

FROM INITIAL PREPARATION TO PRACTICE: TEACHER EDUCATION AND QUALITY IN PUBLIC PRIMARY SCHOOLS IN THE SOUTHERN STATES OF SOMALIA

MOHAMED DIYAT ABDI, PURITY MUTHIMA & WILSON MUTUMA

Kenyatta University

<https://doi.org/10.37602/IJREHC.2026.7524>

ABSTRACT

Teacher quality depends not only on the qualifications teachers hold at entry, but also on the professional learning and support they receive throughout their careers. In Somalia, the Somalia National Teacher Policy (SNTF) 2021 established provisions for teacher education, continuous professional development (CPD), mentorship and coaching, yet implementation takes place in a fragile education system where many teachers enter classrooms without professional education qualifications and access to structured professional learning remains uneven. This study examined the effect of teacher education, training and professional development provisions on teacher quality in public primary schools in the Southern States of Somalia. An explanatory sequential mixed-methods design was used. Quantitative data were obtained from 341 teachers and analysed using descriptive statistics, Pearson correlation, Analysis of Variance and multiple regression. Qualitative interviews, classroom observations and document review were used to explain the statistical findings. Teacher education, CPD opportunities, and mentorship and coaching collectively had a significant effect on teacher quality, $F(3,337) = 100.708$, $p < .001$, explaining 47.3% of the variation in teacher quality ($R^2 = .473$). Teacher education was the strongest independent predictor ($\beta = 0.351$, $p < .001$), closely followed by mentorship and coaching ($\beta = 0.348$, $p < .001$). The availability of CPD was positively associated with teacher quality but did not show an independent significant effect ($\beta = 0.093$, $p = 0.074$). Qualitative findings revealed greater government engagement in investing in teachers' education and school-based training, but also inequality in CPD accessibility, reliance on donor-financed training programs, and instructional planning. It can be concluded that initial preparation and school-based training have a greater effect than occasional training opportunities and that a planned approach for professional development is needed at a national level involving pre-service preparation, induction, CPD, mentoring and coaching.

Keywords: teacher education; continuous professional development; mentorship; coaching; teacher quality; Somalia National Teacher Policy; fragile education system

1.0 INTRODUCTION AND BACKGROUND

Teacher quality is more than just being qualified academically. There are other aspects such as professionalism, pedagogy competence, continuous learning and professionalism (MoECHE, 2021; Popova, Evans, & Arancibia, 2022). This research evaluated teacher quality from four different perspectives that are qualification, competence, motivation and professional accountability. Teacher training and development are closely related to all the above mentioned

perspectives since they define what teachers know, what they can do in the class and how they develop once they are already teachers.

Teacher training at the beginning of an educator's career helps form their subject knowledge and teaching strategies; in-service training, professional development, coaching and mentoring should be focused on improving teaching practices in the future (Popova et al., 2022). The most effective learning for educators is the one that is ongoing, connected to classroom practice and supported by follow-ups, not just training courses (Global Partnership for Education, 2025). These forms of support are especially important where teachers face curriculum reform, large classes, diverse learner needs and changing expectations around assessment, inclusion and child protection.

Somalia presents a distinctive context for teacher professional development. The education system continues to rebuild after decades of conflict and fragmented provision, while responsibility for education is shared between the Federal Government and Federal Member States (MoECHE, 2022). Development partners also continue to support teacher training and professional learning. As a result, teachers' access to professional development is influenced by national policy as well as differences in state capacity, geography, security conditions and the availability of externally funded programmes (MoECHE, 2022; MoECHE, 2024).

The Somalia National Teacher Policy (SNTF) 2021 provides a national framework for professionalizing the teaching workforce. It sets expectations for initial teacher preparation, in-service training, continuous professional development, mentorship and coaching, and envisages a professionally qualified workforce in which teachers receive appropriate preparation before entering the classroom and continue to develop their competencies throughout their careers (MoECHE, 2021).

Implementation, however, takes place against a difficult workforce reality. According to the Annual Education Statistics Book of 2024 by the Ministry of Education, Culture and Higher Education (MOECHE) in Somalia, only 62.5% of primary teachers were classified as qualified, although this represented a substantial improvement from earlier years. Government recruitment has expanded rapidly, but interviews in this study showed that many recruits hold university degrees in disciplines such as Business Administration, Nursing, Engineering, Commerce, Science and Medicine rather than Bachelor of Education qualifications. Some of these teachers later undertake Diploma in Education or other pedagogical programmes while already teaching.

