



CIVIL SERVICE INSTITUTE (CSI)
MAC'HADKA SHAQAALAHA DAWLADDA

RESEARCH PAPER

**Comparative Analysis of Somaliland's
K-12 Teacher Licensure Process And
International Best Practices**

**Hargeisa, Somaliland
January, 2024**

TABLE OF CONTENTS

LIST OF TABLES	iii
ABSTRACT.....	iv
1. INTRODUCTION	1
1.1. Research Objectives.....	2
2. LITERATURE REVIEW	3
2.1. Teacher and Quality of education	3
2.2. Teacher licensure/certification.....	4
2.2.1. Teacher licensing procedures.....	Error! Bookmark not defined.
2.3. Somaliland’s education system.....	4
2.3.1. Early childhood education	5
2.3.2. Primary Education.....	5
2.3.3. Secondary Education.....	5
2.4. Somaliland Teacher Certification and Licensing Authority/Board.....	Error! Bookmark not defined.
2.4.1. Somaliland Licensure Requirements.....	15
2.4.2. Types of certificates	16
3. RESEARCH METHODOLOGY.....	6
3.1. Research design and approaches.....	6
3.2. Sampling techniques and Sample size	6
3.3. Data types and sources.....	6
3.4. Data collection instruments.....	6
3.5. Data analysis	6
4. FINDINGS	7
4.1. Somaliland education enrolment by subsectors	7
4.2. Somaliland teaching task force by subsectors.....	8
4.3. Primary Teachers by Pedagogical Training	8
4.4. Primary Teachers Qualifications.....	9
4.5. Secondary school Teachers by Pedagogical Training.....	10
4.6. Secondary Teachers Qualification	10
4.7. Existing teacher licensure processes and practices of Somaliland.....	11
5. CONCLUSION AND RECOMMENDATIONS.....	27
5.1. Conclusion	27
5.2. Recommendations.....	28
REFERENCES	29

LIST OF TABLES

Table 1. Enrolment by subsectors for 2020 -2021	7
Table 2. Teachers By subsector for 2020-2021	8
Table 3. Teachers by Pedagogical Training for 2020-2021	8
Table 4. Teachers in primary by region and qualification for 2021	9
Table 5. Teachers by pedagogical training in Secondary in 2020-2021	10
Table 6. Secondary school Teachers Qualification for 2020-2021	10

ABSTRACT

This study aimed to conduct a comparative analysis of Somaliland's K-12 teacher licensure process and best practices. The study specifically aims: to review and assess Somaliland's existing teacher licensure processes and practices, identify and review teacher licensure best practices that could be used as a benchmark, and finally compare best practices with Somaliland's practice.

This study used a comparative study design, benchmarking was firstly conducted by reviewing national certification boards of other countries to obtain all the required information including their licensure requirements. Furthermore, the study conducted a comparative analysis to identify the strengths and best practices by analyzing documents of the teacher licensure process in Somaliland with the aforementioned institutions. In addition to that, the study used a mixed approach (qualitative and quantitative approach) to capture all the information that the study needs quantitatively and qualitatively and to make it easy of triangulating the study findings.

The study used a purposive sampling technique. This study conducted two key informant interviews, with the director and head section of the Teacher Certification and Licensing Authority/Board. The data sources for this study will be both primary and secondary data from the ministry of education and science. The primary data was obtained from the Teacher Certification and Licensing Authority/Board. Whereas the secondary data was collected from reviewed documents such as official governmental reports (including quantitative data reports), and academic papers from the Somaliland ministry of education and science ministry which have already been processed. The data collection instrument of the study was both the key informant interview method and document analysis. This study used the analysis and review of all documents related to Somaliland's existing teacher licensure processes and, at the same time, conducted key informant interviews to examine the existing teacher licensure process. The interview part was collected from the Teacher Certification and Licensing Authority/Board. According to qualitative data, content analysis will be conducted to analyze both the interview and all the documents reviewed. Whereas quantitative data will be analyzed in a descriptive analysis method.

The study found that the total number of in-service teachers from k-12 schools is 12757. The early childhood education teachers account for 760 of which 612 are females, whereas teachers in primary education are 9605 of which 7811 are males, furthermore teachers in secondary education are 2392 of which 2301 are males. The study has furtherly found out that there are seven national requirements for licensure which are; Somaliland national ID card, Copy of education qualification, Health certificate, proof of innocence, Two passport size pictures, Application request letter and CV, and Teacher Training certificate. Additionally, If the teacher is a foreigner; there are some other additional requirements such as; he or she will need a visa, a work permit and furthermore a request letter, and a letter of guarantee from the host institution. The license expires in a period of five years in which each year a renewal stamp from the ministry is required.

The study recommends improving and establishing rigorous standards including; Imposing a teaching licensure exam with a minimum passing grade. Every teaching licensure applicant must have previously attained on-class training and have a one-year teaching experience. Every applicant must have previously attained a teacher training program including a Scott certificate, diploma and degrees in education. The ministry must divide its license into two parts; a level-based license so that a person can teach a certain level of schooling and a subject matter license based on certain courses.

1. INTRODUCTION

Education is essential for a country's economic, social, political, and cultural development. (Haile, 2021). The far-reaching economic and social changes in recent years have made high-quality schooling more important than ever before. (OECD (2014). Countries are no longer interested in merely getting an adequate supply of teachers, but also in raising the quality of learning for all. The latter can only be achieved if all students receive high-quality instruction. Teachers are central to school-improvement efforts: increasing the efficiency of schools depends to a large extent on ensuring that competent and motivated people want to work as teachers and that they are effective in their jobs. (OECD, 2014)

In America, public concerns about the quality of education and a sharp decline in the number of college students entering teaching during the 1980s have focused (diverted) policymakers' attention on the quality of teachers. Whereas state governments have responded to this public concern by enacting and implementing a wide range of policies and programs to improve the quality of their teaching forces. (Wise and Hammond, 1987).

Furthermore, across the educational systems of the world, few issues have received more attention in recent years than the problem of ensuring that elementary and secondary-school classrooms are all staffed with adequately qualified teachers (Ingersoll, 2007). One of the most prominent viewpoints in this debate holds that the problem of low-quality teaching can be traced to inadequate and insufficient pre-employment training and licensing or certification of prospective teachers. (Ingersoll, 2007).

Therefore, a great deal of this activity has been directed toward the licensing of new teachers. (Wise and Hammond, 1987). Licensure is thus a legal process by which individual states set minimum standards for entry into a profession. These standards are designed to ensure that the individual is competent to practice, and, therefore, the standards protect the general public. In teaching, licensure has tended toward specificity in such requirements as courses, semester hours of study and field experience, but has not focused as much on the conceptual content of a professional program. In this way, licensure has focused more on what might be termed 'bureaucratic accountability' and less on what a teacher should know and be able to do as a requirement for licensure or certification. (Lilly, 1992)

In many countries, a teacher's academic qualification tends to drive their certification or licensure journey that is majorly driven by two approaches. The 'public interest approach' guided by the thinking that teacher licensing is the best mechanism for ensuring quality when consumers are poorly informed or the 'capture theory' approach where restrictions are set on those intending to join the profession to push up the wages. (Odunga, Ogula, and Nganzi, 2020)

According to Somaliland's ministry of education and science in their annual achievements report, they have argued that one of the prominent barriers to accessing education is that there is a lack of trained teachers;

“Another barrier to access education is lack of teacher or trained teacher. In Somaliland, we have enough teachers but most of them are not trained and/or unwilling

to work in rural and remote areas. Some schools have more teachers than they require while others have less teachers. When MoES supervision team asked a child why he dropped out at school at Grade 4, he answered that his only teacher at school reached his limits and therefore could not teach him anymore; he used the word ‘macalinka way ka dhamaatay’. Therefore, if the teacher is not qualified or his education qualification is lower than Secondary school, then the children in the primary education aren’t receiving a proper education and as a result more children will drop out of school”.

As has been discussed regarding the licensure process and its importance, all teachers should demonstrate the knowledge and skills needed to prove their classroom readiness. Policymakers therefore, establish teacher certification and licensure requirements to ensure that all teachers in a country have the same level of training and skills. These requirements typically cover coursework, practical experiences, and exams to measure understanding of content and pedagogy.

According to Somaliland, very little has been done and that is concerned the ongoing educational reforms, education strategic and development plans, and some other progress reports, all of which failed to present the education sector in a deeper way and in the licensing procedures in a specific. Moreover, very little is known about the teacher licensure process and practices in Somaliland which creates the demand/need for evidence-based research.

Therefore, this study fills that gap by reviewing the existing teacher licensure process and practices in Somaliland, identifying all the alternative routes to licensure that can be used as benchmarks, and finally comparing the existing ones to the alternative routes. The study finally presents the research findings to provide recommendations regarding the procedures that could be used by Somaliland Teacher Certification and Licensing Authority/Board in ministry of education and science and other relevant policy directions and implications.

