ODI

Report

Research in Somalia: opportunities for cooperation

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Cover photo: A Somali lecturer teaches English to students at the Somali National University, Mogadishu, 2014. AMISOM/Stuart Price

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Acronyms

DFID	UK Department for International Development
AMISOM	African Union Mission in Somalia
ESSP	Education Sector Strategic Plan
FCAS	fragile and conflict-affected settings
GCPEA	Global Coalition to Protect Education from Attack
HIPS	Heritage Institute for Policy Studies
INASP	International Network for the Availability of Scientific Publications
MoECHE	Ministry of Education, Culture and Higher Education (Federal)
MoEHE	Ministry of Education and Higher Education (Puntland)
MoEHS	Ministry of Education and Higher Studies (Somaliland)
MOOC	massive online open courses
MoU	memorandum of understanding
NGO	non-governmental organisation
NORHED	Norwegian Programme for Capacity Development in Higher Education and Research for Development
PDIA	problem-driven iterative adaptation
RRPP	Regional Research Promotion Programme
SAREC	Swedish Agency for Research Cooperation with Developing Countries
Sida	Swedish International Development Cooperation Agency
SIDRA	Somali Institute for Development Research and Analysis
SNU	Somali National University
SSRA	Sweden–Somalia Research Association
SOMAC	Somali Academy of Science and Art
UNHCR	United Nations High Commissioner for Refugees
UNSOM	United Nations Assistance Mission in Somalia
USAID	United States Agency for International Development
USWDP	USAID Afghanistan University Support and Workforce Development Program

Executive summary

Research cooperation between Somalia and Sweden began in 1982, but was interrupted in the early 1990s due to the civil war. As Somalia gradually starts the process of institution-building and shifting towards a federal system, the Swedish government is considering whether and in what form to re-establish its support for domestic research capabilities.

The Swedish International Development Cooperation Agency commissioned a team from the Overseas Development Institute and the Somali Institute for Development Research and Analysis (SIDRA) to conduct a feasibility study for research cooperation in Somalia. The study, which took place between March and October 2019, was organised around three guiding questions:

- What are the key enabling factors for and barriers to research performance and academic freedom at universities in Somalia today?
- What are the current ongoing initiatives termed, defined or categorised as 'research' support or cooperation to and in Somalia?
- What are the different opportunities and modalities for support to and organisation of research cooperation in Somalia?

To answer these questions, the study team undertook a review of academic and programme literature on support to higher education and research cooperation in Somalia and other countries; 39 semi-structured interviews; three workshops (in Hargeisa, Garowe and Mogadishu) to explore the problems in the higher education systems in the different states of Somalia; a workshop in Hargeisa held by the report team to structure the findings; and the production of the final report.

The main findings of the study are:

- **Weak governance of the higher education system** has resulted in a boom in private universities offering courses, certificates and degrees of variable quality. These are not informed by an analysis of the current and future demands of the labour market and the economy. The federal and state-level governments in Somalia are slowly establishing institutions to set standards and, for example, accreditation across universities, such as state-level higher education commissions.
- **Federal and state financial resources for higher education systems are limited,** and dependence on development partners and off-budget contributions is still considerable. Approximately 44% of the whole federal budget for 2019 comes from multilateral and bilateral donors' contributions. The education sector as a whole receives 4.6% of the annual budget, the majority of which goes to primary education.
- **Structural conditions hinder the production of good-quality research**: very few or no staff in universities have research qualifications (e.g. PhDs); research production and academic publications do not contribute to the career progression of academic staff; and there are problems with the availability of and access to the internet, reading materials and libraries. Only one university reviewed in the study offers a PhD degree (Benadir University in Mogadishu) and academic staff interested in a career in research tend to move, or stay, overseas. Female researchers face additional barriers linked to insecurity and safety on campuses and cultural norms mean that a research career is not seen as an appropriate career choice for women. Government agencies do not see policy

research as a priority and resources to procure policy research are limited or non-existent. As a result, most funding and research activities in the country are driven by development partners, leading to short-term knowledge production by university staff acting as consultants, with datasets and knowledge products that often remain with the funder and are not made public.

- **Security is a key limiting factor for the development of the higher education and research sector and a constraint on academic freedom** in universities across the country. Security is an issue in several parts of Somalia (particularly the central-south), affecting development planning, campus safety and research activities.
- Some (mainly private) **universities have begun to invest in research** and are allocating resources to training on research methodology (these universities include the University of Hargeisa and Puntland State University).
- Somali academics in the **diaspora** working in universities in East Africa and Europe (e.g. through the **Sweden–Somalia Research Association (SSRA)** in Sweden) represent an important resource for designing international research collaborations, developing the curriculum for degree programmes, providing quality assurance and mentoring support to lecturers and researchers across the country and co-designing research proposals to submit to development partners and research academies in Europe.
- The **policy research institutes** that have emerged over the last few years from donor-funded initiatives (although not exclusively) can be a resource in terms of the mentoring and capacity development support they can provide to researchers in universities.
- The **Somali Research and Education Network (SomaliREN)** is an existing platform through which ways to strengthen research collaboration between members and with universities in the region and in Europe could be tested.

Given the highly political and contested context described in this report, the design and implementation of a programme to support research cooperation and develop university capabilities in Somalia is complicated and risky. One of the principles that may support the design and implementation of such a programme is starting small by funding exploratory activities that will help assess the degree of commitment by and in universities and government agencies. A second principle involves investing time in identifying specific problems that are owned, debated and defined by local people and stakeholders through (or by developing) a political economy mindset that interrogates the power structures and incentives in the system. Finally, a third principle involves developing a portfolio of pilots and experiments that will allow the pursuit of solutions that look promising.

Areas where opportunities could be explored could include:

- Invest in **strengthening the governance capabilities and regulatory framework of the higher education system**. Start with an assessment of the gaps and inconsistencies in federal- and state-level regulations on academic accreditation, the quality standards and requirements for teaching and research and the career pathways and incentives (or lack thereof) for conducting research. Identify regulatory gaps where it could be possible to engage with federal/state institutions and co-design regulatory solutions and capability strengthening activities.
- Test different modalities for **strengthening the research capability of Somali researchers through exchanges** with universities in East Africa and Sweden (e.g. SSRA) and other European countries; design and test training and research collaboration with **mentoring support** from Sweden and/or other European countries through a combination of online/webinar-based support and face-to-face time in-country, where the security situation allows; and test technical and financial support for a **research centre of excellence in a leading university in East Africa**, which would host short- and long-term

collaborative research and research-oriented academic exchanges involving Somali researchers. Some respondents suggested focusing on key technical subjects for economic development, such as mechanical, electronic and civil engineering, computer science, teacher training and training for health professionals.

- Universities need to **rehabilitate facilities and equipment,** which is usually very expensive. One modality that was suggested and could be tested is developing collaborations with engineering companies involved in public and private infrastructure projects, with access to their equipment and labs.

- Invest in **making research findings available and accessible** by supporting collaborative research networks to design and manage research and exchange programmes across universities in the states of Somalia. This could be done via existing initiatives and platforms, such as SomaliREN and AuthorAID.

- Strengthen the **research and policy nexus** by experimenting with **the design of state-level research agendas** linked to state-level development priorities and by trialling

working groups in which government officials and academic staff discuss and map the evidence and knowledge within government agencies and the evidence gaps that research can fill. Design collaborative research projects for universities to carry out.

- Test an **assessment of academic freedom** in Somaliland, initially through setting up a working group involving universities and the state-level higher education commissions, and co-design an assessment of academic freedom drawing from the experience of the study conducted by the Global Public Policy Institute (Berlin) and V-Dem Institute at the University of Gothenburg (Sweden). Establish (or strengthen) links between universities in Somalia and international organisations that focus on security and the development of higher education systems in post-conflict and fragile contexts, such as the Global Coalition to Protect Education from Attack (GCPEA), as a way to engage Somali universities with international debates and discussions on security in higher education.

1   Introduction

In September 2018, the Swedish International Development Cooperation Agency (Sida) procured a terms of reference for a feasibility study to investigate opportunities to re-establish bilateral research cooperation with Somalia.[1]

The study falls under Sida's 'Strategy for research cooperation and research in development cooperation 2015–2021', which is designed to 'contribute to strengthened research of high quality and of relevance to poverty reduction and sustainable development, with a primary focus on low-income countries and regions' (Ministry for Foreign Affairs, 2014: 1).

Somalia is not new to research cooperation with Sweden. A bilateral research collaboration was initiated in 1982 but was interrupted in the early 1990s due to the civil war (see sub-section 3.3.1). Somalia is now recovering from the conflict, and the process of institution-building and reform provides an opportunity to assess the feasibility and added value of the Swedish government re-establishing a partnership and cooperation to support the development of domestic research capacities. If Sweden were to re-establish cooperation, Somalia would be the first country defined as a fragile state to be part of the implementation of the research cooperation strategy for 2015–2021.

This report presents the findings of a feasibility study conducted between March and August 2019. The main audiences for this report are Sida's teams in Nairobi and Stockholm and the federal Ministry of Planning in Mogadishu.

1.1   Study methodology and approach

The study methodology builds on the main questions posed in the terms of reference (see Annex 1). It was implemented in four stages:

Stage 1: Inception (February–March 2019). This stage involved initial collaboration with the Somali Institute for Development Research and Analysis (SIDRA), a private, not-for-profit research and policy analysis think tank in Garowe (Puntland), and the co-production of an inception report describing the research methodology, research activities, deliverables and timeline for study activities.

Stage 2: Desk-based review (March–April 2019). This stage involved the review and synthesis of research and project literature around the following topics:

- higher education landscape and research capacity in Somalia
- modalities of support to universities and research cooperation in fragile countries
- Sida's approach to research capacity-building in developing countries
- lessons from Sida and Sweden's previous engagement in research cooperation with Somalia and other African countries
- the higher education system in Somalia
- academic research production and contribution to policy-making
- review of donor-funded initiatives on research and higher education in Somalia.

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1   In this report we used 'Somalia' to refer to the federal state comprising all the regions across Somalia, including Somaliland.

Students exit the university gate after classes at the Somali National University, Mogadishu, 2014. © AMISOM/Ilyas A. Abuk

Stage 3: Qualitative data collection (May–July 2019). This stage involved semi-structured interviews with 39 key informants in Somalia, Somaliland and overseas, from government agencies, local universities and universities overseas, development partners and experts. Three workshops (in Hargeisa, Garowe and Mogadishu) brought together 57 participants from government agencies, local universities and non-governmental organisations (NGOs) involved in education/higher education. The workshops, which drew on the Problem-Driven Iterative Adaptation (PDIA) methodology (Andrews et al., 2017), discussed preliminary findings from the literature review and from the interviews and explored the main problems in the higher education sector.

Stage 4: Report writing (July–September 2019). This stage involved a workshop during which the report team met to organise the data collection findings and the report writing.

The study has been structured according to the following *key questions*:

1. What are the key enabling factors for and barriers to research performance (and academic freedom)[2] at universities in Somalia?
2. What are the ongoing initiatives defined or categorised as 'research', support or cooperation to Somalia and in Somalia?
3. What are the different opportunities and modalities for support to and organisation of research cooperation in Somalia?

To answer these questions, we adopted elements of political economy analysis to explore the social, political and economic factors that have influenced the evolution of the research and higher education system in Somalia (see Harris and Booth, 2013). As stipulated in the terms of

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2   On the concept of academic freedom we have referred to the pilot study by the Global Public Policy Institute in Berlin, which suggests a framework consisting of four elements of academic freedom (Hoffmann and Kinzelbach, 2018; Spannagel, 2019): (1) Freedom to research and teach; (2) Exchange with other academics in the research process; (3) Institutional autonomy; and (4) Campus integrity. See also chapter 5 of this report.

reference, data collection also included questions on gender inclusion in universities.

1.2 Limitations

We hope that these findings and recommendations inform some of the decisions Sida will make with regard to investing in research cooperation in Somalia. However, it is important to highlight some of the limitations of the study:

- The report is not intended to be a comprehensive account of the higher education system in the country.
- Data collection coincided with Ramadan and with the summer holidays in Europe, slightly delaying interviews with key informants.
- It was difficult to obtain financial data from private universities, as they prefer not to disclose information about turnover and budget. The information we collected and have included in the university profiles could not be verified or triangulated.
- Managing the study and the collaboration between teams remotely was challenging. This affected the design of the data collection plan and instruments. It also limited opportunities to discuss whether the international and national teams were on the same level with political economy principles of diversification of informants, triangulation of information and the assessment of the informal rules that govern the relationships between private universities and state institutions at federal and state level. Two issues are worth highlighting here:
  - On the one hand, there are very few national research organisations or consultancies that engage in international development work, and they are implementing multiple assignments at any point in time, which sometimes stretches their capacity.
  - On the other hand, there is the issue of the security situation in Somalia, which

does not allow for a long presence in the country or travel across regions by international staff. The ODI security team provided the following general advice to the international team: the vast majority of organisations in Somalia do not operate outside of the secure airport zone in Mogadishu. Operating outside of this area requires extensive security planning to ensure the safety of those conducting research and usually requires the hiring of a local security company, which is very expensive. According to most international standards, Somalia still ranks as one of the most dangerous countries in the world. Conducting operations in Puntland and Somaliland poses fewer, but still considerable, challenges. Security infrastructure remains weak and travel to interior regions often requires government or private security escorts. The safety of foreign staff travelling outside of the major urban centres in both regions requires proficient security support and extensive planning, all of which is very expensive.
- On the question of *academic freedom*, we have captured how key informants understand this term, rather than assessed the level of academic freedom in universities across the country.

1.3 Report overview

Chapter 2 summarises the literature review on higher education system support in fragile contexts. Chapter 3 describes the evolution of the higher education system in Somalia, its characteristics and governance, and international initiatives aimed at supporting university capacity strengthening and research cooperation. Chapter 4 synthesises the findings from interviews and workshops with key informants and chapter 5 sets out the conclusions and makes some suggestions to inform Sida's programming.

2 Higher education and research cooperation in fragile contexts

Over the past 10 years there has been a shift in post-conflict peacebuilding and reconstruction strategies and approaches. During the 1990s and 2000s in Bosnia and Herzegovina, Kosovo and Timor-Leste, the international community essentially took over all aspects of post-conflict transition and administration (Milton, 2018). More recently, the humanitarian crises in Iraq, Syria and Yemen led to a focus on stabilising fragile institutions, with the aim of reducing the flow of migrants and refugees to Europe (ibid.). This shift is also the result of a recognition that the Western blueprint approaches of the 1990s had not been effective in rebuilding state capabilities, and that more attention is needed to understand the political economy of a crisis and learn about what works, why and for whom.[3]

2.1 Education, higher education and post-conflict rehabilitation

Initiatives in the education sector in post-conflict and humanitarian settings focus primarily on basic education, with higher education historically seen as a secondary priority (Machel, 1996; Nicolai and Triplehorn, 2003). Having said that, higher education reconstruction in post-conflict contexts is slowly attracting more interest and the research literature in this area

has been gradually growing. For example, several scholars have researched the politicised reform of higher education in Kosovo (see Bache and Taylor, 2003; den Boer and van der Borgh, 2011; Barakat and Milton, 2015). Hayman (2007) has documented the tension between donors and the national government over the reform of higher education in post-genocide Rwanda; Bacevic (2013) has studied higher education's complex role in mediating identity and conflict in the Balkans; and Babyesiza (2013) has reviewed the impact on higher education reforms of the conflict in Sudan. There is also a growing number of policy-level contributions, in particular those reflecting on the experience of northern academics engaged in university partnership and scholarship programmes in post-war contexts such as Iraq and Afghanistan (Jarecki and Kaisth, 2009), and the threats that academics face in some post-conflict countries (GCPEA, 2013).[4]

War and conflict affect higher education systems in three main ways (Benedek, 1997; MOHE/IIEP, 2004; Nicolai, 2004; World Bank, 2005; Tiplic and Welle-Strand, 2006; Gaillard, 2010; Barakat and Milton, 2015; Harle, 2016):

- **Physical damage:** Universities are often attacked or occupied by armed groups during conflicts. Reconstruction and rehabilitation are the main priorities in post-conflict settings.

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3   The same shift and recognition apply to governance and institutional development initiatives funded by development partners, and it is emphasised by communities of practice discussing adaptive programming, doing development differently, thinking and working politically, etc.

4   See the Borgen Project: https://borgenproject.org/facts-about-girls-education-in-somalia

A Somali lecturer teaches English to students at the Somali National University, Mogadishu, 2014. © AMISOM/Ilyas A. Abuk

- **Human loss:** Loss of life among staff and students and the forced displacement of researchers, academics and students to safer areas within the country or overseas. The recovery of human capital in universities can take time, particularly where universities become isolated from international networks.
- **Institutional weakening:** The higher education system usually sees limited or no investment; during a conflict the main expenditures are on defence, and during the post-conflict reconstruction and rehabilitation period the priority is basic humanitarian services (e.g. basic education). In some countries (including Somalia, as we show in chapter 3), this has led to rapid growth in the number of unaccredited higher education organisations (examples include Bosnia and Herzegovina, Iraq, Lebanon, Nicaragua and Timor-Leste).

Funding allocated by development partners to support higher education in post-conflict contexts has historically been limited. A report by the World Bank estimates that in 12 post-conflict countries between 1990 and 2005 primary education received 43% of lending, secondary education 8% and tertiary education 12% (World Bank, 2005). In Iraq, as noted by Agresto (2007), of the initial $18 billion allocated to reconstruction, no funds went to higher education. Similarly, the United Nations Transitional Administration in East Timor initially did not allocate any financial resources for the recovery of the higher education system (Hill, 2000). To take a more recent example, a 2019 report commissioned by the UK Department for International Development (DFID) on the quality of teaching and learning in Syria makes no reference to academic research production or university cooperation (Integrity, 2019).

Development partners and relief agencies in humanitarian and post-conflict situations prioritise basic education, health services, the justice system and the restoration of infrastructure and communication networks (Dobbins et al., 2007). One argument against rehabilitating higher education is that it requires greater financial support, skilled labour and technical inputs and benefits only a small part of the population, compared to basic education and other services (Rose and Greeley, 2006; Ratcliffe and Chris, 2009; Dryden-Peterson, 2012). Higher education, in other words, can be seen as a luxury that post-conflict countries cannot afford. However, there are potential benefits from

investing in and supporting the early recovery of the higher education system in post-conflict countries (study respondent; Tierney, 2011; Barakat and Milton, 2015; Milton, 2018):

- **Teaching/training**: Universities prepare the workforce and civil servants for social and economic recovery and development (e.g. engineering, architecture, urban planning, education, health and law).
- **The higher education system can attract back citizens** who moved overseas during the conflict and can provide, through teaching, expert advice and research, valuable technical assistance in the design of governance reforms and policy innovation and the design, implementation and evaluation of reconstruction and rehabilitation programmes.
- **The early rehabilitation of the higher education system** empowers individuals and communities by providing the capabilities societies need to assume genuine ownership of the recovery process.
- Universities can provide the space for **civic education, reconciliation and integration** and act as incubators for the emergence of democratic values and norms.

These potential benefits do not automatically materialise as a result of early investment in the reconstruction and rehabilitation of the higher education system: support to higher education institutions (as well as other sectors) needs to be politically informed and problem-oriented, and solutions should emerge organically from policy and academic communities, rather than being based on international blueprints.

2.2 International support to higher education in post-conflict and fragile contexts

This section presents examples of programmes, projects and online initiatives designed to support higher education systems in post-conflict and fragile countries. These examples are evidence of a growing recognition that higher education is an important element of humanitarian interventions. In its Education Sector Strategy 2012–2016, for example, the United Nations High Commissioner for Refugees (UNHCR) emphasises the importance of tertiary education for refugees in emergencies. A key element of the strategy are scholarships for tertiary education and increased access to certified higher education courses through open and distance learning, in partnership with donors, academic institutions and foundations (UNHCR, n.d.; 2012).

One example of support to higher education, including in fragile or post-conflict countries, comes from the Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED). The programme is the Norwegian government's main initiative for strengthening higher education systems in low- and middle-income countries (NORHED, 2015).[5] Started in 2013, NORHED is in its second phase up to 2021.[6]

NORHED takes a systems approach that involves initiatives to: strengthen the administrative and management capacity of higher education institutions; produce more and better-quality research in policy priority areas; strengthen teaching (bachelor's, master's and doctoral); improve gender equality in universities; increase the level of research managed by a country's universities; and support closer links between academic research and policy-making. A mid-term review (Jávorka et al., 2018) concluded that:

- the design and thematic focus are highly relevant both to the needs of the partner countries and the priorities of partner institutions
- the model, whereby a university in the Global South collaborates with one in Norway, or two universities in two countries in the South collaborate with a university in Norway, has contributed to both capacity-building and exchanges
- the model gives Global South partners a genuine sense of ownership of country-specific initiatives
- an important aspect of the programme is knowledge transfer and sharing by Norwegian institutions (universities and government agencies).

A second example is the United States Agency for International Development's (USAID) Afghanistan University Support and Workforce Development Program (USWDP). The USWDP ran between December 2013 and September 2019, with a budget of $93 million. The project collaborated with the Afghan Ministry of Higher Education, 11 public universities and public and private employers to design teaching curricula tailored to market needs and to strengthen university management, establishing partnerships between Afghan universities and universities in the US to co-design bachelor's and master's degree programmes. Scholarships were awarded to enable faculty members to spend time in the US (USAID, 2019). Wilson and Johnson (2017) note the following lessons.

- Due to security concerns and the significant costs and complex logistics of meeting in third-country locations, university partners had few opportunities to work side-by-side.
- Female faculty members faced barriers to participation in university activities due to cultural norms and the risks women are exposed to when working outside the home.
- Rebuilding a higher education system is a long-term endeavour, requiring political

will and budget to maintain international collaborations and partnerships.

The Regional Research Promotion Programme funded by Swiss Development Cooperation was implemented in two phases in the Western Balkans between 2008 and 2016, with a budget of 8.5 million Swiss Franc ($8.7 million). The goal of the programme was to strengthen and promote social science research in public universities in the Western Balkans (Albania, Bosnia and Herzegovina, Kosovo, Macedonia, Montenegro and Serbia) through teaching and research collaborations with Swiss universities. Research grants were provided for projects on issues related to reconciliation and transformation processes in the region, alongside methodological and thematic training by international and regional experts and mentors, scientific conferences and work to make social science research more relevant in policy processes.

The programme funded 91 research projects, organised 28 regional training sessions on research methods and research management for a total of 500 participants and held five international conferences involving more than 600 regional and international scholars. The final evaluation concluded that the programme had made a significant contribution to developing individual and organisational research and management capacity in the region (Opardija, 2017). However, the programme was only partially successful in its ambition to create and support engagement and interaction between social science researchers and policy-makers (Rousseau et al., 2013). Other examples from the literature include the following.

- The Madad Fund is a European Union Trust Fund set up in response to the Syrian crisis. Its objective is to support refugees from Syria and the communities and administrations hosting them. The Fund supports activities in six sectors,[7] including higher and further education. With a budget of around

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7   The other five sectors are basic education, health services, livelihoods and local development, water and sanitation, and protection (see https://ec.europa.eu/trustfund-syria-region/content/sectors_en).

