



Privatization of Education and Performance of Universities in Mogadishu, Somalia

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Abstract. The study investigated the role of privatization of education and performance of universities in Mogadishu-Somalia. This study used both secondary and primary data collection methods. It was established that there has been a significant growth in the higher education sector across Mogadishu. Although there are many positive aspects to this rapid growth given the initial conditions and recent history of the country, it raises serious concerns about the quality of education provided. It was suggested that there is need for a collaborative existence of educational associations and umbrella organizations to establish a cohesive national higher education policy aimed at streamlining standards, improving quality, and addressing fundamental deficiencies. The paper also opined that there is need for targeted incentives to universities to improve their research and publication capacity and output.

1. Introduction

Massive enrollment growth in higher education and limited resources in developing countries have resulted in poor organizational quality and sub-par student performance outcomes, even in countries' 'flag-ship' institutions (Bunting and Cloete, 2012). Thus, in regions with limited resources like in Mogadishu, Somalia where increased access has become a strategy for educational development at various levels (primary, secondary, etc.), quality of education is often neglected (ADB, 2011; Chapman and Miric, 2009; Materu, 2007; (Collins 2010).

The contrast created by the center-periphery image defines the 'haves' and 'have-nots' in global higher education that is an increasingly competitive and internationalized system. Where the 'center' of the academic profession has received much attention in international research, Altbach (2011) has asserted, "there are an estimated 3,500,000 full-time academics in developing and middle-income countries, with perhaps an equal number of part-time teachers. Yet little is known about the professionals responsible for teaching and research in these universities". This raises many questions for dramatically increasing student populations in areas with limited access to internationally recognized higher

education institutions. How will these academic professionals respond to growing student demand for access and the quality of their academic work?

2. Research Objectives

- (i) To identify the factors that contributed to privatization of universities in Mogadishu Somalia.
- (ii) To investigate the effect of privatization on the performance of universities in Mogadishu Somalia.
- (iii) To establish the challenges affecting performance of universities in Mogadishu Somalia.

3. Research Questions

- (i) What are the factors that contribute to privatization of universities in Mogadishu Somalia?
- (ii) What is the effect of privatization of education on performance of universities in Mogadishu Somalia?
- (iii) What are the challenges affecting performance of universities in Mogadishu Somalia?

4. Literature Review

4.1 Theoretical Review

For non-Western contexts, massification theory has been applied to higher education studies by scholars such as Altbach (2012) and Schofer and Meyer (2005). In a recent interview, Altbach argued, “If you had to generalize, there are three or four [major trends in higher education] and they all emanate from one word: massification” (IP World, 2012, p. 10). According to Schofer and Meyer’s (2005) analysis of world-wide educational data from UNESCO, massification is the result of a complex mix of factors including: increased secondary enrollments, decreased state control over education, interconnectedness with world society and its structure, expansion of human rights, rise of educational planning, the acceptance of a more open-system, and an “unlimited progress” attitude toward higher education.

Schofer and Meyer (2005) suggest in their research, “the global trends are so strong that developing countries now have higher enrollment rates than European countries did only a few decades ago, and currently about one-fifth of the world cohort is now enrolled in higher education” (p. 898). Thus, based on Schofer and Meyer’s data showing a 20% enrollment of the eligible cohort and Trow’s 15% threshold, globally speaking, the world has moved into an era of mass-higher education, albeit not equally distributed.

These transitions within communities, from educating ‘elites’ to educating the ‘masses,’ have not been well studied in SSA. Especially in HOA, where institutions

formed since the late 1990s through the 2000s have not developed from a tradition of training an ‘elite’ class for ruling their communities like in traditional European or American campuses. Therefore, one cannot be sure that the social foundations of democracy, liberalization, and egalitarianism will define expansion. Perhaps institutions of SSA, having been founded on ‘newer’ principals more closely connected to the marketplace than colonial institutions of previous generations will need to be modeled differently as they continue to expand.

Li (2012), Huang (2012), and Amano (2010) have ad to adapt Trow’s three stage evolution of higher education for their studies of the educational transitions in China and Japan. Trow (2000) himself has admitted, While American higher education shows its origins in European models, it developed under different circumstances, in response to quite different historical, social, political, cultural and economic forces. There are lessons in that experience, but they are limited, and there is a danger of learning the wrong lessons and drawing inappropriate conclusions from the American experience.