1.1. Research Objectives

The overall aim of this study is to conduct a comparative analysis of Somaliland’s K-12 teacher licensure process and best practices. The study specifically aims:

1. To review and assess Somaliland’s existing teacher licensure processes and practices.
2. To identify and review teacher licensure best practices that could be used as a benchmark.
3. To compare best practices with Somaliland’s practice.

2. LITERATURE REVIEW

2.1. Teacher and Quality of education

Education is one of the fundamental contributors to the development of a country. Thus, an educated society can tackle its social, economic, and environmental challenges, thereby increasing its revenues and competitiveness on the global stage. (Haile, 2021)

Teachers have the primary responsibility to help students learn by creating and maintaining a positive, productive classroom atmosphere conducive for learning and managing the learning process. In doing so, teachers are placed at the center of student achievement. (Odunga, Ogula, and Nganzi, 2020)

Teacher quality is the most important factor that inhibits the achievement of the student and that most teachers lack adequate background knowledge in the fields they are asked to teach or sufficient skills for the students they need to teach; Teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student achievement. If teachers are properly trained, it is expected that they may be effectively affect to the student achievement. (Mohamud and Abdulle, 2015)

Even in nations where students routinely score high on international exams, the issue of teacher quality is the subject of much concern. This is not surprising. Elementary and secondary schooling is mandatory in almost all nations and children are legally placed in the care of teachers for a significant portion of their lives. It is widely believed that the quality of teachers and teaching are among the most important factors shaping the learning and growth of students. (Ingersoll, 2007)

In this view, the preparation of teachers in college or university teacher education programs, and government certification standards, all too often lack adequate rigor, breadth and depth, resulting in high levels of underqualified teachers and low student performance. (Ingersoll, 2007)

Teachers' professional development has equal importance to students' academic performance and the educational policymaking process. Teachers need to continually develop their profession to provide quality and innovative education, which helps students be critical thinkers and become competent members of society. Teacher professional development facilitates teamwork, mutual understanding among school staff, and healthy learning environments. (Haile, 2021)

In order to attract the best candidates to the teaching profession, countries need to not only offer adequate pay, which, in turn, is evidence that teachers are valued by society, but also provide an environment in which teachers are given the autonomy to work as professionals and are given a direct role in school improvement. (OECD, 2014)

In addition, prospective teachers should be provided with high-quality initial training. The types of qualifications, the duration of training and the programme content provided can influence the extent to which initial teacher education prepares teachers for their role. No matter how high the quality of pre-service training, initial training cannot be expected to prepare staff for all the challenges they will face throughout their careers. Given the changes in student demographics, the length of the careers that many teachers have, and the need to update knowledge and competencies,

initial teacher education must be viewed as only the starting point for teachers' ongoing development. (OECD, 2014)

2.2. Teacher licensure/certification

Licensure is a regulatory process put in place by legislative act to protect the public against potential harm or injury from unsafe or otherwise inappropriate professional practices. In addition to meeting specified academic, experiential, or other training requirements, licensure applicants must usually demonstrate that they have attained a specified degree of competency to practice – often in an independent unsupervised manner.

According to Angus (2001), the story behind teacher licensure systems can be summarized in one word: control. Hence, both governments and the education establishment have vied for control over how teachers are prepared and licensed. In the late nineteenth century, a movement began by several states in America that required state officials to be responsible for issuing teaching licenses. Until that time, either teachers were not officially licensed or local school districts were conducting their own versions of teacher licensure. Moreover, it is important to note that at the time there were two types of patterns for teacher licensure: rural and urban. Rural teachers were mostly high school educated through normal courses, while urban teachers were attending colleges specifically for teaching, known as normal colleges.

Teacher preparation in the late nineteenth century was provided mostly by teacher's institutes and normal colleges. Teachers were tested in language arts, geography, history, and arithmetic. It was not until 1867 that colleges began to require teachers to receive training in "professional knowledge, the theory and practice of teaching".

Furthermore, State control of teacher licensure grew rapidly in the early part of the twentieth century. This period in teacher preparation and licensure also saw the transformation of normal schools to teachers' colleges. The rise of the administrative progressives, or the educational trust, contributed to the success of professional educators during this time of reform "Members of the educational trust successfully used state law to impose a hierarchical, bureaucratic organizational model of education on the nation's public schools". (Angus, 2001)

2.3. Somaliland's education system

The Education Sector is a critical part of the 2030 Somaliland Vision's Social Pillar (NDPII, 2017). According to the Somaliland national development plan ii, national education act No. 77/2020 and the national education policy clearly states that the educational system in Somaliland is divided into Formal Education and Non-formal. The Formal educational system of Somaliland comprises of early childhood education, primary, secondary, TVET and higher education. (Achievements of the ministry of education and science, (NDPII, 2017)

2.3.1. Early childhood education

Early childhood education (ECE) is any type of educational program that serves children in their preschool years. It includes a range of activities designed to aid in the cognitive and social development of preschoolers. Within the Somaliland context this extends to their early moral and spiritual development. ECE plays a critical role in preparing children for school readiness and reducing school attrition (especially in the first two years) and improving a student's future learning outcomes. (NDPII, 2017)

2.3.2. Primary Education

Primary education takes eight years (grades/classes) to complete and is divided into Lower Primary (Years One to Four) and Upper Primary (Years Five to Eight) levels. Primary education is provided through Integrated Qur'anic Schools (IQS), Formal Primary Education (FPE) schools and Alternative Basic Education (ABE) centers. Whilst the same syllabus is taught in both IQS and FPE schools (with additional Qur'anic subjects taught in IQS), ABE is complementary to formal primary education and consists of separate syllabi, teaching materials, non-formal staff and processes.

Disparities in relation to teachers recruited into primary schools. Central regional centres and private institutions attract the most qualified and experienced teachers. Rural areas struggle to keep schools open due to an undersupply of teachers willing to work in these regions.

2.3.3. Secondary Education

Secondary education in Somaliland spans across a period of four years, from form 1 to 4, and is divided into junior secondary (Forms 1 to 2) and senior secondary (Forms 3 and 4) levels. Entrance to secondary education is, in theory, determined by the centrally administered standardized examinations held at the end of class 8 (the last year of primary education).

3. RESEARCH METHODOLOGY

3.1. Research design and approaches

This study used a comparative study design, to perform this benchmarking was firstly conducted by reviewing national certification boards of other baseline countries to obtain all the required information including their licensure requirements. Furthermore, the study conducted a comparative analysis to identify the strengths and best practices by analyzing documents of teacher licensure process in Somaliland with the aforementioned institutions. In addition to that, the study used a mixed approach (qualitative and quantitative approach) for both capturing all the information that the study needs quantitatively and qualitatively and to make ease of triangulating the study findings.

3.2. Sampling techniques and Sample size

The study used purposive sampling technique. This study conducted two key informant interviews, from the director and head section of Teacher Certification and Licensing Authority/Board.

3.3. Data types and sources

The data sources for this study will be both primary and secondary data from the ministry of education and science. The primary data was obtained from the Teacher Certification and Licensing Authority/Board. Whereas the secondary data was collected from reviewed documents such as official governmental reports (including quantitative data reports), and academic papers from the Somaliland ministry of education and science ministry which have already been processed.

3.4. Data collection instruments

The data collection instrument of the study was both key informant interview method and document analysis. This study used the analysis and review of all documents related to Somaliland's existing teacher licensure processes and, at the same time, conducted key informant interviews to examine the existing teacher licensure process. The interview part was collected from the Teacher Certification and Licensing Authority/Board.

3.5. Data analysis

According to qualitative data, content analysis was conducted to analyze both the interview and all the documents reviewed. Whereas the quantitative data was analyzed in a descriptive analysis method.

4. FINDINGS

4.1. Somaliland education enrolment by subsectors

The table below Summarizes the total enrolment of the early childhood, primary and secondary school levels for the school year 2020-2021. A total of 305,811 students have enrolled in the primary schools of which 9,096 are attending in the Alternative basic education, ABE is considered as primary education in Somaliland as the students are allowed to join formal primary in grade 5. A total of 17,953 students have enrolled in the preprimary, where 72,125 have enrolled in the secondary schools.

