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***Analysis of Learning Outcomes of Social Studies in
Somali National Curriculum Framework in Light of
UNESCO's Four Pillars of Education***

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Abstract

The study aims to analyse the learning outcomes of primary, and secondary social studies for the Somali national curriculum framework in light of UNESCO's four pillars. Deductive reasoning is used in this study's qualitative content analysis. The study also examines the degree of alignment between learning outcomes of primary and secondary education, and learning outcomes of primary and secondary social studies. The findings demonstrated that the learning outcomes of social studies in primary, secondary history, and geography stated in the Somali national curriculum generally fit the four UNESCO pillars of education. However, learning outcomes of secondary education and learning

outcomes of history and geography for the secondary in the light of 'Learning to Be' are not harmonized. The study addressed recommendations that contribute to the improvement of the learning outcomes of the Somali national curriculum framework.

Key Words: Analysis, Social Studies, Learning Outcomes., Curriculum Framework, UNESCO's Four Pillars.

Introduction

After collapsing the Somali State, the majority of Somali People experienced mass destruction in all institutions, including educational institutions. During this time, Somalia's education system had to deal with complicated and multifaceted issues relating to the curriculum, teacher preparation, school facilities, the lack of a public education system, school finances, and the shortage of educated educational personnel. From 1991-2011 the role of the government was very limited in the provision of educational services. Organizations referred to as Education Umbrellas were in charge of overseeing the private education sector in an effort to reduce this gap. The Ministry of Education, UNESCO, UNICEF, IDB Islamic Development Bank, and Education Umbrellas all made significant efforts to harmonize curricula. One of the main educational problems faced by Somali education is the curriculum. The social studies curriculum was one of the primary educational challenges that took a lot of effort to design. Parental pressure to reform this subject was constant[1]. Ministry of Education, Culture and Higher Education has issued 2017 a new national curriculum framework that demarcated the learning outcomes of all subjects for primary and secondary education.

Learning outcomes describe what students are able to demonstrate in terms of knowledge, skills, and values upon completion of a course, a span of several courses, or a program[2].

The success of a course or program of study is measured by its learning outcomes. Learning outcomes provide a clear picture of what

can be accomplished. To successfully conduct and complete the course or programme, the teaching context, learning activities, and assessment scheme must be correctly structured based on the defined learning outcomes [3].

The pillars of education established by UNESCO serve as the guidelines or benchmarks for learning and include (Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be). The concepts for each are shown in the following.

Learning to Know

This type of learning is so different from ‘acquiring itemized codified information or factual knowledge’, as often stressed in conventional curriculum and in ‘rote learning’. It implies ‘the mastering of the tools of knowledge. ‘Learning to know’ includes the development of the memory, imagination, reasoning, problem-solving, and the ability to think in a coherent and critical way. It is ‘a process of discovery’, which takes time and involves information/knowledge delivered through subject teaching.

‘Learning to know’ is observed as both a means and an end in learning itself. As a means, it enables individual learners to understand the very least enough about the nature, about humankind and its history, about his/her environment, as well as society at large. As an end, it enables the learner to experience the pleasure of knowing, discovering and understanding as a process[4].

Learning to Do: this pillar of learning implies in the first place for application of what learners have learned or known into practices; it is

closely linked to vocational-technical education and work skills training[5].

Learning to Be: implies learning for life. It equips learners to develop their own independent, critical way of thinking and judgment so that they can make up their own minds on the best courses of action in the different circumstances in their lives. To challenge dehumanization of the world, education should enable each person to be able to solve his own problems, make his own decisions and shoulder his own responsibilities[6]. The aim of development of learning to be is the complete fulfilment of man and his development in a holistic way as an individual, member of a family and community and as a responsible citizen. According to Alvin Toffler :“ The illiterate of 21st century will not be those who cannot read or write but those who cannot learn ,unlearn and relearn”[7].

Learning to Live Together: this implies that the learners should understand others, their history, traditions and cultures, living and interacting peacefully together. Aims of this pillar include: to discover others, appreciate the diversity of the human race, to know oneself, to be receptive to others and to encounter others through dialogue and debate as well as working toward common objectives in co-operative undertakings, and managing and resolving conflicts[8]. Based on the above overall information.

This study aims to analyze the learning outcomes of social studies in primary and secondary education in the Somali national curriculum framework in light of UNESCO’s four pillars of education.

Methodology

This study is a deductive method in which the researcher begins the analysis, using the pre-existing categories imposed by the theory or previous research findings.[7] It is a method of Qualitative Content Analysis in which the author examined social studies learning outcomes in the Somali national curriculum framework officialized in 2017. The analysis was based on UNESCO's four pillars of learning, namely: (Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be). Table 1 lists the UNESCO Four Pillars Indicators that the author used as analytical standards.

Table 1. Indicators of UNESCO' s Four Pillars of Education

UNESCO F our Pillars	Indicators
Learning to Know	It enables individual learners to understand the very least enough about nature, humankind and its history, about his/her environment, as well as society at large. it also enables the learner to experience the pleasure of knowing, discovering, and understanding as a process.
Learning to Do	Indicates application of what learners learn or know into practices such as practical tasks on defined skills for 'doing' specific things.
Learning to Live Together	Indicates that the learners should understand others, their history, traditions, and cultures, living and interact peacefully together, and work toward common objectives
Learning to Be	Implies learning for life, learners' development in a holistic way as a responsible citizen. It equips learners to develop their own independent, critical way of thinking and judgment, and challenge the dehumanization of the world.

