

The Imperative of Reforming the Somalia National Curriculum: Addressing Extremism, Historical Narratives, and Contemporary Challenges

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Abstract

Utilizing a reformed curriculum in the education sector is very critical in meeting learner's needs and societal demands. As such, careful and well-thought-out curriculum reforms and content diversification ought to be undertaken to adequately address the changing needs of students both domestically and internationally. Somalia's education system was long affected by the war and hence in a bid to bring reforms, it is needful that the existing curriculum addresses extremism, historical narratives, and contemporary challenges. Equally, scholars and educators in Somalia report an urgent need for National Curriculum reform to rectify the biases that have been perpetuated through generations and shape the future of Somali learners. This article delves into the historical context of the "Revolutionary Somalia" era (1969-1990) and contemporary challenges to provide a ground for reforming the Somalia National Curriculum. It adopts a literature review based on Somalia to bring ground evidence on the imperative of reforming the Somalia National Curriculum. The paper specifically assessed extremism, historical narratives of militancy, and contemporary challenges facing the federal nation. The inclusion and exclusion criteria were adopted to get the previously published literature constituting journal articles and reports. Resources legible for inclusion covered the subjects of extremism, climate change, Somalia scope, contemporary challenges, historical narratives, learners' needs, pedagogy, 21st century skills, and shift from content to competencies. Using literature, the findings underscore that implemented curriculum and general folk heroes emphasize extreme nationalism, glorification of reckless behavior, and the influence of literature promoting intolerance, which has contributed to a divisive societal narrative. Moreover, the current curriculum inadequately addresses pressing concerns on terrorism, civic education, 21st-century skills, competencies, problem-solving, and climate change adaptation. The paper concludes that reforming the Somalia National Curriculum is imperative as it holds the power to shape the nation's future generations. The article recommends the Ministry of Learning, Culture & Higher Education to comprehensively overhaul the Somalia National Curriculum by revising the historical narratives, enhancing civics education, integrating discussions on extremism, terrorism, climate change adaptation, environmental preservation, emphasizing resilience, sustainability, adaptation strategies and their implications for societal cohesion and security to provide a more informed, tolerant and resilient Somali citizenry.

Keywords: *Reforms, Somalia National Curriculum, extremism, historical biases, terrorism, climate change, climate change adaptation, environment preservation*

1.0 INTRODUCTION

Curriculum reforms refer to deliberate and planned changes in the content, methods, and goals of education to improve its quality and relevance (Mohamed, 2023). Curriculum reforms can also be explained as innovations that introduce new ideas, practices, or products to the already existing educational system. When a country revisits its national curriculum, it does so as a result of felt triggers such as social, economic, political, technological changes, contemporary issues, global trends, and challenges in education (Sidow & Nkomo, 2023).

In Somalia in particular, urgent reforms in the National Curriculum are needful since the nation is undergoing rebuilding in the education system after a long era of conflict and insecurity (Mohamed, 2023). Including the curriculum apart from the infrastructure and instructional materials preparedness is very key to helping the learners acquire skills that are necessary for cultivating peace, solving societal challenges, and conflict management and resolution (Mohamed & Mohamud, 2024). However, The Heritage (2021) lamented that, in Somalia, curriculum reforms have rarely captured the attention of policymakers, hence its static nature; hence its inability to meet the needs of the Somali society. Researchers have witnessed that reforming a curriculum by setting a new direction is one of the first steps that a government takes once a country emerges from a conflict. This calls for an urgent need for Somalia to implement a National Curriculum to address insecurity and contemporary issues confronting them. This is because education is the strongest weapon that spreads the values of peace, cohesion, pluralism, respect for human rights, and tolerance.

