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# **Evidence-Based Intervention on Teacher Capacity Building for Mexico: Inferences for Somaliland Education Industry**

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## **Abstract**

This paper presents an evidence-based proposal for teacher capacity building in Mexico and draws inferences for the education industry in Somaliland. The proposal aims to enhance the quality of education in Mexico by improving teacher effectiveness through targeted intervention strategies. Due to the existence rich data for Mexico, the paper develops an evidence-based intervention to the deteriorating performance of Mexico by also providing insights to Somaliland. Somaliland, due to scanty data, has also the same problem of declining student performance at all levels. The paper reviews the current state of teacher education in Mexico and identifies key challenges faced by the education sector. Drawing on the best practices from successful teacher development programs worldwide, the proposed intervention emphasizes a collaborative and interactive learning approach, providing ongoing support and mentoring to teachers. The paper also highlights the importance of assessing the impact of the teacher development program to ensure its effectiveness. Last, but not least, the paper discusses the potential for adapting the proposed intervention to the Somaliland context, highlighting the key challenges and opportunities for teacher development in the region. The proposal provides valuable insights for policymakers and education stakeholders in Somaliland to enhance teacher capacity and improve the quality of education in the region and how a policy transfer can be undertaken.

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**Key words:** *evidence-based policy, Mexico, Somaliland, teacher quality, professional development, Open Education Resource*

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## **Introduction**

Mexico is a country with a rich cultural heritage and a diverse population. Despite its wealth of resources and potential for growth, the nation has struggled with issues surrounding education and academic performance in recent years. In this essay, I will discuss the factors that contribute to the declining academic performance of Mexico and its impact on the nation's future.

One of the main reasons for Mexico's declining academic performance is its underfunded education system. According to a report by the World Bank, the country spends only 5.2% of its gross domestic product (GDP) on education, which is significantly less than the average spending by other countries in Latin America. The lack of funding has led to a shortage of teachers, outdated textbooks, and inadequate facilities, all of which have a detrimental effect on the quality of education in Mexico (World Bank, 2020).

Another factor contributing to the declining academic performance in Mexico is the lack of access to quality education. Many rural areas of the country lack proper infrastructure, making it difficult for students to attend school regularly. This problem is exacerbated by the high poverty rates in Mexico, with many families unable to afford the costs of education, such as transportation, school supplies, and uniforms. As a result, many children drop out of school, limiting their opportunities for higher education and future employment (Garcia et al., 2017).

Further, Mexico's education system is plagued by corruption and political interference, further undermining the quality of education. Politicians often use their power to appoint unqualified individuals to teaching positions, leading to a decline in the standard of education. Corruption is also prevalent in the distribution of funds, with many resources being siphoned off by officials rather than being used for their intended purpose (Transparency International, 2020).

The declining academic performance in Mexico has severe consequences for the nation's future. A poorly educated population limits the country's economic growth and competitiveness in the global market. It also perpetuates the cycle of poverty, as individuals without access to quality education struggle to secure stable employment and achieve upward mobility.

Over the last two decades, the academic performance of Mexican students has deteriorated as reflected by the results of the Program for International Student Assessment. In Mexico, the average performance in science of 15-year-olds is 419 points, compared to an average of 489 points in OECD countries. Boys perform better than girls with a statistically significant difference of 9 points. The poor performance of the country is brought about by the educational policy which is not constructed with evidence. Teacher quality is a major encumbrance in Mexico's education policy. Therefore, this

essay is will propose an evidence-based policy for teacher enhancing teacher capacity and skills. The paper will also outline the one of the major interventions that could help the policy option of teacher quality which is the incorporation of Open Education Resource policy for the teachers.

Similarly, the paper provides a snapshot on how the education industry can be improved in Somaliland country which has similar characteristics with Mexico and possibly more detrimental due to its lack of evidence while Mexico is member of the OECD that eases the availability of sufficient data for analysis and decision making. Therefore, the paper not only gives this proposal for Mexico but also urges Somaliland policymakers to deem the evidence-based policy making system that is now a pertinent tool for the implementation and promulgation of a national education policy.