€50 million ($56 million), it helps 30,000 refugees access university education, vocational training, counselling and English-language classes in Egypt, Iraq, Jordan, Lebanon, Turkey and Syria (Milton, 2018).[8]

- The Strategic Partnerships for Higher Education Innovation and Reform is a DFID fund to support higher education transformation in countries in sub-Saharan Africa, Asia and the Middle East. The fund, worth £45 million ($59 million), supports reforms in higher education systems in selected countries to meet labour market needs and generate the skilled graduates needed to accelerate social and economic development. The fund currently supports nine international partnerships in Africa and the Middle East. The programme focuses on low- and middle-income countries, including fragile states such as Yemen and Afghanistan.

Several initiatives take advantage of new digital technologies to link and network university students and researchers in or from fragile countries where higher education institutions are being rehabilitated.

- The University of the People, founded in 2009 by Shai Reshef, is a US not-for-profit distance education organisation. It aims to open up access to higher education globally. Over 20,000 students are enrolled from more than 200 countries and territories; 1,000 of these students are refugees and 600 of them are Syrian.[9]
- The Platform for Education in Emergencies Response at the Institute of International Education in New York offers an online clearing house that enables displaced and refugee students whose studies have been interrupted to identify courses and continue formal and informal higher education.[10]
- Scholars at Risk at New York University is concerned with academic freedom and the safety of academics. It monitors and documents verified incidents against academics and scholars.[11]

The examples described in this section can provide ideas and suggestions to inform the strategy that Sweden is considering for Somalia. The next section describes the context, evolution and characteristics of its federal and state higher education systems.

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8   As of 25 January 2017, the fund totalled over €932 million ($1 billion) of the €1 billion target to assist Syrian and Syrian refugees.

9   See www.uopeople.edu/about/uopeople/in-brief and https://iiepeer.org/about.

10 See also Crea (2016), Johnson (2013), Pacheco (2013) and Babyesiza (2015).

11 See www.scholarsatrisk.org.

3   The higher education system in Somalia

This section summarises significant moments in the recent history of Somalia, their influence on the higher education system and the current structure of that system.

3.1   Evolution of the higher education system

The higher education system in Somalia dates back to the early 1950s, when the United Nations Trusteeship mandated the Italian colonial administration in Southern Somalia to educate and prepare within the 10 years of the trusteeship period a new cadre of citizens able to meet the country's political, economic and social needs. This led to the establishment of several institutes to provide Somali high school graduates with advanced semi-professional training, including a School of Politics and Administration (1950), the Higher Institute of Economics and Law (1954), the School of Islamic Studies, the Scuola Magistrale and the University Institute (Cassanelli and Abdikadir, 2008; Eno et al., 2015) (see also Table 1).

Independence in 1960 unified the parts of the country that had been occupied by Italy (Italian Somalia) and the UK (British Somaliland). This attempt to unify the two regions was validated by a referendum, which saw 90% of votes cast in favour of a new constitution and the new Republic. Despite this promising beginning, divisions along ethnic, political and clan lines soon re-emerged. On 21 October 1969 a coup led by Mohamed Siad Barre and left-leaning military officers ousted the country's leaders. The bloodless coup marked the beginning of a Marxist–Leninist military regime that would last until 1991.

Under Siad Barre's regime, the University Institute became the Somali National University (SNU) in 1970, with 11 faculties (law, economics, agriculture, education, veterinary medicine, medicine, industrial chemistry, geology, languages, journalism and engineering), later growing to 13, and approximately 800 lecturers and 7,500 students (Cassanelli and Abdikadir, 2008). It was the main university in Somalia and for some 20 years produced the country's political and administrative elite. During the 1980s, the Somali Institute for the Development of Administration and Management, established as a project by California State University, was the only institute in Somalia providing master's-level courses in management and public administration (Eno et al., 2015). The Technical and Commercial Teachers Institute, commonly known as the Polytechnic, provided tertiary teaching education in different parts of the country on subjects such as business and commerce, construction engineering, electrical engineering and mechanical engineering (ibid.).

During the second half of the 1980s, the economic and security situation in the country began to worsen, and by 1988 a full-scale civil war had broken out in the north-west. Basic services such as education, which had expanded during the 1970s, started to deteriorate. Bekalo et al. (2003) estimated that the funding allocated to education fell from 19% of the national budget to 2% during the 1980s. The education system collapsed, despite the efforts of community groups, entrepreneurs, Somalis in the diaspora, NGOs and religious organisations to provide what support they could to schools and universities (HIPS, 2013).

Siad Barre fled Mogadishu in January 1991 as conflict intensified between government forces,

Table 1 Key events in Somalia

Date	Event
1950–54	Establishment of School of Politics and Administration, the Higher Institute of Economics and Law, the School of Islamic Studies, the Scuola Magistrale and the University Institute
1954	Somali National University is established as L'Università Nazionale Somala
1960	Somalia declares independence from Italy and the UK
1969	Military takes control
1969–70	The Somali National University is officially founded and becomes a unified higher education institution
1991	Military government is toppled, and civil war breaks out Somaliland declares independence
1995	Establishment of the United Nations Political Office for Somalia in Mogadishu
2000	A Transitional National Assembly is formed and an interim president elected
2004	Abdullahi Yusuf Ahmed is elected president of Somalia and the Transitional Federal Government is officially established
2005	The Transitional Federal Government is moved to Jowhar
2006	Militias loyal to the Islamic Courts Union take control of Mogadishu Ethiopian and Transitional Federal Government troops push the Islamic Courts Union out of Mogadishu President Abdullahi Yusuf is targeted with the first ever suicide attack in Somalia Transitional Federal Government and Islamic Courts Union begin peace talks in Khartoum
2007	Establishment of the African Union Mission in Somalia (AMISOM) A national reconciliation conference is held in Mogadishu The Transitional Federal Government officials and clan leaders meet in Jeddah, Saudi Arabia
2008	Ethiopian troops leave Somalia
2009	Sheikh Sharif Sheikh Ahmed is elected president of Somalia
2010	The Somali parliament approves the cabinet proposed by Prime Minister Mohamed Abdullah Mohamed 'Farmajo'
2011	Decision made at a conference in Kampala to end the Transitional Federal Government
2012	The Federal Parliament of Somalia is inaugurated and a new provisional constitution mandates a transition to a federal state
2013	The United Nations Security Council establishes the United Nations Assistance Mission in Somalia (UNSOM)
2016	African Union leaders agree on the need for additional financial support for their military presence in Somalia Federal and state-level parliamentary elections
2017	Parliament elects former prime minister Mohamed Abdullah Mohamed 'Farmajo' as the new president of Somali Federal State President Farmajo calls for the lifting of an arms embargo to help defeat al-Shabaab A terrorist attack in Mogadishu kills over 300 people

opposition groups and clan-based dissident groups. In the same year, Somaliland declared that it was re-establishing its independence, and in April–May 2000 a Transitional National Assembly was set up at the Somalia National Peace Conference held in Djibouti. This lasted for four years.

In October 2004, the Transitional Federal Government was created as the new interim administration with the aim of restoring national institutions to Somalia. This remained the internationally recognised government of Somalia until 2012. Soon after it was established, the Transitional Federal Government had to confront the Islamic Courts Union, an Islamist organisation that had assumed control of much of the southern part of the country. In its attempt to regain control of the south, the government sought the assistance of Ethiopian troops and African Union Mission in Somalia (AMISOM).[12]

12 AMISON comprises about 20,000 troops from Burundi, Djibouti, Ethiopia, Kenya and Uganda (Mosley, 2016).

The Islamic Courts Union was defeated but split into numerous factions (e.g. al-Shabaab), which continued their insurgency against the Transitional Federal Government and Ethiopian troops in the country. In 2008, Islamist groups seized several towns in central and southern Somalia. Ethiopian forces quit Somalia, leaving an under-equipped African Union peacekeeping force to assist the Transitional Federal Government's troops. The government at the time blamed the international community for not paying attention to Somalia and not providing the military with the support it needed against Islamist groups. The conflict continues today (see sub-section 3.2.4). In August 2012 the Federal Parliament of Somalia was inaugurated, with members selected by 135 clan leaders as no elections could be held (Ahmed, 2012; Associated Press, 2015). A new provisional constitution was passed, mandating a transition to a federal state.

In June 2013, the United Nations Security Council established the United Nations Assistance Mission in Somalia (UNSOM), which has been renewed yearly and whose current mandate is valid until March 2020. UNSOM is tasked with providing policy advice to the Federal Government and AMISOM on state-building in the areas of governance, security sector reform and rule of law, development of a federal system, constitutional review, democratisation and elections and coordination of international donor support (e.g. European Union and regional, bilateral and multilateral partners). UNSOM is based in Mogadishu, with a presence in Puntland, Jubba, South West and Hirshabelle.[13]

Parliamentary and state-level elections were held in November 2016, but again, due to the security situation, the election relied on clan elders rather than a popular vote. Fifty-four members were elected to the Upper House and the 275 members of the Lower House were elected by 14,025 delegates from various regions. These delegates were elected by 135 traditional elders, in consultation with sub-clan elders.[14] The next parliamentary election is scheduled for 2020. UNSOM has been working with the Federal Government on a political roadmap and milestones for universal suffrage for the 2020 election.[15]

Since the 2012 elections, the government has put in place an ambitious reform agenda including: finalising the provisional constitution; agreeing new federal governance systems, with each state having a constitution and local administration; and establishing parliamentary commissions for elections and for member state boundaries. All these reforms have struggled to progress due to political infighting, corruption undermining federal institutions, tensions between the federal government in Mogadishu and the political and economic elites in the states and the unstable security situation (Mosley, 2016).

Somali institutions at federal and state level remain heavily dependent on military support, mainly through the AMISOM peacekeeping mission. Development partners engage with government authorities (federal and state), which in some cases do not control much of the territory they purport to administer (ibid.; Figure 1). The main security challenge continues to come from Islamist groups such as al-Shabaab, which have lost control of some of their territory since 2010 but remain a serious threat. In October 2017, a truck bomb in Mogadishu killed at least 300 people and injured hundreds more.

The situation is different in Somaliland. Mosely (2016) mentions that Somaliland 'has undergone the most robust national political processes that have emerged in the Somali territories in the last two decades. A fairly stable administration has been established in Hargeisa since 1991, albeit not without challenges, or violence. However, these challenges pale in comparison to the scale of the post-1991 civil war in southern and central Somalia' (2016: 4). This has been enabled by the institutionalisation

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13 See also https://unsom.unmissions.org/mandate.

14 See also https://unsom.unmissions.org/fact-sheet-somalia%E2%80%99s-2016-electoral-process.

15 Ibid.

Figure 1 Political map of Somalia, February 2018
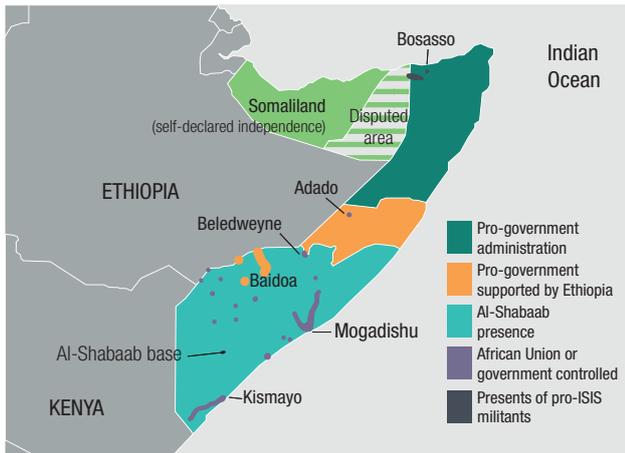
Source: Adapted from BBC (www.bbc.co.uk/news/world-africa-40580251)

of a body of traditional leaders in the form of the upper house of Somaliland's legislature, the un-elected Guurti.

The impact of years of conflict and warfare on the country's human capital has been profound. According to some estimates, around 500,000 people have been killed since the start of the civil war in 1991. During the conflict just 21% of the population had access to safe drinking water; 10% of children died at birth and 25% of infants who survived birth died before the age of five. Life expectancy was 47 years (World Bank, 2003). Adult literacy is estimated to have declined from 24% in 1989 to around 17% in 2001 (ibid.). About 3 million Somalis have migrated overseas to escape the conflict and humanitarian crisis in the country (United Nations, 2003; MSF, 2005). Two-thirds of Somali migrants live in neighbouring countries (Djibouti, Ethiopia, Kenya and Yemen) (Connor and Korgstad, 2016), with 280,000 Somali immigrants in the European Union, Norway and Switzerland (approximately 14% of the world's Somali migrant population). Of European countries, Germany, Italy, Sweden and the Netherlands have received the largest number of Somalis.

Although insecurity remains an issue in some parts of the country, Somalia has made some progress towards stability (Associated Press, 2015). Education, and to some extent higher education, is one of the priorities for the federal

and state governments. The next section describes the higher education system in the country.

3.2 Current higher education landscape

The higher education system collapsed during the conflict but was not completely destroyed, and a new university landscape is slowly re-emerging. The information received by the in-country team for this study reveals that 76 universities are registered with the federal Ministry of Education, Culture and Higher Education (MoECHE). However, the team was unable to confirm this through official documents. Overall, several informants to our study said that it was unclear how many universities (or institutes that call themselves universities) are operating in Somalia. Rajab (2016) reported more than 100 universities across the country, but this is not known for certain. In any case, the number is high.[16] Somalia seems to have more universities than Kenya (58), Tanzania (47) or Ethiopia (36) (Rajab, 2018). In Mogadishu alone, Mursal et al. (2016) count about 40 universities. One respondent mentioned that 'in Somalia there are minimal regulations and higher education is one of the most unregulated sectors in the country. As a result, we have universities coming up everywhere and claim to be universities because there is no one [with the capacity or resources] to regulate them'.

The Somali National University (SNU) is the only fully public university in the country (Ochanda and Haji, 2016; see also sub-section 3.2.1). All the others are either private or private with not-for-profit status, in the sense that students have to pay enrolment fees to attend. They have been established by Somali diaspora groups, religious organisations, NGOs and private entrepreneurs, and are funded mainly through student fees. Some private universities call themselves 'public' or 'semi-public', by which they mean that, in some cases, they receive some (very limited) funding from public sources, which is used to pay for operational

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16 The SIDRA team compiled an unofficial list of private universities in South Somalia, Puntland and Somaliland from two main sources. The total number of private universities is 126. See Annex 3.

costs (see sub-section 3.2.3 on public financing of universities).[17] The label 'public university' is also used when students attending a private university receive state-funded scholarships or when a university has been granted the use of land for free by the local administration (Ochanda and Haji, 2016; key informant).

The study team in Somalia was told that the process of registering a university with the MoECHE consists essentially of the submission of a set of documents, such as the university profile, the university statute, a list of founding members, a list of faculties and a description of the campus facilities. These documents are accompanied by the payment of a $300 fee for a two-year period, after which the payment must be made again. The team was not able to confirm this set of requirements from official documents.

According to the in-country team, the incentive for universities to register lies in the fact that a ministerial registration helps to attract fee-paying students. The anecdotal information we have suggests that the registration of a university is also done at the state level. The SIDRA team received information that 13 universities are registered with the Ministry of Education and Higher Education (MoEHE) in Puntland. The Education Sector Strategic Plan 2017–2021 for Somaliland states that between 24 and 35 universities are registered with the Ministry of Education and Higher Studies (MoEHS).[18]

The last comprehensive survey that we have been able to find on universities was conducted by the Heritage Institute for Policy Studies (HIPS) in 2013. This surveyed 44 universities across the country (out of around 100 at the time), with a total of 51,471 students, most enrolled in universities in south-central Somalia (49%). Universities in Somaliland accounted

for 35% and Puntland the remaining 16% (HIPS, 2013). The same survey identified 2,501 lecturers among the 44 universities, giving an average student–lecturer ratio of approximately 21:1. This ratio varies considerably across the country and between urban and rural locations. The HIPS study is the most up-to-date we could find. It is also used in the federal Education Sector Strategic Plan for Somalia 2018–2020 (MoECHE, 2018; see sub-section 3.2.2).[19]

In terms of subjects, the HIPS found that computer science courses are offered by most universities (80%), followed by social sciences (60%), business and management (55%), law – including Sharia (55%), public health studies (50%), education (45%) and medicine (35%). Few universities offer engineering (25%), languages (15%), veterinary and animal health (15%), Islamic studies (15%) and agriculture and botany (15%). Fewer still offer politics (5%), media studies (5%), geology (5%), arts and humanities (5%), pharmaceutical studies (5%) and dentistry (5%) (HIPS, 2013).

The HIPS survey found that 'among the 2,501 lecturers at the 44 institutions, 11% hold doctorate (PhD) degrees, 50% hold master's degrees and 39% hold bachelor's degrees' (ibid.: 2). None of the surveyed universities reported being involved in any research activities or publishing (ibid.).

Access to higher education in Somalia is highly unequal. Data from 2017 indicates that 39% of the student population is female (SIDRA, 2017). The quality of the data, however, is varied. For example, data on students' enrolment in Puntland is gender disaggregated (Table 2). For Somaliland we could not find gender-disaggregated data (Table 2) nor

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17 Respondents from Somaliland mentioned that universities in Somaliland receive around $30,000 per year from the state government budget, which is not used for research but helps to cover operational costs. The distinction between public and private universities is unclear. The Heritage Institute for Policy Studies (2013) states that Amoud University, Hargeisa University and Burao University, founded by members of the diaspora and local communities, are considered public institutions under the authority of the Somaliland government. These universities all charge fees for students' registration.

18 The numbers presented above must be treated with caution, as it was difficult for the in-country team to validate them with official documents.

19 One respondent mentioned that there is an ongoing study on the state of research execution and delivery in Somalia, but we could not find more detailed information about this study.

Table 2   University enrolment data

| Year of enrolment | Puntland | | | Somaliland |
	Male	Female	Total	Total
2012–13	-	-	-	20,247
2013–14	6,013	3,828	9,841	28,024
2014–15	6,502	4,186	10,688	28,551
2015–16	6,903	4,651	11,554	18,172
2016–17	7,648	5,112	12,760	36,202

Sources: Ministry of Planning and International Cooperation Puntland (2017), Ministry of Planning and National Development (2019)

could we find up-to-date enrolment data for the rest of Somalia.

There are three main causes of low female enrolment (SIDRA, 2017): female students in high school have very limited or no access to guidance and advice about enrolling at university; early marriage (i.e. under the age of 18) and the expectation that female members of the family will stay at home and take care of domestic work;[20] and negative attitudes towards women in the workplace, leading to sexual harassment, discrimination and bullying of female students and academics.

3.2.1   Overview of universities

This section presents the profiles of the SNU and some of the main private universities, selected based on the following criteria:

- size (i.e. number of students and staff)
- offer of postgraduate courses (i.e. master's)
- established before 2015
- registered with government agencies
- reputation
- representation of different areas of Somalia.

The **Somali National University** (SNU) was established in 1954 as a higher education institute under the Amministrazione Feduciario Italiana della Somalia to provide Somali high school graduates with advanced semi-professional training. It included the Institute of Law, Economics and Social Studies and had close links with the universities of Rome and Padua, which provided all the instruction materials and faculty administration. By 1964, the institute was offering two years of study in Somalia followed by two years in Italy (Ochanda and Haji, 2016).

SNU obtained official university status in 1970, when it comprised 11 faculties covering law, economics, agriculture, education, veterinary medicine, medicine, industrial chemistry, geology, languages, journalism and engineering. The university was split over four locations, Shabelle, Lafoole, Kilometre 4 and Kilometre 6, all of which are in or near Mogadishu. Cassanelli and Abdikadir (2008) report that, at its peak between its establishment in 1970 and 1992, when it had to close due to the conflict, SNU had approximately 800 lecturers and 7,500 students. It was the most prestigious higher education institution in the country and trained the country's political and administrative elite.

SNU suffered extensive damage during the war, and it was only in November 2013 that the government approved a plan to reopen it. This included a budget of $55 million for the reconstruction and rehabilitation of the university's facilities. In August 2014, the government officially reopened SNU.[21] Initially it had six faculties (education and social sciences, health science, law, economics and management science, agriculture and veterinary medicine and animal husbandry). Four additional faculties or departments have been established since: Sharia Law, linguistics, geology and mining, political science and journalism.[22]

Ochanda and Haji (2016) estimate the intake at 972 students during the first two academic years (2014–15 and 2015–16) (Table 3). The SIDRA team estimates that there are currently approximately 4,000 students registered at SNU (see also Annex 3). The students who enrolled in 2014 when SNU reopened graduated in 2019.

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20 See www.globalpartnership.org/sites/default/files/2018-07-gpe-puntland-essp-2017-2021.pdf.

21 See http://goobjoog.com/english/federal-government-re-opens-somali-national-university.

22 See http://snu.edu.so/en/index.php/faculties.

Table 3   Students' enrolment at SNU

Faculty	2014–15	2015–16
Faculty of Law	60	64
Faculty of Veterinary and Animal Husbandry	67	72
Faculty of Education and Social Sciences	62	56
Faculty of Agriculture	62	71
Economics and Management Sciences	61	74
Pre-service and In-service Teacher Training	n/a	323

Source: Ochanda and Haji (2016)

They are the first batch of graduates since the early 1990s.

The programme of study at SNU takes four years. Each academic year is divided into two 20-week semesters. At the end of the four years, each student is required to produce a supervised research project.

As a public university, students are not required to pay enrolment fees. They have to pay charges, including a $25 non-refundable application fee, a $35 admission fee and an annual service charge that varies between $160 and $250, depending on the faculty or department (Ochanda and Haji, 2016).[23]

In 2016, SNU had 104 academic staff (91 male and 13 female). The largest share (32) were employed at the Faculty of Education and Social Sciences (28 male staff and 4 female).[24] In 2016, 25 management staff were employed (21 male and 4 female). The management team included the rector, deputy rectors for academic affairs and finance and administration, a director of finance, a director of research and strategic planning, a director of training, an accountant and a director of registration (Ochanda and Haji, 2016). The in-country team estimated current staff at 160, but it was not clear how many were academic staff or management, or the gender split.

The current governance structure of SNU includes an academic council, chaired by the rector alongside the two deputy rectors, the deans of faculties and the institute directors. The council elects the rector. We do not have information about the political dynamics within the council or its relationship with MoECHE.

The in-country team was told that recruitment of academic staff is currently done on merit through an interview process and a six-month probation. We were not able to confirm this from official documents. As stated in SNU's strategic plan for 2015–2020 (SNU, 2015), the university is committed to recruiting more qualified staff. Ochanda and Haji (2016) estimate that there were 7 PhD lecturers (1 female). Most of the academic staff (69) have a master's degree (2 females) and 31 academic staff have a bachelor's degree (6 female).

Ochanda and Haji (2016) did not find any examples of research being conducted at SNU. They found that the faculties and departments had several research collaboration agreements with universities overseas. For example, the Law faculty has an agreement with the University of Istanbul, Yildiz University of Technology and Hacettepe University (Turkey) and Vaal University (South Africa), and the Veterinary and Animal Health faculty has a research collaboration with the Turkish University. The Faculty of Economics and Management Science and the Faculty of Agriculture have academic and research collaborations with Italian universities (Pavia, Trieste and Rome). The Education and Social Sciences faculty collaborates with a number of universities for academic purposes: Minnesota in the US, Alberta in Canada, the University of Nairobi in Kenya and Cape Town, Pretoria and Witwatersrand in South Africa.

23 See also http://snu.edu.so/en/index.php/tuition-fees.

24 This is considered the most prestigious faculty at SNU (Ochanda and Haji, 2016).

These collaborations and agreements are mostly on paper and do not lead to research work (ibid.). The in-country team was not able to confirm what agreements are in place currently, or whether any research outputs have been produced since 2016.

