



# SERDEC Education Journal-SEJ

Vol.3, 2022 Online ISSN 2710-4796 <https://sej.so/>

## Exploring Challenges towards Somalia's New Curriculum Implementation at Secondary Schools in Galkayo District, Galmudug State

Mr.Abdirizak Khalif Adan

Vice-President of Academic Affairs, Galkayo University

Email: [risaaq130@gmail.com](mailto:risaaq130@gmail.com)

### Abstract

The study investigated challenges facing the Somali new curriculum implementation in secondary schools in Galkayo, Galmudug state of Somalia. This was based on research to identify the major challenges facing the implementation of the new curriculum in Somalia. Therefore, the aim of this study is to investigate the factors which make the implementation of the new curriculum in the mentioned school a challenge for teachers. The study may provide crucial information to educate stakeholders on the need to promote curriculum implementation in secondary schools.

The study adopted a descriptive survey design and targeted 106 teachers from which a sample of 50 teachers was selected. The study instruments were a questionnaire for teachers. The pilot study was done to establish the validity and reliability of the research instruments. The results show that majority of schools have not been adequately trained to new curriculum implementation. The results also show that majority of schools did not have adequate learning materials, which would greatly contribute to the implementation of the curriculum.

In view of the findings, the study recommended that the Galmudug Ministry of Education should put in place measures to compel schools through monitoring and capacity building such as training to ensure that teachers are well implementing the new curriculum in secondary schools. The government should allocate extra funds to Galkayo secondary schools to help them procure learning materials so as to prepare the schools to implement new curricula.

## **Introduction**

Okello and Kagoire (1996) define curriculum implementation as "a network of different actions engaged in translating curriculum designs into classroom activities and influencing people's attitudes to accept and participate in these activities." However, curriculum implementers in our country (teachers, head teachers, standard officers, and others) face obstacles that prevent the curriculum from being implemented successfully. Curriculum implementation refers to the teacher's involvement in everyday classroom activities such as monitoring students' development and evaluating their performance.

According to Mohamoud Dahir Omar (2014), an article on the implementation of the Somaliland curriculum says, the teaching and learning processes will be hampered in the absence of teaching and learning materials, and if standard officers do not go out to evaluate, it will be difficult to know if the curriculum is being applied effectively or not. The government's underfunding of the education sector has a severe impact on the availability and quality of amenities in educational institutions. Resources for teaching and learning are also a problem. The procurement and availability of these materials in schools are limited.

When we look at Galmudug and how the curriculum is being implemented, both the teacher and the students are directly using the new Somali curriculum, you will see the teacher read and explain the new curriculum in class. When we looked at the previous academic year 2020-2021 we saw that school principals and students are worried that the school year is over without completion of the contents to the new curriculum. This study looked at the challenges toward new Somali curriculum implementation at secondary schools in the Galkayo district, which highlighted the major challenges facing the implementation and completion of the new curriculum.

### **Overview of the Exploring Challenges toward Curriculum Implementation**

After the collapse of the central government of Somalia in 1991, private schools came together under what they called umbrellas which administered choice curricula and exams. Most of the schools used either Kenyan, Sudanese, or Saudi Arabia systems. The federal government attempted to unify the curriculum in 2014 by creating an interim high school curriculum.

The number of students taking standardized tests has increased dramatically with the introduction of government-administered exams in 2015. A new curriculum for the country was re-launched in 2020, consisting of primary and secondary.

According to Okello and Kagoire (1996), the quality and quantity of staff needed to meet the expectations of students and society are flaws in curriculum implementation. Teachers are the most significant human resources in the implementation of the curriculum since they are the ones who adopt and implement the designers' ideas and objectives. This implies that the teachers are responsible for the curriculum's success. As a result, a lack of appropriately trained teachers is an issue that makes curriculum implementation difficult for teachers.

According to the preceding reference, the following are the factors that make the adoption of the new curriculum difficult for teachers in most countries.

- A scarcity of teaching and learning materials,
- There is a lack of in-service training for instructors on new curricula and staff development strategies.
- There is a lack of management support
- Managers' training in order to manage the transition to the new curriculum
- Teachers' workloads
- Teaching techniques
- Shortage of time and the content of the curriculum.
- The quality and quantity of the teachers.
- Teacher and student preparedness to accept new curricular teaching methods
- Overcrowded classrooms.

