



FOURTH JOINT REVIEW EDUCATION SECTOR OF PUNTLAND

16TH -17TH JANUARY 2018

Enhancing the Key Components in Teacher Capacity and Quality of Teaching in Puntland

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Conclusion and Recommendations

This paper sought to identify the needs of enhancing the capacity of teachers that contributes both retention of teachers and quality of education outcome. The paper found that teachers receive low salary, in particularly rural areas. This is critical issues on education quality as noted that salary influence on performance of teachers. Thought donors, parents and government contributed to the teachers salary, but it not yet not address this issues. It also found that teachers need capacity development in terms of subject knowledge and pedagogical skills due to large number of untrained teachers are currently in teaching service in Puntland . Finally the study recommended the following:

1. To address issue on teachers' low salary, particularly rural areas, as this viewed a factor that influences on quality and retention of teachers, therefore, it is needed to revise salary scale of teachers by comparing salary of other sectors to produce standard salary of teachers. It is also recommended to give special consideration for teachers in rural areas and integrated approach of teachers' salary payment that clearly shows contribution of each education stakeholder.
2. To conduct a capacity assessment for teacher training institute and teachers education department to enhance the existing system, curriculum, policy and procedure of teachers education system in Puntland.
3. To establish an effective system on teachers recruitment and certifying in order to eliminate recruiting of untrained teachers and giving opportunities for newly trained teachers.
4. To conduct studies on mobility of teachers and limitation of female teachers in both primary and secondary schools in Puntland in order to solve problems on gender disparity in teaching and teachers movement.
5. To assess the capacity of teachers and develop a tailor-made training that effectively addresses the capacity development needs of teachers.

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EXECUTIVE SUMMARY

This paper aims to shed a light on the needs of enhancing the capacity of teachers and their retention to improve the quality of teaching in Puntland. The paper focuses on three key specific aspects in enhancing teacher capacity and as a result determining the overall quality of education: subject-knowledge, pedagogy skills and payment scale of teachers. These aspects were specifically highlighted in the conference on Education Sector Analysis and Joint Review of Education Eector in 2016, Garowe, Puntland. It was pointed out that there were limited subject-knowledge and pedagogy skills among teachers due to the fact that 40% of primary teachers in Puntland are unqualified teachers. It was also noted that the teaching profession remains in low pay jobs, particularly in rural areas where an average of monthly pay ranges \$20-\$50 USD. Based on the finding of ESA (2016) and JRES (2016), a number of key policy actions have been identified on teacher education and teachers salary to address above-mentioned issues.

Introduction

It is widely accepted that the quality of schools is primarily depends on the subject-knowledge, pedagogical skills as well motivation of teachers. ESSP(2017) stated that in order to focus on quality issues and learning outcome, a consideration must be given to the teacher quality and resources availabilities. Teachers' Education Policy in Puntland (2006) reveals that there are concerns about the children who failed to attain a complete cycle of education as there is a relatively high drop- out rate in schools. In a bid to contain this problem, an education policy was adopted to improve quality of our students through a good quality teacher. A superb teacher education programme is needed to develop the quaiity of teachers to meet the requirement of subject-knowledge, pedagogy and professional skills. Thus, teacher education is key in developing teacher ability and capacity for a better performance and acquiring high professional skills.

In Somalia, the first teacher training center was established in 1946. Shortly after independence in 1960, there were four teacher training centers; Amoud, Magistrale, Takhasus, and National Teacher Training Center (NTEC). The first one was in north and the rest were in Mogadishu.

In 1975, Halane Teacher Training Institute was established at Mogadishu to address the problem of shortage of teachers (Heinemann, 1999). The length for the training was one year after intermediate school and then extended to two-year programme from 1978 to 1984. Halane teachers training institute ceased functioning in 1985. For training secondary school teachers, a Lafole College of Education was set up in Afgio from 1968 linked to Eastern Michigan University, USA . This was the only teacher education college aimed to train secondary teachers in Somalia at the time.

In 2004, the ministry of education, Puntland with support from SIDA through Diakonia established and managed Garowe Teachers Education College (GTEC). In 2005 GTEC started pre-service teachers' education with 46 primary teachers, with the aim of strengthening primary and secondary education in

At the same time, East Africa University (EAU) at Bosaso introduced a four-year Bachelor of Education degree. In 2006, both GTEC and EAU had offered first two-year in-service teacher training to certify large number of untrained teachers in Puntland through strengthening capacity of teacher training project under EU support. In 2008, GTEC introduced a two-year pre-service secondary education at the area of biology-chemistry, physics- mathematics, followed by history and geography in 2009 and in 2015, the college introduced diploma in English in secondary education. GTEC offers two- year secondary and primary education to address shortage of qualified teachers within a short time. In 2013, Mogadishu University, Bosaso campus started Bachelor of Education at Bosaso and Puntland Science and Technology University started in-service teacher training at Galkayo. In 2012, GTEC offered a Bachelor degree for its graduates to upgrade their qualification with collaboration of Islamic University in Uganda.