The strategy and direction of SNU is guided by a strategic plan covering the period 2015 to 2020 (SNU, 2015). The in-country team was not able to gather information about the extent to which the plan has progressed. The main strategic actions in the plan are:

- improve the teaching curriculum, ensure the availability of teaching and learning material and recruit qualified staff
- set up a research department, subscribe to academic journals and encourage staff members to publish, attend and present at conferences
- diversify funding to the university, which at the moment is entirely from the government, by testing loans for students, consultancies and income-generating projects
- students engage in community service experience to learn how to assess needs in communities and develop solutions.

The information we gathered on SNU shows that the university has a long way to go to become fully functional. The Strategic Plan 2015–2020 describes how the university leadership intends to lead the rehabilitation of the infrastructure and human capital of SNU. The information and data from Ochanda and Haji (2016) show that the university must overcome considerable challenges, in terms of developing a research culture, difficult security conditions (see subsection 3.2.4), improving the gender diversity of staff and strengthening the formation of PhDs.

We turn now to the private universities selected with the in-country team:

- Mogadishu University – Mogadishu
- SIMAD University – Mogadishu

- Benadir University – Mogadishu
- Puntland State University – Garowe
- Hargeisa University – Hargeisa, Somaliland
- Amoud University – Borama, Somaliland
- Kismayo University – Kismayo, Jubaland

None of the universities described here is ranked in the top 1,000 in the QS World Ranking.[25] The Academic Ranking of World Universities, also known as the Shanghai Ranking, does not even include Somalia in its drop-down list of countries.[26] For each university, we have compiled information in university profile tables, which can be found in Annex 3. Here, we provide a synthesis of the key information, with a focus on size, capacity, funding mode, academic orientation, accreditation (or lack thereof), international collaborations and commitment to research.

Opened in 1997, **Mogadishu University** is the capital's largest. There are eight faculties and 34 departments. It teaches courses in law (and Sharia law), education, economics and management, humanities (languages, journalism, geography, etc.), computer sciences and IT, health sciences, political sciences and public administration and engineering. The university has approximately 5,000 students (we do not have gender disaggregation). There are 648 staff, 331 academic and 317 non-academic. Some of the academic staff are full-time (49) but the majority are part-time (282). The majority of academic staff have MA/MSc degrees (52%). The number of academic staff with PhDs seems higher than in other private universities (see Table 4).

The university's governance system consists of a board of trustees, which elects the president of the university (i.e. rector) for a five-year term. The president is supported by a vice-president, who is responsible for the administration of the university. Other offices and units that support the president include finance, internal audit, academic affairs and procurement. The university is registered with MoECHE. Student fees are

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25 See www.topuniversities.com/qs-world-university-rankings.

26 See www.timeshighereducation.com/world-university-rankings/2019/world-ranking#!/page/0/length/25/sort_by/rank/ sort_order/asc/cols/stats.

Table 4   Qualifications of academic staff in selected universities

University	PhD	MA/MSc	BA/BSc	Total
Mogadishu University	69	172	90	331
Simad University	4	n/a	n/a	250[i]
Benadir University	13	70	7	90
Puntland State University	6	84	15	105
Hargeisa University	30	180	152	362
Amoud University	16	247	167	430
Kismayo University	4	10	6	20
	142	**763**	**437**	

[i]Includes non-academic staff

Source: Study estimates derived from the university profiles included in the annexes

the main source of revenue. There is no public funding allocated to the university.

The university provides diploma courses and certificates, and both undergraduate and postgraduate courses. Some postgraduate courses appear to involve a period of study overseas (the study was not able to confirm this).

Similar to other private universities, Mogadishu University has a number of partnerships with universities in Europe (although not universities in Sweden), Asia and Africa, but it is unclear whether these have gone beyond the MoU or resulted in student exchanges (especially for postgraduate courses linked to a university overseas), teaching exchanges or research collaborations. The university is affiliated with regional and international university networks, including the Federation of the Universities of the Islamic World, the Association of Arab Universities, the Association of Arab Private Institutions for Higher Education and the Association of African Universities. The university's website does not say whether it is a member of SomaliREN.

The university is committed to investing more in research and has established a research unit. This seems to focus more on research communication and publications than the implementation of research. The research unit publishes the Bulletin of Mogadishu University and two issues a year of the Mogadishu University Scientific Journal. In 2015, the Department of Somali Studies launched a peer-reviewed academic journal, the *Somali Studies Journal*.

Simad University was established as an institute of higher learning in 1999 and became a university in 2011. It has nine faculties covering health sciences, nursing, management, computing, economics, social sciences, engineering, education, law and modern languages. The university has approximately 3,800 students (2,300 male and 1,500 female). There are 250 staff (50 female). Four academic staff have PhDs.

The university's governance consists of a board of trustees, appointed by Direct Aid (formerly Africa Muslims Committee) for a five-year term. The board nominates a rector and five deputies responsible for administration and finance, institutional development, academic affairs and advisory services. Funding comes from Direct Aid and student fees.

Simad offers undergraduate degrees and has two postgraduate programmes. The first provides MA/MSc degrees in international relations, public policy, networking and data communications, banking and finance, marketing, MBA and accounting. The application fee is $100 (non-refundable), $70 for processing applications (non-refundable) and a course fee of $2,480. The second master's programme involves collaboration with Open University Malaysia (started in 2012). Degrees are offered in business administration, project management, information technology and networking, education and software engineering, and there is a postgraduate

diploma in education. This second set of degrees and diplomas is more expensive ($4,000) on account of the online teaching provided by Open University Malaysia, one of Malaysia's leading online distance learning universities.

Simad has a number of memoranda of understanding (MoUs) with universities in Europe (though none in Sweden), Asia and Africa, and is affiliated with international networks such as the International Association of Universities. The university states that it offers a student exchange with universities in Turkey, but the study found no further information. No research appears to have emerged from these MoUs. It is unclear whether the university is part of SomaliREN.

Simad produces no peer-reviewed journals, though it does publish a quarterly journal.

Benadir University in Mogadishu was established in 2002 and is registered with MoECHE. The university has 11 faculties offering undergraduate degrees in medicine, computer science, engineering, education, veterinary science, agriculture, Sharia law and law, health sciences, economics and management, geosciences and dentistry. It also offers postgraduate courses and MA degrees in subjects including medicine, public health, business administration, computer sciences and humanitarian assistance. It is the only university the study reviewed that offers a PhD degree (in Sharia law and law).

The university is led by a six-strong board of trustees, which appoints the rector and three vice-rectors. There are approximately 3,400 students (2,200 men and 1,200 women). The academic staff number 180, with 150 men and 30 women. Of these, 13 have PhDs, 70 an MA/MSc and 97 a BA/BSc.

The university does not receive funding from the state and its main source of revenue is student fees. As with other institutions, Benadir has MoUs with universities overseas (the International University of Africa in Sudan, Istanbul Mendeniyet University in Turkey and Makerere University in Uganda), but it is unclear what has emerged from these partnerships and the study could find no further details. Benadir University has apparently invested approximately

$50,000 over the last five years in research work and research development, but the in-country team was not able to obtain more details. It publishes no peer-reviewed journals, and we could find no information on publication of academic articles by university staff in national or international peer-reviewed journals.

Puntland State University was established in 1999 in Garowe (Puntland) as Garowe College of Management, providing six-month diploma courses in management, accountancy, English language and computer studies. In 2001 it became Puntland Community College, offering a two-year diploma course in accountancy, with funding from Swedish NGO Diakonia. In 2004, it was renamed Puntland State University. The university's website offers some information about the governance of the institution. The university is chaired by the Puntland State President and managed by a rector, supported by two vice-chancellors. One is responsible for academic affairs (coordination with the deans, academic registrar, director of research, director of capacity-building and development, public relations, quality assurance) and other is responsible for administration and finance (coordination of human resource management, university administration, finance and procurement).

The university has six faculties offering undergraduate degrees in health sciences, social sciences, engineering and environment, IT, Sharia law and law and management. It does not appear to provide postgraduate courses. The university has a centre for postgraduate studies, but we do not have information about what it does. There are 1,840 students. We do not have gender disaggregation. University staff (academic and non-academic) number 128 (96 men and 32 women). Of the academic staff, 6 have PhDs, 84 an MAs/MSc and 15 a BA/BSc. Academic staff are a mixture of full- and part-time, though the study was not able to obtain figures.

The university's annual budget is between $750,000 and $900,000. It receives no public funding. The university has three MoUs with universities overseas (Kenyatta University in Kenya, Makerere University in Uganda and Minneapolis Community and Technical College in the US), but lack of funding has not allowed

it to develop concrete activities from these partnerships. The university website does not say whether it is a member of SomaliREN.

The university is committed to conducting more research. The anecdotal evidence we have is that it has hired research staff (it is unclear how many) and is seeking funding for research work. It is not clear what research staff are involved in. The university does not have a (peer-reviewed) journal and the study could find no information on academic staff publishing in national or international peer-reviewed journals.

The **University of Hargeisa** was founded in 1997 by diaspora-based and local groups as a higher learning institution (only the second in Somaliland). It became a university in 2000. The Somaliland government donated the premises, and unlike other universities in Hargeisa it has its own campus, with sufficient offices, lecture halls and other facilities, and enough space to accommodate future expansion. It is the largest university in Somaliland. The governance structure was updated in 2016 and includes a board of trustees which nominates a president (rector). The president is supported by a vice-president for academic affairs and a vice-president for administration and finance. There is also a legal affairs advisor. The university website has an organigram for the whole institution (the only university to publish one). The university is registered with the National Higher Education Commission in Mogadishu.

Although the website describes Hargeisa as a public university, in reality it operates as a private institution, with students paying fees. The university receives between $25,000 and $30,000 a year from the Somaliland budget, which helps to cover some of the operating costs. Around 80 students a year receive a scholarship from the state.

The university has 10 colleges offering undergraduate degrees in subjects including agriculture and veterinary medicine, natural sciences, business and public administration, education, engineering, computing and IT, law, medicine and health sciences, social science, Islamic studies and Arabic language. The study found no information on postgraduate courses.

Approximately 7,000 students attend the university. The number of female students has increased considerably in recent years, and women now account for 42% of the student body. This is the highest percentage among the universities the study reviewed. In 2017–18 there were 400 university staff, 362 academic and 38 non-academic. Of the academic staff, 90% are men. Academic staff are employed both full- and part-time. Of these, 30 have PhDs, 180 an MA/MSc and 152 a BA/BSc.

The university homepage mentions only one international partnership (MoU). This is with University College London and involves the development of a curriculum for a peace and conflict programme as part of a DFID-funded project under the Somalia Stability Fund (SSF). The university's website does not indicate whether it is a member of SomaliREN.

The university is committed to conducting more research and has taken steps in this direction. In 2016, it established a directorate for research and community service to improve research culture and output. The directorate invites proposals for independent research addressing everyday problems in Somaliland. The focus is on applied research that can act as a bridge between the government, industry and academia, with the target being sustainable policy formulation. The university contributes to research 5% of its income and internally generated revenue. Other sources of funding are local partners and development partners. Research topics that the directorate seeks to fund are:

- determinants of health problems and quality of healthcare
- maternal and child health and nutrition-related issues
- environmental and occupational health and safety
- veterinary public health
- animal production and productivity
- water, energy, environmental management and development issues
- information, communication and construction technology
- crop production and protection
- business, finance, marketing, hospitality and resource management
- socioeconomic, cultural and institutional issues

- legal system, customary law, the judiciary, human rights and the role of Sharia
- education and management.

The university publishes one (non-peer-reviewed) journal at the Institute for Peace and Conflict Studies. The university webpage for the Directorate for Research and Community Service mentions nine academic articles published in 2017 and one in 2018.

The university is involved in development projects with the World Health Organization (WHO) and UNHCR and receives funding from the Danish International Development Agency and DFID through projects with European universities, the study found no further information on this. There is currently no cooperation with Swedish universities.

Amoud University was formally founded in 1998 in Borama (Somaliland) by a group of local businesspeople and members of the diaspora from the region. It was the first university to established in Somaliland. It uses a former secondary school as its campus. The university is private, but also receives some funding from the government of Somaliland for rehabilitation and research. One constraint is its location at some distance from Hargeisa. To address this, it opened a campus in the capital in 2015.

A board of trustees governs the university, comprising prominent members of the community. The trustees elect the president or chief executive officer for a four-year term. The president is supported by a vice-president for academic affairs, who coordinates the day-to-day activities of the deans and other functional units of the university. There is also a vice-president for non-academic affairs, responsible for all extracurricular activities, community outreach and the physical upkeep of the university. The executive body, the University Council, runs the day-to-day business of the university. This consists of a president, vice-president, deans of faculties, a registrar and a technical support committee. The study could ascertain whether the university is registered with the MoEHS of Somaliland.

There are seven faculties (agriculture and environment, business and public administration, ICT, education, economics and

political science, engineering and Sharia law and law) and six schools focusing on health and medicines (surgery, dentistry, laparotomy technology, midwifery, public health and nutrition and pharmacy). The university's School of Postgraduate Studies and Research offers MA/MSc courses with links to business and international development. Courses cover political science and international relations, climate change and environmental sustainability, software engineering, information systems and security, finance and accounting, project planning and management, monitoring and evaluation, epidemiology and nutrition, educational policy management and administration, rural development and pastoral economics and Sharia law and law. The School offers research and data analysis, which no other university reviewed here does.

The latest data shows that there are 4,829 students (3,204 men and 1,625 women), alongside 585 staff (501 men and 84 women). Academic staff include 16 with a PhD, 247 with an MA/MSc and 167 holding a BA/BSc.

The university has partnerships in the form of MoUs with universities in Europe, including Dalarna University in Sweden and universities in Asia and Africa. Two international collaborations have involved research: with University College London (the SSF project) and Dalarna University Sweden, as part of the SSRA (see sub-section 3.3.1). Amoud University is the only institution studied to specify that it is a member of SomaliREN. The university does not seem to publish peer-reviewed journals. As with Hargeisa University, it is involved in project collaborations with international organisations funding infrastructure development and research/consultancies (e.g. the United Nations Development Programme, UNDP).

Kismayo University is in the port city of Kismayo in south-west Somalia, a region with security problems (see sub-section 3.2.4). The university was established in 2005 and its website states that it was the region's first such institution. The university is led by a chancellor appointed by the University Council, supported by a vice-chancellor and deputy vice-chancellor. The university is private and not-for-profit, and it receives no public funding.

The university has five faculties offering undergraduate degrees in economics and management, education, health sciences and Islamic Sharia. It has an institute of research and community development that provides a diploma. There are 400 registered students (246 male and 154 female). The staff of the university numbers 30, with 20 academic staff and 10 non-academic staff. Six staff are female. Among the academic staff, 4 hold a PhD, 10 hold an MA/MSc, and 6 hold a BA/BSc.

The university website lists one partnership (MoU), with Kenyatta University in Kenya. It is unclear whether the university is part of SomaliREN.

Below are the key points emerging from the profiles of these private universities:

- The governance system is quite homogenous. Universities have a board or a council that elects a rector (president or chancellor). The rector is in post for a set number of years and is supported by deputy rectors for academic and administrative affairs. A quick review of the administrative pages of these universities revealed that, among these universities, all board members, rectors and deputies were male.
- The courses offered by these universities are also similar. The number of faculties/schools varies depending on the size of the university, but it seems that all universities offer a core group of subjects in their undergraduate courses: education, economics, management, engineering, Sharia law and law, computer science and IT and health sciences.
- All universities (except Kismayo University, about which we are unsure) seem to be registered with a government agency at federal or state level.
- Only one university offers a PhD postgraduate course (Benadir University, in Sharia and Law). All universities except Kismayo offer postgraduate MA/MSc degrees in subjects linked to their undergraduate courses.
- A majority of the academic staff hold an MA/MSc, highlighting the low level of doctoral research skills and capacity. There is substantial room for improvement in terms of

gender equality among academic and non-academic staff. We have no information on the inclusion of people with disabilities, either as students or staff.
- All universities are committed to investing more in research, but this does not translate into concrete research collaborations or programmes. All the universities have partnerships in the form of MoUs with counterparts overseas. These are essentially declarations of intent, yet they do not seem to translate into exchanges of students or academic staff, or research collaboration. Only one university (Amoud University) mentions on its website a partnership with a Swedish university (Dalarna University). The two universities in Somaliland (Hargeisa and Amoud) have been involved in more research collaboration than others, due to the relatively stable security situation in the state, which makes teaching and research collaborations with overseas universities and international organisations possible. Hargeisa University has taken the most concrete steps in terms of research investment, creating the Directorate for Research and Community Service and a commitment to invest 5% of university revenue in research.
- Only one university (Amoud University) mentions on its website that it is a member of SomaliREN.

3.2.2 Governance of higher education

Governance of the higher education system in Somalia is very weak. According to MoECHE (2017), federal and local authorities have little oversight of the day-to-day activities of universities. Of the 44 universities surveyed by the HIPS in 2013, 20 stated that they governed their activities independently 'with no policy guidance or orientation from the local administrative authorities in the areas in which they operate', and that 'policy and other administrative and management tasks come under the jurisdiction of institutionally mandated committees and councils composed of founders, investors, and other stakeholders' (MoECHE, 2017: 147–148).

The National Education Policy highlights that there is no comprehensive federal higher

education law (MoECHE, 2016). One respondent stated: 'As the [federal] Parliament does not pass the Higher Education Law, the whole sector has no legal framework to operate' (see section 4.1). The in-country team could not obtain a draft version of the new Higher Education Law, which has been sitting in Parliament for (it appears) the last two years. The assumption of the team is that this may be because private universities have an interest in maintaining the status quo and use their considerable political power to oppose more rigorous accreditation, which would result in some universities being stripped of their university status, with consequent economic impacts. More regulations, in terms of registration and accreditation, may also make a university education more expensive. According to one informant: 'The private sector dominates the university sector. The accreditation system is not working, and anybody can start a university at any time'. Another respondent said: 'Some of the new universities should not even be called universities due to lack of basic infrastructure and the low quality, and no quality control over the content of the courses they provide'. Overall, as noted by one respondent: 'A better regulatory framework is certainly required but this can be very political'.

The governance system is weak, but a system is in place and is evolving.

At the federal level, the education sector is the responsibility of MoECHE. Its mandate is to provide overall guidance and coordinate the administration of education, and to ensure that a viable system is in place to promote quality education and training for all citizens.[27] The ministry has six departments (and 16 sub-departments) responsible for administration and finance, public schools, policy and planning, quality assurance and private education and examination and certification (MoECHE, 2018a).

The vision and mission driving MoECHE are: 'To fulfil the right of every Somali to education and build an adequate, well educated, better skilled and competent workforce that contributes to the spiritual, economic and human development of the nation' and 'To ensure equitable access to inclusive, life-long quality education and training for all Somali citizens, through the sustained implementation and resourcing of a comprehensive Education Policy and Sector Strategic Plan' (MoECHE, 2018a).

The new federal system means that MoECHE is in charge of the development of federal education policies, while the six states of the federation (Somaliland, South West, Puntland, Jubaland, Hirshabelle and Galmudug) must establish their respective ministries of education, which are or will be responsible for the implementation of education policy. Both at federal and state level, the ministries of education are to be supported by higher education commissions (see 'National Development Plan for Somalia 2017–2019' later in this sub-section).

This is the intended design. The system is evolving and the specific functions and accountabilities between the administrative levels are being developed. For example, MoECHE (2018b) states in its Education Sector Program Improvement Grant 2018–2020 Program Document that Somaliland and Puntland have established their ministries of education and produced education sector strategic plans 2017–2020 (see later in this section). Two states (Jubaland and South West) are in the process of establishing ministries of education. Hirshabelle and Galmudug have not yet been able to do so.

In the absence of a comprehensive education law, the federal and state-level higher education systems are being managed through a set of ad hoc policies and multi-year strategic plans, which define education objectives, key activities and budget requirements. These documents are used to seek financial support from development partners. Somaliland is an exception, in that it passed the Education Law in 2018 (see later). In the remainder of this sub-section, we present a synthesis of the key elements of some of the plans and strategies we were able to review.

The **National Education Policy** (MoECHE, 2016) contains the policy goals and strategies of the federal education systems, from early childhood education to tertiary and higher

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27 The minister is assisted by a permanent secretary and two directors-general (who report to the permanent secretary).

education. Among other things, the document focuses on the four states where ministries of education have to be established. It states that capacities in Galmudug, Hirshabelle, Jubaland and South West are very limited. Moreover, there is no evidence of effective implementation of policies and plans in these states, and the extent to which the four states invest revenue in education is unknown.

The **National Development Plan for Somalia 2017–2019** (Federal Government of Somalia, 2016) is the first national development plan produced by the central government of Somalia since 1986. The main goal of the plan is to accelerate the socioeconomic transformation of the country in order to reduce poverty, revive the economy and contribute to an equitable and societal transformation. The plan emphasises the importance of basic education for the future of the country, but also highlights the importance of higher education. The plan mentions the establishment of the National Higher Education Commission (federal), tasked with developing improvement programmes in teaching and learning in higher education institutions; developing a robust performance framework to review the quality of teaching in universities; and managing scholarships for students and academic staff. The plan mentions the establishment of six state-level higher education commissions tasked with improving the quality of teaching and learning in universities by providing teacher training to lecturers in various disciplines (Dalmar et al., 2017).

The National Higher Education Commission was established in September 2019 by the Minister of Education, Abdullahi Godah Barre, who appointed five members to the Commission. At the launch of the Commission, the minister stated that its role would be defined at a later date (Somali Affairs, 2019).[28] State-level higher education commissions were established in

Puntland (March 2019) and Somaliland (August 2011).[29] They are tasked with overseeing, accrediting and regulating all higher education institutions in their states. The higher education commission in Puntland is affiliated with Kenyatta University and has received financial and technical support from the European Union.

The **Education Sector Strategic Plan (ESSP) for Somalia 2018–2020** (MoECHE, 2018a) describes the federal government's commitment to improving education across Somalia. The main focus of the plan is primary and lower secondary education. In terms of higher education, the plan describes a government commitment to support access to higher education for marginalised youth, and infrastructure expansion and rehabilitation of SNU. The plan was developed over six months in 2017 and involved bi-weekly meetings with eight technical working groups to review data and information about specific elements of the education system and to identify key priorities. The plan document states that statistics and data on higher education were almost non-existent when the plan was drafted, as no government agency was collecting them. The plan document mentions that, at the time the plan was developed in 2017, there were no verifiable research initiatives in the country's higher education institutions nor was there an identifiable capacity to conduct proper research that would contribute to the human and economic development of Somalia. The main (probably only) source of up-to-date data to develop the ESSP 2018–2020 was the HIPS survey, conducted in 2013. The main points on higher education included in the plan are:

- Provide scholarships to disadvantaged youth groups in rural areas and poor urban communities.
- Continue to rehabilitate SNU by improving the facilities of the Gaheyr campus and

28 See FutqabalRadio, 9 September 2019, in Somali (www.mustaqbalradio.net/wasiir-waxbarashada-oo-magacaabay-guddiga-kmg-ah-ee-tacliinta-sare). See also Somali minister appoints National Higher Education Commission, Somali Affairs, 9 September (www.somaliaffairs.com/news/somali-minister-appoints-national-higher-education-commission).

