



Challenges in Implementing the Somali National Curriculum in Primary Education: Evidence from Kismayo, Jubaland, Somalia

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Abstract

The implementation of a national curriculum is not completed when prescribed content reaches schools; it depends on whether teachers have the materials, professional preparation, learning environments, and institutional support needed to translate curricular intentions into classroom practice. This study examined reported challenges in implementing the Somali National Curriculum in primary education in Kismayo and the wider Jubaland study setting. A descriptive, cross-sectional survey was conducted during the 2024/2025 academic year among 192 education stakeholders drawn from a stated population of 369 teachers, school administrators, Ministry of Education officials, and education experts. The source study reports stratified sampling, a structured five-point questionnaire, and Cronbach's alpha of .967. For this revised article, the published item frequencies were independently recomputed to correct several percentage and interpretation errors; no respondent-level observations were created or imputed. Perceived shortages were most acute for library resources (71.4% disagreement with adequacy), technology access (70.8%), and textbooks (63.0%). Recreational facilities (54.7% disagreement) and consistent professional-development opportunities (49.2% of 191 valid Likert responses) were additional concerns. Respondents nevertheless reported positive perceptions of some school practices, including leadership support (55.2% agreement), student motivation (59.9%), and constructive teacher feedback (60.9%). These constitute adult perceptions and are not independently verified evidence of student achievement. The original report presented experience-related ANOVA differences for infrastructure, training, and resources; however, its degrees of freedom cannot be reconciled with the five experience categories without information about recoding. The findings indicate a substantial gap between curriculum expectations and implementation capacity. Policy priorities include equitable textbook distribution, low-cost instructional technology, school-level needs assessments, sustained teacher mentoring, transparent supervision, and directly measured learning outcomes. Findings should be interpreted as descriptive evidence from sampled stakeholders rather than causal estimates or representative student performance statistics.

Keywords: Somali National Curriculum; curriculum implementation; primary education; Jubaland; Kismayo; teacher professional development; learning resources; education governance

1. Introduction

1.1 Background and study context

Educational curricula occupy a pivotal position in the relationship between national policy and classroom learning. They articulate what learners should know, understand, value, and be able to do at different stages of schooling. Yet written frameworks are only one part of educational change. A curriculum becomes educationally meaningful through timetables, teacher explanations, assessment practices, instructional materials, school leadership, and the participation of families and communities. Where these elements are misaligned, officially endorsed reforms may exist on paper without changing the experiences of children. Research on educational implementation has repeatedly shown that intended interventions and enacted instruction should be treated as related but distinct objects of analysis (O'Donnell, 2008; Durlak & DuPre, 2008). This distinction is especially important in primary education because gaps in foundational literacy, numeracy, reasoning, and learning habits can accumulate over subsequent years.

In the Somali context, curriculum reform has proceeded amid institutional rebuilding, changing governance arrangements, and substantial differences in school financing and access. Education is delivered through a heterogeneous landscape of public, community, and nongovernmental actors. A common national curriculum offers the possibility of greater coherence in learning expectations, assessment, textbook development, and transitions between schools. However, its implementation requires a functioning relationship among national standards, federal member-state responsibilities, district-level supervision, school leadership, and the professional judgments of classroom teachers. The national Education Sector Strategic Plan for 2022–2026 identifies teacher preparation, curriculum-related materials, governance, and educational data as major areas for investment (Federal Republic of Somalia, Ministry of Education, Culture and Higher Education, 2022). These priorities suggest that curriculum implementation should be evaluated as a system-wide capacity challenge rather than a question of teacher compliance alone.

Jubaland provides an important setting for investigating this challenge. The regional Education Sector Strategic Plan for 2022–2026 identifies access, equity, education quality, system management, information and communication technology, and education in emergencies among its priorities (Jubaland Ministry of Education, Culture and Higher Learning, 2022). Such priorities are relevant to primary schools serving families whose circumstances may differ by location, mobility, income, and exposure to disruptions. Kismayo is an important administrative and educational center, yet a study drawing both urban and rural respondents should not assume that service conditions in the city mirror conditions elsewhere. Differences in roads, reliable utilities, staffing, transport, or household income can change the cost and feasibility of delivering the same national learning objectives. The present article therefore interprets results as perceptions within the study's identified Jubaland setting and does not claim to represent every school or district in the state.