### **Statement of the Problem**

As the Federal Government has introduced a new curriculum, Galmudug state is one of the areas where the new secondary school curriculum has been implemented, and the researcher wanted to examine the challenges faced by Teachers in order to complete the curriculum and implement it correctly. The main reasons the researcher chose this title are to examine the teacher's challenges in completing the new curriculum. The researcher chose to conduct research in schools in Galkayo, one of the districts of the Galmudug state, as the researcher lives there.

### **Purpose of the Study**

The purpose of this study was to investigate the factors that influence the implementation of the new Somali curriculum in Galkayo secondary school in Galmudug state of Somalia, such as learning resources, teacher workload, and management assistance. This research focuses on all secondary school teachers in Galkayo.

### **Research Objectives**

1. To investigate how teaching and learning materials affect curriculum implementation in Galkayo Secondary schools in Galmudug State of Somalia
2. To find out how teacher’s teaching experience influence the curriculum implementation in Galkayo Secondary schools in Galmudug State of Somalia
3. To find-out the impact of in-service training for teachers on new curriculum in Galkayo secondary schools in Galmudug

### **Sub-objectives**

1. To clarify the impact of access to learning materials on curriculum implementation in Galkayo secondary schools in Galmudug
2. To find-out the balance of time and contents of the curriculum influence the implementation of the new curriculum in Galkayo secondary schools in Galmudug
3. To determine how teachers and students are prepared to accept the new curriculum
4. To investigate whether the support of school principals influences on curriculum implementation in Galkayo secondary schools in Galmudug

### **Research Questions of the Study**

The study achieved its goal by responding to the research question, “what are the factors that influence the implementation of the new Somalia curriculum”?

The following sub-question is designed to grasp the true situation of the teachers and to seek advice in finding an answer to the research topic.

1. How does the untrained teacher affect the implementation of the new curriculum?
2. How it affects the lack of educational resources (inadequate learning materials) to implement the curriculum effectively?
3. How do overworked teachers have an impact on new curriculum implementation?
4. How does the principal's lack of support for the teacher challenge the implementation of the curriculum
5. How does the imbalance of time and contents of the curriculum make it challenging to implement the curriculum

## Methodology

The study covered all secondary schools in south Galkayo. Galkayo is located in central Somalia and is a strategic city for the whole of Somalia. Galkayo became the administrative center of the Galkayo District after independence. The city has recently grown significantly and now acts as a commercial center. The population is estimated to be between 80,000 and 315,000 people.

Galkayo is organized geographically into four main quarters: Garsoor, Horumar, Israac, and Wadajir. To the north, Puntland controls Israac and Garsoor, while to the south, Galmudug state controls the Wadajir and Horumar settlements. The researcher chose this place since he lives there and would face a few problems when gathering data there.

According to Singleton (1993), the ideal environment for any study is one that the researcher is interested in, is conveniently accessible, and allows the researcher to provide quick assistance to the respondents.

The study targeted 10 secondary schools in South Galkayo Galmudug state with a population of 106 teachers. The population we looked at in the study included teachers in various secondary school subjects as equal opportunity to find. Therefore we have targeted teachers as shown in table 1 below.

**Table 1: Target Population**

No.	School Name	Number of teachers
1.	Al- Sha'ab Secondary School	5
2.	SYL Secondary School	5
3.	Mudug Secondary School	5
4.	Wabari Secondary School	5
5.	Al- Safa Secondary School	5
6.	Abdillahi Isse Secondary School	5
7.	Adult Secondary School	5
8.	Horn of Africa Secondary School	5
9.	Har-har Secondary School	5
10.	Sh. Ali Samar Secondary School	5
<b>Total</b>		<b>50</b>

The questionnaire form was used to gather the information we needed for teachers. Questionnaires were chosen by the researcher because they are easy to administer to respondents and allow for the collection of data in a short amount of time (Mulusa, 1990). Also, Questionnaires provide a relatively cheap, quick, and efficient way of obtaining large amounts of information from a large sample of

people. It comprises close the structure answer questions by only allowing responses that fit into pre-decided categories.

The teachers' questionnaire was divided into two sections: Section one asked for background information, while Section two asked for information on the implementation of a new curriculum in secondary schools in Galkayo Galmudug State. Teachers' questionnaires are designed to be used in both sections in a closed-questions format.