29 See Berbera News, 6 August 2011, in Somali (http://berberanews.com/madaxweyne-silaanyo-oo-magacaabay-gudida-tacliinta-sare-ee-somaliland).

rebuilding the College of Education at the Lafoole campus.[30]

- Support the capacity of the National Higher Education Commission to develop quality standards in the higher education sub-sector and equip lecturers with skills of adult learning.
- Establish a simple higher education monitoring and information system that all universities would be required to report on. The monitoring tools for this system will be developed in consultation with university partners, stakeholders and MoECHE personnel (federal and state levels), under the direction of the National Higher Education Commission.
- Strengthen the quality of university research, including a mapping exercise of existing research capacities, creating a department devoted to research and innovation in the ministry, developing a guiding policy on research and innovation and strengthening existing research institutions and programmes at national-level universities.

The **Education Sector Strategic Plan for Somaliland 2017–2021** (MoEHS, 2017) focuses on basic education and teacher training. In chapter 9, it describes the challenges around data and evidence on the higher education system in the state: 'The Higher Education sector is relatively new in Somaliland. As a result, data on university education in Somaliland is extremely limited, due to lack of regulation of institutions and insufficient Ministry involvement' (ibid.: 84). The document gives the number of universities as between 24 and 35. The plan includes a commitment to improve the quality of university programmes, promote research, strengthen postgraduate programmes and begin to design doctoral programmes. It highlights the urgent need to support the capacity development of institutions responsible for managing the sector effectively (i.e. the MoEHS, Directorate for Higher Education and Higher Education Commission). The plan notes that the higher education system in Somaliland is not supported by a proper framework or by laws and regulations that could ensure good standards. As a result, many higher education institutions have low teaching standards and often lack accountability and transparency. This was partly addressed by the passing of the Education Law in 2018 (see later).

The higher education system faces financial constraints, resulting in a shortage of qualified academic staff, insufficient basic infrastructure (in particular adequate laboratories, including ICT access) and insufficient access to learning and teaching materials. The remuneration of academic staff is very low. According to the education sector strategic plan, 'the average pay for lecturers currently is US$100 per class per month, which translates to about US$8 per hour, and earnings are based on the number of hours taught' (MoEHS, 2017: 89). The plan includes a commitment to minimum standards for universities, but the capacity of MoEHS to assess universities is limited.

The plan has three priority objectives for higher education:

- *Increase equitable access to higher education in Somaliland*. This involves trying to increase the enrolment of young women in universities (currently at 30%), gathering data on female enrolment and the provision of around 200 scholarships.
- *Improve the quality and relevance of higher education in Somaliland*. This involves conducting a study on capacity gaps in universities' human resources, conducting research and supporting academic journals, strengthening the monitoring capacity of MoEHS and higher education commissions and developing standards for teaching and the recruitment of academic staff.
- *Improve the efficiency of the higher education system*. This involves building a new office for the Higher Education Commission, developing the capacity of staff at the commission and conducting a review of the remuneration structures in universities.

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30 The Gaheyr campus is planned to house the central library, the university printing house and seven faculties: Economics, Law, Languages, Sciences, Engineering, Veterinary and Geology.

In August 2018, the government of Somaliland passed its first **National Education Law** (Law No. 77/2018). This updates the Education Ordinance of 1948, and consists of 138 articles and 11 sections that cover all levels of education. Articles 83 and 84 spell out the requirements for university registration: 'Every private institution must register according to the rules of the act to the Registration bureau According to the Ministry of Education and Higher Education [of Somaliland]' (Article 83, unofficial translation). The registration requirements are:

- a teaching curriculum consistent with Articles 45 and 47 of the Law
- must meet the criteria for selection of instructors, as stated in Article 92 of the Law
- must meet educational goals as stated in Article 5 of the Law
- must have facilities suitable for studying
- must provide proof of property ownership sufficient to carry out the institution's operations, and
- must have an approved name in accordance to the Law.

(Article 85, unofficial translation)

The **Education Sector Strategic Plan for Puntland 2017–2021** (MoEHE, 2017) focuses primarily on basic education. It includes a brief section on higher education (with less data and analysis than the Plan for Somaliland). It lists some challenges in the state higher education system: low enrolment in university (11,145 students in 2014–15, compared to 137,525 in primary education); the high cost of university attendance, which the ministry estimates to be on average $1,712 per year (against $149 for primary education); and low female enrolment, at 39%. This is due to the fact that every university is in an urban area, limiting attendance by students from rural areas. The plan briefly mentions four policy priorities for the higher education system, but without providing details on the activities and resources that will be required:

- *Increase access and equity of access to higher education* by ensuring that female students

are protected from discrimination and harassment. The plan includes a commitment to reduce the urban–rural disparity in terms of attendance by providing scholarships for disadvantaged students.
- *Improve the quality of education and learning outcomes* by establishing a unified qualifications framework to manage the quality of teaching in state universities. MoEHE aims to conduct annual quality assurance of all universities, and to work with universities to establish relationships and partnerships with foreign counterpart institutions.
- *Enhance the efficiency of the education system*, which involves (an undefined) process of accrediting higher education qualifications.
- *Strengthen systems and administration* by establishing the Higher Education Commission (this was established in March 2019). Build the human resource capacity necessary to lead and manage the expansion and provision of quality higher education.

These strategies and plans (and the Education Law of Somaliland) show that the governance systems of higher education are emerging across the country, albeit unevenly.

MoECHE and state-level ministries of education face significant challenges to implementing, monitoring and evaluating these plans. The National Education Policy of 2016 lists some of them as follows:

- ministerial staff often lack core competencies
- limited financial resources
- difficulties in collecting reliable data for planning
- security challenges
- a weak regulatory environment, although a number of key documents are in draft form
- a volatile political and fiscal environment
- a large, diverse and unregulated non-state education system (including universities).

(MoECHE, 2016)

The focus of these plans is on basic education. This is in line with the literature reviewed in chapter 2 on fragile and post-conflict countries. There is some evidence that informs the

description of the major challenges in the sector, but the quality of this evidence is unclear, as is the extent to which it has been used to define general priority intervention areas.

Research does not seem to be a priority in these plans. It is mentioned, but not as strongly as other priorities such as building the capacity of government agencies and increasing attendance and enrolment. It is important to remember, as noted by Mursal et al. (2016), that research does not seem to be a priority for government actors, and that currently research relevant to social and economic policy is driven by development partners.

The implementation of the plans outlined depends largely on funding from international organisations and development partners, as highlighted in the next sub-section.

3.2.3   Public funding to higher education

Public financial resources at federal and state level are scarce, and governments depend on international assistance and financing to fill gaps in their budgets. For example, the federal budget for 2019 is $344.2 million, of which $154.4 million (44.8%) is expected to come from bilateral and multilateral donors (Federal Republic of Somalia, 2019). The budget allocation to MoECHE for the whole education system is $16 million, approximately 4.6% of the federal budget. Of this, $3.4 million (21%) is allocated to the SNU for salaries, rehabilitation, equipment and training (Federal Republic of Somalia, 2019).

The annual budget of the federal government is supplemented by the multi-year education sector plan. The budget for the ESSP for Somalia 2018–2020 is $212 million. Development partners' contribution is expected to be $149 million (70%).[31] The allocation for higher education is $12.3 million – 6% of the total budget – and is intended to fund increased access to and equity of higher education;

better-quality higher education institutions; improved management of and regulations for the higher education system; and stronger national capacity for research and innovation.

Under the Education Sector Strategic Plan for Somaliland (2017–2021) (MoEHE, 2017), the budget is $275,883,495, with the bulk of the financing allocated to primary education (44%). Higher education accounts for $24,972,613 (or 9%) of the total. MoEHS presented two financing scenarios for the ESSP 2017–2021. The first, described as 'realistic', included $131,427,730 (or 48%) of the total from state financing and $82,500,000 (or 30%) from development partners. The financing gap is $61,955,765 (or 22%). The second scenario, described as 'optimistic', shows that $204,700,000 (or 74%) of the budget will come from domestic financing and $82,500,000 (or 30%) from development partners. The surplus after the five-year period will be $11,316,505 (or 4%).

The ESSP 2017–2021 financing plan for Puntland provides only basic information. The estimated cost for the ESSP 2017–2021 is $378,490,850, with the bulk going to primary education (47%). Higher education receives (22%). Development partners are expected to contribute $96,210,911 (or 25%) over five years.[32]

The ESSPs are essentially plans that seek funding from public and private sources, as well as development partners. We could not assess what assumptions or evidence were used to develop the financing plans. As discussed, the overall picture of university financing is unclear. Respondents from Somaliland said that universities receive around $30,000 per year from the state government, which is used to cover operational costs. A respondent in Puntland said that the state government allocates some funding to universities. For example, the Ministry of Education allocates $12,000 per

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31 The main bilateral and multilateral funders are USAID, the Netherlands, Qatar, the Global Partnership for Education, DFID, Japan and the European Union. They channel their funding through UNICEF, CARE/Adventist Development Relief Association, Save the Children, Concern, national NGOs and the federal MoECHE and regional ministries of education (see MoECHE, 2018a: Table 66).

32 See ESSP Financing Plan (MoEHE, 2017: 106ff).

year to the Puntland State University. One focus group discussion participant (Somaliland) said: 'The state governments do not give any support to university as they are mainly private entities'. Other respondents mentioned a range of funding sources for the operation of universities (e.g. the Somali diaspora, Muslim Aid, Sida, the European Union, the United Nations Population Fund, the World Health Organization, the Jamhuriya Foundation, the Towfiq Welfare Society and Hormuud Telecom). However, we were not able to quantify specific amounts. One respondent said that university staff often carried out consultancies for international organisations and development partners, but did so mainly as individual consultants. This took them away from teaching and provided no financial gain for the universities for which they worked.

3.2.4 The security situation and influence on higher education

A review of articles in The Guardian newspaper shows that, as at September 2019, when this report was drafted, there had been four attacks and bombings against civilians and security forces in various parts of Somalia. A total of 61 people were killed and many more injured.

Insecurity restricts academic freedom by limiting attendance to classes and reducing research production (Mosley, 2016). Laws (2018) mentions five main drivers of persistent political instability and violence in Somalia, listed below.

- State contestation: Somalia is in the initial stages of state-building and federalism and political actors and communities are competing for control of state institutions.
- Exclusive political settlements: the state-building process at federal and state level is dominated by the powerful, fostering the emergence of armed opposition.
- State weakness: weak governance has led to the emergence of monopolies, cartels and

other groups with little incentive to support the development of a functioning state.
- Weak rule of law: there is no settled rule of law, but rather a patchwork of competing formal, religious and customary legal frameworks.[33]
- Lack of opportunities: 90% of 15–24-year-olds are either underemployed or unemployed, making them easy recruits for armed groups.

These drivers influence and limit the type of technical assistance that can be provided through development programmes and projects (Human Rights Watch, 2018) (see Figure 2). The security situation in Somaliland is relatively stable, although it is increasingly suffering the spill-over effects of the conflict in the disputed eastern border regions of Sool and Sanaag, Puntland (Mosley, 2016). The capital of Somaliland, Hargeisa, has been fairly stable since the coordinated attacks by al-Shabaab in 2008. Unlike other cities, there is relative freedom of movement during daylight hours, creating some sense of normality. There have been no major recent incidents in Somaliland.

In Puntland, the security situation is difficult in Sool and Sanaag and in the mountainous areas of Bari and Sanag.[34] International support in the state has focused on basic education, and less so universities (Mosley, 2016). There have been no major incidents at universities recently.

In central-south Somalia and Mogadishu security and safety are serious concerns. In Mogadishu, the UN headquarters is located in a compound near the international airport, which is secured by military forces. UN staff use armoured vehicles and armed security protection when moving around the city. Entrances to the university facilities in Mogadishu have guards who check the bags of students and staff, although there are no metal detectors. Between 2013 and 2017, al-Shabaab, the Somali National Armed Forces and other armed groups attacked more

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33 Somalia is last (180th out of 180 countries) in the Transparency International Corruption Index for 2018 (Transparency International, 2018).

34 Global partnership for education, programme document 2017–2020, Puntland State of Somalia, Ministry of Education, 2017.

Figure 2   Security risk levels and accessibility map for Somalia, January 2018
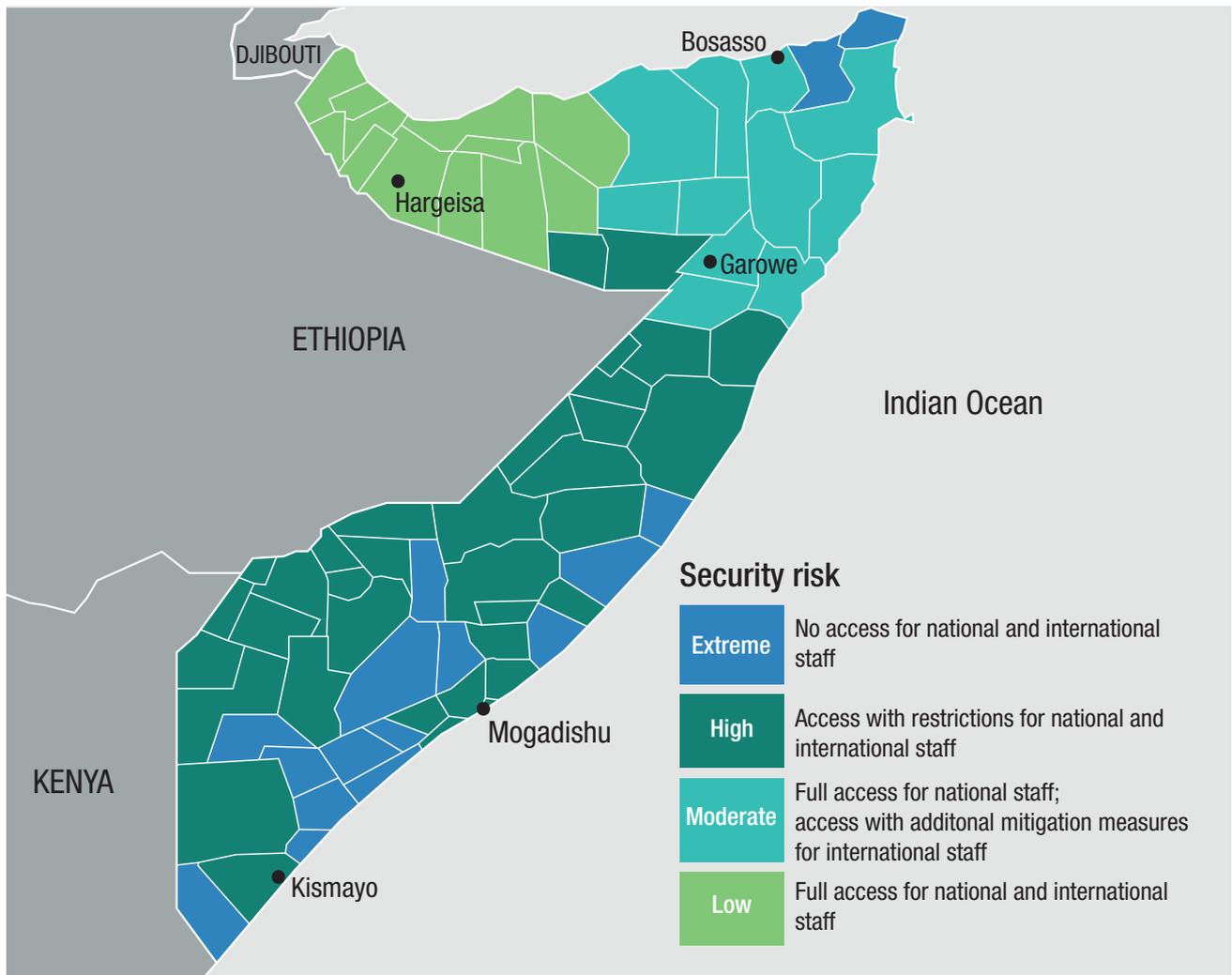
Source: Adapted from map by CARE International, MoECHE (2018a)

than 100 schools. The UN has verified 195 attacks on schools between 2012 and mid-2016 (GCPEA, 2018). Of these, al-Shabaab was responsible for more than half (112) and the Somali National Armed Forces approximately 30% (60). Unknown armed elements, AMISOM, Ahl al-Sunna wal-Jama'a, Galmudug Interim Administration Forces and the Kenyan Defence Forces were also responsible for a number of attacks on schools. Rates of documented attacks on schools declined between 2009 and 2013, before rising again in 2015 and 2016 (GPCPEA, 2014).

Until 2014, African Union troops used two universities as military bases (SNU in Mogadishu and Kismayo University) (GPCPEA, 2014). Higher education institutions and personnel

have been sporadically targeted (ibid.), with 16 incidents affecting approximately 32 staff and students. Attacks have been concentrated in Mogadishu, where there were 12. There were reports of attacks against higher education institutions in other areas of southern and central Somalia, including Galmudug state and South West state. Attacks included gunmen firing on university personnel and bombings on university campuses (GPCPEA, 2014).[35]

Insecurity makes data collection within Mogadishu and in neighbouring areas extremely difficult. Researchers have highlighted a lack of interest from research participants in taking part in interviews, surveys or other forms of data collection (Mursal et al., 2016). Researchers have

35 Global Coalition to Protect Education from Attack, Education Under Attack 2018 – Somalia, 11 May 2018 (www.refworld.org/docid/5be9430413.html).

also expressed concerns about engaging in and publishing research results on topics that may be considered too sensitive, such as youth and employment and the al-Shabaab insurgency.

The security situation in most parts of the country does not allow for foreign researchers or consultants to be deployed in the field alongside Somali colleagues (see also chapter 1 on the limitations of this study). One respondent from an international organisation gave an example of a call for proposals that his organisation had launched for the implementation of a curriculum development project, involving five universities across Somalia (including Mogadishu). The financial proposals submitted by bidders were much higher than the budget available for the projects, due to the very high costs associated with hiring private security contractors. Two individual consultants were hired, meetings were organised in Hargeisa and technical support was provided mainly online.

Security concerns are not limited to education (and higher education) but affect every public service and influence the type of support that can be provided to government agencies (see also Human Rights Watch, 2018).[36]

3.3   International cooperation and higher education

Almost all respondents from universities and government mentioned the **Somali Research and Education Network** (SomaliREN) as one of the main initiatives looking to support collaboration and cooperation between universities across Somalia.

The network started with six universities in 2006. The initial idea came from the CEOs of private universities in Mogadishu and received some initial funding from the World Bank. Three universities, Puntland State University, and Hargeisa University and Amoud University from Somaliland joined soon after the establishment of the network, when a study tour to Kenya, Tanzania and South Africa was organised, sponsored by UNDP/African Virtual University.

As of 2019, the network comprises 21 members. Of these, 20 are universities (see Annex 2) and one, HIPS, is a policy research institute. SomaliREN is registered with the federal Ministry of Interior as an NGO (Dalmar et al., 2017). SomaliREN informs the MoECHE informed about its activities but at the moment collaboration is limited, mainly due to the fact that the ministry is reorganising its systems, functions and capacity (key informant).

SomaliREN is owned by its university members, who each contribute a fee of $150 per month (or $1,800 per year). The governance structure includes a Council of Members, formed of the CEOs of SomaliREN's member institutions. The Council convenes annually to discuss the networks activities and results and to select the Board of Trustees. The Board includes nine individuals from the member universities and SomaliREN's CEO, and it is responsible for charting the network's strategic direction. Due to the increase of the number of members, the governance structure now includes also an Executive Committee, which is responsible for taking strategic decisions on behalf of the Board. The Executive Committee which includes the chair of the Council of Members, the Council's deputy chairs and SomaliREN's CEO (see SomaliREN, 2018). A secretariat, led by SomaliREN's CEO and located at Mogadishu University, is responsible for the day-to-day management and operations of the network.[37] The network is in the process of opening two points of presence: one in Hargeisa at Gollis University and one in Garowe at Puntland State University. At the time of writing, the process of recruiting two full-time staff for these two offices was underway.

According to the SomaliREN budget for 2019, the main sources of revenue for the network are the membership fees (approximately $49,200 for 2019), internet connectivity and bandwidth fees paid by the members ($225,720) and a grant from the World Bank ($90,000), coming to a total of $383,040 for the year. This revenue is meant to cover the network's running costs

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36 February 2019, Mogadishu; March 2019, Mogadishu; June 2019, near the border with Kenya; July 2019, Kismayo.

37 The Secretariat office includes also the Network Operation Centre.

(salaries, administration, rent, etc.), internet connectivity and bandwidth, as well as the design and planning of new activities to diversify its initiatives. However, these 2019 figures show that the revenues are not sufficient to cover all projected expenses, generating an estimated shortfall of approximately $63,000. As a result, some activities planned for 2019 had to be scaled down or postponed to 2020.

The drivers behind the establishment of the network were a perceived lack of national vision for research and higher education and the rapid increase in the number of private universities, which implied strong competition and little collaboration (Mursal et al., 2016). SomaliREN's vision, as stated on its website, is:[38]

> To empower the Somali higher education institutions as agents for change and key players in improving the quality of life in the state through research and collaboration among themselves and with their international peers.

In practice, the main focus of the network is 'to develop the quality of higher education and research among the Somali higher education institutions by leveraging the use of ICTs, providing affordable Internet services for non-commercial, purely academic purposes, and encouraging inter-university collaborations through the establishment of the necessary network infrastructures and related services'.[39]

The network team supports its members by strengthening campus networks and infrastructure, and building the human capacities needed to create, operate and maintain information networks.

In 2010, SomaliREN collaborated with the KTH Royal Institute of Technology, with financial support from Sida and the Somali diaspora in Sweden. The funding supported the organisation of a meeting of Somali university CEOs and KTH in Sweden, which led to an agreement to support SomaliREN to develop the network's infrastructure in Mogadishu. Universities in Mogadishu are connected to the internet and a small data centre stores research and learning content such as books and online courses from the Massachusetts Institute of Technology.[40]

Over the years, SomaliREN has collaborated with regional and European research network platforms, such as the UbuntuNet Alliance[41] and GÉANT.[42] Our respondents mentioned that the links SomaliREN had established with these platforms had provided its members with access to international networks of researchers and opportunities for collaboration. In 2007, SomaliREN received funding from the EU for capacity-building of university staff, scholarships for staff to study in Kenya and Uganda and the purchase of computers and other teaching materials for member universities. The World Bank is supporting the network through its AfricaConnect2 project. SomaliREN's activities have mainly focused on the development of last-mile wireless networks, strengthening

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38 See http://somaliren.org/who-we-are. Several pages of the SomaliREN website are still under construction.

39 See http://somaliren.org.

40 This information comes from secondary data. None of the respondents to this study mentioned the collaboration between SomaliREN and the KTH Royal Institute of Technology.

41 This is the regional backbone that interconnects National Research and Education Networks (NRENs) and connects them to other regional networks. Its mission is to secure affordable broadband and efficient ICT access and usage for African NRENs and their associated communities of practice (see https://ubuntunet.net).

42 GÉANT, a fundamental element of Europe's e-infrastructure, provides users with reliable, unconstrained access to computing, analysis, storage, applications and other resources. Through connections with its 39 national research and education network (NREN) partners, the GÉANT network is the largest and most advanced R&E network in the world, connecting over 50 million users at 10,000 institutions across Europe, and supporting all scientific disciplines. The backbone network operates at speeds of up to 500Gbps and reaches over 100 national networks worldwide (see www.geant.org/About/Pages/Home.aspx).

international and regional connectivity and developing the capacity of network members' IT infrastructures. Odowa (2016) suggests that SomaliREN has struggled to expand its activities beyond internet connectivity and network administration due, in part, to the fact that it has received very limited funding from development partners. Odowa also notes that the lack of clear policies, strategies and coordination has limited the network's overall effectiveness. She notes that, while the members meet annually, it is unclear what happens beyond that meeting. One key informant close to SomaliREN mentioned that the network's activities over the past three years had recently been assessed and that one of the findings was that SomaliREN's financial sustainability was uncertain.

