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# Suggestion for educational Challenges in Somaliland.

Mohamed Abdi Osman, Curriculum Development Expert, Department of Education, Somaliland.



## **The National UN Volunteers-Somaliland**

The crisis in the Education system is caused by the lack of evidence based solutions, absent of qualified staffs, poor educational leadership, inadequate learning materials, absent of curriculum experts, and as well as lack of assurance whether the recommendations proposed will address the problems that the sector is currently experience. The Ministry of Education and Science and Higher

Education and other Institutions together with Educational partners tend to implement policies that they assume will bring change without conducting thorough Research on it.

Both the Ministry of Education and Higher Education and other Institutions must prioritize research programs to validate policy solutions to the chronic problem.

Therefore, I think we need to move towards doing research so that we can base our policy solutions on evidence in terms of what will work and what will not work. I think that is where we have gone wrong, in the sense that we tend to implement things that we think will work but they are in actual reality not contributing to the solution of what we are trying to solve.

Thanks.

# Foundation for curriculum development

Mohamed Abdi Osman, The National UN Volunteer-Somaliland



It is important to critically examine the affective ideology of intercultural competences and its implications for intercultural communication in education. CURRICULUM is the framework for education, it is important to carefully evaluate and review it in order to make necessary improvements. This process involves asking four critical questions, which serve as the foundation for curriculum development:

1. What do we need to do?

2. How should we do it?

3. When should we do it?

4. Who should do it?

Without answering these questions, we cannot effectively evaluate and review the CURRICULUM or syllabus. Therefore, it is essential to involve highly qualified curriculum experts who can help develop a clear roadmap to achieve educational goals and establish a systematic approach to education. As we know that the CURRICULUM serves as the backbone of our education system in all countries. It shapes and influences the values, attitudes, and beliefs that students develop throughout their educational journey. In the context of intercultural communication, it is crucial to explore the affective ideology associated with intercultural competences. Interrogating the affective ideology means closely examining the emotional and psychological aspects that play a role in intercultural communication. This involves understanding how individuals perceive, interact, and relate to people from different cultural backgrounds.

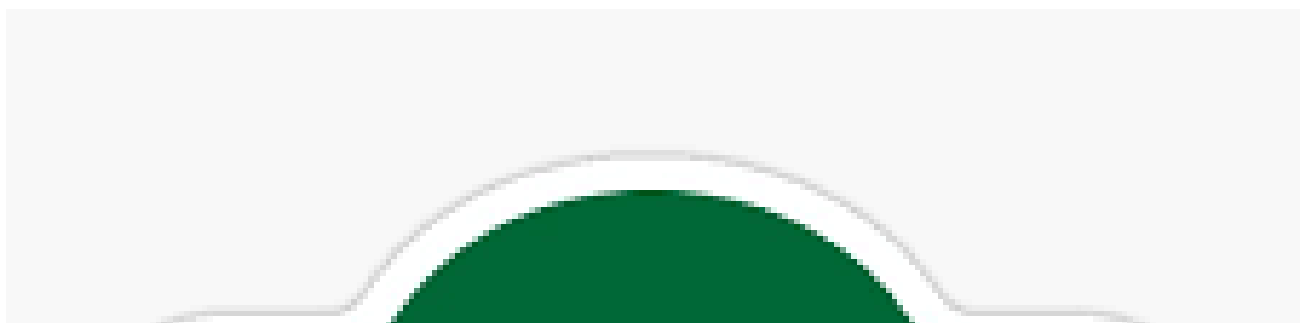
By critically analyzing the affective ideology of intercultural competences, we can uncover potential biases, prejudices, and stereotypes that might exist. This understanding allows us to address these issues within the education system and promote a more inclusive and respectful intercultural communication. The educational implications of this exploration are vast. Firstly, it emphasizes the necessity of incorporating intercultural competences into the curriculum. By explicitly teaching students the importance of understanding and embracing cultural differences, we can foster a more harmonious and accepting society.

Secondly, it highlights the need for teacher training and professional development in intercultural communication. Educators play a pivotal role in shaping students' perspectives and attitudes towards cultural diversity. By equipping teachers with the necessary knowledge, skills, and strategies, we can enhance the effectiveness of intercultural communication in the classroom.

Lastly, this examination prompts the creation of multicultural learning environments. By promoting diversity within schools and encouraging students to interact with peers from different cultural backgrounds, we can enhance their intercultural competences and prepare them for a globalized world.

In conclusion, interrogating the affective ideology of intercultural competences is essential for effective intercultural communication in education. By critically analyzing and addressing biases and stereotypes, incorporating intercultural competences into the curriculum, providing teacher training, and creating multicultural learning environments, we can work towards a more inclusive and respectful educational system.

I hope to read it.



