FEDERAL REPUBLIC OF SOMALIA

MINISTRY OF EDUCATION, CULTURE & HIGHER EDUCATION

NATIONAL EDUCATION POLICY

FEBRUARY 2020

The policy has been approved by the cabinet on 28th February 2020

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CHAPTER 1

10.0 ANALYSING GENERAL STATUS OF NATIONAL EDUCATION

1.1.   Preamble:

The devastation of the Somali government in 1991 has detrimentally triggered the failure of all formal education systems and the destruction of all educational facilities and properties of the country. Thus far, as a consequence of the dearth of public policy and lack of strong governance in the education sector, the country's unified education system has vanished. Conversely, various stakeholders are engaged in the support of the education sector, including regional governments, international non-governmental organizations, community education committees, community organizations, networks and education umbrellas, local agencies, non-government organizations, private business and religious groups.

Moreover, due to the collapse of the central government of Somalia followed by all ensuing insecurities and uncertainties obliged the migration of highly skilled educationist and education personnel from Somalia, while others became either retired or deceased. As a result, the quality of education had been dreadfully impacted. This has deteriorated the capacity of the Ministry of Education in the field of Human Resources Management (HRM). Financial administration, Data collection, Monitoring and Evaluation.

The situation was exacerbated by poorly weakened role of the government in monitoring, quality assurance and effective operational management. Unfortunately, no approved education policy and ratified legal acts to effectively manage and regulate public and private education regulations were not provided till presently.

Further, there is a serve shortage of teachers with the required knowledge and experience. Yet again, there are no systematized teachers training programmes and a well arranged and structured of professional development programs. Likewise, the remuneration of teachers are often paid by parents of students or other education partners.

Equally important, the incentives provided by educational developmental partners are often not enough to re-recruit eligible and qualified teachers. Due to grounds, most of teachers are not included in public sector payroll system. This led the continuity of education service delivery   to be very weak.

The above sated limitations have contributed the significant declination of the number of primary education to almost 30%. Similarly, the overall number of secondary education has declined to 26%. In comparison with neighboring countries, it has been realized that the average number of primary and secondary education in Somalia is considerably lesser than the total number of governments in the Horn of Africa.

Generally, male literacy indicators are better and higher to 8 points than that of female literacy in respect to the level of illiteracy of older male than female. However, there is a good indication in y last year's figures indicating to encouraging signs in terms of educational equality among boys and girls in primary and secondary education. Further, these real indicators show the higher education level is 0.986), (0.916 higher). Recovery rates and transition rates for girls appear to be falling a lot, especially in rural areas.

Clearly, in higher education, boys are considerably higher than girls (actual indicators for higher education level are 0.688). Males who have passed the age of school age are better than females, and have reached the highest level of education they complete. These differences between boys and girls of school age are widespread in society.

Particularly rural, nomadic and pastoralists, whose educational distance from boys and girls is hotly affected, due to the harsh livelihoods and limited access to education.

All education indicators show clearly the significant differences between States across the country. However, due to absence of advanced techniques used in statistical purpose such as multivariate analysis, it is difficult to evaluate, define and interpret regional differences. However, according to ongoing process, two aspects have been clearly predominant emerged: the states with good security work better in education services than unsecured States in accordance to all indicators on education. Likewise, the States which have big cities with most reputable institutions of higher education were observed performing better than before. As illustrated by indicators of higher education and universities.

Most of all, the major challenges currently being faced by the Ministry of Culture and Higher Education include the inadequate resources, specially limited funding endangering to achieve national goals. The situation is worsened by the fact, the reliance on donor funding which is often

short-termed support not compatible with the long-term planning, management and sustainability of education services.

Presently, the budget allocated for education is 3%, which is very low against the education needs to be addressed at this stage.

The ministry has no enough resources to meet its needs and realize its mandate. This has also affected operational costs, to maintenance of educational facilities, recruitment of qualified and experienced teachers and provide quantitatively appropriate instructional materials for teaching and learning of students including textbooks.

1.2.   NATIONAL EDUCATION POLICY PREPARATION

Principally, the draft of national education policy was developed in 2016. This was largely based on the outcome of long-term consultation process among ministry of Education personnel and other advisors from the other institutions. The context was established on draft policy review in 2009 together with Ministry of Culture and Education's Strategic Plan workshop. This initial workshop was represented by various departments of education to facilitate and develop Education Policy with funding support by Care International. Accordingly, the ministry recruited a consultant in August 2016 to review the draft of education policy and develop a final version that is consistent with national strategies and developmental goals related to education and international regulations on access to primary education.

Eventually, the consultation on the development of Education Policy has facilitated the ministry of education to make a decision on the provision of establishing a comprehensive guidebook, which reflects the national interests and various views of partners to ensure the needs and aspirations of every citizen in Somalia is realized.

CHAPTER 2

2.0 Basis of this Policy

Basically, every country has a vision that inspires its education sector. Thus, the Ministry of Education Culture and Higher Education Department of Culture and Higher Education (MoECHE) of Somalia has the below described vision, mission and goals that reflect its education objectives and strategies

2.1.   HOPE: (Vision)

Access to highly quality education, easily accessible to all Somalis and full of flavor, and meaningful and leading to sustainable development.

2.2.   AIMS:

Create a highly quality education system that inspire, promote and cultivate students' culture, spirit, knowledge, skill and ability and ultimately provide prosperous future to students and nation at large.

2.3.   Educational Purposes

The Ministry of Education of the Federal Republic of Somalia will be at central. Yet again, it has the highest authority and responsibility for policy-making, public planning, educational resources, monitoring and evaluation of the national education achievements.

The Federal Government of Somalia is the highest authority body of the country and is very committed to improving the quality of Somali population by prioritizing to provide access to free primary education for all people. One of the key aims of this policy is to: put a solid foundation for attaining high-level progress in social aspects, economic development, peace and integration. The education principles of education prudently considered in the policy are based on the following:

1. The proper understanding of Islamic religion practices and the constructive or valuable Somali culture are to be disseminated to all various levels of education such as subject matter, valued behaviour, good cultural issues, acceptable, practice, moral principles etc.

2. Provide inclusive education system, especially for gender, children from destitute families, vulnerable and special needs students.

3. Respect for individual rights, differences of opinion, dialects and regions of origin.

4. To develop significant skills and capacities in the field of social science, scientific and technological fields to promote personal achievements which in turn the accumulation of these achievements will be beneficial to the nation at large.

5. To strengthen the unity, harmony and co-operation of the nation, and to combat the destructive factors as a result of tribalism, regionalism and other forms of abhors that lead to conflicts and damage of nationalism.

2.4.   Significance of National Education

The consideration of academic prominence have led teachers and education professionals to give more attention to ensure that every Somali citizen should complete his or her formal education. The outcome of these determinations create a common intentions that empower the National Education Policy and allows us to evaluate the progress of our educational process. According, the student who graduates under this manner is one who subjects the following characteristic:

1. One who practices Islamic directions: A person who practices the fundamental principles and has knowledge of the basic values of Islam, the purposes of sharia and outstandingly whose ideas are balanced and far from radical ideology of any form.

2. One who has good personal conduct: the one who subjected faithfully, honest, impartial, can work with anyone, creative and able to make their own innovations and make decisions wisely.

3. One who is very productive: A self-confident person with a strong sense of right and wrong, easily adapting to new circumstances and able to cope stresses, durable tolerance, thinking sensibly and independently, interactive and exchange skills and information effectively. Moreover, who is a self-motivated leader, sets strategic goals and strives to achieve, and is one who is a good citizen: One who encourages peace, tolerance and respect for human rights. Definitely comprehendible rationalists and respect of law related ordinance and is committed to continuing education regardless of age.

4. One who is well organized: A person who well skillful who believes the value of appropriate time management, accomplishes his duties timely and execute assignments on its allocated time.

5. One who contributes greatly to the rule of law, social justice and national unity. Who is renowned to be very active participative and powerful in social services and recognises the position as a responsibility but not a superiority.

6. One who is healthy person: Maintains a healthy and active lifestyle. Sustains proper personal hygiene and sanitation, and always takes appropriate control measures to ensure safety and security.

7. One who is Responsible and Safeguard the property: Strives to be a productive member of society, accomplishes the duties professionally and to the best of ability, avoids malpractice of property and is obedient to laws of trade and investments.

