

**THE CHALLENGES AND OPPORTUNITIES IN HIGHER EDUCATION, BURAO  
SOMALILAND**



**RESEARCHER: ABDIHAKIM ABDILLAHY ADEN  
MEMBER OF TOGDHER UNIVERSITY  
SUBMITTED TO: PRESIDENT OF TOGDHER UNIVERSITY**

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## Abstract

This study examined the challenges and opportunities of Higher education system in Burao, especially in private and governmental universities. It focuses on the major challenges towards education system they offer and identify ways of addressing the problem in assessing students and universities lectures; this study also examined the opportunities of higher education system in Burao, Somaliland,,

The research was descriptive study, and adopted mixed approach to give more information to researchers. Sample size selected 133 respondents through using Slovic's Formula from 200 population and Selected from institutions and their staffs in Burao. Sampling technique adapted non-probability sampling particularly purposive or Judgmental because the researchers selected the respondents that can give accurate information about the problem at hand As to collect accurate information the study used primary' and secondary data collections. The study used data analysis and interpretation SPSS and Excel.

The study found that major challenges of institutions of Burao are quality teaching, this issue came after when many of the recruiters recruit mostly their friends or relatives no matter whether they are skilled or not. Surprisingly, the recruits of this kind largely agree that they can teach and they start on the job immediately, even without any knowledge of designing a course outline.

The study also exposed that curriculum of higher education in Somaliland, particularly Burao institution system failed to stimulate the students' intellectuality. In Ministry of Education have limited control over education services in many areas.

The study recommended the universities to assist the students the ways to enhance their ability of thinking via curriculum and critical thinking approach. The researcher recommended the universities exist in Burao, Somaliland must avoid the bias recruitment process, in order to protect the consequence face the students such lack of skills, and low potentiality of entering pool markets.

## CHAPTER ONE: INTRODUCTION OF THE STUDY

### 1.1. Background of the study

As the foundation and essential driving force of economic, social, and human development, education is at the heart of the change that is dramatically affecting our world in the areas of science, technology, economics, and culture. It is the reason behind social change and scientific progress, and in its turn, it is subjected to the results of progress that it itself has engendered, both with regard to content as well as methods and established aims. (Sadegh Bakhtiari, 2011).

Higher education is education, training and research guidance that takes place after at the postsecondary level and is expected to contribute significantly to rebuilding shattered societies, also Policymakers assert that it can heal the psychosocial wounds of war, solve youth unemployment, deliver decentralization and democracy, build peace and promote economic and social development. The recognition that education systems are almost always complicit in conflict, that they rarely completely cease to function and that they rapidly resume operations with or without outside support as violence subsides is an important factor responsible for the growing interest in early education response (Buckland, n.d)

The Education Sector Analysis (2012-2016) observed that the Higher Education (HE) 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. In the recent decade the growth of tertiary education has been significant. From the core of established universities ranging back to the 1990's such as Amoud, Hargeisa, Gollis and Burao University an impressive growth has emerged to 35 recognized universities in the country<sup>53</sup>. Very similar to the private largely unregulated economic sector the rapid growth of the HE sector has followed initiatives, mostly privately driven, be it as possible business ventures, or more often from philanthropic motives, often in the form of joint ventures. This is a reason for the diversity of university programmers and status (public / private), and it is clear that the majority of the usually much smaller universities are still private initiatives. Almost all universities were founded by diaspora and local communities but are now considered public institutions under the authority of the Somaliland government.

In addition to this, there is also an independent commission for HE that was designated to control, evaluate and set standards for the universities as there is any single standard imposed. This commission with the help of ministry tried to set a regulatory framework to the best of their efforts but no significant interventions made[6]. One consequence of this laissez-faire course is that, across the country, there is a lack of a regulatory framework to manage standards of the ever-increasing number of universities[6]. This has a direct impact on the quality of HE across Somaliland. As result, many of the graduating students lack the basic skills of applying their knowledge to the real world, and education necessary to enter the labor market.

Over the past decade, not only has higher education in England doubled in size, but also everywhere in the world the higher education has doubled in size.. There are lots of changes in the Higher Education (HE), students are changing, and their learning styles are changing as well as their demands are changing. At the same time, much more has been expected of institutions in terms of their wider engagement locally, regionally, nationally and globally. Universities need to prepare students for a more global future. Higher Education (HE) institutions around the world face the growing problem of relevance as they enter the twenty-first century [4]. Higher Education facing a number of challenges and most contributions mention curriculum design, student retention, new technologies, quality of learning and teaching, widening participation, quality of research, funding and the necessity to improve governance and management as the most burning challenges. To provide the best service to the new students higher education institutions need to change and hence, they need to response to the challenges

## **1.2. PROBLEM STATEMENT**

Higher education's most essential purposes include educating students broadly so that they may lead productive lives in a civilized society; serving as engines of opportunity and social mobility; creating new knowledge of every kind, including work that either has no immediate market value or may even threaten some commercial end; encouraging and protecting the thoughtful critic and the dissenting voice; and defending cultural, moral, and intellectual values that no one can "price" very well." –*William G. Bowen, Romanes Lecture, October 17, 2000*

Commoditizing education as poverty levels increase, Somaliland is one of the countries in the Horn of Africa where the education sector is famous for increased numbers of primary schools, secondary schools and universities. Large numbers are admitted without considering their quality simply to harvest more revenue. It is now 25 years since the country broke away from the dictatorial regime of Siyad Barre after a civil war in 1991 that left the education sector destroyed beyond the deterioration of physical infrastructure as it is estimated that more than 80% of the elite left the country as the conflict began (Lindley, 2008 in Heritage Institute, 2013). This may be long enough for a country to have established an education system that works even though the (National Development Plan-2012-2016, 2011) disclosed "the ministry of education is incapable of meeting the ringing demand for education." However, currently number of Universities exist in Burao town are increasing year after year which now reached eight Universities: University of Burao, New Generation University, Shifa University, Alpha University, Togdher University, Abaarso Tech University, Golis University, Najax University. This is why there many cases of under sourcing, increased competition amongst providers that largely value quantity than quality in higher education institutions. In a one or two kilometer radius of any of the universities studied, there has been establishment of more than five universities and all of them are yearning for greater numbers of students just to earn and save more money.

Therefore, higher Education facing a number of challenges and most contributions mention curriculum design, new technologies, quality of learning and teaching, widening participation, quality of research, underfunded and the necessity to improve governance and management as the most burning challenges.

As a result, many of the graduating students lack the basic skills and education necessary to enter labor market.

### **1.3. OBJECTIVES OF THE STUDY**

#### **1.3.1. GENERAL OBJECTIVE**

The general objectives of the paper were to investigate the challenges and opportunities of higher education system in Burao, Somaliland.



### **1.3.2. Specific Objectives**

The specific objectives of the paper were:

1. To study the varied challenges of quality of learning and teaching, student employment, student retention and curriculum design in the higher education in Burao, Somaliland
2. To study the varied opportunities of Employment opportunities, field-work opportunities, community well-being in higher education in Burao, Somaliland
3. To assess the managerial and governing skills gap as well as suitability for tasks undertaken to determine quality needs
4. To discover the factors that contribute the students to face lack of basic skills to enter labor market

### **1.4. Research Objectives**

1. What are the varied challenges met by the higher education in Burao, Somaliland?
2. What are the varied opportunities in higher education in Burao, Somaliland?
3. What are the managerial and governing skills gaps to determine quality needed in Somaliland?
4. What are the factors that contribute the students to face lack of basic skills to enter labor market?

### **1.5. Significance of the research**

The study contributes to understanding in depth how the functional role of the education system in Burao, Somaliland works for the last three years. Thus, this study is very useful for government how to collaborate universities rather than pulling each other down in order to promote both institutional, students, and internal success. Moreover, the result of this study can be utilized by Universities in Burao, Somaliland, in order to improve quality learning and teaching in the universities.

### **1.6. Scope of the study**

This study identified and explained the challenges and opportunities in Higher education in Burao city by concentrating institutional, students, lecturers and its progress including capacity and gaps for the last three years (2019-2021). The study identified characteristics of internal and external that affect the education system. The study had been started in September and it was finalized in December 2022. The study used quantitative research design and research methods like questionnaire and statistical data analysis.

## **CHAPTER TWO: LITERATURE REVIEW HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES**

### **2.1. THEORITICAL FRAMEWORK**

#### **2.1.1. The Meaning of Higher Education/University**

In consideration of goals and national and institutional diversifications, it is not an easy task to define both modern higher education and a university. Higher education covers a wider range of higher learning institutions including the university. These higher learning institutions could be organized in different ways, commonly within a university and in a separate institution as university and other tertiary learning institutions. For instance, a university, from the British perspective, is an institution with its power to award its own degree and is preeminent in the field of research (Allen, 1988). Generally, higher education is a set that constitutes the university, which is a subset of higher education. However, in some contexts, higher education and university are used interchangeably (Assié-Lumumba, 2005). Nevertheless, they do not cover the same reality. Higher education denotes a more holistic resonance as it encompasses all post-secondary or tertiary institutions. A university is part of higher learning institution that may reward a degree or some sort of credential.

Modern higher education is defined as an organized tertiary learning and training activities and institutions that include conventional universities such as arts, humanities, and science faculties and more specialized university institutions in agriculture, engineering, science, and technology. The concept of higher education also includes such post-secondary institutions like polytechnics, colleges of education, and “*grandes école*.” Under the umbrella of higher education come all forms of professional institutions. Even this wide spectrum does not exhaust the possibilities of forms of higher education (Assié-Lumumba, 2005).

A university, on the other hand, represents both a higher learning institution and a community of scholars or persons. A university is a higher learning institution that brings men and women to a high level of intellectual development in the arts and science, and in the traditional professional disciplines, and promotes high-level research. It also signifies a community of persons engaged in study and research. A university is a source of universal knowledge and highly skilled human power for the professions. Other higher education institutions are also engaged in the training of middle class technical and vocational professional personnel. Universities and other institutions of higher education differ in their mission, goal, functions, the requisite qualification of the faculty, the criteria for admission of students, the duration of programs they offer, and the type of certification they award (Assié-Lumumba, 2005). All these depend on the needs and priorities of different societies.

*Universitas*, a name applied to diversified corporate bodies of the Middle Ages in Europe, also include the organization of teachers and students. Through time, the name had more particularly attached to the teacher-student corporate organization as *universitas litterarum*, from which, particularly since the 18th century, the name University was derived. Thence, cultivation of the intellectual power and the methodological studies of academic disciplines have become the major purpose of the university (Ruegg, 1992). According to Verger (1992a), the modern term university

has been derived from the classical Latin word, *universitas*, which means “the totality” or the “whole.” In the medieval times, *universitas* had been a general term used to denote all kinds of community or corporate such as guild, a trade, a brotherhood, and so on. Gradually, *universitas magistrorum et scholarium* (“the university of masters and students”) stands for organized communities of individuals, who were responsible for higher learning and study.

Moreover, medieval university was a higher learning and teaching institution for a community of scholars with a certain degree of freedom or independence and internal unity. Some form of teaching and learning had antedated the emergence of a university in the world. The relative advancement of civilization had necessitated for higher learning and paved the way for the emergence of a university (Perkin, 2007). A university has stronger power of attraction of students and teachers or academic staff than the other higher education forms. Universities derive great prestige from their history where they secured some sort of administrative autonomy. Universities, in the medieval period, were one of the most privileged and prestigious institutions for the advancement of scholastic and academic thought and culture. Because universities constitute, in the same place, diversified scholars, they were and still are agents for the growth of knowledge that has the power to change the world. At the same time, universities also preserve heritage of the past. A university in the era of Newman was a public space where many academic people make academic contribution.

*It is a place where inquiry is pushed forward, and discoveries verified and perfected, and rashness rendered innocuous, and error exposed, by the collision of mind with mind, and knowledge with knowledge. It is the place where the professor becomes eloquent, and is a missionary and a preacher, displaying his science in its most complete and winning form, pouring it forth with the zeal of enthusiasm, and lighting up his own love of it in the breasts of his hearers (Newman, 1910, no page).*

Taking note of the above brief account, the meaning of a university/higher education is generally understood as a higher learning institution and academic environment, where a community of scholars engage in study (teaching and learning), research, and community services. It is also a center for professional training to serve society's socio-economic, political and cultural needs. Such institutions emerged and developed in the different parts of the world as discussed in the history section of this paper.