Because phrases and sentences were typically long and complex and written in the Somali language, the author translated them into English, and then classified and arranged them according to their consistency with the four pillars of UNESCO, excluding repetitions unless they related to the context of the sentence. Tables showing the frequencies and percentages of the learning outcomes were organized into categories. The steps followed by the author are demonstrated in figure (1):

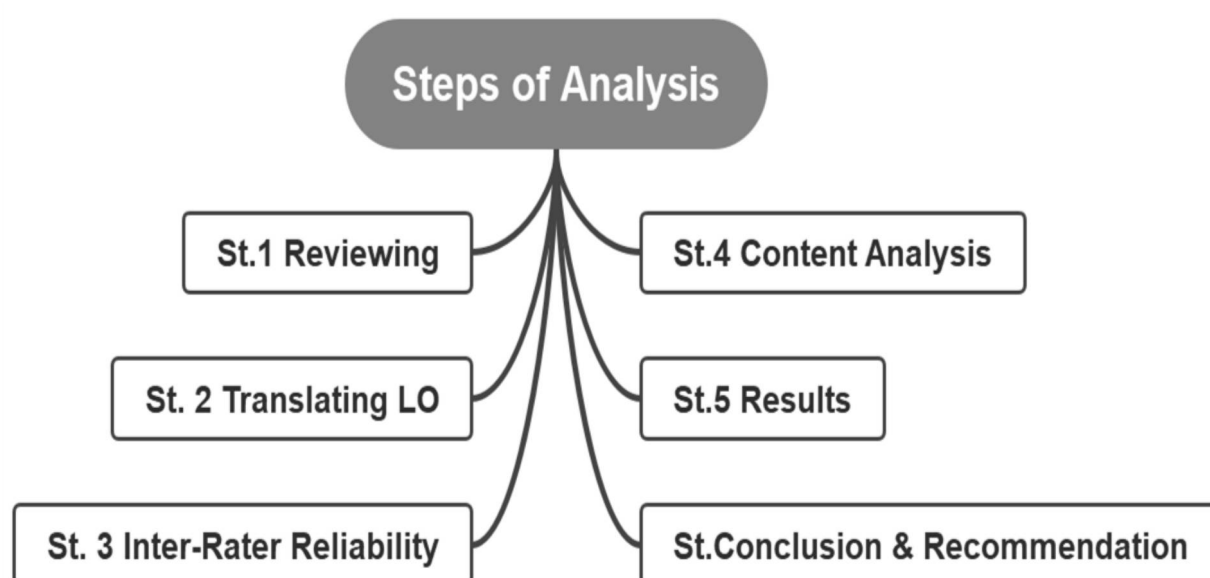


Figure (1) Steps of Analysis

To determine the consistency of the instrument, the author examined test-retest analysis to determine, the inter-rater reliability, it was checked in SPSS. According to Kappa output, the result showed (0.66) with P -value = (0.011) in (table 2), thus it is substantial agreement.

Table 2. Result of Inter-Rater Reliability according to Cohen's Kappa

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	0.667	0.258	2.530	0.011
N of Valid Cases		4			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

Results

To find out the degree of harmonization between social studies of primary and secondary education of learning outcomes in the Somali national curriculum framework and UNESCO's four pillars of learning, firstly the author analysed the content of general learning outcomes of both primary and secondary education in light of UNESCO pillars of education. Secondly, the author analysed the content of learning outcomes of social studies in both primary and secondary education in light of the four pillars. Thirdly, it was conducted a comparative analysis between general learning outcomes of primary and secondary education, and social studies learning outcomes of primary and secondary education in light of the four pillars to determine their alignments.

**Table 3. Learning Outcomes of Primary Education in Somalia in
Light of UNESCO'S Pillars**

UNESCO Pillars	Outcomes	Frequency	Total	Present %
Learning to Know	Obtain basic knowledge of Islam values and patriotism. Know the basics of social science.	3	12	60%
	Gain knowledge, attitudes, skills, abilities, and values appropriate at this level.	4		
	Acquire the basics of numbers in math.	1		
	Acquire the basics of science	1		
	Recognize the importance of family, community, and national development	3		
Learning to Do	Practical skills.	1	5	25%
	Develop advanced reading, writing, and listening skills appropriate to Somali, Arabic, and English languages at this level	3		
	Use math to solve problems in their lives	1		
Learning to Live Together	Integration dependence on various segments of Somali society.	1	1	5%
Learning to Be	Develop physical, mental, and spiritual skills to verify their ambition and contribute to society.	1	2	10%
Total		20	20	100%

Table (3) and figure (2) depict the frequencies and percentages of primary education learning outcomes in Somalia with the UNESCO pillars. The Learning to Know pillar received the highest ranking (60%), with a large number of items related to the foundation of required knowledge in primary education in Somalia. The Learning to Do pillar came in second (25%), emphasizing practical skills such as language skills and math for problem-solving. The third rank was made up of the pillar of Learning to Be With (10%), where the emphasis is on the development of learners' personalities to ensure their ambition and contribution to society, and the lowest level was reached by Learning to Live Together (5%).

