

FEDERAL GOVERNMENT OF SOMALIA

MINISTRY OF EDUCATION, CULTURE AND HIGHER
EDUCATION



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This framework is a foundation for establishing government ability to regulate the education sector. It will transform education provision in schools and training facilities. We expect that the aspirations of learners, education providers and other stakeholders to be realized through evidence based practices.

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Executive Summary

The National education quality and standards framework provides the processes, approach of assessing, monitoring, evaluating and putting in place a robust quality assurance mechanisms and national education standards, through recommendations intended to improve the quality of service delivery in education with a focus on learning outcomes and based on evidence and good practice.

This will assist to strengthen education quality standards to ensure that compliance to acceptable benchmarks are attained, maintained and continually improved. The quality assurance process and practices are dynamic however, they are vital in providing needed guidance and support to schools and educational institutions for consistent improvement in quality learning outcomes, institutional delivery and stakeholders satisfaction. Attaining the desired quality education has not been easy over the years, since the main focus was on access and retention. As a result, it was found necessary and timely to focus on quality assurance and standards and to provide government through the MoECHE to regulate and take charge of education standards and its compliance.

The development of this framework therefore, has set the gears right in providing the opportunity for systems strengthening of education in Somalia. The department of quality assurance and standards is charged with the responsibility of developing, maintaining and improving of agreed upon standards of education and ensuring of its compliance.

This framework will guide the quality assurance and standards processes in basic education institutions from school level up to National level, it provides for its coordination. The framework provides for the roles and responsibilities of all departments at national, state, regional and district level in regards to quality assurance.

The code of conduct of the quality assurance and standards officers and their qualification is well spelt out in the framework. It provides for the agreed standards in all aspects of the educational institutions in pre-primary, primary, and secondary levels. The framework provides the basic information and knowledge required on quality assurance and spells out the entire process of school assessment. The tools of quality assurance and standards previously developed will be attached as annexes.

The framework has a template guide on reporting and feedback mechanisms. It provides different forms of assessment and processes of internal audit mechanisms, through the key indicators. The National quality assurance and standards framework contributes to the National efforts towards quality learning outcomes.

NATIONAL GOALS OF EDUCATION

1. To eradicate illiteracy and encourage adult education.
2. To build a society based on cultural values and patriotism, protecting the law, social equity and national unity in Somalia.
3. Promoting equal access to all opportunities, recognizing and preventing the obstacles to the progress of an individual and the society.
4. Develop the knowledge, skills and practices needed to rebuild the country and be at par with the world.
5. To protect and promote the natural environment to be safely inherited by future generations.
6. To encourage the society to have a sense of patriotism and individual responsibility towards peace and to improve human relations, within the community, country and the world.

CHAPTER ONE:

BACKGROUND

Quality assurance refers to planned and systematic processes that provide confidence in education and training services provided by training institutions under the remit of relevant authorities or bodies. The form in which countries develop their quality assurance systems for education and training depends on the specific country contexts, which include traditions and governance culture, the extent to which general education is developed and its ability to provide education as per the needs of the people and the youth.

Due to protracted political instability in Somalia which has resulted into weakening of the education sector, the realization of this principle and vision for education remained elusive. It is therefore incumbent upon the Government of Somalia and most specifically the Ministry of Education of Somalia to strengthen the education system and capacities of education authorities to better deliver and promote quality education.

To realize this, the Government of Somalia, through the Somalia Education System Strengthening Programme (SESSP) is establishing an interconnected and sound mechanism in the education sector that will ensure that national standards and quality in education are set, met and maintained. A government driven Education Quality and Standards mechanism has the potential to surmount the challenges of uncoordinated efforts in the sector, guided by the quality assurance and standards principles. This mechanism and infrastructure should be domiciled with the Ministry of Education.

To this effect, this Quality Assurance Framework (QAF) which consists of a number of different processes, including monitoring activities has been developed with the view to ensure practical understanding and guidance in ensuring quality assurance and Standards in Education Sector. It helps the Quality assurance and standards department of the Ministry of Education of Somalia to Supervise the Quality of education in the country and empower the members of staff at the National, State, Regional and District Levels to undertake solid monitoring and engage in improvement and maintained of quality in education. However, monitoring makes most sense when employees have received good guidance on their role, and the expectations placed upon them.

Therefore, the Quality Assurance and Standards Framework refers to documents which could either exist in Somalia or should be developed for the purpose of guidance as well as monitoring activities. The quality assurance and standards framework focuses on Basic Education which includes (Pre-primary, Primary and Secondary Education), The National Education Policy of

Somalia has given emphasis on this level of training and it is imperative that the Quality Assurance and standards Framework are developed to ensure the education as per need of the people of Somalia and that resonates general developments and vision of education in the country.

The Quality Assurance and standards Framework provides the quality assurance mechanisms and the Education National Standards for Basic Education. On the appendix the framework provides other quality assurance tools. These tools are to be read together with the Framework as guides for the Standards and Quality Assurance departments. It must also be noted that what is presented in the Framework is developed from practices that exists in Somalia and borrows from international and regional best practices and are by no means cast on stone, with innovation, evidence and context consideration some of the concepts, principles and standards can be improved and made fit-for-purpose.

1.1 Quality Assurance and Standards Framework Description

The quality assurance and standards framework is a tool upon which a foundation for the work of quality assurance and standards work is created and established. This framework represents the solution to the challenges of coordination and implementation the work of quality assurance and standards.

The framework creates a methodical flow of the work of quality assurance and standards by clarifying how the processes of coordinating the work will flow from the classroom level to the National level. It provides for different alternatives towards conducting quality control in school and other interventional levels starting from the district to National level.

The structure of quality assurance and standards work is well defined, where the role of each level is explained. The framework is basic on the value stream described in the principles of quality assurance. The framework carries along and identifies other practical tools that will be used for quality assurance and standards functions.

The framework shall remain in the custody of the National, State, Regional and District quality assurance and Standards Departments. It shall be used for induction and training of quality assurance and standards officers. Officers can always use it as reference document.

The framework will be disseminated to all levels of quality assurance and standards and be made available to stakeholders and shall be published on the Central ministry website and translated in the National language.

The education quality assurance and standards framework shall be reviewed in every three years.

1.2 Quality in the Context of Education

“Quality in education is the degree to which education can be said to be of high standards, satisfies basic learning needs and enriches the lives of learners and their overall experience of living” UNESCO (2000); this is the desire of all education systems. In addition, aligning the education systems towards achieving the overall national and individual development goal, has also been used as measure of quality of education.

Quality education may be defined as a holistic delivery of successfully achieved objectives that ensures inclusiveness and equitability that promotes lifelong learning and opportunities for all. Quality education globally has been described as dimensions of quality learners, quality learning environment, quality content, quality processes and quality outcome.

With reference to the Education Sector Strategic plan for 2018 to 2020, the federal government of Somalia through the Ministry of Education Culture and Higher Education is committed to reforming the education sector and developing a quality system that promotes inclusion and from which students achieve core learning

1.3 Importance and Objectives of Quality Assurance and Standards

An effective quality assurance mechanism in the education sector that will ensure that national standards and quality in education are set, met and maintained. Assessment and quality control exercises are important because they achieve:

Accountability: Encourages and promotes accountability of the education service.

Change: Can highlight changes and illuminate future directions.

Confidence: Can help boost staff morale, when the good they do is measured and appreciated and when they share ideas.

Communication: If well communicated and understood assessment is a success. Areas of strength and weaknesses are highlighted to allow careful interpretation.

Criticism: It encourages self-review through the examination of content and delivery of lessons.

Knowledge and Skills: Knowledge and skills are recognized it provides affirmation of good practice and boosts self-morale. It provides a holistic view.

Link between assessment and improvement: This when well-done can offer useful and clear suggestions.

Openness: It helps schools and teachers open up to the outside world and the realize they cannot be in seclusion or remain alone.

Organization: Can lead to improved structural organization

Professional growth: Suggestions are made in areas of weaknesses.

Skills developed: Can identify needs including training and Teachers who prepare well are assured of their professionalism.

Uniformity: It can help focus on internal issues and encourage cooperation for the good of the school.

Use of time: If well used school assessment can contribute as to how time can be well utilized.

competencies in numeracy and literacy and are technologically proficient with lifelong learning and skills, in order to develop and maintain quality provision of education.

The quality assurance and standards framework shall adopt the following dimensions of quality; School leadership and management, curriculum organization and implementation, physical infrastructure, learner welfare and community involvement.