2.5. POLICY PURPOSE:

To provide a policy of an equal opportunity to education system to all citizens with no one is neglected from his/her rights. The policy provides to all students with access to basic free education with superior quality. This proceeds to further opportunity of education lasting throughout student's life. Thus, empowering personal capacity and their active participation in promoting Somali culture, socio-economic development and the notion of competition with the rest of the world are the main priorities this policy is the focusing.

2.6. POLICY GUIDELING PRINCIPLES:

The guiding principles of this policy are in accordance with Islamic laws, national laws, international and regional agreements, policies, regulations, acts and related directions. Specifically, the principles have given much attention to Somali National Constitution and National Development Plan. It recognizes globalization of human rights. As these principles harmonize a various vital aspects, it is utmost crucial to describe explicitly the main essentials of these principles, among these:

2.6.1. EDUCATION FOR ALL:

It is a mutual political strategy that addresses the needs of all students irrespective of race, living conditions, health status, disability, developmental status, and ability to study, academic success and financial or other circumstances. The policy endows the schools authority to serve, persuade and welcome all learners.

2.6.2. ACCESS TO EDUCATION:

Every Somali citizen has the right to have access to appropriate education, relevant to his/her age and necessities, which is compulsory as a part of the free basic education provision.

2.6.3. EQUAL ACCESS TO EDUCATION AND HARM PROTECTION:

Every Somali citizen has equal rights, fair opportunities and other chances of obligations or responsibilities and hence must be protected from all forms of criticism and discrimination on grounds of race, gender, disability and economic vulnerability.

2.6.4. RELEVANCE AND QUALITY OF EDUCATION:

All education standards are based on relevance and superior quality which is accredited by ministry. Again, the system of education reflects the development of socio-economic status and maintains cultural aspects of Somalia and its citizens.

2.6.5. ABILITY AND PARTICIPATION:

No Somali citizen shall be omitted exempted or deprived to have access to any formal or informal education or quality education relevant to their age.

2.6.6. COLLABORATION WITH PARTNERS:

The Ministry of Culture & Higher Education is responsible and accountable for the implementation of this policy. However, MoECHE always pursue a mutual cooperation of various intents locally, regionally and internationally with the aim to promote and ensure successful accomplishment of this policy.

2.6.7. PREPAREDNESS TO DISASTERS AND DISEASE FLU:

The Ministry of Culture and Higher Education will be responsible to be vigilant and follow up disaster forecasting and plan as integrated model during disasters and developmental phases to ensure the continuity of the services delivery at any cost.

CHAPTER 3

3.0 POLICY, AIMS, OBJECTIVES, AND STRATEGIES

3.1. EDUCATION DEVELOPMENT

3.2. REASONS AIMED EDUCATION SUSTAINABILITY

Sustainable development means finding solutions to the needs of today's generation without compromising future generations. It requires the countries and their people find a way to overcome today's social and environmental problems and learn to live in a stable and sustainable life. Sustainable development is a concept that encompasses people, livestock, plant diversity, ecosystems and natural resources. Further, it incorporates issues of poverty, gender equality, human rights, and education for all, universal, health, human security, communication or thinking among individuals or groups of different cultures or views of the world and so on. Handling and continuing education is designed to help people develop and improve their skills and knowledge, to make informed decisions that are in their best of interests in the present time and in the future. In

2005 the United Nations launched its Decade of Education support for sustainable development (Department of Education), in March 2006 African education ministers have pledged to implement the sector education. This commitment recognizes that the education sector "has a lot to offer increase control and sustainability of lifestyles and prolonging the environment, promoting health and gender equality." The conservation, continuation and long-term monitoring of progress towards Somalia within this strategy. The education system needs to measure the perception that the world is generally seen as a structure comprising social, cultural, economic as well as the natural environment, which have been identified as having undergone constant change. Therefore, hands-on learning and sustainable development are an important link in the fields of poverty alleviation, health and the protection of the environment.

3.3.   ACHIEVEMENT OF LEARNING EDUCATIONAL POLICY

It develops habits, values, habits of change and lifestyle to ensure a sustainable and long-lasting life. It's the power that focuses on developing critical thinking skills, personal, social and environmental forces. Which will be normal for every job in the system of education. It is also a daily work of the Ministry of Education Culture and Higher Education.

3.4.   OBJECTIVES OF SUCCESSFUL EDUCATIONAL POLICY

i.   Develop policy adaptation and commitment to implement it

ii.   Maintenance of education and sustainable development at regional and national levels.

iii.   Strengthening international, regional and state-of-the-art tools and techniques, and partnering with the education sector that values Somali. Expand public awareness of principles and practices selecting and continuing to progress both individually and collectively.

iv.   Promote the educational system that promotes Islam and Somali culture, contributing to the preservation and continuation of development of socio-economic.

v.   To strengthen the quality of education within the sustainability and sustainability network progress

vi.   Collecting and coordinating our resources and funding for inclusive education may continue, through its interaction with policy of national development.

vii. To combine and expand collaboration with a focus on education related to conservation and continuity.

viii. To direct the education system to respond to concerns towards protection and sustainability over time through policy coordination within national and local level.

ix. Ensure the capacity of each level for disaster risk reduction, preparedness of emergencies and their response.

CHAPTER 4

4.0 IMPORTANCE OF CHILD EDUCATION

4.1. REASONS ON EARLY CHILDHOOD PEDAGOGY EDUCATION

Early childhood development is an important foundation for exploitation human potential and helps ensure that every child is capable to reach its highest potential. Failure to invest in the early stages of intellectual development, children will need later years more funding than they originally needed, and provided a remedial action, which they can never pay back to where they were originally. Investments in the early years of child development have shown the best return on human capital development, and should be prioritized. It is noted that the possibility of further policy on education of early childhood to be developed to address the difficulties and necessities of this subsection. This obliges the disparities due to traditional imbalances, inequalities in service provision, failure to balance information on early childhood development and its structure and the rest of the primary education system alone. However, this policy should be internally linked to prior objectives and below is the general purpose, and guiding principles needed to achieve the policy goals. This policy may be built on these objectives, and then included in more detailed formats and implementations. But they never deviated from the importance and purpose of the policy.

4.2. VISION OF CHILDHOOD EDUCATION POLICY DEVELOPMENT

Early Childhood Education emphasizes the preparation and provision of equal access to early learning, so that children in Somalia aged 3 to 6 can be treated as early childhood and vulnerable children as well.

4.3. OBJECTIVES OF EDUCATION POLICY DEVELOPMENT

➢ Ensure that all children in Somalia aged 3- 6, have equal access to early childhood development services with good quality.

➢ Provide all early childhood development services that met Ministry's standards set for and adopted.

➢ Present age-appropriate life skills through monitoring and follow-up throughout the implementation of the clearly defined early childhood development curriculum.

➢ Ensure the initiation of the ZERO classroom to prepare easy access to basic education and to encourage parent education in early childhood development. Children should be prepared to enter first grade so they can enjoy basic education and educate parents about the importance of early childhood education

4.4. STEPS FOR POLICY DEVELOPMENT IN CHILDHOOD EDUCATION

i.   Establish an early childhood development department to coordinate, monitor and evaluate the delivery, quality of early childhood development services and other ongoing activities.

ii. To develop and improve early childhood development strategies in the education sector to ensure the rights and needs of all children under primary education and to be placed on the basis of national development

iii. Establishing procedures or guidelines for registration and adoption of all department's standards without exclusivity

iv. Document and map of all early childhood development centers and early childhood development service providers to ensure compliance with the entire fundamentals of Ministry's established standards.

v.   Regulate and ensure staff certifications and experience, and the ability of early childhood development service providers and training accomplishments undertaken prior and post-employment. And that early childhood development providers must agree to the professional standards.

vi. Throughout Somalia, children between the ages of 3 and 6 are given equal opportunities to early childhood development services

Chapter 5

5.0.   BASIC EDUCATION

5.1.   OBJECTIVES OF BASIC EDUCATION POLICY

Gaining access to basic education, life skills and abilities in many parts of the vocational education is a prerequisite for high school and university education, and the promotion of skills built in early childhood development. Principal of learning basic compulsory education is recognized in the world for all people, and the protection and continued development in 2030. Currently, the average total number of registration is under 30%, despite the variety of agro-pastoral and rural areas has not been achieved and such services are underway. In addition, the average number of transition from primary schools entering high school is to the lowest and unacceptable, especially in rural areas. Although the number of primary school graduates are increasing yearly, yet access to basic education depends on equal access, well-furnished Schools and high quality education that can be achieved through development teaching methods and school administration. All these require action of immediate effect and close attention. Along the aspects of access, equity and quality must be constantly revised and reported to ensure compliance to rules and notified future strategies.