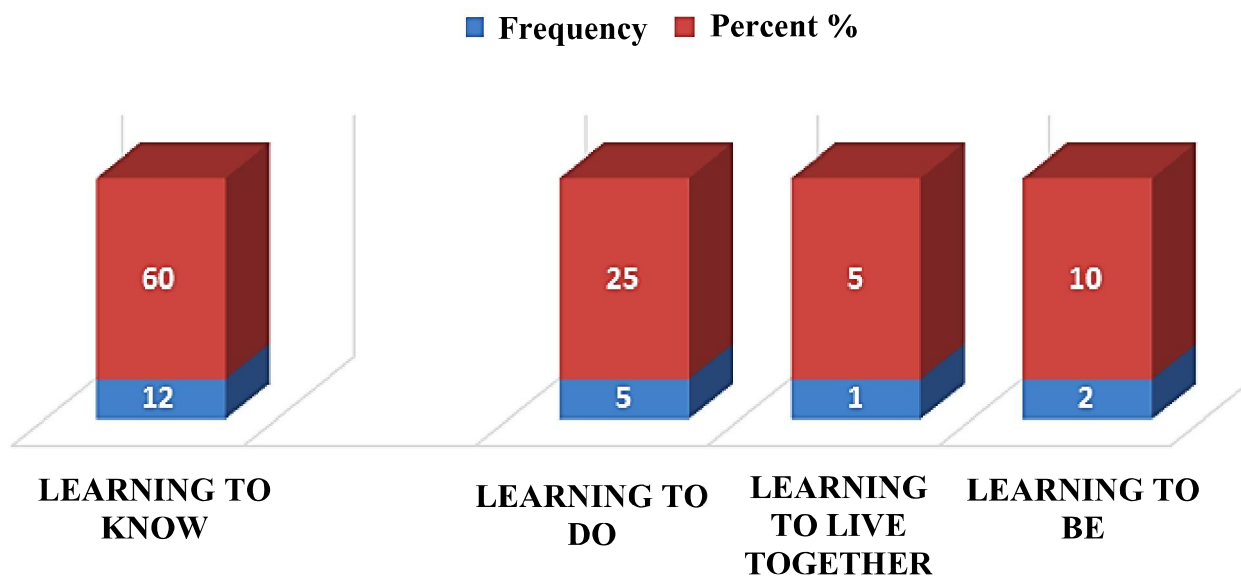


Figure 2. Results of Learning Outcomes for Primary Education in Somalia in Light Of UNESCO'S Pillars

The frequencies and percentages of secondary education learning outcomes in Somalia in relation to the UNESCO pillars are shown in table (4) and figure (3). The Learning to Know and Learning to Be pillars received the same high ranking (38%), with a large number of the basis of required knowledge at secondary education for the Learning to Know pillar, and indicators of the Learning to Be such as fostering a complete personality of the learner, leadership, and creativity. The second-ranking was made up of the pillar of Learning to Do With (19%), while the lowest level was obtained by Learning to Live Together (5%) with the indicator “conflict resolution”.

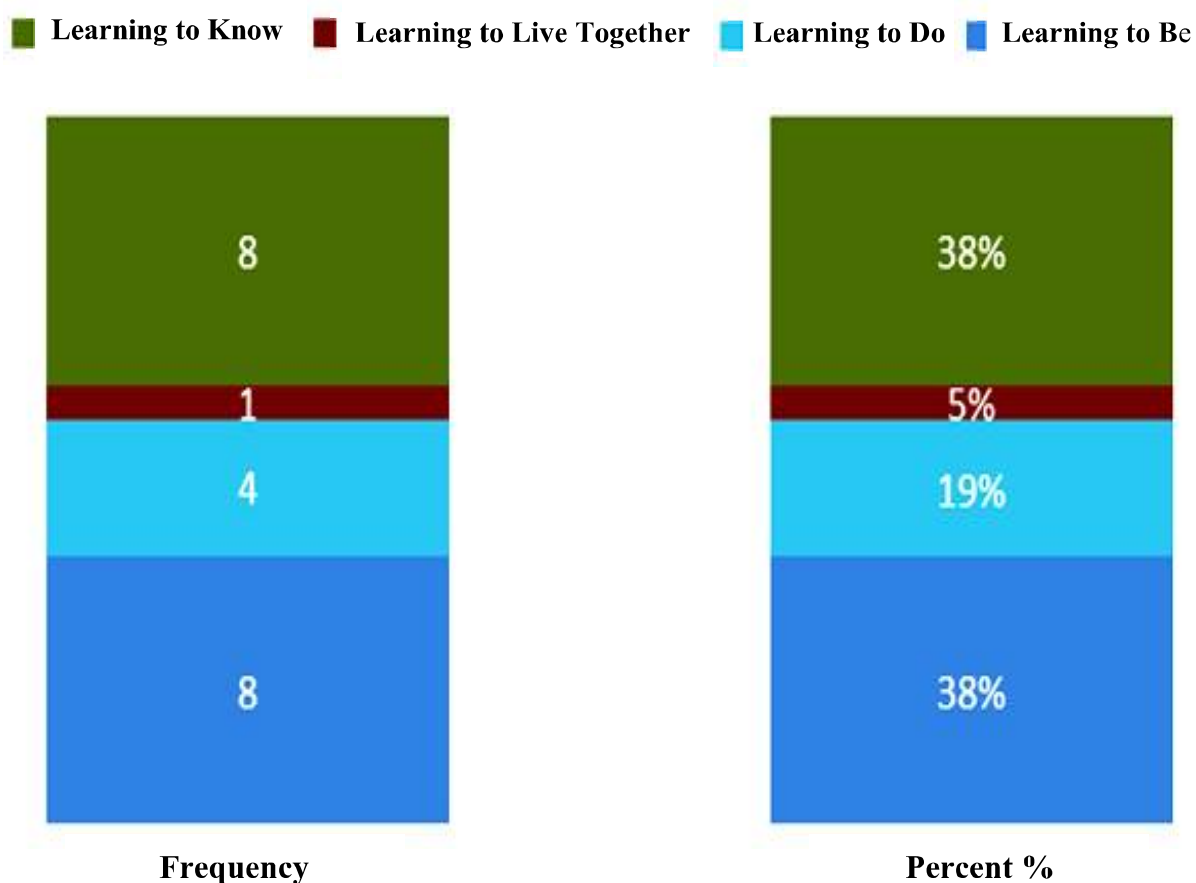


Figure 3. Results of Learning Outcomes of Secondary Education in Somalia in Light of UNESCO'S Pillars

Table 4. Learning Outcomes of Secondary Education in Somalia in Light of UNESCO'S Pillars

UNESCO Pillars	Outcomes	Frequency	Total	Present %
Learning to Know	Acquire good moral values, patriotism, and appropriate skills for their level.	3	8	38%
	Equipped with enough knowledge, skills, ideas, and perspectives to be able to achieve their goals.	3		
	Gain the knowledge needed to move forward pursuing higher education inside and outside the country.	1		
	Be good at the knowledge of the country	1		
Learning to Do	Be active in extracurricular activities at school and outside.	2	4	19%
	Gain appropriate skills	1		
	Enough skills	1		
Learning to Live Together	Be able to conflict resolution	1	1	5%
Learning to Be	Be balanced, knowledgeable, and a model in society.	3	8	38%
	Equipped with spiritual, mental, and culturally based on Islamic culture to contribute to the development of society	3		
	Be good leadership, think creativity.	2		
Total		21	21	100. %