### **2.1.2. The Idea of a University/Higher Education**

It is not easy to define the idea of a university because it is differentiated in many ways. Hence, it will be good to understand higher education or a university in terms of its purpose and/or functions. The purpose of higher education is a broad and ambiguous issue as well (Clark, 1981). It is very difficult to establish and state a comprehensive purpose of a university. What is relatively possible to do is to explain the common tasks of higher education and a university. Higher learning institutions and universities have something to do with education and scholarship through teaching, research, and public services. Altbach (2006, p. 104) also confirms that "defining a university is not an easy task, especially in this era of differentiation in higher education, with new and diverse institutions emerging everywhere" without explaining the common functions, purposes and values.

The invisible product of a university, knowledge, may be the most common powerful element in the culture of a society. It may affect "the rise and fall of professions and even of social classes, of regions and even of nations" (Kerr, 1995, p. xiv). Medieval universities were teaching and training students in the service of the Church in the area of law, medicine, Church administration and others. They were largely vocational schools that enable students be able to gain employment within the established socio-economic order, not universities (Clark, 1981).

A brief look to the philosophy and goals of education and particularly the philosophy and goal of higher education will help us to understand the current idea of a university. The purpose of education, during the era of Aristotle had been to satisfy the material need of society through the production of learned citizens (Frijhoff, 1997). Philosophically, education consists of two important questions: what is education? What is education for? Education, according to Jarvis (1995, p.105), is an "organized and sustained instruction designed to communicate a combination of knowledge, skills, and understanding valuable for all the activities of life." For the Chinese philosopher, Confucius, "education is a process of integrating individuals into society and that knowledge should be acquired for the sake of harmony in society" (quoted in Jarvis, 1995, p.105). Allen (1988) has defined education as "the cultivation of the individual and learning is for the sake of understanding." One of the places where such education is provided with high level is higher education/university, whose idea has been shifting through time. A university is part of the general socio- economic and political fabric of a given society and era. It is an expression of its time and features both present and future. Higher education/university has a major feature of transforming itself in conformity with changing situations (Kerr, 1995).

The idea of a university, for Jawaharlal Nehru, as Tilak (2015, p.56) quoted it, “stands for humanism, for tolerance, for progress, for the adventure of ideas and the search for truth. It stands for the onward march of humans towards ever-higher objectives. If universities discharge their duties adequately, then all is well with the nation and the people.” Throughout history, universities have played three interlocking roles, but differently at different times and in different places. These roles are teaching new generations; preserving and discovering knowledge; and contributing talent, ideas, advice, and challenge to the wider society. In an era of “non-lieux” (Non-places), universities are best placed to fulfill those roles today by resisting the pressures to uniformity and contributing to an intergenerational dialogue that requires diversity and disputation (Toope, 2014).

In the Western world, Plato has perceived the purpose of higher education as “the cultivation of the individual for the sake of the ideal society; the individual was to be helped to achieve inner happiness, which would allow the state to benefit from the harmony of satisfied citizens fulfilling their proper roles” (Allen, 1988, p.89). The goal of higher education and the university was the pursuit of truth in learning, and dedication to the advancement of knowledge and the training of scholars for its own sake and the betterment of the life of the individual and the society. This includes the cultivation/training of the mind and the teaching of vocational and technical skills. Generally, university education should aim at initiating critical thinking through both teaching and research. This critical thinking is imperative to use resources better and to improve the human condition, with intelligence and for good judgment, to cope up with any eventuality. Therefore, education is to improve life, develop good judgment, and understand our environment. Learning is not rivalry or a contest, but “it is a conversation” and the virtue of a university (as a place of many studies) is to exhibit it in this character” (Oakeshott, 2004, p. 23).

However, Newman (1996) did not accept the view of utility and the essentiality of research as the idea/purpose or function of a university. Newman considers only a liberal education in a university and proposes the establishment of a separate institution for research. For him, teaching and research require different abilities and are separate gifts and do not exist equally in the same person. He had the belief that a university is for the diffusion of knowledge, not for its advancement. The word University for Newman implies the pursuit of universal knowledge, because for him all knowledge forms one whole (Newman, 1910; Fuller, 2003). The whole idea of Newman's university is different from instruction for a vocation or a profession. “The purpose of a university education is the achievement of a particular expansion of outlook, turn of mind, habit of thought, and capacity for social and civic interaction” (Newman, 1996, p. xv). “Liberal education” is the principal purpose of a university for Newman (Ker, 2011; Fuller, 2003).

Jaspers (1965), on the other hand, argues that the university is a place for the search of truth. Truth requires systematic method of research, which is the foremost concern of a university. The second purpose of a university is teaching, because researched truth must be transmitted through teaching. A university has a third function that is culture (Jaspers, 1965). The unfinished struggle to create an “African University”, for instance, based its argument of the idea of the university on the philosophy that “every human being is born into a valid and legitimate knowledge system” that could be enriched and improved by higher education. For Africa, a university or higher education is supposed to be “developmental”: functioning as center for knowledge (Pursuit, promotion and

dissemination), research, the provision of intellectual leadership, manpower development, promotion of social and economic modernization, and intercontinental unity and international understanding (Ndlovu-Gatsheni, 2017).

The different approaches presented above indicate that universities and the higher education institutions must not have common and certain prescribed goals and purposes. The idea of a university depends on the socio-economic and political advancement of a society. In the Medieval period, the purpose of universities, with constant changes of emphasis, had been learning, virtue, and utility. It was to produce learned men, to educate in virtue, or to satisfy the material need of society. In other words, its purpose was to “advance knowledge, preparation the advancement of the observance of a code of social, moral, and religious conduct, and training for the high office or the professions” (Frijhoff, 1997). During the early medieval period, university studies had two purposes namely, training in humanism and training for a profession (de Ridder-Symoens, 1997). Any modification or/and change in emphasis to these purposes will transform universities. The modifications, priorities, and emphasis of the purposes are subject to the changes of the socio-economic, cultural, and political advancements, which are also the products of the overall activities of universities and diversification and proliferating academic disciplines (Kerr, 1995). Changes and shifts in emphasis in the purposes and priorities have caused the changing physiognomy of higher education (Frijhoff (1997). Hence, the idea of university must be to achieve the required educational purposes of a certain society at a certain time.

The traditional idea of a university never fades out but transforms and actualizes itself into new situations. A university perhaps no longer functions in the same way as it did before. Different people have different reflection about the contemporary university. Some think that the university entered a new phase, transformed; and others consider that a university has altogether diminished or the age of the university has ended. Simons et al. (2011) assume that contemporary university include such activities as experiments and inventions, the projects, initiatives and reflections, research, teaching, community services. The contemporary public role of a university “do neither look backwards to embrace old ideas of the university, nor just engage in abstract, normative or principled discussion” (Simons et al., 2011, pp. 7-8).

### **2.1.3. Higher Education/University Transformation**

The patterns of higher education/university transformation vary from country to country and from region to region as well. This transformation is not equally evident everywhere. Nonetheless, there are some common patterns worldwide. Through time, partly due to the pursuit of learning, universities have transformed and expanded their function and mission from a simple transfer of bookish knowledge to searching, generating, and applying knowledge. The medieval mission of the university - transmission and training - has been coupled with knowledge production. University search, production, and dissemination of knowledge have become universal. The idea of the traditional university, as an institution that was promoting liberal education has been challenged by the transformation of the university into a more research centered, professionalized and specialized modern university (Fuller, 2003). According to Kerr (2001), by the 20th century, the medieval university that was instated by a single community of masters and students has become a large institution of diversified function, personnel, and activities that are held together by a common name and related purposes. Diversified departments, libraries, institutes, laboratories, researchers, scientists emerged and developed in a university. Modern science replaced moral philosophy and research emasculated the status of teaching.

Technology facilitated mobility, interaction, and collaboration. The whole process gave birth to the “Idea of a Modern University” that functions inside the general socio- economic, cultural, and political fabrics of society.” “This great transformation is regretted by some, accepted by many, gloried in, as yet, by few. But it should be understood by all” (Kerr, 2001, p. 2). For some scholars, higher education institutions/universities have become “secondary schools, vocational schools, teacher-training schools, research centers, uplift agencies, businesses, ...cheapened, vulgarized and mechanized themselves” and “worst of all, they become service stations for the general public” (Kerr, 2001, p. 4). At present, because of the change dynamics and the resultant transformation, higher education institutions, particularly universities “enshrine both hope and nostalgia” (Assié-Lumumba, 2005, p. 19).

In the nineteenth and first half of the twentieth century, several developing higher education/university systems and institutions were increasingly serving the elite and a national culture as part of territorial consolidation. The result was that universities have become ivory towers and enjoyed high status because they were considered as educating the best social and intellectual sections of the nation (King, 2004a). However, the Enlightenment and the application of rationalist methods in Europe reinforced the notion of the university as the center of science. The rise of the Humboldtian Research University in Germany in the nineteenth century added the significant function of knowledge creation to that of teaching and professional training. This development had synergistically connected teaching and research (King, 2004b). Subsequently, higher education institutions have linked their functions with a wider range of social interests and developed a wider sense of responsibility to the wider society than simply standing for self-orientation or serving a small fraction of intellectual inquiry alone.

In the twentieth century, it has been massified in student enrollment, staffing, institutions, infrastructure, and disciplines. The third mission, community services, of higher education/university was initiated (King, 2004b). Massification<sup>2</sup> of higher education has become a global phenomenon during the second half of the 20th century (Trow, 1973). Around the globe, the number of higher education students is estimated to be more than 262 million by 2025. The major student population growth takes place in developing region like Africa and the big emerging countries like China and India (Maslen, 2012).

Higher education/university transformation continues dynamically. Since the 20<sup>th</sup> century, higher education/university has become “an institution consciously devoted to the pursuit of knowledge, the solution of problems, the critical appreciation of achievement, and the training of men at a really high level. No longer could a single individual master any subject – Newman’s universal liberal man was gone forever” (Kerr, 2001, p. 3). It also extended its inter-institutional staff and student mobility and interaction into a more international and global dimension through different rationales, objectives, and diversified actors. Moreover, society developed new expectations from higher education/university. In the words of Clark Kerr (2001), the University has become “multiversity” that has multiple purposes, performs multiple functions, constitute multiple people from inside and from outside the academia. Higher education or a university has been considered by many as a private good and industry. Education in a university is “commodified.” Table 2 below indicates some of the new conceptions and related features about higher education.

**Table 1. Changing Features of Higher Education**

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Traditional features	New conceptions
Higher education, public good	Industry, corporate, private good
Higher education services	Commodities
Students	Consumers/customers
Educators	Service providers
Cooperation/aid for capacity building	Competitive alliance
Quality improvements	Revenue generation
Academic partnership and soft diplomacy	Strategic partnerships for national economic competitiveness
Diversity of perspectives	Shared prestige and global ranking

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Moreover, for reasons of global developments that took place particularly after the end of the Second World War (higher education massification), many “governments lack the fiscal resources to respond to rising domestic demand for a higher education with more state supply” (King, 2004a, p. 23). This development has paved the way for the emergence of private higher education institutions in many parts of the world and the drafting of strategies to get additional sources of funding. In sub-Saharan Africa private higher education institutions have got legitimacy since the 1990s. The private higher education institutions grew from an estimated 30 in 1990 to more than 85 in 1999, and by 2003, there were more than 176 private higher education institutions in nine sub-Saharan countries of Africa (Varghese, 2006). Moreover, according to World Bank (2009) report, the number of private universities and colleges, including for-profit and not-for-profit institutions, mushroomed to an estimated 468 by 2009.

