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Problems of Teacher Education in Somalia

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Teacher education is a vital component of human capital development and socio-economic development. After independence, the Somali government enacted policies and allocated a proportion of its gross national product to education and teacher education, but the proportion was lower than neighbouring countries. The expansion of teacher education resulted in positive and negative impacts on the education system. This study coincided with the reformation of educational institutions for teacher education. The study aimed to identify the challenges associated with teacher education. The literature review model was used to analyze the problems included in the study. The study found that the most common problems in teacher education are; negative attitudes towards the teaching profession, lack of qualified teachers, insufficient investment in teacher education, insufficient curriculum content in teacher education institutions, approaching teacher education as project-based, and lack of intelligent students. These results indicate that all stakeholders in teacher education, including ministries of education, universities, and communities, need to develop sustainable strategies and mechanisms to overcome these problems.

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INTRODUCTION

The profession of teaching has emerged as one of the most contentious areas in education. The African

continent began to replace the colonial-inherited curriculum, but the reforms failed to prioritize teacher development programs. Similarly, the

Somali government began to prioritize teacher education from an early age and it made all efforts to improve the teacher education programs. This coincided with the expansion of general education and higher education. Last decade, teacher educators contributed to the improvement of the literacy rate. The literacy rate rose from 5% to 55% (Laitin & Samatar, 1987; Abdi, 1998). During the Mohamed Siyad Barre era (1969-1991), teacher educators, as well as teachers had high respect and gained enough pay. There is no doubt that the teachers faced challenges in that area.

After the 1980s, the education budget decreased, and teachers fled the country to neighbouring countries due to state economic crises and budget militarization (Tohow, 2015). This period marked the beginning of the challenges associated with teacher education. The challenges arose following the collapse of the Somali government. In comparison to the previous period, the curiosity in the teacher education profession has significantly decreased. Many factors contributed to the profession's decline, such as community perspective, motivation, policies, and acts related to the teaching profession (Salad & Aden, 2023). The post-conflict period in Somalia highlights the significance of teacher education, highlighting the need for knowledgeable, practical, and professional teachers who can contribute to the development of human capital. This study explores the current challenges and problems facing teacher education in Somalia. The literature review was used in the research to reveal the main challenges of teacher education.

LITERATURE REVIEW

Concept and Importance of Teacher

The profession of a teacher is the subject of intense debate within the field of education. The importance of teachers includes factors in students' achievement and their critical role in the success of educational programs. Aleksandrowicz-Pędich et al (2003) stated that teachers are the backbone of the education system. Similarly, Jurczak and Jurczak (2015) emphasized the importance of the teacher as a component of the child's educational process. The teacher plays a crucial role in the teaching profession, providing guidance to students.

Therefore, it is crucial for teachers to demonstrate professionalism in their work. Teachers' professionalism encompasses caring for students, fostering positive relationships with learners, showing unconditional respect, preparing and engaging students as learners, and being willing to invest. Teachers are required to possess unique characteristics that impact students' academic achievement. For example, preparation, positive expectations, creativity, fair beliefs, and motivation enable teachers to deliver their subjects effectively and support their learners. In other words, the teacher takes an active role in assisting students, particularly in their subject matter. The teaching profession takes place at all levels of education, including general and higher education.

The teacher issue is an international issue and the main current trend and is more related to the development and education for all.

The main components of education for sustainable development implementation are teachers and all educators (Isac et al., 2022). The teachers are the key actors that could contribute to the improvement of education for sustainable development.

The importance of the teachers seems as they role model in the lives of their students. Student life is affected by many factors. The teacher is one of those factors. Moreover, the teachers provide huge information to the learners, contributing to their academic growth and personalities. Stimulated teachers can perform the teaching effectively. The teachers cultivate the learners' comprehensive skills, especially the 21st century skills. Many researchers have concentrated on the teacher as a role model. For instance, Bashir et al. (2014) investigated the teacher as a role model. The study demonstrated that the students see the teacher as a role model. Also, the study asserted that the teacher and students needed to be socially attached to each other even outside of the classroom.