Table 5. Learning Outcomes of Social Studies for Primary Education in Somalia in Light of UNESCO's Four Pillars

UNESCO Pillars	Learning Outcomes	Frequency	Total	Present %
Learning to Know	Point out the surrounding environment.	1	22	50%
	Know the history of the Prophet Muhammad (PBUH).	1		
	Understand family matters.	1		
	Understand conflicts and their causes.	1		
	Indicate and describe the role of community leaders	1		
	Recognize the heroes who fought for Somalia and their achievements.	1		
	Describe the borders, land, water, and resources that God has given our country	4		
	Know the importance of plants and planting methods.	2		
	Consider the value of the environment and the risks involved. Identify the economy of their country, countries in the Horn of Africa, East Africa, the Islamic world, and the rest of the world.	3		
	Recognize the climate of different environments and its impact on cultural diversity.	1		

UNESCO Pillars	Learning Outcomes	Frequency	Total	Present %
	Know the structure of the land such as mountains, seas, and rivers.	1		
	Be able to recognize the importance of patriotism and the leadership role of their country's leaders, and present the leaders who have made history in Islam and Africa and their achievements.	3		
	Recognize the importance of Islamic values and morality.	2		
Learning to Do	Maintain personal and social hygiene.	2	7	16%
	Knows how to read and interpret maps.	2		
	Be trained on community hygiene.	1		
	Able to develop good habits, communicate with the community	2		
Learning to Live Together	Participate in resolving disputes with peer students.	1	12	27%
	Able to easily interact with friends and the community.	2		
	Establish collective relationships with other people with whom they live, to their environment, and compare them to other areas such as districts and regions.	1		
	Respect the people they live with and the rest of society, and protect public and private property.	2		

UNESCO Pillars	Learning Outcomes	Frequency	Total	Present %
	Protect family, school, community property, and his environment.	4		
	Identify the role they play in their family, and neighbors.	2		
Learning to Be	Love nationalism.	1	3	7%
	Love culture and values of the community as a remembered heritage and property by their former parents.	2		
Total		44	44	100%

■ Learning to Know ■ Learning to Do ■ Learning to Live Together ■ Learning to Be

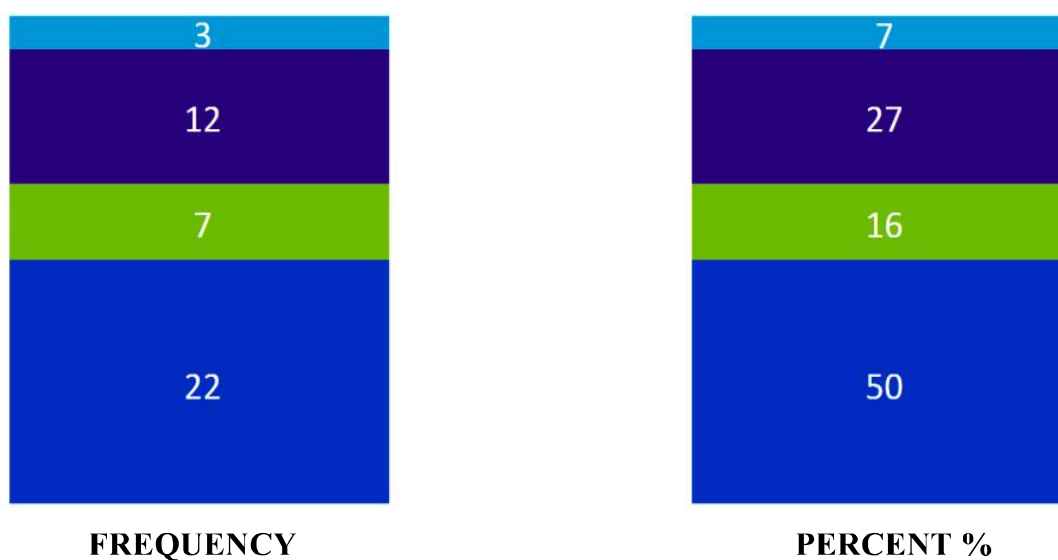


Figure 4. Results of Learning Outcomes of Social Studies for Primary Education in Somalia in Light of UNESCO's Four Pillars

Primary education in Somalia is divided into two stages: elementary and intermediate. Because the learning outcomes are so similar of both stages, the author combined and analysed them in a single table titled "primary education." The frequencies and percentages of primary education learning outcomes in Somalia to the UNESCO pillars are depicted in table (5) and figure (4). Looking at the table and figure results, we can see that the Learning to Know pillar received the highest ranking (50%), containing a large number of items related to basic social studies knowledge in primary education for Somalia. The Learning to Live Together pillar came in second (27%), emphasizing conflict resolution, interacting, respecting, and establishing collective relationships with people who live with them, as well as the protection of both public and private property. The pillar of Learning to Do With (16%) came in third place, with the emphasis on training and maintaining personal and social hygiene, developing good habits, and communicating with the community as well as reading and interpreting maps. Learning to Be received the lowest score (7%) and the main indicators of this pillar are "Love culture and values of the community as a remembered heritage and property by their former parents."