The Somalia National Curriculum plays a pivotal role in shaping the values, beliefs and attitudes of the Somali population. However, the shortcomings of the curriculum's historical foundations and neglect of crucial subjects have perpetuated narratives that hinder progress and unity (The Heritage, 2021). For example, the nation has multiple curriculums, adopts multiple languages of instruction, and perpetuates war and vengeance ideologies through old historical narratives (The Heritage, 2021). Moreover, the curriculum remains unstandardized, a factor that hinders the internationalization of education as a result of globalization. The presence of inconsistency, outdatedness, and heroic negative content, perpetuates old behaviour which hinders learners uncompetitive when it comes to the required skills and competencies in the 21st century (Sidow & Nkomo, 2023). Furthermore, Somalia lacks a national body that can regulate and oversee the quality and delivery of education across the country (Sidow & Nkomo, 2023). This article scrutinizes the impact of the Revolutionary Somalia era curriculum, as well as the prevailing literature and societal influences, and highlights the pressing need for reform. By analyzing the curriculum's shortcomings in addressing extremism, historical biases, and contemporary challenges, this article advocates for a reformed curriculum that fosters a culture of inclusivity, critical thinking, and resilience in the face of modern adversities.

1.1 Problem Statement

Educational institutions have the responsibility to ensure learners' educational needs are met. Through the guidance of a standard curriculum, learning institutions address societal needs by empowering learners with problem-solving skills and capabilities (Mohamed & Mohamud, 2024). Curriculum reforms also need to be followed to align education offered with global standards, reflect learners' changing needs, and tackle social issues prevalent in society. In Somalia in particular, the National Curriculum requires reforms to rebuild the education system after the adverse effects of war and conflict. Despite these requirements, the national curriculum is inadequate in addressing societal needs such as countering extremism, violence, terrorism, and climate change issues (Sidow & Nkomo, 2023; The Heritage, 2021). The

Heritage (2021) reports that the national curriculum is outdated, irrelevant, and inconsistent with national goals. This impedes the quality of education as well as its potential to promote patriotism by eradicating extremism and problem-solving skills in learners. This brought a significant need for the current paper to revisit existing literature to establish an imperative of reforming the Somalia National Curriculum.

1.2 Research objective

The objective of this research was to examine the imperative of reforming the Somalia National Curriculum by focusing on extremism, historical narratives, and contemporary challenges.

1.3 Research Question

How does addressing extremist historical narratives and contemporary challenges contribute to the reforming of the Somalia National Curriculum?

2.0 LITERATURE REVIEW

2.1 Historical Narratives and Extremism (1969 -1990)

Education is the starting point through which children who have been traumatized by war are molded into a skilled workforce. Moreover, through education, young people can be shaped intellectually and disciplined to tackle society's problems and instill virtues and good governance (Issa, 2019). Good education is a powerful tool for fostering gender equality, recognition of marginalized groups of people, and alleviating the likelihood of future violence (Issa, 2019). These benefits can only be achieved through a favorable curriculum which addresses society's needs. Besides, the Somalia education system is confronted by poor curriculum and inadequate pedagogical practices (Essa, 2021). Specifically, the curriculum is revealed to be irrelevant in developing national social identity, promoting cohesion, patriotism and eradicating extremism (Essa, 2021).

The curriculum of the Revolutionary Somalia era was founded on extreme nationalism, with the intent – according to a number of architects of the old curriculum - of molding a unified Somali citizenry. However, the glorification of reckless behavior and the lionization of divisive figures like Matan of Idd (Mataan Ciideed) and the Crazy Lad (Wiil Waal) have perpetuated a combative and confrontational Somali persona. The prevalence of literature promoting intolerance further exacerbated societal divisions and hindered national cohesion. Moreover, the demonization of figures like Igal Shidad, who embodied pragmatism and eloquence, distorted the narrative of Somali heroism and leadership. Furthermore, the story of Warsame, for example, found in a social science textbook for grade 2, narrates a young boy who died a heroic death while pursuing an honorable act. Yet another piece of existing literature is in the popular folklore narrating the story of Samatar Il-laawe (Samatar the One-eyed,) a famous camel wrestler and horse-back warrior who has famously posited in poetry that instead of being idle, predictable, or routine, is better to be involved in gainful, bloody battles where two warring parties engage and then follow bloodshed. Such narratives promote the epitome of Somali recklessness. This literature, although it did not formally appear in the Revolutionary Somalia textbooks, had been a popular folklore that perpetrated “lioness,” participation in battles, bloodshed, and striving to die honorably in a mission. Another folklore which used to be narrated with glee on public broadcastings by Idaajaa, a famous Somali historian and a prolific storyteller, is the Kindler chain of Poems (Silsiladdii Gabayada Guba) The Kindler constituted a chain of poems that is equally blood-soaked oral popular folklore just like the Samatar, the One-eyed's expositions. This also illustrates the existence of weaknesses in the linguistic approaches utilized let alone the reckless life being perpetuated by the folklores. This

