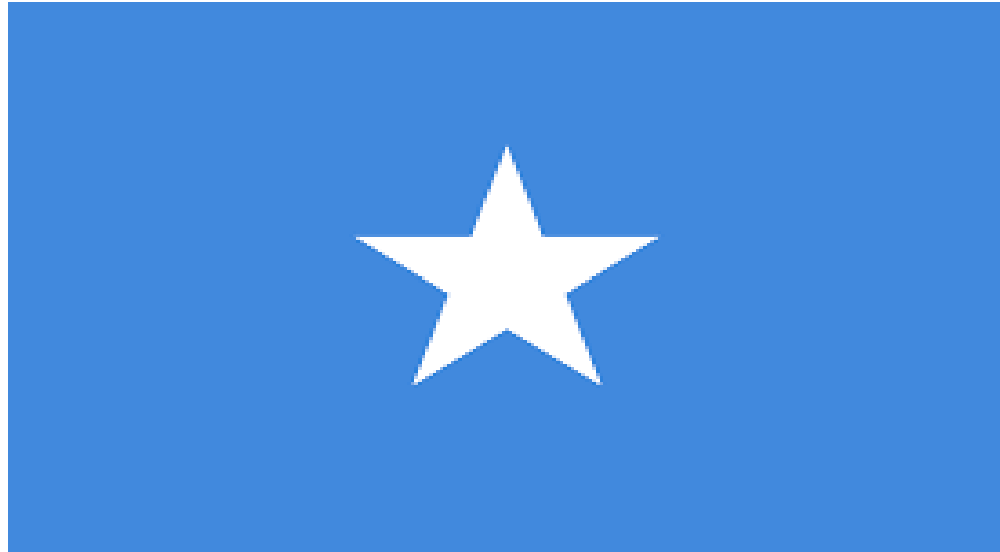


- FEDERAL REPUBLIC OF SOMALIA

- Ministry of Education,

Culture and

Higher Education (MOECHE)



- Representative of the country
  - Mohamed Hassan Muktar
  - New Director of curriculum

# CLASSROOM ASSESSMENT in context of Somalia

- ❖ **In Somalia there is not unified curriculum which causes difference in the out come.**
- ❖ **There is not guides for assessment let alone the classroom assessment.**
- ❖ **The numbers of trained teaches are less then 20% the remaining 80% are untrained in the public sector.**

❖ Teacher in Somalia are:

- I. Old teachers requires refreshment and training
- II. large number newly young teacher most of them are not qualified
- III. qualified teaches and trained

- ❖ School population estimations are 30,000 pupils
- ❖ Number of the public schools are 130 schools very small number according to need, which by estimation is 5 million.
- ❖ In the private sector there large number of schools , while the most of those schools have not required capacity.

- Organization working Teacher training UNICEF, UNESCO, NRC, SAVE THE CHILDREN, ADRA ETC. teachers receive in-service training because most of NGOs implanting in-service training components.
- Some universities include the national university produce secondary teachers.

## ❖ challenges

- ❖ training provided by the NGOs is overlapping same training at same teacher with same school, always taking place in teacher training.
- ❖ The capacity of ministry of education particularly department of teacher training needs improvement and know it is improving.

❖ To carryout assessment you requires:

- high qualified and trained teacher working in conductive learning and teaching environment.
- Develop components for classroom assessment system.



❖ In Somali context there is no policy for classroom assessment, it is school level.

❖ Some schools carryout assessment which is used for promotion of the next grade but it is not in stander however, it mainly used for exam not for purpose of improving learning.

- ❖ Some of the teacher don't know the importance of the assessment so they don't like it thinking that it is waste of time.
- ❖ During assessment some of the teacher use inappropriate tools
- ❖ The result assessment is not used as a tool to improve because of many reasons e.g lack of knowledge ...

# Challenges

- ❖ Capacity of the teacher in the class
- ❖ Capacity of school admiration
- ❖ Capacity of quality assurance unite
- ❖ Capacity teacher training department
- ❖ Capacity of the providers of the teachers (quantity and quality) I mean here institutions, colleges and universities

# Our planning to address the situation

## •Department of curriculum

- Developing new curriculum for schools
- Preparing materials for that curriculum
- Developing the quality assurance unite.
- Keep Continuous Professional Development of teachers

# Department of Teacher Training

- to create strong relationship with implanting partners and harmonizing training with same time ,in order to guide training phases.
- Build the capacities of teacher and motivate teachers to develop the teaching techniques.
- to motivate sensation of teacher capacities and make more powerful the unit is planning to do mentoring on job training for teachers and hire coaches who will follow up for their teaching.

- End

- thank you for  
attention