The logo features the word "SOMALILAND" in a bold, black, serif font. Above the text is a green horizontal bar, and below it is a red semi-circular shape. The entire logo is enclosed within a white, rounded rectangular border with a subtle drop shadow.

# SOMALILAND

## The process of educational reform in Somaliland

Mohamed Abdi Osman, The National UN Volunteer-Somaliland

The process of educational reform in Somaliland is complex and multi-faceted, and the specific steps involved can vary depending on the economy and the specific challenges faced by its education system. However, here are some general steps that are commonly involved in educational reform initiatives in Somaliland:

1. **Assess the current state of education:** This involves identifying the strengths and weaknesses of the current education system and evaluating its effectiveness in meeting the needs of students.
2. **Establish clear goals and objectives:** This involves setting specific targets for educational achievement and defining the skills, knowledge, and competencies that students should develop through the education system.
3. **Develop policies and strategies:** This involves designing and implementing policies and strategies that can support the achievement of the educational goals and objectives.
4. **Mobilize resources:** This involves identifying and securing the financial, human, and technological resources needed to implement the policies and strategies.
5. **Build and strengthen institutions:** This involves strengthening the capacity of educational institutions, including curriculum development, teacher training, and educational administration.
6. **Improve access and equity:** This involves expanding access to education and ensuring that all students, including those from marginalized communities and disadvantaged backgrounds, have equal opportunities to succeed.
7. **Monitor and evaluate progress:** This involves tracking progress towards educational goals and objectives, identifying problems and challenges, and making adjustments as needed to ongoing reform efforts.

It is important to note that the steps involved in educational reform can be complex and may involve many stakeholders, including policymakers, educators, parents, and community members. Success is

often contingent on strong leadership, effective collaboration, and sustained commitment to the long-term goals of reform. I will advocate to speak my people unless to improve our education system in Somaliland.

Cheers for all.



## Education supervision

Mohamed Abdi Osman, The National UN Volunteer-Somaliland

Education supervision is a function which can be performed in various degrees and in various forms in any school organization or private enterprise. With the new trends in the Somaliland educational system, it becomes obvious that effective supervision will be necessary in order to enhance the quality of instruction in schools. Already, there is pressure from various groups concerning what is to be taught and how it should be taught.

Moreover, Education for ALL the modern instructional materials are being introduced and used as teaching aids in the school instructional process. In order to cope with these demands, it seems that supervision has got an important role to play in deciding the nature and content of the curriculum, in selecting the school organizational patterns and leaving materials that will enhance educational growth and development of both the students and the teaching staff. There are various reasons for carrying out supervision in schools. One of the most crucial reasons is to ensure that each individual teacher within the school system has been performing the duties for which he was scheduled.

Another cogent reason is to improve the effectiveness of teachers so that they can contribute maximally to the attainment of the system's goals. However the main reasons for supervising schools are:

- To improve the incompetent teachers,
- To provide a guide for staff development
- To know the effectiveness of classroom management by the teachers,
- To improve methods of teaching and learning,
- To create a physical, social and psychological climate or environment favourable to learning.
- To co-ordinate and integrate all educational efforts and materials which will ensure continuity.
- To enlist the co-operation of all staff members in serving their own needs and those of others to prevent teaching difficulties,
- ❑ ● To aid inspire, lead and develop that security which liberate the creative spirit of the teacher.
- To help teachers see more clearly the real ends of education and the special roles of the should in working towards these goals,
- To help the teachers to see the problems and needs of pupils and to help them solve these problems and provide as far as possible for most of their needs.

- To induct beginning teachers into this mainstream of the school system and into the teaching profession
- To assess the “tone” of the school and identify some of its most urgent needs.

Thanks for all teachers.



## Siyaad Barre era in SOMALIA

Mohamed Abdi Osman, The National UN Volunteer-Somaliland

During the Siyaad Barre era in SOMALIA (1969-1991), there were significant efforts made to expand and reform the education system. Siyaad Barre, who came to power through a military coup in 1969, launched a series of policies aimed at modernizing the country, and education was a key area of focus.

Therefore, the education system underwent significant changes. The government placed a strong emphasis on education as part of its nation-building efforts and attempted to modernize and centralize the education system in order to create a unified Somali identity.

One of the key features of the education system during this time was the promotion of the Somali language. Siyaad Barre declared Somali as the official language, which was previously unrecognized by the colonial administrations. This decision aimed to foster national unity and cultural pride among Somalis.

The government invested heavily in educational infrastructure, with the construction of schools, universities, and vocational centers across the country. This expansion of educational facilities was aimed at increasing access to education for all Somalis, regardless of their socioeconomic background.

Efforts were made to train and recruit more teachers to meet the growing demand for education. The government established teacher training colleges to enhance the quality of instruction and ensure that teachers were equipped with the necessary skills and knowledge.