points out the need for curriculum reforms to enhance the linguistic approaches utilized by society to educate young people (OHirsi, 2022).

Another prominent dimension in the Somalia National Curriculum is the evidence of imbalanced curricula. The Heritage (2021) laments that the existing curriculum lacks the education philosophy, content or the syllabus, assessment and evaluation, and staff professional qualifications and development. It is explained that the lack of defined dimensions of the curriculum is one loophole that interferes with the quality of education. Somali children who majorly find no value addition in the education curriculum become truants and finally join extremist groups (The Heritage, 2021).

Issa (2019) argues that developing a new curriculum for basic education is necessary for addressing social cohesion, reconciliation, and breaking cycles of violence and war. Therefore, judging the merit of the curriculum is significant to align it with meaningful knowledge and skills that determine learners' freedom and break free from heroism and conflicting dogmas. It is concerning that the paper explored the imperative of reforming the Somalia National Curriculum by addressing extremism, historical narratives, and contemporary challenges.

3.0 METHODOLOGY

The research was carried out in Somalia. It adopted a systematic review design to investigate the imperative of reforming the Somalia National Curriculum. The review specifically focused on extremism, historical narratives, and contemporary challenges. The inclusion criteria were based on previously published literature consisting of journal articles and reports that base their discussion on Somalia Curriculum. A search strategy was employed to locate and select studies legible for inclusion (extremism, climate change, Somali scope, contemporary challenges, historical narratives, learners' needs, pedagogy, 21st-century skills and shift from content to competencies) in the review. The review targeted the Somalia National Curriculum and hence focused on primary, secondary, and tertiary education levels. Abstracts from searched studies were retrieved, and reviewed content-wise, and any studies meeting the inclusion criteria were obtained and reviewed in full. The retrieved information was presented in identified topical areas as noted below.

4.0 RESULTS AND DISCUSSION

Contemporary Challenges: Terrorism, Civics, and Climate Change

Each time a society faces pressing needs or complications, different methodologies and modalities are tried to address underlying issues. Curriculum is one of the avenues in which social problems can be tackled effectively (Thalheimer, 2020). These range from armed conflict, insecurity, youth unemployment, crimes, drug and substance abuse, HIV and AIDS, disasters, COVID-19, inclusion of marginalized groups, and gender inequities. Supposedly, these confrontations are often addressed in national curricula. Therefore, a national curriculum offers a platform for political, social, and contemporary issues that can be analyzed from various angles, and perspectives, engaging various stakeholders like learners, society, education experts, researchers, and social workers to bring change (Thalheimer & Webersik, 2020). Somalia's willingness to forge a new identity as a peaceful nation can hence, largely be determined by the type of curriculum it adopts. The type of curriculum it chooses will be a reflection of the kind of citizens it wants to produce; citizens with a global outlook and equipped with the necessary skills and knowledge to participate in the modern global economy (The Somalia National Climate Change Policy, n.d).

