



The Role of Higher Education in Somalia's Socioeconomic Development: A Focus on the Post-Collapse Era of the Central Government

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Abstract

The collapse of Somalia's central government in 1991 led to decades of instability, severely impacting the country's economic and social structures. However, higher education has emerged as a key driver of economic revival by equipping individuals with the necessary skills for sustainable development. This study explores the role of higher education in rebuilding Somalia's economy, highlighting its impact on labor capacity, governance, and entrepreneurship. A survey conducted among 124 respondents revealed that 71% believe higher education plays a "very significant" role in economic recovery. These findings underscore the importance of strengthening Somalia's higher education sector to accelerate economic growth and national stability. 49.2% of the respondents suggested that higher education institutions in Somalia have significantly contributed to the development of skilled professionals required for rebuilding the nation. 74.2% of participants believe that these groups are "very effective" at promoting harmony and peace. Universities provide a platform for diverse populations to interact, fostering communication, tolerance, and understanding between students from all backgrounds. 56.5% of respondents believed that a lack of funds and resources was a major obstacle to higher education institutions' ability to effectively contribute to employment and economic growth. In conclusion, even though Somalia's higher education system has proven resilient and adaptable, further changes and funding are required to fully realize its potential in promoting social change and economic success. Higher education institutions in Somalia should prioritize aligning their programs with labor market need to ensure graduates possess the necessary skills for employment, thereby addressing the labor absorption gap.

Keywords: *Development; Higher Education; Social-Economic; Conflict; Governance*

1.0 Introduction

According to Eno et al. (2015) education is the foundation on which a country's development is constructed. It is also described as a tool that facilitates better living conditions for the educated

individual. However, a debate on whether higher education is considered a complement to the lower learning stages or an opportunity only for those who can afford it is going on (Bloom, Canning, and Chan 2006). The idea of giving more importance to primary and secondary education stems from the belief that these lower levels of education are vital for poverty reduction. With their emphasis on teaching the masses at those lower levels, this viewpoint persists in the educational circles of the majority of emerging nations. However, it is important to note that advanced skills acquisition for technological advancement, national progress, and competitiveness in the global economy would remain inadequate in the absence of an effective policy and the implementation of sustainable higher education programs. Developing nations are increasingly concerned about this sector's underdevelopment, especially those in sub-Saharan Africa like Somalia (Hilowle, 2024). Higher education plays a crucial role in shaping the socioeconomic landscape of any nation by fostering human capital development, innovation, and economic growth. In Somalia, the collapse of the central government in 1991 led to a prolonged period of instability, affecting all sectors, including education. However, despite the challenges, higher education institutions have emerged as key drivers of rebuilding and development in the post-collapse era. These institutions contribute to capacity building, governance, employment creation, and social cohesion, ultimately aiding in Somalia's recovery and development. This study investigates how higher education has contributed to Somalia's socioeconomic growth, especially in the years following the fall of the state. It looks at the ways in which universities and other postsecondary educational institutions have aided in governance, peace building, and economic prosperity. The survey also emphasizes the difficulties that the higher education industry faces, such as a lack of money, inadequate infrastructure, and legislative gaps. The study intends to shed light on the transformational potential of higher education in Somalia's post-conflict reconstruction by examining these interactions (Hilowle, 2024).

The study was guided by the following objectives:

- a) To assess the contributions of higher education institutions in Somalia toward rebuilding the nation's socioeconomic infrastructure after the collapse of the central government.
- b) To identify the challenges and opportunities faced by higher education institutions in promoting economic growth, employment, and social cohesion in post-collapse Somalia.

2.0 Literature Review

2.1 Theoretical Framework

2.1.1 Economic Base Theory

According to economic foundation theory, every local economic activity can be classified as either basic or non-basic. Therefore, companies that sell to both domestic and foreign markets must be assigned to one of these sectors, or they must find a way to divide their workforce between the sectors. The economic base methodology, which is predicated on the idea that the local economy can be split into two relatively general sectors a basic (non-local) sector and a non-basic (local) sector is the basis for methods of allocating businesses to basic and non-basic sectors (Ali & Mukhongo, 2016). The industrial sector of the regional economy is classified as either the basic or non-basic sector, according to the fundamental categories of economic base theory. According to the Economic Base Theory (EBT), the development of economic sectors that are not directly related to the local economy makes the local economy stronger. The local economy can endure economic downturns better by creating industries that are predominantly dependent on export markets since; ideally, these external markets will continue to be robust even in the event that the local economy faces difficulties. On the other hand, a local economy that relies entirely on local variables will find it difficult to recover from downturns in the economy (Ismayilzada, 2023). Basic and non-basic sectors: Both basic and non-basic industries make up the economy.