The researcher sought a letter of approval to facilitate his data collection in secondary schools in Galkayo through an official from the Ministry of Education in the Mudug region of the Galmudug state. Once the research permit was issued, the researcher presented it to the administration office in the district of education. The researcher then informed the school manager that he intends to conduct research at the school before visiting or meeting with the school he runs. Before collecting data, the researcher properly stated the study's goal and procedure to each type of respondent.

In order for the researcher to have a better and more informed approach, he went through that, He asked permission from all the research participants, and then he gave them information, about the purpose of the research, how long it takes to collect data, the procedure to be followed in the study. To gain full confidence the researcher explained to all the teachers selected to participate in the study that the data collection was confidential and no one would personally share the answers, nor would the questionnaire mention any names. Respondents were given ample time to complete the survey. In preparation for the data analysis, the researcher collected all the completed questions.

## **Results**

### **Demographic Information**

The demographic information of teachers' professional qualifications, teaching experience, teachers' training, learning environment, the content of the curriculum, and school administration in Galkayo secondary schools. A sample of 50 teachers answered questionnaires. Content analysis was used to analyze findings of respondents' views on issues not arithmetically calculated while descriptive statistics were used to analyze closed-ended items. Data were presented using frequency distribution figure 1.

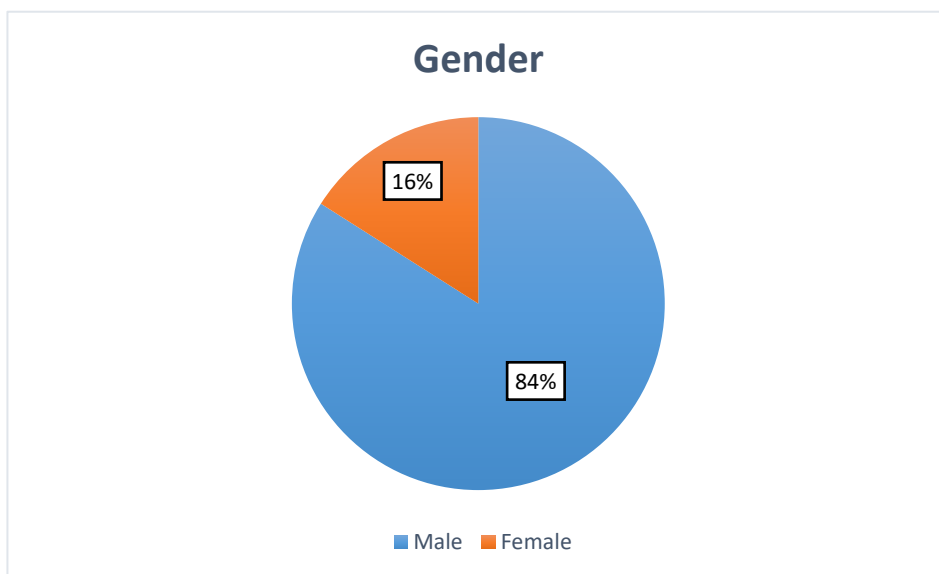


Figure 1: Respondents' gender

The findings show that majority of teachers (84%) were males while 16% of teachers were females. This data shows that schools in Galkayo have very few female teachers.