1.4 Objectives of Quality Assurance and Standards

The objectives of quality assurance and standards are as follows:

- 1 Develop education standards, benchmarks or indicators for education institutions. Promote highest possible standards in education and maintain standards.
- 2 Monitor and report on outcomes of education in schools and training institutions.
- 3 Regular reporting on general quality of education, Nationally, state level, regional, district level, School levels.
- 4 Report on nature scope and effectiveness of education support services.
- 5 Identify education institutional needs for improvement.
- 6 Ensure that quality teaching is taking place in all educational institutions.
- 7 Monitor the performance of teachers, educational institutions in accordance with all round standard performance indicators.
- 8 Ensure equitable distribution of teachers by working out the curriculum-based establishment.
- 9 Carrying out regular standard assessments of all educational institutions on regular cycle.
- 10 Advise the provision of adequate physical facilities in educational institutions.
- 11 Ensure the appropriate curriculum or curricula is operational in educational institutions.
- 12 Encourage a collaborative and corporate approach to educational institutional management among various stakeholders.

(revise)

1.5 Vision, Mission and Core Values

The vision that guides education in Somalia is “Fulfil the right of every Somali to Education and build an adequate well educated, better skilled and competent work force that contributes to the spiritual, economic and human development of the Nation”.

The mission statement is “To ensure equitable access to inclusive, lifelong quality education and training for all Somali citizen through sustainable implementation and resourcing of a comprehensive education policy and strategic plan. This with no doubt therefore, provides a clear direction for the envisaged Education Quality Assurance and Standards mechanism of the nation.

The vision of the Quality assurance and Standards department is “Robust quality assurance mechanism and standards compliance established and managed effectively in Somalia”

1.6 Principles of Quality Assurance

Coherence: the system should strive over time to achieve balance and coherence across different mechanisms that have been developed to meet the demands and expectation of stakeholders working within schools and in the wider school education system.

Professional learning communities: quality assurance policies should support professional learning communities to make the best of quality assurance data for schools and systems development within the ultimate goal of ensuring the best learning opportunities for all learners.

Trust and shared accountability: trust and respect between internal and external actors are fundamental for effective evaluation and school development.

Support innovation: school leaders and teachers need opportunities to take considered risks in order to innovate and develop careful attention to data on the impact of innovations including potential unintended outcomes is essential.

Shared understanding and dialogue: quality assurance approaches should support the development of a common language and shared understanding among internal and external actors, that the fundamental purpose of evaluation is to support school development.

Networks: networks between schools and with local and wider communities can support collective engagement, build social and intellectual capital and spark new synergies across systems.

Building capacity for data investment: building capacity of key actors to generalize, interpret and use data are crucial.

Different data for balance view: different type of data both qualitative and quantitative and gathered over time are necessary for a balanced understanding school development and learner progress. These data should communicate authentic narrative of schools and provide the information necessary to support decision making both within the school and across the school system.

CHAPTER TWO

2.1 The Process of Quality Assurance

Educational achievements require accountability, the general concern of quality assurance is to establish, maintain and improved education standards.

Quality assurance in education refers to planned and systemic processes that provide confidence in education and training institutions and under the relevant authorities.

The following part is to ensure the process of conducting quality assurance in logical and practical manner is achieved.

Quality control is meant to ensure that quality education is offered to students in, that schools also provide conducive learning and teaching environment, while the teachers have the required competency to teach and that all levels of education management facilitate the provision and maintenance of quality education.

The framework provides useful steps and process that, the Ministry of Education, Culture and Higher Education of Somalia, herein referred to as MoECHE, will rely on through Quality Assurance and Standards department, to ensure that the education provided to pupils and student in Somali is of value and has resonance to their education need.

Basic education is considered the foundation of education and therefore remains the most critical area to ensure quality is established. The frame work will stipulate the process of conducting quality assurance at different levels. It will also spell out the standards in education and their indicators as well as the sources of evidence. The framework will provide for school self-assessment and peer review.

The National education quality assurance and standards framework is to ensure an integrated approach in improving relevance of education in an equitable and inclusive manner.

The framework will identify the tools of quality assurance and combine them as part a comprehensive measuring package. In the quality assurance framework, the dimensions of quality learners would be adapted:

Quality school leadership and management.
Quality processes of teaching and learning.
Quality learning content.
Quality learner outcome
Quality School environment.
The main route of quality assurance of teaching and learning in schools can be summarized as follows:
Excellent Pupil centred lessons developed by teachers, enabling students to excel.
Excellent school leadership provided by school managers, Principals, head teachers, CEC members.
Professional support for School managers/leaders by district quality assurance officers.
District quality assurance officers work supported and their work coordinated by regional quality assurance officers.
Regional and state interventions and their work with district quality assurance officers is overseen by National education quality assurance department/unit.

OUTCOME: High quality education for students in Somalia

2.2 CORDINATION OF THE WORK OF QUALITY ASSURANCE AND STANDARDS WORK

2.2 Coordination of Quality Assurance Work

In coordinating the work of quality assurance and standards it's important to maintain coherence, the internal or school-based quality assurance should be able to work with the external quality assurance mechanism. Quality assurance and standards shall be coordinated in the following manner: The National quality assurance and standards office will concern itself with its stipulated functions as previously indicated in the framework.

In conducting its function, the National office will support the state office in terms of capacity and resources, to ensure the state office conducts its role in promotion and compliance of the education national standards. The regional quality assurance offices will act and work closely with the district quality assurance offices by compiling quality assurance reports from districts after analyzing and discussing the reports.

The district quality assurance offices will act as the first intervention level of external quality assurance assessment in schools. The district will compile monthly reports on quality assurance and standards in schools and assist schools to develop internal or school-based quality assurance mechanism. The school remain the center nerve of quality assurance and standards work. The school is where it all happens. The schools will purpose to establish internal or school based quality assurance mechanism and provide for external quality assurance processes. The community, through the quality assurance and standards mechanism will be provided with an opportunity to participate in performance management and quality assurance exercises from planning to execution to reviewing.

Classroom Level: the teacher apart from using the tenets of safeguarding quality in the teaching and learning process will also conduct self-review and evaluate his/her performance in and outside classroom through a self-appraisal initiative on a termly basis. The teacher will share with the Head teacher/ Principal of the School. The teacher will participate in the developing school improvement plan.

School Level: the head teacher/principal, the CEC members or School manager will ensure to conduct quality assurance in the school and ensure standards are observed and that they are part of the school agenda always.

In process of School improvement planning the Principal/Head teacher will ensure the standards are established, maintained and improved. The Head teacher/ Principal shall keep an updated record of the same. The outcome of quality control exercises shall be shared with the district quality assurance officer upon request.

District Level: the district quality assurance office will assist schools in establishing a school-based quality assurance mechanism. The district quality assurance officers will also ensure external school assessments are established and conducted according to relevance and as schedule where necessary. On routine external assessment the District quality assurance officers will develop a monthly report and share with the regional quality assurance and standards officer.

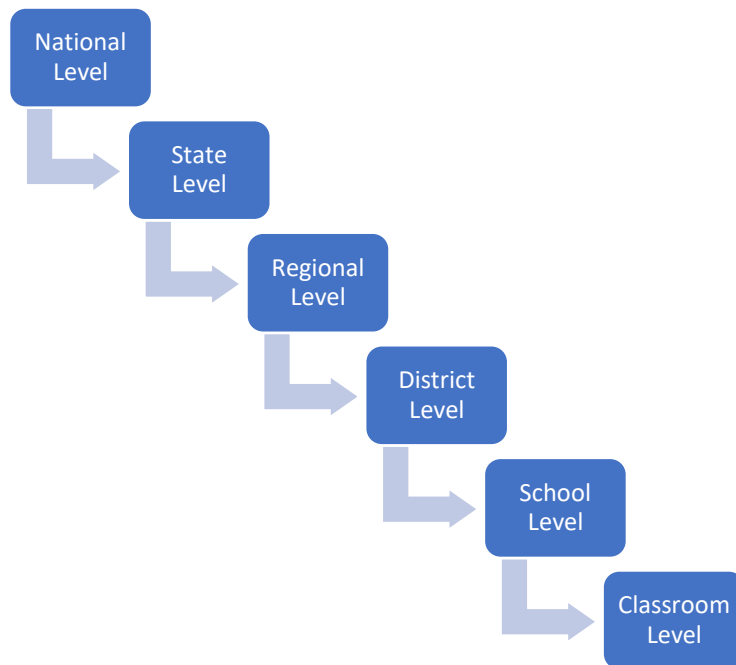
Regional Level: the regional quality assurance and standards office will receive monthly district reports on quality assurance exercises conducted in the schools by the district quality assurance officers. The regional officer after conducting joint evaluation of reports and monthly meetings with the district officers shall transmit finalized reports to the state quality assurance office.