5.2.   VISSION OF BASIC EDUCATION POLICY

All children's age is appropriate to basic education classes (1 to 8) will have access to compulsory education which available for them. .

5.3.   OBJECTIVES OF BASIC EDUCATION POLICY.

1. To provide access to free and compulsory primary education, free within each distance of 2 to 3 km for all students of basic education age.

2. To introduce innovative curriculum based on the outcomes and to implement it to each grade level gradually on yearly basis.

3. To register, revise and map all schools and educational infrastructures to guide the priorities of modernization, renovation and construction of facilities and properties to the minimum acceptable standards including suitability, gender sensitivity, water supply system, facilities and sanitation.

4. Ensure that all school buildings including classrooms, venues and playgrounds are all accessible and easily identifiable particularly students with special needs.

5. To implement policy of course books to make sure that every student has one book for each subject.

6. To provide a safe conductive environment enabling long-term study average which makes 35 for one teacher or ratio 35:1 for all elementary schools

7. To introduce a system that ensures continuity of education and submission of quarterly reports on the progress of students in order to reduce and prevent barriers that contribute students to leave from the school.

5.4. STEPS OF PRIMARY EDUCATIONAL POLICY

➢ Coordinate with amicable communities to enroll all students of primary school age, in elementary schools.

➢ Identify the location, map, and oversee of primary school infrastructure and their distribution to create a database and prioritize in strategic planning that eventually lead on upgrading, maintaining or constructing new buildings to ensure Compliance with minimum standards agreed. These include appropriate, gender sensitivity, water supply, belongings and sanitation facilities at all elementary schools.

➢ Establish school boards in underserved areas and train them to support the development and implementation of schools as centers of care and support, also development and management plans.

➢ Review technical definitions employment and recruitment requirements for all teachers and administrators at each level, so that capable personnel with required competency will be recruited.

➢ Provide adequate teachers and teaching materials that meet the needs of all public school students alongside with the new curriculum.

➢ Ensure that all elementary schools are tailored to meet the needs of the student, and to attract student's attention and needs met by the Ministry, to meet the needs of all students with special needs, orphans, vulnerable and other marginalized children.

➢ Provide all necessary and adequate resources that can address the needs of primary schools students that reflects the new curriculum.

➢ Prioritize school construction and maintenance to ensure no student walks more than three kilometers from school.

➢ Pay bonuses for difficult working conditions and appropriate attractions, to ensure sustainable employment in rural areas, hard-to-reach places and in remote primary schools.

➢ Involve all teachers in the performance management system.

CHAPTER 6:

6.0.   HIGH SCHOOL EDUCATION

6.1.   POLICY aimed at secondary school

Secondary education consists of Form 1 to Form 4, which lays the foundation for students to pursue into the right career, technology or university. Basic education is inadequate for the preparation of a scientific economy. Therefore, secondary education should aim to build to strengthen the basic education by focusing on the same skills. The primary purpose of an equitable high school education is to help students prepare for, choose and enter a business, technology, profession or university and enter a productive socio-economic life, this will allow in developing more meaningful basis for the country's skills.

6.2.   HIGH SCHOOL POLICY ACTIVITY

Providing equal access to all students of the appropriate age to quality education of secondary school. This adequately will prepare with students technical and professional talents that subsequently lead to join university education. Further, this improves the role of socio-economic production of Somali society.

6.3.   OBJECTIVES OF HIGH SCHOOL EDUCATION POLICY

➢ To provide high school education to all students of all ages who have passed the basic education.

➢ Ensure that all school buildings and facilities, including classroom and sanitation facilities are appropriate, fun and easy to use for students with special needs.

➢ Develop an outcome-based curriculum, including regular life skills.

➢ Ensure availability of libraries in all secondary schools in Somalia.

6.4. STEPS TO ENSURE A HIGH SCHOOL LEARNING POLICY

❖ To receive textbooks, electronic teaching and learning materials that is enough to respond to the needs of all high school students in the state to ensure the target of 1:1. This denotes, each student must have one book in each subject. Further, to identify, Map high school buildings and their coordinate distributions to be used in documenting the geographical locations of these school buildings.

❖ Initiate a series of priority plans on gradual phases based on necessities for modernization, maintenance and construction of new buildings and equipment. These include water and sanitation facilities, respect of gender issues, and compliance to the ministry's standards in order to contribute to the production of basic education.

❖ Appraisal of work specifications and reference requirements of all teachers, faculty heads and system administrators at each level to ensure capable and competent personnel are designated

❖ Analyzing the current number of secondary education teachers and estimating the teacher graduating from teachers training schools alongside with the subjects and classes they can teach, to identify potential short-term, intermediate, and the distant shortfalls, as well as to ensure the quality of teacher's trainings.

❖ Make sure an appropriate access to quality education for students with disabilities, the special needs, the orphans, the vulnerable and those discriminated against.

❖ Ensure that all children of entitled applicable school age, who have completed elementary education, have access to secondary education within 5 km or less from their residences.

❖ Produce new teachers each year prepared for teaching subjects and classes and consideration teachers pre-service trainings that reflect to the new curriculum

❖ Provide care for quality control and assurance officers and ensuring that the school environment is conductive to the needs of the children and offer an enjoyment and pleasure to students. Further, to deliver education of superior quality that meets the requirements of the curriculum and teaching life skills.

❖ Establish dialogue and negotiation procedure among secondary education systems, TVET and university education systems to enhance and expand the transition period, and build effective coordination for entry programs

❖ Implement a student / teacher ratio strategy of 35: 1 in secondary education.

❖ Eliminate all barriers preventing student success including issues related to gender, disability, special needs, stigma or discrimination and other factors of this nature.

❖ Integrate the Information, Communication and Technology (ICT) within high school curriculum to strengthen student's capacity.

Developing policy to regulate private secondary schools and to ensure its implementation.

CHAPTER 7

7.0 TECHNOLOGY AND SPECIAL SKILLS

## 7.1.	OBJECTIVE policies aimed at Vocational education and special skills

If Somalia is to be competitive with its neighboring countries and World countries must respond to the urgent need to restore technical education and skills in the marketplace.

The current uncertainty around the need for vocational training has been accrued by the high schools that have not gone as far as possible and a negative outlook on vocational training. This shows the urgent need for a policy that guides vocational education and special skills, and the means of obtaining the requisites, in order for this subsection to succeed in fulfilling its obligations.

## 7.2.	VISION OF POLICY TOWARDS OFFICIAL TECHNOLOGIES AND SPECIAL SKILLS

Review, initiate, and continue the learning process technical & specialized skills & sub-sector that responds to market needs and demands, which contributes a lot to the realization of the development goal of socio-economic status of Somalia.

## 7.3.	OBJECTIVES OF POLICY ON VOCATIONAL TRAINING AND SPECIAL SKILLS.

Promote widespread socio-economic development through training and expanding the workforce with marketing skills

To create awareness programs throughout Somalia, Provide effective TVET capacity, management and training with clearly defined rules and responsibilities between relevant ministries and government authorities.

7.4. EDUCATIONAL POLICY STEPS ON VOCATIONAL TRAINING AND SPECIAL SKILLS

➢ ----Develop a sub-division of technical and vocational education policy in line with the National Education Policy.

➢ To set up a technical and vocational education committee Somalia, to identify, map, and edit all technical education institutions and specialized skills, ensuring that those institutions are represented on the board.

➢ Develop and implement educational requirements framework technical and special skills, to manage the subdivision.

➢ Develop an outcome-based curriculum and structure for vocational and vocational education levels, to ensure the skills requirements are appropriate for long-term employment.

➢ Research and analyze the needs of the labor market and how to cover it, to inform planning and feedback on education Technical skills and special items needed in social and economic aspects of Somalia.