Having said this, some of the interviews we have conducted show that since 2016, SomaliREN has undertaken a number of initiatives to strengthen its support to members (and reach the goal of 40 members by 2023) and to try to diversity its activities. The number of full-time staff at the secretariat has increased to 8.[43] And, as mentioned, 2 more staff to be based in Hargeisa and Garowe are being recruited, bringing the number of staff to 10.

SomaliREN is also testing new activities. For example, the REConnexion (Research and Education Connection) project involves testing video conferencing solutions to connect qualified professors, research supervisors and other professionals with students in the member institutions to deliver online lectures over the existing network infrastructure. One specific objective of this project is to reach and involve Somali professors and lecturers based overseas. The plan was to begin testing in mid-2019 but this has been postponed to 2020. A second initiative, called Eduspot, involves rolling-out educational hotspots in Mogadishu to improve students' and researchers' access from their homes to teaching and lectures.

SomaliREN is also planning to develop online platforms to support the establishment of communities of practice for its members on

topics such as university libraries management, knowledge management, public health, computing and environmental sciences (SomaliREN, 2018). The network plans also to continue supporting the capacity development of its members to conduct research and it has commissioned a study to assess the state of research in Somali higher education institutions (ibid.). One respondent mentioned that the study is being finalised, but we have been unable to obtain a draft copy or learn when the final report will be published.

A second initiative that has touched on higher education, among other things, is the **Somalia Stability Fund** (SSF). The SSF is designed and led by a group of development partners including Denmark, Germany, the Netherlands, Norway, Sweden, the UK and the EU. The second phase, worth £35 million ($46 million), started in 2016 and will run until March 2020. In terms of support to higher education, the SSF (through DFID) has funded a research methods course by the Rift Valley Institute in collaboration with the University of Hargeisa and Puntland State University (Horst et al., 2018) and the High-quality Research Support programme, a training and mentoring programme for mid-career lecturers from Puntland and Somaliland, implemented by the Observatory of Conflict and Violence Prevention in Hargeisa, the University of Bristol and Transparency Solutions.

The key lessons from this project are listed below.

- Enhancing academic research capacity in Somaliland and Puntland can increase the use of research findings to inform local policies. At present, the majority of research produced in the two states is donor-driven and mainly used for programming.
- The development of research capacity can be supported by combining teaching of research methods with research practice; making research attractive for largely locally based lecturers; integrating research practice and mentoring into the postgraduate programme;

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43 These are: SomaliREN's Chief Executive Officer, Chief Technical Officer, Administration and Finance Officer, a network administrator, a system administrator, and a team of three interns that support the engineering operations (see SomaliREN 2018 Annual Report).

and channelling international funding to support locally developed research projects.

- One respondent involved in the project mentioned that initiatives such as this, which train a limited number of lecturers, may lead to some papers being published but overall do not result in dramatic changes in capacity given the limited implementation time frame.

3.3.1 Sweden's assistance to higher education in Somalia

Sweden began development cooperation with Somalia in 1981, when the Swedish Agency for Research Cooperation with Developing Countries (SAREC) and the Somali Academy of Science and Art (SOMAC) signed a collaboration agreement. The first university partner involved in the collaboration was the SNU. Over the following 10 years, collaborations were established with around 10 Swedish universities, involving teaching and research programmes on public health (Dalmar et al., 2017). The collaboration agreement between SAREC and SOMAC ended when civil war broke out in the early 1990s. The Somali students and researchers involved in the programme either migrated or stayed in Sweden to complete their studies, pursue an academic career or find work with international development organisations.[44]

One respondent said that, prior to the civil war, there was bilateral research cooperation between Somalia and SAREC. The collaboration, which focused on public health, involved faculties of the SNU and over 10 Swedish universities and research institutions. The aim was to strengthen research capacity and skills through PhD programmes. The collaboration lasted until the outbreak of civil war in 1991. The programme represented a model that had worked in the past and could be replicated today. According to one informant: 'There is no way the current research capacity can be improved without producing more competent PhDs, which

we could produce over the next 5–10 years with research collaboration funding from overseas'.

The civil war ended the SAREC programme but it did not prevent a group of Somali and Swedish researchers from establishing the **Sweden–Somalia Research Association** (SSRA) in 1992 as a not-for-profit, non-religious and non-political association. The aims of the association are to:[45]

- provide a forum for contacts between academics, professionals and institutions in Somalia and Sweden, and other interested parties
- contribute to the reconstruction of academic institutions in Somalia and promote training and research cooperation with Sweden
- collaborate with other organisations and groups engaged in humanitarian aid and development in Somalia.

In 2012, SSRA supported a collaboration between the Somaliland Nursing Midwifery Association, Dalarna University, Hargeisa University and Amoud University to provide academic training for nurses and midwives. Training was offered online and in person. In 2015, 25 Somali students received their master's degrees in sexual and reproductive health and rights. Their theses were supervised by Somali and Swedish lecturers. A second initiative in Somaliland involved a collaboration with the Network Against Female Genital Mutilation. Between 2011 and 2015, this collaboration assisted in the establishment of Female Genital Mutilation support centres at maternity clinics in Hargeisa, Boroma and Burao.

In 2013, the SSRA began a collaboration with Benadir University and the Federal Ministry of Health that led to a conference in Mogadishu. The conference discussed public health services provided by (at the time) 14 private medical colleges and more than 20 training programmes for health professionals. The event was the

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44 Official development cooperation between Sweden and Somalia resumed in 2002 and focused on humanitarian assistance through Common Humanitarian Fund, Red Cross and Red Crescent, UNHCR, UNICEF, and some Swedish humanitarian NGOs.

45 See www.ssra.nu/about. The news section of the website has not been updated since 2017.

first country-wide health conference for more than two decades, involving close to 300 health professionals (Dalmar et al., 2017).

The success of the conference led to further initiatives on public health teaching, training and research. In 2014, the Unit of Epidemiology and Global Health at Umeå University in Sweden and the SSRA began to explore together with Somali diaspora health professionals in Sweden the possibility of resuming research collaboration between the two countries under a Somali–Swedish Global Health initiative. In December 2014, the Nordic Africa Institute at Uppsala University hosted a seminar with 53 participants from six Swedish universities and research centres (Umeå, Uppsala, Lund, Dalarna and Gothenburg, and the Karolinska Institute) and six Somali universities (Benadir University, Galkayo University, the University of Science and Technology in Puntland, East Africa University, Amoud University and Hargeisa University). The workshop also included participants from SSRA, Sida and from Forum Syd, an organisation that supports Swedish NGOs actively engaged in development projects. Participants at the seminar agreed to pursue collaboration on health sector development (Kinsman et al., 2015).

A second workshop, hosted by Umeå University in November 2015, was intended to create a platform for research capacity-building (Bile et al., 2016). In attendance were 28 participants from five Swedish and six Somali universities and SSRA. The workshop decided to step up exchanges and collaboration to strengthen research and analytical capacity at Somali universities, invest in libraries and information and communications technology, testing dedicated budget lines to fund research activities and establishing links with ministries of health in the state and at the federal level to bring more research findings into health policy discussions. In 2016 this evolved into the Somali–Swedish Collaboration in Research for Health, which lasted until the end of 2018.

An indirect form of support for Somali researchers and universities to which Sweden has contributed is **AuthorAID,** a free online platform that provides support, mentoring, resources and training for researchers in low- and middle-income countries. Managed by the International Network for the Availability of Scientific Publications (INASP), AuthorAID has received financial support from Sida. The AuthorAID website states that it 'currently supports over 19,000 researchers in low- and middle-income countries to publish and communicate their work'.[46]

AuthorAID was developed in 2006 'to bridge the publishing gap between the developed and developing world' (Murugesan et al., 2017). Since then, it has evolved to enable researchers to find a mentor for their projects (see Figure 3), collaborate with other researchers, access documents and resources on good practice in writing and academic publication, and find information on grants for researchers to travel to conferences or organise local workshops.

AuthorAID has run three successful massive online open courses (MOOCs) on research and grant proposal writing. Murugesan et al. (2017) state that over 11,000 participants have taken these courses, with an average completion rate of almost 50%, compared to averages of between 3% and 15% for other online courses. The courses are designed to adapt to low-bandwidth connections and take no more than three to four hours of study time per week. Support is provided to participants through a team of 'guest facilitators' drawn from the AuthorAID network of mentors.[47]

The data we received from INASP shows that 132 Somali researchers are registered on the AuthorAID platform and have access to resources, peer support and mentoring. The three MOOCs in research writing had a total of 86 Somali participants (15, 30 and 41). Most of the participants were men, 18 were Somali citizens

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46 See also www.authoraid.info/en.

47 Murugesan et al. (2017) acknowledge that it was difficult for them to collect feedback from participants who did not complete the course, which means that more data collection is required to better understand why 50% of learners dropped out of the course.

Figure 3   Screenshot of the Find Researchers section of the AuthorAID website
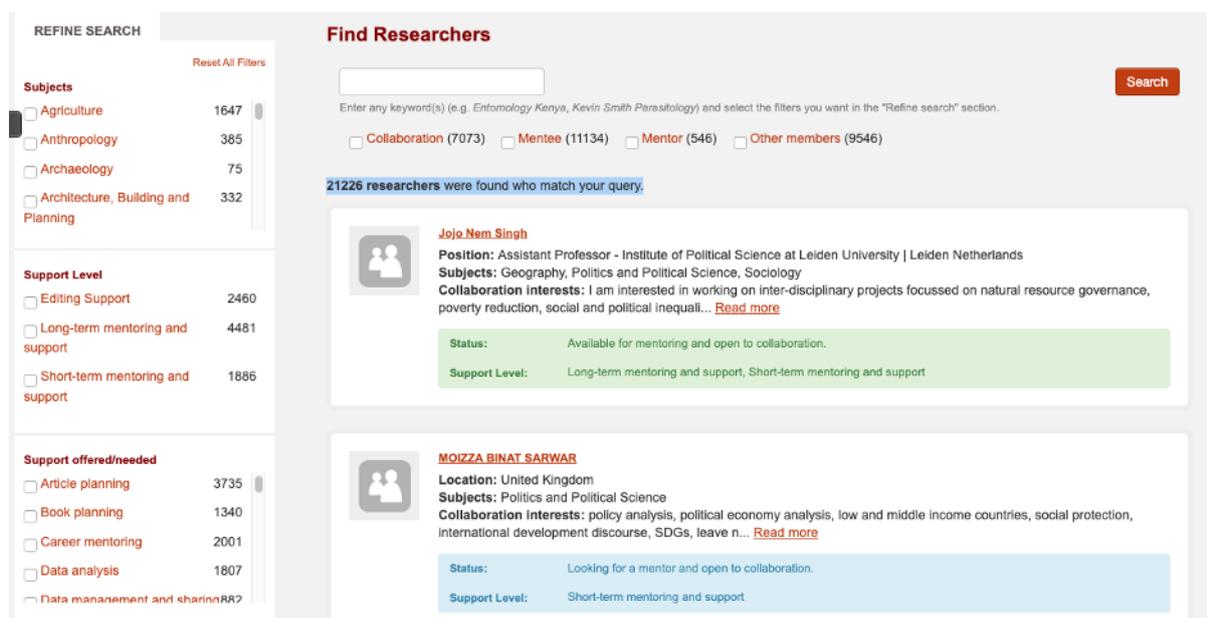
Source: AuthorAID

living elsewhere and 29 participants completed the courses, which is slightly lower than the average completion rate of 50%.

The experiences of AuthorAID and SSRA provide useful insights into different but complementary forms of research collaboration. AuthorAID is an *existing* platform, which shows the potential of ICT to design research mentoring support, link Somali research with a global network of researchers and design research capacity development programmes.

According to one respondent, SSRA and the Somali–Swedish Global Health Initiative have focused on research collaboration, teaching and professional development and knowledge-sharing in the health sector at a time when most Swedish funding was allocated to humanitarian interventions. The key lessons that can help inform other research collaborations are listed below (Dalmar et al., 2017; key informants).

- Collaborating universities must have a shared commitment to engage in long-term cooperation (e.g. 10 years).
- Partners must define clear principles underpinning the collaboration, such as mutual respect, equal partnership and the recognition that capacity-building benefits will apply to institutions in both countries.

- Funding for the Somali–Swedish Global Health Initiative enabled small-scale activities but did not have a long-term horizon, limiting impact.
- A three-partner approach involving domestic and external universities, as well as diaspora academics, can be a constructive model for international research collaboration and cooperation.
- The Somali diaspora of academics and professionals in Sweden is an underutilised resource to rehabilitate and strengthen the capability of universities and government higher education institutions.
- Research collaboration can act as a unifying force for Somali universities involved in research projects.
- A capacity development approach that has provided interesting results involves an initial two-week face-to-face training of trainers at Somali universities (mainly Hargeisa) for university staff, and some trainees from the federal and state Ministries of Health. The trainees choose a topic for a research project to be carried out over the following year, with support provided by Swedish mentors online. Two face-to-face events are organised for the end of the first six months, and another at the end of the first year, during which the trainees present the findings of their research projects.

- The research collaboration must be explicit in seeking to link research activities with other disciplines, as well as policy-makers and the public, through consultations and knowledge-sharing.
- The security situation meant that universities based in Somaliland were better suited to be the driving force behind research collaborations.

In July 2013, the Swedish Ministry for Foreign Affairs adopted a new strategy for development assistance to Somalia. This was renewed in 2017 with the publication of the 2018–2022 Development Cooperation Strategy (Ministry for Foreign Affairs, 2018). The strategy does not explicitly mention research cooperation and support to higher education. However, research cooperation and collaboration between Somalian universities, and between Swedish and Somalian universities, can contribute to all the strategy's priorities and reform areas (e.g. economic growth and employment, justice, governance, migration, climate change resilience and healthcare) by testing ways to develop links between research conducted in and by Somali universities and policy and practice at federal and state level. This could help address the problems facing Somali citizens in these priority areas.

3.3.2   Other international development cooperation

The EU is the main development funder in Somalia and has lent financial and technical support to higher education initiatives. It provided financial and technical assistance (through Nairobi University) to establish the Higher Education Commission in Somaliland in 2011 and to collaborations with the African Virtual University and the design of virtual university courses (MoEHS, 2017).

In 2016, Mursal et al. estimated that the EU funding package pledged $60 million of investment in the sector over three years. Ochanda and Haji (2016) were involved in a capacity needs assessment of the Faculty of Education at SNU, part of an EU-funded initiative to develop the capacity of MoECHE. The initiative, called Elmidoon Enhanced Action (ELENA), brought together MoECHE,

SNU and a number of non-governmental organisations to pursue the overall aim of strengthening education in Somalia. ELENA focused on six capacity areas: planning and policies; standards and quality assurance; education management information systems; institutional strengthening; organisational development; and strengthening financial management. The NGO group included the Adventist Development Relief Association, Education Development Trust, Comitato Internazionale per lo Sviluppo dei Popoli, Save the Children International and Trocaire.

The Islamic Development Bank is providing $4.9 million through an agreement with Towfiq Welfare Trust to fund the purchase of a building as a waqf (endowment) for Kismayo University. The project will support 6,000 students and 1,500 orphans, who receive funding from Somali expatriates and global philanthropists for higher education. The university provides training in education, medicine, community development, economics and management.

The funding of PhDs is part of an international research project entitled Diaspora Humanitarianism in Complex Crises. The project is on the contribution of the Somali diaspora in responding to major humanitarian emergencies and is run by the Danish Institute for International Studies, the University of Nairobi, the Rako Research and Communication Centre and the Rift Valley Institute (Horst et al., 2018).

The United Nations Children's Fund (UNICEF) is implementing a pilot project with six universities in three states (City University Mogadishu, SNU, Puntland State University, the University of East Africa, Hargeisa University and Mogadishu University) to design a university degree in social work. UNICEF issued a call for proposals for international universities to implement the project, but the proposed budgets were significantly higher than that which UNICEF had secured, largely due to security costs and overheads. A second call for proposals for individual experts was issued, and two overseas academics with considerable experience in Islamic and Western social systems were contracted. The total budget was $40,000. With Somali partners, the experts designed a curriculum for a four-year course. Funding for

the project was channelled through MoECHE. The project began in 2018 and provides 40 scholarships a year over four years.

There are two main education sector coordination mechanisms in Somalia, which focus mainly on basic education:

- the Education Sector Committee, which is co-chaired by MoECHE and UNICEF and involves international NGOs and local civil society organisations
- Somalia Education Cluster, which is co-chaired by UNICEF and Save the Children International and involves international NGOs such as the Adventist Development Relief Association, Comitato Internazionale per lo Sviluppo dei Popoli and Mercy Corps.

As the country rebuilds its institutions there is a growing expectation that Nairobi-based donors and organisations will gradually shift their operations to Somalia. While insecurity in Mogadishu remains a challenge, when conditions allow a more localised (federal/regional) international development and humanitarian presence will offer opportunities for better coordination, better understanding of the Somali context and, by extension, improved support to education and higher education.

The next section turns to the findings from interviews with key informants and workshops with representatives from the government, universities, policy research organisations, development partners and individual experts.

4 Analysis of current challenges to higher education in Somalia

This chapter presents the main themes from analysis of interviews with key informants[48] and workshops in Mogadishu, Garowe and Hargeisa. Facilitation of the discussion used elements of the Problem Driven Iterative Adaptation (PDIA) method (Andrews et al., 2017).[49]

Overall, respondents had a good understanding of the political economy of the higher education system. Some of the responses and discussions were at a general level, with respondents and workshop participants at times struggling to go beyond broad problem statements such as 'lack of resources' or 'limited skills'. The logic of PDIA (i.e. starting from problems, discussing at a general level the space for change) were new to most respondents and also to colleagues from the SIDRA.

The main problem facing the higher education system that emerged from the workshops in Somalia is as follows:

> The weak capabilities of the higher education and research sector limit the contribution research and knowledge can make to the social and economic development of Somalia.

This section is organised along the contributory problems that were identified during the in-country workshops:

- weak governance and enabling environment
- weak research capacity and limited academic research production
- limited collaboration and exchange opportunities
- weak research culture and weak research-to-policy nexus
- an inadequate national research agenda
- the problem of academic freedom.

4.1 Weak governance and enabling environment

Three decades of conflict, the extended absence of government authority and the loss of human capital have eroded governance of the higher education system considerably. The absence of and/or low capacity to design and enforce legislation, regulations and policies have led to a boom in private universities. But the quality of the courses they offer varies greatly as standards are not set or authorities face challenges in enforcing them.

Respondents from government and universities (eight) pointed to a lack of government market analysis to determine what professions are and will be in demand in the labour market, and the policies to support teaching in those areas. Currently, universities offer marketable degrees in business and public administration, but market

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48 Material quoted in this chapter is taken from key informant interviews unless otherwise specified.

49 In particular, problem analysis and a discussion about the space for testing solutions using the so-called 'triple-A criteria': authority, acceptance, ability (see Andrews et al., 2017; Samji et al., 2018).

saturation led one government respondent to note that 'as more students graduate from university, the unemployment rates increase'. Another respondent said that 'private universities are set up to generate money. This saturates the labour market with half-skilled young people'. The sense from our interviewees is that private universities design programmes to attract fee-paying students.

Respondents from government and universities also mentioned the limited budget allocation for higher education. All interviewees from government and universities felt that higher education and academic research were not considered a priority, either for the government or for the international community. The Somalia National Development Plan 2020–2024, for example, does not mention higher education and research as priority areas. The government has other more urgent pressing needs and, as noted, development partners see other sectors or other areas of education (e.g. basic education) as more pressing concerns.

Respondents from universities (six) mentioned that universities focus on teaching and the courses they offer to fee-paying students, rather than research. This means that there is little incentive to hire academic staff for research. Large teaching loads mean that lecturers and professors have limited time to work on research projects, and career progression is not determined by the research that they publish. There is a lack of a regulatory framework to encourage research or to create specific incentives for funding research projects, bid for international research networks, publish research or link research with national development priorities. Moreover, insecurity in parts of the country means that any policy or programme can come to a halt at any time. This uncertainty makes it extremely difficult for the government to plan in the short to medium term.

Experts and respondents from development partners and universities overseas are broadly aligned with the views of national respondents. The system is essentially unregulated. The state government does not see higher education as a priority. The private sector dominates the university sector. The accreditation system is not working and 'anybody can start a university at any time'. Some of the new universities 'should not even be called universities due to lack of basic infrastructure and the low quality and no quality control over the content of the courses they provide'. There is no platform where relevant governance agencies can engage with universities to discuss issues around teaching and research. At the federal level, the MoECHE has designed some standards but it lacks the capacity to regulate and monitor universities. A national commission for higher education is in place but it has very limited capacity to be the coordinating body it is supposed to be on higher education research, teaching and administration. At the state level, in Somaliland and Puntland a governance system is emerging with the establishment of their own higher education commissions and the passage (in Somaliland) of the Education Law (see sub-section 3.2.2). One respondent mentioned that Puntland has passed a Higher Education Law, but the study could not confirm this.

Some entry points for collaboration could be to:

- strengthen the capacity of staff and develop an enabling environment for teaching, learning and research
- generate interest in and awareness of the importance of research
- allocate more funds to research and to the higher education sector
- engage development partners to support research capacity development and funding of research within and by universities
- provide support to national and state-level higher education commissions to design and monitor policies and regulations, coordinate with MoECHE and ministries of education and strengthen their organisational and technical capability
- design pilots with MoECHE and the state-level ministries of education to address the problems they face in generating or procuring evidence through better monitoring systems and the procurement of research and analysis.

Figure 4   Regional ranking in the number of academic publications, 1996–2018
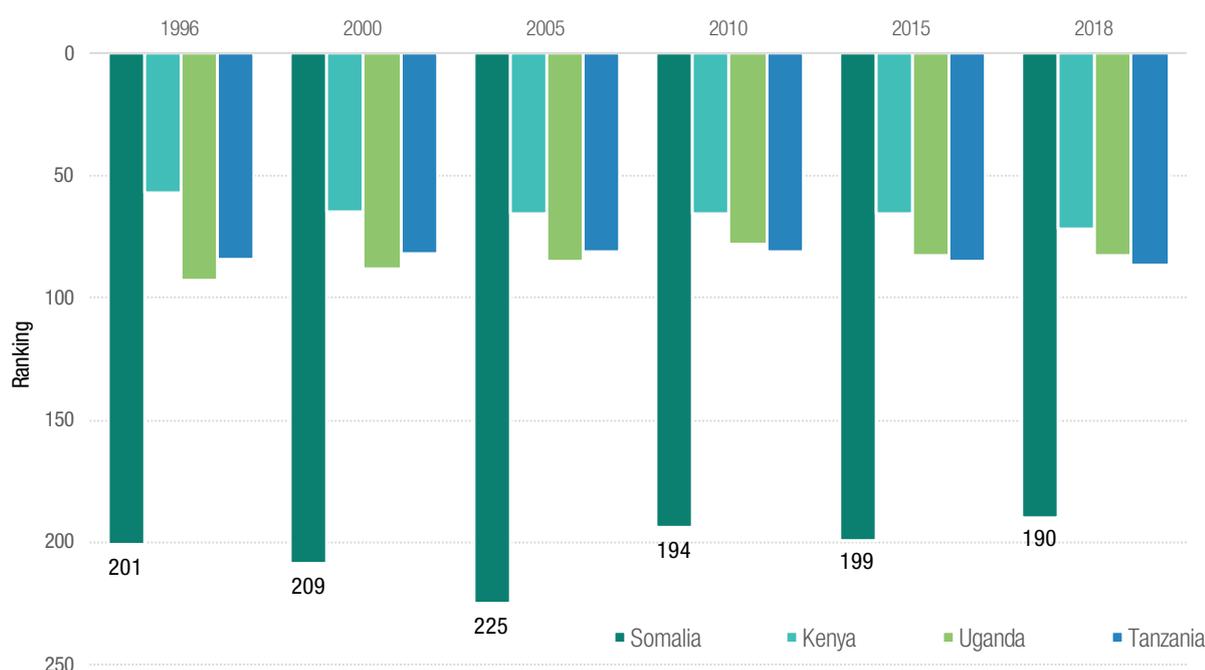
Source: SCImago Index

4.2   Weak research capacity and limited academic research production

Respondents agreed that there is a huge deficit in research capacity. Academic research has been very low in Somalia over the past 20 years.