Thus, with the expectation that his theory will need careful application in a SSA context, Trow’s theory of educational growth serves as a starting place for analyzing the transitions that are beginning to take place in African higher education. For studying how academic staff view quality in peripheral higher education institutions in SSA, Trow’s theory helps us frame the attitudes of faculty depending on the social conception of higher education in their system. Even though these academic professionals only educate a small minority of their population (<5%), it is possible that the attitudes of faculty may be more indicative of ‘mass’ or ‘universal’ education than that of ‘elite’ because of the external forces that have initiated the peripheral universities in question.

Seven of these aspects relate to attitudes inherent to the work of the academic profession, these include: the functions of higher education, curriculum and forms of instruction, institutional characteristics, locus of power and decision making, academic standards, forms of academic administration, and internal governance. SSA as a region has not passed over Trow’s threshold defining the movement from elite to mass education, however if current growth trends continue, the time of ‘elite’ higher education in SSA is over for some countries and the rest are heading in that direction.

4.2 Conceptual Review

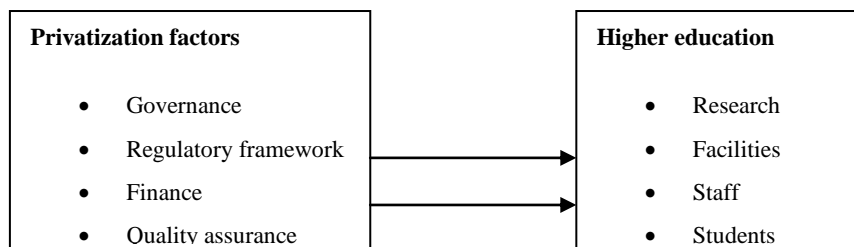


Figure 4.2: Model of a world class university (Salmi, 2015)

The conceptual framework summarizes the necessities of a world class university in any country. The amount of resources a university uses to pay its staff, run its facilities and laboratories, and perform research is an important indicator of its status in the world market of higher education. As suggested by Pilay (2010) and Johnstone (2008), universities are being encouraged to think about how to diversify their funding base as government resources are limited. Albach and Salmi's (2011) model of a WCU includes five categories of funding: 1) government financing; 2) tuition and fees; 3) endowment income, donations, lottery, and corporate support; 4) competitive research funding; and, 5) consultancies, training, and contract research. Jongbloed (2004) theorizes that the type of higher education funding is related primarily to two dimensions: 1) the degree of centralization in funding and, 2) the degree of focus on student versus program outcomes. The method, or blend, in state and private funding for institutions is diverse and highly ranked institutions may have a majority of private or public funding.

No matter the strategy of funding higher education, Johnstone (2011) finds that the issue of funding internationally comes down to three trends: "(1) the tendency of unit, or per student, costs to increase in excess of a country's prevailing rate of rising prices...; (2) the worldwide pressure of increasing enrollments...; and (3) the inability of governmental revenues...to keep pace with these surging revenue requirements" (p. 53).

5. Research Methodology

5.1 Research Design

The study applied a cross sectional survey design; the study used a quantitative approach. The quantitative approach was based on variables measured with numbers and analyzed with statistical procedures (Creswell, 2014; Amin, 2005). The study used a survey in that it involved a large number of respondents and cross-sectional in so far as pertinent data was collected from all respondents once and for all to reduce on time and costs involved (Amin, 2005).

5.2 Study Population

The target population in the study was 210. It consisted of 30 teaching staff from the institution, 10 administrative staff and 120 undergraduate final year students and 50 diploma final year students. The researcher ensured that key respondents are involved in the study population and ensure that their response is validated and crucial to the research.

5.3 Sample size

Of the target population of 30 teaching staff, 10 administrative staff, and 170 final year students (undergraduate and diploma), Krejcie and Morgan (1971) s Table of Sample Size Determination, suggested minimum sample sizes of 135.

Table 5.3: Sample size of the respondents

Category	Population	Sample
Lecturers	30	25
Administration	10	8
Students	170	102
Total	210	135

Source: Records from Academic Registrars' Offices of the four institutions.

5.4 Sampling Strategies

In order to ensure representative of the samples, randomization was a suitable approach. To attain the respective sample sizes from the said targets, the researcher will use two sampling strategies, i.e. stratified-cum-cluster (Margaret, 1995) whereby in the first place, faculties and departments in the two universities and two colleges in the study will be stratified into two: Sciences and Vocational which was most inclined to ICT; then humanities (e.g. Social Sciences and Arts) which will least be inclined to ICT.