The broader literature helps explain why effective implementation requires coordinated inputs. Research on education in emergencies shows that school access, protection, learning, and social conditions interact in conflict-affected environments; improving a curriculum alone cannot resolve risks to attendance, continuity, or educational participation (Burde et al., 2017). A synthesis of school-infrastructure evidence likewise emphasizes that classrooms are not neutral containers for learning; their physical characteristics can shape educational opportunities and the usability of teaching methods (Barrett et al., 2019). Conversely, investments in material inputs cannot be assumed to improve learning automatically. Reviews of evidence from developing countries emphasize considerable variation in the effects of school resources and the importance of utilization, teacher knowledge, and implementation quality (Glewwe et al., 2013). This combination of findings implies that teacher capability, resources, infrastructure, and governance are best examined together.

1.2 Statement of the Problem

Implementing the Somali National Curriculum in Jubaland faces challenges related to inadequate educational resources, infrastructure, teacher training, and governance. Despite these limitations, respondents reported positive perceptions of student performance. This study examines these challenges and identifies strategies for improving curriculum implementation in primary schools.

1.3 Purpose, Objectives, and Research Questions

This study aimed to identify the major challenges affecting curriculum implementation in Jubaland. It examined educational resources, infrastructure, teacher training, governance, and perceived student outcomes to determine key barriers and potential improvement strategies.

1.4 Significance and Contribution of the Study

This study provides empirical evidence on curriculum implementation challenges in Jubaland. Its findings may assist policymakers, educators, and administrators in improving resource allocation, teacher development, educational governance, and the quality of primary education.

2. Literature Review

2.1 Curriculum Implementation as a Multidimensional Process

Curriculum implementation involves translating educational policies into classroom teaching, learning activities, and assessment practices. Its effectiveness depends on adequate resources, teacher competence, institutional support, and adaptation to learners' needs. Successful implementation requires balancing curriculum standards with local educational realities (O'Donnell, 2008; Durlak & DuPre, 2008).

2.2 Theoretical Perspectives: Educational Change, Agency, and Critical Pedagogy

This study draws on Fullan's educational change theory and Freire's critical pedagogy. These perspectives emphasize teacher development, stakeholder participation, institutional support, and inclusive learning. They explain how educational reforms depend on organizational capacity, teacher agency, and responsiveness to learners' social and cultural contexts (Freire, 1970; Lasky, 2005).

2.3 Instructional Resources and the Opportunity to Learn

Adequate textbooks, teaching materials, libraries, and educational technology are essential for effective curriculum delivery. Resource shortages can limit instructional quality and learning opportunities, particularly in disadvantaged schools. However, educational improvement requires both resource availability and effective utilization (Glewwe et al., 2013; World Bank, 2018).

2.4 Infrastructure, Safety, and Inclusive Participation

Appropriate classrooms, sanitation, electricity, and safe learning environments support effective curriculum implementation. Inadequate infrastructure can restrict teaching activities and learners' participation, particularly among disadvantaged groups. Inclusive educational planning should ensure equitable access to safe, accessible, and functional school facilities (Barrett et al., 2019; UNESCO, 2020).

2.5 Teacher Preparation, Continuing Professional Development, and Mentoring

Teacher competence and continuous professional development are fundamental to successful curriculum implementation. Effective training should emphasize subject knowledge, instructional methods, assessment skills, mentoring, and classroom application. Sustained professional support is generally more beneficial than isolated training workshops (Desimone, 2009; Penuel et al., 2007).

2.6 Governance, Policy Communication, and Stakeholder Engagement

Effective curriculum implementation requires strong educational leadership, clear policy communication, transparent resource management, and stakeholder participation. Coordination among education authorities, school administrators, teachers, and communities strengthens institutional accountability and supports curriculum delivery (Gouédard et al., 2020; Sheldon & Epstein, 2002).

2.7 Education Under Fragility and the Somali Policy Setting

Conflict, displacement, poverty, and limited institutional capacity create additional challenges for curriculum implementation in Somalia. These conditions can disrupt teaching, infrastructure, and educational services. Addressing them requires coordinated educational planning, equitable resource allocation, and sustainable

institutional support (Burde et al., 2017; Federal Republic of Somalia, Ministry of Education, Culture and Higher Education, 2022).