The SCImago index[50] ranks countries based on their academic publications (i.e. journal articles). Between 1996 and 2018, Somalia was towards the bottom of the ranking among the 230 or so countries in the SCImago database in terms of the volume of academic publications. Between 2015 and 2018 there was a slight improvement, but the gap between Somalia and Eritrea and other countries in the region in terms of academic publications has remained quite large (Figure 4).[51]

A similar gap can be seen in terms of trends in academic production. Between 1996 and 2018

the number of academic publications marginally increased, from 3 in 1996 to 36 in 2018. Meanwhile, other countries in the region have rapidly increased the volume of their academic publications (Figure 5). Respondents pointed to several reasons for low research capacity and production.

There are very few experienced researchers or PhD-holders in universities, and the quality of teaching on research methods is very low. Respondents from universities (four) mentioned that universities provide only minimal or no training on research design, research methods and research management. One participant in a workshop told the study team that 'There is no way the current research capacity can improve unless universities begin to offer good-quality doctoral programmes. Having PhDs in the university staff is a basic prerequisite for having academic research. To achieve this, it will

50 SCImago is a publicly available portal that includes the journals and scientific indicators developed from the information contained in the Scopus database (Elsevier B.V.). It involves the Consejo Superior de Investigaciones Científicas, University of Granada, Extremadura, Carlos III (Madrid) and Alcalá de Henaras, and is dedicated to information analysis representation and retrieval. See www.scimagojr.com/countryrank.php.

51 SCImago (n.d.) SJR – SCImago Journal & Country Rank [Portal]. Retrieved 15 August 2018 from www.scimagojr.com.

Figure 5   Trends in the total number of academic publications, 1996–2018
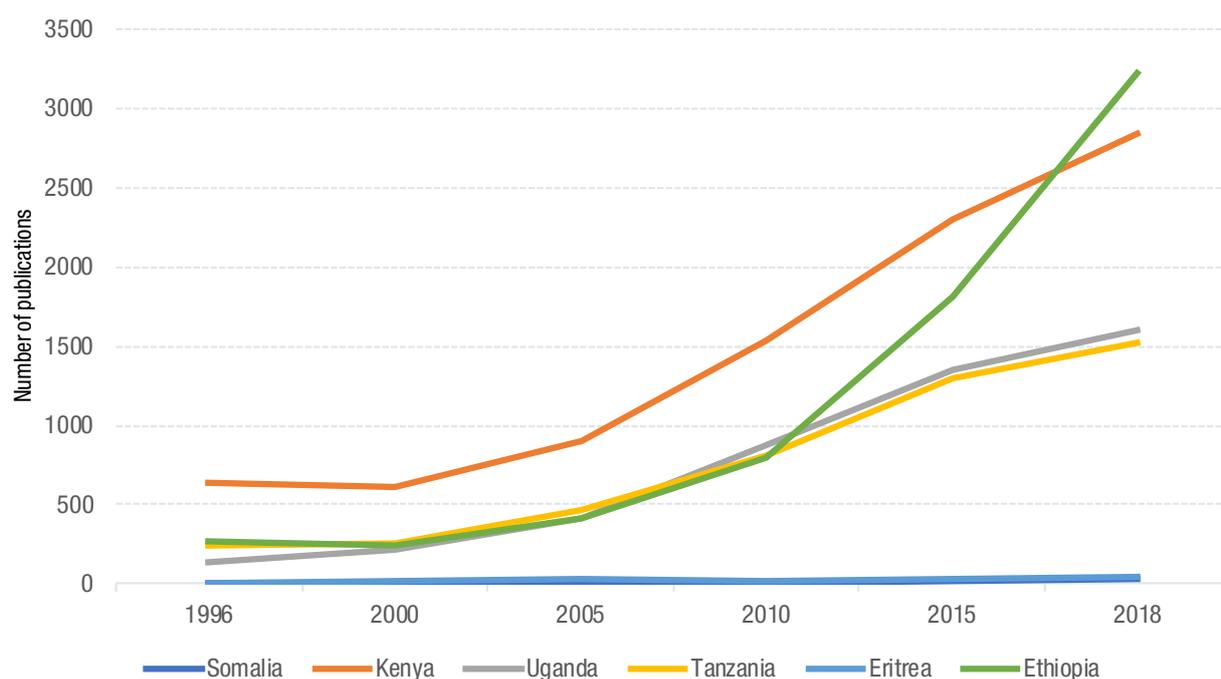
Source: SCImago Index

probably take 5–10 years and close research collaboration between Somali universities and their counterparts overseas'. A respondent from overseas said that, due to the limited funding available through federal and state-level budgets, universities find themselves in a 'state of survival', which is preventing investment in research. One respondent said that, in some universities (they did not specify which), awareness of the importance of conducting more research is increasing, and that some universities are starting to provide grants to academic staff to conduct research and publish in journals. However, funding is limited, and more research would be required to identify which universities are providing these grants or the amounts.

Odowa (2016) came to the same conclusion, noting that 'most academic staff in Somalia hold undergraduate degrees, with just a few having master's degrees, which include limited research training and quality control' (2016: 15). This limits their research capacity, but also their teaching ability. When teaching, they commonly use only one textbook for each subject and ask students to make copies – in this case students at universities will only need to read a few books while pursuing their respective courses (ibid.). One

respondent mentioned that 'the current design of local universities is not conducive for research as many of them are below the standards of being universities and they lack competent and skilled researchers and lecturers.' He said the recruitment process and the promotion of lecturers was based on nepotism and favouritism, which excluded many talented academic staff from promotion and career advancement.

One Somali researcher living overseas was cautious about describing research as a profession: 'research is a skill that every student should be equipped through his/her studies but that is something that is lacking in our education system right from the lower to the higher educational levels.' No development partners are investing in long-term research support, and any initiatives are ad hoc and limited in scope. What is needed, as mentioned by a respondent from a development partner, is 'long-term research support that builds the capacity of a new cadre of Somali-trained researchers'.

We have seen in section 4.1 that the professional incentives for conducting research are absent, which means that universities have few researchers or lecturers dedicating any of their time to research.

Other contributory causes cited at the workshops include those listed below:

- Hiring in universities is often based on nepotism not merit, and very rarely on research capacity and experience.
- Researchers and staff interested in research also consult for international donors, or leave university and become full-time consultants.
- Many CEOs, vice-chancellors and deans do not have a PhD and have limited research experience.
- There is a lack of recognition of research as a profession.
- As teaching is the priority in universities, the teaching load for lecturers is high.
- Research work requires good proficiency in English, which not all staff have.
- There is very limited or no funding from federal or regional governments to conduct research.
- There is limited or no availability of and access to libraries, especially e-libraries.
- Research collaboration with the Somali diaspora in the region and in Europe is very limited.
- Plagiarism affects the quality of research and peer review of research products is not common.
- Almost all respondents from government and universities said that universities do not provide adequate libraries, learning and study spaces, computer equipment and laboratories.
- Research projects when they are undertaken are often led by foreign researchers, with local researchers involved mainly as data collectors.

Female researchers face additional problems or discrimination that limits their participation and involvement in research work in universities. This largely reflects gender inequalities in Somalia throughout the education system, including universities. Some examples are listed below.

- Research is generally not a good career choice, especially for women.

- Very few female researchers can be seen as role models (e.g. there are very few female

PhD-holders, although the exact number is unknown).
- Women face barriers in career progression and male staff are preferred for senior positions.
- There is a perception that a university and research career can be limited by family duties and responsibilities.
- One respondent from overseas said that 'faculties and management of Somali universities are male-dominated … it is a big gap'.

The problems listed by interviewees and at the workshops have also been raised in the literature reviewed for this study. For example, Eno et al. (2015) point to the low research capacity in Somali universities and the lack of research expertise within universities, casting serious doubts on the quality of research training provided by universities and the qualifications of postgraduate students. Horst et al. (2018) note that most research in and on Somaliland and Puntland is conducted or commissioned by development partners and international NGOs. This limits the opportunities for regional government to develop the capability to identify and procure (with the help of donors) the research they need, and that regional universities could conduct (Mosley, 2016). One respondent from a development partner noted that, while it is the case that a considerable proportion of the research in the country is funded and designed by donors and through donor initiatives, the capacity of professors, and the fact that there is no focus on or investment in developing research capacity in universities, means that it is not easy for projects and programmes focusing on strengthening research capacity to involve researchers from local universities.

Moreover, universities with a good reputation, such as Hargeisa University in Somaliland and Puntland State University, struggle to develop good research capacity and capabilities because research methods teaching is relatively new and there is: a shortage of academic staff with doctoral qualifications; limited academic publication experience among university staff; scarce independent funding for research; and a lack of basic resources, such as access to

Somali students listen to their teacher in a classroom at the Somali National University, Mogadishu, 2014. © AMISOM/Ilyas A. Abuk

journals and other academic literature, and reliable internet access.

Some entry points suggested at the workshops include the following:

- Explore long-term collaborations for doctoral research between Somali universities and universities overseas (regionally and in Europe).
- Design a research fellowship programme with universities overseas.
- Design and test lecturers' performance evaluation criteria, including research production and publications.
- Conduct a regulatory assessment of incentives for conducting research in universities.
- Expand access to physical and e-libraries for students, lecturers and researchers.
- Provide incentives (monetary/promotion) for female researchers.
- Address regulatory barriers to women's careers as researchers.
- Design or develop an online discussion space or community of practice or association for female lecturers and researchers.

- Development partners allocate dedicated budgets for the involvement of female researchers in research projects and exchanges.
- Government to set a minimum number of PhD positions to be allocated to female doctoral candidates.

The government actors with the decision-making authority to test solutions in this area are the federal MoECHE, the National Higher Education Commission, state-level ministries of education and, if established, state-level higher education commissions. Universities would also want to be part of initiatives in this area as they have an incentive to strengthen the capacities of their staff and raise their academic profile through being involved in international research and exchange initiatives, for example. Currently, government agencies and universities have weak capacities to plan, design, execute and fund development activities, and so these activities would need external support from a development partner or a group of development partners working together.

4.3 Limited collaboration and exchange opportunities

Most universities across the country are private, creating competition to attract students and limiting incentives for collaboration on joint teaching or research programmes. There are limited financial resources and funding for coordinated activities, limited capacity among university staff to design and manage collaborative activities, and university facilities are not in a state to allow for collaboration and cooperation (limited spaces, weak internet, etc.).

Most research in Somalia is carried out by foreign consultants hired by international organisations. When local researchers are involved in research work by international consultants (for example, to collect data in areas and regions off-limits to foreigners), their role is restricted to data collection, with limited involvement in analysis and report writing. Harle (2016) notes that, in these cases, 'research for development' can easily become 'research for development *partners*' [emphasis in original] with national researchers often relegated to the role of data gatherers line-managed by foreign academics and experts.

Studies led by development partners are meant to inform development programming and are often not made public, limiting the availability of research and analysis. Three respondents (government and universities) mentioned that while development partners provide resources for data collection that may be linked to monitoring and evaluation of projects (e.g. consultancy-based studies, rapid assessment which might be less rigorous and lack scientific credibility), this does not support or help to strengthen academic research. Three interviewees (government and universities) said that donors provide resources for data collection linked to monitoring and evaluation of projects, rather than for long-term goals or equipment and facilities and, additionally, themes and methodological practices are shaped by the availability of donor funding. Interviewees from government and universities mentioned that this is one of the key challenges to developing research capabilities within the higher education system.

In addition to limited collaboration between universities in the country, several respondents from national universities (seven) said that exchange opportunities for students and researchers to spend time in a university abroad or for foreign academics to spend time in Somalia or Somaliland were minimal to non-existent. Security problems, even though they are not as grave across all regions, mean that the advice for foreigners is not to travel to Somalia or Somaliland. Some respondents said that a key barrier to spending time overseas for Somali academics and researchers with a Somali passport is getting a visa for stays anywhere except Ethiopia, Djibouti and Kenya (Spannagel, 2019). Immigration authorities in most host countries will not grant visas to exchange students because of the risk that they will overstay.

Respondents mentioned some exchange activities in Somaliland, with visits of researchers from overseas, such as the collaboration between the SSRA, Dalarna University, Hargeisa University and Amoud University to provide academic training for nurses and midwives. Other examples of international collaboration include agreements (EU-funded) with Kenyan universities, where students from Somalia are given a teaching or research supervisor from a Kenyan University. One respondent mentioned that this has worked well. Amoud University collaborates with universities in Ethiopia, Kenya and Djibouti, which involves some (not specified) capacity development for Amoud's lecturers.

Swedish initiatives, for example the Somali–Swedish Global Health Initiative, have demonstrated what can be achieved through international research collaboration (see also sub-section 3.3.1). University collaborations in Somalia and with international universities can work when sufficient time is invested in building relationships and designing ground rules for interaction and communication. The biggest challenges to such arrangements were the limited budget and the fact that some of the Swedish academics had to work pro bono. Nonetheless, Somali–Swedish collaborations showed how eager Somali researchers are to learn and become more skilled in conducting research. The collaboration inspired ideas that were mentioned during interviews, but which could not be pursued during the projects.

One related to support for establishing research committees in Somali universities, which would include representatives from various faculties and departments, and which would identify priority research areas for the university. These committees could identify where what limited resources do exist could be channelled. They could also coordinate research capacity development initiatives and research collaborations with universities overseas.

Respondents suggested setting up a discussion about the feasibility of exchanges of academics and researchers and involving government authorities such as the Higher Education Commission and, for example, Swedish universities in collecting lessons from previous experience and designing new exchange programmes or projects, involving immigration authorities at an early stage. These exchanges could be initially tested on a small scale. At the same time, it is possible to test (and compare) through internet and communication technologies the design and delivery of webinars, online courses and discussion platforms, which could reach a larger number of students and researchers. Government authorities and universities are likely to support such initiatives.

4.4 Weak research culture and a weak research-to-policy nexus

A weak research culture contributes to the limited volume and availability of research carried out in public and private universities. Several interviewees pointed out that Somali culture is largely oral and that there is not a culture of reading, so the idea of passing on knowledge through research is relatively new. Oral communication remains the primary means of receiving, processing and transmitting information in Somalia. This reinforces a culture that discourages reading and writing among members of the community – hence there is little demand for published materials (Odowa, 2016). Years of conflict have also had a detrimental effect on the emergence of a strong research culture, and English-language knowledge is not widespread. There is also a perception that research is mainly used to 'create NGOs', is driven by donors and does not benefit the communities that provide the data and information for research. During the

focus group discussions it was mentioned that communities in both urban and rural areas at times regard researchers with suspicion, making them reluctant to share information and local knowledge. One consequence is that Somali students who want to conduct research go overseas and pursue their career in universities abroad.

There was consensus during the workshops that the limited research production coming out of universities restricts the contribution of research-based knowledge to policy decisions at all stages of the policy cycle (design, implementation, monitoring and evaluation). Two interviewees from a Somali university said that politicians needed research in order to make evidence-based decisions regarding public policies and budgets, but that research findings struggled to be heard in the policy decision process. There is a cultural barrier, in that government agencies and institutions do not seem to be aware of the role that research can play, and hence seem not to commission research and analysis as part of policy development processes.

Overall, workshop participants felt that collaboration between universities and government institutions was weak due to a combination of cultural issues, lack of awareness of the value of research and the limited incentives of university staff to undertake research (see sections 4.1 and 4.3). The study by HIPS (2013) indicates that the universities surveyed produced on average one research report per year.

Development partners are the main drivers of research production. Mursal et al. (2016) argue that they set the agenda for research either by calling for consultancy work or through the programmes and NGOs they support.

Limited research production by universities has seen a number of policy research organisations emerging to fill this gap (Harle, 2016). These organisations produce policy research that does seem to inform discussions and policy decisions by the federal and regional governments. Harle (2016) mentions in particular the work of the following organisations.

- The **Academy for Peace and Development** was established in 1998 as a research institute in collaboration with the War-torn Societies

Project, and later became an independent research centre. In its early years, the Academy attracted prominent international researchers. Today the Academy focuses on elections, democratisation and community dialogue.

- The **Observatory of Conflict and Violence Prevention** was established in 2009, with support from the United Nations Development Programme, as an independent and non-governmental research and training organisation covering all Somali regions. The Observatory's head office is in Hargeisa, and it has offices in Garowe and Mogadishu. It has conducted a 'District Conflict and Security Assessment' to test ways to measure progress in peacebuilding and state-building projects by gathering public perceptions of the effectiveness and availability of public goods, justice, security and peace. In 2015 it collaborated with the University of Bristol and Transparency Solutions on a two-year High-Quality Research Support Programme for mid-career researchers from and living in Somaliland or Somalia.

- The **Somali Institute for Development Research and Analysis** (SIDRA) is a private, not-for-profit research and policy analysis think tank whose primary objective is to provide quality research and development services to public and private entities in Somalia. Its office is in Garowe in Puntland. Staff comprise research professionals and practitioners working on a range of issues, including socioeconomic development, climate change and governance reforms.

- The **Heritage Institute for Policy Studies** (HIPS) is an independent think tank based in Mogadishu. It has four permanent researchers, including a senior researcher. This can go up to 10 staff depending on the project. The focus is mainly on political and governance themes; current projects include federalism, upcoming elections and the political and civic engagement of Somali women. Staff do not have access to online journals, but they have access to software to analyse and produce quantitative and qualitative research. The research is conducted on a consultancy basis with a broad range of partners and donors. HIPS produces policy briefs and reports that are sent to approximately 400 contacts. HIPS organises forums with local politicians and maintains a partnership with universities. It mainly formulates recommendations to the Somali government and the international community (Mursal et al., 2016).

There is a very small number of research and think tank-type organisations in Somalia. They seem to have a small core group of full-time staff working with a director and rely on networks of individual consultants to implement projects. They may be involved in several projects at a time with different organisations or they may work in universities. These organisations can face the same research capacity challenges as academic staff in universities.

Possible entry-points mentioned by respondents include:

- establishing national archives for research that can be accessed by universities, research institutions and government agencies
- encouraging the sharing of research findings and analysis between universities and with government
- creating/improving open access databases
- universities should improve their research capacity to provide the information and analysis needed for policy-making
- government should hire university lecturers to conduct research.

Government agencies that could support some of these changes are the higher education commissions and the MoECHE and National Higher Education Commission. Universities will need to change attitudes and incentives around procuring research in order to trial solutions and establish collaborations with policy research institutes. Given current capabilities, testing and experimentation may be the best way to identify initiatives that can contribute to cultural and attitudinal changes towards the value of research.

4.5 An inadequate national research agenda

One problem highlighted in the workshops was the limited demand and use of research to inform policy decisions and, in general, contribute to the social and economic development of the country, and the absence of a coherent national and regional research agenda. A process to identify research needs around specific policy areas could bring together government agencies, universities and development partners to pinpoint knowledge gaps and align research needs with the policy priorities of the federal and regional governments.

Respondents mentioned initial discussions to support MoECHE and the regional higher education commissions to improve their research coordination capacity. Several respondents also said that some ministries (for example the Statistics Department of the Ministries of Planning in Somaliland and Puntland) have developed research plans, although they struggle with resources and funding and with access to statistical data. Several respondents from government and universities (seven) pointed to the absence of institutional and regulatory frameworks to enable research coordination in specific policy areas. The lack of regulation of the higher education system means that the government has limited authority over academic programmes, and limited capacity to determine or suggest research priorities (see also section 4.1). One of the focus group discussions highlighted that development partners do not seem to believe that support to the federal and state government to design a national/state research agenda should be a priority. As one interviewee put it: 'The regulatory environment is weak and disconnected from existing policies and reform goals'. Another respondent asked: 'Our politicians lack the willingness and commitment to support research, not only politicians but highly placed civil servants are equally not interested in research, so how can research be an agenda for us?'.

Possible entry-points mentioned in the workshops include those listed as follows.

- Government to design a process to strengthen links between research needs and national development priorities.
- Develop or create centres of excellence for research.
- Lobby federal and regional governments to increase budget allocations for research that universities can access.

Various ministries can provide the authorising space to find ways to identity the evidence needs that research can help address, and which are linked to development priorities for the country and regions, such as federal and regional ministries of planning and finance and education and higher education. It was unclear from the discussions at the workshops the extent to which universities and policy analysis units in ministries would have the time, resources or capacity to undertake this process and start defining a federal or regional research agenda. This uncertainty is linked to problems of low incentives to conduct research, limited financial resources and an overall weak research culture in universities and the government bureaucracy.

4.6 The problem of academic freedom

With regard to academic freedom, our objective was to get a sense of how respondents interpret this relatively new concept. One respondent from government told the study that 'there is no specific legal and institutional framework regarding academic freedom in Puntland'. Another mentioned that 'in Somaliland there is too much freedom in the higher education sector and that is why there are so many problems in the education sector of Somaliland'. A third respondent said that, in Somalia, 'generally there are no restrictions on academic freedom'. Others said that students do not feel comfortable discussing certain topics, such as religious issues, social and cultural norms and security, and are wary of expressing opinions about these issues in public and in class. As noted, research in some of these areas is also considered to be

sensitive, if not dangerous. As one respondent put it: 'generally, academic freedom is limited. There are many taboos because of associated social and political sensitivities. If you look at the freedom of the press in the country, academic freedom is limited in the same way'. Campuses in some parts of the country are insecure and the risk of sexual violence limits access to teaching and learning for female lecturers and students (SIDRA, 2016).

It was difficult for our respondents to articulate possible suggestions or entry points to understand, if not address, problems of academic freedom in universities.

5   Conclusions and programming suggestions

The interviews and discussions around the problems in the higher education systems held in Mogadishu, Garowe and Hargeisa have raised a number of issues, both in terms of teaching and research production. This section summarises the main conclusions.

The **weak governance of the higher education system** is both a cause and a result of a fragmented regulatory environment, which struggles to ensure the quality standards that most public and private universities across Somalia require to be able to engage in research collaborations and exchange programmes in the region and with European institutions. In the absence of a comprehensive Education Law, the federal and state-level higher education systems are being managed through a set of ad hoc policies and multi-year strategic plans. Weak regulations and governance have resulted in a proliferation of universities offering courses, certificates and degrees of variable quality, and which are not informed by an analysis of the current and future demands of the labour market and the economy. The federal and regional governments are slowly establishing institutions to set these standards and accreditation across universities. For example, higher education commissions at federal and state level are supposed to be the coordination agencies for university teaching, research and administration. They are also supposed to design the university accreditation and registration systems. Three commissions have been established: one at the national level, one in Puntland and one in Somaliland. All three face capacity challenges.

Federal and regional financial resources for higher education systems are very limited. Dependence on development partners and off-budget contributions remains considerable.