**Mexico Student Academic Performance Snapshot**

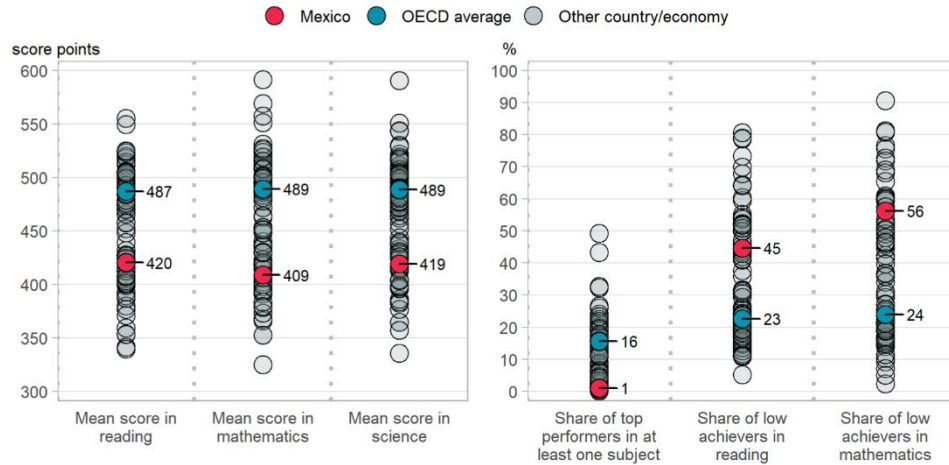


Figure 1. The figure shows mean score of students in science, reading and math.

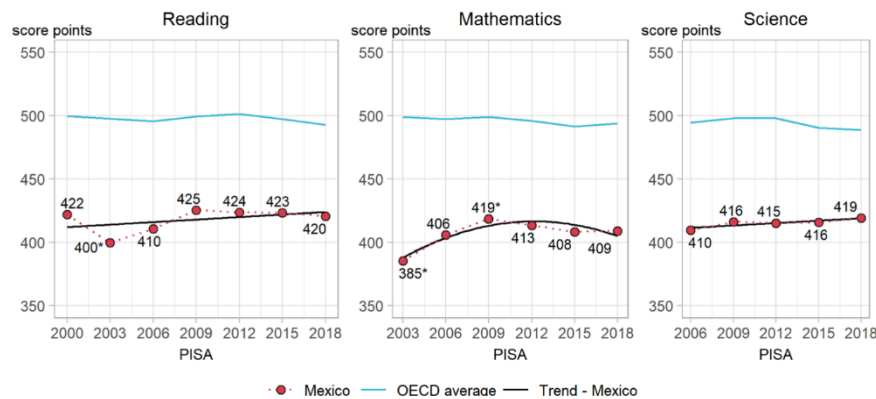


Figure 2. Mexican students academic performance.

As depicted in Figure 2, the academic performance of Mexican students has been very poor between 2000 to 2018 though there had been some strides; in between 2003 to 2018, the performance continued to decline and fell below the OECD average; there was some progress in between 2006-2018, although it was still below the average of the OECD.

The study proposal explores and proposes an evidence-based policy for capacitating teachers' skills by utilizing the a salient study with data from a 50-state policy survey conducted by the National Commission on Teaching and America's Future, case studies of selected states conducted under the auspices of the Center for the Study of Teaching and Policy, the 1993-94 Schools and Staffing Surveys, and the National Assessment of Educational Progress sponsored by the National Center for Education Statistics (Darling-Hammond, 2017). The proposal will follow the Ljubljana Norms and other Open Education Resource conventions in addition to the TLM (UNESCO, 2017).

