

Puntland State of Somalia

Ministry of Education

Office of the Minister



حكومة ولاية بونت لاند الصومالية

وزارة التربية والتعليم

مكتب الوزير

Puntland Teacher Education Policy

Final Draft

**Approved by:
Ministry Of Education.
Puntland State Of Somalia
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Rationale for Drafting PL Teacher Education Policy

No subject is more important to domestic and international well being than education; and no single aspect of education is more important than teaching.

There are pressing reasons why we examine our education system, start out new instrumental policies and establish institutions in order to improve the outcomes of education:

- A good education system, and one that is responsive to changing demands, is vital to social and economic developments; and having such a system and highly professional teachers is more important now than ever before;
- If education is to provide the kind of support individuals and country require, then a substantial refocusing on targets and standards relevant to current and emerging needs, and consequently on curriculum content and pedagogy, has to be achieved;
- A much wider repertoire of teaching approaches is needed to develop in students that are now vital attributes of creativity and imagination, problem-solving and decision-taking, ability to work cooperatively in teams and organizations, adaptability etc, while preserving and extending the traditional skills in language and numeracy;
- These have fundamental implications for the nature and balance of the subject expertise and other skills of the teaching force and the way teachers go about their job, and must be reflected in both the organization and content of teacher training-of new entrants to the profession and, perhaps even more importantly, of teachers already in post;
- Central to the quality of education is the quality of teaching and therefore the quality of teachers. So we might ask: Does the present role of the teacher in the class room fit today's purpose? Does the present style and content of teacher training fit today's purpose? We all agree that they do not and that substantial reform is necessary.

On the other hand, our educational system has been encrusted with old ways and structures, with patterns of employment, compensation and recognition that have nothing to do with good teaching in the last 50 years. And in the years that followed the aftermath of regime collapse one and half decade ago, our educational system has gone to its lowest ebb due to absence of supervisory body since no functioning government existed. However after the establishment of Puntland administration a through revival and reform of educational system is needed and hence new methods for dealing with these challenges are essentially required.

Finally, the goals of Puntland education policy are part and have number of links to those of national development, so that drafting of teacher education policy will specify automatic sustainable actions for improving our quality of education and hence serve our national goals.

Objectives of PL Teacher Education Policy.

- Revision of educational targets and standards and consequentially of the curriculum, including the range of teaching methods employed, to ensure that emerging individual, social and economic needs will be met;
- Start of both pre-service and in-service teacher education to equip new and existing teachers to meet these new demands.
- More systematic direction of teacher education, the introduction of quality standards and quality assurance, and changing in funding mechanisms.
- Improve the reputation of teacher career

A) An outline of Puntland system of teacher training from the perspective of employment

1. Criteria to be a kindergarten teacher:

For a kindergarten teacher (working with children between 3 to 6 years):

- A qualification obtained as a result of **Kindergarten teacher training** is required, which is college level training (minimum 2 years).

2. Criteria to be a primary education teacher:

For a primary education teacher (FPE, NFE):

- A qualification obtained as a result of **primary school teacher training** is required, which is a college level training (minimum 2 years).

3. Criteria to be secondary education or higher vocational training teacher:

For higher levels of public education and vocational training,

- A qualification obtained as result of **Teacher training** is required which may be a college or university level training (minimum 4 years).

B) Criteria for entrance of teacher training program.

- Must be a secondary school leaver with a minimum C grade.
- Currently untrained in-service teachers in primary schools would be eligible for the special training program carried out by SCOTT project if he/she has minimum one year teaching experience in a primary school in Puntland in the school year 2005/2006.

C) Educational policy priorities concerning the development of teacher training and in-service training

1. Improving teacher's teaching skills in initial training

- more emphasized presence of educational theory , psychology, methodology and teaching practice in the qualification requirements of teacher training;
 - Arranging for the provision of supplementary support and funding for practical training.
 - Modernization of teacher training (objective: creating a uniform structure of diploma, or degree level in both primary school and secondary school teachers.
2. Promoting the improvement of teacher competences-primarily in continuing education and accredited in-service training courses
 - Through coordination of pre-training programs in English language.
 - Information communication technology.
 - Management.
 - Drug abuse prevention, education for health.

D) Teacher Training institutions in Puntland

There are only two teacher training institutions in Puntland:

1. GTEC: Garowe Teacher’s Education College:
 - Located in Garowe.
 - Maintained by SIDA through DS.
 - Type of training: primary school teacher training.
 - Number of students enrolled: Female 23_, Male_44_____.
2. EAU: College of Education of East Africa University
 - Located in Bossaso.
 - Maintained by community.
 - Type of training: both primary/secondary school teachers training.
 - Number of students enrolled: Female__4____, Male__41_____.

The state wishes to influence on the enrollment of female teachers in those institutions in order to increase the number of female workforce in teaching profession by advocating for their equal rights with male inside the community and arranging for provision of scholarships.

The state is also committed to get proper funding for establishment of extra teacher training institutions in the other remaining regions of Puntland to cope with the increasing enrollment of pupils every year in addition to assuring the quality of training for the already operational teacher training colleges in Puntland.

