

**PUNTLAND STATE OF SOMALIA  
EDUCATION COORDINATION MEETING**

**Minutes of the Puntland Education Coordination Meeting  
Held on  
9<sup>th</sup> July 2007 at the Ministry of Education at 9am**

**ATTENDANCE**

<b><u>NAME</u></b>	<b><u>ORGANIZATION</u></b>	<b><u>EMAIL</u></b>
1. Ahmed Said	Minister	<a href="mailto:Amsaed77@yahoo.com">Amsaed77@yahoo.com</a>
2. Abdi Mohamoud	Vice Minister	<a href="mailto:gobbeelder@hotmail.com">gobbeelder@hotmail.com</a>
3. Mohamed Ahmed Ali	EDC	<a href="mailto:mali@edc.org">mali@edc.org</a>
4. Ahmed Ali Farah	EDC	<a href="mailto:A_xareed20@hotmail.com">A_xareed20@hotmail.com</a>
5. Bahsan Ahmed	CARE	<a href="mailto:Bahsan21@yahoo.co.uk">Bahsan21@yahoo.co.uk</a>
6. Mabanga Kennedy	NRC	<a href="mailto:education@som.nrc.no">education@som.nrc.no</a>
7. Jamal Hassan Mussa	NRC	<a href="mailto:EducationSupervisor1_pl@som.nrc.no">EducationSupervisor1_pl@som.nrc.no</a>
8. Mohamed Abdi Wahab	NRC	<a href="mailto:EducationSupervisor_pl@som.nrc.no">EducationSupervisor_pl@som.nrc.no</a>
9. Dr Joseph Koech	UNESCO	<a href="mailto:j.koech@unesco.org">j.koech@unesco.org</a>
10. Said Farah	TEU – MoE	<a href="mailto:inasanweine@gmail.com">inasanweine@gmail.com</a>
11. Abdirisak Ali	UNICEF	<a href="mailto:amali@unicef.org">amali@unicef.org</a>
12. Abdigafer Haji Mohamed	Islamic Relief	<a href="mailto:abdigafer.haji@g.mail.com">abdigafer.haji@g.mail.com</a>
13. Farah Mahille	Admin – MoE	<a href="mailto:farahmahille@hotmail.com">farahmahille@hotmail.com</a>
14. Ahmed Ali Shire	SC-UK	<a href="mailto:alishirescott@yahoo.com">alishirescott@yahoo.com</a>
15. Abdihakim Mohamed	AET	<a href="mailto:Abdihakim77@hotmail.com">Abdihakim77@hotmail.com</a>
16. Saida Hersi Egal	Diakonia	<a href="mailto:saidahersi@hotmail.com">saidahersi@hotmail.com</a>
17. Louise Sowe Holdbrook	WFP	<a href="mailto:louisesowe@wfp.org">louisesowe@wfp.org</a>
18. George Gena	SC – Denmark	<a href="mailto:ggena@yahoo.com">ggena@yahoo.com</a>
19. Jama Farah Muse	E. Facilitator-ADRA	<a href="tel:747245">747245</a>
20. Mohamed Ismail	Director Formal ED	746921
21. Elly Nyandiga	ADRA	<a href="mailto:e.nyandiga@adrasom.org">e.nyandiga@adrasom.org</a>
22. Mohamed Jibril Yusuf	MoE	720081
23. Mohamed Ali Farah	PEN	<a href="mailto:Shede2005@hotmail.com">Shede2005@hotmail.com</a>
24. Isam Babiker	UNWFP	<a href="mailto:isam.babiker@wfp.org">isam.babiker@wfp.org</a>
25. Mohamed Hassan	UNWFP	<a href="mailto:Mohamed.hassan@wfp.org">Mohamed.hassan@wfp.org</a>
26. Muhyadin Ali Yusuf	TTI	<a href="mailto:muhyadiny@hotmail.com">muhyadiny@hotmail.com</a>
27. Aminata Mansaray	UNOCHA	<a href="mailto:Aminata294@gmail.com">Aminata294@gmail.com</a>
28. Rod Hicks	AET	<a href="mailto:roddhicks@yahoo.co.uk">roddhicks@yahoo.co.uk</a>

**AGENDA**

1. Welcome by HE Vice-Minister of Education followed by introductions
2. Follow up on action points from previous meeting
3. Presentation on Education Priorities by HE Minister of Education
4. Primary Curriculum
5. Tea Break
6. AABE and PAE as strategies for increasing enrolment
7. Nomadic Education in Puntland
8. Koranic Education in Puntland.
9. Conclusions and Recommendations

## **1. Welcome**

The meeting was opened by H.E. Vice-Minister of Education who welcomed everyone and then asked people to introduce themselves. The Minister explained that this meeting had originally been planned for two days. Unfortunately he would only be able to lead the meeting for the first day. It was agreed that the meeting will be reduced to one day but any further meetings for specific interest groups could take place on the second day. R Hicks of AET was asked to take the minutes of the meeting.