Hanushek, Kain and Rivkin (2004) states that the government depended on legislation to limit educational inputs such as class size and certifications. According to Goldhaber These rules have frequently had the opposite effect of improving student achievement. The need for instructors grows as class sizes shrink, yet credentialing regulations, which do not guarantee quality, limit the availability of candidates. As a result of the combined effect, low-performing instructors are frequently hired by school districts.

Other factors, including as disparities in teacher skill, have a considerably higher impact on student success, but the government has generally ignored them. Teachers who help their students achieve academic success, for example, are rarely recognized for their efforts. Most instructors work hard and do their best, but without incentives to improve, additional resources aren't directed toward increasing student production. If student accomplishment is

to increase, Hanushek contends that performance incentives must be implemented, as well as making schools and instructors accountable for their decisions.

Pew Research Center (2019), many people's minds are on school reform these days, and the air is thick with advice and proposals. Unlike many other policy issues, the vast majority of people have strong opinions, most of which are based on their own personal educational experiences. As a result, much of policymaking is treading a fine line between study findings and public opinion. Unfortunately, popular opinions are not always the best guidance for making decisions. This conversation starts with some data about the importance of teacher quality and then moves on to suggestions for how to increase teacher quality. Simply said, if the goal is to improve student performance, the focus of policy should be on student performance.

## Teacher Quality

Teaching is a crucial aspect of the educational process, and research shows that competent teachers significantly impact students' academic progress (Hattie, 2009; Rockoff, 2004). However, studies on ways to improve teacher effectiveness have yielded inconsistent results (Aaronson, Barrow, & Sander, 2007). To be effective, teachers must keep their knowledge and abilities up-to-date throughout their careers (Darling-Hammond & Rothman, 2011). Well-designed teacher assessment programs have been found to enhance instruction and improve students' academic performance (Sawchuk, 2015; Zvoch & Stevens, 2015).

More than half of Mexican teachers work at schools where the principal reports a deficit of support staff (60%) and competent and/or well-performing teachers (56%) compared to the TALIS average of 47 percent and 39 percent, respectively. Almost a quarter (24%) of teachers in Mexico (the third greatest share of teachers) said they are not prepared to do their jobs, compared to the TALIS average of 7%. Mexico is one of the countries with the highest percentage of lower secondary teachers having a tertiary education (9 percent). Among the nations participating in TALIS, Mexico has the lowest percentage of teachers who have finished a teacher education or training program (62 percent).

Furthermore, according to their principals, the vast majority of teachers in Mexico do not have access to formal induction (72%) or mentorship (60%) programs in their schools (the TALIS averages are 34 percent and 26 percent, respectively). Most teachers in other countries, such as England and the Netherlands, have access to at least one of these types of assistance. Mexico's teachers also report strong engagement rates in professional development initiatives. To assist teachers in their professional development, Mexico must ensure that professional development is of high quality, appropriate to teachers' requirements, and provides a consistent view of professional development.

The findings of both the qualitative and quantitative analyses suggest that public investments in teacher quality are associated to improvements in student achievement (Darling-Hammond, 2017). According to quantitative assessments, teacher training and certification are by far the strongest drivers of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to investigate policies that affect level of teacher certifications within and between states.

There is evidence to support the importance of teacher quality in improving student performance. According to a report by the National Bureau of Economic Research, "teacher quality is the most important school-based determinant of student success." (Hanushek, 2011) Furthermore, a study by the Organisation for Economic Co-operation and Development (OECD) found that "students who are taught by more experienced and qualified teachers perform better than those who are not." (OECD, 2005). Students' performance is more highly influenced by the teacher's quality in terms of topic knowledge and pedagogy knowledge than by the students' prior academic record or the school they attend, according to a growing body of research (Ishola and Udofi (2017). According to studies, the performance difference between kids with the most effective instructors and those with the least effective teachers rises each year.

