



THE CURRENT CHALLENGES OF THE CURRICULUM DEVELOPMENT IN THE PRIMARY SCHOOLS

FRI, 22.09.23

SCHOOL EDUCATION



MOHAMED A OTHMAN

Primary education is the foundation for a child's future academic and personal success, making it crucial to provide a quality curriculum that meets the needs of students. However, in Somaliland, there are several challenges that make it difficult to develop and implement an effective primary school curriculum.

The textbook review in primary Somaliland faces several challenges. Firstly, there is a lack of funding and resources to support the review process. This leads to a shortage of qualified educators and experts who can review the textbooks effectively. Additionally, the lack of a centralized education system in Somaliland means that textbooks vary widely in quality and content.

Another challenge is the fact that many textbooks used in Somaliland are outdated and do not align with current educational standards. This makes it difficult for students to learn and for teachers to teach effectively. Furthermore, the ongoing poor education and lack of data in Somaliland create further challenges for textbook review, as it can be difficult to modify and update textbooks in areas that are needed to review, re-corrected, re-arranged, re-shaped and to harmonized.

So, to address these challenges, there is a need for increased funding and resources to support the textbook review process. Additionally, there should be efforts to standardize the education system in Somaliland and ensure that textbooks align with current educational standards. Therefore, efforts should be made to improve the distribution and accessibility of textbooks in areas affected by droughts, poor education system and instability.

In conclusion, the challenges of developing and implementing a quality primary school curriculum in Somaliland are significant but not insurmountable. Addressing these challenges will require a collaborative effort between the government, educators, and other stakeholders to ensure that every child has access to a quality education that prepares them for a bright future.



United Nations

EDUCATION

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NATIONAL UN VOLUNTEER -
SOMALILAND



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**Department: Somaliland
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Mode of Conference: Online

Today, I attended an online international congress on educational problems in the world, hosted by the National Barue of Education in Pakistan. During the congress, I highlighted the significant challenges that our schools, especially public schools, face in various areas such as leadership, teacher qualifications, educational policies, teacher salaries, and student performance.

One of the key issues discussed was the importance of effective leadership in schools. Strong and capable leaders are crucial in driving positive change, implementing effective strategies, and creating a conducive learning environment for both teachers and students. Without proper leadership, it becomes challenging to address other educational problems effectively.

Another area of concern is the qualifications of teachers. It is essential to ensure that teachers possess the necessary knowledge, skills, and expertise to deliver quality education. Continuous professional development programs and training opportunities should be provided to enhance their teaching abilities and keep them updated with the latest educational methodologies.

Educational policies play a significant role in shaping the overall educational landscape. It is crucial to have well-designed policies that address the specific needs of different schools and regions. Policies should focus on promoting equity, inclusivity, and quality education for all students, regardless of their background or socioeconomic status.

The issue of teacher salaries also emerged as a critical factor affecting the education system. Adequate compensation for teachers is essential to attract and retain talented individuals in the profession. Fair and competitive salaries not only motivate teachers but also contribute to their job satisfaction and overall performance.

Lastly, student performance was discussed as an outcome of the aforementioned challenges. It is vital to identify and address the factors that hinder students' academic progress. By addressing issues related to leadership, teacher qualifications, educational policies, and teacher salaries, we can create an environment that fosters student success and improves overall educational outcomes.

Finally, the online international congress shed light on the significant challenges faced by schools, particularly public schools, in terms of leadership, teacher qualifications, educational policies, teacher salaries, and student performance. By recognizing these challenges and working towards effective solutions, we can strive to create a better educational system that benefits both teachers and students alike.



CONCERNED THE QUALITY OF EDUCATION.

WED, 20.09.23

SCHOOL EDUCATION



MOHAMED A OTHMAN

I am writing to you to provide a recommendation of the quality of education in Somaliland, as well as to offer some possible suggestions for improvement.

As an experienced educator and curriculum development expert with a Master of Education degree in Curriculum and Teachers Professional Development and Bachelor of Science degrees in Physics and Mathematics, as well as Statistics and Mathematics from the University of Hargeisa, Somaliland, I have had the privilege of working in various educational institutions in Somaliland and have extensive knowledge about the education system in the country.



Furthermore, the quality of education in Somaliland has shown improvements in recent years, but there is still much room for growth. One of the major challenges facing the education system in Somaliland is inadequate resources and infrastructure. Classrooms are often overcrowded, and there is a lack of learning materials and teaching aids, making it difficult to provide a quality learning experience for students. Teachers also face many challenges, including low salaries, lack of training, and inadequate resources.

Another issue is the need for a more inclusive education system that can address the needs of all students, including those with disabilities and other challenges. Enhancing the quality of the curriculum and assessment systems would also be beneficial, ensuring that they meet international standards and measure the competencies and skills required in today's rapidly changing world.

