# How to Control the Education System in Somaliland?
Mohamed Abdi Osman

First and foremost, I am very happy to see many young youths who have graduated from universities, both public and private zones , with different bachelor's degrees and master's programs. Over the last 15 years, education in Somaliland has been increasing in numerical form at each stage, from elementary to tertiary education, akin to an inverse ogive curve. However, the quality of education has declined by 60% when compared to the former education in the Republic of Somalia before the civil war.

If we take one faculty, such as the College of Education at Somali National University, formerly known as Lafoole, it was the best faculty in Somalia during that era. This college produced well-qualified educators who maintained the quality of education. It was merit-based, and the needs of society were ready to study with incredible interest. Students were eager to read unlimited books, and teachers were honest in their teaching, without any hesitations or discrimination. Teachers supplied incredible knowledge and skills.

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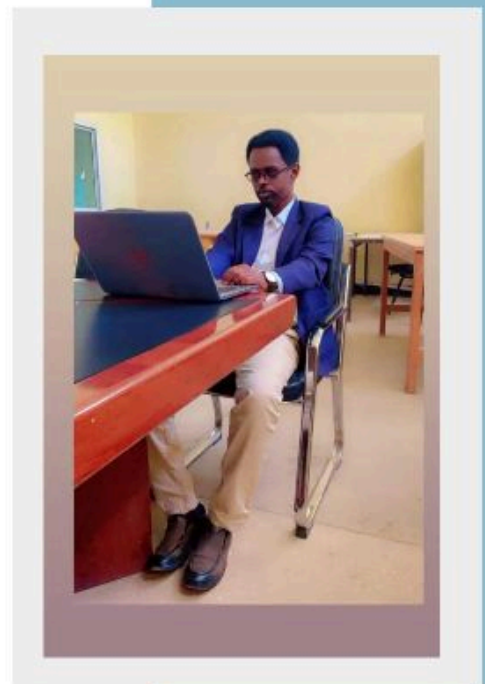
Why was education good at that time?.

The quality of education was based on policy formulation, which considered factors such as financial issues, curriculum type, student type, teacher type, learning environment type, education type, and cultural aspects related to society type. The Republic of Somalia had prepared all these factors, and both teachers and students were not worried about tuition fees and salary scales. Consequently, the quality of education in that era was SMART, with a benchmark system, and all students were qualified upon graduation. The government of the Republic of Somalia had prepared everything, including job opportunities and other educational opportunities, based on the students' choices.

Now, in Somaliland, when I was a student in my first bachelor's degree, I was concerned about collecting the tuition fee. At that time, opportunities for jobs and the ability to pay tuition fees were critical. The economy was stagnating, and these problems were not limited to myself, but thousands of students were also struggling with tuition fees, transportation costs, and other necessary resources for university students. Many students face these challenges and do not appreciate the knowledge and skills provided by lecturers at the university. Additionally, the universities in this era are not providing a good education. The way courses are handled and the quality of education is not adequate, as they lack learning facilities such as textbooks, electricity, water, digital libraries, qualified teachers, and updated curricula.

Moreover, in 2023, all Universities in Somaliland have still not improved the quality of education in terms of learning courses and syllabi. The curriculum development and internal administration are also lacking. Furthermore, they have not established platforms for students to take internships and other opportunities with companies and public institutions, resulting in a lack of connections.

4 QUALITY EDUCATION

If we delve deeper into the education system in Somaliland, it is evident that it is profit-oriented. The teachers, deans, and rectors of the university base their decisions on clan alliances and a bigtoy system. So, why do we need quality education when the system is based on clan affiliations? Additionally, thousands of students graduate from different universities each year, but their performance levels do not correspond to their graduation levels. Some students perform at the primary or secondary school level in terms of their academic performance, skills, and attitudes.

Who is responsible for this?. The Ministry of Education and Science, as well as the Higher Commission Committee of Education in Somaliland, hold the duties and responsibilities. We need massive accountability and the implementation of international laws on education, including international, national, and regional reforms. We must ask ourselves the following questions:

1. What do we need to do?
2. How do we do it?
3. When do we do it?
4. Who will do it?

When analyzing these four complex questions, we will understand where we came from and where we are heading. I hope that educators and leaders in the field of education can read this article and identify the real problems in our education system in Somaliland.

Dear ladies and gentlemen, we need to have open and free debates to understand the multitude of problems that surround us, both as individuals and at the national level. Our children's future will be greatly affected by the quality of education and the division of job opportunities. Currently, our students are exhausted, and even I felt tired when I observed the institutions in Somaliland and the quality of education. There is hardly any noticeable difference between the teachers and the students themselves.

Dear friends and cherished educators, let us create social platforms to showcase education problems and strategies to improve the quality of education in Somaliland. All educators are encouraged to contact me freely without hesitation.

Importance of CURRICULUM FRAMEWORK in our education system.

Mohamed Abdi Osman

A curriculum framework is a comprehensive guide that outlines the overarching goals, educational standards, learning objectives, and instructional strategies for a particular course of study or educational program. It provides a clear roadmap for educators, students, and other stakeholders and ensures consistency across all instructional practices. Here are some key components of a curriculum framework:

1. Establishes clear learning objectives and outcomes for students.

2. Guides teachers in the selection of instructional materials and strategies.

3. Facilitates the alignment of standards with assessment and evaluation processes.

4. Supports the development of coherent and articulated programs that span K-12.

5. Provides a basis for collaboration among educators and stakeholders.

6. Promotes the integration of technology into teaching and learning.

7. Ensures consistency of instruction across a school or district.

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8. Encourages the development of interdisciplinary and integrated curricula.