The curriculum underwent revision during this period to reflect the socialist ideology embraced by Siyaad Barre's regime. The focus was on developing a curriculum that aligned with the government's vision of a socialist, self-reliant society. Courses on Somali history, culture, and political ideology were integrated into the curriculum, alongside traditional subjects like mathematics, science, and literature.

Women's education also saw advancements during this time. The government actively encouraged girls' education and worked to overcome cultural barriers that limited female access to schooling. Girls' schools were established, and efforts were made to promote gender equality in education.

However, the education system was highly centralized and tightly controlled by the government. The curriculum and teaching materials were heavily influenced by the ruling regime's ideologies, leading to limited intellectual freedom and critical thinking. Special attention was given to ideological indoctrination, aiming to promote loyalty to the government and its ideals.

The Siyaad Barre done the following area's in the education sector of Somalia. But collapsed now and not yet reform still.

1. Free Education: One of the most notable achievements during the Siyaad Barre era was the introduction of free public education at all levels. This policy aimed to increase access to education for all Somalis, regardless of their socio-economic background.



2. Curriculum Reform: Siyaad Barre's government introduced a new national curriculum that emphasized Somali nationalism, pan-Arabism, and socialism. The curriculum sought to promote civic education, national identity, and the socialist ideology of the ruling Somali Revolutionary Socialist Party (SRSP).

3. Rural Education Program: The government initiated a program to improve access to education in rural areas, particularly for nomadic communities. Schools were established in remote areas and efforts were made to recruit teachers from local communities.

4. Vocational and Technical Training: To address the country's economic needs, vocational and technical education received special attention. The government established vocational schools and trained teachers to equip students with practical skills in various trades.

5. Elimination of Tribal Education: The Barre regime aimed to eliminate tribal education system, which was seen as divisive, and replaced it with a centralized education system emphasizing national unity. This policy aimed to foster a sense of national identity and integration among diverse Somali communities.

6. University Expansion: The government invested in the expansion of higher education institutions, including the establishment of new universities and technical colleges. Scholarships were provided to encourage students to pursue higher education.

Despite these efforts, the quality of education during the Siyaad Barre era was inconsistent. Limited resources, inadequate infrastructure, and political instability affected the implementation of educational policies. Additionally, the government's heavy hand in controlling the education system led to a lack of academic freedom and creativity. Nonetheless, education was emphasized as a priority, and literacy rates increased during this period.

Finally, during the Siyaad Barre era, the education system in Somalia underwent significant changes with a focus on modernization, increased access, promotion of the Somali language, and ideological alignment. While there were advancements, the system's centralized nature limited intellectual freedom and independent thinking.

I thank you to read it.





# How will the education be in future in Somaliland

Mohamed A. Othman, The National UN Volunteer-Somaliland

We cannot ignore the problems in our education system. How will education look in the future?. Please read below to understand my opinions and ideas that I regularly post on this platform.

Over the past three days, I have been conducting research on the National Examination and the reliability of its quality. I have observed that six subjects in high secondary schools have been circulating on social media, especially TikTok and other platforms. While the exam preparation appears to be good. But, I am not sure how well it matches the learning objectives of the syllabus and curriculum content.

I have also met with many students who were returning from the exam in the afternoon. I asked them certain questions such as how the exam was today?. How it was supervised keeping in?. , how the teachers were controlled during the exam? , whether cheating was allowed in the class? , which subject was difficult for them and which one was easier, among others. However, I noticed that many students were reluctant to answer, especially in public secondary schools, while fewer students were available from private schools.

Upon hearing some of the responses, I felt worried, frustrated and angry, as I am concerned about their future and the time they have lost. I provided them with general advice and I told them to pray to Allah to ease their exams. However, the primary responsibility rests with the Ministry of Education and Science in Somaliland, as well as the principals and teachers who are responsible for the quality of the education system.

Unfortunately, many teachers and principals are not qualified professionals in the education system, and their appointments are based more on political or clan-based issues rather than merit. Therefore, I call the Ministry of Education and Science in Somaliland to implement major reforms in all schools across the two edges, with a focus on creating a reliable platform for education to achieve our goals and ensure quality assurance in the education system.

Additionally, I believe it is important for students to learn from their exams and seek to improve in areas where they may be struggling. This requires a collaborative effort between the students, teachers, and parents to ensure that the students are receiving the necessary support and resources to succeed in their academic pursuits.