To address these issues, I recommend the following actions:

1. Increased funding: Inadequate funding is a significant obstacle for the education system in Somaliland. Increasing funding from the government and international organizations can help improve infrastructure, enhance the quality of education, and improve the working conditions of teachers.

2. Capacity Building: To enhance the quality of education, there is a need for capacity building in teacher training, curriculum and syllabus development, and assessment systems. Professional development programs can help teachers develop the skills and knowledge necessary to deliver high-quality education and engage with international best practices in teaching.

3. Inclusive Education: There is a need for a more inclusive education system that is accessible to all, including those with disabilities. By providing the required services and support, students with special needs can become active and productive members of society.

4. Curriculum Improvements: The education curriculum should focus on essential competencies, skills, and critical thinking that will prepare students for today's rapidly changing world. A more skills-based curriculum that encourages innovative thinking, problem-solving, and creativity can foster valuable skills in students and make them more competitive and productive in both academic and professional spheres.

Finally, despite the challenges facing the education system in Somaliland, there are still many possible ways to improve. I am optimistic that with a more comprehensive approach and the concerted effort of all stakeholders, we can foster greater access to quality education that will equip students with the knowledge and skills necessary to succeed in the modern world.



WE ARE NOT HONEST SOCIETIES

WED, 20.09.23

SCHOOL EDUCATION



MOHAMED A OTHMAN

The problem faced by job seekers in Somaliland is the lack of safety, competence, and shortage of various opportunities available. In general, when you go to America, they will ask you where are your qualifications. When you come to Europe, they will ask you what can you do. When you come to Africa, they will ask you who sent you. Therefore, for the past five years, we have been pointing fingers at various factors that contribute to the decline in our economy, such as the problems caused by Covid-19, the bigotry system, clan tribalism, and the lack of job opportunities, especially for the young graduates at both the secondary and university levels.



The biggest problem with job opportunities in Somaliland lies in the unfairness present in 90% of both the public and private sectors, with the exception of the National Civil Service established by President Muuse Biihi Abdi. This opportunity is not dependent on who you are, what you want, who sent you, where you come from, or why you are here. All these irrelevant questions are no longer important to the General Committee responsible for this program. Instead, they focus on reviewing your documents and qualifications after which you will undergo a national examination to assess your ability and knowledge in your field.

This examination, prepared by the Somaliland National Examination Board (SNEB), consists of four subjects: English, Mathematics, Physics, and Chemistry. It is a reliable measurement tool when it comes to standardized exams for the National Civil Servants in Somaliland. However, all other job opportunities in various sectors in Somaliland lack fairness and equal rights.

For instance, when organizations and public institutions advertise job openings on social media platforms, it is often necessary to reach out to the HR person handling the position or send it to someone who can forward your information and ensure your inclusion in the shortlisting process. During the shortlist process, you may need additional information regarding any exams or interviews associated with the position you have applied for. Unfortunately, it seems that sometimes qualified individuals who do not have influential connections or strong ties may be overlooked in favor of others who may not be as qualified but have personal connections.

TO ALL POLITICIANS AND COMPANY OWNERS TO DO AS I MENTIONED RECOMMENDATIONS.

1. Enhance transparency and fairness in the recruitment and selection process for job opportunities in both public and private sectors.
2. Implement merit-based selection criteria and eliminate nepotism and favoritism.
3. Encourage the establishment of standardized examinations for all sectors to ensure equality in the assessment of candidates' abilities and knowledge.
4. Provide equal opportunities for young graduates by creating more job positions and internships.
5. Promote a culture of honesty and integrity within society, starting from the top with politicians and company owners leading by example.
6. Invest in education and training programs to bridge the skills gap and improve the employability of the youth.
7. Encourage the establishment of career counseling centers to guide young graduates in choosing suitable career paths and provide support for job applications.

If we implement the above recommendations that I mentioned, it will involve changing everything without any discrimination and ensuring problem-free action. We need competent leaders, elders, fathers, politicians, mothers, educators, and teachers who can provide a strategic plan in order to secure a better future for our children. Every day, politicians gamble with our future, the future of our children, and the well-being of our parents. Politicians are not always trustworthy, as they frequently engage in both blatant and subtle acts of embezzlement. We urgently require accountability and transparency in our resources.



PHYSICS

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SCHOOL EDUCATION



MOHAMED A OTHMAN

Physics is one of my professional sciences, and I know it is one of the hardest subjects in our schools, colleges, and even in Somaliland.