Professional development after recruitment is not evenly distributed. According to the findings of MoECHE 2024, only around 35% of teachers in 2023 received professional development and that many of the programs depend on donor-funded projects. Teachers working in urban areas and institutions supported by development partners were more likely to benefit from CPD programs compared to their counterparts from rural and hard-to-reach regions. Thus, there arises a second policy issue: despite teachers being recruited with inadequate professional skills, the system has not created opportunities for all teachers to develop classroom practices.

The issue is whether there are particular types of professional development that are strongly linked to teacher effectiveness. The study identified three main dimensions: teacher education, professional development, and mentoring and coaching. This article will discuss these

dimensions and whether sustained in-school programs can replace the weaknesses of sporadic programs.

1.1 Problem Statement

In an ideal teacher education process, teachers begin teaching after acquiring the appropriate preparation in the subjects that they are supposed to teach. In addition, teachers go ahead to develop their teaching skills through in-service training and continuing professional development (CPD). Continued professional learning is linked to better classroom performance when the learning is relevant, continuous, and followed up. The SNTP 2021 follows this principle by offering a career-long professional development path.

In Somalia, however, teacher preparation and professional learning remain uneven. MoECHE (2024) reports that only 62.5% of primary teachers are classified as qualified and that only about one-third of teachers access formal training in a year. Interviews conducted in this study further showed that some teachers enter classrooms with degrees outside education and receive pedagogical preparation later, while CPD opportunities are often irregular and dependent on donor-supported projects. Classroom observations conducted during the study also showed weaknesses in lesson planning and instructional preparation despite evidence of progress in other professional practices.

If the relative contribution of teacher education, CPD, mentorship and coaching is not established, government and development partners may continue investing in training without clear evidence on which forms of professional learning contribute most strongly to teacher quality. Existing studies provide useful evidence from other settings, but limited empirical work has examined these dimensions together within Somalia's national teacher policy framework. This study therefore examined the effect of teacher education, training and continuous professional development provisions of the SNTP on teacher quality in public primary schools in the Southern States of Somalia.

1.2 Objective, Research Question and Hypothesis

The objective was to establish the effect of teacher education, training and continuous professional development provisions of the Somalia National Teacher Policy on teacher quality in public primary schools in the Southern States of Somalia.

H02: Teacher education, training and continuous professional development provisions have no significant effect on teacher quality in public primary schools in the Southern States of Somalia.

1.3 Significance of the Study

The study provides evidence for federal and state education authorities on how different forms of professional learning contribute to teacher quality. It is particularly relevant to current government and development-partner investments in teacher education because it distinguishes the influence of initial preparation, access to CPD, and school-based mentorship and coaching. The findings can inform the design of a more coherent professional development pathway for teachers serving in public primary schools.

2.0 LITERATURE REVIEW

2.1 Teacher Education and Professional Learning

Teacher education provides the professional foundation for teaching by developing subject knowledge, pedagogy, classroom management skills and understanding of learners and curriculum. In this study, teacher education included both pre-service preparation and professional training received after entry into teaching. Where teachers enter the profession without education qualifications, in-service professional preparation may therefore provide a pathway from academic qualification into professional teaching.

Empirical research points to a positive relationship between teacher training and performance. Faudiah, Fadhilah, Fitriana and Dewi (2023) found that training and development can strengthen teacher performance, while Nugroho (2024) similarly linked teacher training and experience with improved educational quality. These findings support the importance of professional learning, but the Somalia context also raises the question of when that preparation occurs: before entry into teaching or after appointment.

Maringe (2026), examining sustainable teacher education in Rwanda, emphasizes both pre-service and in-service teacher education and draws attention to challenges such as attrition, funding and inequities. The comparison is relevant because Rwanda has a more established teacher development framework, yet implementation challenges persist. For Somalia, where institutions and financing arrangements are still developing, the gap between policy intentions and actual access to professional learning may be even greater.

2.2 Continuous Professional Development

CPD (Continuous Professional Development) is meant to enable teachers to improve their skills and knowledge after they have already been trained. The CPD process should be responsive to curriculum changes, classroom challenges and the changing needs of the learners and not be conducted as an independent training exercise. According to Popova, Evans and Arancibia (2022), there tends to be a mismatch between the evidence about factors that influence successful CPD programs and the implementation process. This tends to be true especially when the training sessions are brief, funded externally and not followed up on.