Communication and interaction among the learners are very important. These relationships should be built on mutual respect and actively maintained. These relationships can be closer or better for both sides. The type of role model determines the outcome. A good relationship between the two sides

could produce good, well-qualified, respectful and committed students. The teachers purely contribute guidance for the students and provide improved quality that makes the individual and society.

Khan et al. (2015) revealed that teachers at all levels of education play a positive and significant role in promoting national economic development and, as a result, poverty reduction. The teachers deeply contribute to the awareness of the children, who are the stones of society.

The teacher's importance comes out in school. The teacher will give the students all kinds of practical life experience as well as experience with environmental issues. The modern teacher is required to have 21st-century competencies, for instance, leadership, diversity, creativity, implementation of the instructional curriculum, facilitation of learning for the students and being well-trained for pedagogical practice (Nessipbayeva, 2019).

Concepts Related to the Teacher Knowledge, Teacher Practice, and Professional Development of Teachers

Carter (1990) defined teacher's knowledge as the total knowledge that a teacher has at his or her disposal at a particular moment, which, by definition, underlies his or her actions. The origins of the teacher's knowledge are divided into two perspectives: The knowledge teacher's activity as a teacher's activity, and to enhance "practical argumentation (Verloop et al., 2001). Calderhead (1996) identified the origins of the teacher's knowledge. He mentioned that the teacher's knowledge may have a variety of origins, which include practical experience and formal schooling in the past. Moreover, Grossman and Richert (1988) defined teacher knowledge as "a body of professional knowledge that encompasses both knowledge of general pedagogical principles and skills and knowledge of the subject matter to be taught. There is no doubt that a teacher's knowledge plays an important role in the classroom for thinking teachers. Connelly and Clandinin (1988) significantly shifted the focus of teacher knowledge research by emphasizing the significance of personal

and practical knowledge in understanding classroom practice.

Teacher practice is important for the education system, especially the teacher training program. It is based on knowledge and experience. The ultimate goal is to attain the students' experience in an actual teaching and learning environment. Kiggundu & Nayimuli (2009) have stated that teacher practice has positive effects on the student-teacher.

The teacher's practice models are different from country to country. The institutions (national, regional, and local levels) are responsible for the teacher practices. Teacher practice programs provide the student-teacher with practical opportunities and real experiences. Menter (1989) described the importance of teacher practice and underlined that the student-teachers earn the value of teacher practice. The teacher often receives a mix of anticipation, excitement, and apprehension. On the other hand, the teacher may be demoralized and apprehensive about the teacher's practices. For instance, the scarcity of teaching and learning materials, the quality of the teachers' knowledge, and geographical distance are the main factors that affect the teacher's practice (Kiggundu & Nayimuli, 2009).

In the Somali context, teacher practice has faced many factors such as recruitment, selection, lack of teaching and learning materials, and quality of teachers, both the knowledge and pedagogy. The selection and recruitment of the teachers, especially the hired teachers for the last years, has been criticized by scholars. The ministry did not follow the college education approach which affects the teacher practices. The Heritage Institute of Policy Studies, 2021 and Salad (2022) included the teaching and learning material; the quality of teachers is a main challenge of the education system in Somalia. In this regard, the lack of teaching and learning and the quality of the teachers are the main factors that affect teacher practice in Somalia.

Due to the digital century and concentration of the 21st-century skills, teacher professional development has become interesting and critical.

Evans and Evans (2010) described teacher development as the process whereby teachers 'professionalism and/or professionalism may be

considered to be enhanced. Professional development comes after professional practice. Professional development has characteristics. Guskey (2003) analysed 13 different lists of the characteristics of effective professional development such as a focus on student learning outcomes, sustained support, collaborative learning, active engagement content focus, research-based practices, etc. The author stated the lists are so different and contradictory and based on research purposes. The research stated that the lists enhanced the teacher's content and pedagogical knowledge rather than improvements in instructional learning or student learning outcomes.