A good education curriculum is therefore, expected to impact learners with skills and knowledge on how to tackle society's problems. However, in Somalia, the education curriculum is majorly unstandardized and their lack of an overseeing body responsible for managing the teaching curriculum in primary and secondary schools (Faqih, 2021). Despite the looming threat of terrorism in the name of religion, the current curriculum inadequately addresses this pressing issue, leaving Somali youth vulnerable to extremist ideologies. For instance, Mohamed (2023) investigated the curriculum reforms taking place in Somalia and only discovered that the current curriculum addresses inclusive education for marginalized women, learners with disabilities, and technology, prioritizing learners' knowledge and teaching and learning methods. The implementation of curriculum reforms aimed at fighting extremism, terrorism and civics, and climate change issues is not very famous. Furthermore, civics education, essential for nurturing peaceful and law-abiding citizens, is underrepresented in the curriculum. Mohamed holds that developed nations are developing and implementing their current curriculum to fight 21st-century skills like critical thinking, creativity, vocational skills, problem-solving, and cultural relevance. This makes the reform of the current Somali education curriculum imperative.

Additionally, the crisis of climate change demands urgent attention, as future generations must be equipped with the knowledge and skills to adapt and thrive in a changing environment. Thalheimer and Webersik (2020) express that alongside terrorism and extremism challenges confronting Somalia, climate change in Somalia has been classified as a top-ranking contemporary issue which has resulted in magnitudes of losses. The Somalia National Climate Change Policy (n.d) narrates that, climate change in the Somalia has manifested itself with temperature, rainfall, humidity and sea level rise, storms, protracted droughts and El Nino floods. Moreover, it has been noted that unless early action is taken to adapt to climate change, the country may not be in a position to achieve the UN SDGs and National Development Plan 2020 -2024 (Thalheimer, 2020). Noting that 80% of the Federal Republic of Somalia is arid and semi-arid, precautions need to be put into place to prevent the nation from facing more adverse effects from the phenomena. Currently, the nation is facing food and nutritional insecurity, livestock, fisheries and agricultural challenges, water shortage, desertification, land degradation, migration, and poor economic development (Thalheimer, 2020). Other ways reported by Thalheimer and Webersik (2020) is that, due to consistent drought, the country suffers social marginalization, poor health and lack of access to education, poor education, sustainable development, and quality of life.

Some of the cross-cutting themes that have been emphasized to manage climate change in the country include awareness creation, conducting research, adopting technologies, seeking regional and international corporations, and education. However, despite these suggested practices, the nation has not implemented education and awareness creation on climate change in the national curriculum. The Somalia National Climate Change Policy (n.d) echoes that, mainstreaming climate change concerns in education curriculums and putting in place mechanisms to ensure the development of suitably skilled professionals to handle specific technical challenges associated with climate change is needful. Therefore, the Somali National Curriculum needs to incorporate climate change in training programs and education curriculum and improve environmental knowledge and empowerment of different learning groups. Some of the prominent topics which needs to be handled at the school level are such as climate adaptation, environmental conservation, environment preservation, climate-resilient agriculture, disaster preparedness and response planning and climate change governance (The Somalia National Climate Change Policy, n.d). In view of this, this paper investigates the

imperative of reforming the Somalia National Curriculum by addressing extremism, historical narratives, and contemporary challenges – with climate change at the foremost.

Global Trends in Education

The globalization of education through international standards aims to ensure learners are shaped into a workforce that fits the global scale and demands. The Somali government is therefore expected to comply with these trends to competitively produce a workforce that meets international standards. Despite this, the collapse of the Somali State in 1991 resulted in the failure of different sectors among the most terribly affected sectors is education (Addow, 2023). For instance, the educational infrastructure and learning resources were destroyed. Following the weak education systems and policies, faith organizations and external interested parties have taken over to promote the education sector (Adow, 2023). This is by enacting legislations that guide curriculum reforms, instructional resources, and certification of primary, secondary, and tertiary education systems (Mohamed & Mohamud, 2024). Following these notable weaknesses, it is henceforth imperative to discuss the global trends to align the teaching curriculum with the current market demands.