Abakah, Widin and Ameyaw (2022) observed that CPD activities for basic school teachers in Ghana could boost teacher confidence and their practice despite the lack of proper policy context. In a systematic review of literature on the impact of CPD on teaching quality, Ambon, Alias, Komariah and Mansor (2024) observed that CPD programs have the capacity to boost pedagogical skills and problem-solving skills of teachers.

Findings from Somalia also indicate similar concerns regarding the process of implementation. According to MoECHE (2024), less than a third of teachers have formal training during the year, and structured CPD is not always readily accessible. It is therefore clear that the problem with CPD is not the value that teachers and officials attach to it but its accessibility.

2.3 Mentorship, Coaching and School-Based Support

Mentorship and coaching differ from periodic training because they provide support closer to the classroom. They can involve observation, feedback, joint lesson preparation, professional guidance and follow-up by experienced teachers, headteachers or education officials. The SNTP recognizes these forms of school-based support as mechanisms for strengthening professional competence and helping teachers apply what they learn in formal training.

Research on teacher development in African contexts has long emphasized the difficulty of translating training into changed classroom practice without continued support. Hardman, Abd-Kadir and Tibuhinda (2009) examined teacher development and pedagogical change in an African setting and highlighted the importance of connecting professional learning with classroom practice. This is reinforced by the broader literature on teacher development, which suggests that professional learning is more likely to influence teaching when it is sustained and accompanied by follow-up.

For Somalia, mentorship and coaching may be especially important because many teachers enter the classroom through different preparation pathways. Newly recruited teachers with non-education degrees may need ongoing support in lesson planning, classroom management and learner-centred pedagogy even after completing short or holiday-based training. Mentorship therefore offers a possible bridge between formal training and day-to-day professional practice.

2.4 Empirical and Contextual Gap

Much of the existing literature examines teacher education, CPD or participation in professional learning separately. Studies from China, Ghana, Rwanda and other settings provide useful evidence, but they largely come from systems with more stable institutional arrangements or focus on specific forms of professional development. Somalia is faced with many difficulties including shortage of professionally trained teachers, quick recruitment of graduates who have not studied education, unequal access to CPD, dependence on development partners and wide rural-urban differences. This study aims to fill this gap by considering all these issues in the context of SNTP, specifically looking at teacher education, CPD, mentoring and coaching together.

2.5 Theoretical Framework

The study was based on the Teacher Professionalism Theory by Christopher Day. This theory views professionalism along three aspects namely: cognitive, affective and ethical/social. Cognitive aspect refers to the teachers' subject and pedagogical knowledge while affective aspect refers to teachers' professional identity and well being while the ethical aspect refers to the moral purpose of teaching as well as responsibilities towards learners and communities. These aspects are affected by the policies under which the teachers operate.

In this article, the cognitive and affective aspects of the theory are most significant. Initial teacher education provides knowledge and skills necessary in classrooms while continuing professional development can build up the competence and professional identity of the teachers. The theory also confirms that initial preparation is not sufficient for the teachers who require support at schools especially if they face challenges at their work environments or joined the profession in different ways.

The Somalia context illustrates this clearly. Teachers work with large classes, limited resources and learners affected by displacement and insecurity. Where CPD is irregular and donor-dependent, professional growth can be interrupted. Mentorship and coaching can therefore provide an important form of continuing support by helping teachers interpret training, reflect on practice and respond to real classroom challenges. Day's framework is useful because it treats professionalism as something that develops over time rather than as a qualification obtained once at entry.

3.0 METHODOLOGY

The study adopted an explanatory sequential mixed-methods design and was non-experimental. Quantitative data were collected and analysed first to examine the relationship between teacher education and professional development provisions and teacher quality. Qualitative data were then used to explain the statistical results and provide insight into how training, CPD, mentorship and coaching were being experienced in practice.

The research was conducted in public primary schools in Galmudug, Hirshabelle, Jubaland, Southwest State, and Banadir regional administration. The study involved 70 public primary schools spread out over 35 districts. The number of teachers involved was 4,038. A sample of 364 teachers was selected using the technique of proportionate stratified random sampling and 341 valid teacher responses were collected resulting into a response rate of 93.7 %. Headteachers and education officers were selected purposively due to their involvement in training and policy implementation.

Teacher's questionnaire was the main instrument used quantitatively. This objective focused on the following three aspects: Teacher's Education, CPD activities and mentoring and coaching. Qualitative data was collected through interview of headteachers, District Education Officers and other education officials. Observations in class rooms were done to assess the aspect of professional practice including; teacher readiness, curriculum material usage, learner participation and lesson preparation. Policy and administrative documents were also reviewed in order to compare implementation with those of the SNTP.

