and Ministry of Planning and International cooperation of the Federal government of Somalia. The Unions and Associations should share their registration documents with MoECHE. The aim of the membership of a trade union is to ensure that the voice of the teacher is heard loud and clear on issues related to terms and conditions of employment, teacher workloads and other rights. The union would play advocacy roles for teachers. The membership fees shall be paid by the member to the union using any form of system agreed with the union.

#### **3.9.9.7 Implementation of the Teacher Policies.**

This policy, which was developed in a participatory approach, took into consideration the political, social and economic factors of the country. We are cognizant of the fact the education sector requires more financing so that we focus on the implementation of this policy. However, the ultimate goal of developing this policy is to implement it. The Somali parent will not demand more education investments to realize the dreams of their children. Similarly the governments will answer the demands of teachers themselves and their trade unions for enhanced terms of conditions of service.

It is recommended that careful planning for implementation of the teacher policies begins early enough and should be aligned to the ESSP. The ministry policy makers will develop an **implementation schedule** and share it with the Minister of Education, Culture and Higher Education to ensure that the timelines in the schedule is followed through to solicit funds from the Ministry of Finance that would be earmarked for teacher salaries, upgrades and promotions and teacher training requirements.

This should then be followed by Monitoring and Evaluation activities of the implementation process to ensure objectives are achieved.

#### 4.0. Conclusion:

Our system of education, which is under reconstruction, can only succeed in ensuring learning for all Somali students when we have well trained, motivated, competent and supported teaching force that is expected of fulfilling the dreams of every child to excel in their education attainment. Due to the importance attached to the teacher , the MoECHE have consultatively developed the national Teacher Policy to provide guidelines and regulations on the development and management of teachers that are regarded as the most important resource in our schools. The document states the challenges faced by current teachers including low compensation or salaries, lack of extensive support and career development prospects among others. The policy provides guidelines on teacher preparation and the requirements expected of those joining the profession in terms of education qualification for primary and secondary schools. It provides mechanisms on registration and recruitment processes, teacher remuneration, deployment and other administrative matters like school leadership and governance.

## **Annex**

### **Teachers' Code of Conduct**

This CoC applies to all teachers working in the country whether deployed in government managed schools or low cost private institutions known as Umbrella Education Authorities. The CoC are aligned to Federal Constitution of the Republic of Somalia and our Islamic principles and laws especially the Education Act ( when it is ratified by people's parliament of Federal Government of Somalia). It is a requirement that each teacher deployed to a given school signs the CoC and should be witnessed by the head teacher of that school of which a signed copy is kept in his/her file at school, REOs,DEOs, or MoE, offices.

#### **Towards pupils:**

The teacher :

- Shall respect the learner's rights and dignity without prejudice to gender, age, place of origin, socio-economic background, family status, physical characteristics, disability as well as any discrimination factors.
- Shall not favour or disadvantage certain students, in particular when marking scripts or correcting exams (because of nepotism, payment of bribes, sexual or religious discrimination, etc.)
- Shall not intentionally distort or suppress subject matter relevant to the pupil's programme according to personal or political interests
- Shall prohibit physical, verbal, psychological, or sexual violence against a pupil in any form, coercive or consensual (in particular gender based violence)
- Shall not take advantage of his/ her professional relationship with pupils for private gain and shall avoid any act of child abuse:
- Shall not harass a pupil in any way (including sexual harassment)
- Shall not exert pressure on pupils to take additional paid courses (e.g. tuition)
- Shall not collect illegal fees from pupils (for admission, organizing exams, etc)
- Shall not divulge confidential information about pupils, except in very specific cases, when in the best interest of the child
- Shall not smoke or chew Mira in front of the pupils.
- Shall treat children equally and fairly.

### **Towards parents and the community**

- Shall conduct himself/ herself in a manner that does not show disrespect to the values, beliefs and customs of the parents, and to the broader community
- Shall not accept gifts, favors or hospitality that might impair his/ her judgment
- Shall not misuse his/ her professional position for private gain in the offering of goods or services to parents or the community
- Shall respect parental rights of enquiry, consultation and information in the best interests of their children
- Should give time to express their concern

### **7.3. Towards colleagues**

- Shall refrain from undermining the status and authority of his/ her colleagues
- Shall not criticize the professional competence or reputation of a colleague except to prevent serious threat to life, health, safety of welfare of a person, including pupils.
- Shall not undermine the confidence of pupils in other teachers
- Shall not use appropriate language and conduct in his/her interactions with colleagues
- Shall avoid any form of humiliation, and refrain from any form of abuse (physical or otherwise) towards colleagues
- Shall be friendly and cooperative with high level of team work.
- Shall not sexually harass a colleague
- Shall not take, because of animosity or of personal advantage, any steps to secure the dismissal of another teacher

### **7.4.. Towards employers**

- Shall be truthful when making statements about his/ her qualifications and credentials
- Shall not take advantage of personal relations to secure recruitment, promotion or transfer
- Shall not offer a bribe or a gift to a civil servant to secure recruitment, promotion or transfer
- Shall honor teaching as their main occupation.
- Shall not engage in any outside employment that might impair the nature and effectiveness of their teaching.
- Shall not be absent from duty without permission.
- Shall not delegate their teaching duties to a person who is not a teacher

- Shall not go to work under the influence of alcohol or drugs including khat.
- Shall not divert school funds to personal use.
- Shall not steal school equipment or supplies
- Shall refrain from discussing confidential and official matters with unauthorized persons.

**Towards the profession**

- Shall act in a manner that upholds the honor and dignity of the profession
- Shall constantly and consistently strive to achieve and maintain the highest degree of professional competence
- Shall be well dressed at all times.
- Shall keep records of work including plans
- Shall ensure that his/ her professional knowledge is regularly updated and improved
- Shall be committed and hard working.
- Shall assist in the professional growth of colleagues through the sharing of ideas and information

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<sup>i</sup> Nelson Mandela, President of Republic of South Africa.