## **2. Action Points**

Action points from meeting of 7<sup>th</sup> April 07 were reviewed and the following agreed:

- 2.1 UNICEF were to fund and call a coordination meeting to discuss non-formal education. This will take place at 9.00 10<sup>th</sup> June at Diakonia.
- 2.2 A coordination meeting between those working with IDP's will be called on the Sunday 10<sup>th</sup> June at 9.00 at Diakonia.
- 2.3 The Minister of Education had invited the Minister of Family Affairs but neither she nor any senior members of the Ministry were available. They would however, be invited for the next meeting.
- 2.4 A bilateral meeting between UNESCO and Save the Children Denmark was to take place to coordinate work on TVET. At this point in the discussion no member from either organisation was presented to report on progress.
- 2.5 The Bilateral meeting between AET and UNESCO to discuss Secondary Education had not taken place, though informal discussions had. However, AET agreed to arrange the meeting in the immediate future.
- 2.6 EDC were again asked to up-grade the frequencies and inform members by e-mail.
- 2.7 CARE is still to share the baseline information on girl drop out rates.
- 2.8 In summary, the representative from OCHA pointed out that far too many action points had not been acted on. She emphasised that members should follow up on these points after each meeting. The DG should also take a role in checking whether crucial action points had been implemented after such meetings.

## **3. Presentation on Education Priorities by HE Minister of Education**

A summary of the main points. (Please see full presentation attached)

### **3.1 The three crucial priorities from the Ministry are:**

- a. **Access to basic education and strategies to improve access. This included**
  - questions related to provision of fees and local scholarships
  - The provision of improved learning space, including the need for an expanded building programme, furniture and classrooms
  - Need for education to be flexible and allow for different social patterns including children working in preference to schooling and to raise community awareness of education

- Improving girls' access to education
  - Improving nomadic education
  - Improving and expanding access to TVE education including the Ministry's capacity, examinations and certification and availability of tools on completion of training
  - Prioritising Secondary Education, including improved learning space, access for girls and the quality. Strategies included, improving English as the medium, improving curriculum and textbooks and establishing the Secondary Unit.
- b. Improving the Quality of Education. This included**
- The need to provide more textbooks
  - Conduct a curriculum review at primary and secondary level, (the second is complete)
  - Teacher training and raising of teacher motivation and ethics
  - Improving the monitoring of schools and data collection
  - Improving school hygiene and learning environment
- c. Improving Institutional Capacity at all levels. This included**
- The need for a more inclusive education policy
  - Financing education
  - Tracking and Improving stakeholder awareness
  - Improving the EMIS systems which at present rely entirely on UNICEF.
- d. The Minister concluded by outlining the Ministry's achievements over the last two years. These included**
- Recruitment and paying of 400 teachers
  - Development of an Education Policy and a Teacher Education Policy
  - Review of Secondary Curriculum which is now ready to implement
  - Data collection through mentors using EMIS

### **3.2 Discussions**

Participants thanked the Minister for his very lucid and clear presentation of the issues and a lengthy discussion followed. The main points to emerge through the discussion were:

- The issue of higher education had been omitted. However, Prof Muyadin of East Africa University outlined progress in this area. There are now 8 such institutions and an umbrella has been established . In cooperation with Diakonia, criteria for assessing quality and curriculum are also being established.
- In discussions related to lack of learning space, Adirisak of UNICEF stated that some 300 classrooms are needed to meet this year's increase in student numbers (approximately 18,500), with overcrowding particularly acute in urban areas where 75% of the annual increase occurs. It was agreed that there

is a need for a clear holistic strategy for both the expansion of classrooms and other problems related to access such as school fees. Members were urged to come forward and make their own commitments towards solving the problem. WFP promised to provide a food for work programme if this was part of an overall strategy. It was also agreed that the business community should be involved in this area.

- A matrix for intervention is necessary. The Minister assured the meeting that such a matrix had been developed and would be made available.
- UNICEF assured the meeting that textbooks for 1-4 are available and distribution can be planned for the next year to alleviate shortages at this level.
- UNESCO requested that the textbook numbers for Grade 5-8 should be provided so that they could arrange further printing of these textbooks. MoE and UNESCO will discuss this issue.
- A policy for both Arts and Crafts and for PE needs to be developed at all levels as these learning areas seem to be overlooked within the schools and are very important.
- The Secondary Curriculum changes have been agreed. The revised Secondary Syllabuses are in the process of being typed. The main changes in the curriculum will be choice of subjects after form two and the introduction of Agriculture and Business Education as elective subjects also after form 2. The new syllabuses will be examined in 2009.

#### **4. Primary Curriculum Review**

The Primary Curriculum was developed 8 years ago. Thus it needs to be reviewed and Arts and Crafts and PE need to be incorporated into the syllabuses. UNESCO and UNICEF will need to discuss this activity with MoE.