Table 6. History Learning Outcomes of Secondary Education in Somalia in Light of UNESCO's Four Pillars

UNESCO Pillars	Learning Outcomes	Frequency	Total	Present %
Learning to Know	Able to recognize and pay special attention to the significance of studying the history of the nation to gain a clear idea of them, the connections, the sequence of history from the past to the present, how people's lives shape their country, and how Somalia will have an impact on the rest of the world.	2	6	31.5%
	Have a good knowledge of Islamic and Somali history	2		
	Recognize and understand the benefits of studying the history of the world, the nature of the world's past civilizations, the expansion and decline of empires, the characteristics and forms of ancient society, and the successes and failures of human beings.	1		
	Understand historical concepts including continuity, cause, and consequence, similarities, differences, and priorities	1		
Learning to Do	Conduct historical research.	1	7	37%
	Understand methods of tracing history, including using evidence to tell a historical background, how it is based and how the past is presented.	1		
	Use, connect, compare, analyze issues, and formulate realistic historical queries.	5		
	Be able to gain knowledge, and show	3	6	31.5%

UNESCO Pillars	Learning Outcomes	Frequency	Total	Present %
Learning to Live Together	that they are happy and well-versed in the cultural and economic system and the political associations of the world's societies.			
	Understand and take an interest in the rights, dignity and obligations of the individual and others to develop a just, and peaceful society.	3		
Learning to Be			0	0
Total		19	19	100%

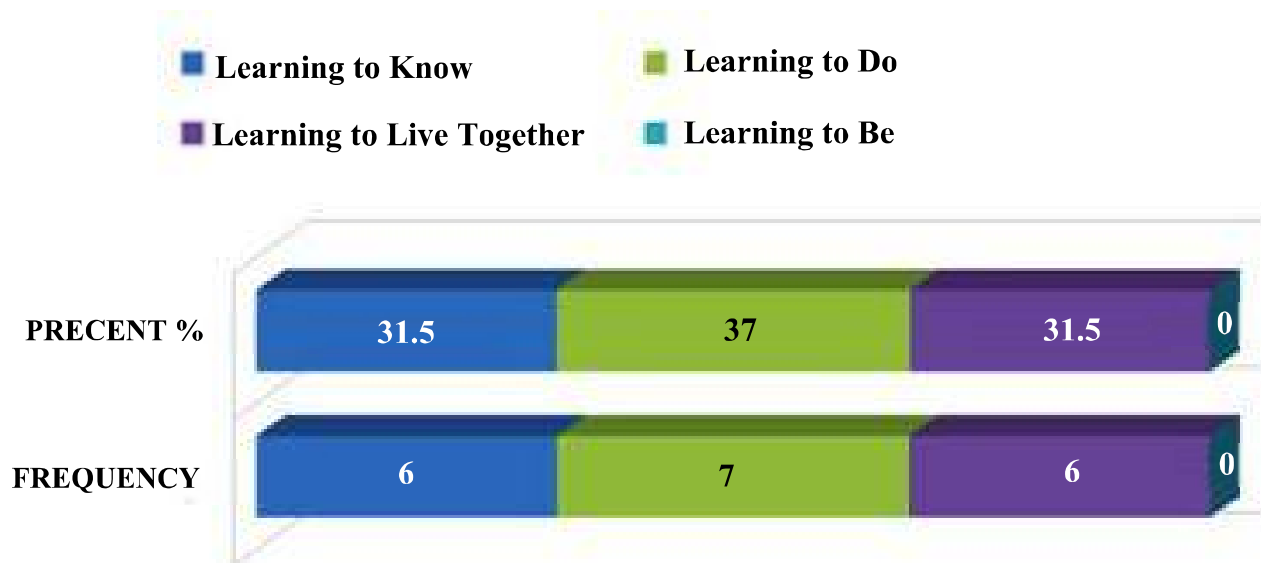


Figure 5. Results of Learning Outcomes of History for Secondary Education in Light of UNESCO's Four Pillars

Table (6) and figure (5) illustrate the frequencies and percentages of history learning outcomes of secondary education in Somalia in light of the UNESCO pillars. If we glance to the table and the figure, we can see that the values of the four pillars are so close. Learning to Do was ranked first (37%), with indicators such as "conducting historical research, connecting, comparing, analyzing issues, and formulating realistic historical queries." The Learning to Know and Learning to Live Together pillars received the same value (31.5%) as the second rank. The indicators of the latter pillar are: "show happiness and well-versed in the cultural and economic system and the political associations of the world's societies, take an interest in the rights, dignity, and obligations of the individual and others to develop a peaceful society". For the pillar of Learning to Be, there is no obvious indicator in this regard.

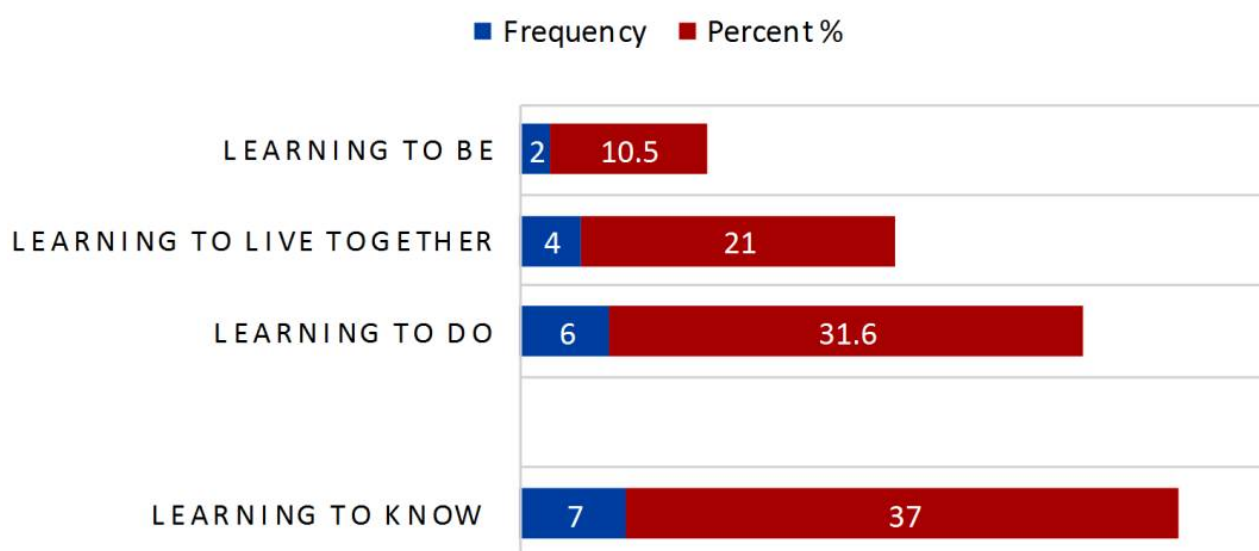


Figure 6. Results of Geography Learning Outcomes of Secondary Education in Somalia in Light of UNESCO's Four Pillars