Local enterprises (firms) that rely only on outside influences comprise the basic sector. Because their success is mostly dependent on non-local causes and they typically export their commodities, local resource-oriented businesses (such as forestry or mining), as well as those in agriculture, manufacturing, and tourism, are typically regarded as basic sector businesses. Businesses that heavily rely on regional business circumstances are considered non-basic. Local businesses, residences, and individuals purchase products from the neighborhood grocery store. Because they rely so heavily on local circumstances, nearly all local services are classified as non-basic. Other examples include services, public schools, municipal government, and retail (Leatherman, 2009).

2.2 Quality of Education in Somalia

Ali (2016) asserts that Somalia's educational system began during the colonial era. The education system in Somalia expanded quickly following the country's independence in 1960. Prior to 1991, Somalia was governed by both civilian and military regimes, both of which established elementary and secondary schools throughout the nation. Additional initiatives include teacher training, the use of Latin script for Somali language writing, and the effective execution of a comprehensive government-sponsored literacy program for adults and children in both rural and urban regions. Literacy rates rose from 5% in 1970 to 65% in 1990 as a result of these initiatives as well as free and mandatory education for children aged 6 to 14 (Abdi, 1998). Officially, Somalia's Ministry of Education is in charge of education. The government spends around 15% of its budget on educational programs. The independent regions of Somaliland (North West) and Puntland (North East) both have their own Ministry of Education.

Community education committees were first formed in 94% of the local schools to oversee education in Somalia after the Somali Civil War broke out in 1991 (UNESCO, 2005). Somalia's governmental education system fell apart in 1991 following the toppling of the government. The establishment of privately owned educational institutions resulted from the collapse of the state education system and the need for emergency education, as the country's adult population over the age of 15 had a reported 37% literacy rate by the time the Transitional Federal Government took power in 2004 (MOE, 2011). Thus, Somalia has two different educational systems: the 8-4-4 system, which is now used in public schools, and the 9-3-4 system, which is primarily run by private institutions (MOE, 2011). Public and private universities and institutions in Somalia, together with the country's education minister, are having difficulty improving the quality of their instruction through teacher training.

Somalia and other African nations are making this kind of effort. The standard of Africa's educational system is now a crucial part of its strategic goal to catch up to the industrialized world. Every year, millions of dollars are allocated to teacher professional development (PD), and intricate legal frameworks are put in place to guarantee that educators take part in continuing professional development activities (Gore et al., 2017). Fewer research, nevertheless, offer convincing proof of how teacher preparation affects the delivery of quality education.

2.3 Influence of Investment on Economic Development

Policymakers generally believe that foreign direct investment (FDI) increases host nations' productivity. The adoption of foreign technology and know-how, which can occur through licensing agreements, imitation, employee training, and the introduction of new procedures and products by foreign firms, as well as the development of connections between foreign and domestic firms, are the primary mechanisms for these externalities. These advantages, along with the direct capital finance it offers, imply that foreign direct investment (FDI) might be crucial to a country's economic modernization and growth (Ali, 2016). Since capital markets have become more globalized, foreign direct investment (FDI) has emerged as a significant topic in finance and economics. In terms of financial internationalization, each nation invests in global capital markets due to the saturation of its native capital market. China and India in particular are now the world's top destinations for foreign direct investment. Higher labor productivity

is a result of improved capital goods. A lumberjack switching from a regular axe to a chainsaw is a straightforward illustration of this. Better capital equipment immediately increases the productivity and efficiency of people, companies, and nations. The goal of economic growth is higher living standards, which are achieved through increased production efficiency (Kim & Haksoo, 2010).

According to Maow (2021) one of the best indicators of a robust local economy is seen to be entrepreneurship. Small and medium-sized businesses, or SMEs, have been essential to the economic development of both industrialized and developing nations. In particular, small and medium-sized businesses (SMEs) are the main forces behind economic expansion. In both developed and developing nations, businesses make up over 90% of all businesses through the creation of jobs, taxes, and GDP contributions (Muriithi, 2017). The strength of new and small businesses is a crucial part of local competitiveness and, as a result, influences the nation's economic performance, even while local output is low.