The teacher must learn more to understand their duties and roles in the teaching content. Many reports made by the OECD (cited by Marcelo, 2009) assert that teachers have a great role in the learning possibilities of students. In this perspective, the quality of the teachers has an impact on the students' results. Professional development is different from permanent training, continued training, human development, in-service training, and life-long learning. The professional development of teachers is the teachers' ability to maintain the curiosity of the class, identify significant interests in the teaching and learning processes, and value and seek dialogue with experienced colleagues as a source of support in the analysis of situations (Rudduck, 1991, p. 129)

Fullan (1990) defined the professional development of teachers as a broad area which includes any activity or process intent on improving dexterity, attitudes, understanding, or involvement in current or future roles. In this concept, professional development is defined as a process that contributes to the improvement of attitudes and the roles of the instructor. (Sparks & Hirsh, 1997, pp. 234–235). In all the above-mentioned definitions, the professional development of teachers is seen as a process that improves their knowledge, skills, and teaching techniques.

Models of Teacher Education

The most commonly used approaches are: the social justice approach, the mastery appreciation approach, the applied science approach, the competence

approach and the reflective approach (Robinson & Mogliacci, 2019).

The social justice approach is one of the teacher education models. This approach aims to equip teachers with the tools they need to advocate for inequalities in the school system and in society. The model deeply focuses on emancipatory pedagogy, critical pedagogy, social reconstruction, critical reflection practice, cultural responsiveness, and a socio-critical approach. Many scholars have criticized the model because it focuses on the contributions of teacher-student candidates in developing conceptual tools for understanding rather than practical tools (McDonald, 2005; Robinson & Mogliacci, 2019).

A mastery appreciation approach model related to practical methods. The model assumption is that teacher-students learn through observation, tutoring, and mentoring and eventually become master teachers or experts. The mastering will take time, and gradually the teachers will become specialists in specific areas. The model emphasizes experience and observation as the main tools for the master-apprentice (Robinson & Mogliacci, 2019). Teacher apprenticeship has become a tool to overcome teacher shortages; for example, the PP program in Somalia.

The applied science approach is contrary to teacher education for master apprentices. The model assumed that teacher education would first focus on theory. In other words, the model focuses on academic content and knowledge, which directly contribute to the achievement of the students. It could be the starting point for an apprenticeship or practice. Shulman (1986) criticized the ignorance of content knowledge as well as the pedagogy.

One of the most important topics that have been addressed in recent years is the identity of the teacher. Teacher identity is a modern approach. The majority of research on teacher professional identity discussed teacher professional identity formulation, identification of teacher professional characteristics, and teacher professional identity through teacher stories (Beijaard et al., 2004). The teacher-identify approach is based on the premise that the teachers' beliefs and practices are connected to their lived

experiences and personal biographies (Robinson & Mogliacci, 2019). This approach suggests that the teacher could be more strongly connected to the others.

Competence is one of the modern approaches to teacher education. It allows the students to be more active in the class and helps all students prepare to succeed in it. The competence approach is diametrically opposed to traditional methods, which are based on course subjects and models. The competence approach provides the teacher with competence. Nessipbayeva (2019) identified effective classroom management, effective teaching practices, effective assessment, and technology skills as aspects of teacher competence. The Competence Approach model offers the teacher-student match approaches that relate to how the teacher engages and supports the students in the classroom, delivery of the teaching knowledge and practice, assessment for teaching, and how to deliver the teaching in accordance with the teaching technology skill.

The reflective approach has become the most debated concept in teacher education since 1983 (Schön, 2017). The reflective approach to teacher education focuses on teachers' abilities to engage students. The model is linked to how students appropriately enhance their actions and experiences in order to comprehend the concept, meaning, beliefs, and insights of the teaching results. The model assumes a link between theory and practice.

Teacher Education in Somalia

Before independence, Somalia's teacher education relied on traditional methods, and there was a shortage of teachers for schools and other educational institutions. Teacher education became the main agenda of the post-dependent period. In 1971, the faculty of education was established as the primary centre for teacher training. The faculty (Lafoole Compass) had become the hub of teacher education and training programs. Alongside the education faculty, the government also concentrated on vocational training. In this regard, the government established the Technical Teachers College under the Somali National University. During the revolutionary or military era in Somalia,

teacher education underwent significant development. During this period, graduates from the education college, specifically the faculty of education at Somali National University, made significant contributions to the "*ol olaha horumarinta reer miyiga*," or Somali rural literacy campaign. The campaign aimed for an increase in literacy. The literacy rate rose from 5% to 55% (Laitin & Samatar, 1987; Abdi, 1998).