State Level: the state quality assurance officer will receive reports on quality assurance exercises conducted in schools by District quality assurance officers and evaluated and discussed with the regional quality assurance officers. The reports will be read and used for state planning and direction on quality and standards in education. Interventions for the gaps realized will be addressed by the state quality assurance department. The state will share its quarterly and annual report with the National quality assurance and standards office.

National Level: the national level quality assurance office will receive quarterly and annual reports of quality assurance and standards efforts and work from each state. The data and

information will be analysed, National plans for quality of education and standards will be prepared and worked on. The National quality assurance office will share the data and information with the planning department for purposes of National planning.

Classroom level -----School level-----District level-----Regional level-----State level-----National level.



In terms of strategy the National education policy shall be used as a reference.

2.3 TYPES OF QUALITY ASSURANCE AND STANDARDS ASSESSMENTS.

The type of quality assurance exercise to be conducted shall be determined by the purpose sought. There shall be a set annual schedule for standards and routine assessment. New or upcoming educational institution shall seek application for registration, upon which the quality assurance and standards department shall organize for assessment for the purpose of registration. For purposes of school improvement in quality and standards the quality assurance and standards departments shall purpose to help schools establish school-based quality assurance and standards mechanism.

Schools and educational institutions shall be encouraged to conduct peer review in quality assurance and standards and help institutions grow and improve in accomplishing standards and quality.

The framework therefore recognizes and provides opportunities for different types of assessment in quality assurance and standards.

1. Institutional based quality assurance (IBQA)
2. Peer review.
3. External quality assurance process.
 - a) Standards assessment.
 - b) Assessment for registration and accreditation
 - c) Follow up assessment.
 - d) Monitoring, evaluation, reporting and learning.
 - e) Addressing quality assurance related grievances and dispute resolution

(Explanation of every assessment)

There remains an important need for strengthening and establishing quality assurance and standards in education in Somalia through external standards and routine assessment until such a time where uniformity and semblance of equity is attained. Adequate training, coaching and mentoring needs to be conducted in building the capacity of National, regional and District quality assurance officers. (Strengthen this statement)

SCHOOL BASED ASSESMENT (INSTITUTIONAL BASED QUALITY ASSURANCE (IBQA))

The key to providing quality education is to support the teaching and learning that occurs in classrooms. "Internal quality control" is a way that Principals and Head teachers can have a reflection of what goes in the school and make the necessary interventions to improve quality. The school Principal/Head Teacher can guide their teaching staff and students based on the findings on what to do to improve the quality of learning and teaching in the school environment.

Nearly all successful schools have an effective internal quality assurance system. The aim is to regularly observe and hold feedback discussions with each teacher, preferably once a month, and at least once a term. In larger schools, deputies and senior teachers will assist the head teacher with this task.

Following the observation, it is important to discuss the lesson with the teacher. In this feedback session, congratulate the teacher on the strengths of the lesson, and then discuss areas for development. It is normally appropriate to set targets for improvement, but no more than two or three. The observer may need to give the teacher guidance on how to achieve these improvements. Keep a note of these targets, and follow them up next time the teacher is observed, to check that improvement has occurred.

All teachers should be observed, including experienced staff. However, less-experienced staff and trainees have particular needs and should be given special attention. Supporting teacher trainees is also vital for ensuring quality. Following a series of observations with different teachers, the Principal/Head teacher may become aware that many teachers have similar training needs. The Principal/Head teacher might then organize some school-based training to address this need.

In some cases, it can be appropriate for teachers to observe each other's lessons, without a senior teacher being present. These are known as peer observations.

Participatory Performance Monitoring

Effective schools are supported by community members who want the school to perform well. The process is known as Participatory Performance Monitoring.

In a PPM system the community can: visit regularly the school to enquiry about the performance and conduct of their children.
Check on the regularity and punctuality of the children and the school staff as a whole.
Check on the maintenance of their learning materials.
Check on teachers' compliance to the class timetable.
Verify the level of coverage of the syllabus. This can also be done by the Curriculum Management Committee of the CEC.
Inform the school authorities on children's truancy or misbehaviour outside the school during instructional hours.

LINKAGES AND COLLABORATIONS IN QUALITY ASSURANCE AND STANDARDS

DEPARTMENT	FUNCTIONS	POINT OF COLLABORATION.
Policy and Planning	Educational planning and Policy formulation	Provide evidence based data
Curriculum Design and development	Designing and development of curriculum and content development.	Feedback on curriculum delivery gaps and needs.
Examinations and assessment	Exam and assessment setting, moderation, marking, compiling and management	Feedback on learner outcome gaps and needs. Link between continuous process of learning, assessment and improvement
Community	Participation in the education processes. Vested interest	Feedback on quality of education services. Promotion of effective involvement.

CHAPTER THREE

2.1 Mandate and Functions of Quality Assurance and Standards

2.1.1 Establish, maintain and improve national education standards and ensure its compliance:

Maintaining and improving educational standards through sustainable quality assurance processes and mechanisms.
Promoting standardization in education and training.
Ensure compliance of states in set educational standards through policy interpretation and dissemination.
Ensure compliance of guidelines for the establishment, licensing, accreditation and registration of education and training institutions by state quality assurance departments.
Ensure enforcement by states of temporary suspension of operations of education and training institutions that do not meet the national standards stipulated in the education legal framework.
Publishing and updating the public regularly on approved lists of Educational and training institutions.

2.1.2 Establish, maintain and improve quality assurance processes and mechanisms in the country.

Train state quality assurance and standards officers nationally.
Support and oversee the process of preparing and reviewing tools of conducting quality assurance exercises by states in schools and educational training
Guide the process of building school-based quality assurance mechanisms through school improvement approaches.
Initiating, organizing and coordination of staff training programmes for quality assurance and standards officers for capacity building.
Oversee the vetting of books and other curriculum support materials in education and training and maintain a list of approved instructional materials in education.
Monitor the conduct of assessment and examination in institutions of education and training.
Vet expatriates, volunteer teachers, individual groups and organizations wishing to visit and work with educational and training institutions.

2.1.3 Conduct research on educational needs with focus on quality and standards.

Carry out research in educational institutions to improve quality of education and standards.
Monitor, evaluate and review policies on standards and relevance in education and training.
Coordinate, examine and publish information related to quality in education and training.
Coordinate the management of quality assurance and standards data and statistics.

Link with the department of planning in provision of evidence-based data to be used for National planning. Teaching and Learning is the core work of everyone involved with MoECHE. The quality assurance departments at national, state and all levels will use the framework as a guide to conduct the work of quality assurance and standards. This is a key area to get right, there exists therefore major need to have a documented process that provides guidance in this process.

The pages that follow illustrate a proposed process and system for the quality assurance of teaching and learning in schools. It is divided into the following six levels:

- I. Classroom level
- II. School level
- III. District level
- IV. Regional level
- V. State level
- VI. National level

LEVEL 1: CLASSROOM

Teachers are an important resource in establishing quality in the process of education, they conduct quality control exercises to ensure standards are and observed by learners. For a teacher to accomplish effective teaching and conduct a diagnostic learner’s assessment, he or she must be competent t, qualified and up to the task.

A teacher’s commitment in teaching is to ensure that every learner gets to learn, in turn this will raise the quality of learning in the classroom. The role of a teacher as a quality assurance entry includes:

The role of a teacher in quality assurance

Syllabus interpretation and development of Schemes of work, lesson planning and preparation.
Plan pupil centred lessons and expose learners to varied learning experiences and learning opportunities.

Effective use of the teaching learning resources provided and improvising where learning resources are not provided.
Ensure adequate and timely coverage of the curriculum.
Deliver appropriate lessons content according to the class timetable and as planned.
Optimum and effective use of class time.
Mark learner's work and give meaningful feedback.
Prepare, maintain and review student's progress on performance and behaviour.
Effectively monitoring of learner's character development and academic progress.
Analysing tests and examination results and providing qualitative and quantitative analysis to determine the setting of measurable targets.
Use of Teaching and learning approaches that focus on learner interests.
Providing safe, conducive, motivating and friendly learning environment.
Impartial and objective application of rules for learners.
Apply school policies fairly and consistently.