I **RECOMMEND** that the Ministry of Education and Science in Somaliland implements specific and nationwide reforms to improve the quality of education. Some of the reforms that could be implemented include:

1. Hiring qualified teachers: The Ministry can set up strict criteria for hiring teachers, including holding a professional certification from a recognized institution.
2. Professional development: The Ministry can offer regular training and professional development courses for teachers to enhance their teaching skills and acquire up-to-date knowledge on the changing educational landscape.
3. Upgrading teaching facilities: The Ministry can upgrade existing teaching facilities in public schools and ensure the provision of adequate resources for effective teaching and learning.
4. Invest in technology: Technology can be utilized to facilitate learning in schools. The Ministry can provide access to digital sources of information and communication technologies that can aid in teaching and learning.
5. Monitoring and evaluation: An effective monitoring and evaluation mechanism can be established by the Ministry to ensure the quality of education provided in public schools.
6. Curriculum review: The Ministry can review the curriculum regularly to ensure it's up-to-date and meets the needs of the current educational system.

If the Ministry of Education and Science in Somaliland can successfully implement these reforms, it will significantly improve the quality of education provided in public schools and prepare students for the future. Let us all work together to create a brighter future for our students and the education system in Somaliland.

I am grateful for my friends who consistently take the time to read and engage with the posts and information that I share. Their comments and recommendations provide me with valuable feedback, and I am always eager to learn from their perspectives. I hope to read it!.

A logo featuring the Somaliland flag, which consists of a green upper half and a red lower half, separated by a white horizontal line. The flag is set within a white, rounded rectangular frame with a subtle drop shadow. The word "SOMALILAND" is written in a bold, black, serif font across the center of the white frame, overlapping the green and red sections of the flag.

**SOMALILAND**

# How to Control the Education System in Somaliland?

Mohamed Abdi Othman, The National UN Volunteers-Somaliland

First and foremost, I am very happy to see many young educators 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.

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.

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 bigtoys 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.

I hope you find this information fruitful.





## Limited resources: One of the challenges in Somaliland education

Mohamed Abdi Othman - The National UN Volunteers-Somaliland

We are tired in terms of mentality, opportunity, communication, trust, motivation, loyalty, co-operation, activities, vision and we don't know where we are going today, tomorrow and after tomorrow!. Still, the challenges in our education system are proliferating (Tabula) and tend to reduce the educational value.

Anyway, we know that the general problems facing education in Somaliland include limited resources, inadequate infrastructure, and a shortage of qualified teachers. These challenges can make it difficult to provide quality education for all students.

Limited resources mean that schools may not have access to materials or equipment necessary for effective teaching and learning. This can include textbooks, technology, and even basic supplies like desks and chairs. Inadequate infrastructure can also impact education in Somaliland, as schools may lack access to reliable electricity, clean water, or even safe and secure buildings.

A shortage of qualified teachers is another challenge facing education in Somaliland. There are simply not enough trained educators to fill all the available positions, and some teachers may lack the necessary training and qualifications to effectively teach their subjects.


Additionally, political instability and conflict can further complicate education in Somaliland, as schools may be forced to close or students may be unable to attend school due to violence or displacement.

Therefore, these challenges can make it difficult to provide quality education to all Somaliland students, but initiatives like curriculum development through collaboration and communication can help to address some of these issues and promote teacher professional development.

Thanks for all.



# SOMALILAND

The image shows the word 'SOMALILAND' in a large, bold, black, sans-serif font. Below the text is a red semi-circle, which is the lower half of the Somaliland flag. The entire graphic is centered within a white, cloud-like shape with a thin grey border.

## **The current challenges of the Curriculum Developent in the Primary schools.**

Mohamed Abdi Othman, The National UN Volunteer-Somaliland

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 Somaliand, 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 Somaliand means that textbooks vary widely in quality and content.

Another challenge is the fact that many textbooks used in Somaliand 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 Somaliand create further challenges for textbook review, as it can be difficult to modified 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 Somaliand 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 Somaliand 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.



## **Education is the passport of the future in our life and the suitability of the country**

Mohamed Abdi Othman, The National UN Volunteer-Somaliland.

Education is essential for shaping our future and the success of a country. In today's modern era, the focus of education has shifted towards practical skills and research. Unfortunately, many universities are not adequately providing these skills and applications of knowledge. Year after year, thousands of students graduate from our universities, but some of their courses are not relevant or important.

It is crucial to prioritize specific fields such as agriculture, engineering, medicine, law, environment, education, marine sciences, and short diploma courses related to environmental issues. However, the universities in Somaliland are not able to offer Masters programs due to various issues such as limited learning resources, unqualified teachers, and inadequate research programs. Upon deep investigation, it is evident that there is not much difference in the level of education between undergraduate and Master's programs in our universities.

We should not blame the students; rather, the universities and higher education commission have failed in their duties and responsibilities. It is necessary to implement significant reforms in public universities, including the appointment of competent administrators, deans, and the development of curriculum programs. These reforms should prioritize merit-based affirmative actions and set benchmarks for the education system.

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