Global trends in education revolve around issues of bettering the education system through technology solutions and also improving the employability skills of graduates. Globally, curriculum reforms are one of the global trends taking place as driven by the quest to meet learner needs, market demands, and alignment to international standards (Mohamed & Mohamud, 2024). For instance, this has taken place in the US, Europe, Asia and Africa. Some of the compelling factors that have necessitated curriculum reforms revolve around technological, political, and social advancements. Enacting curriculum reforms aims to ensure education offered in each country aligns with internationally recognized standards, impacts competitive competencies, provides solutions to issues prevalent in society, and meets learners' needs. In Somalia, curriculum reforms are needed to rebuild sanity in the education sector after the previous years of political instability and conflict (Mohamed & Mohamud, 2024). Bringing about such reforms will shape Somali learners' preparedness for fighting 21st-century challenges. For instance, Mustofa et al. (2023) echoed that and started reforms in 1991 focusing on technology integration, critical thinking and creativity although their effectiveness is hindered by infrastructural and resource constraints. Despite this, Somalia education system is to contend with challenges relating to the curricula, such as multiple curricula, outdated curricula in many different languages, lack of adopted language of instruction, inconsistency in the curricula with national goals and a lack of a national body charged with the mandate to regulate and oversee education quality in the nation (OHirsi, 2022; Mohamud, 2023). Somalis therefore suffer insufficiency in the standardization of the education curriculum.

Global trends in education also manifested through the increased creativity among the learners. As compared to traditional education systems, which aim at imparting knowledge to the learner, the education system has undergone a paradigm shift. This involves creating and co-creating new knowledge other than students listening to facts. Creativity is also witnessed through the practical solutions established to societal challenges as an influence of technology integration (Sidow & Nkomo, 2023). However, this is yet to be realized in Somalia as a result of financial, teaching staff incapacities, an unstandardized curriculum, unclear standards in teaching, and disagreements on the language of instruction (Faqih, 2021; OHirsi, 2022). In Somalia, societal issues such as extremism and contemporary challenges can be addressed in an educational system that assures the creativity of the learners rather than advancing patriarchal historical facts. This calls for the implementation of curriculum reforms, which the current review paper aims at establishing.

Smith and Sandvik (2012) put across that, the implementation of individualized learning in the education sector is also a contributory trend in the quality of education. One of the ways individualized learning is achieved is through technology integration in the learning process. For instance, explain that a student-centric approach to learning is realized when learners learn beyond the classroom and beyond class time. Another dimension that explains the same is the implementation of versatile technologies that store, manage, and process learners' data to inform their patterns, hence adaptive learning patterns. Technology also makes practical access to learning materials in a variety of media and formats. In Somalia, curriculum reforms have sought to integrate technology into the learning systems even though the success of this is hindered by infrastructural, limited funding models resource constraints, and teaching staff incapability (Mohamud, 2023). Sidow and Nkomo (2023) submitted that universities in Somalia have integrated technology although suffer from continual issues due to cost, sustainability, and out-datedness of the curriculum. This underscores the need to reform the curriculum to address the contemporary challenges hindering education in Somalia.

21st Century Skills, Access, Equity, Diversity & Inclusion

21st-century skills refer to a range of abilities that are impacted through well-standardized education systems to prepare learners to solve societal problems (Sidow, 2022). 21st-century skills also may be explained as knowledge, life skills, career skills, habits, and traits that are critically important for student success in today's world, particularly as students move on to college, the workforce, and adult life. A learner in possession of such skills is guaranteed to succeed in school, career, and adult life. Some of the 21st-century skills that learners are supposed to acquire include critical thinking, communication, creativity, problem-solving, collaboration, perseverance, technology skills, information literacy, civil literacy, social responsibility, and social skills.