➢ Developing the department's standard and ensuring compliance all technical and vocational education centers Complies with the agreed minimum standards.

➢ Ensure that their technical and vocational education services access to disadvantaged groups and students with special needs.

➢ To achieve an institutional ratio between student and teacher at 15: 1

➢ Integrate mainstream technical and vocational education programs with modern skills including business training

➢ To expand the training capacity of the subdivision, to accommodate the students in high schools.

CHAPTER 8

8.1. UNIVERISTIES AND HIGHER EDUCATION

POLICY aimed Universities & Higher Education

Higher education is essential to providing the skills set out in the 2017-2019 national development program, and is important for a research-based, knowledge-based economy. However, for various reasons Somalia has lagged behind the rest of the world, in terms of scientific progress. To overcome these barriers it urgently needs updated feedback. It requires the introduction of a comprehensive

subdivision policy guided by higher education regulations, which emphasizes the key strategies, structure and quality of these issues.

8.1.1. POLICY VISION ON UNIVERSITY AND HIGHER EDUCATION SUBSECTION

Reorganizing and refining the higher education system to create inclusive education through research that enhances the quality of people to advance the socio-economic goals of Somalia and enhance its environment, culture and understanding.

8.1.2. POLICY OBJECTIVES ON UNIVERSITY AND HIGHER EDUCATION

➢ To provide comprehensive academic policy, consistent with department policy and higher education policy.

➢ To ensure that students follow selected courses and retake them developed and expanded to meet socio-economic needs.

➢ Promote access to higher education, through the development and expansion of distance learning.

8.1.3. POLICY STEPS ON UNIVERSITY AND HIGHER EDUCATION.

➢ Develop a comprehensive, comprehensive education policy that is consistent with education policy and higher education law.

➢ To start the labor force study, to meet the needs of Somalia in every sector and profession.

➢ To Review and revise the institutions of higher education to create an institutional register and begin with a focus plan to expand existing institutions and create new ones and facilitate their access.

➢ To promote and facilitate the private sector of higher education institutions in accordance with the rules of politics, and to ensure compliance with the standards to ensure that programs to prevent the same on the surface.

➢ Adjust academic year and high school calendar to accommodate transitional activities and prevent learning disruption.

➢ Develop and teach job-related research and development skills including the use of technology and communication.

➢ Providing long-term education to all existing and emerging higher education institutions to increase enrollment, without stressing the university environment.

➢ Establishing the Higher Education Commission and ensuring that the committee has representatives from the education partners.

➢ To set up, finance and start institutions of higher education to conduct relevant research in the country. La Strengthen quality assurance measures to ensure compliance with international and regional certifications.

➢ Ensure gender equality in all institutions of higher education and acceptance of students with disabilities.

➢ To expand the facilities and staff of institutions of higher education, to facilitate a 60% improvement from high school to higher education including science, veterinary and science education agriculture, fishing, the environment and so on

CHAPTER 9

9.0 Distance education and Scholarship

9.1 Definition of distance education:

Distance learning is a way of learning and direct instruction delivery (interaction of students and teachers, and students within) to take place with students and teachers at the time were not the only place in all. Remote learning is used on the Internet; with the teacher being the only one to be seen and heard, or students and teachers can see and hear on the open media, closed circuit cable, microwave, internet speed more than a few waves once the carrier (broadband lines), the other known as fiber optics, satellite or telecommunications equipment that lines have (wireless), meetings talking, or use tape, DVD, CD-ROM and can also be used distance education.

9.1.1. Definition of scholarship

It is one of the types of formal education that such educational institutions send lessons and tests to students without the help of a teacher, and by mail or other electronic means. The visibility of students and teachers is limited, not permanent, and often arises from students.

The teaching is one where the student learns. These two forms of learning can take place either in-country or abroad.

9.1.2. Policy Consciousness

To broaden the scope of educational opportunities for the Somali people regardless of age, the Department of Education encourages both of these approaches, and recognizes the qualifications they offer, if:

b) Graduate education in the country and the credentials given to it are provided by an educational institution recognized by the Ministry of Education.

CHAPTER 10

10. TEACHER EDUCATION

10.1. TEACHER EDUCATION POLICY aimed

Somalia lacks trained teachers with the required conditions subjects at all levels of education. The average ratio of students to the teachers in mathematics and science is 84:1. The increasing speed of the challenges can be prevented by combining the short term and long term programs. Such programs include additional in-service training to enhance teacher knowledge and competence. Regular professional development program is also needed, in order for in-service training to be meaningful. Because of this, current programs need to review the teaching of the teachers and their curriculum in order to maximize teacher training.

10.2. AIMS OF TEACHER EDUCATION POLICY

Increase the follow-up of teachers entering the profession, and revise the curriculum of teachers and trainers. To prepare teachers for product-based learning. To train trainers and teachers to focus on the production brings enough teachers out meet national needs. . Develop a subdivision teacher education policy.

10.3. OBJECTIVES OF TEACHER EDUCATIONAL POLICY

--Develop and implement a teacher-based curriculum, and enhance and practice teacher and student behavior.

---Encourage and ensure continuous follow-up of Somali teachers who meet the requirements for early childhood education, primary, secondary, technical and vocational education.

--To provide financial, institutional and staff capacity, to facilitate a 20% improvement from secondary schools to teacher training programs.

10.4. STEPS FOR TEACHER EDUCATIONAL POLICY

----Design pre-employment standards, curriculum and assessment structures to take account of appropriate and appropriate outcome-based curriculum for elementary and secondary education

--- Develop and deploy teacher and resource needs structures to predict training needs for subjects and classes.

¬ Create incentives for experienced teachers, but not through direct teacher training, to update their skill levels and meet requirements.

¬ Provide capacity building trainings for teachers who provide teacher training curriculum.

---Develop an incentive program that also ensures that equal access to teacher training is available to high school graduates who meet the teachers' training requirements.

¬ Review and quantify the number of current primary education teachers and requirements, and predict the output of teacher training colleges, to identify short-term, long-term and required training.

¬ Provide professional support to on-the-job training teachers to effectively communicate the school curriculum.

¬ Calculate the pre-employment recruitment needs, in order to obtain the required production. Develop and provide appropriate teaching and teaching tools for pre- and post-work

¬ Review teacher and trainer curriculum to prepare teachers for product-based learning.

¬ Provide ongoing support and training for management, teachers, and department heads to improve the quality of teaching and learning of teachers.

---Promote gender equality between teachers and students.

-- Develop and maintain an accurate record of the teacher's daily routine and expected activities, to ensure an effective management of the teacher's resources and delivery.

10.5. AIMS OF IN-SERVICE TRAINING POLICY

To maintain the quality of service, teachers should be continuously provided with the knowledge and skills associated with the teaching and learning process. Therefore

High-quality teaching ability as well as using the latest methods is the result of an effective training program for teachers in the field. Pre-employment training requires a sufficient number of professionals who participate in teacher education in the workplace. As a teacher of skills, as well as all other qualifications are weakening as time to time, we need to redesign, modernize and reform constantly.

10.6. VISION OF IN-SERVICE TRAINING POLICY.

To encourage and support high quality, orderly and long-term education, through effective school management and promotion of growth, Professionalism and teacher development.

10.7. OBJECTIVES OF IN-SERVICE TRAINING POLICY

---Provide ongoing professional support to in-service teachers to deliver the curriculum in a timely and effective manner to promote and promote collaboration among all education stakeholders, through interaction, participation enter and collaborate.

--Provide support and management knowledge to school administrators to become role models, mentors, and accountability officers to promote quality education,

¬ Facilitate and enhance collaboration with educational partners to provide truly inclusive collaboration.

--Expand teachers' knowledge of classroom management in mobilization strategy, to ensure effective teaching and learning.

¬ Promote the school-wide development plan, which allows for the development of effective skills, and promote the responsibility of running the school for all school staff.

10.8. STEPS OF IN-SERVICE TRAINING POLICY

--Provide experts to help teachers develop their skills Career.

--To provide necessary facilities job training program enough to perform their obligations to the program.

--Providing and promoting computer and Internet skills, as technology continues to advance.

--Develop specific training programs for teachers, which can be held during school holidays.

--Develop and maintain a record of useful information, to ensure that school administrators and teachers are trained in any fixed program with consistent data and evidence to track it.