Table 7. Geography Learning Outcomes of Secondary Education in Somalia in Light of UNESCO's Four Pillars

UNESCO Pillars	Learning Outcomes	Frequency	Total	Present %
Learning to Know	Understand the structure of the earth; water, Atmosphere, and its components.	1	7	37%
	Provide an understanding of local, regional, national, international, and global context, in terms of economic distribution and social activities.	4		
	Have Knowledge of different world climates and their effects.	1		
	Have a good knowledge of the geography of Somalia.	1		
Learning to Do	Practice sustainable natural resource management to take advantage of its natural resources and beauty.	1	6	31.6%
	Able to present a variety of skills such as Reading, and interpreting maps and more information on geography and other related information	4		
	Conduct experiments on the classification of soil components and their potential benefits	1		
	Understand the interdependence of countries in environmental, economic,	4	4	21%

UNESCO Pillars	Learning Outcomes	Frequency	Total	Present %
Learning to Live Together	social, and technological areas for sustainable development.			
Learning to Be	Take an interest in the importance of the environment and its conservation.	2	2	10.5%
Total		19	19	100%

The frequencies and percentages of geography learning outcomes of secondary education in Somalia to the UNESCO pillars are depicted in the table (7) and figure (6). Looking at the table and the figure, we can see that Learning to Know (37%) was ranked first, and Learning to Do reached second rank (31%), with indicators such as "Practice sustainable natural resource management, skills, and reading, interpreting maps, and more information on geography, and conducting experiments on the classification of soil components," while Learning to Live Together (21 %) was ranked third. Learning to Be ranks fourth (10.5 %), indicating that the learners should "Take an interest in the importance of the environment, and its conservation".

Table 8. Comparative Results among Learning Outcomes of the Social Studies in Light of UNESCO's Four Pillars

UNESCO Pillars	Social Studies *a	History *b	Geography *c
Learning to Know	50%	31.5%	37%
Learning to Do	16%	37%	31.6%
Learning to Live Together	27%	31.5%	21%
Learning to Be	7%	0	10.5%

**a stands for Social Studies of primary education.*

**b, and *c stand for History, and Geography of the secondary education.*

Table (8), and figure (7) show comparing percentages of learning outcomes of the study components based on the four pillars of UNESCO. Learning to Know pillar of social studies for primary education made up the first rank (50%), and Geography of the secondary the second rank (37%). Learning to Do for the secondary history was ranked first rank with (37%), while the secondary geography came in the second (31.6%). For the Learning to Live Together, secondary history reached the first level with (31.5%), whereas secondary geography scored up the second level (27%). Learning to Be is considered the lowest rank compared with the rest of three pillars; (7%) for primary social studies, and (10.5%) for the secondary geography, while secondary history has no overtly any indicator of Learning to Be.

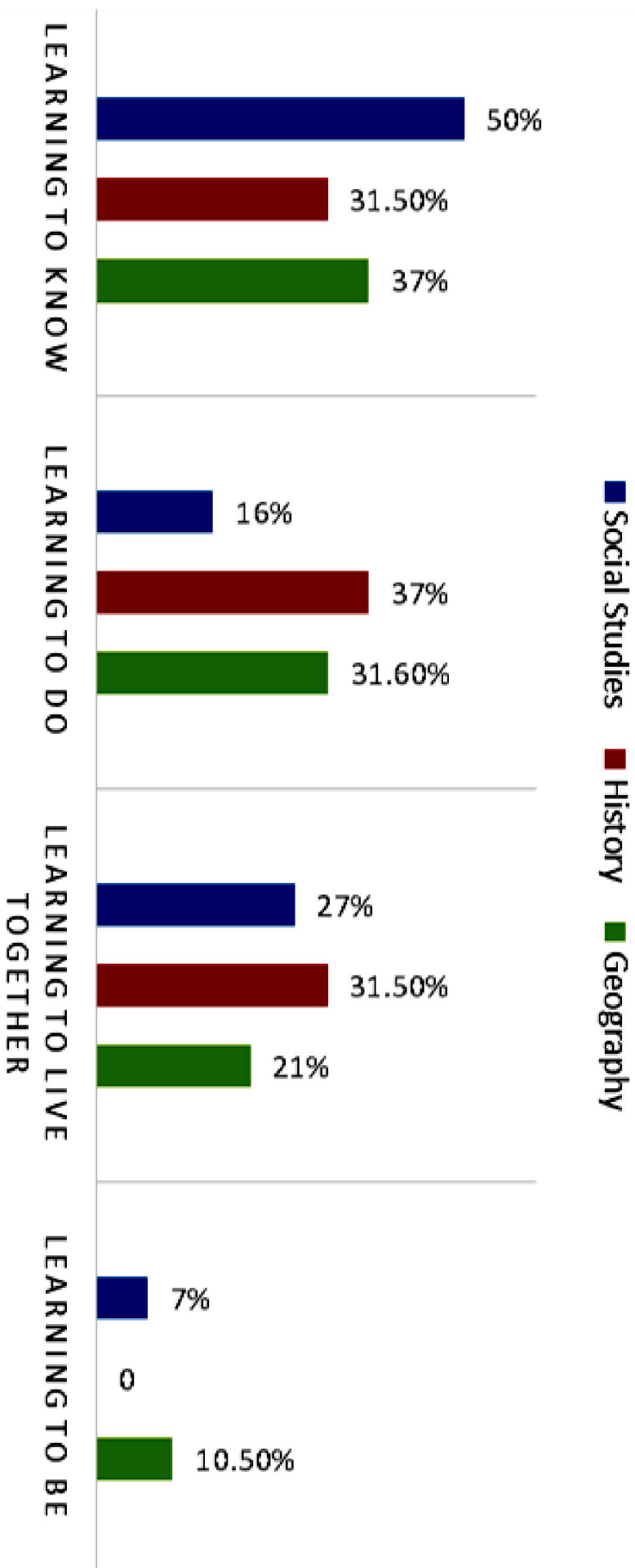


Figure 7. Comparative Results among Learning Outcomes of The Social Studies in Light of UNESCO's Four Pillars