2.8 Empirical Gap and Conceptual Orientation

Existing research identifies educational resources, infrastructure, teacher preparation, and governance as important factors influencing curriculum implementation. However, localized empirical evidence from Jubaland remains limited. This study addresses this gap by examining stakeholders' perceptions of these implementation conditions and perceived student outcomes, providing evidence to inform educational improvement strategies.

3. Research Methodology

3.1 Research Design and Setting

The study employed a quantitative descriptive cross-sectional survey design to examine stakeholders' perceptions of Somali National Curriculum implementation in Kismayo and the wider Jubaland study area during the 2024/2025 academic year. This design describes existing conditions without establishing causal relationships (Wang & Cheng, 2020).

3.2 Population and Sampling

The target population comprised 369 education professionals, including teachers, administrators, Ministry of Education officials, and education experts. A sample of 192 respondents was determined using Yamane's formula at a 5% margin of error, with stratified random sampling reported as the selection technique.

3.3 Questionnaire and Measurement

Data were collected using a structured questionnaire with a five-point Likert scale measuring educational resources, infrastructure, teacher training, governance, and perceived student outcomes. The instrument's reported Cronbach's alpha was .967, indicating high internal consistency but not establishing validity (Tavakol & Dennick, 2011).

3.4 Data Handling and Statistical Analysis

Data were analyzed using SPSS version 25 through frequencies, percentages, means, standard deviations, and one-way ANOVA. Descriptive statistics were recalculated from available frequency tables, while the reported ANOVA findings were retained provisionally because the original respondent-level dataset was unavailable.

3.5 Ethical and Reporting Considerations

The study reported adherence to ethical principles, including confidentiality and participant protection. However, formal ethical approval and consent procedures were not documented in the available manuscript. Statistical findings were presented transparently, acknowledging data limitations and avoiding unsupported conclusions.

4. Results

4.1 Respondent characteristics and sampling profile

The study included 192 respondents: 118 teachers (61.5%), 39 education administrators (20.3%), 17 Ministry of Education officials (8.9%), and 18 education experts (9.4%). Of these, 174 (90.6%) were male and 18 (9.4%) female. Most held bachelor's degrees (72.4%), followed by diplomas (15.1%), master's degrees (8.3%), certificates (3.6%), and doctorates (0.5%). Geographically, 75.0% were urban and 25.0% rural. Among 191 valid experience responses, 39.8% had 1–5 years and 31.9% had 6–10 years of experience. Additionally, 87.4% of 191 valid respondents reported participating in professional development during the previous year. These findings describe the sample, although gender and geographical imbalances and minor missing-response discrepancies limit broader generalization.

Table 1

Demographic profile of the survey respondents

Characteristic	Category	n	%
Sex	Male	174	90.6
	Female	18	9.4
Qualification	Certificate	7	3.6
	Diploma	29	15.1
	Bachelor's degree	139	72.4
	Master's degree	16	8.3
	Doctorate	1	0.5
Occupation	Teacher	118	61.5
	Education administrator	39	20.3
	Ministry official	17	8.9
	Other education expert	18	9.4
School/office location	Urban	144	75.0
	Rural	48	25.0
Education experience	< 1 year	4	2.1
	1–5 years	76	39.8
	6–10 years	61	31.9
	11–15 years	26	13.6
	16+ years	24	12.6
PD during previous year	Yes	167	87.4
	No	24	12.6

Note. The full sample was N = 192. Years of experience and previous-year professional development each contained 191 categorized responses; percentages for those blocks use valid denominators. Other blocks use N = 192. Percentages may not total 100 because of rounding.

4.2 Educational resources

The findings revealed substantial deficiencies in educational resources. Most respondents reported inadequate textbooks (63.0%, $M = 2.43$), technology access (70.8%, $M = 2.16$), and school libraries (71.4%, $M = 2.13$). Similarly, 49.0% reported insufficient classroom materials ($M = 2.73$), while 45.3% indicated that educational resources were not regularly updated ($M = 2.72$). The average mean across the five resource items was 2.43, indicating generally low perceived resource adequacy. These findings highlight significant challenges affecting curriculum implementation, particularly access to textbooks, technology, and library facilities. However, the results reflect respondents' perceptions rather than independently verified school resource inventories.