E) Education Policy Instruments

Primary Teacher training curricula

We need teachers who are competent in both pedagogical as well as subject knowledge. Teachers' pedagogical training, their knowledge of subject matter and classroom practices would have major contributions to teachers' effectiveness.

When we talk about the curriculum we are describing the content of qualification requirements that forms the basis of the curricula of particular institutions. Foundation courses in educational theory, psychology, and methodology (theory and practice) are a requirement of each teacher training programme, and they are provided for by decree for every teaching training programme.

Teaching competences are shaped in the training institution on the one hand, and in external school/education practice, on the other hand. In every training program, the teaching practice component involves the visiting of class in groups, under the direction of a mentor and individual teaching at a school run by MoE and coordinated by the training institution. Teaching practice is concluded by a final teaching session which will be evaluated with a grade. Success in the final teaching session is a prerequisite for eligibility of the final examination. The rest of the qualification requirements vary according to training programs, in keeping with the specifics of the principal area of study. Duration of the training program is two years. Other necessary aspects of teacher education are:-

- Credit hours are based on contact hours (32x16x4).
- Training courses will be all school subjects (Math, Science, Social studies/ Civics, P.E., English, Arabic, Somali and Islamic Studies) in addition to ICT, Arts/Crafts and Education.
- Assessments, evaluations and examinations through out the education programmes are required.
- Standardization of Puntland primary teacher education programs is essentially required for having an equal number of credit hours, same course modes/numbers and with uniform certification.
- English is the medium of instruction of primary teacher training courses. Arabic and Islamic studies will be taught in Arabic
- Textbooks and resources should be available for the training.

F) Salary, remuneration and promotions

The state is committed to grant job security, opportunity for further learning, and physical and mental comfort for all teachers regardless of race, gender or religion. Teaching could be made more attractive by improving the working environment, selecting teacher through competitive examination, merit-based promotion, performance related pay, access to contemporary teaching methodology, and award scholarship according to performance and qualification. In addition to that:

- Scale of salary is to be based on standard of living as well as level of education, experience and extra work.

- Teachers will have to get promotion after completing three years of satisfactory work.
- Seminars, workshops and in-service trainings are necessary for updating profession of teaching.
- Holiday incentive payments are highly encouraged since it would have a major impact on improving teaching career.
- Study leave and leave without pay will be legalized.
- A head teacher/deputy head teacher will get assigned only after obtaining a minimum of three years teaching experience and upon completion of school management trainings.

G) Increasing female participation in teacher training programs.

- The state is committed to encourage girls to participate in teacher training programs to provide role model for girls and to provide support for the specific needs and safe environment.
- Free education/ scholarship will be arranged for girls from poor families as well as to those who passed with high scores.
- Maternity leave will be minimum four months with payment and due consideration of breastfeeding time.
- Construction of girl schools is highly encouraged to employ more female teachers and increase girl's enrollment.

H) Cross cutting issues.

The state policy is to include existing training subjects for teacher education programs the importance of the protection of child rights, enhancing peace education, gender balance, environment education, life skills and prevention of HIV/AIDS.

I) Management, administration and financing of teacher's education

The state policy vows that:

- Non-government sponsored TTIs e could only be established after complying with the conditions set by MoE, thereby getting official permission signed by the minister of education.
- MOE take the responsibility of developing TTI's curriculum, supervising and quality control of educational programs.
- MOE sets the criteria for the administration of TTIs
- All international and local partners in education sector are obliged e to follow MoE education and teacher policies.
- MOE and each IP in education sectors should sign a memorandum of understanding based on its policies before the later starts any activity related to education sector in Puntland.

- No IP is authorized to pass any data relating to our education system to a third party without getting written approval from MoE.
- The state is committed to get staff with strong managerial and financial control capacities.
- With the progressive return to normalcy, the state intends to increase its contribution to teacher's education and of teacher's salaries. Government also recognizes and encourages the efforts paid by the private sector for the contribution of establishing as well as sustaining educational institutions. Government also recognizes the role that is being played by IPs in education financing, reconstruction and rehabilitation since the end of the conflict and is committed to exercise relevant coordination of all on going projects in education sector.

J) Certification

1. Pre-service primary teacher trainees will be awarded to primary teaching diploma after passing teaching practices and final exams in a two years program.
2. Untrained in-service teacher will be awarded primary teaching certificate after successfully passing training practices and final exams in special two year training program-SCOTT project.

K) Control of TTIs.

The newly established department of teacher education (DTE) is responsible for defining standards for TTIs establishment permits, providing evaluation and the control of training institutions in accordance to the policy of MOE. Currently there is no specific rule for the control of teacher training, but the new DTE will co-ordinate all matters related to teacher training and recruitment. It will also define state standards for teachers, training and certification and will be responsible for providing on going supervision, support and guidance for teachers and will oversee both in-service and pre-service trainings. DTE is responsible for the monitoring, research and implementation, in addition to provide information in the process of program accreditation. Feedback is ensured by the returned self-assessment questionnaires on the success of training, which must be attached to the authorization to launch training courses.