Education in Somalia became more progressive during the first ten years of Barre's rule. On the other hand, during this period, the militarization of the budget resulted in an inadequate budget, which in turn led to a decrease in enrolment in education and teacher training programs. For these reasons, many teachers have relocated to neighbouring countries in order to better their lives, which has an impact on the quality of education (Tohow, 2015)

Teachers are one of the most powerful forces for equity, access, and quality in education. Now, in Somalia, the teacher-training program is severely underdeveloped in terms of teacher training programs, institutions that deliver training pedagogy, training and education regulation, training policy, and the teacher-training program budget.

In teacher education, universities provide three types of educational programs. These are the undergraduate, master's, and doctoral programs. The programs enhance the capacities and abilities of the teacher-students. The goal of all the programs is to produce highly qualified teachers who can enhance the quality of education. The teacher education programs are based on two dimensions, which are knowledge and practice. The faculties of education provide a diploma in primary education (2-year program) and a degree in education (science or social science).

Teachers who wish to teach in primary schools can pursue a two-year education program. Teachers who want to teach at the secondary level in the Ministry of Education, on the other hand, must have undergraduate or higher education certification (Ministry of Education, 2020).

Challenges of Teacher Education in Somalia

After 1990, education became an interesting topic. To promote education for sustainable development, several conferences took place. These conferences created educational policies related to universal basic education, education for all, and the Millennium Development Goals. One foundation that determines the quality of education is the quality of teacher education. Both pre-service and in-service teacher education programs have demonstrated the challenges that teacher education faces, both globally and locally. The colonial system has influenced teacher education in many African countries. In terms of knowledge and practice perspectives, teacher education colleges and universities in Africa are not equivalent (Frick, 2020). Ogunniyi and Rollnick (2015) reviewed many African teacher education systems, and they proclaimed that the teacher education systems in Africa have not been able to produce enough qualified science teachers for their respective education systems. This destructive result can be attributed to the absence of a policy for teacher professional development. According to Ogunniyi, the ministerial conference in Lagos acknowledged that the absence of a sufficient national policy for science education, along with inadequate coordination and mechanisms, hindered their progress. The African countries did not incorporate curriculum reform for teacher professional development, nor did they focus on teacher policy, which was incompatible with their capabilities and perspectives.

The problems that face teacher education and development are multidimensional. Ogunniyi identified the main challenges:

- Lack of adequate textbooks; the textbooks are difficult to read, and there is a lack of funds to purchase equipment.
- Overcrowded classrooms/laboratories/timetables;
- School administrators' lack of cooperation and the pressure of external certificate examinations are among the challenges.
- There are inadequate monitoring and feedback mechanisms.
- The teachers who teach the new programs are not adequately prepared.
- Teachers often lack motivation, their rapid transition from one school to another or their exit from the profession, and they employ outdated teaching methods.
- The new curriculum has resulted in poor implementation procedures and an overwhelming number of activities.
- The lack of qualified science teachers, the absence of clear-cut goals, and the scarcity of research reports on the performance of the programs are significant issues.

In Somalia, there are several challenges that face teacher education. In fact, problems and challenges arose rapidly when the country transitioned into a post-conflict period. (Mohamoud, 2006). The following concisely describes the main challenges of teacher education in Somalia:

Negative Attitude Toward the Teaching Profession

The attitude of the community shapes its interest in the profession. Students who graduate from secondary school may enrol in the education faculty. The number of students who apply to the faculty determines its saturation. In traditional societies, the parents may influence the decisions of the learners. The community's negativity may have directly influenced the learners' choices. The Somali community, as a traditional society, has a negative perspective on the teaching profession. The community's lack of awareness about the teaching profession stems from the belief that teachers are not valuable professionals. Moreover, Somali parents prefer to enrol their brilliant children in other faculties rather than teacher education. According to the Heritage Institute for Policy Studies (2021), Somali parents prefer to get or find well-qualified teachers for their children, but they do not enrol their intelligent and highly talented students to be teachers. In a similar vein, Salad and Aden (2022) conducted a study on the factors contributing to

students' disinterest in pursuing careers in education faculty. The authors identified that the community perspective on the teaching profession is one of the main factors in its decline. On the other hand, teachers urgently need to pursue both general and higher education. The attitude of Somali parents towards their children's education presents a significant challenge.