9. Promotes continuous improvement and ongoing professional development.

10. Fosters a culture of learning and reflective practice.

11. Provides a framework for defining the roles and responsibilities of school leaders, teachers, and students.

12. Encourages the use of data to inform instruction and improve student outcomes.

13. Supports the development of culturally relevant and responsive curriculum.

14. Provides a foundation for personalized learning and differentiated instruction.

15. Promotes flexibility to adapt to changing learning needs, trends and advances in technology.

16. Provides direction for the creation of curricula that address multiple intelligences and learning styles.

17. Helps to bridge the gap between academic standards and real-world practices

18. Establishes articulation guidelines for smooth curriculum transitions between grade levels or from one school to another.

19. Provides parents, students, and community members with a clear understanding of what to expect in terms of learning outcomes.

20. Supports transparency and accountability in education because it provides a clear set of standards that can be measured, monitored, and regularly improved.

In summary, a Curriculum framework is critically important as it provides direction, consistency, and continuity to the teaching and learning process, while ensuring that learning outcomes are clearly defined, measurable and achievable.

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POVERTY IN EDUCATION

MOHAMED ABDI
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United Nations

Poverty in education

The problem of poverty is regarded as one of the major barriers within the course of academic achievements. The individuals residing in the conditions of poverty and backwardness experience the major problem in terms of finances.

When their per capita income is low, then they experience problems in not only meeting the educational and school requirements, but also in meeting their living requirements, such as diet and nutrition, health, medical and so forth. Therefore, the problem of poverty is considered as one of the critical factors that hinder the academic performance of the students.

When they do not possess the essential sources to enhance their learning, then they are unable to improve their grades as well. Mostly the nation of Somaliland are poverty has no resources, good education, good healthcare, production skills, farming production and alternative skills to life. However we are needed good policy to get better life in the future.

Thank you.

4 QUALITY EDUCATION

Andrew Tembo

UN ZAMBIA VOLUNTEERS

PROBLEM SOLVING PROCESS

4 QUALITY EDUCATION

Affiliates UNGC: UN/IND/80881
UNV: Reg/com/1319519

Continuous improvement is a vital part of any problem-solving process. Here are some steps you can take to improve your problem-solving process:

1. Define the problem:
Clearly identify the problem you want to solve. Make sure you understand the scope of the problem and the impact it has on the organization or stakeholders.

2. Gather data:
Collect relevant data to help you better understand the problem. You may need to conduct research, interview people, or analyze existing data.

3. Analyze the data:
Examine the data you have gathered and look for patterns or trends. Use this information to help you understand the root cause of the problem.

4. Generate solutions:
Brainstorm potential solutions to the problem. Evaluate each solution and choose the best option based on the data you have collected.

5. Implement the solution:
Put the chosen solution into action. Make sure everyone involved understands their roles and responsibilities.

6. Monitor progress:
Keep track of how well the solution is working.

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EDUCATIONAL CHALLENGES IN ZAMBIA

By Mr. Andrew Tembo from Zambia, UN Volunteers- Zambia (Under process)

Zambia is a landlocked country located in the south central part of Africa. It has a population of about 18 million according to the world bank. Zambia has one of fastest growing economies in Africa, however, its educational sector faces several of challenges as 60% of the population living below poverty and 40% out of this living in extreme poverty.

Despite the global pandemic, Corona virus, Zambia faces the following problems in its educational sector; lack of qualified teachers, educational materials, financing and lack of adequate school infrastructures. According to Kelly (1992) poverty has stricken the education system in many of African countries, therefore most pupils and teachers are not able to find the basic needs they deserve". This is true about Zambia, because even though with the existence of the government and organizations to help the welfare of the country, Zambia still needs more interventions to change the current situation in its educational sectors.

Lack of qualified teachers: A large number of teachers at fundamental schools in Zambia in both rural and urban areas are not completely trained or qualified. This affects the quality of the provision of the education framework. The issue is that teachers are not able to teach and cover some topics which they do not fully understand. A case which Hoppock (1966) called academic poisoning where pupils are taught wrong abilities and theories. In regards to this, there is need for teachers to be trained and treat their respective job as professions and not anything else.

Educational Materials: Most schools in Zambia do not have adequate educational materials like books, rulers, maps, charts and many other resources needed for the provision of education to children. According to Carmody (2004), education without resources is like education without a future. In this case, Carmody is alleging that quality and sustainable education cannot continue or be given without any formal documentation or resources to back it up. There is need for educational materials at basic level in many schools in Zambia . There is a need to improve the procurement of books and other educational materials in order to improve the standard of the Zambian educational system in both rural and urban areas.

Financing: Money is the limiting factor for most of the activities in which we are basically found. When it comes to the educational sector, teachers require salaries and compensation. According to research, there had been a number of strikes made by educators in the teaching profession in trying to request money and complaints on salary delays. These strikes directly affect the provision of the education system in Zambia . Therefore, finances are one of the biggest factors to be paid attention to.

Lack of adequate school infrastructures: A great problem for most people in Zambia is the lack of adequate school infrastructures. Numerous children in Zambia are not able to go to school because they are discouraged by the distance they have to walk to and from their school. Due to this problem some parents fear to send their children of young age to school especially the female pupils. The government and various organizations have taken part in building schools in the country, however there is still a need for more intervention.

Conclusion: It is important that all stakeholders work with the Zambian government to make resources available. Student centered learning approach through improved teacher training courses should be provided to teachers. Lastly, governments. donors, organizations and all stakeholders need to work collaboratively to improve the educational sectors.