Even after controlling for student poverty and language background (LEP status), partial correlations reveal a strong, significant link between teacher quality characteristics and student accomplishment. The proportion of well-qualified teachers in a state (those with full certification and a major in the field they teach) is the most constant and highly significant predictor of student achievement in reading and mathematics in each year examined ( $r$  between .61 and .80,  $p < .001$ ). The proportions of new teachers who are uncertified ( $r$  between -.40 and -.63,  $p < .05$ ) and the proportions of teachers who possess less than a minor in the field they teach are the strongest, consistently negative predictors of student achievement. All this information has been depicted in Table 1.

**Table 1**

*Teacher Quality as a Correlate to Academic Performance*

	Math Grade 4, Math 4, 1996	Math Grade 8, Grade 8 Math, 1990	Grade 8 Math, Grade 4 Reading, 1996	Grade 4 Reading, 1992	Grade 4 Reading, 1994
% of teachers High qualified (with full certification and a major in their field)	.71***	.61***	.75***	.67***	.80***
% of teachers out of field (with less than a minor in the field they					

teach)	-.48	-.44	-.32	-.42	-.56	-.33
% of all teachers fully certified	.36*	.20	.38*	.28	.57	.41*
% of less fully certified teachers	-.36*	-.23	-.33*	-.28	-.55	-.50*
% of novice teachers uncertified						
	-.51	-.39	.43	-.38	-.44	-.47
% of entire newly hired but uncertified teachers	-.40	-.41	-.53	-.49	-.59	-.63
Per pupil spending	.32	.28	.19	.29	.24	.27
Pupil: teacher ratio	.03	.22	.09	.12	.08	.08
Class size	-.03	.21	-.04	-.00	.08	.13

\*p<.10    \*\*p<.05    \*\*\*p<.01

Source: Darling-Hammond Research Paper on Teacher Quality.

### Teaching Learning Materials (TLM)

TLM adequacy refers to the quantity and quality of material resources, physical facilities, and human resources being satisfactory or acceptable. Research has found that instructional resources, particularly textbooks, are a cost-effective input that can improve student performance. According to studies, an adequate supply of textbooks is typically estimated to be one textbook per three pupils, with enough reading materials at the primary level to ensure that every child has the opportunity to read at least one new book every week (Chapman & Miric, 2017; UNESCO, 2018). Access to textbooks has been found to increase academic achievement in multiple subject areas, particularly in low- and middle-income countries where textbooks may be scarce (Machin & McNally, 2007; Wolf et al., 2019). Therefore, providing an adequate supply of instructional resources can be a cost-effective way to improve student performance.

Previous research into the availability of TLM in education has revealed that TLM is not always available in classrooms. TLM's insufficiency has had a significant impact on student performance according to some studies. Textbooks, charts, maps, and audiovisual and electronic teaching materials such as radio, tape recorder, television, and video tape recorder are examples of material resources. Paper supplies and writing materials, such as pens, erasers, exercise books, crayons, chalk, drawing books, notebooks, pencils, rulers, slates, and workbooks, are among the other categories of material resources (Atkinson, 2000). The insufficiency of these resources has been proven in several studies to have hampered the performance of Mexican students.

According to Fuller and Clark (1994), the quality of instructional procedures that a student encounters impacts the quality of education. They believe that high-quality instructional resources result in a high-quality learning experience for students. Mwiria (1995) also believes that the quality and quantity of teaching and learning resources have an impact on students' performance. This means that schools with enough teaching and learning materials, such as textbooks, charts, photographs, and real things for students to see, hear, and experiment with, have a better chance of doing well in exams than those with inadequate resources.