¬ Improve the quality and effectiveness of teacher education throughout the workforce to ensure that all teachers can use a student-centered approach, including classroom instruction.

Provide appropriate facilities for teaching and development of teaching and / or learning materials.

--Develop a monitoring and evaluation system to review operations as well as achievement of goals, analyzing available information on teacher skills.

--Ensure a well-balanced internship program to meet students with special needs.

CHAPTER 11

11. FORMAL AND NONFORMAL EDUCATION

11.1. POLICY TORWARDS FORMAL AND NON-FORMAL EDUCATION

Vocational and regular education, those are known as adult education and lifelong learning (life time education), provides opportunities for Somali citizens who are eager to advance their education, that has been missed out fully or partially the formal education.

This section offers alternative opportunities for access to basic education, career advancement, open and long-term education. The non-formal primary education program in this section is one level higher than the alternative education and makes it easier for the student to return to the formal education system when they passed the equivalent exam to the eighth grade. Students may include young and adult who have had the opportunity to enjoy reading, writing and post-secondary education through an informal course and then continue to join secondary education and vocational training through a range of institutions that provide non-formal education and adult education. There is therefore a need to develop a systematic, non-formal education, or continuing education that reflects an agreed curriculum to easily open the door towards formal educational system.

11.2. PURPOSE OF FORMAL AND NON-FORMAL EDUCATION POLICY

This is to establish a framework for developing and regulating non-formal education to facilitate access to formal education for students in continuing Education. This promotes opportunities for their future employment and active contribution in cultural and economic development of the nation.

11.3. OBJECTIVES OF FORMAL AND INROMAL EDUCATIONAL POLICY

i.   To sustain formal and informal education (Adult Education) under the management of one department of the Ministry of Education after successful completion of required staff, equipment and other resources.

ii.   To continue non-formal education and continuing education and expanded to some selected formal intermediate (primary) schools and to provide these students study fundamental or basic education programs.

iii. To adjust the basic non-formal education curriculum to formal Basic Education curriculum to facilitate opportunities of every age to join any appropriate grade.

iv.   To strengthen the capacity of teachers and facilitators of formal and informal education through systematic pre-service or in-service training.

11.4.   POLICY PROCEDURES ON FORMAL AND INFORMAL EDUCATIONAL

--To establish functional department of formal and informal education and to complete recruitment of adequate personnel for the department.

--To expand non-formal education and continuing education to some selected formal primary schools and to provide these students study fundamental or basic education programs

--Develop formal non-formal education curriculum compatible with formal primary education curriculum to facilitate opportunities to all relevant age groups to enroll an appropriate grades of Primary education.

--Prepare and illustrate a systematic evaluation equivalent to primary education certificate to help successful students eligible to secondary education and continue their education.

--To advance the access and quality of education through variation of educational methods, including distance education.

--To register, ensure, synthesis and regulate education providers of non-formal and continuing education (Adult Education) of newly and surplus ones to promote the allocations, availability and diversity of the program.

--To regulate the required minimum standards to all teachers and facilitators.

--To coordinate community association having common interest to collaborate for registration of children outside the formal school education to achieve access to education for all.

--To ensure utilization of technology, communications and distance education, where possible, to enhance subject and the manner it is delivered.

 ---To implement and put in place all measures ensuring the quality of the subject and its improvements.

--Design various approaches of teaching methods for various student categories such children, adolescents and adults.

--Eliminate all challenges preventing student success like gender, age, disability, special needs, harassment and discrimination, among many others.

Chapter 12

12. CURRICULUM DEVELOPMENT

12.1 PROPOSE OF CURRICULUM DEVELOPMENT POLICY

The Curriculum offers a mentoring and guidance platform, in areas of interdisciplinary teaching and learning. The policy also provides practical guidance on the subjects, tools, instructions and assessment methods designed to achieve desirable educational outcomes. Curriculum development is the foundation of an effective education system, and it must balance teacher education, professional expertise and resources. It should be responsive to changing goals and needs.

Thus, after every reasonable of time, the curriculum reviewed is to be done by education experts and stakeholders to ensure the appropriateness and acceptance.

This should prioritize evaluation and identification of imaginable emerging situations that include to sustain the education progress, but not limited. It must also give equal importance to standard assessment to prevent provisional decisions made by various levels and organizations.

12.2. GOAL OF CURRICULUM DEVELOPMENT POLICY

It guarantees a balanced, interconnected and appropriate approach that reflects Somali values, culture and traditions

12.3. OBJECTIVES OF CURRICULUM DEVELOPMENT POLICY

i. To establish and regulate one center for curriculum development activities with the national education system.

ii. To adopt the method based results included in the curriculum to reflect the community aspiration and national development goal of Somalia education.

iii. To meet the diverse needs of students, including those who face learning challenges and participate in the transfer of career opportunities such as visual arts, performing arts, culture, commercial, etc.

iv. To carry out regularly curriculum research and review to ensure its excellence and relevance.

12.4. POLICY PROCEDURES FOR CURRICULUM DEVELOPMENT

➢ --To organize and reduce the general education of the curriculum and condense into vital subjects with adequate time is allocated in each subject, which is associated to the outcome-based learning process

➤ --To develop general guidelines for curriculum development (such as textbook policy), to guide, design, deliver, manage and use of teaching materials.

➤ --To develop guidelines for curriculum development for all levels of education, both formal and non-formal education.

➤ --To develop and exhibit (ECCE), a clear and coherent curriculum, to ensure consistency and relevancy to all levels in teaching delivery standards, quality of services (ECCE) and to exhibit age-appropriate life skills.

➤ --To develop and review teaching materials to suit the overall curriculum structure and relevance of the language of communication.

➤ Provide guidance, preparedness and organize all necessary means to all issues that might arise.

➤ To include all emerging or arising issues such as business at private sector into this programme.

➤ To emphasis continuous evaluation to enhance skills and capabilities.

➤ --To conduct researches to promote curriculum development.

➤ --To develop and provide adequate teaching and learning materials to address the essential needs of all students in schools.

➤ --To address the need of community knowledge and skills, and ensure opportunities for learners to actively participate into broad range of curricular activities, encouraging to all areas of human capital development.

➤ ---To review the curriculum and teaching materials for at least every five years.

Chapter 13

13. GENERAL POLICY PROGRAMS

There are many issues in public policy which, depending on their means, have broader implications for education, policies and culture. Certainly, these are very vital to parents, potential stakeholders and the wider community. These implications need to be defined, to make sure they remain constant and never cause change in this policy and other contexts including the Somali constitution. These include:

13.1. ACCEPTABLE REQUIREMENTS

All children have the right to enroll in free primary education and move on to the next high school level. The minimum requirements for admission for students are specified by the guide, the procedure and the school system that will be prepared in a timely manner according to their priorities.

13.1.1. LEARNING LANGUAGE

Somali language is considered the official one in accordance with the Federal Republic of Somalia constitution. It provides an important guidelines for the education sector. The official policy is that Somali language should be used as the official language to all primary education (1 to 8), and thereafter English or Arabic will be the languages of education. As a result, Somali language will continue to be as taught subjects at all grade levels and school systems.

13.1.2. GOOD CONDUCT IN SCHOOL

Recognizing that discipline is an important element of school life, the education department's policy aims to encourage positive behavior, which helps them take responsibility for making decisions and understanding why their decisions are in their best interests. Good behavior does not reward children for poor behavior, but it does provide opportunities for them to grow as a unique human being, understand their mistakes, and appreciate how positive behavior can bring positive experiences and opportunities.

13.1.3 SCHOOL CLOTHES

A sustainable education policy advocates and supports that primary and secondary schools across the country should have the same uniforms not decorated with diverse colors for all students. The purpose is to have a matching uniform that all students wear in school. This certainly minimizes the visible differences in socioeconomic status of students.

13.1.4. Evaluation

There is a great need to have the identical evaluation to avoid access to provisional decisions of various levels and agencies. There will be uninterrupted and consistent evaluation of grades 8-12 in educational system.

13.1.5. YOUNG PEOPLE

Knowledge and education are the most important factors that influence young people to be fully involved in the process and activities of social, labor and political development. This policy is therefore of utmost noteworthy to increase the number and level of participation of small-scale, as this eventually ensure that youth have the knowledge, ability, skills and good values required to fill

roles of organizing, representation and becoming fascinated by the development, management goodness, inclusiveness, tolerance and peace.