Frequencies and percentages were used for analyzing the quantitative data. Correlation analysis was applied to measure the relationship between teacher quality and each professional development dimension. Multiple regression analysis was carried out to test the effects of teacher education, CPD, and mentoring and coaching, while ANOVA was utilized to assess the general model. Tests of multicollinearity revealed tolerance values ranging from 0.534 to 0.598 and VIF ranging from 1.671 to 1.872, implying independence of the predictors for multiple regression analysis.

4.0 RESULTS AND DISCUSSION

4.1 Academic and Professional Preparation of Teachers

The qualification profile revealed a pool of workers who were well-qualified educationally but diverse profession-wise. Of the total respondents, 71.0% (242) possessed a Bachelor's degree while 10.2% (35) held postgraduate degrees. Teacher educators with a certificate, diploma or PGDE qualification made up 7.0% (24) of the total respondents while 10.0% (34) had their

education completed at the secondary level. There was only a very minimal number of respondents with primary-level, none at all, or any other qualifications.

It is important to add another qualification to the statistics after interviews with senior education officials. Most of the teachers with a bachelor's degree had acquired degrees in non-education fields such as Nursing, Engineering, Business Administration, Commerce, Science, or Medicine. It was made clear that some of the teachers were subsequently enrolled in Diploma in Education programs which are offered during holidays when the teachers were still teaching. It should thus be noted that there is a difference between educational qualification and professional training.

The year of graduation too was found to be quite varied. While about 10.9% graduated less than a year ago, 29.3% graduated between one and three years ago, 32.0% graduated between four and six years ago and 27.8% graduated more than six years ago. Thereby, the availability of both new graduates and experienced teachers makes for different requirements of professional development especially of the former.

4.2 Descriptive Findings on Teacher Education and Professional Development

Teachers generally viewed the three professional development dimensions positively. Teacher education had the highest mean ($M = 3.69$, $SD = 0.75$), followed closely by mentorship and coaching ($M = 3.67$, $SD = 0.76$). CPD opportunities had the lowest mean ($M = 3.33$, $SD = 0.94$). The overall mean was 3.60 ($SD = 0.72$). The wider spread of responses for CPD suggests that access to professional learning was less consistent across schools and states.

Dimension	N	Mean	SD
Teacher education	341	3.69	0.75
CPD opportunities	341	3.33	0.94
Mentorship and coaching	341	3.67	0.76

Table 1. Descriptive statistics for teacher education and professional development

4.3 Teacher Education: Strong Preparation, Uneven Entry Pathways

The third dimension was rated the highest in respect to the implementation of the policy. It is expected under the SNTP that the country will have a professionally competent workforce whereby teachers are provided with relevant preparations prior to their practice in the job and continue building their skills.

It is worth noting that there was qualitative evidence showing that the government was investing more in the education of teachers after implementing the SNTP. According to the Director General of Basic Education, about 6,000 teachers employed between 2023 and 2025 were benefitting from the teacher education programme offered in Teacher Training Colleges, distance education and school holiday Diploma in Education programmes.

On the other hand, implementation is different from the idea of professional preparation before entering because many teachers started their careers with other than education degrees and got

pedagogical preparation later. Such a flexible pathway can be useful for addressing the problem of shortage in the system, but it also means that professional preparation may start at the point when teachers start being responsible for their learners.

The information obtained during classroom observations is varied but useful. Among all the teachers who were observed, 201 (79.8%) used materials from the Somali National Curriculum, 189 (75.0%) gave equal chances to both boys and girls to participate in the process and 212 (84.1%) were ready to teach when the lesson started. However, only 73 (29.0%) teachers used written lesson plans.

4.4 Continuous Professional Development: Valued but Uneven

CPD received the lowest mean value among the three variables ($M=3.33$, $SD=0.94$). Despite the mean being higher than the neutral point, there was greater variability compared to teacher education and mentorship and coaching. The trend is supported by the qualitative finding showing that teachers were not exposed to CPD opportunities equally.

One headteacher explained the situation explicitly:

"Teachers get trained at times especially where there is support from educational partners for conducting some activities in the area. But this does not happen on a continuous basis. The training opportunities are limited to few teachers. It happens that the same set of teachers is chosen all the time whereas other teachers have never been trained" (KII-HT043).