In the second place each University in a given stratum constituted a cluster, which was presumably to be homogeneous as far as handling ICT is concerned. Then the two clusters were randomly selected from the respective strata. Cluster sampling will dictate the selected member in a cluster as a respondent (Amin, 2005; Bakkabulindi, 2008).

Stratification uses knowledge of the population to increase the representatives of a sample of a given size or to get an equivalent amount of information for a small sample (Margaret, 1995).

6. Data Analysis

The researcher employed both qualitative and quantitative techniques of data analysis to analyze data that were collected from the field. Qualitative techniques of data analysis was employed by writing down the data, and editing it on each day of carrying out the research from there, the data was quantified by renaming it using numerical figure, and summarizing it into meaningful pattern. On the other hand, quantitative techniques of data analysis involved the following use of descriptive statistics. This enabled the researcher to derive meaningful description of scores or measures using descriptive indices or statistics.

Frequency distribution tables, pie charts, and bar graphs were also used to analyze the data, there were used so as to add meaning to the data, and also for easy interpretation. The bar graphs and pie charts will be created using Microsoft Excel. Microsoft Excel will be used to create the bar graphs and pie charts because it will be readily available, and also easy to use.

6.2 Factors that contributed to privatization of universities in Mogadishu

Somalia

This section identified the various factors that contribute to privatization of universities in Mogadishu-Somalia and the findings are presented in the table below:

Table 6.4: Factors Contributing to Privatization of Universities in Somalia

	Mean	Std. Deviation
There is little or no governance of higher education	3.4667	1.26845
The government neglects to provide proper guidelines to the universities	3.9481	1.13505
Private universities perform better than public universities	3.5778	1.51346
The legislation on higher education is poor/lacking	2.7333	1.43100
Quality of education is hindered by the lack of legislation	2.8815	1.56478
The government neglects to pass policies for improving higher education	3.2000	1.28597
There is no policy implementation in public universities	3.8889	1.06971
There is need for quality assurance in the education sector	2.8370	1.73294
Donor intervention in the education sector is needed	3.0741	1.64194
Valid N (listwise)		

Source: Field Data, 2016

The table presents the findings that were provided to the respondents indicating the various factors contributing to privatization of universities that included governance and regulations strongly defended by 3.4667 of the total respondents and quality assurance that was defended by 3.8889 in total then facilitation and finance were represented by 2.8370 and 3.0741 respectively.

Institutions were asked to describe key facilities available for students and lecturers such as libraries (including the number of books), computer laboratories with printing facilities, and science laboratories. The findings suggest that many of the surveyed institutions are operating without adequate libraries; of the surveyed 44 institutions only 28 confirmed they had a library with the number of books ranging from 300 to 50,000. In addition, two institutions reported to have e-libraries and one institution reported to have online subscriptions to academic journals. 32 of 44 universities reported to have at least one computer laboratory with printing facilities.

This finding was cross-checked with institutions that reported to deliver computer-related faculties and found that of the 30 institutions offering computer-related subjects, 24 have computer laboratories. This finding raises questions concerning the quality of such courses. Similarly, of the 10 institutions offering variants of engineering courses, only four have science laboratories. Of the 14 universities

offering medicine and other medical sciences degrees, only eight have science laboratories on their campus. However, it is worth noting that some universities offering medical courses have affiliations with local hospitals and thus use the hospital laboratories for student practical sessions.

The findings are in line with Altbach's (2012) study on higher education globalization that indicated that universities are governed by education associations or umbrella organizations. Nine institutions stated they are entirely independent, seven institutions reported that they are governed by either the federal or the local government and one institution reported to be governed by both the federal government and education associations and umbrella organizations. Data for the remaining five universities was missing. Of the 22 institutions surveyed in South-Central, 14 reported depending fully on student fees for their funding. The remaining eight funded part of their operations through external aid (international NGOs, the diaspora, and Islamic NGOs).

No institutions in South-Central reported to be receiving government subsidies. The situation is similar to that of Somaliland where six of the nine surveyed institutions receive government subsidies ranging from 5% to 70% of their operational budget.

6.3 Effects of Privatization on the Performance of Universities in Mogadishu

Somalia.

This section presents the various effects of privatization on the performance of universities in Mogadishu Somalia, the effects were supported by several attributes that include research, facilitations, quality assurance and staff performance.