CHAPTER 14

14. GENERAL INFLUENTIAL ISSUES

14.1. GENDER EDUCATION

This policy promotes equality of educational opportunities for both sex male and female learners at all levels of education. The Ministry gives more emphasis to equality of opportunity; and, in particular, considers the most at the equity of students to promote girls' education. It reduces knowledge gaps among boys and girls, specifically encouraging girls to continue their higher education.

14.2. Violence, abuse and harassment

This policy promotes a safe and conductive learning environment, free from violence, abuse and all kinds of harassments and exploitations.

14.3. THE ENVIRONMENT

Sustainable development strategies will be successful when there is a strong commitment to protecting in every possible means to the environment. Protecting natural resources and maintaining biodiversity is an evitable and obligation to all education programmes and institutions. To achieve this goal, a comprehensive and integrated approach to environmental protection should be developed to be adopted by all schools and educational institutions. The curriculum will include interdisciplinary module of environmental protection, natural resources preservation and climate change measures.

14.4. PEACE EDUCATION

This policy encourages the knowledge, skills, attitudes and values needed to ensure rehabilitation, which will provide children, adolescents and adults with the ability to prevent conflict and violence both in their own procedure and in their own means. In order to resolve the conflict peacefully and to create conditions that would promote peace, be it personal, public relations, two or more, national or international. This policy encourages non-violent ways of problem solving at all levels. It ensures that peace education is integrated into the curriculum, the community of stakeholders, the family and

the nation as a whole, to be a part of life, to make reconciliation and ways for all educators to teach peace. It also encourages young people to take part in the peacebuilding process.

14.5. Special Education Needs

The Ministry of Culture and Higher Education is dedicated to establishing a framework for learning for students with special needs. The Department recognizes the right of every person to have an accessible, quality education regardless of one's physical or mental ability.

The ministry is committed to creating an education standard that facilitates education that is accessible to all, regardless of their ability. The Department is making sure that special needs people have access to appropriate education, as well as providing a service that enhances their right to education.

The ministry is creating a framework to strengthen and guide the state education institutions, delivering resources dedicated to the implementation of projects to serve people with special needs. The ministry is committed to empowering regional governments with technical experts to oversee the implementation of the Education Policy, which emphasizes policy and procedures for people with special needs.

Chapter 15

15.   EDUCATION GUIDANCE, RACE RELATIONS AND COUNSELING SERVICE

The Ministry of Culture and Higher Education is mandated for the overall development of children to help them ensure the safety of transition into adulthood, and to prepare them successful contributors to economic development in Somalia

This necessitate lively political goals and ambitious political that can be realized. Most importantly, in today's context, neither guidance nor counseling can be comprehended as a matter of extracurricular activities, but they are not considered inevitable pillar to teaching and classroom activities. For this respect, all new teachers at initial training phases need to learn the instructions and guidance training as compulsory subject training prior to the mission and work in both subjects of learning (Adult Education) and all teachers have to take in-service training program throughout their entire career.

15.1.   POLICY PROPOSE ON GUIDANCE AND COUNSELING

Ensure enhancement and overall growth and protection for all students of various levels of formal and non-formal education system move safely into maturity.

15.2.   POLICY OBJECTIVES ON GUIDANCE AND COUNSELING

i.   To strengthen the capacity of all teachers entirely and consistently in matters related to counseling, counseling, health, psychological and life skills, through pre- or post- training services and to examined for assessment.

ii.   Ensure the environment at school premises meet to standards of health and safety and protects students from hazards at schools, using suitable facilities and designated counseling rooms.

15.3.   POLICY PROCEDURES FOR GUIDANCE AND COUNSELING

--To provide mandatory counseling and counseling programs at all teachers of various education levels as a discrete subject.

--To build the skills and abilities of current teachers, using mandatory in-service teacher training.

--To create and build new teachers' skills and abilities, using mandatory pre-service teacher training.

--To prepare and provide all necessary resources such as teaching and learning materials, which are aligned with real and companion to religious guidance, that meet the unique needs of students.

--To coordinate and implement elementary school curriculum through editorial program advice.

--Facilitate the creation of specialist consultancy rooms.

--To strengthen relations with other sub-agencies and stakeholders dedicated to child care programmes.

--Support and advocate for consulting teachers to reduce the weight of other subjects they teach, in order to have enough time for guidance and counseling.

--Ensure that every teacher has received at least one mandatory subject of guidance, instructions and counseling.

CHAPTER 16

16. ORPHANS AND VULNERABLE CHILDREN

16.1.   POLICY OF ORPHANS AND VULNERABLE CHILDREN

Incidences of Orphanage and vulnerability in children have always been existing in the learning process, but prompted to worsening at the beginning of the conflict and civil war. The problem is even more pressing and involves many agencies and non-governmental organisations, charitable establishments and institutions. In relation to the community, the Ministry of Education Culture and higher Education is the right authority to evaluate and monitor the incidents involving orphans and vulnerable children, and to ensure detailed personal data collection, to assist the social sector

response these incidents sensibly. Apart from that important role, the Ministry of Education and Culture and Higher Education is to ensure to part-take a significant role in facilitating areas of protection, retain and restoration of orphans and vulnerable children into schools and the learning process.

16.2.   Policy propose of orphans and vulnerable children education Policy

--To identify, to keep on eye closely the orphans and vulnerable students in the learning process, and share their data with other ministries and organizations involving social sector with the purpose to assist and coordinate a comprehensive program towards the protection of orphans and vulnerable children socially, cognitively and participation of community development.

16.3.   OBJECTIVES OF ORPHANS AND VULNERABLE CHILDREN EDUCATION POLICY

--To identify, register and observer all orphans and vulnerable students in every school and educational institution.

--To mobilize support for these students from a wide range of areas of expertise, by sharing information stored in schools and agencies with all educational institutions.

¬ To ensure that all students orphans, vulnerable and others who are insulted in educational institutions become able to continue their education and to complete their education by providing power and resources of schools and educational institutions and interested or potential stakeholders. .

16.4.   POLICY PROCEDURES FOR ORPHANS AND VULNERABLE CHILDREN

--To establish committee for orphans and vulnerable children comprising all related entities such ministries of religious affairs, Social Affairs, donor organizations and other service providers in order to manage the needs of orphans and vulnerable, and to clarify the terms and responsibilities of various parts of the Ministry of Education and Higher to address in these issues.

---To create subcommittee affiliated from Ministry of Education and Culture and Higher to give care for children of orphans and vulnerable, that focuses on the strategies and activities of the Ministry of Education and Higher Studies promote participation and control, all students of orphans and vulnerable and those insulted, oppressed or belong to minority during learning.

--Ensure the data of orphans and vulnerable children are kept confidentially and can be only shared with those previously identified and involve in continuous and uninterrupted assistance to orphans

and vulnerable. However, the data will be kept secret and can be disclosed only when need might be that.

--To follow closely and facilitate the transition period of all orphans, vulnerable ones, ill-treated and minority students from academic level and transition to the next level of education in all schools and educational institutions and to provide a protection as appropriate.

CHAPTER 17

17. EVALUATION

17.1. AIM OF EVAUATION POLICY

Evaluation creates the relationship or a link between curriculum development and the designers of teaching materials which are the fundamental pillars of educational assessment. Evaluation also has a substantial role in improving and reforming the educational strategic transformation.

The assessment can be performed during student's course work at home, work at classroom, etc. (Formative) and assessing the student's transition study for final exams, or assignments given to students to work (summative).

There are numerous purposes of the evaluation, these include:

. To improve generally the educational system

 To acquire the essential and knowledge and skills that are needed the most.

. To assess the performance of student to the academic duties and responsibilities.

. Inspire teachers and students to increase their efforts for better performances.

. Conquer award of achievements made by students with qualifications, be certificates or degrees.

  I.   PROCEDURES OF EVALUATION POLICY

         There should be a framework for evaluation, which is essential for improving the quality, relevance and effectiveness of the education system.

  II.   OBJECTIVES OF EVALUTION POLICY

         To design and manage an appropriate system for assessment that address the needs of education.

         To design an appropriate means of evaluation that translate or reflect the curriculum and ensures national and international levels of education recognition.