However, a closer look at how professional development was implemented revealed something similar. Education officers indicated that professional learning was being provided via Teacher Training Colleges, holiday schools and online education, but also admitted that the demand was higher than the capacity. According to MoECHE (2024), about 35% of teachers had been able to benefit from CPD in 2023. Access depended on geography, involvement of development partners and financial support for the projects.

These results are in line with Abakah, Widin and Ameyaw (2022) who discovered that CPD could boost confidence and performance even when it is poorly implemented and with Ambon et al. (2024) who conducted a systematic review and found positive effects on teaching performance. The Somalia findings, however, show that the existence of CPD opportunities is not the same as a reliable professional development system. Irregular and unequally distributed opportunities may limit the independent contribution of CPD to teacher quality.

4.5 Mentorship and Coaching: Sustained Support Close to the Classroom

Mentorship and coaching had the second highest mean ($M = 3.67$, $SD = 0.76$), and teachers held broadly similar views about its importance. The SNTP envisages mentorship and coaching as forms of continuing school-based support through observation, feedback, guidance and professional learning. Unlike periodic workshops, these mechanisms can respond to the difficulties teachers encounter in their own classrooms.

Education officials reported that coaching and mentoring were increasingly being included in teacher development initiatives. One District Education Officer explained:

"Face-to-face and online training opportunities are available. Coaching and school visits are also conducted, although there is still a need to strengthen follow-up support and increase the frequency of coaching activities" (KII-DEO002).

Headteachers also described experienced teachers supporting newer colleagues with lesson preparation, classroom management and teaching techniques.

The statistical results later showed that mentorship and coaching had almost the same independent effect as teacher education. This is an important discovery as it indicates that professional development after recruitment is not supplementary at all. For those teachers who enter without having equal preparation, coaching can become one of the processes through which knowledge learned in formal education is implemented in teaching.

The classroom observation results support the need for this continued support. While attendance, curriculum use and learner participation were generally strong, written lesson planning was much weaker. Mentorship and coaching can therefore be understood as a bridge between knowing what good teaching requires and consistently applying those practices.

4.6 Correlation and Regression Results

Teacher training and professional development as a whole had a strong positive relationship with teacher quality ($r = 0.682$, $p < .001$). At the dimension level, teacher education had the strongest correlation with teacher quality ($r = 0.613$, $p < .001$), followed closely by mentorship and coaching ($r = 0.606$, $p < .001$). CPD opportunities also had a positive relationship with teacher quality ($r = 0.498$, $p < .001$).

Dimension	Teacher education	CPD	Mentorship/coaching	Teacher quality
Teacher education	1	.611**	.589**	.613**
CPD opportunities	.611**	1	.545**	.498**
Mentorship and coaching	.589**	.545**	1	.606**

Table 2. Correlation matrix for teacher education and professional development ($p < .01$)**

The regression model was statistically significant, $F(3,337) = 100.708$, $p < .001$. The model produced $R^2 = 0.473$ and adjusted $R^2 = 0.468$, meaning that the three professional development dimensions together accounted for 47.3% of the observed variation in teacher quality. The null hypothesis was therefore rejected at the 5% significance level.

Predictor	B	SE	β	t	p	95% CI Low	95% CI High
-----------	---	----	---------	---	---	------------	-------------

Teacher education	.253	.039	.351	6.487	<.001	.176	.330
CPD opportunities	.054	.030	.093	1.791	.074	-.005	.114
Mentorship and coaching	.249	.037	.348	6.810	<.001	.177	.321

Table 3. Multiple regression of teacher education and professional development dimensions on teacher quality

Teacher education proved to be the most significant determinant of teacher quality ($B = .253$, $\beta = .351$, $t = 6.487$, $p < .001$). This finding was followed by very close mentorship and coaching ($B = .249$, $\beta = .348$, $t = 6.810$, $p < .001$). The fact that the coefficients are nearly equal suggests that what teachers learn during formal training and support they receive while practicing their skills also matters.

Opportunities for CPD had a positive impact on teacher quality; however, the contribution made independently was insignificant ($B = .054$, $\beta = .093$, $t = 1.791$, $p = .074$). This does not mean that CPD activities are insignificant; instead, the qualitative evidence helps to understand why the independent contribution made was lower due to irregular and inconsistent distribution of these opportunities often connected with donor activities.

The overall results suggest the existence of a continuum of professional development of teachers. First of all, teachers gain pedagogical knowledge at the stage of preparation, and then they use it under the guidance of their mentors and coaches. CPD can have an additional effect on teacher quality, however, its contribution will always be limited by its inconsistent distribution. Thus, this interpretation correlates with the general tendencies found in these results.