In 2015, the Ministry of Education in Puntland centralized both primary and secondary teacher education at GTEC as being a public institution that has capacity to carry any kind of teachers training as it experienced running teacher education program since 2005. However, it was noted that rate of output was not sufficient to keep up with the rapidly growing demand for teachers in both primary and secondary schools in Puntland (ESA, 2016) due to financial and economic constraints.

Available literature indicates that there is 23 years of gap in primary teacher training program since 1985 when Halane primary teachers training centre was closed. It was the only primary teacher training in Somalia. Similarly, there was a gap of 10 years in secondary teacher training in Somalia. This paper reviews the finding of ESA (2016) and JRES (2016) in areas of teachers' education. The paper sheds a light on three areas that are necessary for quality and retention of teachers as under:

1

Subject-Knowledge

That subject knowledge is vital component of teacher education. It is generally accepted as central component of what teachers need to know. Buchmann (1984) points out it would be odd to expect a teacher to plan a lesson on - for instance - writing reports in science and to evaluate related student assignments, if that teacher is ignorant about writing and about science. Therefore, subject knowledge is essential because when teachers possess inaccurate information or conceive knowledge in narrow ways, they may pass on these ideas to their students. They may also use texts uncritically or may alter them inappropriately.

Limitation of Subject knowledge of teachers in Puntland was one of the areas that have been highlighted by Education Sector Analysis (ESA) in 2016. A study conducted by Mercy Corps in 2016 in Somalia on English proficiency found that teachers obtained marks of 29.5%, 24.8% and 18.2% on Basic English exam in Puntland, Somaliland and South Central respectively. In addition, ESA (2016) identified poor subject knowledge of teachers in Puntland, particularly primary schools teachers was not adequate. As mentioned above this may cause teacher to pass incorrect information to his or her students that challenges the progress of student education. In addressing the above gaps in teacher education in Puntland, PEPP (2012) asserts that teacher education requires explicit institutional commitments to reassess the training of teachers and have the courage to dramatically restructure underperforming programs or to close them if they are unable to make the changes needed to ensure teacher quality. However, policy declaration alone is not enough to make proper intervention in filling the gaps in teacher education in Puntland.

2

Pedagogical Skills

All the teaching skills used by teachers that enable students to learn the knowledge and skills related to deferent subjects is referred as pedagogical skills. It effectively promotes learning and creates well-being learning environment that actively accommodates all the students regardless any discrimination. ESA (2016) stated that on average, primary schools did not meet the minimum standards for pedagogical practice. The reason is that many untrained teachers in teaching service as in line with that JRES (2016) noted that 36% of primary teachers are untrained teachers and ESA (2016) that 40% of primary teachers are unqualified and EMIS (2017) stated that 58.8% and 26.8% of primary and secondary teachers are untrained respectively. Beside these pedagogical skills limits, there is increase of students' population as there was an increase of 23.5% of GER in secondary schools from 2003 to 2016 and increase of 41% -58.2% of GER in primary enrollment from 2011 to 2017(EMIS, 2017). However, it affects the quality of teaching and coverage of the syllabi due to limited teaching skills that are necessary for every teaching activity.

3

Teachers' Salary

It was well documented that teacher's performance is linked to the scale of their remuneration. This means that high paid teachers have more impact on student's performance than low paid teachers. ESA (2016) highlighted that teacher pay remains low, with rural teachers making as little as \$20-\$50 USD per month on average. Although it can be criticized the validity of this rate, but the government's rate of primary teacher's salary is \$56.45 per month and government does not pay all the teachers. Education budget is only 7% of state expenditure.

JRES (2016) stated in 2016, only 304 and 891 secondary and primary teachers were in government payroll respectively. It was noted that majority teachers are being paid from school fees. However, teacher's low salary has negatively affected the performance of students that a result centralized exam in 2016-2017 school years for grade eight indicates that above one thousand of students failed in this exam. This also cause that qualified staff are reportedly reluctant to stay with rural communities and around 40% of school-age children are out of school due to that they unable to pay schools. Recently, World Bank pays incentives of 2117 primary (1813) and secondary (304) teachers in Puntland with \$57 –

\$71 per month to primary and secondary teachers respectively.

This incentive reaches only 38.6% of current primary and secondary teachers and it is far below ordinary salary of teachers in Puntland that ranges \$150-450 in which based on location of schools (Urban or Rural) and capacity of teachers. However, low salary affects quality of teaching and it causes high mobility of teachers because of looking for a better salary, but it is difficult to document this issue due to lack of data on teachers' mobility. Teacher salary varies considerably in urban and rural areas due to economic level and students' population as tuition tee is main source of teachers' salary. ESA (2016) documented that parent's pay about USD 150 per child per year as fees and other educational costs.