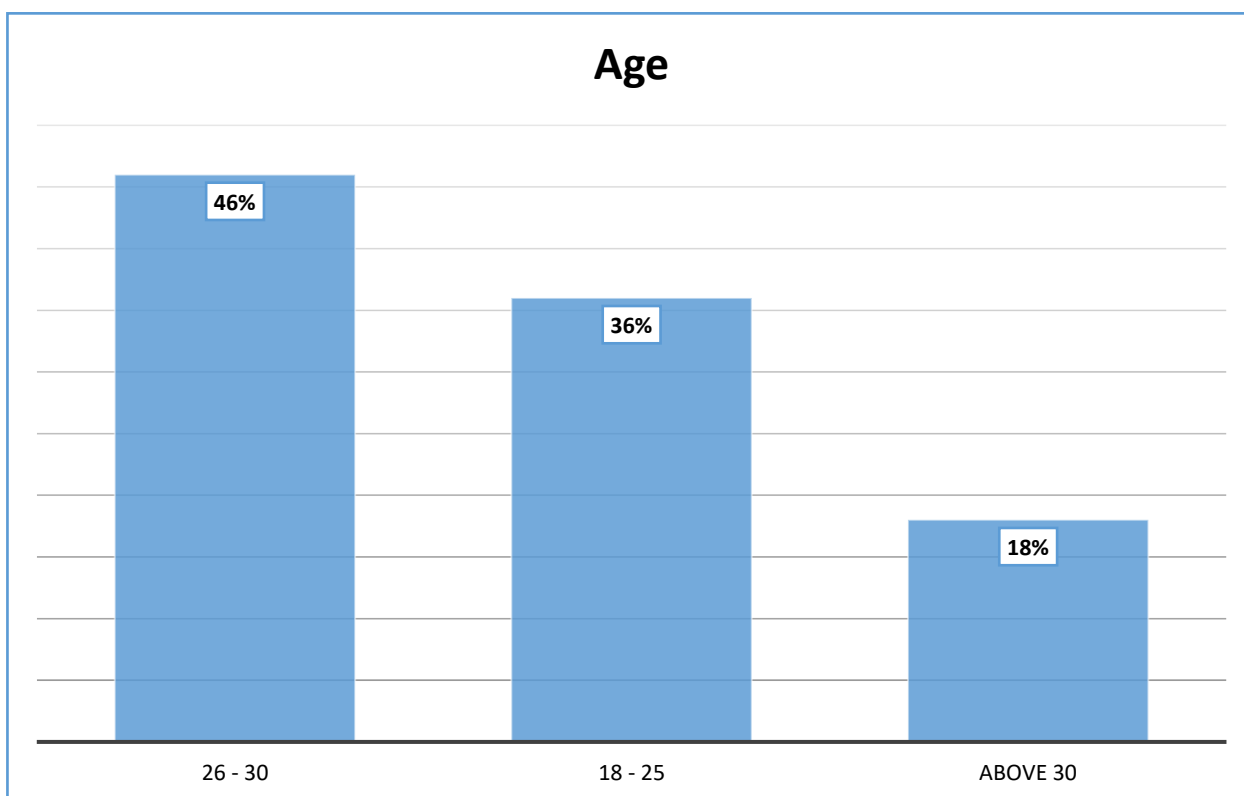


Figure 2: Teachers' Age

Teachers' survey results show that 46% of teachers are between the ages of 26 and 30, 36% are teachers between the ages of 18 and 25. Only 18% are over the age of 30. This indicates that teachers may have less experience than they do in teaching.

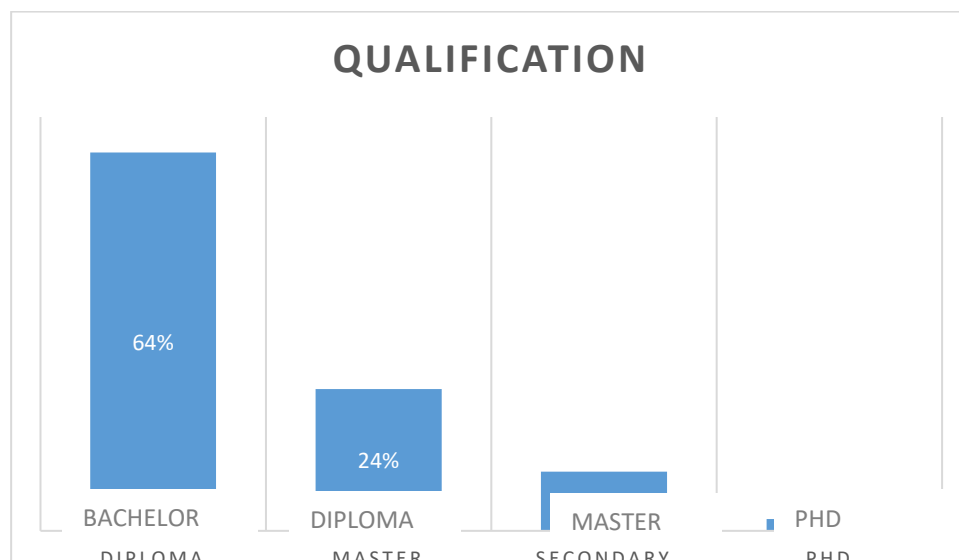


Figure 3: Teachers' Qualification

According to the findings, the majority of teachers (64 percent) hold bachelor's degrees in education, while only 24% have a diploma certificate. Also, 10% of teachers have master's degrees, while only 2.0% have postgraduate, according to the statistics. These findings show that the majority of secondary school teachers have the appropriate qualifications and are prepared to teach.