Table 1. Enrolment by subsectors for 2020 -2021

Region	Early childhood			Primary			Secondary			Total number of enrolments		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Awdal	536	364	900	18,024	15,364	33,388	4,398	3,985	8,383	22,958	19,713	42,671
Badhan	811	216	1027	5,630	4,285	9,915	1,184	783	1,967	7,625	5,284	12,909
Buhodle	51	31	82	4,183	3,075	7,258	652	307	959	4,886	3,413	8,299
Daad-Madheedh	0	0	0	2,720	1,935	4,655	143	59	202	2,863	1,994	4,857
Gabiley	846	522	1368	14,040	8,034	22,074	2,919	1,183	4,102	17,805	9,739	27,544
Hawd	41	37	78	1,227	954	2,181	83	61	144	1,351	1,052	2,403
Maroodi-jeex	5,884	5,315	11199	61,812	48,455	110,267	18,670	14,219	32,889	86,366	67,989	154,355
Sahil	271	215	486	8,779	6,859	15,638	1893	1,104	2,997	10,943	8,178	19,121
Salal	0	0	0	2,953	2,374	5,327	427	250	677	3,380	2,624	6,004
Sanaag	194	186	380	11,535	10,315	21,850	2,019	1,683	3,702	13,748	12,184	25,932
Saraar	60	46	106	4,069	3,994	8,063	249	226	475	4,378	4,266	8,644
Sool	217	183	400	12,248	9,599	21,847	2,376	1,142	3,518	14,841	10,924	25,765
Togdheer	1,118	809	1927	22,742	19,019	41,761	6,585	5217	11,802	30,445	25,045	55,490
Xaysimo	0	0	0	934	653	1,587	84	44	128	1,018	697	1,715
Total	10,029	7,924	17953	170,896	134,915	305,811	41,682	30,263	71,945	222,607	173,102	395,709

Source: ministry of education and science

4.2.Somaliland teaching task force by subsectors

The table below shows that the total in-service teachers form k-12 schools are 12,757. The early childhood education teachers account for 760 of which 612 are females, whereas teachers in primary education are 9,605 of which 7,811 are males, furthermore teachers in secondary education are 2,392 of which 2,301 are males.

Table 2. Teachers By subsector for 2020-2021

Region	Early childhood			primary			secondary			Total in-service teachers		
	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	28	50	77	1002	227	1,229	315	14	329	1044	592	1636
Badhan	14	29	42	259	66	325	91	0	91	273	186	459
Buhodleh	3	5	8	229	34	263	54	2	56	234	93	327
Daadmadheedh	0	0	0	154	10	164	13	0	13	154	23	177
Gabiley	18	40	58	589	68	657	140	1	141	608	248	856
Hawd	1	3	4	92	4	96	12	0	12	93	19	112
Maroodijeex	51	417	467	2451	758	3,209	865	37	902	2539	2040	4579
Sahil	3	7	11	396	88	484	129	10	139	409	224	633
Salel	0	0	0	168	26	194	25	0	25	168	51	219
Sanaag	5	14	19	744	118	862	166	7	174	756	298	1054
Saraar	2	5	7	198	43	241	24	0	24	200	72	272
Sool	6	13	19	547	62	609	105	5	110	558	180	738
Togdheer	17	29	46	940	278	1,218	351	15	366	972	658	1630
Xaysimo	0	0	0	45	11	56	11	0	11	45	22	67
Total	148	612	760	7811	1794	9,605	2,301	91	2,392	8050	4707	12757

Source: ministry of education and science

4.3. Primary Teachers by Pedagogical Training

The pedagogical trainings were one of the requirements for a teacher to be licensed, in the overall primary school teachers 55% of them are teachers who have gained a pedagogical training of which 46% of them were males while the rest accounts for females. The total trained teachers are 5,319 of which 945 were females. In contrast 4,286 teachers were untrained in total of which 847 were only females.

Table 3. Teachers by Pedagogical Training for 2020-2021

Region	Trained			Untrained			Total			% of trained teachers		
	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	624	137	761	378	90	468	1002	227	1229	51%	11%	62%
Badhan	123	31	154	136	35	171	259	66	325	38%	10%	47%
Buhodleh	125	18	143	104	16	120	229	34	263	48%	7%	54%
Daadmadheedh	88	6	94	66	3	69	154	9	163	54%	4%	58%

Gabiley	317	40	357	272	29	301	589	69	658	48%	6%	54%
Hawd	67	1	68	25	3	28	92	4	96	70%	1%	71%
Maroodijeex	1345	382	1727	1107	375	1482	2452	757	3209	42%	12%	54%
Sahil	183	46	229	213	43	256	396	89	485	38%	9%	47%
Salel	61	6	67	107	19	126	168	25	193	32%	3%	35%
Sanaag	323	47	370	421	72	493	744	119	863	37%	5%	43%
Saraar	117	21	138	81	21	102	198	42	240	49%	9%	58%
Sool	432	44	476	114	18	132	546	62	608	71%	7%	78%
Togdheer	541	162	703	398	117	515	939	279	1218	44%	13%	58%
Xaysimo	28	4	32	17	6	23	45	10	55	51%	7%	58%
Total	4374	945	5319	3439	847	4286	7813	1792	9605	46%	10%	55%

Source: ministry of education and science

4.4.Primary Teachers Qualifications

The ministry of education and science has launched teaching profession licensing guidelines for different levels of education. A primary teacher should hold a minimum primary teaching education diploma for illegibility of licensing and entry of teaching profession in primary schools. According to the qualifications of primary school teachers 4,361 teachers have teaching diploma, whereas 886 teachers have bachelor of education and nevertheless only 72 teachers have master of education which made the total qualified teachers 5,319, for which 82% have primary teaching diploma.

Table 4. Teachers in primary by region and qualification for 2021

Region	Teaching Diploma			Bachelor of Education			Master of Education			Qualified teachers			% of primary teaching diploma
	M	F	T	M	F	T	M	F	T	M	F	T	
Awdal	396	79	475	206	49	255	11	0	11	613	128	741	64%
Badhan	26	92	118	3	23	26	0	0	0	29	115	144	82%
Buhodle	114	16	130	3	1	4	0	0	0	117	17	134	97%
Daadmadheedh	82	6	88	0	0	0	0	0	0	82	6	88	100%
Gabiley	289	32	321	35	5	40	1	0	1	325	37	362	89%
Hawd	62	1	63	1	0	1	0	0	0	63	1	64	98%
Maroodijeex	1104	279	1383	256	71	327	36	7	43	1396	357	1753	79%
Sahil	154	38	192	17	5	22	0	0	0	171	43	214	90%
Salel	45	5	50	11	1	12	1	0	1	57	6	63	79%
Sanaag	368	44	412	32	0	32	2	0	2	402	44	446	92%
Saraar	106	19	125	3	1	4	0	0	0	109	20	129	97%
Sool	313	37	350	89	4	93	2	0	2	404	41	445	79%
Togdheer	495	130	625	52	17	69	8	4	12	555	151	706	89%
Xaysimo	25	4	29	1	0	1	0	0	0	26	4	30	97%
Total	3579	782	4361	709	177	886	61	11	72	4349	970	5319	82%

Source: ministry of education and science

4.5. Secondary school Teachers by Pedagogical Training

The pedagogical trainings were also one of the requirements for secondary teachers to be licensed, in the overall secondary school teachers 76% of them are trained teachers who have a pedagogical training of which 73% of them were males while the rest accounts for females. The total trained teachers are 1,818 of which 61 were females. In contrast 546 teachers were untrained in total of which 28 were only females.

Table 5. Teachers by pedagogical training in Secondary in 2020-2021

Region	Trained Teachers			Untrained			Total			% of trained teachers		
	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	295	13	307	19	2	21	314	15	329	90%	4%	94%
Badhan	54	0	54	37	0	0	92	0	92	59%	0%	59%
Buhodle	30	0	35	21	4	21	51	4	55	55%	0%	55%
Daadmadheedh	13	0	13	0	0	0	13	0	13	100%	0%	100%
Gabiley	98	1	100	41	0	41	139	2	141	69%	1%	70%
Hawd	12	0	12	0	0	0	12	0	12	100%	0%	100%
Maroodijeex	616	29	647	247	10	255	863	39	902	68%	3%	72%
Sahil	84	3	87	47	4	52	131	7	139	60%	3%	63%
Salel	23	0	23	2	0	2	25	0	25	92%	0%	92%
Sanaag	104	2	106	63	5	68	167	7	174	60%	1%	61%
Saraar	21	0	21	3	0	3	24	0	24	88%	0%	88%
Sool	102	4	106	3	1	4	105	5	110	92%	4%	96%
Togdheer	287	10	297	64	5	69	351	15	366	78%	3%	81%
Xaysimo	11	0	11	0	0	0	11	0	11	100%	0%	100%
Total	1756	61	1818	518	28	546	2298	94	2392	73%	3%	76%

Source: ministry of education and science

4.6. Secondary Teachers Qualification

According to the qualifications of secondary school teacher's 633 teachers have teaching diploma of which only 27 were females, whereas 1,110 teachers have bachelor of education of which only 32 were females and nevertheless only 104 teachers have master of education. In contrast 546 secondary school teachers were untrained out of the 2,392 total secondary teachers.