2.4 Post-War and Development of a Historical Curriculum in Somalia

Essa (2021) claims that the 1991 governmental breakdown and bloody conflict illuminated Somalia's dynamic national identity. Strong nationalism was evident in earlier times, but identity crisis was demonstrated by the civil war and the collapse of the state. Given that Somalia is a monoethnic nation that has long been endowed with ethno-nationalism, it is crucial to determine the factors that contribute to both continuity and change in Somali national consciousness. According to Connor (1992), ethnic relationships and kinship that create social-psychological bonds are the root cause of ethno-nationalism. According to Hohne (2006), there was a contradiction between clan identification and political institutions when Somaliland asserted sovereignty over the Dholbahante-inhabited Sool and Sanaage districts. According to the author, Somaliland did not include the Sool and Sanaage. To bring Somalia together, the Puntland government attempted to convince Dhulbahante and Wasrsangeeli as Hairti Darood to support Puntland's claims to Sool and Sanaage territories.

The Black continent saw bloody strife as a result of the post-colonial regime's use of coercion to establish governments as the sole means of gaining power. The artificial nations' territory, which African governments received from the colonialists, was not entirely under their control. The Democratic Republic of Congo is a prime example, as its government has struggled to establish authority over the entire country since gaining independence from Belgium in 1960 (Kimenyi, Mbaku, & Moyo, 2010). In Somalia's case, the colonization process involved dividing the country and granting land to other nations with distinct languages, political structures, and religious beliefs by means of fictitious borders. To show national identification and allegiance to the governments of Kenya, Ethiopia, and France, the new state coerced Somalis (Kimenyi, Mbaku, & Moyo, 2010). States are not isolated entities; neighborly instability has the potential to destabilize a state. Accordingly, the state's neighborhood serves as a crucial gauge of its vulnerability. Because of the Ogaden dispute, the border dispute and violence in Somalia strained ties between Kenya and, more specifically, Ethiopia and Somalia (Yihun, 2014).

3.0 Methodology

Several facets and instruments of the qualitative research paradigm were used in this study. The study used the case-study technique, which is appropriate for generating "data of a richness and detail that are difficult to obtain from more representative research designs," to show it as a distinct complex in and of itself. The role of higher education in Somalia's socioeconomic development was evaluated using a cross-sectional survey methodology and a quantitative correlational research design. A hypothesized link or trend with statistical values is investigated using a quantitative correlational research approach (Yilmaz, 2013). This study was carried out in Bosaso, Somalia, at Gollis University. 160 participants of

the university staff were the study's target group. Using the Cochran equation, a sample size of 124 people was drawn from the target population, which is thought to be optimal for this type of research.

4.0 Findings

4.1 Questionnaire Response Rate

The researcher gave out 160 questionnaires to the participants throughout the actual data collection process; 124 of these, or 77.5% of the completed forms, were returned. Mugenda & Mugenda (2003) state that a response rate of 50% is considered enough for reporting and analysis, a rate of 60% is considered good and a rate of 70% or more is considered exceptional. The response rate was outstanding based on this assertion. Participation was open to all employees in the study's target industry. The participants' ages, genders, departments of employment, educational attainment, duration of employment at the University, and career pathways were the basis for the demographic data.

4.2 Demographic Information

Table 1: Gender

What is your gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	27	21.8	21.8	21.8
	Male	97	78.2	78.2	100.0
	Total	124	100.0	100.0	

According to table 1 above 78.2 % of the respondents were males while 21.8% were females.

Table 2: Level of Education

Which is the highest Level of Education you have attained?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	46	37.1	37.1	37.1
	Certificate	6	4.8	4.8	41.9
	Diploma	9	7.3	7.3	49.2
	Master's Degree	48	38.7	38.7	87.9
	Other	1	.8	.8	88.7
	Phd	14	11.3	11.3	100.0
	Total	124	100.0	100.0	

According to table 2 above 38.7% had master's degree, 37.1% had Bachelor's Degree, 11.3% had Phds, 7.3% had diploma, and 4.8% had Certificate level of qualification while 0.8% had other qualification levels.