5.0 CONCLUSION

The study examined the effect of teacher education, training and professional development provisions of the Somalia National Teacher Policy on teacher quality in public primary schools in the Southern States of Somalia. The overall model was statistically significant, $F(3,337) = 100.708$, $p < .001$, and explained 47.3% of the variation in teacher quality. The null hypothesis was therefore rejected at the 5% level.

Teacher education had the strongest independent effect on teacher quality ($\beta = .351$, $p < .001$), followed very closely by mentorship and coaching ($\beta = .348$, $p < .001$). CPD opportunities were positively correlated with teacher quality but did not make a statistically significant independent contribution ($\beta = .093$, $p = .074$). The findings therefore show that professional preparation and sustained school-based support are the most influential elements of the teacher development provisions examined in this study.

Qualitative research is the reason for this phenomenon. Teacher training has been improved by Teacher Training Colleges, Diploma Programmes based on holiday periods, and distance learning in Somalia. However, at the same time, there is a high number of teachers entering the

classroom without any teacher education background as they have different academic qualifications. Access to CPD is limited as well; it depends on geography and the financial support of projects. The role of mentorship and coaching is vital as they are continuing and situated in the classroom.

Conclusion: Teacher professional development should be created in the form of the connected path but not separate trainings. Preparation of teachers, their induction, CPD, and mentorship should work together. In fragile educational system, where teacher entry into profession goes through different pathways, it is an important part of professionalization.

6.0 RECOMMENDATIONS

- National professional development framework: MoECHE is advised to develop a well-articulated national strategy for teacher professional development which will cover the issues of pre-service education, induction, in-service education, CPD, coaching and mentoring.
- Professional preparation for non-education graduates: Recruit teachers who have degrees in fields other than education should have a clear professional career path including pedagogical preparation, practice, and induction either prior to or just after taking on full teaching responsibilities.
- Equitable access to CPD: Ministries of Federal and State governments should take advantage of teacher database and school needs to enhance access to CPD, particularly in areas like rural, pastoralist, remote and IDP schools that have limited access to professional development programs.
- School-based mentorship and coaching: Headteachers, experienced teachers, quality assurance officers and District Education Officers should be encouraged to offer regular mentoring, observation and feedback to teachers in classrooms, especially new recruits with limited professional preparation.
- Link training to classroom practice: Professional development programmes should give greater attention to lesson planning, learner-centred pedagogy and instructional preparation, areas where classroom observation showed continued weakness.

REFERENCES

1. Abakah, E., Widin, J., & Ameyaw, E. K. (2022). Continuing professional development (CPD) practices among basic school teachers in the central region of Ghana. *Sage Open*, 12(2), 21582440221094597.
2. Ambon, J., Alias, B. S., Komariah, A., & Mansor, A. N. (2024). The impact of continuous professional development on teaching quality: A systematic review. *International Journal of Evaluation and Research in Education*.
3. Faudiah, N., Fadhilah, F., Fitriana, F., & Dewi, R. (2023). The impact of training and development on teacher performance. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(3), 454–467.
4. Global Partnership for Education. (2025). Teacher professional development: A research synthesis. GPE KIX.

5. Hardman, F., Abd-Kadir, J., & Tibuhinda, A. (2009). Teacher development and pedagogical change in an African context: Lessons from research. *Comparative Education*, 45(1), 65–87.
6. Maringe, F. (2026). Towards sustainable teacher education in Rwanda: Forms, rationales, challenges, threats, and future directions. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 17(2), 63–72.
7. Ministry of Education, Culture and Higher Education [MoECHE]. (2021). *Somalia National Teacher Policy*. Mogadishu: Federal Government of Somalia.
8. Ministry of Education, Culture and Higher Education [MoECHE]. (2022). *Education Sector Strategic Plan 2022–2026*. Mogadishu: Federal Government of Somalia.
9. Ministry of Education, Culture and Higher Education [MoECHE]. (2024). *Annual Education Statistics Report 2024*. Mogadishu: Federal Government of Somalia.
10. Nugroho, P. (2024). The impact of teacher training and experience on performance: Strengthening educational quality through professional development. *Journal of Islamic Studies and Education*, 3(1), 101–106.
11. Popova, A., Evans, D. K., & Arancibia, V. (2022). Teacher professional development around the world: The gap between evidence and practice. *World Bank Research Observer*, 37(1), 107–136.