LEVEL 2: SCHOOL

School proprietors, managers, principals, head-teachers and CEC members are a critical part of an effective school. The school leaders provide instructional leadership and managerial leadership for the entire school community. The school leadership team or individual is in charge of compliance of National standards and other state or regional initiatives. The school leadership is charged with the responsibility of maintaining good links with the all stakeholders. The most important role of the school leaders is to ensure that high quality teaching and learning takes place in the school.

In terms of quality assurance, the Principals/Head teachers, department heads and senior teachers can conduct quality control exercises and provide teachers and learners with a quality support mechanism. Leading and managing a school is a large responsibility. Principals /Head teachers should invest in delegating duties to Deputies, Senior teachers and department heads or other members of staff, this creates participatory governance and a more collective way of ensuring quality within the school setting.

Members of the community, including members of the Community Education Committees, are helpful to fulfil certain roles in ensuring quality. In these, therefore members of the community participate in quality assurance.

The role of Principal/Head Teachers as a Quality Assurance and Standards Agent

Ensure that there is an internal quality control system in place.
Ensure that the findings of internal quality control system inform school improvement plans.
Ensure that school improvement planning is focused on issues affecting the quality of teaching and learning, Learner welfare, Learning content, teacher competency and infrastructure development.
Organize school-based training to help build capacity amongst school staff on issues that affect quality.
Conduct training needs assessment for teachers and staff.
Prepare a school assessment plan and follow through.
Check schemes of work, lesson plans and give helpful feedback.
Ensure lesson plans are in tandem with the schemes of work and syllabus.
Ensure lesson plans provide for all learning styles, with interesting learning experiences.
Ensure lessons planned by teachers are learner centered.
When observing lessons check the consistency with lesson plan.
Ensure learning time is in synchrony with schemes of work and syllabus.
Check and encourage good use of all available teaching resources. (books, equipment's, apparatus, libraries, laboratories, computers, playing fields etc.)
Make spot checks and class visits to ensure what happens in class is in compliance with standards set.
Ensure teachers set clear and measurable learning targets and also show value added.
Check whether students are regularly assessed on classwork and are given feedback.

Check quality, relevance of classwork, homework given to learners and give teachers feedback.
Ensure teachers put in place a mechanism of formative assessment in learning and character.
Check the adherence to the set school timetable and set school routine.
Ensure the less experienced teachers receive adequate support from the departments.
Ensure teachers skill set and competency is in accordance to the subjects and classes assigned.
Ensure teachers plan for adequate co-curricular activities that would help in exploiting learners' talents and skills.
Keep a record of class and teacher observation outcomes and the interventions made.
Provide instructional leadership and management of all administrative matters that facilitate the proves of instruction.
Provision of a students and teacher effective support mechanism in the process of learning.
Performance planning, implementation, management and review of the teachers' performance termly and annually.
Build or participate in building highly committed and competent staff team.
Align the vision and mission of school with tenets of quality education. Liaise with all stakeholders on matters concerning the school vision and mission.
Develop and sustain a high level co-curricular programme for the students.
Ensure compliance of all government regulations, indicators and policies.
Provide access to government authorities to assess or evaluate the school, students and teachers.

LEVEL 3: DISTRICT

It is job of the district quality assurance officer to help the schools achieve the best possible teaching and learning and the highest possible standards for pupils.

The district quality assurance officers help to build the capacity of schools in achieving the quality education that Somalia's children and youth.

In terms of quality assurance, the district quality assurance and standards officers help Principals/Head teachers focus on matters of improving quality, they can provide expertise and can facilitate helpful links between schools.

The external assessment conducted by the district is informed by the need to provide quality assurance feedback to all educational stakeholders in educational institutions.

Detailed information on school assessment can be made into a national educational status to inform policy, planning and as well providing a management tool for training of Principals, Head teachers, Heads of department and teachers.

The same information can be used by other education agencies like the Curriculum development centre, Examination board, teacher training centres etc.

The principle aim of assessment at this level is:

To promote and maintain the highest possible quality and standards of education.
To monitor and report on outcomes of education in schools and colleges.
To report on the nature, scope and effectiveness of the support services.
To report on findings of assessment for purposes planning and interventions.

The district quality assurance officers must assess and report on:

School administration and management, including reference and adherence to existing policy guidelines.
Educational standards in schools and quality of education provided.
Teaching and learning process (curriculum delivery)
Quality of delivery process and its diversity.
Care, guidance and support given to the students.
Partnerships with parents, other schools and the immediate school community.
Management of financial and physical resources.
Use of resources such as library, laboratories and play areas.

Welfare, co-curricular activities, guidance and counselling services, gender issues and;
Spiritual nourishment.

As part of the preparation of conducting quality assurance and standards department forms a panel of assessors. The team should be composed of:

A chairperson

A secretary to the team.

Persons with high level integrity and expertise in different areas.

An average of between 4 to 6 persons.

The persons should have expertise in:

Education legal and policy framework (The education act, all education policies)

Familiar with the curriculum and syllabus.

Government development plans, recent circulars.

Mastery of different subject (Humanities, Languages, Sciences, Sports)

Qualified persons with not less than five years' experience in teaching and learning.

The subject knowledge of the team should cover a wide range.

It is the job of the District Quality Assurance Officer to help the school achieve the best possible teaching and learning and the highest possible standards for pupils. As District Quality Assurance Officers work alongside head teachers and other stakeholders, they are helping to build capacity, to assist schools in achieving the quality education that Somalia young people deserve. In terms of Quality Assurance, District Quality Assurance Officers act as critical partners for Principals/ head teachers. They the leaders focus on matters of improving quality. They can provide expertise, and can facilitate helpful links between schools.

Tasks for District Quality Assurance Officer

Read carefully and acclimatize with the checklists and Inspections manual, which gives clear guidance on how to check standards and evaluate assurance various aspects of schools

Look out for opportunities to help Principals/ head teachers understand the contents of Manuals and Guides

Help Principals/Head teachers fulfil the necessary quality assurance requirements, especially in assessing the strengths and areas of improvement of the school, and

devising action plans to improve in the process of Whole School Improvement and Development plan.
Keep notes for each school, either digitally or in a notebook. Regular notes are important for compiling data in future.
Complete the monthly reports for each month by the required deadline. Write about specific strengths and areas of improvement in each school, and write about any interventions undertaken what you are doing to help them. Be clear and give examples – avoid making general statements.
In the monthly reports on school visits, attention is to be given to the areas stated in the district quality assurance officers’ year/quarterly plan.
Meet with the relevant nominated Regional Officer when requested. Give ready feedback on school visitation and submit reports. Take note of advice given and Help schools carry out the Action Points which arise each month.
Keep informed about high performing teachers and head teachers in the district and be prepared to inform the Regional Director about people suitable for special tasks (e.g. the district training team).

NOTE: the position of District Quality Assurance Officer is very critical because it is at this level that the government directly interacts with the schools, to help raise the quality of education provided. This means that the focus of the officer’s work should be at the level of the school and classroom. Many of the areas listed above are classroom-level activities.

If a school does not have an internal quality assurance mechanism, then the district quality assurance and standards officer should make it a priority to help the Principal/Head teacher to develop one. The district quality Assurance Officer has an important role in equipping the Principal and head teacher (and other senior staff) to feel confident and skilled in making classroom observations.

LEVEL 4: REGIONAL

Regional Management of District Quality Assurance and Standards Officers.

The Regional quality assurance and standards officers should have an overview of the strengths and the areas for development of schools in that region. It is recommended that one regional officer becomes the Focal Point for District Quality Assurance Officer in that region. He or she will guide and support the District Quality Assurance Officers to help them fulfil their role. The Focal Point should probably meet formally with every district quality Assurance Officer each term.

There can also be a termly meeting provided for all district quality Assurance Officer together, for sharing information, to discuss areas of concern, and possibly for some training at the regional level.

The roles of regional quality assurance and standards officer include:

Call a meeting of District Quality Assurance Officers in the region twice per term to discuss progress, concerns, and recent initiatives in the region.

Meet individually with every district officer once per term to receive feedback from schools in the district.

Discuss the Action Points for each school, the interventions undertaken so far, and whether any further follow-up is required. Support the District officers if they have concerns.

Continue ongoing informal discussions with District Quality Assurance Officers occasionally.