Table (9) illustrates the alignment between Learning Outcomes of Primary Education and Learning Outcomes of Social Studies for Primary Education in light of UNESCO's four pillars of learning. For the pillar 'Learning to Know', learning outcomes of primary education are aligned with the learning outcomes of primary social studies, as well as 'Learning to Do' except for 'Using math to solve issues in their lives' Although this goal is related to math, geography does not dispense with the use of mathematics to solve life problems. Learning to Live Together of both learning outcomes of primary education and social studies for primary education are also aligned. However, learning outcomes of primary education and learning outcomes of primary social studies, in light of 'Learning to Be' are not coordinated because of 'Develop physical, mental, and spiritual skills, Leadership and Creativity' are not stated in learning outcomes of social studies.

Table 9. Alignment between Learning Outcomes of Primary Education and Learning Outcomes of Social Studies for Primary Education

UNESCO Pillars	Learning Outcomes of Primary Education	Learning Outcomes of Social Studies for Primary Education	Remarks
Learning to Know	Obtain basic knowledge of Islam values and patriotism. Know the basics of social science.	Point out the surrounding environment.	For learning to know for all items of social studies learning outcomes in primary education are aligned with learning outcomes of primary education. The objective 'Acquire
	Gain knowledge, attitudes, skills, abilities, and values appropriate at this level.	Know the history of the Prophet Muhammad (PBUH).	

UNESCO Pillars	Learning Outcomes of Primary Education	Learning Outcomes of Social Studies for Primary Education	Remarks
	Acquire the basics of numbers in math.	Understand family matters.	the basics of numbers in math' is intended for math subject as basic knowledge in primary education.
	Acquire the basics of science	Understand conflicts and their causes.	
	Recognize the importance of family, community, and national development	Indicate and describe the role of community leaders	
		Recognize the heroes who fought for Somalia and their achievements.	
		Describe the borders, land, water, and resources that God has given our country	
		Know the importance of plants and planting methods.	
		Consider the value of the environment and the risks involved. Identify the economy of their country, countries in the Horn of Africa, East Africa, the Islamic world, and the rest of the world.	
		Recognize the climate of different environments and its impact on cultural diversity.	
	Know the structure of the land such as mountains, seas, and rivers.		

UNESCO Pillars	Learning Outcomes of Primary Education	Learning Outcomes of Social Studies for Primary Education	Remarks
		Be able to recognize the importance of patriotism and the leadership role of their country's leaders, and present the leaders who have made history in Islam and Africa and their achievements.	
		Recognize the importance of Islamic values and morality.	
Learning to Do	Practical skills.	Maintain personal and social hygiene.	Except for the objective "Use math to solve issues in their lives," all of the social studies learning outcomes for primary education reflect learning outcomes for primary education.
	Develop advanced reading, writing, and listening skills appropriate to Somali, Arabic, and English languages at this level	Knows how to read and interpret maps.	
	Use math to solve problems in their lives	Be trained on community hygiene. Able to develop good habits, communicate with the community	
Learning to Live Together	Integration dependence on various segments of Somali society.	Participate in resolving disputes with peer students.	Learning to Live Together of both learning outcomes of primary education and social studies for primary education are aligned
		Able to easily interact with friends and the community.	

UNESCO Pillars	Learning Outcomes of Primary Education	Learning Outcomes of Social Studies for Primary Education	Remarks
		Establish collective relationships with other people with whom they live, to their environment, and compare them to other areas such as districts and regions.	
		Respect the people they live with and the rest of society, and protect public and private property.	
		Protect family, school, community property, and his environment.	
		Identify the role they play in their family, and neighbors.	
Learning to Be	Develop physical, mental, and spiritual skills to verify their ambition and contribute to society. Be good leadership, think creativity.	Love nationalism.	The 'Learning to Be' of both learning outcomes for primary education, and learning outcomes of social studies are not aligned.

Table (10) demonstrates the alignment between Learning Outcomes of secondary education and Learning Outcomes of secondary history in light of 'Learning to Know', and 'Learning to Do', while learning outcomes of secondary education which is 'Be able to conflict resolution' is not included in learning outcomes of secondary history in light of

‘Learning to Live Together’ context. Learning outcomes of secondary education for the pillar of ‘Learning to Be whose items are ‘Be balanced, knowledgeable, and a model in society’, ‘Equipped with spiritual, mental, and culturally based on Islamic culture to contribute to the development of society’, and ‘Be good leadership, think creativity’, all these items are missing from the learning outcomes of secondary history.

Table 10. Alignment between Learning Outcomes of Secondary Education and History Learning Outcomes of Secondary Education

UNESCO Pillars	Outcomes of Secondary Education	Learning Outcomes of History for Secondary Education	Remarks
Learning to Know	Acquire good moral values, patriotism, and appropriate skills for their level.	Able to recognize and pay special attention to the significance of studying the history of the nation to gain a clear idea of them, the connections, the sequence of history from the past to the present, how people's lives shape their country, and how Somalia will have an impact on the rest of the world.	Learning to Know of both learning of secondary education and social studies of this stage are harmonized.
	Equipped with enough knowledge, skills, ideas, and perspectives to be able to achieve their goals.	Have a good knowledge of Islamic and Somali history	
	Gain the knowledge needed to move forward pursuing higher education inside and	Recognize and understand the benefits of studying the history of the world, the nature of the world's past civilizations, the expansion	

UNESCO Pillars	Outcomes of Secondary Education	Learning Outcomes of History for Secondary Education	Remarks
	outside the country.	and decline of empires, the characteristics and forms of ancient society, and the successes and failures of human beings.	
	Be good at the knowledge of the country	Understand historical concepts including continuity, cause, and consequence, similarities, differences, and priorities	
Learning to Do	Be active in extracurricular activities at school and outside.	Conduct historical research.	There is alignment between learning outcomes of secondary education and history learning outcomes at this stage in light of Learning to Do.
	Gain appropriate skills	Understand methods of tracing history, including using evidence to tell a historical background, how it is based and how the past is presented.	
	Enough skills	Use, connect, compare, analyze issues, and formulate realistic historical queries.	
Learning to Live Together	Be able to conflict resolution	Be able to gain knowledge, and show that they are happy and well-versed in the cultural and economic system and the political associations of the world's societies.	Based on Learning to Live Together, learning outcomes of secondary education have one indicator 'Be able to conflict resolution'. It is disharmonized with the two learning outcomes of history learning outcomes.
		Understand and take an interest in the rights, dignity and obligations of the individual and others to develop a just, and peaceful society.	

