

Globalization and its Implications for Somali National Education Policy

Mohamed Isse Sidow

Senior Lecturer at the University of Somalia (UNISO)

PhD Student at Islamic University in Uganda, Faculty of Education, Department of Curriculum Studies

Email: [siidoow\[at\]uniso.edu.so](mailto:siidoow[at]uniso.edu.so)

Abstract: *The paper examined globalization and its implications for national education policy in Somalia. Globalization has had a significant impact on the national education policy in Somalia. This paper explores the challenges of globalization to educational policy in Somalia, including international governments and non-governmental organizations. By contributing financial support, technical aid, and experience, foreign governments and non-governmental organizations (NGOs) have significantly influenced the development of Somalia's national education policy. These outside parties have helped to create and put into practice educational changes. Also, this paper examines the influence of information and communication technology (ICT) on national education policy. ICT has become an effective tool for influencing educational policies all around the world, especially in Somalia. Teaching and learning approaches, curriculum design, and assessment procedures have all changed as a result of ICT integration in education and access to education. When analyzing how globalization will affect Somalia's national education strategy, access to education is another essential priority. This abstract provides an overview of the national education policies and structure of the education system in Somalia. This paper recommends cooperation with international governmental and non-governmental organizations, such as the World Bank, UNESCO, and the United Nations, in order to gain access to financing and assistance for the creation of the national education policy.*

Keywords: globalization, educational policy, technology, access to education

1. Introduction

Globalization has significantly influenced educational policies all across the world, especially in Somalia. Global factors' influence on educational systems has become more obvious as nations' trade, technological, and communication links between them grow (Grinin et al., 2018).

Massive expansions in communication, trade, cultural interaction, information flows, and other areas are characteristics of the phenomena known as globalization. Globalization's effects on educational reforms and policies around the globe have gained strategic importance. Globalization's processes are having a significant impact on education worldwide (Sajid, 2005).

Globalization is also used in the context of the whole education system. Demonstrated that the transfer of knowledge and ideas from developed to developing countries is made possible by the globalization of education (Dzvimbo & Moloji, 2013).

According to (Eras, 2016) "The quality of education is dependent on competition in the global market, whereas the objectives of education are dependent on the economy. In these conditions, education must adapt to meet changing economic demands". The globalization of the economy and the widespread acceptance of neo-liberalism among developers mean that education is currently viewed in terms of the human capital theory, which values education insofar as it is an investment that prepares students "to contribute to economic growth". According to this definition, the majority of governments and multilateral organizations assess the value of the education provided in schools in terms of the financial gain that would be generated by the pupils.

Several articles show that the economies of nations like Pakistan, Indonesia, Malaysia, Ethiopia, and Colombia are negatively impacted by the actions of those nations. It will be developed using IMF or World Bank standards, to mention a few (2003: Country by Country - Forecasting Political and Economic Trends in More Than 190 Countries, 2002). Our education policy has been impacted by globalization, as may be observed from these discussions. No educational system in the world can continue to exist and function unaffected by any facet of globalization.

The communities of Somalia have experienced statelessness for a longer period than any other society in the modern world. On the UNDP's Human Development Index (HDI), Somalia is also among the least developed nations in the world. Therefore, it could make sense to think of Somalia as a nation that has been cut off from modern world markets, technologies, access to education, and cultures. In reality, Somalia has engaged in a complicated and unequal series of interactions with international actors and trends, so it is important to revising education policy. Reversing education policy and educational development are being sought as a result of the impact of globalization on education, which is now one of the primary sectors (Yan Lam, 2010). However, this paper examines globalization and its implications for Somali National education policy.

Concept of Globalization

Today, the world has become a global village obligation to globalization. At both the national and international levels, the business world no longer takes geography into account. To accomplish this, business owners make sure their goods are as competitive as possible in the global marketplace. In a globalized culture, there are set policies. Globalization has increased competition in the modern world. Indeed, the way people conduct business has changed as a result of globalization. Globalization has increased economic

competitiveness both globally and within a certain region (Kabanda, 2021).

According to Durib (2014) Two words that best describe globalization are information transmission density and speed. In light of the closeness among its inhabitants in terms of their close relatives and neighbors as well as the restriction of place in it, one may feel as though he lives in a unified world, or, as McLuhan puts it, in a global village. Soon, everyone will be aware of what occurs in a specific location, and its effects may be felt throughout the entire town. Also, thus, there are two ways to look at globalization: first, as a phenomenon of civilization. In this sense, it is regarded as the product of the Revolution of New Information Technology and Communication (also known as the Computer Age), which has ruled the world since the middle of the 20th century and continues to the present day. As a result of the super-fast modern media and communication, as well as the accessibility of a vast amount of information via the internet, the world has been turned into a global village. Second, from an ideological standpoint, globalization reinforces the supremacy of the West, especially America, over the rest of the globe because of new global policies.