Regularly read and familiarize with all the necessary manuals, guidelines and circulars from government.

Ensure that District quality assurance Officers submit their reports by the required deadline. The deadline is the first working day of the following month. For example, April reports should be submitted to the Regional Office by first working day of May.

Read all incoming District quality assurance and standards monthly reports. Make a note of important issues. Make a list of Action Points every month. (There should normally be one action point per school every month). Send a copy of these Action Points to the District quality assurance officer, and send another copy to State quality assurance office at the same time as sending the actual monthly reports.

Maintain dialogue with District quality assurance and standards officers about these Action Points for each school. Ensure that action is taken, and these Action Points are not ignored.

Ensure that a copy of the monthly District reports is sent to the state quality assurance and standards office by the required deadline. The deadline is one week after the end of the month. For example, April reports should arrive at the state quality assurance and standards office by 7th May.

Brief the Regional Director every month on the main issues arising from the monthly reports, and the Action Points, plus other matters the Regional officer should know about.

Keep in contact with the state quality assurance and standards officer. A strong partnership of the regional and state quality assurance and standards officer needs to be established and maintained.

Be prepared to brief members of state quality assurance and standards officers who will visit the Regional for purposes of Quality Assurance and standards compliance issues.

Further Guidelines for Regional Quality Assurance Unit

Below are some initial suggestions on the Quality Assurance activities that could become the responsibility of the Regional Offices. This list of activities should be reviewed and updated from time to time. Some Regional Directors (in consultation with other stakeholders) may wish to add to this list and assign further duties to their officers. Care to be taken to ensure that all activities suggested for Regional Officers fall within the mandate and responsibilities of MoEHE in Education Policy of Somalia and the Ministry of Education Culture and Higher Education Strategic Plans and elsewhere. These activities are for the whole department. It is not intended that all these activities be done by the Focal Point for District quality assurance officers.

Regional Quality Assurance Activities:

A. Managing district quality assurance officers

- i. Oversee the work of the district quality assurance and standards officer. This might include checking the frequency of their visits to schools, checking that their activities are appropriate, checking they have good professional relationships with school staff, etc.
- ii. Provide support to district quality assurance and standards officer. Respond to requests from District Quality Assurance Officers to help them be effective in their work.
- iii. Provide training and guidance to the district quality assurance and standards. Arrange monthly meetings to share good practice, share information, and give training.
- iv. Ensure prompt replacement of District Quality Assurance Officers when they transfer.

B. Other Activities

- I. Ensure that all Regional Staff are thoroughly conversant with key documents. These include the School Management Manuals, School Review Handbooks and this framework
- II. Make visits to districts or schools to identify good practice, and to discern and solve problems. Every district should be visited every month; the Regional Office should develop a timetable or schedule to ensure that this is achieved.
- III. Oversee the provision of training for teachers (Continuing Professional Development, CPD) in the region. Maintain a record of training that has taken place. Plan for training that needs to take place. Communicate to districts and schools about opportunities to attend training. Liaise with curriculum development offices and external providers of training and take advantage of training opportunities that are available.
- IV. Supervise the training needs of Regional Office staff. Submit proposals to Human Resource when training needs are identified.
- V. Maintain a file of information about every district in the region in an orderly filing system. The file might include district quality assurance and standards reports, annual school improvement/ development plans, correspondence, and other important information about schools in that cluster.
- VI. Collect attendance data (staff and pupils) regularly from each school. Analyse the data to identify areas of concern. Take follow-up action as necessary.
- VII. Continued focus on reading abilities, including promoting school libraries and subject corners.

LEVEL 5: STATE

State Quality assurance and standards department is responsible for ensuring the highest possible standards in Education and training. This can be achieved by implementing effective Quality Assurance measures.

The Quality Assurance Framework has been designed for assuring quality in Teaching and Learning. It is the task of state quality assurance and standards officers to conduct quality control to ensure that stakeholders at all levels (classroom, school management, district, regional office and state office itself) are fulfilling their roles well.

One Officer in the state quality assurance and standards department has been nominated to liaise with each region. In this way, the region can have a strong and well-informed relationship with the state quality assurance and standards office. The state quality assurance and standards department will receive District quality assurance and standards officer's monthly reports. They will record the date they are received.

The state quality assurance and standards department will also receive the Action Points from the Regional Focal Point. The state quality assurance and standards officer will analyse the District quality assurance and standards officer's Reports together with the Action Points. The state quality assurance and standards department will continue to write a regional summary for each region, and circulate it to Regional and National Department.

State quality assurance and standards activities

Below are some Quality Assurance activities to be carried out by the state quality assurance and standards department. This list of activities should be reviewed and updated from time to time. In general, the state quality assurance and standards department's role is to ensure the regional and district quality assurance and standards departments undertake all their responsibilities. That the regional and district quality assurance and standards departments are well resourced in terms of funding and human capacity. The state department must develop the skills and materials (such as manuals, guidelines and checklists) to fulfil the role of quality assurance and standards. The main focus of the quality assurance and standards at the state level will be the regional departments.

Activities will include:

- I. Receive District quality assurance and standards monthly reports and regional Action Points from the state ministry. Collate these reports into a state Quality Assurance Reports. Add a commentary and explanations where necessary. Using this state Quality Assurance information, make presentations to the Ministry as requested, with a summary of the current picture and recommendations for action. Recommended action might include policy or practice at any level (state, regional, district, school or class levels).
- II. Maintain a file of reports from each region within an orderly filing system.
- III. Make Quality Assurance Visits to each Regional Office. The purpose of these visits is to oversee the quality assurance and standards activities.
- IV. Write a year plan for Regional and District Supervisor Monthly Reporting.

- V. The state quality assurance and standards department might also set a focus (or more than one) for Quality Assurance activities for each term of the school year. This involves informing the ministry, regions, districts and schools of particular activities that they should concentrate on for that term. This focus is likely to reflect the current priorities of Ministry of Education and may arise discussions on the following issues
 - issues relating to Teachers’ Continuing Professional Development
 - use of text books, teachers’ guides, learner assessment tests and syllabi in schools

Follow-up from a particular national or state initiative.

State-level Quality Assurance and Standards Department Responsibilities

Nominate one state quality assurance and standards officer to liaise with each region. Inform regions. Publish these names on state ministry’s website.
Develop a failsafe administrative system for processing District Supervisor monthly reports. (The system will record date received, display those received and not received in a simple and clear way, and separate attendance logs and send them to Planning Department).
Streamline and improve the presentation of the quarterly summary of District Monthly reports, for clarity and interest.
Develop guidelines for State quality assurance and standards department officers for the management of the Quality Assurance Framework.
Receive a copy of district quality assurance and standards reports and action points for each region and record the date received.
Reviewing district quality assurance and standards reports and monthly action points. Follow the regional officer charged with coordination of districts.
Reviewing action points from previous months, compare with follow up reports received from regions to assess progress against these previous action points.
Meet as a state quality assurance and standards department and share good practice and advice.
Prepare quarterly state report on quality assurance and standards drawn from regional and district quality assurance and standards departments. The state ministry can use to inform policy and planning.
Identify capacity gaps and organize training for quality assurance officers at state, regional and district levels.

LEVEL 6: NATIONAL

The National education quality assurance and standards department is charged with the responsibility of ensuring standards are complied with and maintained and that quality education is achieved.

The functions of the National quality assurance and standards department and subsequent departments in the states, regions and districts are mainly:

Establish, Maintain and improve institution-based quality assurance.
Promote standardization in Education and training.
Carry out standard assessment of education and training institutions.
Carry out research in Education institutions to improve quality of education and standards.
Ensure compliance of guidelines for the establishment, licensing, accreditation and registration of education and training institutions.
Enforce temporary suspension of operations of educational and training institutions that do not meet the minimum standards stipulated in the education legal framework.
Certification of professional and academic documents.
Authorization staffing standards of education and training institutions by setting the standards for schools and training institutions.
Supervise the process of curriculum delivery in educational and training institutions.
Oversee the vetting of books and other curriculum support materials in education and training and maintain a list of approved materials in education.
Monitor the conduct of assessment and examinations in institutions of education, particular to the following functions;
Collaborate with the examinations board/council to ensure standards in curriculum evaluation;
Monitor the conduct of the national examinations in education and training institutions;
Monitor the application of standards in the development and administration of state and regional examinations in educational and training institutions.