## **2.10. HIGHER EDUCATION CHALLENGES**

Higher education is a large and complex system. Over the last decade, Higher Education around the world is facing a number of challenges. In recent years considerable interest has focused on identifying those challenges. We have found 20 challenges mentioned in the literature, which are summarised below:



### **2.10.1. Curriculum design/alignment**

It has been argued that higher education (HE) Institutions should listen carefully to the changing needs and expectations of the society. The SemTech (Semantic Technologies for learning and teaching) project identified curriculum design / alignment one of the HE challenges from learning and teaching perspective [1]. In [3][4] the authors advice universities should be more responsive when offering new study programme or course. To act globally in a competitive environment, the HE institutions must offer programs to students that will cover their needs and wishes and they can also provide interdisciplinary programs to meet the 21<sup>st</sup> century's higher education demands [2][6]. HE institutions need to reformat and reorganize courses, programs, and structures to increasingly sophisticated and market-knowledgeable students [5]. As students are paying more so their demands have increased in course and quality [7][8] and higher education should respond their demands. However to make mobility feasible, it is essential to assure mutual recognition of degrees and credit points while at the same time allowing for individuality and diversity. So HE Institutions require to redesign or align their curriculum to support today's' students to fit globally [3][4]. To ensure the quality of learning all institutions need to redesign of the curricula. In [9][10][16] also mentioned curriculum design is one of the burning issues in today's higher education. No students will be leg behind through curriculum alignment; all of them can compete equally in this globalization era.

### **2.10.2. Student Employability**

Employability remains high on agenda for HE Institutions in all over the world. People are seeking educational opportunities to survive in the world of work [11]. As the financial burdens on students and graduates grow, they increasingly find gaining a degree as a necessary first step to starting their career hence employability is a major and growing concern [2][4][10]. The new agenda for education, to sell education and to provide for market needs [8]. Higher skills significantly influence life chances and earning potential. Employability has been defined [2][4][7][8][9] as a set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation. Employability is also defined by the learning outcome of a programme with parallel personal development for example work experience and extra-curricular activities. Higher education should take steps to enhance student employability [6][7]. The choice of degree subjects and its relevance to the employment market is affected to some extent and HE institutions should respond to this by involving employers in course validation to ensure that academic standards meet employer requirements [2][3][5][9]. Employers are responsible for offering work placement and practical experience for students and universities should become more flexible in providing employers needs [9]. According to [16] 21<sup>st</sup> century's curriculum should consider student employability seriously and include key skills (team working, communication skills, presentation skills, information technology, critical thinking etc) to promote student employability. Therefore, HE Institutions should take necessary steps to address this issue immediately for the greater interest of students as well as for themselves.

### **2.10.3. Widening participation**

The demands of Higher Education increased for the application of increased knowledge of the labour market. But the problem is access to HE due to social origin, increased student fees, substitutions of loans for grants, diminishing subsidies to student facilities and so on [3][4]. Too many lower income and minority students fail to enrol in higher education [6][9]. According to [6] the federal government's Advisory Committee on Student Financial Assistance indicates that each year nearly 400,000 academically qualified students fail to

pursue a postsecondary education because they cannot afford it. In many countries the current pressure is to extend the number of students in the HE. According to [9][16] in UK the target is at least 50% of the young people should enter to the HE. In UK since 1997 the government has increased funding to support the HE sector in widening participation [3]. Widening access and improving participation in higher education are a crucial part of the mission and form one of the strategic aims of the <sup>1</sup>Higher Education Funding Council for England (HEFCE). Also in [5][6][7][10][13] mentioned accessing higher education becomes one of the key challenges needs to address by HE institutions.

#### **2.10.4. Quality of learning and teaching**

Maintaining quality has the highest priority to any organization and it is mostly appropriate to the HE institutions. HE Institutions should care about the quality of learning and teaching because it is the only way to become recognized globally. The HE institutions will lose their potential customers if they cannot assure high quality standards [4]. To improve the quality of learning and teaching, HE Institutions can enable access to learning and teaching material across institutions [1]. Therefore, students/learners can get more information about their subject area to learn as well as teachers can have also more information to teach broadly in an area [4][5][9]. HE institutions need to take extra care to maintain the quality of learning and teaching to ensure best possible student experience. Maintaining excellence in both teaching and learning is key to universities mentioned in [9]. In USA Fund for the improvement of Postsecondary Education (FIPSE) is introduced to improve students learning [6]. On the other hand as student fees now a high proportion of funding, universities have had to improve the quality of their teaching and also to attract international students they need to provide higher standard of teaching [8][9]. In UK since 1997 the government has increased funding for improving the quality of learning and teaching in HE [3]. In [7][10][13] the authors also define quality of learning and teaching as one of the crucial issues in HE. <sup>1</sup>HEFCE in UK aims to ensure that all higher education (HE) students benefit from a high-quality learning experience that fully meets their needs and the needs of society.

#### **2.10.5. Quality of research**

To be the best in the world wide in research, HE institutions need to strengthen their research capacity [9]. In order to achieve this challenge HE Institutions need to develop multidisciplinary centres bringing together many areas of expertise and building relationships between teams in universities and industries to well establish their research capacity [7][9]. In UK maintaining the quality in research takes seriously and the government has increased funding for improving the quality of research [3]. Also this will require a greater focus on world-class research and greater recognition of the potential benefits of research concentration in the key area [9]. <sup>1</sup>HEFCE in UK aims is to develop and sustain a dynamic and internationally competitive research sector that makes a major contribution to economic prosperity, national wellbeing and the expansion and dissemination of knowledge. In [4][5][10] the writers also indicated maintaining the quality of research as one of the important tasks of the 21<sup>st</sup> century's HE institutions.

#### **2.10.6. Accreditation**

One of the principal means of providing accountability for HE Institutions and programmes is accreditation, the most critical part of quality assurance in higher education [6][9]. It affects institutions' ability to attract students (home, international), research funding bodies or to attract interest from the business and private sectors [16]. According to [21] in USA, federal student aid funds are available to students only if the institutions or program they

are attending is accredited by a recognized accrediting organization. Hence it becomes more important to the HE institutions. In [1][11] accreditation is also specified as one of the major challenges in HE. All accreditors make students' learning outcomes a central component in the accreditation reviews [5][6][9]. Accreditation defined as a strong, meaningful assurance of academic quality in [6][21]. To efficiently accredit HE Institutions and programmes by professional bodies' institutions can make related information accessible to the accreditation bodies. As institutions information scattered across departments so institutions can integrate those information and then make it accessible for efficient accreditation [1].

### **2.10.7. Compete and collaborating globally in research and talent**

There is global competition for talent in top students, researchers & lecturers [3]. Institutions need to compete at a world-class level in teaching & research. HE institutions need to maintain higher standard of research so that they can be recognized internationally and can compete with other HE institutions by means of higher quality and higher standard of research [3][4][9]. Maximising the research capacity HE institutions can make top quality relationships with other higher education system elsewhere in the world [7][9][10]. Moreover, HE Institutions are finding that international & local collaboration with other HE Institutions, industry, communities & government is necessary to exploit the opportunities offered by globalization [3].

#### **2.2.1. Student retention**

Today's' HE Institutions have wide range of students from different regions and countries. HE Institutions are increasingly recognizing that to gain public support and participation and to make higher standard of the institutions, they need to become more focused on student retention [5]. The SemTech project [1] identified student retention is one of the HE challenges. Student retention becomes a concern for HE institutions in some other literature [7][10] as well. HE Institutions need to focus on student retention with more effective student support. HE Institutions require monitoring students' overall progress [1], and on the basis of their information they can take necessary steps for the students from the very beginning. They also need to take into account from the very beginning why students take off from a programme or from any specific modules. They need to focus on this issue to improve retention. <sup>2</sup>JISC is doing to help improve student retention and motivation in the UK Higher Education.

### **2.2.2. Adopting emerging technology**

Today's world is driven by technology for its communications, its economy and increasingly its day to day organization. The rapid development of information technology has made available a plethora of new tools for higher education [5][14]. . New technology offers learning opportunities anywhere to anyone at anytime anywhere [14]. Further the response of HE Institutions to this new technology is uncharacteristically rapid. The lack of investment in technology based learning in higher education may prove to be a significant barrier to the ability of universities to compete in new or changing markets [5][10]. Technologies like internet and its associated technologies can increase the capacity of an educator more quickly, easily and more scalably to help students make connections to content, context, and community—resulting in more powerful learning experience [11]. The accrediting agency for teacher preparation programs in the United States (NCATE) is directly addressing the need for newteachers to be competent in the use of technology in their own teaching; by beefing up its standards for the year 2000 which will be performance-based and will emphasize technology [11]. The need for the flexibility and contextual learning provided by electronic tools is increasing. HE Institutions should meet the challenge of technologies [4][6][9][12][16]. In UK, <sup>2</sup>JISC is working to explore, test and acquire an understanding of a variety of technologies and how they might be used in HE.

### **2.2.3. Assessment**

Assessment is a key process in Higher Education. It provides how learners are assessed shapes their understanding of the curriculum and determines their ability to progress. At the same time, assessment and feedback form a significant part of practitioners' workloads and, with increased numbers, reduced budgets and higher learner expectations, continue to be a matter of concern for many institutions delivering higher education [1][23]. According to [19] institutions should have effective mechanisms to deal with breaches of assessment regulations, and the resolution of appear against assessment decisions. <sup>2</sup>JISC in UK has been working in technology-enhanced assessment for over a decade, promoting work on the technical and interoperability issues associated with on-screen testing, and the broader technical, pedagogical and institutional considerations for the effective use of a wide range of technologies to support assessment and feedback.

### **2.2.4. Addressing of plagiarism**

Concern has recently increased in Higher Education system that the incidences of plagiarism (the passing of someone else's work as though it was one's work) may be rapidly increasing. Before 1990's example of plagiarism appeared to be comparatively rare but the recent massification of higher education observable as a world-wide phenomenon, has raised concerns in the academic community that plagiarism may now be a serious and endemic problem [17]. Addressing of plagiarism is considered as the vital issues in Higher Education [1]. It is our belief that inaction in tackling the growing worries about and possible instances of plagiarism and collusion will threaten the integrity and reliability of higher education awards in the UK [18]. In the UK, plagiarism is now considered sufficiently serious for academics to consult. <sup>3</sup>Joint Information Systems Committee Plagiarism

Advisory Service (JISCPAS) established by JISC, promotes good practice in this area and provides guidance in all aspects of plagiarism prevention.

### **2.2.5. New generation of staff**

The best-organized institution is worth nothing if it does not have a qualified teaching staff; unqualified staff means poor teaching and unimaginative research [4][10]. As per [16] to teach the curriculum including employability skills successfully universities need to develop the new capacities among their traditional teaching staff and new approaches to their teaching. HE institutions will need to develop faculty and staff dedicated to engaging a diversity of learners with more complex learning needs. HE Institutions can offer different types of training for their staff so that they can be up to date with current HE environment and can develop themselves where necessary [5][8]. New generation of staff should consider the education is a continuing process. Hence they always need to develop for being up to date with the current changing HE environment. The NCATE in the United States is directly addressing the need for new teachers to be competent in the use of technology in their own teaching; by beefing up its standards for the year 2000 which will be performance-based and will emphasize technology. The U.S. Department of Education is addressing the funding need by providing \$75 million with its new program, "Preparing Tomorrow's Teachers to Use Technology." [11]. JISC also helps in developing staff in UK Higher Education providing resources to universities and their staff.

### **2.2.6. Tenure**

The rapidly changing world, the speed of knowledge creation, and economic pressures are causing HE institutions to place greater emphasis on flexibility. Hence tenure becomes another crucial and difficult issue in HE institutions [4][11]. HE Institutions must concentrate to effectively manage this issue for their greater interests. For example they can replace resources at the expense of others while there is a need. Another example, some senior faculties who seemed as no longer productive can be replaced hiring new faculties in an emerging area. However, at the same time, measures should be taken to offer alternative solutions for those losing tenure, like offering alternative occupation within or outside the institution or introducing a flexible age-of-retirement scheme. Also limitation to tenure should be handled carefully to prevent discouraging young researchers from investing the necessary time in research to pursue an academic career [4].

### **2.2.7. Funding**

HE institutions are in serious financial crisis. Moreover, increased student fees, substitutions of loans for grants, diminishing subsidies to student facilities and so on form a financial barrier to perspective students [4][9]. The authors reported in [8] that 20 years ago public funding paid for virtually 100% of costs of the sector but today it is very far from being the case, for example in Australia is now heading 30% of the university funding from the public purse. Too many lower income and minority students fail to enrol in higher education. According to [6] the federal government's Advisory Committee on Student Financial Assistance indicates that each year nearly 400,000 academically qualified students fail to pursue a postsecondary education because they cannot afford it. On the other hand, HE institutions' expenses have increased a lot than before. They have to maintain themselves with the limited budget. Hence, this becomes one of the major challenges in Higher Education now a days. According to [7] the funding bodies provide less than 40 per cent of the income of most institutions.