### Pedagogical Content Knowledge

The term "pedagogical content knowledge" (PCK) describes the in-depth understanding teachers have of the subjects they instruct as well as the most effective strategies to communicate this understanding to students (Shulman, 1986). Understanding how students learn, the conceptual frameworks employed in a given field, the curriculum and instructional materials used, and the numerous pedagogical techniques that effectively support student learning are all part of this process. Being able to recognize students' misconceptions, foresee their challenges, and modify lessons to suit each student's unique learning needs, PCK is seen as a crucial element of good teaching. Teachers with high PCK can create instructional strategies that are suited to their students' requirements by fusing their content knowledge and their pedagogical abilities.

Recently, there has been a renewed emphasis on teachers' science subject matter expertise, both as a result of research evidence (e.g., Ball & McDiarmid, 1990; Carlsen, 1987; Hashweh, 1987) and literature from reform initiatives such as the Holmes Group (1986) and the Renaissance Group (1987). (1989). Pedagogical content knowledge is a type of knowledge that allows scientific professors to teach rather than research (Gudmundsdottir, 1987a, b). Teachers differ from scientists not in the quality or quantity of their subject area knowledge, but in the organization and application of that information. To put it another way, an experienced science teacher's understanding of science is arranged from a teaching standpoint and used to help pupils understand certain ideas.

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## **Pedagogical Knowledge**

There is a significant body of research that supports the idea that teachers who possess strong pedagogical content knowledge (PCK), subject matter knowledge (SMK), and curriculum knowledge (CK) are more likely to be effective in the classroom. For example, in their study of math teachers, Ball, Thames, and Phelps (2008) found that teachers with high levels of PCK were more effective in teaching math than those with low levels of PCK. Similarly, in their study of science teachers, Shulman and Grossman (1988) found that teachers with high levels of SMK were better at explaining scientific concepts to students. Additionally, Cochran-Smith and Zeichner (2005) found that teachers who possess strong CK are more likely to develop effective curricula and assessments.

In Mexico, a study by Flores et al. (2018) found that improving teacher's pedagogical practices can lead to better learning outcomes for students. The study concluded that professional development programs that focused on improving teachers' subject matter and pedagogical knowledge had a positive impact on student achievement. In summary, there is a growing body of evidence that supports the idea that teacher education programs should focus on developing teachers' PCK, SMK, and CK to improve their pedagogical practices and ultimately enhance student achievement.

Many researchers in the education industry have been paying greater attention to the debate over teachers' content knowledge (TCK) and teachers' pedagogical knowledge (TPK) in recent years. It is a well-known fact that every country whose government aspires to greatness should give pupils with highly educated teachers who are well-versed in both material and pedagogical expertise, as well as ethics and other measures. According to the evidence available, teachers with pedagogical competence develop pupils who perform well academically.

More specifically, the relationship between pedagogical procedures for teachers and academic achievement for students was investigated in a study conducted by Cardoso (2015). In 1986, a detailed research was conducted with a representative group of pupils attending secondary schools in Portugal's central area. The results of the structural model revealed that teacher pedagogy had a significant and favorable impact on students' academic achievement.

Several studies in the field of mathematics have revealed that pedagogical subject knowledge, particularly at the senior secondary school level, is massively important in achieving academic brilliance in students' exams.

Another study looked at the impact of teachers' depth of subject content knowledge and pedagogical knowledge on students' academic achievement in English and mathematics. The study delved into the effect of Subject Content Knowledge and Depth of Pedagogical Knowledge on the academic performance of students in English and Mathematics from 32 schools randomly selected in a State called Kwara. Preliminary findings had shown significant relationship between the variables investigated. The researcher inferred that teachers should then be equipped with the necessary pedagogical and content knowledge.

### ***Subject Matter Knowledge***

Another characteristic that could be related to teacher effectiveness is subject matter knowledge. While there is some evidence to support this hypothesis, the evidence is not as robust or consistent as one might expect. It's possible that the mixed results are due to the fact that subject matter knowledge has a beneficial influence up to a certain level of basic competency in the field, but thereafter becomes less important. For example, a controlled research of middle school mathematics teachers matched by years of experience and school environment discovered that students taught by fully certified mathematics teachers made considerably greater gains in achievement than students taught by non-certified mathematics teachers.