Table 2

Perceptions of adequacy of educational resources

Questionnaire statement	n	M	SD	Disagree (%)	Agree (%)
Sufficient Textbooks	192	2.43	1.51	63.0	26.6
Classroom Materials Availability	192	2.73	1.38	49.0	31.8
Adequate Technology Access	192	2.16	1.44	70.8	19.3
Good School Library Selection	192	2.12	1.32	71.4	19.3
Educational Resources Regularly Updated	192	2.72	1.38	45.3	30.7

4.3 School infrastructure and related services

The findings revealed mixed perceptions of school infrastructure. Respondents reported inadequate school facilities (42.7%, $M = 2.88$), insufficient classroom space (43.8%, $M = 2.78$), and limited recreational facilities (54.7%, $M = 2.58$). However, 54.7% perceived the learning environment as safe ($M = 3.38$), while 45.3% reported reliable electricity and water services ($M = 3.08$). The average mean across the five infrastructure items was 2.94, indicating moderate perceived infrastructure adequacy with notable deficiencies in classroom space, recreational facilities, and building conditions. These findings reflect stakeholder perceptions rather than independently verified facility assessments.

Table 3

Perceptions of school infrastructure and related services

Questionnaire statement	n	M	SD	Disagree (%)	Agree (%)
School Facilities in Good Condition	192	2.88	1.45	42.7	37.0
Enough Classroom Space	192	2.78	1.45	43.8	31.8
Safe Learning Environment	192	3.38	1.46	26.0	54.7
Adequate Recreational Facilities	192	2.58	1.31	54.7	28.1
Reliable Electricity and Water	192	3.08	1.48	36.5	45.3

4.4 Teacher training, professional development, and mentorship

The findings revealed mixed perceptions of teacher training and professional support. Nearly half of respondents (49.2%, $M = 2.66$) reported inadequate regular professional-development opportunities, although 87.4% had attended training during the previous year. Furthermore, 45.3% perceived teacher preparation as insufficient ($M = 2.85$), while 39.3% reported adequate administrative support ($M = 3.02$) and 41.1% acknowledged sufficient mentoring. Additionally, 49.0% agreed that teachers were familiar with effective teaching methods ($M = 3.22$). The overall average mean of 2.95 indicates moderate perceived support, highlighting the need for more consistent professional development, curriculum-specific training, and mentoring.

Table 4

Perceptions of teacher professional development and support

Questionnaire statement	n	M	SD	Disagree (%)	Agree (%)
Regular Professional Development Opportunities	191	2.67	1.35	49.2	27.7
Teachers Adequately Trained to Deliver Curriculum	192	2.85	1.41	45.3	35.4
School Administration Supports Teacher Training	191	3.02	1.41	35.1	39.3
New Teachers Receive Mentorship	192	3.00	1.36	36.5	41.1
Teachers Familiar with Effective Methodologies	192	3.22	1.39	33.3	49.0

4.5 Governance and leadership

The findings revealed moderately positive perceptions of educational governance. Most respondents (55.2%, $M = 3.37$) acknowledged leadership support, while 51.0% reported transparency in decision-making ($M = 3.29$). However, agreement was lower regarding policy communication (47.4%, $M = 3.23$), local authority oversight (46.4%, $M = 3.18$), and stakeholder involvement (48.4%, $M = 3.19$). The average mean across the five governance items was 3.25, indicating moderate perceived governance effectiveness, with opportunities to strengthen policy communication, supervision, transparency, and stakeholder participation.

Table 5

Perceptions of curriculum governance and leadership

Questionnaire statement	n	M	SD	Disagree (%)	Agree (%)
Educational Policies Effectively Communicated	192	3.23	1.35	34.4	47.4
School Leadership Supports Curriculum Implementation	192	3.37	1.41	27.1	55.2
Transparency in Decision-Making	192	3.29	1.38	30.2	51.0
Local Authorities Provide Adequate Oversight	192	3.18	1.40	34.4	46.4
Stakeholder Involvement is Encouraged	192	3.19	1.34	33.3	48.4

4.6 Perceived student engagement, learning practices, and outcomes

The findings revealed moderately positive perceptions of student-related outcomes. Respondents reported favorable views of standardized test performance (55.2%, $M = 3.39$), classroom engagement (58.9%), student motivation (59.9%, $M = 3.53$), and academic improvement (60.9%). Similarly, 60.9% acknowledged constructive teacher feedback ($M = 3.49$), while positive perceptions were recorded for homework completion (53.6%), critical thinking (53.1%), curriculum relevance (53.1%), parental involvement (50.0%, $M = 3.26$), and support for struggling students (51.6%). The average mean across the ten items was 3.39, indicating moderately favorable perceptions. However, these findings reflect stakeholders' judgments rather than independently measured student achievement.