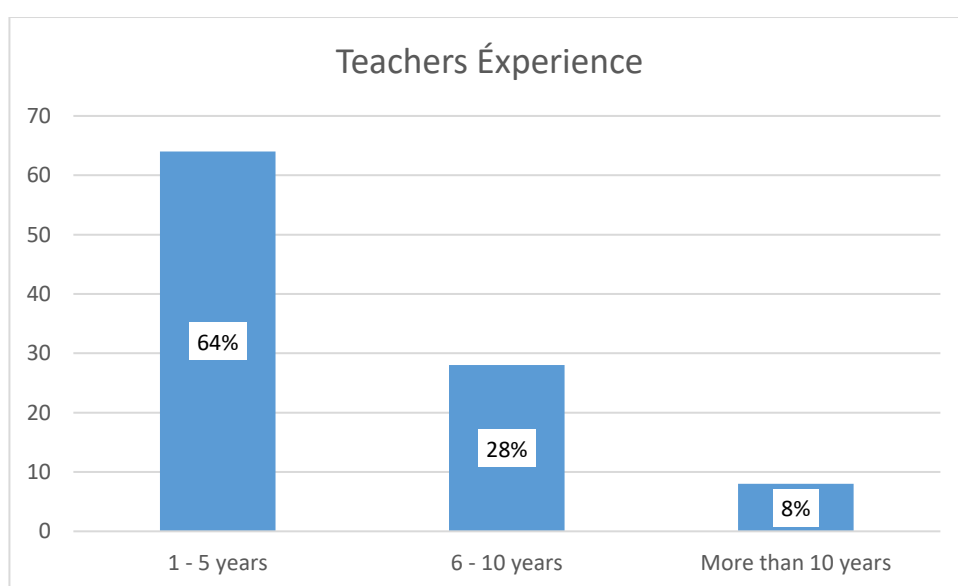


Figure 3: Teaching experience



The study finds to assess the teacher’s experience in the implementation of the curriculum in Galkayo secondary schools. A sample of 50 teachers answered questionnaires. Teachers were thus asked to state their teaching experience in years.

### **Teacher Factor and Challenges for Curriculum Implementation**

The first objective of the study was to investigate how teacher factors and challenges to curriculum implementation in Galkayo Secondary schools in the Galmudug State of Somalia. A sample of 50 teachers answered questionnaires. The analysis was used to ask teachers a closed-ended questionnaire. So that the researcher can find out if there is a challenge for the teacher. The researcher then asked the teachers 8 questions in the tables below which all apply to the first objective. To make it easier for readers to understand this research, the researcher has chosen to analyze each objective once.

**Table 2: You received training on how to implement the new curriculum**

<b>Statement</b>	<b>Response</b>	<b>F</b>	<b>%</b>
You received training on how to implement the new curriculum	SA	22	44
	A	11	22
	N	11	22
	D	4	8
	SD	2	4
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

**Table 3: You face difficulties to implement the subject that you teach**

<b>Statement</b>	<b>Response</b>	<b>F</b>	<b>%</b>
You face difficulties to implement the subject that you teach	SA	26	52
	A	11	22
	N	6	12
	D	6	12
	SD	1	2
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

**Table 4: The number of classes you teach ranges**

<b>Statement</b>	<b>Response</b>	<b>F</b>	<b>%</b>
The number of classes you teach ranges	Class 1 - 6	31	62
	Class 6 - 10	13	22
	Above 10	6	12
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

**Table 5: Number of students in class**

Statement	Response	F	%
A large number of students in the classroom is one of the challenges to implement the new curriculum.	SA	32	64
	A	14	28
	N	3	6
	D	1	2
	SD	0	0
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

**Table 6: How many subjects do you teach per week?**

Statement	Response	F	%
How many subjects do you teach per week	1	4	8
	2	18	36
	3	14	28
	4	7	14
	5	3	6
	Above 5	4	8
<b>TOTAL</b>	<b>50</b>	<b>100.0</b>	