Table 6. Secondary school Teachers Qualification for 2020-2021

Region	Teaching Diploma			Bachelor of Education			Master of Education			Untrained			Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Awdal	35	1	36	233	11	244	28	0	28	19	2	21	329
Badhan	1	0	29	54	0	54	0	0	0	8	0	8	91
Buhodle	21	0	21	14	0	14	0	0	0	21	0	21	56
Daadmadheedh	6	0	6	6	0	6	0	0	0	0	0	0	13

Gabiley	36	1	37	59	0	59	3	0	3	41	0	41	141
Hawd	5	0	5	6	0	6	0	0	0	0	0	0	12
Maroodijeex	192	10	201	374	17	391	52	2	54	247	8	255	902
Sahil	18	4	22	56	0	56	8	0	8	47	5	52	139
Salel	4	0	4	18	0	18	1	0	1	2	0	2	25
Sanaag	48	2	50	54	0	54	2	0	2	63	5	68	174
Saraar	1	0	1	20	0	20	0	0	0	3	0	3	24
Sool	45	1	46	57	3	60	0	0	0	3	1	4	110
Togdheer	158	8	166	122	1	123	7	0	7	64	5	69	366
Xaysimo	7	0	7	3	0	3	0	0	0	0	0	0	11
Total	577	27	633	1078	32	1110	102	2	104	518	28	546	2392

Source: ministry of education and science

4.7. Interview Findings

To find out about Somaliland’s existing teacher licensure processes and practices, the researcher conducted a semi-structured interview to get deeper information on how the process works. The semi-structured interview initially consisted of five questions whereas the researcher additionally asked seven more questions to find out the exact processes and practices. The researcher asked:

Q1: *Do you have a role in the process of licensing new teachers? If yes, can you describe your role?*

Both of the key informants have highlighted that the certification and teacher licensing section under the department of asset registration and management is responsible for the provision of the license. The teacher fills out a form and takes it ahead of all other requirements for licensing, and those who meet all the requirements will be licensed.

“From start to finish this department is responsible, so when a teacher wants to get a license, he comes to our office and fills out a form, after which the requirements are reviewed, and the person who meets all the requirements is given a license.” Interviewee A

“Yes, we are the ones who give licenses to teachers.” Interviewee B

Q2: *Are the licensing requirements for preschool, elementary, middle and high school teachers the same or different so that each level has its own license?*

Interviewee B states that teacher licensing requirements are a nationwide criterion for becoming a licensed teacher. the license is not level based; therefore, all levels have the same requirements whatever level the teacher teaches.

“These are national requirements; all the different levels of education are equal and have the same requirements whatever level the teacher teaches.” Interviewee B

Q3: *What are the requirements for someone to start teaching at Somaliland's k-12 public and private schools?*

Interviewee A noted that according to the teaching licensure requirements: some of the requirements are the same for K-12 teachers while others vary such as; qualifications, and therefore as the grade goes up the level of qualification increases for example; the teacher is required to be one level higher than the one he is teaching. In addition to that; a health certificate, Somaliland

national ID card, and a teacher training certificate. Furthermore, If the teacher is a foreigner; there are some other additional requirements such as; he or she will need a visa, work permit and furthermore a request letter, and letter of guarantee from the host institution”

“Generally, some of the requirements are shared by K-12 teachers while others vary in such qualifications as the grade increases the more difficult it is, the teacher is required to be one level higher than the one he is teaching. Every time a review is made and something is added, for example, during coronavirus, it is added that the teacher is healthy (to bring a covid-19 certificate, and that he does not have infectious diseases such as TB, AIDS, etc.) Also, if the teacher is a foreigner, the requirements will be more stringent and he or she will need a visa, work permit, and the institution he/she is working for must have gone through the legal process, as well as qualifications and training. If you are a citizen you will need to have your own citizenship certificate, you will also need to have the appropriate qualifications and have already received training as a teacher.” Interviewee A

Interviewee B added to this with “proof of innocence, two passport size pictures, Application request letter, and CV. Furthermore, he highlighted that After the teacher fills all those criteria, there is a reviewing panel that evaluates and assesses the license application request of the teacher which then produces the final decision of licensing a teacher.

“There are seven national requirements for licensure which are; Somaliland national ID card, Copy of education qualification, Health certificate, proof of innocence, Two passport size pictures, Application request letter, CV, and Teacher Training certificate. After the teacher fills all those criteria, there is a reviewing panel that evaluates and assesses the license application request of the teacher” Interviewee B

Q4: Are there any tests to be taken from the teacher when obtaining teaching licensure?

Interviewee A points out that; Currently, there are no tests involved in the teaching licensure process. Teachers are checked and tested when they are in college or university training and are qualifying as teachers. Additionally, Interviewee B has added that they only evaluate their documents to give a teaching license rather than taking course-specific or level-based tests.

“In fact, it has been tried several times, so when it comes to qualifying for college or university-trained as a teacher, it is taken from time to time, so it includes professional ethics, teaching code of conduct also includes pedagogy and learning teaching methodology, also includes other certifications, no criminal record, if on the payroll. If not, he or she will get a certificate of innocence. (Then they are not usually tested but their faculties are checked (they have taken the transcript), but in the future, it is planned to be tested.” Interviewee A

Q5: Are there any already taken tuition or training hours that are required from the teacher to obtain a teaching license?

Interviewee A described that if a person with any level of degree comes to get the license, they simply check the relevance of their transcripts and certificates. Here both of the key informants agreed that; For all new teachers who are new in the profession are required to undertake

preservice training indicating their level whereas, those who are on the government payroll in-service training is provided to increase their level of knowledge.

“Depending on, if a person with a degree comes to get the license, we simply check their transcripts, certificates, and their thesis work are relevant. For teachers who are already on the government payroll, their knowledge is increased through in-service training whereas the new teachers are required to undertake preservice training indicating level their level.” Interviewee A

Q6: *When a teacher is applying for a teaching license, what are the requirements for him to take or have received a class-based teacher training, or to have taught classes before?*

Interviewee A stated that; now it is not part of the general requirements, but for those who are graduating from the teacher training get an internship opportunity and are thus required to submit their internship report to the ministry to get licensed. Interviewee A has also argued that; it is also required to take a letter of confirmation from the school where the teacher did the internship which confirms the subject he teaches, the number of years he has been working and it will be stored under the ministry of education archive. If the teacher is currently a member of a school or is currently taking an internship, he will be registered under the name of the school.

“Now it is not part of the requirements, but when the teacher is in the teacher training school, in the last year they enter the internship, where they are distributed to the schools, and at the same time they are given mentors who follow them and check how they teach (explanations, language, lesson preparation), so when a person graduates, the report is submitted to the ministry. He is also required to provide a letter of confirmation from the school where he did the internship. If he is currently a member of a school or is currently taking an internship, the name of the school will be registered, and he will write a letter of recommendation confirming the subject he teaches, the number of years he has been working and it will be stored.” Interviewee A

Q7: *How many content and pedagogy courses are required by the country to receive a teaching certificate in a certain area? For example, secondary math.*

Interviewee A noted that the ministry only provides one type of license which is the general license and is not based on a subject matter or other certain area.

“The license, in general, is not different and is the same; The subject is not licensed, but provided with general qualifications and general knowledge; when it comes to qualification subject, the subject matter is not considered; for example, if he has a high school diploma, usually with a major or a minor in physiology; His record will be checked if he has studied physiology.” Interviewee A

Q8: *What extent of a role do teacher training programs have in the licensing procedure?*

Interviewee A described that; the ministry now only evaluates the qualifications of the person and decides whether to license or not. Some teachers have degrees in education while others have diplomas and/or Scott certificates.

“Now we only evaluate the qualifications of the person and decide whether to grant the license or not. Some teachers have degrees in education while others have diplomas and

Scott certificates. so, the teacher who graduated from college has special importance compared to the rest.” Interviewee A

Q9: *When a teacher is applying for a teaching license, is it a requirement that he/she has already completed an internship?*

Interviewee A have pointed that internship is not one of the requirements for all the teachers who are civil servants and are on the payroll which are already teaching classes for a while, and hence know the teaching context well when applying the teaching licensure. For all the new teachers who are now becoming civil servants and entering the payroll, it is a requirement that they have gone through an internship or a year has passed since their graduation, and they have to work in a school, to take a recommendation to be considered for licensure. he must also bring a training certificate or Scott certificate which proves that he has already taken it and knows it well; subject/subjects of specialization, teaching methodology, teaching pedagogy, lesson plan, and lesson preparation.