The term "globalization" is a catch-all term referring to a complex of interrelated forces, including an economic dimension, represented by an increase in the proportion of international trade and direct foreign investment to total economic activity, and global integration of product markets, which increases competition between providers from different countries, and a technological dimension, represented by the spread of international communication technology networks. Trans-national businesses have been reorganized as a result of globalization in this sense: large, vertically organized organizations have become global business "networks" of scaled-back flagship firms, small supplier firms, rival firms, government agencies, and universities (Zimmerman et al., 2016).

National Education Policy in Somalia

Since the federal system was established and the provisional constitution was signed in 2012, Somalia has made great strides toward its state recovery. Restoring institutions, such as the Ministry of Education, Culture, and Higher Education (MoECHE), has been a key component of the Federal Government of Somalia's (FGS) strategy of reconstructing the state.

The national education policy's initial draft was primarily created in 2016. This was mostly determined as a result of extensive consultation between the Ministry of Education staff and other consultants from the other schools. In 2009, the Ministry of Culture and Education's Strategic Plan workshop and a draft policy review were used to develop the context.

This policy aims to build an extremely high-quality educational system that uplifts, encourages, and cultivates students' cultures, spirits, knowledge, skills, and abilities to give students and the country as a whole a prosperous future.

The guiding principles of this strategy comply with international and regional agreements, regional and national legislation, Islamic law, and other related directives. Particularly, the Somali National Constitution and National Development Plan have received considerable attention from the guiding concepts. It acknowledges that human rights have become more universal. Since these principles harmonize many important factors, it is critical to outline their key components, some of which include: education for all, access to education, equal access to education and harm protection, relevance and quality of education, ability, and participation, collaboration with partners (Ministry of Education, 2020).

The Ministry of Education, Culture and Higher Education has made great steps in writing policies, and key policy documents including:

National Education Policy: published in 2020, National Education Policy All Somali children have access to free, high-quality basic education because of the policy. Additionally, it stipulates that all Somalia's have access to equal opportunities for education beyond the basics;

The Private School Policy published in 2020, lays out rules for the establishment and operation of private schools in the nation.

Gender Policy in Education published in 2020 Gender Policy for Somalia's Education Sector, which offers services for gender inclusivity;

National Policy and Curriculum Framework for Accelerated Basic Education published in 2021, this policy provides the curriculum framework to be utilized for students in this pathway and defines the scope of alternative basic education in the nation;

Teacher Policy published in 2021, this policy offers instructions for the deployment, recruitment, remuneration, licensing, and other teacher management systems, as well as the Code of Conduct.

Special Educational Needs Disability and Inclusive Education 2018, by supporting their access to educational services, this policy aims to help children with disabilities;

Structure of the Education System in Somalia

Before 2020, Somalia's education system was set up as a 6+3+3 system (with 6 years of lower primary, 3 years of upper primary, and 3 years of secondary education), with a 4+4+4 system also in place in some regions of the nation (4 years of lower primary, 4 years of upper primary, and 4 years of secondary education). The General Education Act of 2021, which was recently passed in Somalia, altered the system's structure to converge it into a single 4+4+4 framework. This is the first time the structure has been unified since 1991. Additionally, the system was separated into four levels by the General Education Act of 2021: Level 0 refers to Quranic education and kindergarten; Level 1: Primary education, which includes alternative basic education (grades 1–8), adult education, and lower and upper primary (grades 1–8). Level 2: Secondary education,

which includes general and vocational schools (Forms 1 through 4, or Grades 9 through 12); and Level 3 refers to higher education or tertiary education. This was a key turning point for the nation, and this is the result of globalization.

Challenges of Globalization on Educational Policy in Somalia

Achieving lasting internal peace and paving the way for shared economic growth and prosperity are two major obstacles that Somalia must overcome. Education is one of the most important industries for the developing nation. The education sector is, however, in bad condition as the nation emerges from nearly three decades of civil unrest. A sector "characterized by poor quality education, insufficient numbers of qualified teachers, and inadequate resources" as described by the United States Agency for International Development (USAID 2020) resulted from years of internal turmoil virtually destroying the educational system. According to reports, more than three million youngsters in the country between the ages of 6 and 13 do not attend school. Only a small number of kids have the chance because there isn't a supportive environment, including an education infrastructure (Somalia Ministry of Education Culture and Higher Education & Federal Republic of Somalia, 2022).

Multilateral organization

Multilateral organizations, such international governmental organizations and international non-governmental organizations are now more powerful as a result of globalization. According to World bank (2018) International governments and non-governmental organizations have a significant impact on education policy and the educational system in developing nations. As a developing nation, Somalia has been impacted by numerous international governmental and non-governmental organizations, including the United Nations, UNESCO, United Nations Children Fund, World Bank, International Monetary Fund, and Islamic Educational, Scientific and Cultural Organization. The organizations mentioned above have a direct impact on Somalia country. For instance, they fund and provide support for all policies, particularly in the development of National education policy. This is a result of globalization and its many facets have an impact on Somali education strategy as a developing nation.