Table 3: Working duration

How long have you been in the university?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.8	.8	.8
	1-2 years	22	17.7	17.7	18.5
	3-5 years	38	30.6	30.6	49.2
	above 5 years	41	33.1	33.1	82.3
	Less than 1 year	16	12.9	12.9	95.2
		6	4.8	4.8	100.0
Total		124	100.0	100.0	

According to table 3 above 30.6% of the respondents had worked for 3-5yrs, 33.1% above 5 years while 17.7% had worked for 1-2yrs.

Table 4: Occupation

What is your occupation within the university?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Staff	66	53.2	53.2	53.2
	Student	58	46.8	46.8	100.0
	Total	124	100.0	100.0	

According to table 4 above 53.2% of the respondents were staff while 46.8% were students of Gollis University in Somalia.

Table 5: Perception of the role of higher education in rebuilding Somalia's economy

What is your perception of the role of higher education in rebuilding Somalia's economy since the collapse of the central government?

What is your perception of the role of higher education in rebuilding Somalia's economy since the collapse of the central government?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Significant at all	36	29.0	29.0	29.0
	Very Significant	88	71.0	71.0	100.0
	Total	124	100.0	100.0	

Higher education is essential to reviving Somalia's economy after the central government collapsed since it gives people the skills and knowledge needed for economic growth, as seen in table 5 above. According to the survey's findings, 71% of participants think that higher education plays a "very significant" role in this process, emphasizing how it can boost labor capacity, improve governance, and encourage entrepreneurship. In order to establish a nation, universities and colleges aid in the development of experts in vital fields like business, engineering, and healthcare while 29% suggested that it not significant at all. Higher education institutions also support policy formation, innovation, and research all of which are essential to sustaining and bolstering Somalia's economy.

Table 6: Effectiveness of higher education institutions been in fostering social cohesion and stability in Somalia

In your view, how effective have higher education institutions been in fostering social cohesion and stability in Somalia after the collapse of the central government?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	32	25.8	25.8	25.8
	Very Effective	92	74.2	74.2	100.0
	Total	124	100.0	100.0	

Following the fall of the central government, Somalia's higher education system has been crucial in promoting societal cohesiveness and stability. Table 6 shows that 74.2% of respondents think these organizations are "very effective" at fostering peace and togetherness. While 25.8% of respondents said it was completely ineffective, universities offer a forum for varied populations to engage, encouraging communication, tolerance, and understanding between students from all backgrounds. By training future leaders and professionals who support peace and sustainable development, they also aid in the development of the nation. Higher education institutions also foster debates and research on governance, reconciliation, and conflict resolution, which aids in the development of stability-promoting policies. Their influence on social cohesiveness is nevertheless significant in spite of obstacles.

Table 7: Higher education institutions contribution to improving employment opportunities

To what extent do you believe higher education institutions have contributed to improving employment opportunities in post-collapse Somalia?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.8	.8	.8
	No Contribution	27	21.8	21.8	22.6
	Very High Contribution	96	77.4	77.4	100.0
	Total	124	100.0	100.0	

Institutions of higher learning have been essential in expanding job prospects in Somalia after the collapse. As evidence of their influence on workforce development, 77.4% of respondents think these institutions have made a "very high contribution" to job creation, according to poll data shown in table 7 while 21.8% asserted that there was no contribution. Graduates from universities and colleges are better prepared for employment in the public and private sectors by gaining fundamental skills in a variety of industries, including business, technology, healthcare, and education. Higher education also encourages entrepreneurship by giving graduates the skills and tools they need to launch their own companies, which boosts the economy even more. The overall contribution of higher education to employment is still substantial, despite issues like skill mismatches and limited job prospects.

Table 8: Overall impact of higher education on the quality of life in Somalia during the post-collapse period

How would you rate the overall impact of higher education on the quality of life in Somalia during the post-collapse period?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Impact	38	30.6	30.6	30.6
	Very High impact	86	69.4	69.4	100.0
	Total	124	100.0	100.0	

According to table 8 above 69.4% of the respondents asserted that there was very high impact while 30.6 asserted there was no impact.