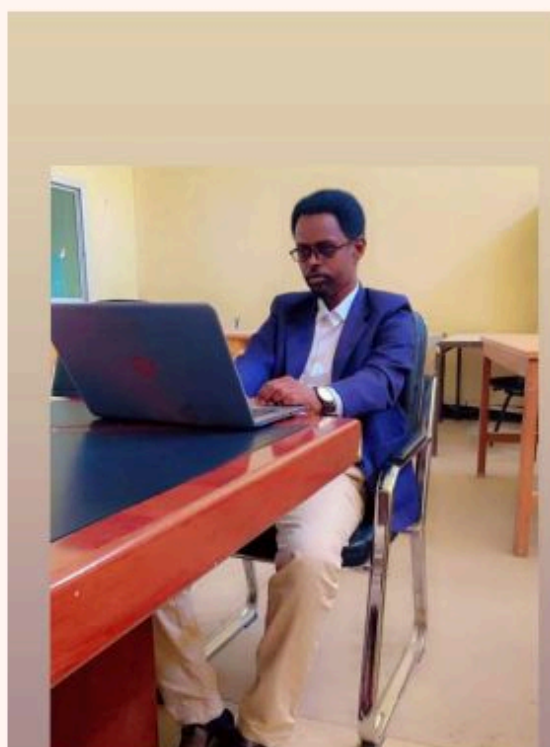
HOWEVER, I CONCERN AND RECOMMEND TO IMPROVE THE QUALITY OF PHYSICS-TEACHERS IN OUR COUNTRY, SOMALILAND IN ORDER TO ACHIEVE THE LEARNING OBJECTIVES AND THE LEARNING OUTCOME OF THE PROGRAM.

Physics education in Somaliland is considered important as it provides students with critical and analytical thinking skills that can be applied to solving real-world problems in various fields and industries.

Physics courses are offered at accredited Universities and Colleges in Somaliland such as the University of Hargeisa, Amoud University, and Burao University. However, there may be a lack of adequate infrastructure and resources at some institutions that can significantly impact the quality of education and research in physics.

PHYSICS EDUCATION IN SOMALILAND

The government of Somaliland has made efforts to improve education standards by increasing funding to the education sector, creating a regulatory body for higher education, and implementing education policies that promote teacher training and student assessment. Nonetheless, there is still a need to improve the training and professional development opportunities for physics teachers and increase the investment in education infrastructure and resources. Therefore, there is also a lack of industry-academic collaborations in Somaliland, which can limit the opportunities for physics graduates to apply their knowledge and skills in the job market. Establishing partnerships between academia and industry can help bridge this gap and create more opportunities for students and graduates in the field of physics.



SOME COMMON OBSTACLES FACED BY PHYSICS-TEACHERS IN SOMALILAND MAY INCLUDE:

1. Limited resources: Physics education may require expensive equipment and materials that may not be available or accessible in many schools or universities.

2. Lack of infrastructure: Many schools in Somaliland may not have adequate facilities for physics education that limit the practical and experimental approach to physics.

3. Limited training and development opportunities: There may be few or limited opportunities for physics teachers to receive training and continuing professional development.

4. Limited access to technology: Access to technology and relevant educational materials may be restricted and limited in many parts of Somaliland leading to a lack of interactive learning resources.

5. Cultural attitudes: Some cultural attitudes towards science can discourage students from pursuing physics as a course of study or career leading to a shortage of qualified physics teachers and students.

6. Low salaries: Compensation for physics teachers in Somaliland may be low compared to other professions, leading to a shortage of qualified physics teachers.

HOW TO IMPROVE THE QUALITY OF PHYSICS-TEACHERS IN SOMALILAND?.

It is difficult sometime to get an enough tools and qualified teachers. But, there are several resources available to physics teachers in Somaliland to help them overcome their challenges. These resources include:

1. Online physics resources: There are many online resources available for physics teachers that provide interactive simulations, videos, and tutorials that can help in teaching physics topics, even with limited resources.

2. Open educational resources: Open educational resources (OER) are freely available online learning materials that can be used by educators and teachers to create lesson plans, course materials, and assessments. These can help physics teachers in Somaliland create quality educational content in the absence of expensive equipment and materials.

3. Professional development opportunities: Organizations such as the Somaliland National Teachers Association (SONTA) can provide access to training and development opportunities for physics teachers in Somaliland.

4. Collaborative learning groups: Creating a network of physics teachers in Somaliland can help foster an environment for collaborative learning and sharing of resources, knowledge, and experience.

5. Government support: The Somaliland government can provide more support to physics education through the allocation of more funding and investment in infrastructure, educational technology, and teacher training.

AS WE KNOW THAT THE CHALLENGES OF EDUCATION IN SOMALILAND IS UNLIMITED. AS MUCH AS POSSIBLE I WILL SHARE YOU HERE SOMAE USEFUL examples of successful physics education initiatives in the country. Here are some examples:

1. The University of Hargeisa's physics program: The University of Hargeisa is one of the largest universities in Somaliland and offers a physics program that provides quality physics education to its students. The program provides degrees in physics that are internationally recognized.