Vet expatriate and volunteer teacher's individual groups and organizations wishing to visit and work with education and training institutions.
Publishing an updating the public regularly on approved lists of educational and training institutions.
Advising the minister on all matters pertaining to quality education and training and standards.
Make recommendations to appropriate authorities for necessary action.
Monitor and evaluate the standards and quality in particular to:
Carrying out continuous monitoring of all programmes in education and training.
Provide timely feedback for decision making and planning purposes.
Advising the minister on trends obtained from analysis.
Monitor, evaluate and review policies on standards and relevance in education and training.
Coordinate, examine and publish information related to quality and standards in education and training and update the public regularly.
Coordinate the management of the quality assurance and standards data and statistics.

National Quality Assurance and Standards Department Responsibilities

Coordinating the work of all state quality assurance departments effectively and efficiently
Gathering data received from all states and preparing a national status of education using evidence-based approach.
Implementation of the Performance Management system
Accurate data analysis to help inform policy and planning.
Providing a calendar and plan for National quality assurance and standards activities.

Building capacity of quality assurance officers nationally through providing training, mentoring and coaching.
Sustaining Principals/Head teachers and teachers training programmes in quality assurance and standards.

Conducting and supporting research work on quality assurance and standards in Somalia.

THE ROLE OF COMMUNITY EDUCATION COMMITTEE (CEC) AND OTHER STAKE HOLDERS

Schools provide services to the community that they are established within. Both the school and the community have significant roles to play in ensuring quality services in education are provided. Therefore, schools operate in partnership with their community.

Many schools in Somalia are run and managed by the private sector (investors/religious community and organizations) The community therefore remains the major stakeholders in education.

The existence of CECs in the education sector has been an added advantage in the management of schools. They provide the function of management and therefore play a significant role. What follows below is just a brief summary of some ways that CEC members can become involved in supporting their school.

For example, the CEC can contribute to quality education through the following areas:

Management of the school, especially in protecting the interest of learners at all times.

Supervision and monitoring practices, including Participatory Performance Monitoring.

Contributing to school development planning.

Ensuring the welfare of pupils/students and teachers.

Assisting with conflict resolution.

Supporting and running co-curricular activities.

Promoting girls' education through mentoring and coaching girls.

Participate in the provision of improvised teaching and learning materials.

The head teacher and school leadership team (head, deputies and senior teachers) are employed to lead and manage the school, they are supported by an effective CEC and its Parents and Teachers Association.

The Parents Teachers Association is an organ composed of teachers and parents/guardians. The PTA facilitates the communication process and strengthens the relationship between the school and the community.
The PTA ensures that its guided by PTA Constitution that stipulates clearly the aims, objectives and structure of the Association and Committee, and their rights, duties and responsibilities.
Elect the CEC members. The members of the CEC should be prepared to represent the community, and not just give their own views. The Chair should be someone who is able to mobilize the community into activities contributing to quality education in the school.
Participate in School Improvement Planning
Ensure that the District quality assurance and standards officers and the ministry are duly and well informed about all the plans and developments.
Be cooperative, transparent and open to any question, supervision or monitoring move by the District Standards and Quality Assurance office or the State quality assurance and standards regarding the functioning, the activities and the financial state of the School.
Organize regular general meetings to explain plans and activities undertaken or/and to render accounts in a very transparent way during which all the stakeholders will be present or be invited.

The work of school managers falls into six broad areas, and the Community Education Committee (CEC) should have six sub-committees to help support these areas. The six School Management Committees sub-committees are:

- I. The Leadership and Management Committee
- II. The Community Participation Committee
- III. The Curriculum Management Committee
- IV. The Teachers’ Professional Development Committee
- V. The Teaching and Learning Resources Committee
- VI. The Learner Welfare and School Environment Committee

Advice regarding elections to the Community Education Committee (CEC) and frequency of meetings can should be enshrined in the School Management Manual

By participating in these committees, members of the community can be involved in many areas of school management, including:

the preparation of school calendar.
the planning of programmes such as open days, speech day, sports day, fundraising activities, excursions, etc.

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3.6 REPORTING PROCESS OF QUALITY ASSURANCE AND STANDARDS ASSESMENT,

District Quality Assurance Officers after conducting standard or routine assessment are required to fill in the School Report and the findings on the observed areas. They should also keep another copy of the School Report not only for it to facilitate the writing of their Districts Report but to serve for verification purpose. It also enables them keep track of progress and activities of the schools. Both the District Quality Assurance Officers and the heads should read it and append their signatures.

It is therefore expected that at the end of the quarter, all components or areas of focus stated in the individual quarterly plans are addressed by the District Quality Assurance Officers and follow-ups are made if possible. Additionally, at the end of each month, based on school reports, District Quality Assurance Officers should write the District Report which should be submitted to the Regional quality assurance officers and then to State Quality Assurance and Standards department at the ministry for analysis, planning and implementation. District quality assurance and standards will:

Prepare monthly reports from the standards assessment reports gathered from schools in triplicate and send to Principals, Regional officers and keep a copy for reference.
Analyse these reports and write a summary report of important points for the Regional quality assurance and standards officer, A copy can be sent to State quality assurance and standards department after discussions and evaluations done at regional level. The summary report will pick out examples of good practice, and will identify areas of concern.
The report will include a list of action points. It is recommended that there should be one action point per school every month and that state quality assurance and standards officers and District Quality Assurance Officers should attempt to follow up all the action points and make sure that action is taken.
These action points should always be sent to the National quality assurance and standards department.
Take action on issues arising from district quality assurance officer's reports, and pass on relevant information to the nominated officer at the State quality assurance and standards department.
Follow-up issues from district quality and standards reports. Check that action has been taken. Send reminders to appropriate parties and go to visit the school or district if necessary.

The report should be submitted to the Regional quality assurance and standards officer on the first working week of the following month and by the 7th of the month the National quality assurance and standards office should receive the reports. The Regional Quality Assurance and

Standards Agent will read all reports and conduct general evaluation of the reports together with the district quality assurance officers and prepare his/her Regional Report from all District Quality Assurance Officer's reports in the region make notes of important points for action and follow-up.

The District Quality Assurance Officer's reports have a highly important Quality Assurance function. The reports are used by Regional Officers and state quality assurance and standards officers to understand the important issues in schools in the region, or in the whole state to develop state educational needs plan and priorities.

The District Quality Assurance Officers are expected to make specific comments on strengths and areas for improvement in each school, and not fill reports with general statements. Schools shall draw their school improvement plans based on the findings, While the states shall base their plans on these evidence-based data collected from schools.

3.7 The Qualification and Code of Conduct of Quality Assurance Officers

The attributes of a quality assurance and standards officer include:

Professional
Skilled and knowledgeable.
Good interpersonal skills.
Diligent.
Resourceful
Impartial

Relevant competencies include:

Ability to write evaluative reports.
Ability to make critical analysis of situations and circumstances.
Should be competent in their subject areas.
Should be ICT compliant.
Ability to ensure teachers receive sensitive constructive and focused feedback.

Ability to mentor, coach and train education managers.

Qualification:

A minimum of basic degree in education

At least five years' experience in teaching or managing an educational education.

CHAPTER FOUR.

NATIONAL EDUCATION STANDARDS

4.1 BACKGROUND

The national standards of education will be guided by the existing legal and policy frameworks on education. The national department of quality assurance and standards is charged with the responsibility of developing, reviewing, and maintaining national education standards.

Education quality standards are set goals that learners, teachers and school managers aim to achieve. The quality standards focus on improving learning outcomes and strengthened institutions and systems.

Education quality standards are grouped: learner out comes and teacher quality teaching standards. The provision of quality education in; leaner welfare, physical facilities and infrastructure, curriculum organization, community involvement, leadership and management. The currently developed standards can be reviewed as and when the need is realized by the Ministry of education, culture and higher education. (3 yrs)

4.2 Quality Assurance and Standards Assessment

Quality assurance and standards assessment are carried out by quality assurance and standards officers. The main responsibility of the officers will be to evaluate, gather evidence from different sources, cross check the evidence through a process of triangulation (management reviews) and to make conclusion on the quality of education provided. Recommendations based on evidence gathered shall be used to provide interventions at different levels.