### **2.3. Critical thinking and argumentation**

Critical thinking has been recognised as an important aim of HE institutions in the recent years [1][16]. Critical thinking employs not only logic but broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, depth, breadth, significance and so on. The process of critical thinking involves the careful acquisition and interpretation of information and use of it to reach a well-justified conclusion. Critical thinking is important, because it enables one to analyze, evaluate, explain, and restructure thinking. The various skills that are collectively termed 'critical thinking' are regarded as an important component of the so-called 'transferable skills' accrued during higher education [15]. To build students perfectly for this competitive and demanding world HE institutions should give more emphasis on supporting their students in critical thinking and argumentation.

### **2.4. Construction of personal and group knowledge**

In this globalization environment where the speed of knowledge creation is very high and demanding, HE institutions also realizing the importance of more personal and group knowledge creation [16]. Institutions can focus on improving the quality of learning and teaching by more efficient personalised knowledge construction allowing access to the knowledge capitals of HE institutions, as well as more efficient contextualised group knowledge construction [1][4][5]. Hence it becomes one of the aims of today's HE institutions.

### **2.5. Contribution to economy**

Institutions are seriously challenged to secure or even increase their revenues [4][10]. Universities are the most important mechanism we have for generating and preserving, disseminating and transforming knowledge into wider social and economic benefits [3][9]. It is vital that universities use their knowledge capital to contribute to economic growth, both through the commercial application of the knowledge they generate and through preparing people for the world of modern work [9]. Building new partnerships with business and industry will provide an important channel for generating the financial resources [3][5][7]. Also according to [9] HE Institutions need to give priority to the programmes that meet the need for high level skills, especially for key sectors including those identified in the new Industries. Also HE Institutions can find out new area of research to attract funding bodies. In this way they can contribute to the economy of a nation.

### **2.6. Higher education governance and management**

Higher education institutions' governing bodies are responsible for ensuring the effective management of the institution and for planning its future development [3][9]. They are ultimately responsible for all the affairs of the institutions. Generally, they are responsible for approving institutional mission and the strategic plan, financial solvency, resourcing policy, employment and Human Resource (HR) policy and strategy, estates policy, senior appointments and remuneration, audit, legal compliance, determining educational character and mission and so on. They are facing challenges to effectively manage the institutions hence become one of the crucial challenges in HE [4][6]. To cope with this challenge, institutions need better leadership who will be able to provide academic freedom and will be able to make collective decision with the new requirements that is the necessity to make and implement important and often unpopular decisions in a timely manner [4][5]. In UK, HEFCE aim is to work in partnership with the HE sector to ensure that the HE system is run in the most effective and efficient way to secure its own long-term sustainability and to

maintain its world class reputation for excellence. <sup>1</sup>HEFCE have invested in improving leadership, governance and management in the Higher Education (HE) sector through the Leadership, Governance and Management (LGM) Fund.

## **2.7. THE STATE OF UNIVERSITY EDUCATION AND INFRASTRUCTURE IN SOMALILAND**

Commoditizing education as poverty levels increase, Somaliland is one of the countries in the Horn of Africa where the education sector is famous for increased numbers of primary schools, secondary schools and universities. National standards of who to recruit and criteria for recruitment are non-existent or ignored. Large numbers are admitted without considering their quality simply to harvest more revenue. It is now 25 years since the country broke away from the dictatorial regime of SiyadBarre after a civil war in 1991 that left the education sector destroyed beyond the deterioration of physical infrastructure as it is estimated that more than 80% of the elite left the country as the conflict began (Lindley, 2008 in Heritage Institute, 2013). This may be long enough for a country to have established an education system that works even though the (National Development Plan- 2012-2016, 2011) disclosed "the ministry of education is incapable of meeting the ringing demand for education." This is why there are many cases of under sourcing, increased competition amongst providers that largely value quantity than quality in higher education institutions.

In a one or two kilometer radius of any of the universities studied, there has been establishment of more than five universities and all of them are yearning for greater numbers of students just to earn and save more money. To these education providers, investing in quality is still an unrealizable dream. Building a trusted education sector is taking so long in Somaliland. Unlike other post-conflict countries such as Rwanda, Zambia and South Sudan which have introduced resilient education strategies, the experience of Somaliland's higher education instability might correlate with absence of an education framework or inconsistency to manage the quality standards in the ever increasing number of universities ... and thus, a direct impact on the quality of education across Somaliland and Somalia (Heritage Institute, 2013).

The Somaliland leaders could be focusing on international recognition, peace and reconciliation as the first priority rather than institutionalizing systems and structures and consolidating the rebellion. The Rwandan Minister of Education acknowledges higher education as fundamental and indispensable good. In her words, "the successful implementation of all our development policies are dependent on higher education playing its key roles as capital development and providing research and innovation to support the transformation process" (Gahakwa, 2008). For Somaliland's case, international recognition is important but this could be viewed as a product of institutionalizing holistic national systems beginning with higher education framework. The University specialized teacher training colleges that train teachers in the other countries could be introduced here and an education framework put in place to drive quality teaching, high quality teachers and student achievement.

## **2.8. ISSUES OF ACCOUNTABILITY IN SOMALILAND HIGHER EDUCATION**

Most Somaliland Universities depend largely on funding, management and maintenance of local, international, faith based as well as Diaspora organizations (Heritage Institute, 2013; Somaliland's Education Sector Strategic Plan 2012-2016). But some of them depend largely on tuition fees paid by students for the difficult responsibility of running universities. Therefore, government authorities are limited from monitoring and controlling the structural operations throughout the Higher Education System Institutions in the country. At times quality standards may not be met because some people believe that some universities have a plenty of money to educate students while problems with student achievement, they believe are a result of inefficiency by school leaders or lack of motivation on the part of teachers (who are underpaid for many months) and students (a discussion on the Impact of money on students, 2004 in



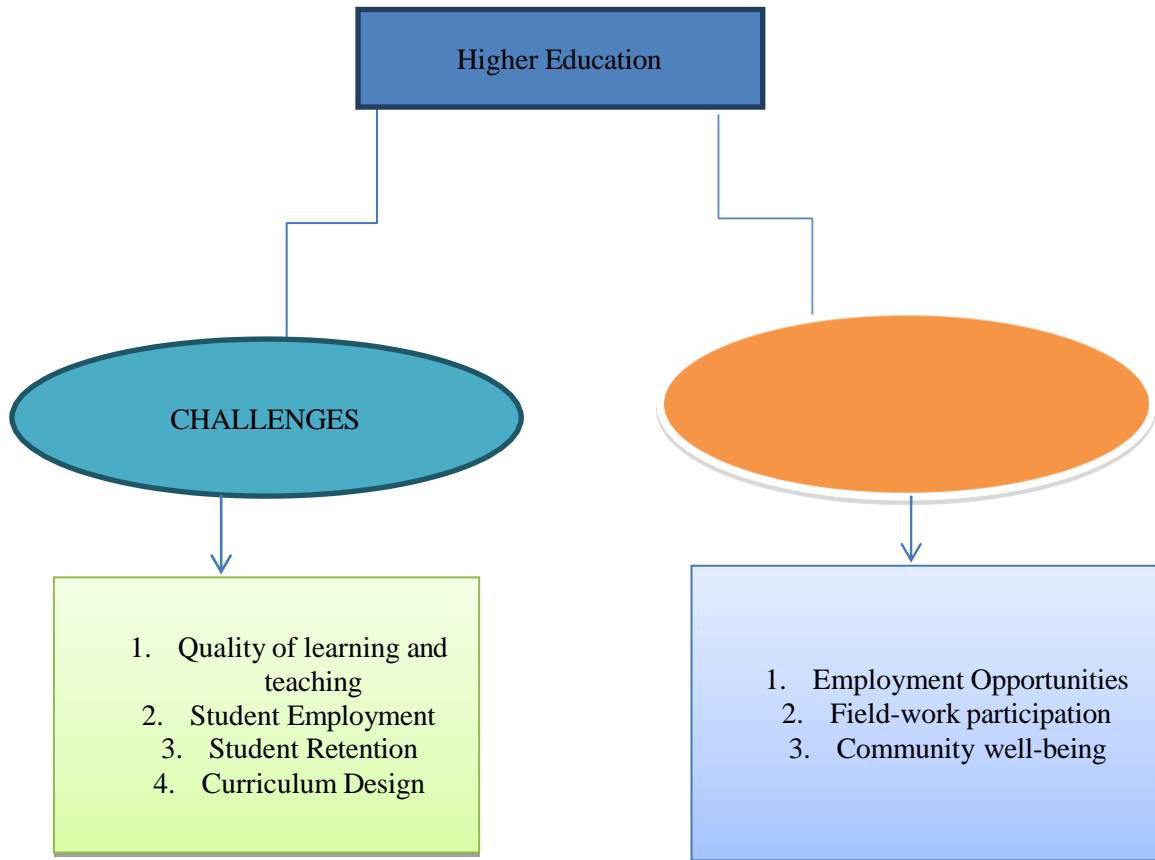
Malhoit, 2005). However, sometimes some institutions may be poor or collect less school fees. The latter does not do everything but it may do some of the things on quality education and for that matter, this does not exclude education institutions and departments of government in charge of conducting supervision, monitoring, coordinating evaluation roles in education as well as other social services to due affliction of situations where;

Somaliland generally has no heavy revenue, heavy tax collection and no heavy economic investment which makes it difficult to reconstruct education and specifically, higher education. Government has not yet attracted big players in the global economy but still depending on small and local few players with less production and less consumption which limits government income (an interview with Prof. Ssimbwa, 2016).

There is need for government to widen economic opportunities and people negotiation power necessary for education transparency and accountability at all levels.

Sometimes, little money may be available but there may be no accountability on what and how it is spent. It is not only University managers that may not share accountability of the funds paid by students as tuition fees or got from local and international agencies but the latter may also be reluctant to share their accountability to their immediate stakeholders. Some of the participants in the study revealed Somaliland government requested local and international agencies operating in the country to share their budgets on the activities they do but they refused to do so. This was also backed by (Pelton, 2011) when he disclosed online that; "Many of the Somali NGOs do not publish their finances and the ability to determine their effectiveness requires an inordinate application of effort in remote and often hostile places. They do not also want to reveal the activities they do in the country." It gives an impression that these organizations seriously demand accountability from beneficiaries of the donor funding but find it difficult for them to deliver accountability to the stakeholders. Therefore absence of transparency in some institutions of higher learning and NGOs is not only bottom-up but also top-down disease in the in the management of structures and systems of education progress. In order to build institutional trust and quality service, managers and staff coordinating moneys should employ Shaman"s "three-sided paradigm of; openness, accountability and inclusion" (2016). None of these sides should miss in the management of people and resources.

## 2.9. CONCEPTUAL FRAMEWORK



## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

This chapter presents several vital elements of research methodology such as design; study population; sample size; sampling method; data collection method; data analysis method and validity and reliability

### **3.1. Research Design**

This study follows a descriptive research design. It is cross-sectional and both qualitative and quantitative in nature. In analytical research, the researcher has to use facts or information already available, and analyze them to make a critical evaluation of the material the function of research design is to provide for the collection of relevant information with minimal expenditure of effort, time and money (Catherin, .R, & Ranji, 2002).

### **3.2. Data Sources**

#### **3.2.1. Primary Data**

The primary data collected data using the questionnaires and the interviews that gathered from Student universities and head department manager, and lecturers

#### **3.2.2. Secondary Data**

Is data based on original findings of past researchers relating to the challenges and opportunities in higher education in Somaliland. One of the main ideas of this adherent is how data collected from different websites, Libraries, Journals and articles that show the effects of the main idea of the research.

### **3.3. Research Approach**

The research will be both qualitative and quantitative data. The qualitative data will be obtained using for structured questions or different persons organizations and quantitative data will be obtained using for other extra in formations and the research will not too more or too short. The study also used Survey design; this was used to collect data from a large sample of respondents. This study also followed a descriptive research design, whereby qualitative and quantitative research approaches were used to gain insight to variables it was descriptive in that it described the characteristics of respondents. And qualitative method used Interviews and detailed insights that require from owners and students of higher education, as to investigate challenges and opportunities of higher education system.