Table 6

Perceived student-related practices and educational outcomes

Questionnaire statement	n	M	SD	Disagree (%)	Agree (%)
Students Perform Well in Standardized Tests	192	3.38	1.33	27.6	55.2
Most Students Complete Homework on Time	192	3.27	1.39	29.7	53.6
High Student Engagement in Classroom Activities	192	3.42	1.30	26.6	58.9
Noticeable Improvement in Academic Achievements	192	3.45	1.28	23.4	60.9
Students Demonstrate Critical Thinking Skills	192	3.35	1.31	29.2	53.1
Students are Motivated to Learn	192	3.53	1.35	25.0	59.9
Curriculum is Relevant to Students	192	3.36	1.37	28.6	53.1
Teachers Provide Constructive Feedback	192	3.50	1.33	25.5	60.9
Parents are Actively Involved	192	3.25	1.44	29.2	50.0
Initiatives to Support Struggling Students	192	3.35	1.33	27.1	51.6

4.7 Comparison of dimensions and reported experience-group differences

The recalculated item means ranked student-related outcomes highest ($M = 3.39$), followed by governance ($M = 3.25$), teacher development ($M = 2.95$), infrastructure ($M = 2.94$), and instructional resources ($M = 2.43$). These represent item-level averages rather than respondent-level composite scores. The reported ANOVA indicated significant experience-related differences in infrastructure, $F(2, 189) = 3.85$, $p = .023$, $\eta^2 = .039$; teacher training, $F(2, 189) = 5.24$,

$p = .006$, $\eta^2 = .053$; and resources, $F(2, 189) = 4.57$, $p = .012$, $\eta^2 = .046$. No significant differences were reported for student performance ($p = .160$), challenges and impact ($p = .102$), or governance ($p = .191$). However, inconsistencies in experience-group classifications and the absence of raw data limit verification and interpretation of these findings.

Table 7

Reconstructed comparison of study domains from published item frequencies

Domain	Items	Mean of item means
Student-related practices and perceived outcomes	10	3.39
Governance and leadership	5	3.25
Teacher training and support	5	2.95
Infrastructure and basic services	5	2.94
Educational resources	5	2.43

Table 8

Experience-group analyses as reported in the original manuscript (unverified)

Reported factor	F	df	p	η^2
Student performance	1.85	2, 189	.160	.019
Challenges and impact	2.31	2, 189	.102	.024
Governance	1.67	2, 189	.191	.017
Infrastructure	3.85	2, 189	.023	.039
Teacher training	5.24	2, 189	.006	.053
Resources	4.57	2, 189	.012	.046

5. Discussion

5.1 Overall Interpretation: An Implementation-Capacity Gap

The findings revealed significant resource limitations despite moderately positive perceptions of governance and student-related outcomes. Inadequate textbooks, technology, and library facilities emerged as major barriers to curriculum implementation. These findings suggest a gap between curriculum expectations and implementation capacity, consistent with educational implementation research (O'Donnell, 2008; Durlak & DuPre, 2008).

5.2 Resource Scarcity and Differentiated Policy Responses

Instructional resources were the most negatively assessed domain ($M = 2.43$), particularly libraries ($M = 2.13$) and technology ($M = 2.16$). These shortages may restrict teaching effectiveness and learning opportunities. Addressing

them requires equitable resource distribution, sustainable financing, and effective utilization rather than procurement alone (Glewwe et al., 2013; World Bank, 2018).

5.3 Infrastructure Priorities Should Follow Specific Risks and Learning Needs

The findings identified deficiencies in school facilities (42.7%), classroom space (43.8%), and recreational facilities (54.7%). However, 54.7% perceived schools as safe learning environments. These mixed results highlight the need for targeted infrastructure improvements, including classroom rehabilitation, sanitation, recreational spaces, and safety measures (Barrett et al., 2019).