Below is a table showing the dimensions of standards and key indicators:

DIMENSIONS	KEY INDICATORS
Leadership, management and community involvement	<ul style="list-style-type: none"> ▪ School development plan ▪ CEC member’s meetings minutes. ▪ Parents association minutes ▪ School management committees (Umbrella) minutes ▪ Staff development ▪ Training needs ▪ Staff meetings ▪ Students council minutes ▪ Parents Involvement in School management ▪ School records ▪ School log book ▪ Copy of school registration ▪ School title deed or land allotment letter ▪ Government policies/ guidelines/ manuals ▪ Circulars from ministry ▪ Teacher attendance/ competency ▪ Teachers personal files ▪ Teacher support mechanism/ salaries/ welfare matters ▪ Teacher assessment schedule ▪ Pupil involvement ▪ Strategies on cultural and spiritual needs of learners. ▪ Girl child retention strategies ▪ School feeding programme driven by learner welfare ▪ Learner support mechanism ▪ Special needs inclusion programmes.
Curriculum organisation and implementation	<ul style="list-style-type: none"> ▪ Curriculum documents ▪ Curriculum framework ▪ Syllabi copies ▪ Schemes of work ▪ Lesson plans ▪ Teachers personal time tables ▪ Learners text book issue record. ▪ Special needs guidelines in curriculum inclusion

	<ul style="list-style-type: none"> ▪ Timetables ▪ School timetables ▪ Class time tables
	<ul style="list-style-type: none"> ▪ Departments/ subject meetings minutes ▪ Teacher' s subject record of work. ▪ Learner subject progress record.
	<ul style="list-style-type: none"> ▪ Curriculum leadership ▪ Attention to special needs.
Teaching and learning processes	<ul style="list-style-type: none"> ▪ Quality of teachers/ proficiency and competency ▪ Teacher /students interaction.
	<ul style="list-style-type: none"> ▪ Lesson structure ▪ Lesson objectives, activities
	<ul style="list-style-type: none"> ▪ Teacher – student ratio ▪ Gender parity in lessons
	<ul style="list-style-type: none"> ▪ Instructional materials ▪ Learning resources ▪ Distribution of learning resources
	<ul style="list-style-type: none"> ▪ Student participation ▪ learning opportunities available ▪ Learning support available
	<ul style="list-style-type: none"> ▪ Assessment procedures ▪ Formative assessment mechanisms ▪ Summative assessment ▪ Topical assessments ▪ Learner progress chart/ record ▪ Performance analysis record. ▪ Target setting and value addition
	<ul style="list-style-type: none"> ▪ Classroom management mechanism ▪ Students lesson attendance monitor ▪ Class seating arrangement rationale ▪ Gender interests ▪ Class rules ▪ Class information log ▪ Class diary
Learner outcomes, assessment Student progression and achievement	<ul style="list-style-type: none"> ▪ Enrolment, progression and completion rates
	<ul style="list-style-type: none"> ▪ Examinations results ▪ Examination analysis ▪ Exam setting procedures ▪ Subject table of specification
	<ul style="list-style-type: none"> ▪ Meetings with parents ▪ Academic clinics and meeting ▪ Learner performance planning, audit and appraisal

Student welfare	<ul style="list-style-type: none"> ▪ Students attendance ▪ Gender aggregated learner attendance ▪ Learner wellbeing monitoring mechanism ▪ School feeding programmes ▪ Availability of basic sanitation
	<ul style="list-style-type: none"> ▪ Teacher – Student relationships ▪ Learner involvement in school affairs. ▪ Learners council ▪ Female teachers’ availability for girl child.
	<ul style="list-style-type: none"> ▪ Spiritual care systems ▪ Value oriented learning ▪ Morality nurturing in good ethics and values ▪ Cultural consciousness programmes. ▪ Peace and development programmes.
	<ul style="list-style-type: none"> ▪ Guidance and counselling ▪ Life skills Programmes ▪ Personality development and leadership programmes. ▪ Peer counselling and psych education
	<ul style="list-style-type: none"> ▪ Health related issues ▪ Health and hygiene education programmes ▪ Menstrual hygiene training
	<ul style="list-style-type: none"> ▪ Disciplinary issues and their management ▪ Character education. ▪ Value oriented training ▪ Girls retention capacity ▪ Role modelling and mentorship programme
Infrastructure and school facilities	<ul style="list-style-type: none"> ▪ Conditions of buildings ▪ Budget allocation on infrastructure ▪ Development, Maintenance and Improvement ▪ Standards of infrastructure. ▪ Infrastructure versus the school needs ▪ School safety standards
	<ul style="list-style-type: none"> ▪ Classroom space ▪ Standard of classroom ▪ Ventilation ▪ Structural design and school needs

	<ul style="list-style-type: none"> ▪ Storage areas ▪ Storage space and safety ▪ Appropriate standards for food stores ▪ Different items and their storage mechanisms.
	<ul style="list-style-type: none"> ▪ Sports facilities ▪ Playing field size ▪ Indoor games safety. ▪ Safety of Playing areas.
	<ul style="list-style-type: none"> ▪ Recreational areas ▪ Availability and safety
	<ul style="list-style-type: none"> ▪ Special needs provision ▪ Ramps ▪ Special toilets for disability users ▪ Inclusive Infrastructure
	<ul style="list-style-type: none"> ▪ Toilet facilities ▪ Availability as per school enrolment. ▪ Separate toilets for girls and boys ▪ Girls friendly and safe sanitation areas ▪ Availability of water in the toilets ▪ Well covered and ventilated toilets.
	<ul style="list-style-type: none"> ▪ Water and sanitation ▪ Available water for drinking and sanitation
	<ul style="list-style-type: none"> ▪ Safety and security ▪ Perimeter wall/fence ▪ Fire extinguishers available ▪ Trained personal and students ▪ Fire assembly points ▪ Emergency exits ▪ Doors opening outwards ▪ Separate Kitchen from other buildings.
	<ul style="list-style-type: none"> ▪ Administrative support- staff, computing etc ▪ Vetted and well known ▪ Trained for services they provide.

4.3 MEASURING INDICATORS IN SCHOOLS.

In order to carry out their work effectively, quality assurance officers need to comprehend the measurement of quality in schools. It is important to ensure quality assurance and standards officers to be familiar with the principles of quality assurance and use defined and clear acceptable approaches in assessment. Impartiality and objectivity in measurements ensures trust.

The consistency in the tools of assessment create the accuracy and reliability of the information provided and ensures the principle of data for balanced review. The tools used in Schools should be made known to the schools through the school based quality assurance mechanism. These creates consensus among those being assessed and it's only fair that the schools are motivated to work towards attaining the indicators in their daily work.

The main tools used in quality assurance and standards assessment are:

- 1) **School Assessment tool**
- 2) **Lesson observation tool**

How do we evaluate quality?

Quality is evaluated using '**quality indicators**'. Evaluations against quality indicators are **professional judgments**. By using quality indicators, we ensure coherence across all quality control exercises and all quality assurance officers. When we use quality indicators, we balance the strengths and areas for improvement (weaknesses) and come to an overall view. Evaluation is based on the relative **importance** of each strength and area for improvement, and on their **impact** on young people, **not** on the numbers of each. The **examples** in the quality indicators give us some idea of things to recommend schools do to improve.

It is *easier* to measure achievement of a standard than to evaluate the quality of education. Evaluation of quality is therefore a **professional skill**.

The National Department of Quality assurance and standards has identified the Education standards as guided by good practice. The Education standards will be based identify **five key aspects** as critical to the effectiveness of a school and explain the features of best practice in effective education.

School leadership and Management.
The Teaching and Learning process
Teaching and Learning content and support materials.
The School Environment/infrastructure
Community Relations

Gathering evidence

Quality assurance and standards must spend as much time as possible gathering evidence on teaching and learning, observing lessons, scrutinizing work (including in pupils' books and folders), talking to pupils about their work, gauging both their understanding and their engagement in learning, and obtaining pupils' perceptions on the learning process.

For the quality assurance and standards officers to make any judgment of quality, they need to collect comprehensive evidence and use the triangulation approach which means they will be required to collect evidence from three main sources, then relying on one source.

Triangulation involves the collection of different kinds of data so that these can be used to subsequently corroborate one another. Triangulation may involve the use of multiple and different sources of the same information. (e.g pupils, or teachers).

There are three main sources of evidence:

statistical data (i.e things you can count, also called quantitative or performance indicators);
people's views (i.e what stakeholders think about the quality of education the school provides, their perceptions); and
direct observation of learners' experiences (ie what you yourself see when you spend

time in the school and watch the activities going on).

Analyzing data

Quality assurance and standards officers should use a range of data to judge a school's performance, including learners' attendance rates, examination or key stage results were available, and internal assessments. No single measure or indicator determines judgments.