UNESCO Pillars	Outcomes of Secondary Education	Learning Outcomes of History for Secondary Education	Remarks
Learning to Be	Be balanced, knowledgeable, and a model in society.	NA	There is no indicator for the learning outcomes of history in light of Learning to Live Together.
	Equipped with spiritual, mental, and culturally based on Islamic culture to contribute to the development of society		
	Be good leadership, think creativity.		

Table (11) demonstrates the alignment between Learning Outcomes of secondary education and Learning Outcomes of secondary geography in light of UNESCO's four pillars. In light of 'Learning to Know', we see alignment between learning outcome of both secondary education, and secondary geography except for the objective 'Acquire good moral values, patriotism, and appropriate skills for their level' not included in learning outcomes of secondary geography. Like secondary history, Secondary education learning outcomes and secondary geography learning outcomes are not harmonised in light of "Learning to Be."

Table 11. Alignment between Learning Outcomes of Secondary Education and Geography Learning Outcomes of Secondary Education

UNESCO Pillars	Outcomes of Secondary Education	Learning Outcomes of Geography for Secondary Education	Remarks
Learning to Know	Acquire good moral values, patriotism, and appropriate skills for their level.	Understand the structure of the earth; water, Atmosphere, and its components.	Based on Learning to Know , there is alignment between learning outcomes of secondary education and learning outcomes of geography for the secondary, but the objective ‘Acquire good moral values, patriotism’ is not available in the learning outcomes of the geography.
	Equipped with enough knowledge, skills, ideas, and perspectives to be able to achieve their goals.	Provide an understanding of local, regional, national, international, and global context, in terms of economic distribution and social activities.	
	Gain the knowledge needed to move forward pursuing higher education inside and outside the country.	Have Knowledge of different world climates and their effects.	
	Be good at the knowledge of the country	Have a good knowledge of the geography of Somalia.	
Learning to Do	Be active in extracurricular activities at school and outside.	Practice sustainable natural resource management to take advantage of its natural resources and beauty.	In light of "Learning to Do," there is alignment between the secondary education learning outcomes and the secondary geography learning outcomes.
	Gain appropriate skills	Able to present a variety of skills such as Reading, and interpreting maps and more	

UNESCO Pillars	Outcomes of Secondary Education	Learning Outcomes of Geography for Secondary Education	Remarks
	Enough skills	information on geography and other related information Conduct experiments on the classification of soil components and their potential benefits	
Learning to Live Together	Be able to conflict resolution	Understand the interdependence of countries in environmental, economic, social, and technological areas for sustainable development.	In light of 'Learning to Live Together, learning outcomes of secondary education and learning outcomes of secondary geography are not matched.
Learning to Be	Be balanced, knowledgeable, and a model in society. Equipped with spiritual, mental, and culturally based on Islamic culture to contribute to the development of society Be good leadership, think creativity.	Take an interest in the importance of the environment and its conservation.	Secondary education learning outcomes and secondary geography learning outcomes are not synchronized in light of "Learning to Be."

Conclusion and Recommendations

In this study, the four learning pillars of UNESCO were used to assess the degree of alignment between the social studies learning outcomes for primary and secondary education as indicated in the 2017 Somali national curriculum framework. The Learning to Know pillar of social studies for primary education made up the first rank (50%), and secondary geography made up the second rank,(37%). Learning to Do for the secondary history was ranked first rank with (37%), while the secondary geography came in the second (31.6%). For the Learning to Live Together, secondary history reached the first level with (31.5%), whereas secondary geography scored up the second level (27%). Learning to Be is ranked last (7%) for primary social studies and 10.5%) for secondary geography, while there is no overt sign of Learning to Be in secondary history.

Because "Develop physical, mental, and spiritual skills, Leadership, and Creativity" are not articulated in the learning outcomes of social studies, the learning outcomes of primary education and learning outcomes of primary social studies are not coordinated in the context of "Learning to Be."

For secondary history, there is an alignment between Learning Outcomes of secondary education and Learning Outcomes of secondary history in light of 'Learning to Know', and 'Learning to Do', while learning outcomes of secondary education which limited on 'Be able to conflict resolution' this is not included in learning outcomes of secondary history in light of 'Learning to Live Together' context. Learning

outcomes of secondary education for the pillar of 'Learning to Be whose items are 'Be balanced, knowledgeable, and a model in society', 'Equipped with spiritual, mental, and culturally based on Islamic culture to contribute to the development of society', and 'Be good leadership, think creativity', all these items are missing from the learning outcomes of secondary history.

The secondary geography learning outcomes do not reflect the objective of "Acquiring high moral values, patriotism, and relevant abilities." In light of "Learning to Be," secondary education learning outcomes and secondary geography learning outcomes are not aligned. Finally, the study recommends improving the learning outcomes of the Somali national curriculum in general and learning outcomes of primary and secondary social studies particularly to re-write statements specified not complex sentences. The study also highlights the necessity to align learning outcomes and UNESCO's four pillars. The study suggests adding significant items to learning outcomes of social studies for the 'Learning to Be' such as: being a responsible citizen, independent, judgmental, and challenging the dehumanization of the world.

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