Table 9: Objective 1: To assess the contributions of higher education institutions in Somalia toward rebuilding the nation’s socioeconomic infrastructure after the collapse of the central government

A likert scale was used to obtain the feedback from the respondents.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Higher education institutions in Somalia have significantly contributed to the development of skilled professionals required for rebuilding the nation	0.0%	4.8%	16.9%	27.4%	49.2%
The research and innovations from Somali universities have positively impacted economic growth and development.	0.0%	10.5%	17.7%	29.0%	41.1%
Higher education institutions have played a critical role in fostering entrepreneurship and job creation in post-collapse Somalia.	0.0%	7.3%	28.2%	22.6%	38.7%
The curriculum and programs offered by Somali universities are aligned with the country's socioeconomic development needs.	0.0%	5.6%	23.4%	28.2%	41.1%
Higher education institutions in Somalia have effectively partnered with government and private sectors to address the nation’s critical infrastructure challenges	0.0%	4.0%	43.5%	19.4%	23.4%

According to table 9 above 49.2% of the respondents suggested that higher education institutions in Somalia have significantly contributed to the development of skilled professionals required for rebuilding the nation, 27.4% agreed, 16.9% were neutral while 4.8% disagreed. 41.1% strongly agreed that the research and innovations from Somali universities have positively impacted economic growth and development, 29.0% agreed, 17.7% were neutral while 10.5% disagreed. 38.7% strongly agreed that Higher education institutions have played a critical role in fostering entrepreneurship and job creation in post-collapse Somalia, 22.6% agreed, 28.2% were neutral while 7.3% disagreed. 41.1% strongly agreed that the curriculum and programs offered by Somali universities are aligned with the country's socioeconomic development needs, 28.2% agreed, and 23.4% were neutral while 5.6% disagreed. 43.5% of the respondents were neutral that higher education institutions in Somalia have effectively partnered with government and private sectors to address the nation’s critical infrastructure challenges, 23.4% strongly agreed, 19.4% agreed while 4.0% disagreed.

Table 10: Objective 2: To identify the challenges and opportunities faced by higher education institutions in promoting economic growth, employment, and social cohesion in post-collapse Somalia.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Limited funding and resources are significant challenges hindering higher education institutions from contributing effectively to economic growth and employment.	0.0%	8.9%	6.5%	27.4%	56.5%
Higher education institutions in Somalia have adequate opportunities to collaborate with international organizations to address national challenges.	0.0%	6.5%	22.6%	29.0%	38.7%
The lack of infrastructure and modern facilities negatively impacts the ability of Somali universities to promote economic growth and social cohesion.	0.0%	2.4%	16.1%	33.9%	45.2%
Higher education institutions have been effective in creating networks and partnerships that enhance employment opportunities for graduates.	0.0%	10.5%	19.4%	24.2%	45.2%
Cultural and political challenges significantly limit the potential of higher education institutions in fostering social cohesion in post-collapse Somalia.	0.0%	7.3%	21.0%	37.1%	33.1%

According to table 10 above 56.5% of the respondents suggested that limited funding and resources are significant challenges hindering higher education institutions from contributing effectively to economic growth and employment, 27.4% agreed, 8.9% were disagreed while 6.5% were neutral. 38.7% of the respondents suggested that higher education institutions in Somalia had adequate opportunities to collaborate with international organizations to address national challenges, 29.0% agreed, 22.6% were neutral while 6.5% disagreed. 45.2% strongly agreed that the lack of infrastructure and modern facilities negatively impacted the ability of Somali universities to promote economic growth and social cohesion, 24.2% agreed, 19.4% were neutral while 10.5% disagreed. 37.1% agreed that cultural and political challenges significantly limited the potential of higher education institutions in fostering social cohesion in post-collapse Somalia, 33.1% strongly agreed, 21.0% were neutral while 7.3% disagreed.

5.0 Discussions

Higher education is essential to reviving Somalia's economy after the central government collapsed since it gives people the skills and knowledge needed for economic growth, as seen in table 5 above. According to the survey's findings, 71% of participants think that higher education plays a "very significant" role in this process, emphasizing how it can boost labor capacity, improve governance, and encourage entrepreneurship. According to Farah (2024) Basic Education is crucial for bridging educational gaps in post-conflict Somalia, offering flexible, learner-centered education to out-of-school children. The substantial need of quality education in Somalia's post-conflict recovery and long-term stability, especially in teaching out of school youth and children and addressing education disparities underlines the imperative of the Alternative Basic Education needed for a brighter future. Somalia's higher education system has been essential in fostering social cohesion and stability since the overthrow of the central government. According to Table 6, 74.2% of participants believe that these groups are "very effective" at promoting harmony and peace. Universities provide a platform for diverse populations to interact, fostering communication, tolerance, and understanding between students from all backgrounds, despite the fact that 25.8% of respondents claimed it was totally ineffective. Dahiye (2014) asserts that a country's stability can serve as a significant predictor of both favorable and unfavorable circumstances. On the one hand, countries with greater stability index rankings also typically have better levels of democracy, government efficacy, income per capita, and primary school completion.