  III.   POLICY PROCEDURES FOR EVALUTION POLICY

To develop framework for national certification

To establish well-furnished national certification Center in Somalia

To prepare suitable resources and equipment which can deliver the required information.

To develop robust guidelines to facilitate proper management of assessment process.

To nominate a working groups to prepare, review, and harmonize the existing assessment tools of Ministry of Culture and Higher Education (MoECHE)

To provide assessment tools and materials relevant to students with special education needs (SEN).

To expand the skills and competencies of the personnel involved in the evaluation.

To introduce and apprise the education partners the assessment process used of education sector.

To establish networks with to other world international evaluation frameworks.

CHAPTER 18

18. EDUCATION REGULATIONS: ANALYSING AND RESEARCH SYSTEMS, MANAGEMENT AND COLLECTION OF EDUCATION DATA.

18.1 Policy purpose on Analysis, Research and Management System and collection of Education Data

It is a public interest that the Ministry of Education and Higher Education to rely on reliable data collection, its management and analysis of need assessment, receiving or delivery, inputs and outcomes. Consequently, the process of collecting and managing education data is an essential to the Ministry of Education Culture and Higher Education's ability to ensure, monitor, evaluate and report. When the system of data collection and its management fails to function effectively, most of the vital daily administration activities are certainly impacted. This leads to unintentional problems in reporting, planning and budgeting. Failure to manage this category of information will result in repeated activities, unrealistic operational assumptions and ineffectual budgets, along with severe damage to the achievement of policy goals and objectives. It is therefore crucial that the data collection and management system of education be fully equipped with skilled professional staff. In other words, the Ministry of Education Culture and Higher Education's ability to administer the system effectively diminishes the ability to implement any policy change.

18.1.1. POLICY PURPOSE FOR EDUCATION MANAGEMENT INFORMATION SYSTEMS (EMIS)

To assess and enhance the proper performance of the education management Information System (EMIS) data collection to ensure the reliable information is gathered in systematic and timely manner that translates the existing activities, information, prioritization, reporting and research and eventually lead to informed and used guidance of the education sector at all levels.

18.1.2. OBJECTIVES OF EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)

--To analyze needs and type of priorities and needs of the information management, to eventually inform the reorganization, redefinition and moderation for the information and data collection of EMIS as this plays a strategic role in the directions of the education management and policy implementation.

--To give strong representation and empower the professional capacities in the field of data collection and management to enable all reliable information in the schools, such as annual statistics are provided accurately and in timely manner. The undertakings should include the review of the recruiting procedures in the collection and management of education information systems department and to review programmes and prioritize the role in data analysis, monitoring and reporting the activities on daily basis to the education sector.

--To comprehend the objectives of collection and management of education information that is in accordance with the strategic plan of the Ministry of Education Culture and Higher Education and prioritized engagements, including but not limited to the deadline for the dissemination of all important annual reports.

--To provide the Information is accessible to the public when demand might be for that.

18.1.3. Policy Strategy in Analysing, Research Reporting and regulating EMIS

Analysis Management and Collection of Educational Information

Short and long term EMIS plans

Provide with staff and resources and information management tools to EMIS unit enabling them to carry out the assigned obligations, tasks and to perform the duties professionally in a timely manner. To collect and manage the data to at least provide annual data package, report, analysis and report, these include the annual statistics of schools at each level, as well as mandatory report submission at Somalia and regional and international levels as well.

-To disseminate the information and analysis outcomes to local administrations of districts and regional levels for strengthening and support of local authorities.

--To empower and provide constant training for capacity building to the technical personnel to achieve high levels of accomplishments.

--To prepare the level of information collection and management information system in the list of key indicators.

--To develop a system for monitoring information and advice.

--To assess and analyze the number of teachers, and forecast the upcoming graduated teachers from teacher training colleges based on the subjects and classes to identify the deficits numerically, and to inform future plan training needs.

CHAPTER 19

19.0 POLICY PLANINING AND BUDGET MANAGEMENT

Strategic planning, policy and budget management are indispensable aspects to achieve the mission, and objectives of the Ministry of Education Culture and Higher Education. By adopting the Ministry of Education Culture and Higher Education this policy, the obligation of planning department is to lead its implementation, using strategic mapping and action plans. Completing and approving a strategic map of sustainable learning strategies also provides a conducive environment for short- and medium-term implementation plans, indicating that activities and programs that can be implemented in accordance with the National Development Plan. Therefore, the preparation and coordination of the annual and six-month's allocated budget management is essential to the implementation of the policy and the ultimate success of the Ministry of Culture and Higher Education.

19.1. Purpose of Planning and Budgeting Policy

To strengthen the budget allocation for the activities and effectively coordinate in wise manner, followed by proper organization, implementation, verifying and evaluation and eventually inform and share with other programmes, projects and overall educational sectors to structure sustainable development, strategic and inclusive consultation.

19.2. **Objectives of Planning and Budgeting Policy**

--To coordinate the preparation and implementation of the annual budget, short and long-term education plans for sustainable development goals and national economic development plans.

--To re-organizing the planning practises and considered as the main drivers of policy and overall performance of the Ministry of Education Culture and Higher Education.

To coordinate all ministry activities, potential stakeholders, partnerships, funding agencies and role of donors and the management of all technical cooperation with the Ministry of Education Culture and Higher Education.

--To coordinate the preparation and implementation of the recurrent budget of the sector.

--To ensure and evaluate the impact of sector projects and programs, using evidence based assessment and other vital sources.

19.3. **Planning and Budgeting Hierarchy and Budget Implementation Strategy**

--Systematize and arrange the planning sector development (Education chapter for national development plan).

--To mobilize both short and long-term to effectively funding opportunities, to strengthen the education planning process and implementation of its mandate effectively.

--To incorporate the short and medium term plans as outlined in the strategic plan Ministry of Education Culture and Higher Education's annual budget and expenditures.

--To appreciate, recognize our alliances and partners towards support of developmental programmes and operational proposals for implementation of short- and medium-term plans.

--To make all potential partners of non-governmental organizations with manual cooperation in development part to employ a unified, participatory approach for prioritizing projects and corresponding cohesive activities for funding.

--To coordinate with relevant ministries and institutions, to determine forceful donors and technical partnerships involved in education and training projects.

-To employ the monitoring and evaluation for education system to ensure reliable data collection in entire process of planning, budgeting and prioritizing the schools enabling to benefit from short and medium-term projects resources.

--To mobilize fund for implementation of the strategic plans of Ministry of Education Culture and Higher Education and coordinate those donor partners having shared inspiration in this area.

--To expand education planning activities to states, regional, state local governments to strengthen the planning and fund allocation for schools of state and regional levels.

--To co-ordinate the implementation of the goals, objectives and strategic plans of Ministry of Education Culture and Higher Education to attain sustainable education policy.

CHAPTER 20.
20. LEADERSHIP AND COORDINATION OF DECENTRALIZED EDUCATION SYSTEM

The education management is intended to work not in restricted area but in wider spectrum. Nonetheless, the educational service must have a balanced and consistent system that has a uniformed standard. This is partially due to the fact that since the collapse of the central government in Somalia in 1991, education services have become independent and unified. In addition, the federal system adopted by Somalia on the basis that districts, regions and states have strong administrative authority over social services, where education is a priority. Therefore, independent efforts need to be directed to ensure that education service providers become more efficient. The only thing that makes it possible is a well-organized, well-managed education system. The local governance process is expected to operate in three key levels of governance, called; State, federal and local authorities. One of the main advantages of an independent governance system is the possibility that non-educational groups become more actively involved in the delivery of educational services and have strong ownership of educational activities. Also, to have a deeper understanding of the real needs and to expand or spread access to educational opportunities at the district levels.