### **3.4. Sample Design**

The sample design determines the proposed target population, sample size and sampling techniques.

#### **3.4.1. Target population**

Population is a set of people, services, elements, events, group of household that are being investigated (Ngechu, 2004). Target population is 200, However, the researchers selected number of organizations such as University of Burao, Abaarso Tech University, Togdher University, New generation university and Golis University in Burao.

### 3.4.2. Sample Size

Sampling size is the process of selecting members of a population to be included in a sampling. (Paul, 1997) sampling also is the process of choosing elements from a population in such way, that the sample elements will select represent whole population. According to the slovan's formula:

$$n = \frac{N}{1 + N(e)^2}$$

N=population

n= sample size

e= marginal error

$$n = \frac{N}{1 + N(e)^2} = \frac{200}{1 + 200(0.05)^2} = \frac{200}{1 + 0.5} = \frac{200}{1.5} = 133$$

**Sample Size= 133**

### 3.4.3. Sampling Techniques

In quantitative researches, it is believed that if the sample is carefully obtained, it is then possible to generalize the results to the whole population as suggested by (Amin 2005). In other words, the key benefit of probability sampling methods is that they guarantee that the sample chosen is representative of the population. The researcher will use simple random sampling techniques where for each student, the speaker will be contacting first and lists of students graduated for the last 5 years and junior graduates. The researcher will be based on subjective methods such as personal experience, convenience; expert judgment and so on to select the elements in the sample as a result, the probability of any element of the population being chosen is not known (Saunders et al., 2009). It is the most appropriate sampling design to be used when time and cost is limited and the target sample is large

### 3.5. Data Collection Instrument

This study will follow two data collection instruments which were questionnaire and interview. Both made in English version and translated into Somali version orally by the researcher in order to collect information. Questionnaire distributed to those who can read & write English language where as those who cannot read & write interviewed by the researcher. In interview every response received from the respondents write in words.

### 3.6. VALIDITY

The validity of this research is calculated by sending a questionnaire to the different respondents of both students and university department heads. The required results to conclude the research are found through the questionnaires which results response of the organization respondents. Hence, the research is as said to be valid. If the research is said to be then it means that what was intended to be measured has been measured accurately.

### **3.5.2. RELIABILITY**

The reliability of the research is approved pre-test questionnaire. The researcher found the research to be reliable because the results found were as expected and more than 50 percent of the respondents of the organizations responded to the survey. Hence the research is said to be reliable.

### **3.7. Data analysis And Interpretation**

Before processing the responses, the completed questionnaires were edited for completeness and consistency. The data was then be coded to enable the responses to be grouped into various categories. Descriptive statistics were used to summarize the data which included use of percentages and frequencies. The quantitative data which was analyzed using the Statistical Packages for Social Sciences (SPSS) version 21, and the result were presented using tables and charts.

### **3.8. Ethical Consideration**

Ethical issues are being considered before collecting the information. The researcher did not provide a space for respondents/organizations to provide their names or any sort of identification, which provide a more relaxing environment for them to give responses without restraint. The purpose of the study and they expect outcome of the interview explained by the researcher to the respondents before giving them the questionnaires. Students, lecturers and Faculty Deans from each organization , randomly select, were provide with the questionnaire and given 30 minutes to complete it.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1 Introduction**

The purpose of the study was to establish the challenges and opportunities in higher education in burao Somaliland. To achieve this objective the study was informed by objectives, for easy of presentation of data these objectives were

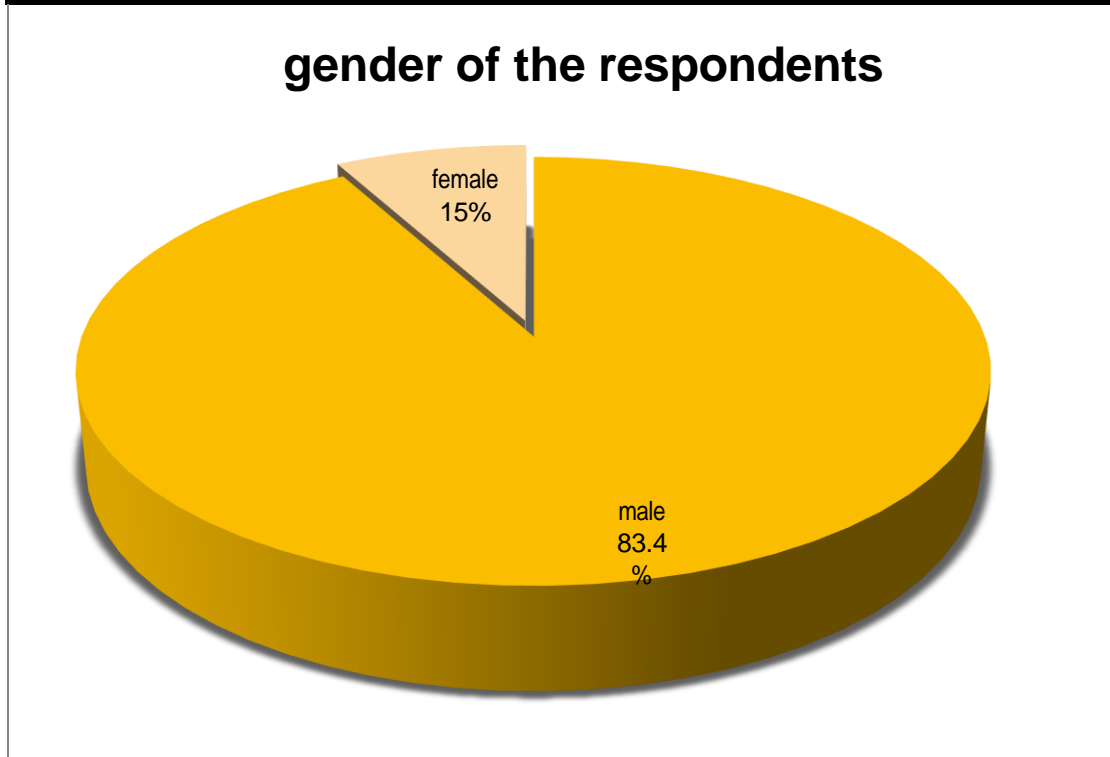
- i. determining the demographic Characteristics of the respondents in terms of: ages, gender, educational, qualification and experience
- ii. To investigate the challenges and opportunities in higher education system in Burao, Somaliland through selected institutions.
- iii. Determining level of small and medium businesses access funds of financial institutions and constraints face in the process of accessing and settling loan. Through interviews in selected businesses in Burao Somaliland.

**Determining the demographic Characteristics of the respondents in terms of: ages, gender, educational, qualification and experience**

*Table 4.1*

**Gender of the respondents**

	Frequency	Percent	Cumulative Percent
Male	111	83.4	83.4
Valid female	20	15.0	15.0
Total	133	100.0	100%

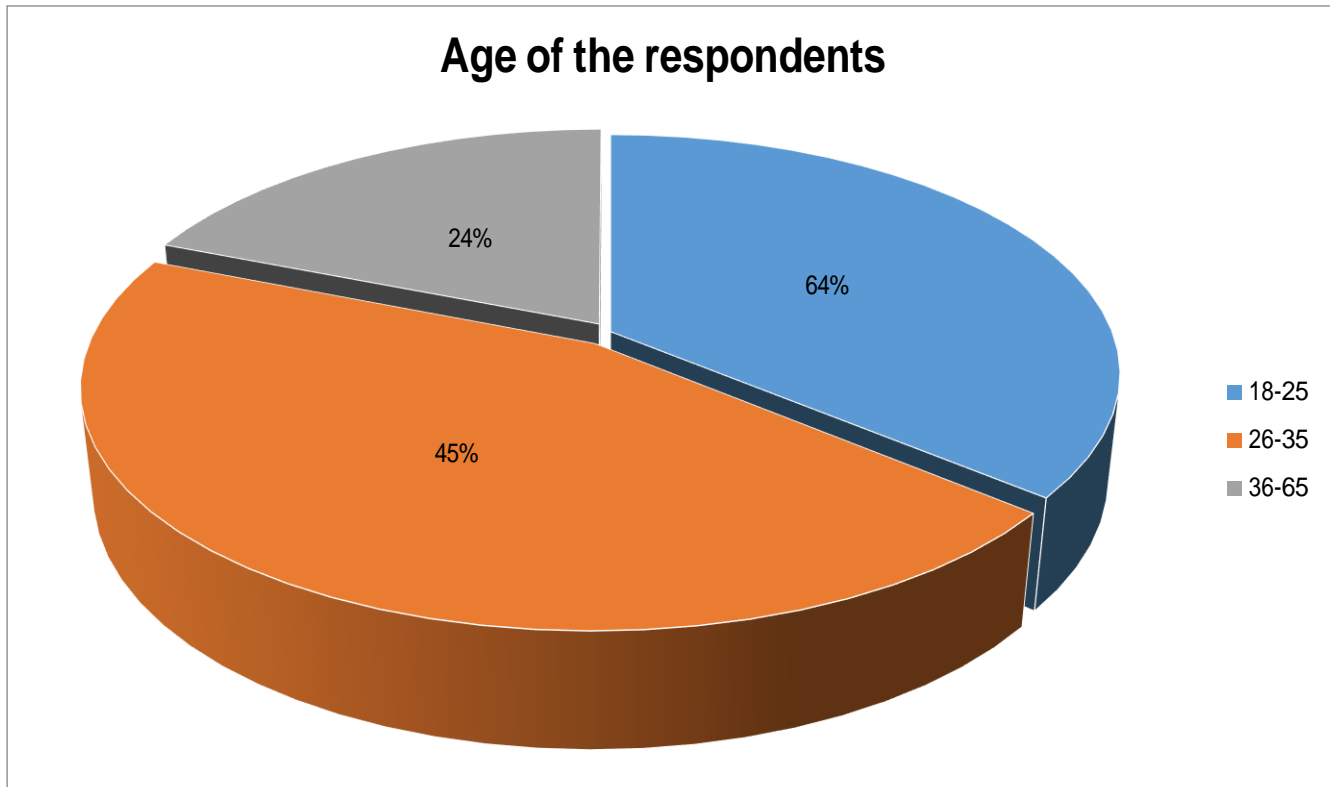


The above table shows the gender distribution of the Respondents. From the table, Out of this number 92 were males, representing 83.4% of the Respondents, while 8 of them were females, representing 15% of the total Respondents.