Institutions of higher learning have been essential in expanding job prospects in Somalia after the collapse. As evidence of their influence on workforce development, 77.4% of respondents think these institutions have made a "very high contribution" to job creation. According to Ali (2020), it is imperative that the nation's higher education institutions understand that they are now jointly accountable for addressing the labor absorption gap within the labor demand and supply curve in addition to being responsible for the skills gap within it. Most institutions are still caught in the "quantity" conundrum and compete for students' attention, forgetting that successful graduates also include hired graduates, even if some recognize the need to close this gap.

49.2% of respondents said that Somalia's higher education system has made a substantial contribution to the creation of the trained workers needed to reconstruct the country. Of those surveyed, 41.1% strongly agreed, 29.0% agreed, 17.7% were indifferent, and 10.5% disagreed that Somali universities' research and discoveries have had a good impact on economic growth and development. In post-collapse Somalia, 38.7% strongly agreed, 22.6% agreed, 28.2% were indifferent, and 7.3% disagreed that higher education institutions had been essential in promoting entrepreneurship and employment creation.

56.5% of respondents believed that a lack of funds and resources was a major obstacle to higher education institutions' ability to effectively contribute to employment and economic growth. According to Aleixo (2018) the lack of human resources also contributes to HEIs' lack of initiatives. 37.1% concurred that the ability of post-collapse higher education institutions to promote social cohesion was severely constrained by cultural and political issues. Somalia. Higher education institutions in Somalia have sufficient opportunity to work with foreign organizations to address national concerns, according to 38.7% of respondents.

6.0 Conclusion

Based on the results, it can be said that the nation's economic growth is significantly influenced by high-quality education. According to the study, a significant portion of Somali respondents concur that providing high-quality education to the populace will boost economic growth and productivity in the nation. Based on the results of the study, it can be said that vocational training encourages economic

growth. Higher education has played a significant role in Somalia's socioeconomic recovery following the collapse of the central government. Despite the challenges posed by political instability, lack of government regulation, and limited resources, universities and other tertiary institutions have emerged as crucial pillars of development. They have contributed to capacity building, employment generation, and governance by equipping individuals with essential skills and knowledge. Additionally, higher education has fostered social cohesion and played a role in peace building efforts.

In order to create new goods or services for both new and existing users within human communities, vocational education is seen as a specialized knowledge that instills in students the qualities of risk-taking, creativity, arbitrage, and coordination of factors of production. Higher education institutions have been instrumental in increasing employment prospects in Somalia since the collapse, as acknowledged by a substantial majority (77.4%). But problems still exist, such as a shortage of funding (56.5%) and political and cultural barriers (37.1%) that reduce their ability to promote economic development and social harmony. Some schools continue to prioritize student enrollment over making sure graduates are employable, even though many recognize the need to close the labor absorption gap. Despite these obstacles, research and innovation at higher education institutions have significantly advanced the economy (41.1%) and the workforce (49.2%). Additionally, there are chances to work with foreign groups to further address domestic issues (38.7%), highlighting how higher education may promote sustainable development in

In conclusion, even though Somalia's higher education system has proven resilient and adaptable, further changes and funding are required to fully realize its potential in promoting social change and economic success. In the upcoming years, Somalia's higher education industry has the potential to become a pillar of the country's development with the correct institutional frameworks and policies. According to research, high-quality education boosts productivity and is one of the most effective tools for reducing poverty. It may also ensure that every family and community develops. Economies directly gain from higher education. It can improve the standard of elementary and secondary education systems and increase the economic prospects of secondary graduates by generating highly qualified teachers.

7.0 Recommendation

Higher education institutions in Somalia should prioritize aligning their programs with labor market need to ensure graduates possess the necessary skills for employment, thereby addressing the labor absorption gap. Additionally, the government and international organizations should increase financial and resource support to these institutions to enhance their ability to drive economic growth, promote social cohesion, and foster entrepreneurship.

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