Approximately 44% of the federal budget for 2019 is met from multilateral and bilateral donors' contributions. The entire education sector (including higher education) receives 4.6% of the annual budget. A large proportion of the budget for higher education goes to the rehabilitation of the SNU in Mogadishu, leaving very limited resources to support rehabilitation and teaching in other public/private universities, fund research and, for example, provide scholarships for disadvantaged students. As with the national budget, basic education receives the largest share of the allocation in multi-year regional ESSPs, which channel donor funding to the education sector (approximately 6% for the Somalia ESSP 2018–2020 for initiatives to support access to higher education, improve management and regulations and strengthen capacity for research and innovation). This is in line with experience in other resource-constrained and fragile countries, where investments in the education sector focus on rehabilitating basic education first.

Structural conditions hinder the production of good-quality research. First, there is a lack of staff in universities with research experience and qualifications (e.g. PhDs). Research production and academic publications do not contribute to the career progression of academic staff, and there are limited incentives to design, undertake or be involved in academic research projects. Academic staff interested in a career in research tend to move overseas. Other barriers that prevent staff in universities from undertaking research work include limited English proficiency of students/researchers, problems with the availability of and access to the internet and limited access to reading materials, libraries and proper research space

on campuses. Female researchers face barriers linked to cultural norms. Having said that, research does take place in Somalia, driven by development partners that need data and analysis to inform programming and assess the progress and impact of their programmes and projects. This leads to short-term consultancy-based knowledge production, undertaken by university staff contracted as independent experts and not through their university or faculty. Datasets and knowledge products often remain with the funder and are not made public. Two further factors that constrain the production of research from universities is the absence of federal and/or regional research agendas aligned with national and regional development strategies and priorities, and the fact that the demand for academic research among local politicians and bureaucrats is very limited or non-existent.

Security is a key factor limiting academic freedom in universities across the country. Security is an issue in several parts of Somalia (in particular the central-south regions). On campuses, insecurity can affect academic activities, in particular the participation of female students and staff in university life. In some parts of the country field work can be dangerous or researching specific topics (e.g. political extremism) is considered too sensitive. Safety and security are better across Somaliland where (mainly Western) bilateral donors have concentrated their efforts in education, including some collaboration with universities (e.g. the University of Hargeisa). Other factors limiting academic freedom include development partners driving the research agenda and the challenges for students and researchers (and their families) in obtaining residence permits to spend study or research periods overseas, especially in Europe.

Some universities are investing in research and are allocating resources to training researchers on research methodology and funding research activities. For example, the University of Hargeisa and Puntland State University have identified research (in a broad sense) as a key strategic area and are designing plans to reach that goal. Some international initiatives (see section 3.3) have focused on research training and the (co)production of academic publications.

These initiatives, however, have all been short-term, with short time frames, and have not resulted in significant improvements in research capacity.

A weak and fragmented regulatory framework and the decentralisation of the education/higher education system creates opportunities for **testing and experimenting with new regulatory solutions** to incentivise university staff to undertake research, make research more relevant for career progression, support women in choosing an academic career and test accreditation and quality assurance standards.

The **Somali diaspora is an important resource for change** for the higher education system and for research capability in Somalia. Somali academics in universities in the region and in Europe (e.g. through the SSRA in Sweden: see sub-section 3.3.1) represent an important resource for designing international research collaborations, developing the curriculum for degree programmes, providing quality assurance and mentoring support to lecturers and researchers across the country and co-designing research proposals for development partners and research bodies in Europe. Some members of the Somali diaspora are returning to the country and providing advice to ministries and regional governments in an effort to strengthen the capability of state institutions, using knowledge and skills about policy processes, governance and research acquired overseas. Development partners need to engage with these individuals and support their efforts.

The **policy research institutes** that have emerged over the last few years from donor-funded initiatives (although not exlusively) can be a resource in terms of mentoring and capacity development for researchers in universities. Policy research organisations mentioned during interviews include the Academy for Peace and Development, the Observatory of Conflict and Violence Prevention and the Somali Institute for Development Research and Analysis (which is involved in this study).

The **Somali Research and Education Network (SomaliREN)** can be used to strengthen research collaborations between members and with universities in the region. The network has focused on ICT capabilities and strengthening

connectivity among its members, and it is planning to test online teaching that will also involve Somali diaspora academics. It will be important to monitor the development of these initiatives to assess whether they can receive additional support. There is also an opportunity to test whether SomaliREN can become a platform for discussing barriers in the higher education system, learn about reform in other countries, generate evidence to inform policy decisions on higher education and design capacity development initiatives to improve research capacity among the network's members.

5.1 Opportunities and modalities for support

This study also makes some suggestions and proposes ideas for supporting and strengthening research cooperation and the higher education system in Somalia. We have alluded to some of these opportunities and modalities in the previous sections, and summarise them here.

Strengthening the governance capabilities and regulatory framework in the higher education system could start with an assessment of the regulations at federal and regional level on academic accreditation, quality standards and requirements for teaching and research, career pathways and incentives (or lack thereof) for conducting research and producing academic publications. This assessment could help identify key regulatory gaps and inconsistencies, assess the degree of political support for or opposition to the required changes and design adaptive and iterative strategies to reform regulations through coalitions of experts, academics and civil servants and policy-makers. Governance strengthening could involve an assessment of the capability needs of the Higher Education Commission in Somaliland and, in parallel, an assessment of the support that could help the establishment of higher education commissions in Somali regions (e.g. technical support, knowledge sharing, financial support).[52] These commissions are mandated to design local higher education policies and programmes,

allocate budgets, harmonise curricula, strengthen the administrative and operational capacity of universities, collect data and monitor the performance of universities and contribute to strengthening research capacity.

Regulatory reform can be very political and new regulations (and even the testing of them) can face obstruction. Discussion on the regulatory framework should also include: incentives for a better-regulated higher education system, such as help for students' and researchers' mobility as their qualifications are recognised internationally; creating opportunities for Somali universities to participate in international research projects and access new sources of funding; and that degrees are backed by quality standards and can support employment and contribute to developing the human capital government institutions require to operate effectively.

Developing the professional capabilities of Somali researchers is likely to result from a range of activities and initiatives. Student and researcher exchanges can help in developing research capacity and could build on the collaborations and networks Somali universities have with universities in East Africa, as well as in Sweden (e.g. the SSRA) and other European countries. Insecurity has restricted the mobility of lecturers and researchers from Sweden and/or other European countries, though less so from neighbouring countries. The design of new exchange programmes should from an early stage involve a conversation with the immigration authorities (e.g. in Sweden or neighbouring countries) in order to understand the requirements for granting resident permits to researchers and their families.

The design of these initiatives could also consider the possibility of exchanges in the region and face-to-face mentoring support from Sweden and/or other European countries. Some respondents suggested focusing these programmes on key technical subjects for economic development, such as mechanical, electronic and civil engineering, teacher training and training for health professionals.

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52 A higher education commission has been established in Puntland.

As connectivity across the Somali regions gradually improves, online support and collaboration become more feasible.[53] There are experiences and lessons to draw on, such as the research, teaching and mentoring programmes facilitated by SSRA in public health. UNICEF has launched a degree programme where academics from overseas collaborate with six universities in the country to design a new degree for social workers.

Another suggestion that emerged from the discussions with informants was about identifying and providing technical and financial support to a research centre of excellence in a leading university in East Africa, which would host short- and long-term collaborative research and research-oriented academic exchanges involving Somali researchers. Such a centre could become a regional hub for academic collaboration and exchange, where Somali researchers work together with the Somali diaspora and foreign researchers working on Somalia. National and regional Somali-led research forums and conferences could be a space for researchers to discuss research priorities, share findings, engage with policy actors and contribute to policy discussions.

Universities (in particular public universities) need to rehabilitate facilities and equipment. These investments are particularly expensive for technical subjects, where there is a need to rehabilitate or build labs and acquire equipment. One option could be to develop collaborations with engineering companies that are involved in public and private infrastructure projects and which provide access to their equipment and labs.

Platforms such as SomaliREN provide space for testing research collaboration and exchange programmes between universities across Somalia. These experiments should be well-documented and, if successful, expanded by testing new forms of co-funding between universities, regional government and development partners. These research coordination networks should also identify and test solutions to administrative and coordination capacity issues, and not focus only on research capacity. These networks and platforms could also link databases, research libraries and research resources across member organisations, which could be made public and accessible online to other researchers in Somalia, Somaliland and overseas. Greater availability of research funding could provide access to academic journals (in addition to open source journals, which are growing rapidly in number). Again, some of these technical solutions can be tested through SomaliREN.

The research and policy nexus would be strengthened by experimenting with the design of regional research agendas linked to regional development priorities. This could involve setting up working groups where government officials and researchers from universities the knowledge gaps that government agencies have and that research can fill. This can result in the design and testing of collaborative policy research projects. These experiments could involve the collaboration and mentoring support of academic institutes and individuals overseas, in particular Somali diaspora academics from neighbouring countries and/or Sweden and/or other European countries. As pilot projects, these experiments should help develop learning about capability gaps in producing and demand research for policy and the challenges to design and fund multi-year research strategies and agendas. Lessons from these pilots and experiments should be shared widely to raise awareness about the contribution that research can make to the development priorities and goals of the region/country and reduce the dominance of donor-driven policy research. Experimentation and the link with researchers in universities could also be tested to complement and develop the capability of government research units in identifying the evidence needs for policy design, implementation and evaluation, and the integration of research-based evidence from universities with data analytics and monitoring

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53 One suggestion which was discussed within the research team, but which did not emerge from the interviews and workshops, was testing with some universities the design and mentoring support for machine learning/artificial intelligence courses and future or foresight analysis. The aim is to explore ways to develop these capabilities and engage with government agencies to bring them into national/regional planning processes.

data from within government. One element of the research-to-policy nexus and the research agenda, which was discussed within the research team (but did not emerge from the interviews and workshops), is testing with some universities and research units of government agencies futures or foresight research and analysis. This would allow assessment of whether there is scope for and interest in developing this capability through collaborations between universities and government agencies to try to bring foresight work into national strategic planning processes and inform more technocratic analysis of policy problems and development needs with compelling and hopeful stories about the future. The foresight pilots, and the learning that can be acquired through them, have the potential to generate useful learning to assess the opportunities to develop the curricula of public and private universities.

Links could be established (or strengthened) between universities in Somalia and international organisations focusing on security and the development of the higher education systems in post-conflict and fragile contexts, such as the Global Coalition to Protect Education from Attack (GCPEA), as a way to engage Somali universities with international debates and discussions on security in higher education. Test the assessment of academic freedom, starting in Somaliland, by setting up a working group involving universities and the Higher Education Commission to familiarise stakeholders with the methodology being developed by the Global Public Policy Institute (GPPi) and the V-Dem Institute[54] at the University of Gothenburg, and design a study that adapts and tests the four academic freedom criteria set out by GPPi against the specific context of higher education in Somaliland (Hoffmann and Kinzelbach, 2018; Spannagel, 2019):

- Freedom to research and teach: are scholars free to determine their own research agenda and their teaching curricula within the quality standards set by the academic community?

- Exchange with other academics: is access to research materials and research findings within academia uncensored?
- Institutional autonomy: are universities de facto exercising autonomy over their internal governance, including budgeting, hiring and student admissions? Is institutional autonomy guaranteed de jure?
- Campus integrity: is there a climate of intimidation on university campuses that threatens or limits academic activities?

The study also highlighted some specific challenges that a new research programme is likely to face.

The first challenge is insecurity. The security situation in several parts of the country does not allow technical experts from overseas to spend time with project partners or at universities. Some areas of the country are off-limits. In other areas, including Mogadishu, mobility is very constrained. Somaliland is the safest area, but even there there is a need for caution. The implication is that a research cooperation project must engage with in-country staff from a university, NGO or think tank as the local project implementer, who can travel to areas that are inaccessible to foreigners.

The second challenge is that there are few policy research organisations and organisations that can act as project implementers, and they are often stretched over multiple projects. Because their core teams are small they rely on consultants with varying levels of experience. Academic staff who do consultancies are also stretched over different assignments and by their teaching responsibilities. Collaborations with individual consultants may need to factor in time for training and professional development, for example on political economy analysis. Managing project teams remotely presents challenges in terms of communication and agreement on tasks and deadlines for deliverables.

In addition to these challenges, the political context is very volatile. Following the introduction of the provisional Constitution

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54 See www.v-dem.net/en.

of 2012, which mandates a federal state, development partners are shifting their support increasingly towards the federal government in Mogadishu, raising concerns in some regions about future relationships with these partners.

Given the highly political and contested context, designing and implementing a programme to support research cooperation and develop university capabilities in Somalia is complicated and risky. We conclude therefore by mentioning some principles that may support the design and implementation of such a programme, drawing from literature on adaptive programming and problem-driven development.[55]

- Start small. Fund exploratory activities that focus on specific policy areas (e.g. included in the strategy for Sweden's development cooperation with Somalia 2018–2020) and test dialogues, roundtables, locally managed studies, problem analyses, etc., that will help assess the degree of commitment from the leadership of universities and government agencies to pursuing research cooperation further. Look for signs of commitment, like co-funding and assignment of dedicated staff.

- Be prepared to invest time in building relationships with local partners, which may not lead to immediate outputs or outcomes but which would ensure that collaboration is based on trust.
- Invest time in understanding the context and identify specific problems that are owned, debated and defined by local people, and interrogate problems that emerge with a political economy mindset.
- Engage a broad set of actors in designing and testing solutions that are technically sound and politically feasible.
- Address specific problems and invest in a portfolio of pilots and experiments. Accept that not all initiatives will work. Stop initiatives that do not show signs of gaining traction and pursue ones that look promising.
- Blend design and implementation through rapid cycles of planning, action and reflection to discuss and share lessons and design new solutions.
- Despite the many risks, commit to remaining engaged for the long term.

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55 See Rondinelli, 1989; Fabella et al., 2011; Booth and Unsworth, 2014; DDD Manifesto, 2014; Faustino and Booth, 2014; Williamson, 2015; Green, 2016; Andrews et al., 2017.

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Annex 1 Terms of reference[1]

Overall description of the procurement

Feasibility study for research cooperation with Somalia.

Purpose and background of the procurement

The overall objective of Sweden's research cooperation strategy is to strengthen research of high quality and of relevance to poverty reduction and sustainable development, with a primary focus on low income countries and regions. All Sida's bilateral research cooperation partners are low-income countries, whereof Mozambique, Ethiopia and Rwanda belong to the poorest with ongoing conflicts or experiences of conflicts in recent time.

This feasibility study will focus on the opportunities for research cooperation with Somalia, a country often defined as a fragile state. There are several reasons to investigate the opportunities to re-establish bilateral research cooperation with Somalia.

A bilateral research collaboration was initiated in 1982 but was interrupted in early 1990s due to the civil war. This feasibility study should consider any results from the Swedish research cooperation in the 1980s and investigate possibilities to take-up research cooperation to build on and possibily utilise previous investments. This would be in line with the Swedish model for research cooperation, which emphasises long-term partnerships.

Sweden has a country strategy and country frame for development cooperation to Somalia with the overall objective to 'support reconstruction and development of the conflict affected Somali society'. The key objectives of the cooperation with Somalia are to strengthen opportunities for poor people to withstand and manage new crises, to support the fragile democracy, to strengthen the respect for human rights and to increase employment opportunities. Important target groups are women and youth. (Results Strategy for Sweden's International Development Cooperation with Somalia 2013–2017.) There are political signals that Sweden might increase ambition in its support in the next strategy period. The strategy for research cooperation and research in development cooperation 2015–2021 emphasises synergistic and mutually supportive initiatives in contributions to strengthen countries' capacity to undertake high-quality research training and to conduct, communicate and utilise high quality research in the fight against poverty and for economically, socially and environmentally sustainable development. (Strategy for research cooperation and research in development cooperation 2015–2021.) Several studies have pointed out that research conducted in Somalia today, by UN, NGOs and bilateral donors, is commissioned research for the purpose to inform their own planning and decision-making. Thus, there is a real need to strengthen research capacity and the research system to make it possible for Somalia government and institutions to have evidence-informed information to effectively prioritise and implement the Somalia National Development Plan. (Somalia National Development Plan 2017–2019).

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1   These terms of reference are taken verbatim.

Somalia is a conflict-ridden country with many security risks but its geographical proximity to Uganda, Tanzania and Kenya makes it possible to consider regional cooperation in a potential Swedish support to research cooperation to reduce the security risks for partners. (There already exists research collaboration with Kenya, see for example, Mursal et al., 2016: 9.) Elements of regional cooperation is already ongoing as part of the World Bank support to Somalia as well as the support by Statistics Sweden.

Swedish support to national research systems is based on an approach developed by Sida since the mid-1970s.

The main components of the research cooperation model are:

- Emphasis on focused research training with an institutional approach, i.e. university staff without degrees are trained to improve the quality of education and become the next generation of researchers at their home universities.
- Public universities are targeted as hubs of national system for research and innovation.
- Support to upgrading of research infrastructure (laboratories, libraries, research equipment), investment in information communication technology (ICT), etc.
- Support to improved management of research funds, both in terms of transparent and efficient financial administration, communicating results and in terms of allocation of research funds in the context of research councils and universities.
- Support to improved dialogue and coordination of different actors in the national research system.

However, Sweden and Sida have limited experience of supporting research systems in fragile states. This feasibility study therefore aims at giving an overview over higher education and research in Somalia and provide recommendations of how potential support to research capacity building and research of high relevance for development could look like in Somalia.

From the feasibility study of Somalia, generic recommendations on how Sweden and Sida could develop an approach and method to support research systems in fragile states in general, should be elaborated on.

Study purpose

The purpose with the feasibility study is to have an informed and evidence-based background for analysis, discussion and decision-making in the negotiations regarding the scope and orientation of a possible support to research capacity building and research of high relevance for development in Somalia.

The two main objectives are: 1) investigate and map current ongoing initiatives termed, defined or categorised as 'research' support or cooperation; and 2) investigate different opportunities and modalities for support to and organisation of research cooperation in Somalia.

The main users of the feasibility study will be the Swedish Embassy in Nairobi, Sida Stockholm and Ministry of Planning in Somalia.

Scope and delimitations of the study

The study should be carried out during the fall and winter 2018.

The study should be conducted in two parts, the first part should be an overview over existing literature on higher education and research in Somalia. The second part should be based on field work; physical interviews, meetings and group discussions whenever it's possible and via telephone, skype and email to those people of interest who are established in parts of the federation where it is not safe to travel.

The study should focus on potential support of research capacity strengthening of the research system and does not need to include details on all existing commissioned research initiatives and higher education institutions.

Background questions

- Provide a broad description of the higher education landscape, for example how many universities are there in Somalia – public and private? How many have graduate programs? In what areas?
- Which are the strongest university departments when it comes to lecturers with PhDs, overall policies, administrative and management capacity?
- How many Somali-led research institutes are there? Do these institutes and research-centres have research strategy? And what kind of research production do they undertake/produce?
- Who are the key actors investing in research in Somalia?
- Are there any capacity building initiatives? What and whose capacity is being built?
- What do we know about the level of networking among researchers in Somalia?
- Are there any existing support to facilitation of and capacity development of research networks in Somalia?
- Summarize any previous experiences of working with research capacity in fragile states, and discuss if there are any good results or lessons learned from these initiatives.
- What are Sida and Sweden's previous experiences of research cooperation with Somalia, results and lessons learned?

Relevance questions

- In which way would research support to Somalia contribute to the achievement of the goals in the national development plan?
- Is there any particular thematic area that would be preferred by the Somali institutions (federal and regional governments) to start with?
- Is there an articulated interest in potential support to research cooperation in the partner country and if so, by which level in the research 'system'?
- What is the value added of Sida support in relation to other funding agencies?

Sustainability questions

- There are number of research centres and NGOs and some donor initiatives (Mursal Abkur, Odowa and Mosley), are there any possibilities of pooling and coordinating resources through cooperation?
- Are there any potential regional collaboration partners in countries such Sudan, South Sudan, Kenya, Ethiopia, Rwanda, Tanzania and South-Africa – reasonable and sustainable? Are there constraints for Somali-based students and researchers in engaging with researchers in other parts of Africa, for example travel challenges?
- What are the prospects for sustainability of possible research support regarding capacity for ownership by the different levels within the research 'system', current research funding models and levels, present policies for maintaining qualified staff, etc?

Risk and risk management questions

- Identify risks to achievements of goals and identified risk-management measures.
- Which are the main security risks? How could these be avoided or minimised?
- Discuss any possible risks that research cooperation could contribute to conflicts and approaches and measures of 'do no harm'.

Recommendations

- Provide recommendations on necessary steps to initialise research cooperation
- Provide recommendations on scope and width of an initial research cooperation
- Provide recommendations of potential partners for potential research cooperation
- Provide recommendations of potential donor interest
- Provide generic recommendations of research cooperation in contexts of conflict

Subcontractors for the implementation of the assignment
The term 'subcontractor' refers to any contractor that acts in the contract supplier's stead to provide parts of the contract. The subcontractor provides services that are directly related to the object of the procurement, and the delivery of which are absolutely necessary in order for the contract supplier to uphold its end of the contract. Such contractors which supply various services to the contract suppliers are not to be considered as subcontractors.

If subcontractors are to be hired by the tenderer, then the complete name and company registration number of the subcontractor(s) must be provided below. Furthermore, it should be clear which duties the subcontractor will perform, as well as how the tenderer will make use of the resources of the subcontractor that are necessary to the accomplishment of the contract.

Subcontractors must not have a direct contractual relationship with Sida, nor with parties that are eligible to issue call-offs. The contract supplier has the same responsibility for the work of the subcontractor as it does for its own work. The contract supplier is also responsible for ensuring that the subcontractor adheres to the requirements, criteria, and conditions set forth in the contract.

At the request of Sida, a tenderer that hires a subcontractor must (by providing a certificate or a copy of the signed cooperation agreement) demonstrate a cooperative working relationship with the subcontractor that applies throughout the contract period, including any extensions. If the tenderer is not able to demonstrate a cooperative working relationship with the subcontractor, the subcontractor may be excluded from the tender, which may have consequences for the tender in its entirety.

Design, approach and method
The embassy of Sweden and Sida suggests an iterative and elaborating approach due to the complex study context. However, the consultants must in the tender propose a design of the study which clearly shows approach and methods to answer the questions. It means that the consultants are required to propose the appropriate approach and methods to answer the questions in the study in the tender. The consultants will be allowed to elaborate further of the evaluation approach and methods in the inception report.

The design of the study should include field-visits in Somalia to collect relevant information but must also reflect awareness and knowledge of the difficult security situation. The design of the study should allow for alternative methods for collecting data in case of situations with increased security risks.

The inception report should include a concept note on what is possible to cover in a literature review and which questions that requires field work to collect information. The final report should include an annex with a description on methodology and sources criticism.

Organisation of the assignment and stakeholders' involvement
Stakeholders to consult/interview:
- Ministry of planning and economic cooperation
- Office of Prime Minister
- Ministry of Education, Culture and higher education Somalia donors
- UNDP (capacity-building project team)
- World Bank (capacity-building project team)
- SomaliREN
- Association of Somali Universities
- Somali universities and independent research institutions
- Swedish universities interested in research cooperation with Somalia
- Sida's and Sweden's existing and previous partners, such as UbuntuNet, INASP and African Population and Health Research Center (APHRC)
- Swedish embassy to Kenya, Somalia section
- Stakeholders involved in decision making:
- Sida Stockholm

- Swedish embassy to Kenya, Somalia section
- Ministry of planning and economic cooperation
- Ministry of Education, Culture and higher education

Time schedule, reporting and communication

The tender should include a time schedule and a work plan, with a draft plan for field visits and meetings with different stakeholders. The assignment shall be carried out during the fall and winter 2018. A first start-up meeting will take place between the Swedish embassy to Kenya, Somalia section and the team after signing of the contract.