**Table 4.2**

**Age of the respondents**

	Frequency	Percent	Cumulative Percent
Valid 18-25	64	48.12	48.12
Valid 26-35	45	33.8	33.8
Valid 36-65	24	18.0	18.0
Total	133	100.0	



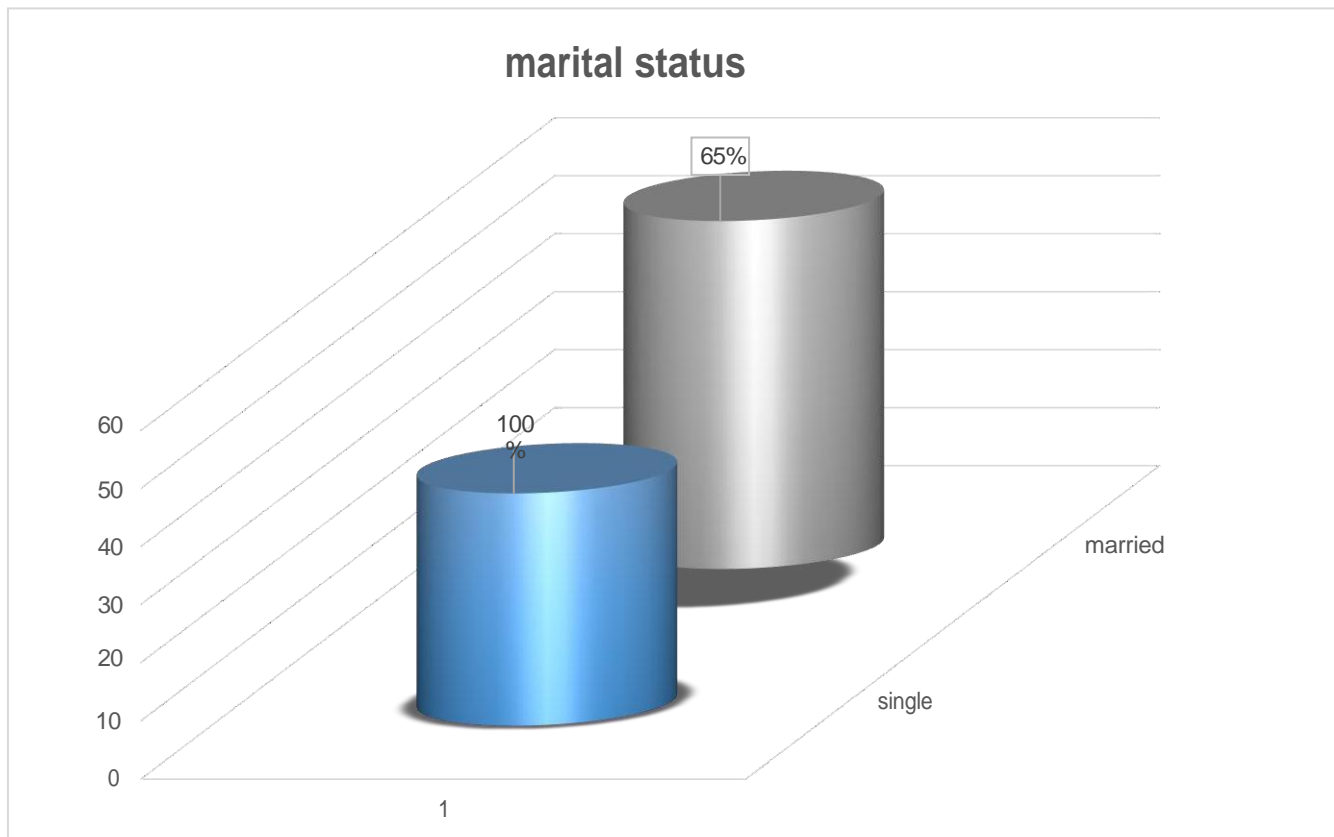
**Table 4.2** presents the age distribution of the respondents. Those 18-25 years representing are 19 representing 48%, those between 26 - 36 are 45 representing 45%, while Those between 36-46 years are 36 represented 24%, This implies that majority of respondents are between 18-25 years, which are university student graduate.



Table 4. 3 Marital Status

**Marital status**

	Frequency	Percent	Cumulative Percent
Single	100	75.0	75
Valid Married	33	24.0	24
Total	133	100.0	100%

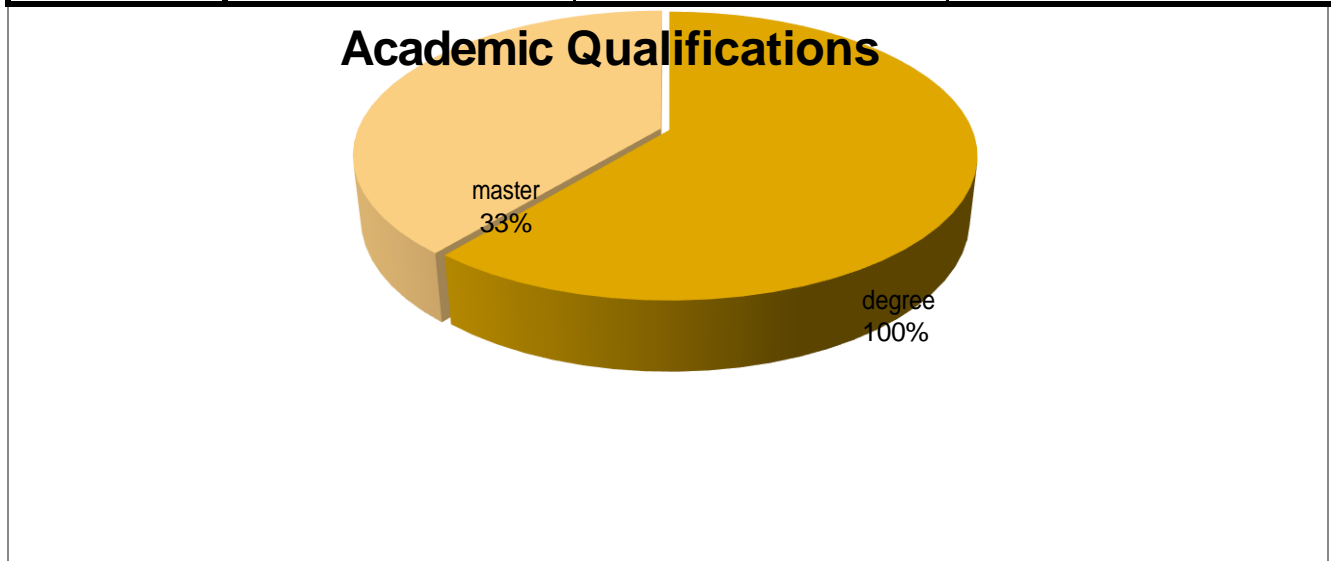


Marital status show that 100(75%) of the respondents were single and 33(24%) were married. the majority of respondents 75% percent were single.

**Table 4.4: Academic Qualifications**

**Academic qualifications**

	Frequency	Percent	Cumulative Percent
degree	100	75.0	75.0
Valid master	33	24.0	100.0
Total	133	100.0	

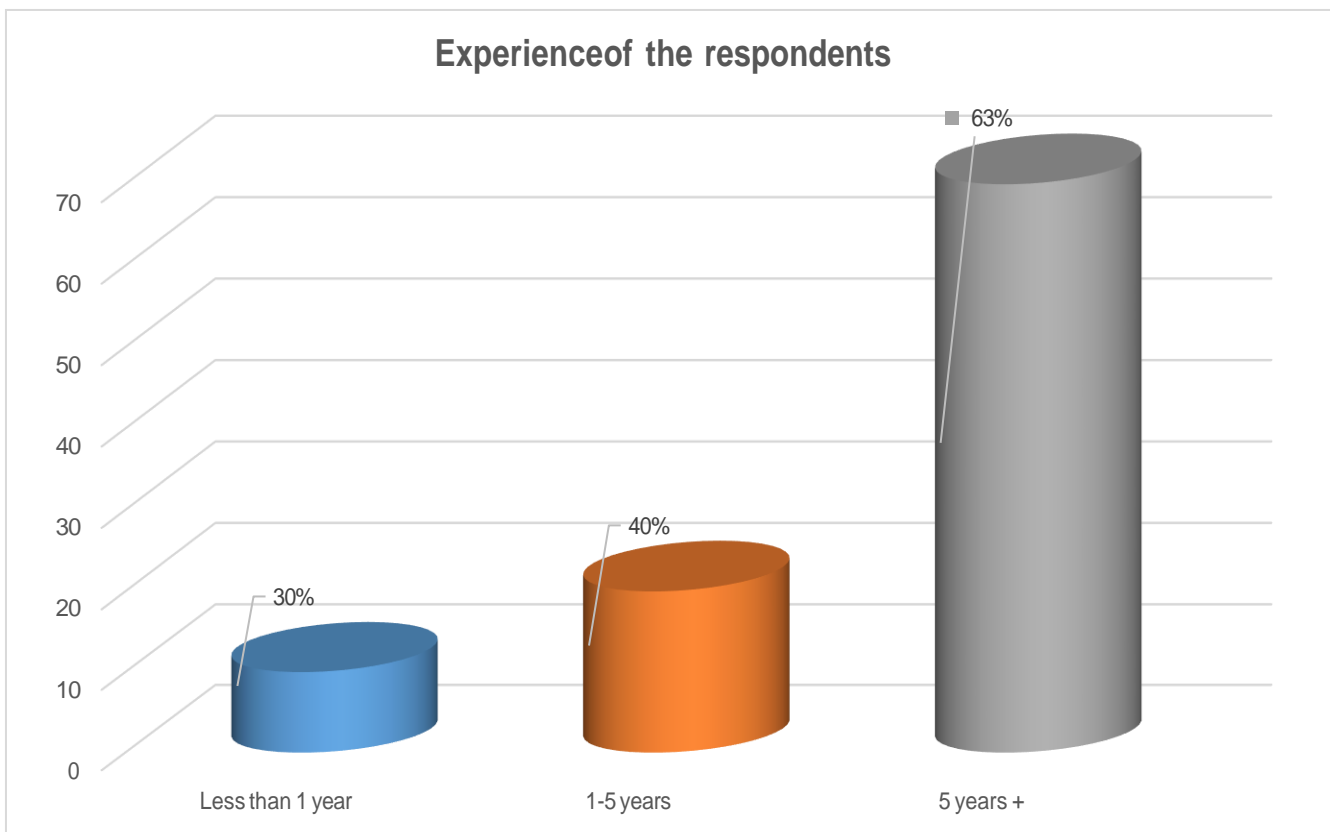


The above graph refers to those level academic qualifications: Out of total respondents. 75% Respondents are master. While 24% respondents are degree, the majority of respondents 65% were degree.

**Table 4.5**

**Experience of the respondents**

	Frequency	Percent	Cumulative Percent
Valid Less than 1 year	63	47.3	47.0
1-5 years	40	30.0	30.0
5 years +	30	22.0	22.3
Total	133	100.0	



Most of the respondents in this study have been in less than 1 year, they make up 47% of the sample, 1-5 years of respondents make up 40% and those with less than 1 year of respondents constitute 30% of the sample size.

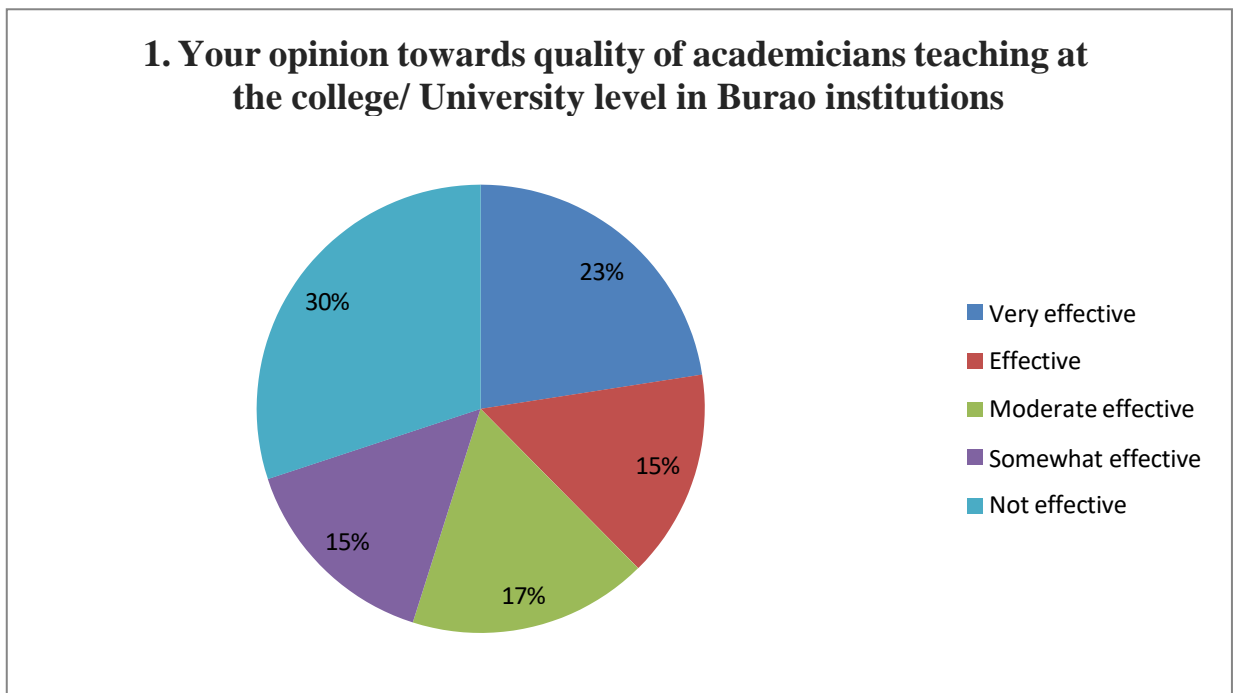
To investigate the challenges and opportunities in higher education system in Burao, Somaliland,