**Table 7: Teachers' work-load**

Statement	Response	F	%
Teachers' work-load for many subjects at the school has a negative impact on the effective implementation of the curriculum	SA	31	62
	A	17	34
	N	0	0
	D	2	4
	SD	0	0
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

**Table 8: Teachers qualification**

Statement	Response	F	%
The teachers of the school are highly qualified for the implementation of the new curriculum.	SA	8	16
	A	20	40
	N	11	22
	D	8	16
	SD	3	6
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

**Table 9: Teacher’s knowledge-sharing**

Statement	Response	F	%
You do/practice knowledge-sharing with the teachers (same subject) for implementation of the new curriculum	SA	12	23
	A	16	31
	N	9	17
	D	3	8
	SD	10	21
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

According to the first objectives report, when the researcher asked teachers ‘*you received training on how to implement new curriculum*’ most teachers responded as table 2 shown, 44% answered strongly agreed which means they had received training on how to implement the new federal curriculum. The results also show that the training was not enough for the teachers because 22% voted in agreed, while the other 22% strongly disagreed. There was also another question asked by teachers which were whether you were any problems implementing the subject they have been teaching, 52% of the teachers surveyed answered Agreed while 22% answered strongly agreed that the results show that the teacher is having difficulty implementing the new curriculum effectively. Most teachers teach 1 to 6 classes a week according to the results and 62% say they teach in 1-6 classes, while 26% say they teach in 6-10 different class ranges. According to the finding, the large number of students in the classroom is a barrier to the implementation of the new curriculum, According to the results, 64% answered in strongly agreed and 28% answered agreed, thus indicating that many students in one class it difficult for teachers to implement the new curriculum.

Most teachers tell us that they teach more than 2 subjects a week, 36% of secondary school teachers in Galkayo teach 2 different subjects, and 28% answered they taught 3 different subjects. This indicates to us that teachers who teach more than 1 subject per week can be a barrier to curriculum implementation as 4 secondary classes and time-tables schedules are becoming less preparprearedhe teachers. Most teachers suggested that being too work-loaded had a negative impact on curriculum implementation. When the researcher asked as in the table above results 62% answered strongly agree while 34% responded Agree. These results show that teachers feel that work-loaded subjects are a challenge to curriculum implementation. The researcher examined whether the teachers are qualified enough to implement the new curriculum and asked the teachers according to table 8. 40.38% answered agreed that there were enough teachers to implement the curriculum, while 21.15% responded neutral, 15.38% said strongly agree, and the results showed that there was no qualification problem. In order for the researcher to know that there is a practice knowledge among teachers of the same subject teaches

in Galkayo secondary schools was asked a question as shown in table 9, most teachers responded 30.77% agreed also 23.08% answered strongly agreed, This shows that teachers have a relationship and sharing knowledge, which is important for the curriculum to be implemented in the best possible way.

### **Learning Environment Factors and Challenges for Curriculum Implementation**

The second objective of the study was to explore how learning environment factors affected the new Somalia curriculum implementation in Galkayo secondary schools in the Galmudug State of Somalia. In order to identify the challenge of learning the environment in the implementation of the new curriculum, we asked 50 secondary school teachers in 10 schools in Galkayo District, Galmudug state of Somalia. We then analyzed their responses and presented the results in the tables below.

**Table 10: learning Materials.**

<b>Statement</b>	<b>Response</b>	<b>F</b>	<b>%</b>
Your school has appropriate learning materials.	SA	2	4%
	A	3	6%
	N	8	16%
	D	18	36%
	SD	19	38%
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

According to respondents when a researcher asked as shown in the above table if their school has appropriate learning materials, 38% answered strongly disagreed, while 36% did not disagree. These results indicate that schools in the Galkayo district do not have the required learning materials, which challenges the proper implementation of the new curriculum produced central government.

**Table 11: Supportive learning environment**

<b>Statement</b>	<b>Response</b>	<b>F</b>	<b>%</b>
The learning environment of the school is supportive of the new curriculum implementation.	SA	5	10%
	A	6	12%
	N	8	16%
	D	15	30%
	SD	16	32%
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

According to respondents when the researcher asked teachers if the learning environment supports the implementation of the new curriculum, and they responded as outlined in the table above. 32% of teachers responded strongly disagreed, while 30% of teachers answered disagreed that indicating the learning environment does not support teaching.