Another consequence of globalization is that several international conferences have had an impact on Somali education policies in various ways. Within the context of global viewpoints, these implications of international organizations, conferences, declarations, and conventions on Somalia's educational policy, The International Commission on Education (1971–1972), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979), the Convention on the Rights of the Child (1989), the Universal Declaration of Human Rights (1948), and the World Declaration on Education for All from 1990-1996. Both the Millennium Declaration and the Dakar Framework of Action (DF A) from 2000 have been taken into account. The policy on education has been advanced by these declarations, commissions, conventions, and conferences.

all these declarations, conventions, and conferences promote Every Somali citizen has the right to have access to appropriate education, and also, All Somali citizens should be shielded from criticism and discrimination based on color, gender, disability, and economic vulnerability because they all have equal rights, fair opportunities, and other possibilities to fulfill tasks or responsibilities. Also, this is a result of globalization (Dzvimbo & Moloi, 2013).

As a result of Globalization, the national education policy of Somalia has included new subjects: like technology and business studies in primary and secondary schools. Also, the Ministry of Education included some new subjects in the higher education system; these are Somali Studies, Public Relations, critical thinking, and conflict resolution. The Ministry of Education has emphasized the policy that the English language should be learned. This incorporated our education system to inspire the globalization system.

Globalization has also opened up opportunities for Somali students to pursue universities abroad. Many Somali students have a chance to study at universities around the world through scholarships and financial aid (Ministry of Education, 2020).

Information communication Technology on Educational Policy

Information and communication technology (ICT) has a particularly strong impact on how globalization has affected education. ICT has altered the educational system by fostering the development of new concepts, beliefs, and knowledge. Additionally, by enhancing the roles of teachers and students, ICT has caused society to transition from an industrial to an ICT-based one (Shahadat et al., 2012).

In the global context, technology has significantly influenced Somalia's educational policies. Incorporating technology into education offers the ability to decrease the educational achievement gap between urban and rural areas, increase access to high-quality education, and enhance learning environments. To fully utilize technology in education, initiatives including equipping schools with computers, Internet access, and e-learning facilities have been put into place. Additionally, technology has made it possible for students to access educational opportunities and resources outside of their immediate context through distance learning and online education (UNESCO, 2023).

In Somalia, efforts are now being made to overhaul the educational system. The Ministry of Education, with the assistance of the UN and other international organizations, is making the majority of these efforts. It is attempting to develop the country's educational policy, develop a new curriculum, train teachers and other school management personnel, and quickly rebuild as many schools as possible. The application of technology to education has the potential to contribute to the achievement of all the above-mentioned objectives. However, the ideal way to incorporate technological tools into education presents a problem for Somalia's policymakers and practitioners in this area.

Access to Education

Globalization has led to an increase in access to education in Somalia. With the help of international agencies and NGOs, schools have been established and teachers have been trained, providing more opportunities for vulnerable people to receive education. Also, globalization promoted gender quality, and international organizations encouraged girls' education. There has been an increase in the number of girls attending primary and secondary schools.

For instance, the estimated project budget for the Somalia education project is \$40 million, which will be used to fund four components over the course of five years. The proposed project seeks to increase literacy and numeracy levels in Somalia by providing chances for lower primary education. It will guarantee that learning occurs in the classroom and that girls engage equally in it. The proposed project is anticipated to increase the number of children enrolled in lower primary school over the course of the project, increase gender parity at the targeted level, and increase the percentage of students who achieve grade-level proficiency in important subjects, depending on the commitment of adequate investments by the government and its development partners. This covers projects like constructing schools in rural areas, giving financial aid and scholarships to deserving students, and supporting inclusive education for kids with impairments. Through initiatives like student exchanges and teacher training programs, According to the theory of change in education, short-term but highly effective interventions can significantly increase the number of students who can attend school. This theory places a deliberate emphasis on Somalia's most marginalized people, particularly those who live in rural areas and who are female, Funding of the value of education for social and economic growth is a result of globalization. (Ministry of education Through & Project, 2022).

2. Conclusion

The paper concluded with globalization and its implications for Somali national education policy. This paper explains the concept of education, the national education policy in Somalia, and the structure of the education system. It also explored the challenges of globalization to national education policy in Somalia, information and communication technology, access to education, and the role of international and non-international governments in shaping education policy. Globalization has significantly influenced educational policies all across the world, especially in Somalia. The primary drivers behind achieving the established national goals are educational policies. A policy relating to or specifically intended for education is referred to as an educational policy. Finally, the international government and non-government actors play a vital role in shaping Somali educational policy through the education for all, millennium development goal.

3. Recommendations

To improve the national education policy, the following recommendations are very important:

- 1) The Ministry of Education should reform education policy and curriculum to meet the needs of globalization and educate pupils for the shifting face of the world.

- 2) In order to improve students' communication skills and make it easier to participate in the global market, English language instruction should be given more priority.
- 3) This paper recommends cooperation with international governmental and non-governmental organizations, such as the World Bank, UNESCO, and the United Nations, in order to gain access to financing and assistance for the creation of the national education policy.
- 4) Government at all levels should make sure that educational policies receive enough money since without it, the expectations of the policies might not be met.

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