Table 4.6

QUESTION 1

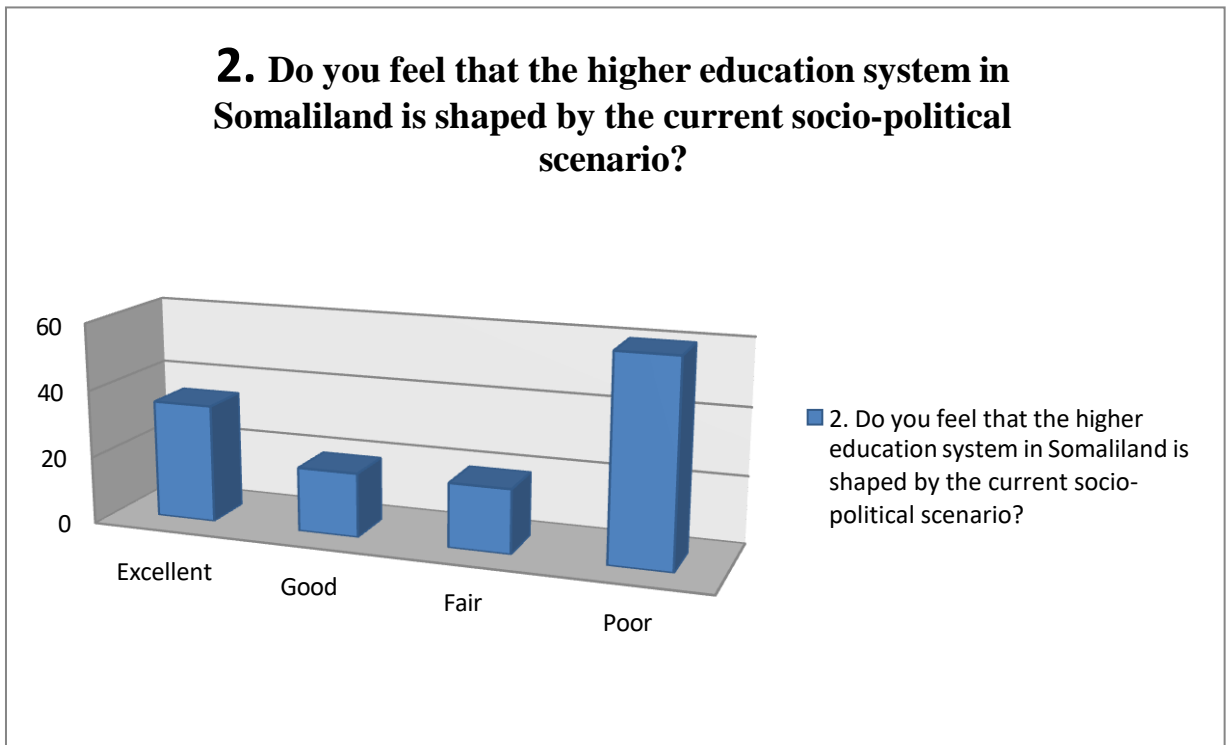
1. Your opinion towards quality of academicians teaching at the college/ University level in Burao institutions

	Frequency	Percent	Cumulative Percent
Very effective	30	22	22.0
Effective	20	15	15.0
Moderate effective	23	17	17.0
Somewhat effective	20	15	15.0
Not effective	40	30	30.0
Valid Total	133	100.0	



The above Table answers the question concerns about quality of academicians teachings at university levels, the majority of the respondents 40 (30%) responded that teaching academicians are not effective; 20(15%) are Effective, while 23%, 15% and 17% responded respectively very effective, Somewhat effective and moderate effective. As the majority of Pie charts shows, the majority of the students have negative perceptions about the teachings at university levels, the coming questions tries to understand the phenomena behind the poor teaching academics.

*Table 4.7*



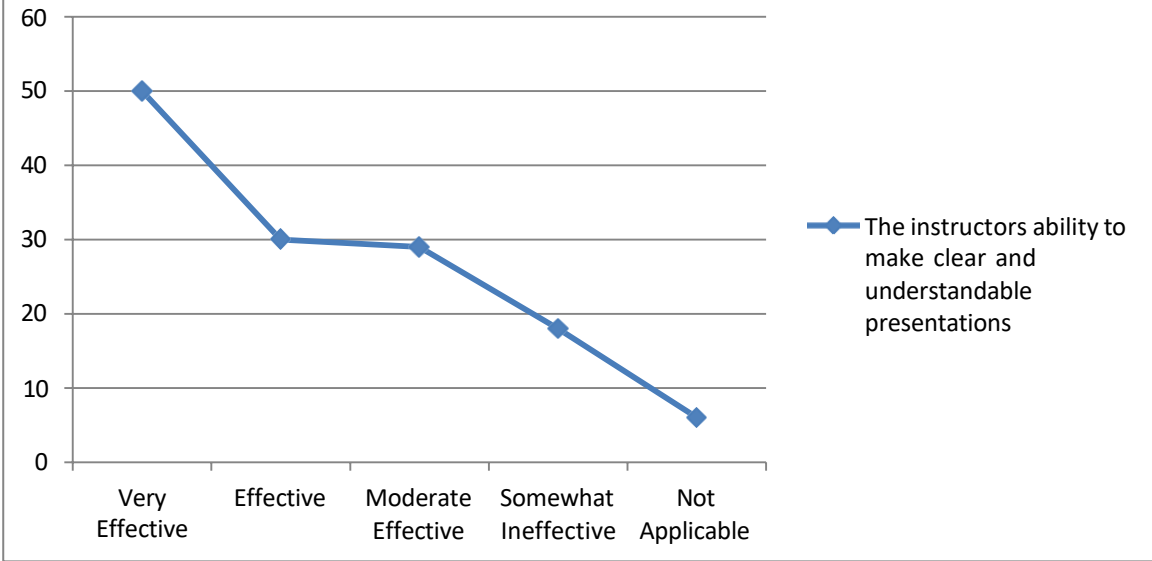
As presented in **Table 4.7**, The majority of respondent 60 percent answered poor for the higher education system is poorly shaped by current socio-political scenario; 20 percent answered fairly, 35 percent answered good and agreed the higher system is shaped by current socio-political scenario while the remaining 40 percent answered excellent. Thus, the majority of respondents perceived the existence of higher education system in Somaliland is not practically shaped by current socio-political scenario.

Table 4.8



I questioned the participants to individually from different universities, and I then grouped the response by those with similar ideas. The above Charts indicate institutions contributions towards knowledge, skills and personal development, by the majority responded 55% Very little. While the remaining say some (40%); Quite a bit (15%), and 19% very much. This means that respondents don't get knowledge related to the job areas. The reason behind this is regarded as the lack of enough find to give the students all the required job skills, because all the institutions except Burao University are private sector ( Personally owned),

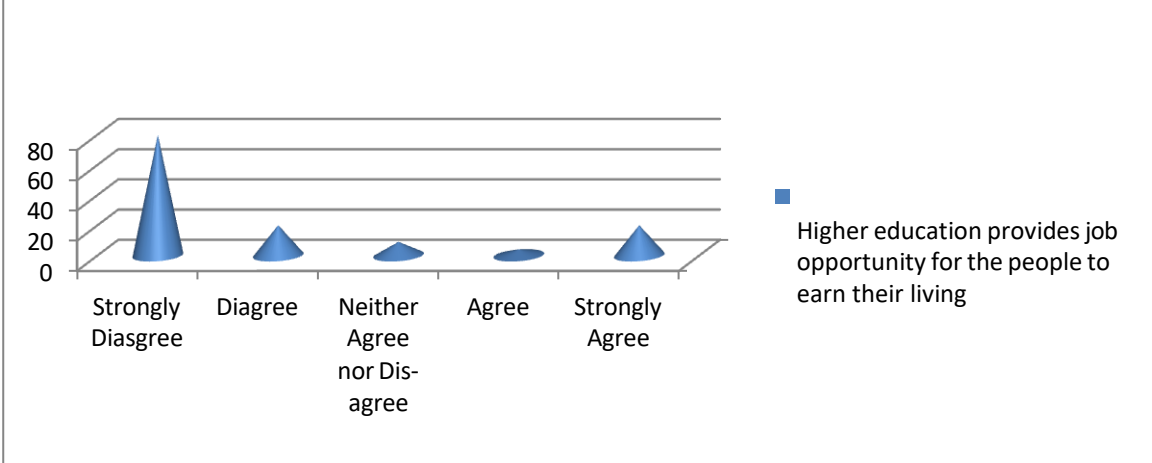
#### 4. The instructors ability to make clear and understandable presentations



As **Table 4.9** shows the question concern about how is clear the instructor’s ability to make clear and understandable ways of their presentations, responded by the majorities Very effective 50%, while the remaining are 30% ( Effective), 29% ( Moderate Effective), 20% Somewhat ineffective and 5% Not applicable. According to many field participants, many of the recruiters recruit mostly their friends or relatives no matter whether they are skilled or not. Surprisingly, the recruits of this kind largely agree that they can teach and they start on the job immediately, even without any knowledge of designing a course outline. This emphasizes the idea that the fate of Somali education is partly a product of their own-making.