### ***Knowledge of Teaching and Learning***

Education coursework has a slightly stronger and more consistent positive impact on instructors' effectiveness, according to studies. Four of the seven studies analyzed by Ashton and Crocker (1987) found substantial positive associations between education coursework and teacher effectiveness, which is a higher percentage than the studies that found subject matter relationships. Evertson, Hawley, and Zlotnik (1985) found that formal education training has a consistent positive effect on supervisory ratings and student learning, with 11 of 13 studies finding that properly trained and certified teachers are more successful than uncertified or provisionally certified teachers. Five of the eight studies they looked at showed no relationship between subject matter coursework while the other three found minor relationships.

### ***Certification Status***

According to Darling-Hammond, Hammerness, Grossman and Shulman (2005) Teacher certification and licensure is the process by which individuals obtain the necessary qualifications to work as professional educators in K-12 schools. The specific requirements and procedures for obtaining a teaching certificate or license vary depending on the state or country in which the individual seeks to teach.

In the United States, teacher certification and licensure typically involves completing a teacher education program that includes coursework in education, subject matter knowledge, and pedagogy, as well as supervised teaching experience. Candidates may also need to pass exams, such as state-specific assessments of subject matter knowledge and pedagogical skills. Additionally, candidates may be required to undergo a criminal background check and meet certain other criteria, such as minimum age and citizenship requirements. Once a candidate meets all the requirements, they may be granted a teaching certificate or license, which allows them to work as a professional educator in their state.

It is important to note that certification and licensure requirements can vary significantly between states and even between school districts within the same state. Thus, individuals interested in pursuing a teaching career should research the specific requirements in their desired location.

Certification or licensure status is a measure of a teacher's qualifications that incorporates both subject matter and teaching and learning knowledge. Its meaning varies across the states because of differences in licensing requirements, but a standard certificate generally means that a teacher has been prepared in a state-approved teacher education program at the undergraduate or graduate level and has completed either a major or a minor in the field(s) to be taught plus anywhere. Recent multivariate analyses of student accomplishment at the school and district level have discovered that teachers' qualifications have a significant impact on what kids learn, particularly when scores on licensure examinations are taken into account.

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## School Environment

School setting or environment had always an impact learners experience and development, particularly their social, emotional, and ethical development. Students are less likely to engage in substance misuse, violence, or other negative conduct if they perceive their school environment to be helpful and caring. According to the findings, supportive schools create these positive outcomes by encouraging children to feel connected, belonging, or part of a community.

As a result, supporting academic success through the development of a school community is a viable option. Students who perceive their school as a nurturing environment are more motivated, ambitious, and engaged in their academics. Students are motivated to work hard and participate in class when they have active relationships with their teachers and believe that their teachers care about them.

The geographic location of schools has a substantial impact on pupils' academic performance. Uneven distribution of resources, poor school mapping, facilities, the problem of qualified teachers refusing appointment or unwilling to perform well in isolated villages, lack of good roads, poor communication, and the casual attitude of some communities toward school, to name a few factors, have all contributed to a significant gap between rural and urban secondary schools.

According to Hamzah and Yusoff, S. (2021), the school atmosphere appears to have a considerable impact on pupils' academic achievement, according to the data analyzed from 377 secondary school respondents in the Kuala Terengganu area. The  $r$  value of the school environment in connection to academic performance is (0.20), and  $r^2=0.040$ , according to regression statistical research. It means that the school environment has a 40% impact on pupils' academic success. However, based on the data acquired, a school with adequate latest machinery appears to increase learning. A school with sophisticated tech, such as a computer, internet, a well-equipped laboratory, and a well-stocked library, makes the learning process easier and faster, according to the facts. Likewise, a school with competent teachers, a nice classroom environment, a positive teacher-student connection, and a strong school-parent relationship fosters learning growth.