20.1. Federal level

Educational activities are not only concentrating on achieving a high level of mastery, but are also important to provide existence and an equal excess for educational opportunities. The Ministry of Education, representing the constitutional authority of the Federal Republic of Somalia is responsible for the allocation and coordination of essential necessities of education requirements of all states federal states. Consequently, Central government is responsible for policy definition, strategic planning, coordination, and harmonization of services beyond the state, region and

districts. This is because, these stated services are directly related to national educational goals. Other Central government obligations include co-ordination and monitoring curriculum standards, setting exams (Form 4) and verification of international qualifications. Similarly, enhancing the capacity of education in general. These include setting standards for teacher training, workshops on developing knowledge, skills and disseminating education policy to ensure that education across the country is subjected to high-quality and inclusive. Therefore, while the other levels of responsibilities are localised and independent, the Ministry of Education has a wide range of responsibilities including:

1) Policy development and regulation of the different educational sectors at the national level

2) Establishment and preparation of educational standards

3) Development of National Curriculum of different levels

4) Mobilization to have access to funding and support to improve education at federal and state levels

5) Coordination of international partners to support education services

6) Support the development of state education institutions.

7) Linking, aggregating, analyzing and storing education data in the country

8) Monitor and evaluate policy, plans and standards at the federal level.

9) Management of high school exams (setting, removing, editing and disclosing) in grade 12.

 10) Checking and rechecking of certificates going overseas

20.2.   Regional Management Level:

The State Department of Education is responsible for implementing the policies of the Federal Ministry of Education and implementing these policies in a way that reflects the local needs and priorities. It also provides decent leadership, financial assistance and quality supervision to the local authorities; and may issue bylaws governing state education that do not conflict with national ones.

Their responsibilities include monitoring and supervising the delivery of educational services in the areas under the control of states to ensure quality of service.

The state Department of Education's contributions also include personnel recruitment, training, salaries payments, distribution of educational materials and essential resources for employee and maintaining standards by using systematic and quality monitoring and evaluation to disclosing the findings to the public. Also, the state education administration is anticipated to help the federal government to strengthen the education management information system, using data coordination, census and research-related surveys.

The State Ministry of Education is responsible for the administration and leadership of the the area and occupants in which it operates and implement the following obligations in accordance with the federal policy, regulation and standards:

1) Develop state-level policies, regulations and strategic plans

2) Develop and prepare curriculum, books, student text books, teachers and other educational materials of different levels.

3) mobilizing and facilitating access to resources and support to improve education at the state level

4) Administering the Middle School Teaching Test (setting up, conducting exams, correcting and disclosure of exam results) of 8th grade.

5) Providing a system of registration to ensure proper functioning and maintenance of public and private schools of different level.

6) Co-ordination of international grants at regional level

7) Organising and harmonising educational partners that support education sector at regional states

8) Implementing standard for building and managing education facilities including higher education.

9) Establishing and managing teacher training centers

10) Implementation and adherence to the national policy and legal standards

11) Collection, coordination, administration and submission of educational data

12) Ensuring, monitoring and evaluation of educational standards

20.3.   Administration of District Education

The administration of education services at this level is the responsibility of the district education authority. This administration has to develop directions to guide district school administration issues. The administration of district education organizes community involvement to support education, helping to prepare and care for students and to support the education services in the limited available local fund and resources. The district administration plays an important role in human resources and management of district education. For example, the administration is particularly concerned with the quality of district education. They also recommend appropriate measures for improvement. The management is assessing the construction service to ensure the quality of services are in high quality.

The district education is managed by the school principal who is responsible for:

1) Management and guidance of the school services

2) Safeguard the health and safety of the school and pupils and people involved in school services

3) Adhere the implementation of government curriculum and related procedures

4) Assist, appraise and supervise the teacher's performance

5) Taking gradual disciplinary procedures or action of teacher apart from final dismissal

6) Taking appropriate disciplinary actions with exception of final termination

7) Development and implementation of education schedule or time table for students.

8) Submission of educational data and requirements of schools in various administrative levels

9) Maintain and implement Somalia national curriculum for education

10) Provide wider engagements to parent and work with parents and the local education committee

CHAPTER 21

21. FAIRNESS FOR RESOURESES ALLOCATION

21.1. Propose for budget allocation in Education

The level of funding for education in Somalia is far below from the level and minimum standards set by UNESCO for developing countries. (6 percent, in terms of private funding for education). The families of Somalia are more involved in the education of their children, yet again, there is no scientific research into the total cost used for education by families. The reliance on private education and alternatives of external sources should really not be realised as sustainable option, and bring to attention the need for a comprehensive review of budgets and expenditures. This successively shows the need for re-evaluation the importance of education, its impact on financial aspect on reform of education policy and its implementation that is consistent with the strategic plan of the Ministry of Education Culture and Higher Education (MoECHE).

21.2. VISSION FOR BUDGET ALLOCATION FOR EDUCATION

To develop a proper framework for resource and financial allocation for education which is coherent with the goals and objectives of this policy. This system should take into consideration a sustainable and affordable education services that can be maintained and to bring together enduring Somali government fund and that of external funds provided by partners.

21.3. Policy purpose of Allocation & Budgeting for Education

To use wisely both the capital and the recurrent costs for implementation and maintain the policy of sustainable education policy, it is vital to utilise these resources for the short, medium and long terms which in turn sustain the policy

21.4. Proceedings of the Education Allocation & Budgeting Policy

-Create a task force team to deal with the estimation and implementation of cost-effective developmental sustainable projects in short, medium and long term policy. This cost will be guided by the content and direction of the strategic plan of the Ministry of Culture and Higher Education, to achieve a realistic assessment of the needs.

¬ To mobilise and make sure required fund for the implementation of entire component of education policy.

CHAPTER 22

22. MONITORING, Evaluation & Reporting

22.1. MONITORING, EVALUATION AND REPORT

All educational institutions have communal accord to employ an effective system, with the ability of school-level indicators to create one of the most important administrative tools that can detect unnecessary activities in educational program. Further, it is agreed that systematic monitoring and evaluation empowers the decision-making process of the Ministry of Education and Culture and Higher Education and may explore the daily needs of administration.

22.2. Policy of Vision Assessment and Reporting

Develop, determine and maintain a long-term education process and correspondingly monitor and evaluate the implementation of education services to inform and support the ministry of education culture and higher education and strategic partners to measure and evaluate the progress made and policy process. Similarly, the process of monitoring and evaluation will identify the opportunities, Strengthening, weakness and threats or challenges.

22.3. Objectives of Monitoring, Evaluation and Reporting

Maintain unceasingly follow up on the performance of the education system at all levels on approved set of quantitative and qualitative indicators, and to provide regular reports according to these indicators to reflect the impact of policy change and on increased performance, quality and outcomes of the education system.

Ensure transparency, active participation and making reports available and accessible to all partners and potential stakeholders.

22.4. Procedures for Check Policy, Evaluation and Reporting

-To adopt a framework for monitoring and evaluation that ensures national development plan for department monitoring and evaluation.

-To establish a systematic assessment with pertinent indicators relevant to Somali situation context to assess the main department of education and prioritize the performance where necessary.

-Review and enhance the roles and responsibilities of monitoring and evaluation, to identify and prioritize the needs of National, regional and international through monitoring and evaluation reports, and develop means of regular dissemination of information on education and other related evaluations of other sources.

--Monitor, evaluate and report to notify key decision makers in the Ministry of education Culture and Higher Education, and ensure regular circulation of management reports with emphasis on strategic issues.

--To encourage the utilization of monitoring and evaluation reports in policy development, planning, and budgeting decisions.

CHAPTER 23

23. Policy Implementation & sustainability of Review Process

23.1. Policy Implementation Tool

Sustainable education policy in Somalia is the responsibility to all teachers, staff, administrators and education service providers within public and private, formal and non-formal education institutions at all levels of the education system in federal government of Somalia.

23.2. Time of Policy Review

This 2017 Sustainable Development Policy for Somalia replaces all other existing policies. Policy for Sustainable Development Education is a framework for strategic planning, and reflects the political and socio-economic history of the country. Now that it is almost at final stage of editing. Certainly, the policy will not remain as it is nowadays after reasonable. In this respect it is vital to undergo regular review. However, the question is how often the policy will need to be reviewed against balanced challenges it faces.

While the annual review process may seem sensible option, yet again the policy review process is expensive and time consuming. So a more realistic approach would schedule the calendar with fixed dates, based on sector reviews and national conferences. Therefore, this policy needs to undergo a thorough review every five years by a representative group of education partners. In addition, each

review must be conducted one year in advance with a working group for a year, covering evidence and recommendations for a formal, inclusive review that will be conducted one year later.

That is to say, the information's essence is to consider annual report on policy implementation of sustainable education, and ensure performance and development and mobilize development solution and support at national and international level