“No; Normally, we divide the teachers into two groups and they are, and some are government employees who are currently on the payroll, so they have already been teaching classes for a while, and they know the teaching context very well. the others are parties who are now joining the government employees, entering the payroll; For these, it is a requirement that they have gone through the internship or a year has passed since their graduation, and they have to work in a school, after that the school has to give the recommendation to be considered. he must also bring a training certificate or Scott certificate which proves that he has already taken it and knows it well; subject/subjects of specialization, teaching methodology, teaching pedagogy, lesson plan, and lesson preparation.” Interviewee A

Q10: *How long does it take for an initial teaching license to expire and what are the steps to renew it?*

Both of the key informants have noted that; The license is valid within five years’ time in which each year a renewal stamp from the ministry is required.

“Expires and discharges are different, the teaching profession license is usually for 1 year, but it does not happen every year and it is renewed and part of it is marked, so they have five years.” Interviewee A

Q11: *Should all or some of the requirements be exempted from the person whose teaching license expired and needs to renew it or he/she will again be required to complete all the requirements?*

Interviewee A highlighted that; there are some of the requirements that are not exempted and needed to be reconfirmed such as; a proof of innocence letter, and an ‘;;;;;;;;;;;;;updated CV. Furthermore, If the teacher is a foreigner, the same case in every aspect except their residence or visa, which proof is needed in every academic year. All the other requirements are exempted based on their previous record which the institution has archived and doesn’t need reconfirmation; unless the applicant obtained new ones, if so, he will re-submit a copy of them.

“Some of the requirements are exempted based on their previous record which the institution has archived; such as citizenship card, transcripts and certificates; if he doesn’t obtain new ones, if he obtained, he will re-submit a copy of them. Therefore, there are some

others that are not exempted and need to be reconfirmed such as; a proof of innocence letter, and an updated CV. If he is a foreigner, the same case for every aspect except their residence or visa, which proof is needed in every academic year.” Interviewee A

Q12: *Is there any requirement for the new teachers who are currently being hired by the schools to hold a license?*

According to Interviewee A; for the new teachers who are currently being hired by schools, there is no requirement for them to get a license when they start working in private schools, but when they start working in public schools, they must first become a civil servant and enter the payroll. To become a civil servant, a teacher must hold a teaching license.

“As far as we know, there is no requirement for him to have a license when he starts working in private schools, but when he starts working in public schools, he must first become a civil servant and enter the payroll. To become a civil servant, he must hold a teaching license. In addition to that, those teachers who were hired before the license was made, and are on the payroll of the government, are still working.” Interviewee A

4.8. Document review findings

4.8.1. Somaliland teaching licensure process and procedures

4.8.1.1. Somaliland Teacher Certification and Licensing Authority/Board

According to the (national education policy, 2015 – 2030), The purpose of teacher licensing and certification authority/board (TLCA/B) is to approve the qualification of teachers who could do the right lesson plan and could use instructional methodologies for facilitating student learning by providing quality education which is based on standard curriculum; while doing the right help for students, and improving their relationship with them. Teacher's duties might not confine only to formal teaching. Outside the classroom, teachers may accompany students on field trips, manage study halls, supervise extracurricular activities, conduct student counselling, and organize school committees.

Qualified teachers must be ready to continue their professional development by updating their pedagogy on yearly bases for achieving the best practices of teaching, and developing their skills to use technology, specifically the internet.

4.8.1.2. Somaliland Licensure Requirements

Getting national certification and licensing to teach by completing all the following requirements:

- A person who wishes to become a teacher must first acquire college, university Diploma or Bachelor Degree in Education by majoring in one of the subject areas taught in schools with specified teaching licenses after satisfying the requirement of teaching practice.
- This professional certification/licensing will include the study of educational psychology, methodology of teaching, class management, assessment of student, and professional code of

ethics which will help them to achieve the best practices of teaching in using student center learning.

- The diploma or the degree and professional certification from other countries should be assessed by Teacher Licensing and Certification Authority/Board (TLCA/B); by evaluating his/her transcript, and contacting the Ministry of Education of that country for verification of documents; before accepting it.

4.8.1.3.Types of certificates

According to the Somaliland Teacher Certification and Licensing Authority/Board there are different types of certifications that they provide to the prospective teachers including:

- Pre-school teacher certification is for Quranic and KG teachers after getting special and intensive training.
- Primary school teacher certification is based minimally on college diploma in Education and educational license.
- Secondary school teacher certification is based minimally on Bachelor Degree in Education and educational license.
- Teachers for student with special needs certification is required to take especial train beside the diploma or degree in education.
- Tertiary education lecturer's certification.

4.8.2. International best practices of teaching licensure process and procedures

Accordingly, every country or nation follows its own separate teacher licensing procedures, whereas some states or regions within a nation have also their own separate procedures. After the Identification process, all the documents and country reports have been reviewed to capture the teacher licensure best practices that could be used as a benchmark. Here below is a summary of different countries and their alternative routes to licensing for k-12 teachers.

4.8.2.1.Teacher licensing procedures in OECD countries

According to OECD (2014), In 27 of 36 OECD and partner countries, there are selective criteria to enter and/or progress in initial teacher education for at least one level of education, and in 20 countries there are other requirements, in addition to initial teacher education, before one can start teaching and/or become a fully qualified teacher. Furthermore, a master's degree is required for pre-primary school teachers in only four of the 35 countries with available data, while it is required of upper secondary teachers, who teach general subjects, in 22 of the 36 countries with available data.

Requirements for entry into the teaching profession are nearly identical for all levels of education, and between vocational and general subjects. In 25 of the 35 countries with available data, graduates from initial teacher education programmes can start teaching directly at the primary, lower secondary and upper secondary level, and in 24 of 34 countries at the pre-primary level. In 20 countries, new teachers at all levels of education are fully qualified without further requirement

In contrast, teacher candidates in Brazil, France, Korea, Mexico, Spain and Turkey must pass a competitive examination to start teaching. In Japan, candidates are required to both pass a competitive examination and acquire a license, which is also true in Greece, where candidates must also pass a standardized test. In Luxembourg (pre-primary and primary levels), candidates must pass a competitive examination and a standardized language test in the three national languages. In Australia and Austria (academic secondary school, lower level and upper secondary level), candidates must acquire a license to start teaching.

In 14 of the 35 countries with available data, passing a probation period is a requirement to become a fully qualified lower secondary teacher (general subjects). In England, Greece, Israel, Scotland and Sweden, new teachers must both acquire a license and pass a probation period in order to become fully qualified.

4.8.2.2. Teacher licensing procedures in USA

According to Southern Regional Education Board (SREB) found out in their State Policies to Improve Teacher Preparation report, more than 2,000 providers across the United States prepare new teachers before they are licensed by the state. The differences among them are vast — in coursework, student teaching and assessments. More than 80 percent of prospective teachers graduate from university preparation programs, though in some states, such as Louisiana and Texas, the percentage prepared in alternative programs is greater than 40 percent. (SREB, 2018) Furthermore, many states are exploring practice-based licensure tests that better align with practical classroom skills teachers need to be effective on the job. For instance:

The edTPA exam requires prospective teachers to videotape several lessons in real classrooms and provide extensive written reflection on their instruction which is mainly an interactive, online performance assessment, includes a demonstration of high-quality teaching practice in a simulated classroom environment with student avatars. Whereas, Massachusetts created its own licensure exams to better align with the professional standards for practicing teachers featured in their statewide teacher evaluation system.

Additionally, the labor market for effective teachers is very tight in some states, especially in certain subjects. Systems of tiered licensure allow for rigorous but not overly restrictive requirements for all incoming teachers — regardless of their pathway into teaching — that can be increased over time as teachers renew their licenses. Teachers continue to develop, especially in the early years of their careers. Some states have tiered licensure based on graduate coursework, years of teaching experience, and teacher evaluation and student achievement data. In some states, teachers at higher tiers of certification earn higher salaries or additional responsibilities, such as mentoring or coaching.

Tiered licensure could also help new educators see teaching as a professional career. It signals to teacher candidates that being highly prepared and effective can further their careers.

Moreover, Prospective teachers need plenty of opportunities to practice key skills, in their education courses as well as in K-12 classrooms. And they need specific, targeted feedback to help

them improve. Clinical practice — the chance to do the work of teaching in schools, with support from teacher-educators — is a hallmark of teacher education.

4.8.2.3. Teacher licensing procedures in Japan

In Japan, there are three levels of teacher's certificates. The highest is the "advanced level," which is conferred with a degree of master's or higher. The next is the first level certificate for an individual with a bachelor's degree, and the lowest certificate is the second level certificate, which is a temporary certificate valid for 15 years, for those with junior college degrees. (Ingersoll, 2007). In addition to the three levels of certification, there are three types of certificates which is produced by the Ministry of Education. The general certificate is a non-subject-specific certificate for elementary school teachers. There is a "special subject certificate" for elementary school teachers in fields such as music, art, and home economics. Finally, the "subject-based certificate" is required for all secondary school teachers.