2. The Somaliland Science Journal: The Somaliland Science Journal is a peer-reviewed academic journal that publishes articles on various scientific fields, including physics. It provides a platform for the promotion and dissemination of scientific knowledge in Somaliland.

3. The Somaliland National Science and Technology Fair: The Somaliland National Science Fair is an annual event that brings together students from various schools and universities to showcase their research projects. Many of these projects are based on scientific disciplines such as physics.

4. The Somaliland Physics Teachers Association: The Somaliland Physics Teachers Association promotes physics education in Somaliland by organizing workshops and training programs for physics teachers. The association works to improve the teaching and learning of physics in Somaliland.

Overall, these examples reflect the efforts made to improve physics education in Somaliland and advance the country's scientific knowledge and innovation.



CHALLENGES IN EDUCATION

FRI, 22.09.23

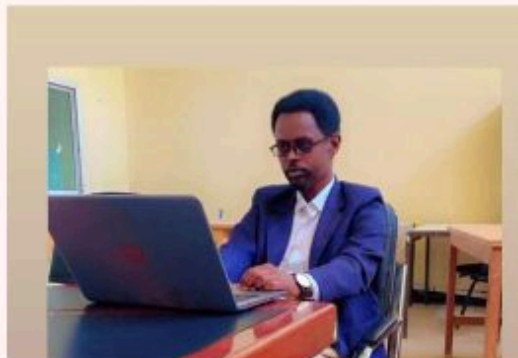
SCHOOL EDUCATION



MOHAMED A OTHMAN

There are many problems in our education system, particularly at the secondary and tertiary levels.

I am writing to highlight the pressing issue of the quality of education in Somaliland, particularly at the secondary and tertiary levels. Despite the high number of students being graduated from universities in Somaliland each year, it has been observed that these students lack practical skills and real-life knowledge. They excel in theoretical knowledge due to their commitment in attending classroom sessions, but the education system fails to provide them with the necessary skills for the real world.



I published different articles with regards on the quality of education and I have shed light on the challenges faced by the education system in Somaliland. These challenges include inadequate budgetary allocations from the ministerial level, insufficient infrastructure and learning materials, and the need for competent teachers with relevant qualifications. It is crucial that these issues are addressed promptly to ensure a better education system.

I would like to urge the President of the Republic of Somaliland to consider re-appointing the commission for tertiary education and reviewing the roles of the rectors in universities. These institutions need to be given the authority and resources to tackle the problems faced by the education system effectively. Additionally, it is essential to select Ph.D. educators who have the knowledge and expertise to lead and implement necessary changes.

Furthermore, I would like to emphasize the need to re-evaluate the policies and procedures in higher education and universities in Somaliland. A comprehensive review and rearrangement of these guidelines will ensure a more effective and progressive system that meets the needs of the students and aligns with international standards.

Additionally, it is crucial to address the challenges related to inadequate budgetary systems, inappropriate learning environments, and insufficient learning materials. The government should allocate a sufficient budget to the education sector and ensure that funds are properly utilized to create conducive learning environments and provide necessary materials for students.

Another important aspect to consider is the re-appointment of the commission on tertiary education and the rectors in universities. These individuals play a significant role in institutionalizing and addressing the issues within the education system. By reappointing them, it will provide an opportunity to evaluate and implement necessary changes.

Furthermore, continuous evaluation and improvement of policies and procedures in higher education are essential. The government should revisit and rearrange these policies to ensure they are effective and aligned with international standards. This will create a more competitive and globally recognized education system in Somaliland.

To further enhance the education system, it is essential to prioritize practical learning experiences for students. This can be achieved through internships, practical assignments, and active engagement with industry professionals. By incorporating real-world experiences into the curriculum, students will gain crucial skills and knowledge that will better prepare them for the job market.

Moreover, it is crucial to encourage research and innovation within the education system. This can be achieved by establishing research centers, providing grants for research projects, and fostering collaboration between universities and industries. By promoting research and innovation, students and teachers will be able to contribute to the advancement of knowledge and find solutions to local challenges.

Finally, it is vital to emphasize the importance of lifelong learning and continuous professional development for teachers. The government should provide opportunities for teachers to enhance their skills and knowledge through workshops, seminars, and training programs. By continuously upgrading their teaching abilities, teachers will be better equipped to deliver high-quality education to their students.

In conclusion, improving the quality of education in Somaliland requires concerted efforts and actions. By prioritizing the recruitment of highly qualified teachers, addressing infrastructure and resource challenges, re-appointing key education officials, revising policies, promoting practical learning experiences, encouraging research and innovation, and investing in teachers' professional development, significant improvements can be achieved. It is essential for the government, educational institutions, and stakeholders to work together to create an education system that prepares students for future success.