### Curriculum Design Factors and Challenges for Curriculum Implementation

The third objective of the study was to explore how curriculum design factors toward challenges for new Somalia curriculum implementation in Galkayo secondary schools in the Galmudug State of Somalia. In order to determine the impact of the curriculum design on the implementation of the new curriculum, the researcher asked 50 secondary school teachers about the statements in the table below. The researcher then analyzes the results of the teachers and analyzes them as follows.

**Table 12: The content of the Curriculum**

Statement	Response	F	%
The content of the curriculum and the time required to implement it are balanced.	SA	6	12%
	A	19	39%
	N	12	24%
	D	10	20%
	SD	3	6%
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

**Table 13: level of the students**

Statement	Response	F	%
The new curriculum is appropriate to the level of the students.	SA	8	16%
	A	24	48%
	N	8	16%
	D	7	14%
	SD	3	6%
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

**Table 14: Students interest**

Statement	Response	F	%
The new curriculum was based on the needs and interests of the students.	SA	8	16%
	A	13	26%
	N	17	34%
	D	8	16%
	SD	4	8%
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

**Table 15: Student-centered.**

<b>Statement</b>	<b>Response</b>	<b>F</b>	<b>%</b>
The new curriculum was based on student-centered.	SA	10	20%
	A	22	24%
	N	12	24%
	D	5	10%
	SD	1	2%
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

As can be seen from the results of the third objective of statement one when teachers were asked about the balance of contents and time it became clear that there was no obstacle because most teachers answered agreed. Also asked again as shown in the above table “the new curriculum is appropriate to the level of the students”. 48% of the teachers did respond to agree, indicating that it was not an obstacle to implementing the new curriculum. When asked if the new curriculum was based on the needs and interests of the students, 34% answered neutral, while 26% answered agreed, stating that the design of the new curriculum was not a challenge to implementation. To let the researcher know that the curriculum was designed on a student-centered basis, most of the teachers answered strongly agree, agree, and neutral as shown in the above table. So objective three was how the design of the new curriculum has an impact on the implementation of the curriculum, it turns out that there is no big challenge in this regard.

### **School Administration Factors and Challenges for Curriculum Implementation**

The fourth objective of the study was to investigate how school administration factors challenge curriculum implementation at Galkayo Secondary schools in the Galmudug State of Somalia. To let the researcher know that the administration has an impact on the implementation of the new curriculum, we asked close questions of 50 teachers out of 106 teachers working in all 10 secondary schools in south Galkayo.

As shown in the tables below, they do respond, and then the researcher analyzes the data provided by the teachers, to determine if there is a challenge from the administration and the magnitude of that challenge.

**Table 16: Experience of school managers**

<b>Statement</b>	<b>Response</b>	<b>F</b>	<b>%</b>
------------------	-----------------	----------	----------

The school manager has experience in curriculum implementation	SA	3	6%
	A	8	16%
	N	10	20%
	D	16	32%
	SD	13	26%
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

**Table 17: The school manager provides the essential materials**

Statement	Response	F	%
The school manager provides the essential materials and facilities for the curriculum implementation.	SA	3	6%
	A	2	4%
	N	11	22%
	D	20	40%
	SD	14	28%
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

**Table 18: School Manager supervises**

Statement	Response	F	%
The school manager always follows up and supervises the implementation of the new curriculum.	SA	5	10%
	A	7	14%
	N	16	32%
	D	13	26%
	SD	9	18%
	<b>TOTAL</b>	<b>50</b>	<b>100.0</b>

Looking at the results from the three tables above, it is generally clear that not all high school principals in Gaalkacyo have experience in implementing the new curriculum. When we asked the teachers *"The school manager has experience in curriculum implementation"*. 32% responded with disagreed while 26% responded with strong disagreed, indicating that 60% of secondary school teachers had no experience with the new curriculum. Once again, the researcher asked the teachers, *"The school manager provides the essential materials and facilities for the curriculum implementation."* Most teachers 40% answered disagree, while 28% said strongly disagreed and it was clear that school principals did not provide or help with the basic materials teachers needed to implement the curriculum.