There are certain requirements for obtaining the different certificates delineated by the Ministry of Education. An applicant must graduate from a university with a teacher training program accredited by the Ministry of Education. Furthermore, he or she must acquire all the prescribed credits for both subject courses and pedagogical and guidance courses, and must participate in a three-week teaching practicum for all levels of teacher's certificates and a one-week nursing-care internship for elementary and junior high school teacher's certificates. Upon completion of these requirements, the prefectural board of education will issue a teacher's certificate.

Additionally, a prospective teacher must pass a battery of tests as decided by the prefectural board of education or "ordinance-designated" city board of education. These tests may include written tests, interviews, proficiency tests, and an essay test. The written examination includes a number of sections covering pedagogical theory and methods, educational psychology, student guidance and counseling, subject knowledge, education laws and regulations, educational administration, school management, and general school culture. The personal interview includes a requirement that the applicant conduct a demonstration lesson. Given the high level of competition for teaching jobs in Japan, there even are private cram schools, which prepare students for these examinations. The names of successful applicants are entered in the register of eligible teachers for each prefecture or district.

Subsequently, boards of education assign these teachers to schools based on the staffing needs of the school. Upon employment, the first-year teacher is subjected to a one-year probationary period. Training does not end with the end of this probationary period, however.

4.8.2.4. Teacher licensing procedures in Thailand

Teacher preparation in Thailand has always been the responsibility of government teacher-training institutes. In 2006, there were 56 faculties of education in 56 state universities throughout the country, 40 of them at Rajabhat universities. (Ingersoll, 2007).

An entrance examination is required for all pre-service teacher education programs. Prior to 2005, entrants to teaching jobs had to complete a four-year baccalaureate-degree program. Since 2005,

all teachers must obtain a teaching license signifying professional training (Teacher and Educational Personnel Act, 2003). This requires completion of a five-year bachelor's degree in teacher education. College graduates who complete a bachelor's degree in fields other than education must complete a one-year post-baccalaureate diploma in teacher training to obtain a teaching license. However, both the five-year undergraduate-degree and one-year post-graduate diploma programs must meet the standards of professional knowledge and experience set by the Teachers' Council (2006). The minimum is 30 credits in general education courses, 50 credits in pedagogy courses, 74 credits in subject-matter courses, and six credits of elective courses plus one year of student teaching or professional practice for the five-year bachelor's degree program. The minimum is 24 credits in pedagogy course plus one year of student teaching for the one-year graduate diploma program.

4.8.2.5. Teacher licensing procedures in Africa

The national education plans and policies related to teacher issues and quality teaching of 11 sub-Saharan African countries is reviewed in here.

Benin: In 2008, Benin made the decision to only recruit qualified teachers and work to bring up the qualifications of community teachers to match national standards of completing *Certificat d'Aptitude au Professorat de l'Enseignement General* (CAP) or *Certificat Elementaire d'Aptitude Pedagogique* (CEAP). Additionally, Education students in Benin, like in other West African francophone countries, attend teacher training colleges and earn the CAP or CEAP, both of which typically take two years to complete.

Burkina Faso: Burkina Faso requires that its civil service teachers obtain a CAP to teach at the primary level. This two-year program is available to students who graduate from secondary school and pass end-of-secondary exams. To teach at the secondary level, teachers who already have the CAP and three years of teaching experience or who also have a bachelor's degree can enter a one- to two-year program to obtain a *Certificat d'Aptitude au Professorat de l'Enseignement Secondaire*. Further coursework is required for teachers to advance to positions of head teacher, inspector, or advisor on pedagogy. Coursework must be taken through the *l'Ecole Normale Supérieur de l'Universite de Koudougou*, but the fees are high, and many teachers cannot afford the time or travel required to work towards these advanced certifications.

As of the 2012 school year, 95% of civil service primary school teachers had previously received enough training to meet certification standards, but that figure dropped to 48% at the secondary level. However, civil service teachers made up only 40% of the teacher workforce, greatly reducing the overall training level of Burkina Faso's teachers. While the national requirements for teacher certification are high, the pre-service education and training are composed almost entirely of lectures on pedagogy and theory with little to no practical component. The national reform program that was in place from 2000 to 2009 included provisions for inspections and seminars to be held by teacher certification programs to provide in-service training for teachers. However, these are rare to be found.

Ghana: Ghana does not have a teacher licensure requirement beyond the teacher education certification requirements, which also means that teachers do not need to renew or reapply for licensure for the duration of their careers. The certification process for school teachers ideally takes its candidates straight from secondary school into three-year or four-year programs, depending upon whether the student wishes to teach at the primary or secondary school level. For those who already possess a university degree in their subject area, a one-year program to earn a Postgraduate Diploma in Education exists. Additionally, certification programs are available for teachers who are uncertified but who are already practising.

Kenya: The Kenyan Constitution in 2010 established the Teacher Service Commission and charged it with teacher management to include teacher entry standards and registration. Teachers in Kenya, upon becoming qualified, were required by law to register with the Teachers Service Commission. However, in 2012, the government acknowledged that there was no established mechanism to ensure that all teachers were certified, which led to a large number of uncertified teachers. To combat this, the government increased its emphasis on ensuring all teachers become certified upon becoming qualified teachers. The Teachers Service Commission also created an online method for certification to ease the certification process. In order to become qualified, primary school teachers must earn teaching certificates from Primary Teacher Training Colleges or diplomas from Diploma Teacher Training Colleges. The quality of these certificates and diplomas is certified by the Kenya National Examinations Council. Secondary teachers, who must have bachelor's degrees, attend and receive their degrees from one of Kenya's universities.

The length of pre-service teacher training in Kenya varies depending on the type of certification. The Primary Teacher Training Colleges offer two-year teacher certificate programs and train roughly 10,000 primary school teachers per year, while the Diploma Teacher Training Colleges train around 12,000 primary school teachers per year in their three-year programs. Secondary teachers obtain either a bachelor's degree in education, which includes practical training and pedagogical instruction, or they obtain a bachelor's degree in another approved subject and, upon completion, finish a nine-month postgraduate diploma to become a certified teacher. While practical experience and student teaching are gradually becoming acknowledged as being more important than classroom theory, there is still no set requirement for the amount of practical experience obtained during teacher training programs.

In 2009, to curb education costs and help satisfy the growing demand for teachers, 18,000 contract teachers were hired, creating an 8.7% growth in the teacher workforce¹⁰⁵ and leading to strikes by the unions of civil service teachers, as the majority of these contract teachers had received no training at all. For these and other unqualified, already practising teachers, a six-month in-service program was made available through distance learning in order for those educators to acquire certification. One shortfall identified by the Kenyan Government is the lack of a coordinated teacher professional development system and the absence of a method for teachers to become teacher educators. There is currently no set of established standards to qualify as a teacher educator.

Mali: The *Institutes de Formation des Maitres* were established in each of the 17 regions of Mali in 2000 to provide a two- to four-year training program for primary school teaching certification. Candidates for these programs must have already obtained their baccalaureate. To teach at the secondary level, candidates must obtain a four-year degree from the University of Bamako.

Mozambique: To become a certified teacher in Mozambique, teachers must send their application through the district government where they are employed to be verified. The district government then nominates the teacher and forwards their application to the Administrative Court. Upon approval from the Administrative Court, teachers become civil service teachers for a probationary period of two years before becoming permanent civil servants. While the registration process should take a minimum of four to six months, many teachers remain on contract for an indefinite amount of time, waiting to be certified.

In order to facilitate the growth in the number of trained teachers more quickly, Mozambique shortened the length of teacher certification from two years to one year. Prior to attending teacher training, prospective primary school teachers must have completed the 10th grade, and prospective secondary school teachers must have completed the 12th grade.

Niger: One problem in Niger is the stringent certification process and requirements, combined with the fact that very few colleges offer these education degrees. Seven *Ecoles Normales d'Instituteurs* (ENI) across Niger offer the *Certificat de Fin d'Etudes du Premier Degre*, a two-year program required to teach primary school. Only the University of Niamey has the *Ecole Normale Supérieur*, which offers a four-year program for the *Brevet d'Etudes du Premier Cycle* to teach at the secondary level and a three-year program for candidates who have attained their baccalaureate to obtain licensure to teach in secondary schools. Starting in 2010, all teaching candidates have been required to submit a written thesis in order to pass their certification. The goal is to ensure that teachers have verbal and written competency.

The official requirement to receive certification is ten to eleven weeks of student teaching, which consists of five weeks of guided teaching and five to six weeks in charge of a class, but when surveyed, teachers were found to have had an average of less than twenty days of student teaching during their certification program. Furthermore, the ENI offers a 30-45 day training certificate program for teachers currently in the field.