Furthermore, Rani and Ganesan (2019) carried out a study to find out if the environment has an impact on students' academic achievement, the investigator is attempting to determine the impact of school environment elements on achievement. The Vellore educational district was chosen for this study using the survey approach. The researcher chose a sample from the population using a stratified random sampling technique. Secondary pupils have a high level of school environment, according to the 300-student sample. It is discovered that the school environment and academic achievement have a good association. Efforts must be made to improve the educational environment in order to obtain a high level.

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## Open Education Resource as Intervention to Mexico Evidence-based Policy in Teacher Capacity Building

According to UNESCO (2017), Open Educational Resources (OER) are materials with an open license (that is, they are publicly available) that can be used for teaching and learning. Resources for teaching, learning, and research that are either in the public domain or have been distributed under an intellectual property license that allows others to freely use and repurpose them. Full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or approaches used to enable access to information are all examples of open educational resources.

There should be institutional and national policy structures in place to facilitate school-based teacher professional development. created and produced a bank of open educational resources (OERs) to help teachers in school-based teacher education with their classroom practices. This is accomplished by identifying the following success elements for OER integration: accessibility, enough resources, teacher support, accommodation of local cultural and institutional traditions, and long-term finance.

OER should be provided in a variety of languages, especially those that are less often spoken, have limited resources, or are endangered, such as indigenous languages. It should also be tailored to the cultural context in which it is implemented in local settings within a Human Rights framework (UNESCO, 2012). Furthermore, for OER to be extensively used, educational stakeholders must allow the sharing and use of knowledge from many sources. Governments, educational institutions – particularly teacher and librarian training institutes – as well as professional associations, including those responsible for language harmonization – must all support and work to make these activities a reality.

The lack of Open Education Resources has been identified as one of the major challenges faced by instructors in Mexico, according to numerous research (Mora-Magaña&Rodríguez-Sánchez, 2019). As a result, if they obtain the essential resources without the need for licensing or payment, they will be more likely to overcome this stumbling block. However, before OER is adopted in Mexico, the following principles must be considered:

- re-use: This is the most fundamental degree of openness. People are free to use all or part of the work for personal gain (for example, downloading an educational film to view later);
- re-distribute: People can share their work with others (for instance, sending a digital piece to a coworker via email);
- revise: The work can be adapted, modified, translated, or changed (for example, a book written in English can be turned into a Spanish audio book).
- re-mix: People can combine two or more current materials to produce a new resource (for example, audio lectures from one course and slides from another course to create a new derivative work);

Similarly, the Mexican teachers, librarians, educators, policymakers and other concerned bodies are recommended:

Educators, students, and libraries require the ability to access, re-use, change, and distribute materials generated under an open license in order to effectively employ OER. In addition, user-friendly methods for finding and retrieving OER must be mainstreamed. Governments, educational institutions, particularly teacher and librarian training institutes, as well as professional groups, must all lend their support and activity to the implementation of the suggested initiatives in this area.

- a) As needed, provide capacity building for teachers, teacher trainers, learners, parents, educational policymakers, librarians, and other stakeholders to raise awareness about how OER can improve access to effective educational resources, improve learner outcomes while lowering costs, and empower learners to become co-creators of knowledge. This includes advocating for the vocabulary used to describe OER in other languages where appropriate.
- b) As an integrated part of teacher and librarian training programs at all levels of education, provide systematic and continuous capacity building (in-service and pre-service) on how to search, alter, create, maintain, and share OER. This would involve capacity building in open licensing, copyright concerns, and digital literacy, as well as challenges relating to OER security and safety in the development and use of OER content.
- c) Distribute research results on OER to endorse models of good practice, with a focus on cost-effectiveness, conservation, and the investigation of new tools and technologies for the creation and dissemination of OER; d) Create or update legislative framework for educational institutions and other relevant stakeholders to achieve legally permissible use and donation of quality OER by educators and learners;