In the last statement of the questionnaire the teachers were asked "*The school manager always follows up and supervises the implementation of the new curriculum*". They replied 30% of teachers answered neutrally while 26% said disagreed indicating that the administration has not properly followed up on teachers implementing the curriculum which challenges teachers from implementing the curriculum.

## **Conclusion**

For curriculum management to be effective, all education stakeholders must be involved. School managers, as change agents, are responsible for ensuring that effective curriculum implementation occurs in their schools in collaboration with other CEC members. Because the principal is responsible for providing support and direction, he or she must be well-versed in curriculum topics in order to effectively administer the curriculum. According to the study's findings, some principals and instructors have a limited understanding of how to apply curriculum management practices. This could be owing to the fact that they are overburdened at school. They are aware of and comprehend their crucial role in curriculum management on a verbal level.

The study established that secondary schools in Galkayo district have not implement the new curriculum, It was established that majority of teachers have not received training on the new curriculum, Schools also lack physical facilities and teaching and learning resources in schools, there are also few qualified teachers in the schools, and the schools are not available in practical areas such as laboratory rooms.

## **Recommendations**

This research has provided insight into the phenomena of curricular implementation issues. The findings have long-term implications for curriculum revision, management, and implementation, as well as the role of the school manager in curriculum management.

- I. The study recommends that the Galmudug Ministry of Education should put in place measures to compel schools through monitoring and capacity building such as training to ensure that teachers are well implementing the new curriculum in secondary schools.
- II. The government should allocate extra funds to Galkayo secondary schools to help them procure learning materials so as to prepare the schools to implement new curricula. This will enable new curriculum to be implemented without problems.
- III. The government should facilitate teacher training to improve the skills of teachers by ensuring that teacher training colleges are available in many places such as Mudug and Galgadud. This



enables teachers to confidently implement the new curriculum. As well as the region of education (RoE) and the district of education (DoE) to provide people with knowledge of education in order to receive supervision and evaluation of teachers to properly implement the curriculum

- IV. The government and other stakeholders should help schools find and pay more teachers to ease the burden on teachers in many subjects. This will enable new curriculum to be implemented without problems.
- V. Before a curriculum is put into place, School managers should receive substantial training so that they can provide effective direction and support to teachers when that time comes.

## References

- Ainscow, M. (1991). *Effective schools for all*. London: David Fulton Publishers.
- Beane JA 2005. *Curriculum planning and development*. Boston: Allyn and Bacon.
- Borg, W.R. & Gall, M.D. (1993). *Education research - An introduction*. (4th Ed.). New York: Longman.
- Carl AE 2002. *Teacher Empowerment through Curriculum Development* (2nd ed).
- Department of Education (1995). *White paper on education and training in a democratic South Africa*. Pretoria: Department of Education.
- Fullan M & Pomfret A 2005. *Review of research on curriculum implementation*. Toronto: The Ontario Institute for Studies in Education.
- Hertman. J & Hedborn. J. (1979). *Preparation of data for analysis*. London: Green word Press.
- Horn, I 2009. *Learner-centeredness: an analytical critique*. South African Journal of Education
- Kathuri, N.J. & Pals, D.A. (2000). *Introduction to educational research*. Nakuru: Education Media center, Egerton University.
- Lee Cassanelli and Farah Sheikh Abdikadir (Bildhaan Vol. 7) Somalia: Education in Transition
- Muli David Mwendwa (2014) *Challenges facing curriculum implementation of inclusive education in public secondary schools in Mutitu Sub-county of Kitui County*
- Nompumelelo Mandukwini (2016) *Challenges towards curriculum implementation in high schools in Mount fletcher district, Eastern Cape*

Ornestein, A & Hunkins, F, (1998). Curriculum Foundations, Principles and Issues (3rd Edition). London. Allyn and Bacon

Pratt, D. 1980. Curriculum Design and Development. Javanovich, USA: Harcourt Brace.

Smith, D.L and Lovat, T.(2003). Curriculum: Action on Reflection. Ligare Book Printers.

UNESCO (2000) Education for All: Meeting our Collective Commitments; Dakar, Senegal

Van der Westhuizen, P.C. (2004). Effective Educational Management. Cape Town: Kagiso Tertiary.

World education forum report. (2000). Education for all - Meeting our collective commitments.