The Shortage of Qualified Teacher Educators and Educational Science Institutions

A major challenge for teacher education in the twenty-first century is to provide society with qualified teachers to teach and prepare the next generation of citizens. Both developed and underdeveloped countries share a similar issue for qualified teachers (Holmqvist, 2019). The growing and expanding demand of the people for education will drive the needs of the teachers' quantity and quality. In the Somali context, the quality and quantity of teachers are national agendas for the Ministry of Education. There is a huge gap between the demand for education and the limitations of teachers. HIS underlined that education in Somalia requires well-qualified teachers (subject and pedagogy specialists) at all levels of education.

Shortage of Teacher Education Investment

In Somalia, there is a shortage of funding for education. It is normal for education to be underfunded during a post-conflict period. The investment in education comes from Somali parents. The parents invest in education more than the government. In other words, education in Somalia is characterized as private-oriented. Education stakeholders neglect the investment in teacher education. This situation caused graduating students to fail in the field. Teacher education centres were the primary hubs for teacher training programs. Public authorities, particularly those affiliated with the Ministry of Education, prioritize the training of teachers at these centres. If the Ministry of Education, Culture, and Higher Education (MOECH) offers its training program to universities, particularly the faculties of education, it could potentially enhance the capacity of these institutions. The public universities do not have policies or plans to invest in teacher education in Somalia.

Variety Exists in the Curriculum and Syllabus of Teacher Education.

The teacher education programs have a unique and special curriculum and syllabus. The government and federal member states attempt to reshape teacher education programs. Correspondingly, the education colleges in the regional states, which set up and contributed the curriculum and syllabus, were supported by expert teams. The education colleges develop the skills of teachers. The majority of the teacher education colleges are designed for teacher training centres supported by government and international organizations.

The provided programs were short-term programs. There is a difference in the teacher education curriculum, and it requires engagement to unify it. Education colleges and educational authorities should refine and reshape the curriculum, content, and teacher education programs and activities, ensuring they are in agreement and should revise the modality of teacher education from a traditional model to a modern one, transforming content-based knowledge into pedagogical content knowledge.

The Somalia teacher education curriculum is characterized by fragmented content. This curriculum could bring out untrained and unprofessional teachers, which would negatively impact human capital. Scholars have underlined that the teacher education curriculum should be based on a reflective approach or pedagogical content knowledge (Robinson & Mogliacci, 2019; Schön, 2017; Shulman, 1986).

Teacher Education as Project Oriented Rather than National Oriented

The international organizations and local communities supported teacher education in Somalia, and this support included the technical and financial aspects, and the faculty of education began to align with the international organization (Salad and Aden, 2023). In this regard, teacher education programs become more project-oriented. By the end of the project, the faculty of education may be a survival continuation of the program, which may cause it to close the program.

Teacher Education Enrols Lower Intelligent Students or Learners.

The applicants for the education faculty or teacher education are not well-qualified students. Intelligent students are motivated to enrol in other faculties. Furthermore, parents are not interested in enrolling their intelligent children in teacher education programs as we stated before. Conversely, there is a high demand for qualified teachers. Salad and Aden (2023) highlighted the critical need for a large number of teachers to educate out-of-school children. The educational authorities had to meet established standards in order to enrol qualified student-teachers.

The Way Forward for Teacher Education in Somalia

Teacher education has become more fascinating in developed and undeveloped countries as it contributes to the shaping of human capital. Therefore, Somalia, like other countries, must prioritize teacher education on the national agenda. Without knowledgeable, trained, and well-equipped teachers, nations cannot achieve their desired and primary goals. The consideration of the quality of teacher education directly impacts and ensures the capacity of teachers. Well-trained and qualified teachers will undoubtedly contribute to the nation's educational goals, resulting in the appearance of an efficient educational system.