5.4 Professional Development: The Difference Between Exposure and Usable Support

Although 87.4% of respondents attended professional development during the previous year, 49.2% reported inadequate regular training opportunities. This suggests that training participation does not necessarily indicate continuous professional support. Effective curriculum implementation requires sustained, curriculum-focused training, mentoring, practical application, and instructional feedback (Desimone, 2009; Penuel et al., 2007).

5.5 Governance: Modest Strengths Without Proof of System-Wide Effectiveness

Educational governance received moderately positive assessments, particularly leadership support (55.2%) and transparency (51.0%). However, policy communication, oversight, and stakeholder participation received lower agreement levels. These findings suggest the need for stronger coordination, accountability, policy communication, and participatory decision-making to support curriculum implementation (Gouédard et al., 2020).

5.6 The Paradox of Positive Student Perceptions Under Constrained Conditions

Despite resource shortages, respondents reported positive perceptions of student motivation (59.9%), engagement (58.9%), and academic improvement (60.9%). This contrast suggests that favorable classroom perceptions may coexist with implementation challenges. However, these findings represent adult judgments rather than objectively measured achievement, highlighting the need for independent student assessments (World Bank, 2018).

5.7 Gender, Geography, and Questions of Equity

The sample was predominantly male (90.6%) and urban (75.0%), potentially limiting the representation of female educators and rural perspectives. Although these distributions do not establish workforce inequalities, they highlight the importance of more inclusive sampling and investigating geographical and gender-related differences in curriculum implementation (UNESCO, 2020).

5.8 Interpreting the Reported ANOVA and Avoiding Statistical Overreach

The reported ANOVA indicated significant experience-related differences in infrastructure ($p = .023$), teacher training ($p = .006$), and resources ($p = .012$), with relatively small effect sizes. However, inconsistencies between the reported experience categories and ANOVA degrees of freedom limit confidence in these findings. Verification using the original dataset and appropriate post-hoc analyses is therefore necessary before drawing definitive conclusions.

5.9 Study Strengths, Limitations, and Implications for Further Research

The study provides useful evidence from 192 education stakeholders across major curriculum implementation domains. However, its cross-sectional design, reliance on perceptions, limited demographic representation, and

unavailable respondent-level data restrict generalizability and causal interpretation. Future research should incorporate classroom observations, school resource audits, validated questionnaires, and direct student achievement assessments to strengthen evidence-based educational planning.

6. Conclusion

The study revealed significant challenges in implementing the Somali National Curriculum in Jubaland, particularly inadequate instructional resources, infrastructure, and teacher professional development. Despite these limitations, respondents reported moderately positive perceptions of governance and student-related outcomes. The findings emphasize the need for improved resource allocation, continuous teacher training, stronger institutional support, and effective monitoring. However, the results reflect stakeholders' perceptions rather than independently measured student achievement.

7. Recommendations

7.1 Develop an Evidence-Based School Resource Baseline

The Jubaland Ministry of Education should assess the availability of textbooks, libraries, teaching materials, and educational technology across primary schools. Resource allocation should prioritize schools with verified shortages, ensuring equitable distribution and effective utilization.

7.2 Create a Phased Infrastructure and School-Safety Plan

Education authorities should improve classroom facilities, sanitation, electricity, recreational spaces, and school safety. Infrastructure development should prioritize urgent needs through phased investment, regular maintenance, and accessibility improvements.

7.3 Institutionalize Curriculum-Focused Teacher Development

The Ministry of Education should establish continuous professional development programs focusing on curriculum delivery, instructional methods, assessment, and inclusive teaching. Regular mentoring, classroom coaching, and practical training should strengthen teachers' professional competence.

7.4 Strengthen Policy Communication and Supportive Supervision

Education authorities should improve curriculum policy communication, institutional coordination, and school supervision. Regular monitoring, transparent decision-making, and stakeholder participation should strengthen accountability and effective curriculum implementation.

7.5 Introduce Independent Learning and Inclusion Indicators

Education authorities should assess student achievement through standardized learning assessments, classroom observations, and school performance indicators. Monitoring should consider gender, disability, and geographical differences to promote equitable educational opportunities.

7.6 Support Transparent Evaluation and Replication

Future studies should verify statistical findings, strengthen questionnaire validation, and document sampling and ethical procedures. Researchers should use reliable datasets, classroom observations, and longitudinal assessments to improve the credibility of findings and support evidence-based educational planning.

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