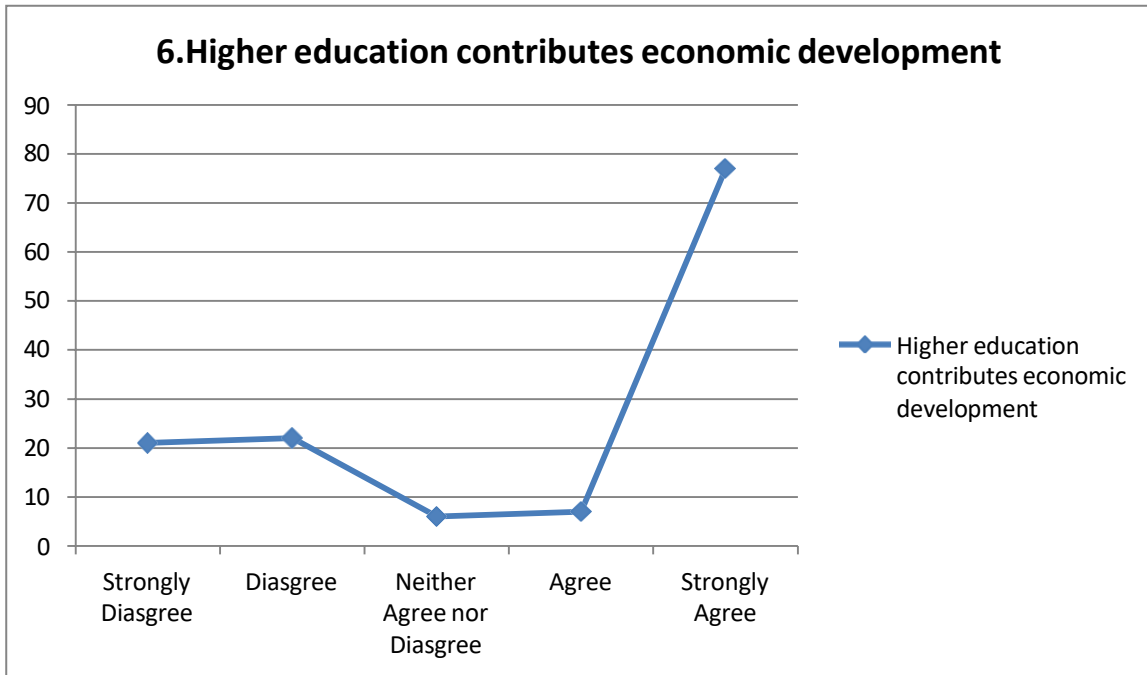
Table 5.0

#### 5. Higher education provides job opportunity for the people to earn their living



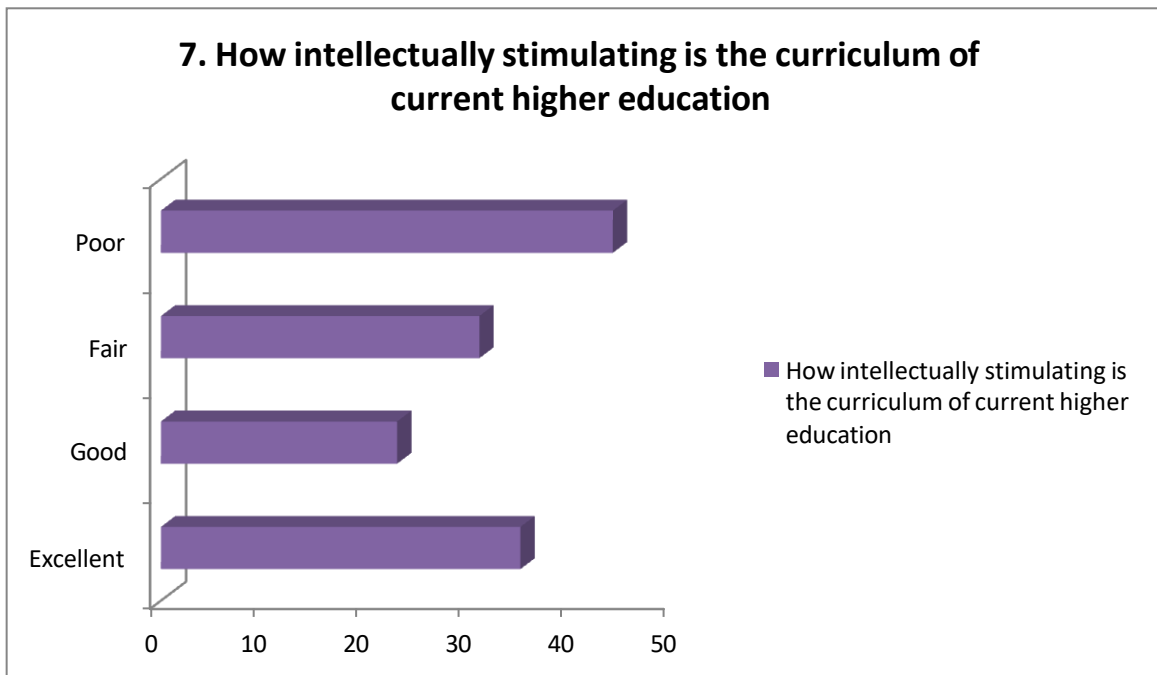
The **Table 5.0** indicated that higher education system provides job opportunities for the people to earn their living. Most participants says they are Strongly Disagree for the education to provide the people for their earn living, which means that educations system is not fit the societies socio-economic scenario. Disagree (20%), neither agree nor disagree ( 10%); while the remaining are Agree (5%) and Strongly Agree (25%) respectively.

**Table 5.1.**



As the above **Table 5.1** shows that majority of participants responded that higher education contributes economic development Strongly agree due to number of junior graduates who then create their own business, and government gets tax revenues from these businesses, that's why higher education contributes economic development in the country. 20%, 21%, 5% and 5% are Disagree, neither agree nor disagree, and agree respectively.

**Table 5.2.**



The above, **Table 5.2.** The question concerning how intellectually stimulating students' curriculum is, responded poorly by the majority of participants, equivalent to 60% of the data.

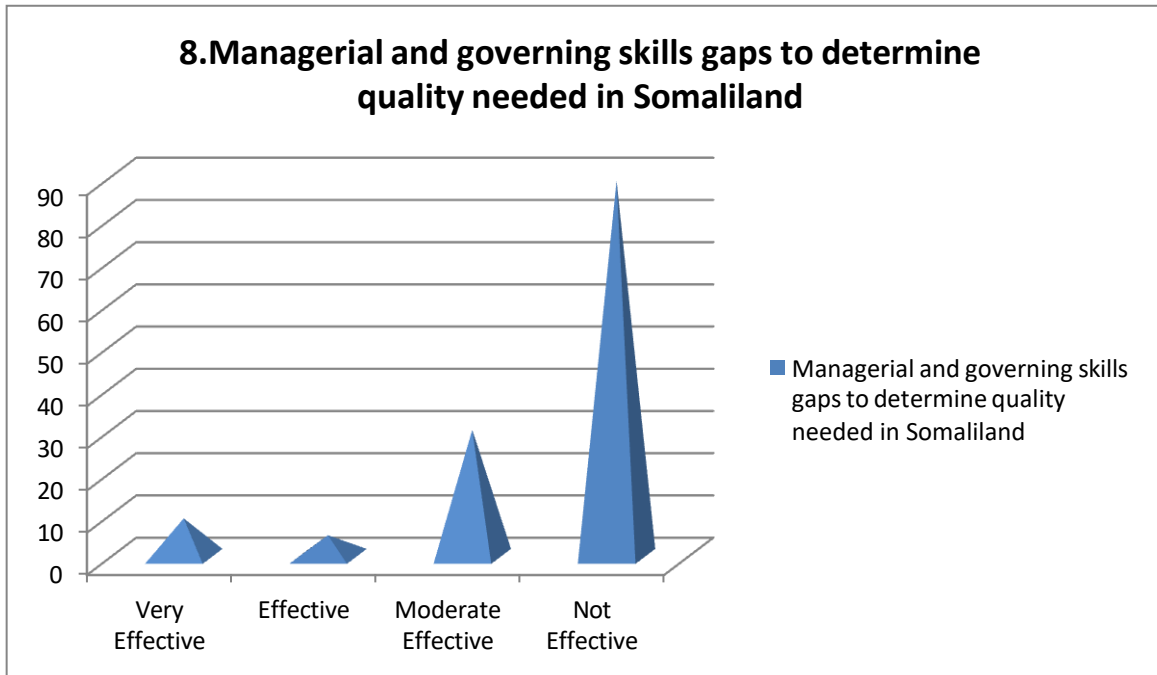
This indicates that participants consider the curriculum to be quite low in intellectual stimulation, 40%, 25%, and 30% are excellent, good, and fair respectively.

Hence, it's important to focus deeply to re-shape the curriculum to enhance the student's capacity of critical thinking to produce fruitful and innovative ideas in order to promote the society's level of intuition.

What will be the product if the educated teenagers can't think, what else will be the one uneducated?



**Table 5.3.**



The above Table 5.3 indicated that majority of participants says managerial and governing skills to the government to determine the quality needed in Somaliland completely 95% not applicable. While the remaining respectively are 30% not effective, 10% effective and 15% says very effective.

Therefore, the government is responsible for providing quality public education in the country. Ministry of Education mandate is to deliver a relevant and quality education and training for all Somaliland regions. They have limited control over education services in many areas, and have no harmonized curriculum, teacher training and limited supported teaching force. This means that there are a wide variety of factors such as civil society and private institutions offering education, which is sometimes outside of the jurisdiction and control of the government.

## **INTERVIEW QUESTIONS ABOUT HIGHER EDUCATION SYSTEM BY UNIVERSITY LECTURERS**

### **1. What are the main factors that contribute the students to face lack of basic skills to enter labor market**

. In My opinion there are various factors that contribute the students to not get enough basic skills to enter labor market. We divide the problem in to three categories.

#### **1. Curriculum Design**

The university curriculum design is the major concern disaster that causes the student such problems. Higher education curriculum does not represent the true realities that exist in the market or are far from reality. University curriculum is always informal, which depends on the dean's preference or the president's point of view. For example, students who graduate from the faculty of Accounting and Finance, usually don't get the crucial major courses, and a number of courses not related to the field is plenty of which are more approaches to Human resources or Management. Other side, higher education concentrates its focus on theories rather than practical and most importantly application software. Mostly, University leaders are individuals who have no basic technical skills or the ability to think intellectually in order to adapt the global and environmental changes. As we know, the world is now more digitized and high level of information Technology, which can lead the near future to use IT more than 70%.

#### **2. Teaching Quality**

The other issue that might exacerbate the situation is teaching recruitment policy and their professionalism. University recruitment lecturer is more biased and is based on mutual benefit that may result conflict of interest. Fresh graduate, secondary teachers are the most lectures in higher education; particularly secondary teachers are the most favorable teachers in higher education due to their poor teaching strategies.

Energetic, professional and intellectual lectures can't adapt this environment, for instance, these lectures sent the student almost any necessary assignments, and learn all the basic concepts concerned their present course. Bulk materials, deep explanation are attributes of professional lectures. Finally, such problem enhance the arise of painful gap between the parties.

## CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

The development of education in Somaliland went through several stages from pre-colonial traditional education through to colonial and post-colonial Western education. In the postcolonial periods, different education policies and education strategic plans were designed and major educational policy changes and reforms were made. Although the quality of any education system requires the development of effective education policies, strategies, and education sector plans, its practical implementation is a serious challenge due to various factors. To that end, the education policies and education sector plans of Somaliland that were drafted at different times were not successfully implemented. Besides, until recently, there are no unified national curriculum standards and national language policies. The poor education policies and sector education plans' enactment were attributed to: a lack of qualified professionals at all levels, deployment of unqualified, under qualified and poor quality teachers and university leaders, low budget, poor infrastructure, minimal resources, and teaching and learning materials, and lack of conducive working environments (Ministry of education and higher Education (MoEHE) , 2012; Ministry of Education & Higher Studies (MoEHS), 2015; Ministry of Education and Higher Studies (MoEHS), 2017a&b; Ministry of Education and Science (MoES), 2018, 2019).

On the other hand, despite the education policies focused to enhance access, equity, quality, and relevance of education and as a result, progress is observed in terms of access to education every year, still, student enrolment (GER and NER) at all levels and across regions of Somaliland remains very low and dropout rates are very high. In addition, the equity and quality of education in Somaliland was a solemn problem at all levels due to low funding, scarce human resources, lack of adequately trained education professionals, lack of quality curriculum materials, and absence of unified and effective quality assurance systems. Moreover, addressing equity in education across regions, in remote rural and pastoralist areas, and the disadvantaged students (pastoralists, females, students with special needs, and rural inhabitants) is still a problem.

The study also concluded that the quality of teachers and school leaders at all levels is a big problem in Somaliland. Poor teacher and school leaders' preparation and training, unclear recruitment and employment criteria for teachers and school principals, the deployment of unqualified and unmotivated teachers and university leaders, and high turnover of qualified teachers and university leaders from government to private university severely affects the quality of education in the country.

Regarding curricula and language-related issues and their implementation, higher education curricula of Somaliland lacked uniformity and standardization.

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## QUESTIONNAIRE

### APPENDICES

#### AppendixIA: FACE SHEET: PROFILE OF RESPONDENTS

**Gender (Please Tick):** \_\_\_(1) Male \_\_\_(2) Female \_\_\_\_\_

**Age (Please Specify):**

(1) 18-25 years \_\_\_\_\_(2) 26-35 years \_\_\_\_\_(3) 36-65 Years

**Qualifications Under Education Discipline (Please Specify):**

(3) Bachelors \_\_\_\_\_

(4) Masters \_\_\_\_\_

**Position in the Organization (Please Specify):**

University Presidents \_\_\_\_\_

Students \_\_\_\_\_

**Number of Years Working Experience (Please Tick):**

\_\_\_\_(1) less than/Below one year

\_\_\_\_(2) 1- 5 yrs

\_\_\_\_(3) 35+yrs

#### AppendixIB: QUESTIONNAIRE TO DETERMINE THE THE ROLE OF HIGHER EDUCATION IN BURAO, SOMALILAND

Direction: Please respond to each item by using the scoring guide below. Kindly tick your best choice in the space below each item (number). Be honest about your options as there is no right or wrong answers.

#### Appendix C: QUESTIONNAIRE TO DETERMINE THE ROLE OF HIGHER EDUCATION IN BURAO, SOMALILAND

Direction: Please respond to each item by using the scoring guide below. Kindly tick your best choice in the space below each item (number). Be honest about your options as there is no right or wrong answers

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)

<p><b>2. Your opinion towards quality of academicians teaching at the college/ University level in Burao institutions</b></p>				
<p>3. Do you feel that the higher education system in Somaliland is shaped by the current socio-political scenario</p>				
<p>4. To what extent has your institutions experience contributed to your knowledge, skills and personal development in the following areas: acquiring job related knowledge</p>				
<p>5. The instructors ability to make clear and understandable presentations</p>				
<p>6. Higher education provides job opportunity for the people to earn their living</p>				
<p>7. Higher education contributes economic development</p>				
<p>8. How intellectually stimulating is the curriculum of current higher education</p>				
<p>9. Managerial and governing skills gaps to</p>				

determine quality needed in Somaliland				
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INTERVIEW QUASTIONS

- 2. **What are the main factors that contribute the students to face lack of basic skills to enter labor market**