Data by itself does not tell you very much about the success or otherwise of a school. For example high examination results could be because of drilling or rote learning on the part of the students.

As such quantitative indicators are used alongside qualitative judgments about whether the school is enabling children to learn effectively and achieve. Data on its own does not answer questions. Alongside the examination results, the officer assessing needs to look at the learning of children in the classroom and the extent to which they actually participate in the process.

The data, including that provided by the school, should be used to:

check the accuracy of the school's assessment of pupils' progress and attainment, particularly where there are no externally marked test or examination results

check the accuracy of the school's self-evaluation, particularly on achievement, teaching, and behavior and safety.

Its important to establish trust between the external and internal quality assurance mechanism.

Below is a table showing components, and measurement scale.

COMPONENT	INDICATOR	MEASUREMENT SCALE				
		5	4	3	2	1
Term dates/school calendar	Calendar available in school					
	Displayed in Principal/Head teacher's office.					
	Indicates opening and closing dates for each term as well as school holidays.					
	Aligned to state, national, religious, cultural and social events.					
The school calendar	Adapted from state and National calendar, accessible and displayed in Principal/Head teachers' office and staff room.					
	The calendar developed in a way that ensures the achievement of standards of 880 hours instruction time.					
	Indicates school-based activities such as training days, sports, co-curricular events					
	Aligned to community context, religious, cultural and social activities.					
	Availability records show teachers, CEC involvement in the creation of the calendar.					
Block timetable	Block timetable available.					
	Displayed in Principal/ Head teacher office/staffroom and shared with stakeholders.					
	All core subjects receive the prescribed number of lessons (as per curriculum)					
	Library sessions are clearly specified.					
	Minimum time allocation of per period for all subjects.					
Class timetable	Extracted from block time table.					
	Displayed in all classrooms					
	Written in a format that allows about 80% of the students to read subject allocation.					
	Attainment of minimum instructional hours per week (according to recommendations on checklist) Approx. 90% adherence to class time table.					
Schemes of work	Each teacher has an approved scheme of work.					
	Syllabus, CATs teachers guide are referenced in the development of the scheme.					
	The scheme is structured as prescribed in the quality assurance framework.					
	Scheme is always available during lesson delivery.					

	Documented monitoring of schemes by Principal/ Head teacher/Deputy head teacher, H.O.Ds					
Lessons plans	Lessons plans prepared for all lessons.					
	Lessons are consistent with approved schemes.					
Teaching and learning aid	Teaching and learning aid available in accordance with lesson plans.					
	Teaching and learning aid are relevant to the subject taught.					
	At least 5% of the school budget allocated for acquisition of teaching and learning materials.					
	Writing on flashcards and charts are legible from the furthest corner of the classroom.					
	At least 25% of teaching and learning materials are made from local resources/materials.					
Values and norms	Patriotism					
	Self-control, respect for diversity					
	Spiritual and moral awareness.					
	Care for environment.					
	Basic numeracy and literacy.					
	Effective communication.					
	Problem solving skills					
	Use of life and social skills					
	Use of ICT					
Curriculum organization and implementation	Appointment letters for department and panel staff					
Functional departments and subject panels	Existing offices or desks allocated.					
	Minutes and supervision records.					
Approved Professional records	Schemes of work, lessons plans, students' progress records, record of work and students register.					
Quality teaching, learning and assessment	Teacher registration and staff establishment displayed. Teachers file.					
Teacher – learner ration	Class registers Students enrolment data. Teachers list. Teacher ration 1:45 Student classroom ration 53:1					
Approved instructional materials	Text book issuance records Text book learner ratio					
	Availability of ICT equipment.					
Learner participation	Classroom observation reports Classroom displays. Progress records.					
Disability friendly provision	Disability aids and equipment					
Classroom Organization	There is adequate lighting in the class.					

	Furniture availability and placement allows easy movement and class activities. Classes are clean, tidy and secure.					
	Student classroom 53:1					
Co – curricular activities	Co-curricular activities are based on an approved scheme of work.					
	All co- curricular covered by lesson plans. Should contain issues related to environment, health gender, description of activities.					
	The plans should show; Duration and time Management of risks and hazards					
	Show field or study visits					
Physical facilities and infrastructure						
Adequate learning facilities	Classroom space At least 1sq metre per child Maximum 25 for early years. At least 1.2sq per pupil 8metres by 6.7 metres for upper primary and secondary.					
Adequate sanitation facility	Separate facility for young children. Ratio of sanitary facilities to enrolment 1:25 toilet for girls 1:30 toilet for boys					
Disability friendly facilities	Disability friendly toilets Ramps Desks					
Safe and secure clean environment	Functional fire extinguishing equipment CCTV and biometric machines Perimeter fences Manned gates					
Adequate safe clean water supply	Water storage facilitates water purifier. Safe water sources. Hand washing facilities. Soap.					
Learners Welfare						
Appropriate food storage	Food store					
Balanced diet	School menu					
Learners Health	Health records for food handlers. School sanatorium. Clinic First aid kit School nurse School health policy					
Guidance and counselling	Peer counselling program available Teacher counsellor available					

	Guidance and counselling department. Teaching of life skills.					
Learner leadership	Students leadership council					
Leadership and management						
School development/ improvement plan	Accomplished projects and activities.					
	School motto, vision and mission.					
Valid leadership	CEC members, Board of management					
	Minutes					
Staff development	Improved teacher performance Policy document on teacher development. Teacher appraisal contracts					

CHAPTER FIVE: APPENDICES

Definition of Terms

5.1 QUALITY ASSURANCE

Quality assurance refers to all those attitudes, objects, actions and procedures that, through their existence and use, and together with the quality control activities, ensure that appropriate academic standards are maintained and enhanced in and by each programme.

Quality assurance involves the systematic review of education provision to maintain and improve its quality, equity and efficiency. It encompasses school self-evaluation, external evaluation, the evaluation teachers and school leaders and student's assessment.

Quality assurance extends to making the process and standards known to the educational community and the public at large.

The purpose of quality assurance is capacity building for pursuing quality improvement. It is a continuous and conscious process aiming at excellence. It can be ensured through quality assessment that the institution is doing what it claims to have been doing.

It is pertinent that an institution evolves internal processes for self-analysis and assessment enabling self-monitoring for quality improvement. Such processes keep the institution alert to the emerging individual and collective needs and demands among its members.



5.2 STANDARD

A ‘standard’ is a benchmark. You can measure whether or not you have reached a standard. You can decide whether it has been achieved, or not achieved. In the context of education, standards are the specifications or yardsticks for the inputs, processes and outcomes of education system.

5.3 SUPERVISION

In education, supervision is defined as all efforts of designed schools towards providing leadership to teachers and educational workers in improvement in improvement of instruction involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives. Essentially the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting amicable techniques to remedy the flaws, while still improving on the merits thereby increasing the standards of school achieving the goals. In the context of education, Inspections could be described as the critical examination and evaluation of a school as a place of learning.

5.4 INSPECTIONS

The purpose of inspections is to ensure high standards are maintained and that there is continuing development of the education system. Schools are inspected for operational improvement, when inspections is carried out for this purpose, its aim is usually to pin point areas of deficiency in the school and record in a report.

5.5 APPENDICES

These sections of the framework will be dedicated to all the quality assurance and standards tools that have been approved and updated by the Ministry of Education, Culture and Higher Education.

SERIAL NUMBER	NAME OF TOOL	STATUS	DATE OF VALIDATION
	Quality assurance and standards comprehensive checklist.		
	School assessment form		
	Lesson assessment form		
	School risk analysis form		
	School registration guidelines		

6.3 REFERENCES

This framework has borrowed from good practice of quality assurance and the National legal and Policy frameworks previously developed for Somalia. The constitution of Somalia article 30 states Education as a basic right and makes a state obligation. The article by extension gives power to the state to regulate, Manage and develop Education in Somalia. The constitution envisages the use of a standardized national curricular, examination and hence the management of the education in its entirety.

While the law provides the foundation of regulating and governing of Education by government, an interconnected mechanism needs to be established through Education Quality assurance and standards framework that will make it easy for the execution of all education policies developed.

For purposes of developing this framework, references were therefore made mainly to the following documents:

The Education Act
The National Education Policy
The draft Curriculum Framework
The draft Examinations Framework
CEC Policy
The Private Schools Policy
NFE Policy

Contributions have also come from focused groups discussions, expert sessions and state consultations.