The team shall deliver an inception report of maximum 15 pages four (4) weeks after the start-up meeting, and a draft report shall be presented at a date agreed during the start-up meeting. The final report shall be delivered to the Embassy and Sida two (2) weeks after acceptance of the draft report.

The inception report will form the basis for the continued study and the methods to be used shall be discussed and agreed upon after delivery of the inception report. The inception report shall include a proposal on how the literature review will be used in the study and a proposal on a disposition of the final report.

The team should take into consideration appropriate measures for collecting data in cases where sensitive or confidential issues are addressed and avoid presenting information that may be harmful to some stakeholder groups.

The final report shall be written in English and be professionaly proofread before final delivery to the Embassy/Sida. The final report shall include an executive summary and not exceed 40 pages, excluding annexes.

The team shall present the study to the research network at Sida and to Somali stakeholders.

Team qualification and project organisation

The embassy and Sida envisages a team of at least four consultants fluent in English and at least two fluent in Somali. One member in the team shall have the role as team-leader. The team leader must have a hands-on and active role in the activities to take place in Somalia. The tender must include a plan for how the team will be organised, different roles and responsibilities.

The consultants must be independent of the evaluated activities and have no stake in the outcomes of the evaluation.

Expected qualifications of the evaluation team:

- All team members must have expert knowledge of and expertise in conducting research evaluations and studies.
- All team members must have a strong analysis, report writing and communication skills in English.
- All team members must have at least MA degrees and have knowledge of research and higher education.
- The team leader must have a PhD degree.
- At least two team members must have knowledge on the Somali context and shall have experience of research and higher education in Somalia and/or in the Eastern African Region.

This information should be provided from the respective consultant's CV or attached.

Describe the role and function of the respective consultants in the team.

Annex 2　SomaliREN members

Table A1　SomaliREN members

University	Location
Amoud University	Borama
Benadir University	Mogadishu
East Africa University	Bosaso
City University	Mogadishu
Galkayo University	Galkayo
Gollis University	Hargeisa
University of Hargeisa	Hargeisa
Kismayo University	Kismayo
SIMAD University	Mogadishu
Nugaal University	Laasanod
Burao University	Togdheer
Mogadishu University	Mogadishu
Puntland State University	Garowe
University of Somalia	Mogadishu
Jazeera University	Mogadishu
Jamhuriya University of Science and Technology	Mogadishu
The Heritage Institute for Policy Studies	Mogadishu
Garowe Teacher Education College	Garowe
Red Sea University	Bosaso
Beder International University	Hargeisa

Annex 3 University profiles

Table A2   University profiles

Somali National University	
Location	Mogadishu
Source(s) of information	Ochanda and Haji, 2016; informant; university website
Date of establishment	1954. Officially founded in 1969–70. Stopped operations in 1992 due to the conflict. Reopened in 2014
Type of university	Public university
Governance structure of the university	Academic Council chaired by the rector and including the two deputy rectors, the deans of faculties and the institute's directors. The Council elects the rector
Number of students	About 4,000
Number of staff (M/F)	Academic: 91 (M), 13 (F); non-academic: 19 (M), 8 (F)
Degrees of university staff (data from 2016)	31 BA/BSc (6 female); 69 MA/MSc (2 females); 7 PhD (1 female)
Faculties/departments	Department of Engineering; Faculty of Political Science and Journalism; Department of Linguistics; Department of Chemical/Industrial Engineering; Faculty of Education and Social Sciences; Faculty of Medicine; Faculty of Economy and Management; Faculty of Journalism; Faculty of Veterinary and Animal Husbandry; Faculty of Agriculture and Environmental Sciences; Faculty of Law; Faculty of Geology and Mining; Faculty of Islamic Studies; Technical and Commercial Teachers' College
Postgraduate courses	Unclear
Budget allocation from the state	$3.4 million (Federal Republic of Somalia, 2019)
Budget over the last 3–4 years	As above
Regional or international collaborations or twinning arrangements (data from 2016)	**Partnerships (MoU):** Africa: Nairobi University (Kenya), Jijiga University (Ethiopia), Cape Town University (South Africa), Vaal University of Technology (South Africa), Witwatersrand University (South Africa), Pretoria University (South Africa); Europe: University of Istanbul (Turkey), Yildiz University of Technology (Turkey), Hacettepe University (Turkey), Università degli Studi di Trieste (Italy), Università di Pavia (Italy); Università Roma Tre (Italy) **Affiliations:** Association of Arab Universities; Association of African Universities; Association of Islamic Universities; International Association of Universities
International/regional exchange programmes	None
International/regional research collaborations	None
Investment in research	Not available
Peer-reviewed journals	None
Development partners' support for infrastructure, teaching and research	Only development project in collaboration with Education Development Trust, Save the Children UK, CARE to conduct a capacity assessment at the Faculty of Education and Social Sciences (da and Haji, 2016)
Student union	Not known

Mogadishu University	
Location	Mogadishu
Source(s) of information	Informant; university website
Date of establishment	1997
Type of university	Not-for-profit and private institution of higher education
Registration	Probably with MoECHE
Governance structure of the university	The President of the University is appointed by the board of trustees for a period of five years renewable
Number of students (2018-19)	Registered students: 4,983 (diploma course: 108; bachelor's degree: 4,574; higher diploma course: 10; postgraduate (Master's): 139; postgraduate in international partnerships (Master's): 152)
Number of staff	Total number of staff: 648 (full-time academic: 49; part-time academic: 282; administrative: 225; security, cleaners and others: 92)
Degrees of university staff	27% BA/BSc; 52% MA/MSc; 21% PhD
Faculties/departments	Faculty of Law and Sharia Law (Department of Law (English language)); Faculty of Education (Department of Arabic Language, Department of Mathematics and Physics, Department of Islamic Studies, Department of Social Sciences, Department of Biology and Chemistry); Faculty of Arts and Humanities (Department of Arabic Literature, Department of English Literature, Department of History and Civilisations, Department of Geography, Department of Journalism and Information, Department of Geographic Information Systems); Faculty of Economics and Management Sciences (Department of Economics, Department of Business Administration, Department of Finance and Banking, Department of Accounting, Department of Statistics); Faculty of Computer Sciences and Information Technology (Department of Computer Sciences, Department of Information Technology, Department of Enterprise Networking); Faculty of Health Sciences (Department of General Nursing, Department of Medical Laboratory Sciences, Department of Public Health, Department of Microbiology, Department of Clinical Officer, Department of Nutrition); Faculty of Political Science and Public Administration (Department of Political Sciences, Department of International Relations, Department of Public Administration); Faculty of Engineering (Department of Architecture, Department of Civil Engineering, Department of Electrics and Electronic Engineering); Faculty of Medicine and Surgery, Department of Medicine and Surgery
Postgraduate courses	MU offers two types of postgraduate programmes: postgraduate programmes solely offered by MU and programmes offered by the university in partnership with other international universities
Budget allocation from the state	None
Budget over the last 3–4 years	Not known

Mogadishu University	
Regional or international collaborations or twinning arrangements	**Partnerships (MoU):** Europe: Aalborg University (Denmark), Peace Center, University of Tromso (Norway); US: University of Kansas; Middle East: University of Sanaa (Yemen), University of Aden (Yemen); Asia: Open University (Malaysia), Asian University (Malaysia); Africa: University of Halwan, University of Asyut, University of Ain Shams (Egypt), University of Khartoum, Omdurman Islamic University, Al-Neelain University, University of Jazeera, Al Zaiem Al Azhari University, International University of Africa, International Institute of Khartoum (Sudan), Egerton University (Kenya), Djibouti University (Djibouti) **Affiliations:** Federation of the Universities of the Islamic World; Association of Arab Universities; Association of Arab Private Institutions for Higher Education; Islamic Universities League; Association of African Universities; International Universities Council; Association of International Universities
International/regional exchange programmes	Unclear
International/regional research collaborations	Unclear
Investment in research	MU has a Research Unit responsible for developing knowledge and inspiring a culture of scientific research among lecturers and students, and attracting researchers from outside the university who meet the rules and conditions of publication established by the Unit. It also disseminates information on the activities of the university. Tasks: Conducting and encouraging scientific research; Cooperation and partnership with concerned research institutions; Developing and strengthening the human resources of the university; Directing and counselling student researchers and encouraging a culture of research and constructive competition; Publishing the Bulletin of MU
Peer-reviewed journals	Two issues per year of Mogadishu University Scientific Journal, published by the Research Unit. Somali Studies Journal published by the Department of Somali Studies
Development partners' support for infrastructure, teaching and research	NGOs and development partners commission the university to conduct research work
Student union	Yes

SIMAD University	
Location	Mogadishu
Source(s) of information	Informant; university website; SIDRA team
Date of establishment	Established as institute of higher learning in 1999; became university in 2011
Type of university	Private
Registration	MoECHE
Governance structure of the university	Board of trustees appointed by Direct Aid (Africa Muslim Agency) for a five-year term. Board nominates rectors and five deputies responsible for administration and finance, institutional development, academics affairs and advice
Number of students (M/F)	3,800: 2,300 (M); 1,500 (F)
Number of staff (M/F)	250+: 200 (M) 50 (F)
Degrees of university staff	4 PhDs. Other staff hold MAs/BAs and MScs/BScs
Faculties/departments	Faculty of Medicine and Health Sciences; Faculty of Nursing; Faculty of Management Sciences; Faculty of Computing Faculty of Economics; Faculty of Social Sciences; Faculty of Engineering; Faculty of Education; Faculty of Law; Institute of Modern Languages
Postgraduate courses	Open University Malaysia and SIMAD University started a partnership in 2012 to offer a postgraduate programme. OUM is one of Malaysia's leading online distance learning universities. The programme is provided through distance learning: Master of Business Administration (MBA); Master of Project Management (MPM); Master of Information Technology and Networking; Master of Education; Master of Software Engineering; Postgraduate Diploma in Education. Application fee of $100 (non-refundable), $70 for processing applications (non-refundable), $4,000 fee. SIMAD offers postgraduate programmes: MA in International Relations; MA in Public Policy; MSc in Networking and Data Communications; MSc in Banking and Finance; MSc in Marketing; MBA; MSc in Accounting. Application fee of $100 (non-refundable), $70 for processing applications (non-refundable), $2,480 fee.
Budget allocation from the state	None
Budget over the last 3–4 years	Not available
Regional or international collaborations or twinning arrangements	**Partnerships (MoU) on research collaboration and student exchanges:** Asia: Open University Malaysia, Multimedia University Malaysia, International Islamic University (Malaysia), Shiniwatra University (Thailand), Daffodil International University (Bangladesh); Europe: Saglık Bilimleri University, Bahçesehir University, Okan University, Bezmialem Foundation University, Gaziantep University, Bandırma Onyedi Eylül University, Kadir Has University, Istanbul Aydın University (Turkey); Africa: Sudan University for Science and Technology (Sudan), Makerere University, Business School (Uganda), Wein Institute Vaal University of Technology (South Africa) **Affiliations:** EDU Intergovernmental; International Association of Universities
International/regional exchange programmes	There are student exchange programmes with Turkish universities
International/regional research collaborations	None
Investment in research	Unclear
Peer-reviewed journals	None, though the university publishes a quarterly journal
Development partners' support for infrastructure, teaching and research	The university receives funding to cover operational and running costs from Direct Aid – Africa Muslim Agency
Student union	Yes, the university has an active student union chaired by a student elected by the student body

Benadir University	
Location	Mogadishu
Source(s) of information	Informants; SIDRA team; university website
Date of establishment	September 2002
Type of university	Private
Registration	MoECHE
Governance structure of the university	The university is led by the six members of the board of trustees (all male). They appoint the rector and three vice-rectors
Number of students (M/F)	3,400: 2,200 (M); 1,200 (F)
Number of academic staff (M/F)	180: 150 (M) 30 (F)
Degrees of university staff (academic staff)	97 BAs or diplomas; 70 MAs; 13 PhDs
Faculties/departments	Faculty of Medicine; Faculty of Computer Science; Faculty of Engineering Faculty of Education; Faculty of Veterinary Science; Faculty of Agriculture Faculty of Sharia and Law; Faculty of Health Science; Faculty of Economics and Management; Faculty of Geoscience; Faculty of Dentistry
Postgraduate courses	MA in Medicine in General Surgery; MA in Medicine in Emergency Surgery; MA in Medicine in Internal Medicine; MA in Public Health; MA in Computer Science; MA in Humanitarian Assistance; PhD in Sharia and Law
Budget allocation from the state	None
Budget over the last 3–4 years	Not known
Regional or international collaborations or twinning arrangements	**Partnerships (MoU) on postgraduate degrees/student exchanges:** International University of Africa (Sudan), Istanbul Mendeniyet University (Turkey), Makerere University (Uganda)
International/regional exchange programmes	None
International/regional research collaborations	The university has had a research collaboration with Makerere and Istanbul Mendeniyet universities
Investment in research	The university has invested approx. $50,000 for the last five years on research and research development
Peer-reviewed journals	Two journals written by university staff and students (non-peer reviewed)
Development partners' support for infrastructure, teaching and research	None
Student union	There is a student council elected every two years

Puntland State University	
Location	Garowe
Source(s) of information	Informants; SIDRA team; university website; Faud Bilal (Human Resources Manager); Abdulkadir A. Warsame (Research Director)
Date of establishment	Established as Garowe College of Management in 1999. Became Puntland Community College in 2001. Established as a university in 2004
Type of university	Private; owned by the State of Puntland
Registration	MoEHE Puntland
Governance structure of the university	The University President is the Puntland State President. There is a Vice-Chancellor (rector), a Deputy Vice-Chancellor for academic affairs, faculty deans, academic registrar, director of research, director of capacity-building and development, public relations and quality assurance. The Deputy Vice-Chancellor for administration and finance coordinates with human resources management, university administration, finance and procurement
Number of students	1,840
Number of staff (M/F)	128 academic and non-academic: 96 (M); 32 (F)
Degrees of university staff (full- and part-time)	15 BA/BSc; 84 MA/MSc; 6 PhD
Faculties/departments	Faculty of Health Science; Faculty of Social Science; Faculty of Engineering and Environment; Faculty of Information Technology; Faculty of Sharia and Law; Faculty of Management Science
Budget allocation from the state	None
Budget over the last 3–4 years	Yearly budget ranges between $750,000 and $900,000
Regional or international collaborations or twinning arrangements	Partnerships (MoU): Kenyatta University (Kenya), Makerere University (Uganda), Minneapolis Community and Technical College (US)
International/regional exchange programmes	None
Investment in research	The university is seeking funding to invest in research and innovation. There is a Centre for Postgraduate Studies, but the study found no further information
Peer-reviewed journals	None
Development partners' support for infrastructure, teaching and research	None
Student union	Yes, elected yearly. It organises cultural exhibitions and provides support to new students

Hargeisa University	
Location	Hargeisa
Source(s) of information	Informants; SIDRA team; university website
Date of establishment	2000
Type of university	Public, but operates as a private university as students have to pay a fee
Registration	National Higher Education Commission
Governance structure of the university	Board of trustees; President (rector); Vice-president for academic affairs Vice-president for administration and finance; Legal affairs advisor (the structure was revised in 2016)
Number of students (M/F)	Approx. 7,000: 42% female; 80 students on scholarships or fees waived
Number of staff (M/F) (2017-18)	400: 362 academic staff (90% M); 38 non-academic staff
Degrees of university staff (full- and part-time)	152 BA/BSc; 180 MA/MSc; 30 PhD
Faculties/departments	College of Agri and Veterinary Medicine; College of Applied and Natural Science; College of Business and Public Administration; College of Education; College of Engineering; College of Computing and IT; College of Law; College of Medicine and Health Science; College of Social Science and Humanities; College of Islamic Studies and Arabic Language
Budget allocation from the state	Between $25,000 and $30,000 per year from the Somaliland State budget
Budget over the last 3–4 years	Not known
Regional or international collaborations or twinning arrangements	**Partnerships (MoU):** University College London on the development of a peace and conflict programme curriculum
International/regional exchange programmes	None currently, but the university has applied for funding for an exchange programme with Djibouti University
International/regional research collaborations	None
Investment in research	In 2016 the University established a Directorate for Research and Community Service. The Directorate invites research proposals to conduct independent research, with a focus on applied research that bridges government, industry and academia. The university contributes 5% of its income and internally generated revenue to research. Local and development partners also provide funding.

Research topics: Determinants of health problems and quality of health care Maternal and child health and nutrition-related issues; Environmental and occupational health and safety; Veterinary public health; Animal production and productivity; Water, energy, environmental management and development issues Information, communication and construction technology; Crop production and protection; Business, finance, marketing, hospitality and resource management; Socioeconomic, cultural and institutional issues; Legal system, customary law, judiciary, human rights and the role of Sharia; Education and management |
Peer-reviewed journals	One (non-peer reviewed) journal at the Institute for Peace and Conflict Studies (est. 2008). Some research publications in 2017 (9 articles) and 2018 (1 article)
Development partners' support for infrastructure, teaching and research	The university is working with WHO and UNHCR on community service projects and receives funding from DANIDA and DFID through projects with European universities
Student union	None

Amoud University	
Location	Borama, Somaliland
Source(s) of information	Informants; SIDRA team; university website
Date of establishment	1998
Type of university	Private
Registration	(Probably) MoEHS Somaliland
Governance structure of the university	Board of trustees including prominent members of the community. President as CEO, appointed by the Board for four years. Vice-President for academic affairs, who coordinates the day-to-day activities of the deans and other functional units of the university. Vice-President of non-academic affairs responsible for all extracurricular activities, community outreach and the physical upkeep of the university environment. The University Council, the executive body, runs the day-to-day affairs of the university. It consists of the President, Vice-President, deans of faculties, the registrar and a Technical Support Committee
Number of students (M/F)	4,829: 3,204 (M); 1,625 (F)
Number of staff (M/F)	585: 501 (M); 84 (F)
Degrees of university staff	167 BA/BSc; 247 MA/MSc; 16 PhD
Faculties/departments	Faculty of Agriculture and Environment; Faculty Business and Public Administration; Faculty of Computing and ICT; Faculty of Education; Faculty of Economics and Political Science; Faculty of Engineering; Faculty of Sharia and Law; School of Medicine and Surgery; School of Dentistry; School of Laparotomy; Technology School of Nursing and Midwifery; School of Public Health and Nutrition; School of Pharmacy
Postgraduate programmes	School of Postgraduate Studies and Research
Budget allocation from the state	The government of Somaliland provides some funding for rehabilitation and research
Budget over the last 3–4 years	Not known
Regional or international collaborations or twinning arrangements	**Partnerships (MoU):** Europe: University College London (UK), Dalarna University (Sweden); Africa: University of Hargeisa, Gollis University (Somaliland), University of Nairobi, Kenyatta University (Kenya), Makerere University (Uganda) **Affiliations:** SomaliREN, African Virtual University, Association of Arab Universities
International/regional exchange programmes	Unclear: some exchange reported with universities in Ethiopia, Turkey and the Czech Republic
International/regional research collaborations	Research collaboration with UCL (UK) Research collaboration with Dalarna University (Sweden) as part of SSRA
Investment in research	Unclear
Peer-reviewed journals	Unclear
Development partners' support for infrastructure, teaching and research	The university has a collaboration with development partners that fund some infrastructure development work and research/consultancies. Its website mentions UNDP
Student union	Yes

Kismayo University	
Location	Kismayo
Source(s) of information	Informants; university website
Date of establishment	2005
Type of university	Private
Registration	Unclear
Governance structure of the university	The university is led by a rector appointed by the University Council based on educational background, without consideration of regional affiliation
Number of students (M/F)	400: 246 (M); 154 (F)
Number of staff (M/F)	30 (24 male; 6 female)
Degrees of university staff	6/20 BA/BSc (30%); 10/20 MA/MSc (50%); 4/20 PhD (20%)
Faculties/departments	Faculty of Economics and Management Sciences; Faculty of Education Faculty of Health Sciences; Faculty of Islamic Sharia; Institute of Research and Community Development (provides diplomas)
Postgraduate programmes	None
Budget allocation from the state	None
Budget over the last 3–4 years	Estimated budget is $120,000 per year
Regional or international collaborations or twinning arrangements	**Partnership (MoU):** Kenyatta University (Kenya)
International/regional exchange programmes	Unclear
International/regional research collaborations	None
Investment in research	None
Peer-reviewed journals	None
Development partners' support for infrastructure, teaching and research	None
Student union	Yes, elected by the students on a yearly basis

Unofficial list of private universities in Somalia

The SIDRA team identified a total of 126 universities. Sources: https://en.wikipedia.org/wiki/List_of_universities_in_Somalia and HIPS (2013: 11–13, 18–19)

South Somalia (75 universities)

Abrar University, Aden Adde International University, Afgoi International University, African University, Al-Hayat Medical University, Al-hillal University, Al-Imra International University, Al-ma'rifa University, Baghdad University of Somalia, Banadir State University, Bardera Polytechnic Bardera, Baresan University, Bay University, Benadir University, Bidhan Educational School of Science and Technology, British International University, Capital University of Somalia, City University of Mogadishu, Daaru Salaam University, Daha International University, Darul Hikmah University, Frontier University, Gedo International University, Golden University, Green Hope University, Guul University, Hamar University, Himilo University, Hiraan University, Hope University, Horizon International University, Horn of Africa University, Horseed International University, Imam Shafi'i University, Imam University, Indian Ocean University, Institute of Management & Administration, Islamic University, Jamhuuriya University of Science & Technology, Jazeera University, Jobkey University, Jubba Technical College, Jubba University of Science and Technology, Jubba University of Somalia, Kismayo University, Kownayn University, Lower Shabelle University, Merka University, Modern University for Science & Technology, Mogadishu University, Mustaqbal University, Plasma University, SABO University, Salaam University, Savannah University, SHIFA Health Science University, SIMAD University, SKY University, SMTC University, Sohdi University, Somali Human Development Institute, Somali International University, Somali Scholar University, Somaville University, Sombridge University, SWED University, University College of Technology, University of Darussalam, University of Gedo, University of Hormuud, University of Somalia (UNISO) Mogadishu, University of Somaville Mogadishu, University of Southern Somalia.

Puntland (18 universities)

Admas University, East Africa University, East-Shore College of Health Professionals, Galkacyo University, Garowe Teachers Education College, Global Science University, Gollis University, Hope University, Islamic University of Galkacyo, Maakhir University, Needle College of Health Science, Pidam University, Puntland State University, Puntland University of Science & Technology, Red Sea University, Sanaag University of Science and Technology, Som Citizen College, University of Bosaso.

Somaliland (33 universities)

Abaarso Tech University, Adal Medical University, Addis Ababa Medical University College, Admas University, Alpha University, Amoud University, Beder International University, Bubal University, DYMON College, Edna Aden University, Eelo University, Frantz Fanon University, Gollis University, Hikma University, Hope University, Horn International University College, Ilays National University, International Horn University, Islamic Online University, Jimma University, Marodi-Jeeh International University, Mount Kenya University, New Generation University, Northstar College, Nugaal University, Rift Valley University, Sheikh Technical Veterinary School, Shifa University, Shifo Medical University, Somaliland University of Technology, Timacade University, University of Burao, University of Hargeisa.

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