21st-century skills are adequately impacted by learners following a standardized curriculum which is tightly followed by well-trained teachers. However, with the challenges experienced as a result of warfare and political instability, the Somalia National Curriculum inadequately takes care of this (Korir et al., 2018). Korir et al. posit that, the current school curriculum adopts a content-based approach which hinders academic performance, renders the learning environment passive, deprives learner negotiation, and reduces collaboration and engagement skills. Some of the confronting challenges cited to the inability of the curriculum to deliver include political instability, a lack of adequate resources to develop the curriculum implementation, unskilled school heads hence failing to oversee instructors, limited instructional resources, and content-based education (Ministry of Learning's Curriculum Department, 2022). To meet the demands of 21st-century skills, the Somalia National Curriculum needs to implement reforms that emphasize various aspects such as critical thinking, creativity, vocational skills, and cultural relevance. This necessitated the review paper to investigate the imperative of reforming the Somalia National Curriculum by addressing extremism, historical narratives, and contemporary challenges.

Other dominant parameters which are critical in a well-structured and standardized curriculum are the effrontery to address inclusivity, and relevancy and meet the needs of students in terms of knowledge skills and technology. Equity, diversity, and inclusion are also supposed to be promoted to give equal chances to marginalized groups such as girls, children with disabilities, and those from disadvantaged backgrounds have access to quality education. However, Curriculum reforms in Somalia focus on updating content, improving teaching and learning methods, and integrating technology. There is therefore less emphasis on inclusive education

and individualized education (Mohamed & Mohamud, 2024). This paper advocates the imperative of reforming the Somalia National Curriculum.

Shift from Content to Competencies

A well-standardized curriculum is supposed to reflect and impact an individual learner with requisite competencies other than the content alone. For learners to gain 21st-century skills and competencies, classroom instruction and pedagogy practices are required to be tailor-made to impact the learner's social, economic, and personal independence (Sidow, 2022). To recognize this, nations have globally embraced the competency-based curriculum rather than the content-based curriculum. A well-functioning and relevant curriculum also needs to give the educational stakeholders such as teachers, students, school leaders, and parents a measurable plan and approach to delivering quality education (Kabita, 2027). This can happen if the curriculum helps a learner demonstrate academic outcomes, requirements, and core competencies before advancing to the next level. Since the major aim of a school curriculum is to help learners find solutions to society's problems, the major aim should be to instill in pupils desirable knowledge, skills, attitudes, morals, and values.

As Somalia moves to a peaceful country, it is required to address the weaknesses in the content-based curriculum and focus more on learners' competencies. This is because the nature of curriculum reforms implemented will largely determine the nature of citizens that will be produced in the future. If Somalia moves to a more peaceful role, the nation's economic identity and that of its people must begin with a curriculum that promotes peace education, social and economic development, personal development and freedom, environmental protection and conservation, and collaboration with its neighbor's (Abdirizak, 2022).

The competency-based curriculum emphasizes what the learner should be able to do rather than what they should know, which is the shift from content to competencies (Kabita, 2017). This underpins that, Somali learners not only develop skills, knowledge, and attitude but also be able to act in response to daily life confrontations. Despite the potential present at adopting the CBC approach in implementing the Somalia National Curriculum, the level of awareness and implementation is low. Sidow (2022) submitted that the factors that influence the implementation of competency-based curriculum in schools include teacher incompetence and lack of adequate teaching and learning materials. Head of the school supervisory competency and supervising the implementation of the competence-oriented curriculum also was mirrored critically. This underscored the importance of stakeholders' engagement to ensure the execution of the curriculum. Therefore, the current curriculum needs to be reformed to include teacher professional development, emphasize competency-based learning as well as strengthen the school head's supervisory role. With this, the nation's education system will shift from content to competency-based.

The Learner Needs and Pedagogical – Learner-Centeredness

Curriculum reforms are meant to meet the learners' needs. Some of the learner's needs include knowledge, problem-solving skills, academic achievement, and mentorship (Korir et al., 2018). For a standardized curriculum reform to be amply implemented, teacher training in pedagogy is a prerequisite. Developing a world-class curriculum that addresses the country's 21st-century needs is, therefore, not sufficient without developing and implementing an effective teacher training program for schools (The Heritage Institute of Policy Studies, 2021).