METHODOLOGY

The problems of teacher education in Somalia have not yet received sufficient attention. This research objective was to demonstrate the problems of teacher education by using a literature review model. The literature review often involves a systematic analysis of the literature, including data collection, analysis, and synthesis and writing a report. In other words, the research was utilized or guided by the desk review model. The desk review includes academic literature, policy documents, and institutional reports.

RESULTS AND DISCUSSION

Teacher education is imperative for the quality of education and the overall effectiveness of the learning process. Teacher education enhances

teaching skills, such as pedagogical skills and subject matter expertise, equips teachers for classroom diversity, promotes lifelong learning, builds professionalism, and enhances the students' outcomes, supporting societal development. The study was aimed at investigating the problems of teacher education in Somalia. The research found that teacher education faces challenges such as negative attitudes by the community towards the teaching profession, the quality of teacher educators and centres, a shortage of teacher education investment, the existence of different curricula and syllabi, teacher education being project-oriented, and the enrolment of lower-intelligent students.

The finding of a negative attitude by the community towards the teaching profession is similar to the results of Salad & Aden (2023), who underlined that the main cause of the decline in student enrolment in faculties of education is the community's perspective towards the teaching profession. Moreover, the Heritage Institute of Policy Studies (2021) reported that, although there is high unemployment among the youth in the country, the teaching profession is not a career choice for the nation's brightest students, and teachers are not enjoying the higher status in the community that they once occupied.

The finding of a lack of qualified teacher educators is similar to the results of heritage studies for the Heritage Institute of Policy Studies (2021) and Holmqvist (2019), which underlined the lack of qualified teachers.

The teacher education investment is important for human capital development. The study concluded that there is a shortage of teacher education investment. Salad (2022) and VOA (2023) underlined that the main challenge of education investment is the shortage of the budget. The federal government and federal member states have not specified a special budget for teacher education and teacher development which shows the negligence of this component.

The finding of different curricula and syllabi is in line with the studies of Tabulawa (2013), who underlined that the teacher education curriculum is not aligned with the desired goals, and the Somali Teacher policy (2020) reported that the teacher

training programs have no unified or functioning teacher training syllabus (Ministry of education, 2020, p. 6). The findings of the teacher education project-oriented and enrolment of the lower intelligent students are similar to the results of the Mustafe, who underlined that education in Somali has a shortage of the budget, which makes education and teacher education depend on the project funded by the international community and the study of The Heritage Institute of Policy Studies (2021), which underlined that the intelligent students do not prefer to enrol in the teaching profession.

CONCLUSION

In Somalia, teacher education is a predominantly fascinating feature. Somalia has experienced a long period of instability. Now, just as in the post-conflict period, education reforms and teacher education play a crucial role in enhancing Somalia's human capital. The research provided a comprehensive overview of the obstacles that hinder teacher education in Somalia. The research revealed that the issues in teacher education include a negative attitude towards the teaching profession, a shortage of qualified teacher educators and educational science institutions, and a lack of investment in teacher education; diversity exists in teacher education's curriculum and syllabus, approaching teacher education as project-oriented rather than national-oriented; and lower-intelligent students' enrolment in teacher education fields. Collaboration among stakeholders, including education ministries, federal and regional governments, educational institutions like universities and schools, and the Somali community, is necessary to identify and eradicate these issues. Finally, within the framework of the research results, sustainable strategies and mechanisms need to be urgently established to effectively eliminate these problems.

RECOMMENDATIONS

The following suggestions can be made to overcome the difficulties encountered in teacher education and training teachers in Somalia:

- The educational authorities should prioritize teacher education and teacher training programs and include their agenda as the main agenda for the education realm.

- The educational authorities and educational elites should enhance the awareness of the community in order to enrol their brilliant children on the teacher education field.
- The educational authorities should make strategies that emphasize the quality of teacher educators, for instance, improvement of teacher education quality strategy.
- The educational authorities and higher education institutions should reshape and remap the teacher education and teacher training curriculum and syllabus, which are very crucial for the future human capital in Somalia.
- The teacher education and teacher training programs should be a national agenda and have a special budget in the Somali national budget rather than being project-oriented and funded by international organizations.

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