The meeting discussed the need to strengthen the Curriculum section within the Ministry and the suggestion was made that it could become a department.

The language policy also needs to be more clearly articulated. At present, English in the Secondary schools, where it is meant to be the medium of education, is very weak. AET explained that this year there would be a language bridging course of two months for all Form One students. A language improvement course for secondary teachers teaching in English is also being developed. It is hoped that these strategies will improve the efficiency of English as a medium.

#### **5. AABE/PAE and Non Formal Education**

- 5.1 The Minister explained that there was confusion within NFE with the multiplicity of acronyms that were being used.
- 5.2 NRC gave a power point presentation to clarify the meaning of AABE (see attached). He emphasised the need for a condensed curriculum so that those who missed out on formal education would be able to catch up and link into the formal system. AABE is aimed at children who missed out on formal education and were in the 9-14 age bracket, i.e. somewhat older than the normal candidates for NFE.
- 5.3 UNICEF outlined the approach used by PAE. (Primary Alternative Education). This system uses the same curriculum, syllabuses and textbooks

as NFE but incorporates and develops out of Koranic education. It targets the 6-14 year age group.

- 5.4 UNICEF also emphasised the need to keep the same curriculum for all the different strategies and expressed concern over the term ‘condensed’ curriculum and the suggestion that different curriculum needed to be developed

- 5.5 **Discussions-** There was a long discussion on the different aspects of non-formal education and on ways to ensure some coordination of the approaches. The following agreements were reached:

- a. UNESCO stated that the terminology does need to be clarified and the idea of a condensed curriculum is acceptable but it is important to maintain uniform certification and exams so that it is possible for NFE students to reach university.
- b. It is important to maintain the flexibility within the non-formal approach as this is its strength if it is to reach learners from a range of different situations who learn under a variety constraints.
- c. Mogadishu after the collapse provides a model of how to link from the non-formal to the formal education systems.
- d. Diakonia is following a system that concentrates on girls in the 9-15 age bracket.
- e. All systems need to have a range of plans for delivery that can vary in pace and approach but still use the same basic curriculum.

## 5.6 **Definition of Curriculum**

Some confusion in discussion was occurring because of the different understandings of the meaning of ‘curriculum’ that exist. It was agreed that all NFE programmes should have the same broad curriculum in terms of ‘learning outcomes and/or objectives.’ These will essentially emphasise skills. The programmes can then develop their own modules aimed at achieving these outcomes. Thus they can learn at different rates and using different materials but following the same outcome driven curriculum. This curriculum should also ensure that there is regular linkage with the formal system so that children can cross over.

## 6. **Nomadic Education**

It was agreed that there is considerable need for research into Nomadic Education as a basis for any proposals for the development of strategies to include more nomadic children in the education system.

UNICEF stated that they have money for such programmes, including research, from DfID. It was agreed that UNICEF would send out information with indicative terms of reference to agencies and that the agencies should then put in their proposals. So far, only ADRA has put in such a proposal

**7. Koranic Education**

Studies by UNICEF have been carried out but the findings have not yet been finalised. As soon as they are, they will be forwarded to MoE and then distributed.

**8. Recommendations and a Summary of Action Points**

- 8.1 The Matrix for future priorities and development will be circulated by the Ministry to all members
- 8.2 PE and Arts and Crafts should be incorporated into future curriculum and be given greater emphasis than at present.
- 8.3 The process for the review of the Primary Curriculum should be started. This will need to involve UNICEF, UNESCO and MoE.
- 8.4 Ministry of Education will find ways of involving the private sector in both the building programme and scholarships.
- 8.5 Partners should consider ways of supporting and enhancing the capacity of the curriculum section of the Ministry of Education
- 8.6 Language policy within the National Education Policy needs to be clearly articulated by MoE and then prioritised for action.
- 8.7 Working Groups should be set up at the next meeting.
- 8.8 NFE programmes will follow a single curriculum specified in terms of learning outcomes and/or objectives. Individual programmes may vary in terms of pace, content, delivery style and learning materials provided they are within the curriculum framework
- 8.9 UNICEF will send out indicative terms of reference for activities within the area of Nomadic education with the initial emphasis on research. Individual organisations may then put forward proposals.
- 8.10 UNICEF will complete the study of Koranic education and send the findings to the Ministry of Education, who in turn, will forward copies to the partners
- 8.11 There will be an IDP coordination meeting and a NFE coordination meeting on Sunday 10<sup>th</sup> June at 9.00am in Diakonia.

**9. Other Business**

- 9.1 WFP and MoE are working on a feeding programme with encouraging results on enrolment.
- 9.2 The next meeting will be held on 12<sup>th</sup> September 2007 at 9.00am in MoE compound.

SIGNED

Minister of Education and Chair Person