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### **Accessible and Inclusive OER**

OER should be available to all learners, regardless of age, physical ability, or socioeconomic status, in both formal and non-formal education contexts, as well as those who live in remote areas (including nomadic populations), forcibly displaced people, and refugees, in all cases within a framework to ensure gender equality. In addition, in many parts of the world, especially within national contexts, infrastructure such as electricity and internet, as well as appropriate devices and media to access OER, remain issues. As a result, it's critical that OER be developed, found, used, modified, and shared across a variety of contexts and media. Moreover, measures to ensure the quality of resources should be devised in order for OER to be used with confidence by the educational community. Given the diversity of OER use – from controlled contexts such as public education, sensitive issues such as health and life sciences, to informal lifelong learning – quality assurance mechanisms should range from formal certification to open and collaborative peer reviews, user statistics, and informal feedback. Governments, educational institutions – particularly teacher and librarian training institutions, as well as bodies responsible for quality assurance and professional associations – must all support and act in order for these activities to be realized. The creation of OER should be guided by social justice objectives.

- a) Ensure access to OER in media that most suitably meet both the needs and material circumstances of target learners and the educational objectives of the courses or subjects for which they are being provided. This would include offline modalities for accessing resources where applicable;
- b) Provide OER in accessible formats that support its effective use by all, including persons with disabilities, by using existing international guidelines for accessibility ;
- c) Ensure that OER accessed through different media, including mobile devices, are available

### ***Somaliland Scenario: Policy Transfer***

In the vast body of knowledge and experience, a country can transfer policy from one country if it addresses its problems and Somaliland is not different. The reason behind the mutual cooperation between OECD countries and members is to help each and resolve the emerging local, regional, national and world issues. A policy is a course of action or a guideline that solves a problem. Therefore, Somaliland can transfer the evidence-based policy developed for Mexico by deeming the contextualization paradigms in mind.

### ***Snapshot on Policy Transfer Process***

Policy transfer refers to the process of adopting and implementing policies that have been successful in one country in another country (Dolowitz & Marsh, 1996). This process can help countries to learn from the experiences of other countries and to avoid the trial and error that can come with developing policies from scratch.

### *Steps of Policy Transfer*

**Policy Identification:** The first step is to identify the policy that the country wants to transfer. This could be done by researching policies that have been successful in other countries, or by identifying policies that are needed to address a specific issue in the country.

**Policy Analysis:** Once the policy has been identified, the country needs to analyze it to determine whether it is suitable for transfer. This analysis should consider the policy context, the policy goals, and the outcomes of the policy in the country where it was implemented (Evans, 2004).

**Policy adapting:** The country may need to adapt the policy to suit its own context. This may involve making adjustments to the policy goals, the implementation mechanisms, or the policy instruments.

**Policy implementation:** Once the policy has been adapted, the country can start to implement it. This may involve developing new institutional structures, allocating resources, and training staff.

**Policy monitoring and evaluation:** The country needs to monitor and evaluate the policy to determine whether it is achieving its intended outcomes. This can help to identify any areas where the policy may need to be adjusted (Stone, 2004). On making policy transfer, it is important to ensure that the policy is culturally appropriate, politically feasible, and technically feasible. It is also important to involve stakeholders in the policy transfer process to ensure that they have ownership of the policy.

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### **Conclusion**

The reform on the education system of Mexico is guided by the evidence-based policy proposal which each option is built with evidence as postulated by Haddad and Walid (1995). The paper attempted to construct scientific policy option for grappling with the deteriorating academic performance of students in Mexico by also proving insights to Somaliland country which also experiences the same problem. This essay outlined most concrete scenarios and interventions that could help the country outperform the Program for International Student Assessment or simply to reach the average of the OECD countries. It also offers Somaliland the notion of undertaking a policy transfer by also deeming the important context factors.

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