Nigeria: Teaching certification programs in Nigeria can be found at any of the state universities or at the National Teachers' Institute. The minimum certification for primary and junior secondary teachers is the Nigerian Certificate in Education (NCE), which generally takes three years to complete after secondary school. For senior secondary teachers, the required qualification is a bachelor's of education degree or a bachelor's degree in a subject field combined with a Postgraduate Diploma in Education (PGDE).

The National Commission for Colleges of Education sets the minimum requirements for teacher certifications in Nigeria. In 2012, the commission updated the minimum requirement for the minimum teaching qualification, the NCE, and included guidelines for curriculum content at teacher education institutions. Student teaching, a requirement for the NCE, includes a minimum of 26 weeks of practical experience, where the student teacher spends a minimum of 10 and

maximum of 18 class periods per week in the classroom and receives a minimum of ten scored evaluations.

South Africa: In South Africa, two paths to teaching accreditation exist. Potential teachers can obtain a bachelor's of education degree from an accredited university or a bachelor's degree in an approved subject area followed by a one-year education certification, the Advanced Diploma in Education. All educators at public institutions and foreign teachers in South Africa must register with the South African Council for Educators (SACE).

Pre-service training in South Africa is available (full or part-time) through in-class and distance learning. Both pathways, the Bachelor of Education degree or another approved bachelor's degree with the Advanced Diploma in Education, require a total of 480 credit hours and take roughly four years to complete. The Bachelor of Education includes a year of student teaching, which can be conducted in numerous, shorter periods or in a smaller number of longer terms.

In 2012, SACE approved the implementation plan for Continuing Professional Teacher Development (CPTD) programs, with registration for teachers ongoing and implementation for principals and deputy principals beginning in January 2014. SACE has also approved continuing education courses, programs, and activities offered by employers, nongovernmental organizations (NGOs), and teachers' unions through the CPTD system. Educators are required to obtain a minimum number of professional development credits in each three-year cycle.

Uganda: Ugandan teachers receive their certifications from Primary Teacher Colleges (primary school teachers), National Teachers' Colleges (secondary school teachers), or universities (primary and secondary school teachers). Programs vary between 2–3 years depending upon the teaching award granted, teaching certificate or degree in education, and whether the program is pre-service or in-service.

During their second year of the pre-service training program, primary school teaching candidates are required to teach students twice, each time for a six-week period, before becoming certified. There is no student teaching requirement for those seeking a diploma or a bachelor's degree in education to teach secondary school. In-service training is available for teachers to become certified or to upgrade their qualifications from a teaching certificate to a diploma or bachelor's degree. While Uganda has been somewhat successful in certifying its public school teachers, part of this success is due to unqualified teachers moving to private institutions.

Zambia: Zambia recently increased the length of time for teacher certification from the two-year Zambia Teachers Education Course, which entailed a year of pedagogy and theory and a year of teaching practical experience, to three-year programs. The Primary Teachers' Diploma and the Secondary Teachers' Diploma, offered starting in 2012 and 2014, respectively, are available through Zambia's 14 public teacher education colleges. These new programs also have options that enable untrained teachers currently in the field to become certified through distance learning. Zambia's teacher supply is moving in the right direction.

Pre-service training at education colleges requires one year of student teaching to attain a primary school certificate or diploma, one term for a secondary diploma, and five weeks for those working towards a bachelor's degree in education. In-service training is offered in the form of seminars and

workshops by some education colleges but is not offered regularly or consistently and is difficult for teachers in rural areas to attend. With the aid of international donors, Zambian school districts have been engaged in projects to boost the use of technology for teacher training and development.

4.9.Comparative analysis of international best practices with Somaliland’s practice

Based on the findings for both the reviewed literature and interview, certifying teachers from K-12 grades in Somaliland generally fall under seven application conditions for citizens, namely: Education Qualification, Teacher education/training certificate, National ID card, Proof letter of innocence, Health certificate, Application letter with CV and Two passport-size pictures. If the applicant is a foreigner, there are other additional requirements which he/she should fulfil to get the licensure certificate, including Visa requirements, a Work permit, a Letter of guarantee from the host institution, and finally a review panel evaluates the application of their prospective candidates and finally decides who is eligible to be licensed.

Among the k-12 teacher licensure process, there are certain similarities as well as differences between the Somaliland practices compared to their international counterparts. Both the Somaliland and its international counterparts share a number of key features, including; education qualification, teacher training, and internship requirements but are facing some major differences when enforcing those requirements. While Somaliland practices are different from its international counterparts in a number of respects, which can generally be grouped in two ways; those that are missing from the Somaliland practices, such as; licensure tests, and tiered licensure or subject based licenses, and those that Somaliland has and are not evidenced in the literature, including; National ID card, Proof letter of innocence, and Health certificate.

4.9.1. Education qualifications and teacher education

For the education qualification requirement of Somaliland, the teacher is required to be one level higher than the one he is teaching; for example, if the teacher is teaching a KG class, he should have a completion certificate of primary education, for the primary he should have a secondary certificate and finally for the secondary he should have a bachelor’s degree.

Whereas, in 27 of 36 OECD and partner countries, there are selective criteria to enter and/or progress in initial teacher education for at least one level of education, and in 20 countries, there are other requirements, in addition to initial teacher education, before one can start teaching and/or become a fully qualified teacher. Furthermore, a master’s degree is required for pre-primary school teachers in only four of the 35 countries with available data, while it is required for upper secondary teachers who teach general subjects in 22 of the 36 countries with available data OECD (2014).

According to OECD (2014), Requirements for entry into the teaching profession are nearly identical for all levels of education and between vocational and general subjects. In 25 of the 35 countries with available data, graduates from initial teacher education programmes can start teaching directly at the primary, lower secondary and upper secondary level, and in 24 of 34

countries, at the pre-primary level. In 20 countries, new teachers at all levels of education are fully qualified without further requirements.

4.9.2. Teacher training programs

Currently, the teacher training program do not have any role in the licensing procedures of the Somaliland Ministry of Education and Science. The ministry only evaluates the educational qualifications of the applicants, but special considerations are given to those who have a degree, diplomas and Scott certificates of education when compared to the rest. On the other hand, in Somaliland, all teachers who are new in the profession are required to undertake preservice training indicating their pretraining hours, whereas, for those who are already in the teaching profession and applying for the license, this requirement is exempted. Every applicant should take a letter of recommendation as part of his application documents from the institution where he did the training.

Whereas, in US more than 80 percent of prospective teachers graduate from university preparation programs, though in some states, such as Louisiana and Texas, the percentage prepared in alternative programs is greater than 40 percent. In addition to that, Southern Regional Education Board (SREB) found in their State Policies to Improve Teacher Preparation report, more than 2,000 providers across the United States prepare new teachers before they are licensed by the state. The differences among them are vast — in coursework, student teaching and assessments. (SREB, 2018)

Teacher preparation in Thailand has always been the responsibility of government teacher-training institutes. This requires the completion of a five-year bachelor's degree in teacher education. College graduates who complete a bachelor's degree in fields other than education must complete a one-year post-baccalaureate diploma in teacher training to obtain a teaching license. However, both the five-year undergraduate degree and one-year post-graduate diploma programs must meet the standards of professional knowledge and experience set by the Teachers' Council (2006). (Ingersoll, 2007). Furthermore, the minimum is 30 credits in general education courses, 50 credits in pedagogy courses, 74 credits in subject-matter courses, and six credits in elective courses plus one year of student teaching or professional practice for the five-year bachelor's degree program. The minimum is 24 credits in a pedagogy course plus one year of student teaching for the one-year graduate diploma program.

Furthermore, there are certain requirements in Japan for obtaining the different certificates delineated by the Ministry of Education. An applicant must graduate from a university with a teacher training program accredited by the Ministry of Education. Furthermore, he or she must acquire all the prescribed credits for both subject courses and pedagogical and guidance courses and must participate in a three-week teaching practicum for all levels of teacher's certificates and a one-week nursing- care internship for elementary and junior high school teacher's certificates. Upon completion of these requirements, the prefectural board of education will issue a teacher's certificate (Ingersoll, 2007).

4.9.3. Teacher test/examination

There are no tests involved in the Somaliland teacher certification process, and if the applicant fills all the licensure requirements, he/she may secure to be granted to license. Apart from the tests taken when they are graduating from the colleges or universities for the completion of teacher training/education programs. This has limited the possibility of competition of teachers entering the teaching task force because the teaching licensure board simply evaluates and checks whether the applicant has completed all the application requirements and then decides to grant him the teaching license.