Student-centered Learning (SCL) is a pedagogical/ teaching and learning method where the learners themselves are highly encouraged to be inquisitive, participative, and interrogative during the learning process (Korir et al., 2018). Adopting a learner-centered learning approach helps the learners achieve better learning outcomes, improves the learning environment, promotes learner negotiation, improves collaboration, fosters the acceptance of diversity, and develops peer-positive relationships beyond the learning environment (Addow, 2023). In the case of the Somali education system, curriculum reforms that have taken place have emphasized the need to meet learners' needs even though the level of implementation is still unclear (Mohamed & Mohamud, 2024).

The adoption of student-centered learning in Somalia has been anecdotally claimed that students are just passive recipients in their learning (Korir et al., 2018). In 2018, Korir et al. carried out research to investigate the level of application of learner-centered pedagogies in covering the nation's curricula. A cross-sectional review that adopted questionnaires was carried out and results found very minimum participation of learners in the classroom. It was discovered that teacher training on learner-centered pedagogy, teacher attitudes, and belief systems towards the use of SCL be improved to achieve its utilization. This evidences the passive nature of implementing the current curriculum hence a requisite need for implementing curriculum reforms in the Somalia National Curriculum.

4.0 CONCLUSION

The paper concludes that the current Somalia National Curriculum is inadequate hence the need for reforming. This is because a reformed curriculum has been found in the literature to possess the power to shape the nation's future generations by impacting them with problem-solving skills, peace-building skills, climate adaptation, and environment preservation techniques and values such as leadership, pragmatic patriotism, and cohesion. Some of the noted dimensions that require readdressing include: addressing historical biases, prioritizing learners' needs and requirements, adopting student-centered learning, and reworking teacher pedagogical competencies and attitudes. Also, the curriculum reforms need to focus on 21st-century skills, access to education, equity, diversity, and inclusion. A reformed curriculum can help foster an enlightened, tolerant, and resilient Somali citizenry. Through informed and concerted efforts, stakeholders can pave the way for a curriculum that reflects the values of unity, progress, adaptation, environment preservation, and sustainability for generations to come. Conclusively, for effective curriculum reforms, the stakeholders' respective roles should be defined, and teachers to undergo a massive professional development to deliver a competent-based education to learners.

6.0 RECOMMENDATIONS

In light of the urgent need to reform the Somalia National Curriculum, the following recommendations are proposed:

The Federal Government of Somalia through the ministry in charge of the national curriculum (Ministry of Learning, Culture & Higher Education) must revise the historical narratives to provide a peaceful, pragmatic and balanced representation of Somali figures and events. Curriculum developers and policymakers need to integrate discussions on extremism, terrorism, and their implications for societal cohesion and security in the learning curriculum. Curriculum developers must aim to enhance civics education to instill appropriate values, tolerance, and respect for the rule of law. The Ministry of Learning, Culture & Higher Education and curriculum development stakeholders in conjunction with the body entrusted to address Somalia's national climate change (Ministry of Environment & Climate Change) are

to incorporate comprehensive education on climate change, emphasizing resilience, sustainability, and adaptation strategies. Also, the curriculum reforms should embrace technology and innovation to enhance teaching and learning experiences, foster digital literacy skills, and prepare students for the digital age. The Ministry of Learning, Culture & Higher Education ought to prioritize teacher professional development to equip them to offer individualized or student-centered learning approaches. Governments and educational institutions should emphasize ongoing professional development opportunities for teachers, focusing on equipping them with the necessary knowledge, skills, and pedagogical strategies to effectively deliver the new curriculum. Moreover, the Ministry of Learning, Culture & Higher Education is to engage educational stakeholders such as the employers, teachers, parents, students, community leaders, traditional and religious prominent and policymakers in a collaborative effort to implement curriculum reforms effectively and sustainably to adequately meet the learner's needs. Lastly, the Ministry of Learning, Culture & Higher Education in the Federal Government of Somalia to foster global collaboration. Given the interconnected nature of curriculum reforms, it is essential for countries and multilateral partners to collaborate and share best practices.

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