In contrast, teacher candidates in Brazil, France, Korea, Mexico, Spain and Turkey must pass a competitive examination to start teaching. In Japan, candidates are required to both pass a competitive examination and acquire a license, which is also true in Greece, where candidates must also pass a standardized test. In Luxembourg (pre-primary and primary levels), candidates must pass a competitive examination and a standardized language test in the three national languages OECD (2014).

Additionally, In the USA, many states are exploring practice-based licensure tests that better align with practical classroom skills teachers need to be effective on the job. For instance: The edTPA exam requires prospective teachers to videotape several lessons in real classrooms and provide an extensive written reflection on their instruction which is mainly an interactive, online performance assessment, including a demonstration of high-quality teaching practice in a simulated classroom environment with student avatars. Whereas Massachusetts created its own licensure exams to better align with the professional standards for practising teachers featured in their statewide teacher evaluation system (SREB, 2018).

Furthermore, In Japan, a prospective teacher must pass a battery of tests as decided by the prefectural board of education or “ordinance-designated” city board of education. These tests may include written tests, interviews, proficiency tests, and essay tests. The written examination includes a number of sections covering pedagogical theory and methods, educational psychology, student guidance and counselling, subject knowledge, education laws and regulations, educational administration, school management, and general school culture (Ingersoll, 2007).

In Thailand, an entrance examination is required for all pre-service teacher education programs. Prior to 2005, entrants to teaching jobs had to complete a four-year baccalaureate degree program. Since 2005, all teachers must obtain a teaching license signifying professional training (Teacher and Educational Personnel Act, 2003). (Ingersoll, 2007).

4.9.4. Internship requirement

In Somaliland, it is a requirement that new candidates have gone through an internship program. Thus, for all new teachers, they shall possess a work experience in a school and have a recommendation to be considered for licensure, or they must bring a training certificate or Scott certificate which proves that he has already taken it and knows it well; subject/subjects of specialization, teaching methodology, teaching pedagogy, lesson plan, and lesson preparation. Hence, doing an internship is not a requirement for all the teachers who are already in the

profession and are already taught classes and hence know the teaching context well when applying the teaching licensure.

Whereas, according to OECD (2014), In 14 of the 35 countries with available data, passing a probation period is a requirement to become a fully qualified lower secondary teacher (general subjects). In England, Greece, Israel, Scotland and Sweden, new teachers must both acquire a license and pass a probation period in order to become fully qualified.

Subsequently, in Japan, boards of education assign these teachers to schools based on the staffing needs of the school. Upon employment, the first-year teacher is subjected to a one-year probationary period. Training does not end with the end of this probationary period, however.

4.9.5. Tiered/level-based or Subject-based licensure system

As per the document analysis, the Somaliland national education policy 2015 – 2030 notes that the Somaliland teaching licensure/certification procedures have five different types which they provide to their prospective teachers, namely, preschool teacher certification, primary school teacher certification, secondary school teacher certification, special needs teacher certification, and tertiary education lecturer certification. Whereas the interview findings have highlighted that all the teaching license that the ministry now pays are neither level-based nor subject-based licenses, but is a general license and most of the application requirements are the same for all levels of teaching. According to above, there are contradictions between the ministry’s documentation regarding teaching licensure procedure and the license they provide to their prospective teachers in which they provide only one type of license for all levels except tertiary education, which they don’t handle for their teacher now.

Whereas, In Japan, there are three levels of teacher’s certificates: The highest is the advanced level which is conferred with a degree of master’s or higher; the first level certificate is for an individual with a bachelor’s degree; and the lowest certificate is the second level certificate, which is a temporary certificate valid for 15 years, for those with junior college degrees. In addition to the three levels of certification, there are three types of certificates which is produced by the Ministry of Education. The general certificate is a non-subject-specific certificate for elementary school teachers. There is a “special subject certificate” for elementary school teachers in fields such as music, art, and home economics. Finally, the “subject-based certificate” is required for all secondary school teachers (Ingersoll, 2007).

Additionally, in the USA, the labor market for effective teachers is very tight in some states, especially in certain subjects. Systems of tiered licensure allow for rigorous but not overly restrictive requirements for all incoming teachers — regardless of their pathway into teaching — that can be increased over time as teachers renew their licenses. Teachers continue to develop, especially in the early years of their careers. Some states have tiered licensure based on graduate coursework, years of teaching experience, and teacher evaluation and student achievement data. In some states, teachers at higher tiers of certification earn higher salaries or additional responsibilities, such as mentoring or coaching.

Tiered licensure could also help new educators see teaching as a professional career. It signals to teacher candidates that being highly prepared and effective can further their careers.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

This study aimed to conduct a comparative analysis of Somaliland's K-12 teacher licensure process and best practices. The study specifically aims: to review and assess Somaliland's existing teacher licensure processes and practices, identify and review teacher licensure best practices that could be used as a benchmark, and finally compare best practices with Somaliland's practice.

This study used a comparative study design, benchmarking was firstly conducted by reviewing national certification boards of other countries to obtain all the required information including their licensure requirements. Furthermore, the study conducted a comparative analysis to identify the strengths and best practices by analyzing documents of the teacher licensure process in Somaliland with the aforementioned institutions. In addition to that, the study used a mixed approach (qualitative and quantitative approach) to capture all the information that the study needs quantitatively and qualitatively and to make it easy of triangulating the study findings.

The study used a purposive sampling technique. This study conducted two key informant interviews from the Teacher Certification and Licensing Authority/Board of ministry of education. The data sources for this study will be both primary and secondary data from the ministry of education and science. The primary data was obtained from the Teacher Certification and Licensing Authority/Board. Whereas the secondary data was collected from reviewed documents such as official governmental reports (including quantitative data reports), and academic papers from the Somaliland ministry of education and science ministry which have already been processed.

The data collection instrument of the study was both the key informant interview method and document analysis. This study used the analysis and review of all documents related to Somaliland's existing teacher licensure processes and, at the same time, conducted key informant interviews to examine the existing teacher licensure process. The interview part was collected from the Teacher Certification and Licensing Authority/Board. According to qualitative data, content analysis will be conducted to analyze both the interview and all the documents reviewed. Whereas quantitative data will be analyzed in a descriptive analysis method.

The study found that the total number of in-service teachers from k-12 schools is 12757. The early childhood education teachers account for 760 of which 612 are females, whereas teachers in primary education are 9605 of which 7811 are males, furthermore teachers in secondary education are 2392 of which 2301 are males.

The study has furtherly found out that there are seven national requirements for licensure which are; Somaliland national ID card, Copy of education qualification, Health certificate, proof of innocence, Two passport size pictures, Application request letter and CV, and Teacher Training

certificate. Additionally, If the teacher is a foreigner; there are some other additional requirements such as; he or she will need a visa, a work permit and furthermore a request letter, and a letter of guarantee from the host institution. The license expires in a period of five years in which each year a renewal stamp from the ministry is required.

The study recommends improving and establishing rigorous standards including; Imposing a teaching licensure exam with a minimum passing grade. Every teaching licensure applicant must have previously attained on-class training and have a one-year teaching experience. Every applicant must have previously attained a teacher training program including a Scott certificate, diploma and degrees in education. The ministry must divide its license into two parts; a level-based license so that a person can teach a certain level of schooling and a subject matter license based on certain courses.

5.2.Recommendations

- ❖ In reference to the study findings, the ministry of education should establish a rigorous standard in the first step including but not limited to;
 - ✓ Impose a teaching licensure exam with a minimum passing grade.
 - ✓ Every teaching licensure applicant must have previously attained on-class training and have a one-year teaching experience.
 - ✓ Every applicant must have previously attained a teacher training program including Scott certificate, diploma and degrees in education.
 - ✓ The ministry shall establish a tiered licensure system which can be sub-divided into two; level-based license so that a person can teach a certain level of schooling and subject matter license based on certain courses such as; math, and other science courses.
- ❖ Furthermore, the political determination is of equal importance to enforce those standards. A professional licensing system will not generate public confidence and trust if its requirements are not enforced or are unevenly enforced. The teacher licensure board will need a sufficient legal and moral authority to withstand pressure to compromise standards if demands exceed supplies. Beyond licensing of course lies the future deployment of teachers in the schools. Therefore, the national certification board must be equipped with all legal and moral authorities.
- ❖ In addition to that; The ministry of education shall release a directive to all schools both private and public, indicating that every new teacher that a school is going to hire should have to be equipped with a license. Failure to accomplish and fulfill the procedure shall be result a penalty with all of its levels till the final closure of the school.
- ❖ Finally, the study recommends that there is a need for further research on teacher quality, licensing procedure and the overall quality of education from the teacher's perspective and their perceptions of the teaching license. In addition to that, the importance of teacher training programs, their effectiveness compared to the teacher and the education quality.

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