Table 6.5: Effects of privatization on the performance of universities in Mogadishu Somali

	Mean	Std. Deviation
Research is relevant in improving higher education in Mogadishu	3.2889	1.54951
Research also helps in public sector management	4.2296	.92188
Research provides several challenges that have been neglected over the past years	2.8741	1.41120
The public universities have proper facilities	2.7185	1.41765
There is no mandatory review of university facilities annually	2.9556	1.29791
Privatized universities are well catered for in terms of facilitation	2.6519	1.37851
The university staff is consistent	2.1111	.87815
The university staffs are well trained	1.9259	1.05540
The university staffs are effective and efficient	3.0667	1.03808
Valid N (listwise)		

Source: Field Data, 2016

The table presents the effects of privatization on the performance of universities in Mogadishu-Somalia and several attributes were utilized to enable in the findings of the research, these included the current trend and performance of students in the research activities that were strongly defended by 4.2296 of the total sampled

population followed by staffs commitment with 3.0667 and facilitations with 2.9556. The research and publication capacity of universities across Somalia is unsurprisingly low. 15 of the 44 universities suggested that they contribute to at least one academic publication with the majority of the reported publications are in social science related fields. No university reported being engaged in research activities.

As publication and research are often considered a key indicator of institutional and academic capacity, it was checked whether there is an association between the number of academics holding PhDs in the institutions and the reported research and publication capacity. The data suggests that there is no apparent correlation. For example, Benadir University, one of the universities in the sample with highest number of academics holding PhDs (45) has one academic publication, whilst Gollis University, with only 8 academics with PhDs has five academic publications. Mogadishu University with 46 academics with PhDs has no academic publications. Altbach (2012) still concurs with the significant growth of the higher education sector occurred between 2004 and 2012. Of the 44 institutions surveyed, 34 were established during this period. However, the growth period varied across the three regions. In South-Central, the pace of growth slowed down between 2006 and 2009 reflecting increased insecurities following the Ethiopian invasion and the fall of the Union of Islamic Courts. Over 50,000 students are currently enrolled at HEIs across the country. 49% of these students are enrolled at universities in South-Central, 35% in Somaliland, and 16% in Mogadishu. 56% of all students are enrolled at 8 of the 44 surveyed institutions. The top three universities with the highest number of students are Mogadishu University (10.2%), the University of Hargeisa (7.8%), and the University of Somalia (7.6%).

Johnston (2011) indicates that majority of students are enrolled in information technology (IT) and business administration courses. Although HEIs across the country are offering a wide range of courses, approximately 44% of students are enrolled in variants of information technology (IT), business administration, and social science courses. A large number of HEIs operate without a library, IT facilities, or a science laboratory. Hence only 28 of the surveyed 44 institutions reported having a library. 32 institutions reported having a computer laboratory with printing facilities. Less than half of the institutions offering variants of engineering courses reported having a science laboratory.

6.4 Challenges affecting privatization in universities of Mogadishu-Somalia

Table 6.6: Challenges to the privatization of universities

	Mean	Std. Deviation
Cost of education	3.5926	4.90856
Foreign policy and foreign influence	3.2741	1.32951
Cultural norms of the community	2.6963	1.39976
Facilitation inadequacy	2.7556	1.26058
Valid N (listwise)		

Source: Field Data, 2016

HEIs across Somalia face great challenges, ranging from insecurity, institutional weakness, poor capacity of staff and infrastructure, limited resources, and a lack of teaching materials. Perhaps the greatest challenge is the quality of their education. That nearly 50 higher education institutions operate in a country the size of Somalia is a matter of serious concern for the education community. The majority of the surveyed institutions face similar difficulties. All 44 surveyed institutions reported the lack of sufficient financial resources as one of their The Heritage Institute for Policy Studies 12 key challenges.

Almost all sampled universities (96%) reported the shortage of teaching and learning materials to be another constraint, followed by insufficient basic infrastructure (89%), shortage of teaching and learning equipment (89%), shortage of qualified academic staff (89%), limited capacity of the administrative staff (86%), and the lack of university owned buildings (73%). The lack of curricula development capacity was also reported by 18% of the institutions surveyed. Some of the reported challenges were region-specific.

For example, institutions in Somaliland reported a lack of legal capacity due to Somaliland’s lack of international recognition, which has constrained their ability to form meaningful relations with international partners. On the other hand, institutions located in South-Central reported that security concerns ranked high in the list of the obstacles they face.

6.5 Person Relationship between privatization and performance of universities

Table 6.7: Relationship between privatization and performance of universities

		Privatization	Higher education
Privatization	Pearson Correlation	1	-.121
	Sig. (2-tailed)		.162
	N	135	135
Higher education	Pearson Correlation	-.121	1
	Sig. (2-tailed)	.162	
	N	135	135

Source: Field Data, 2016

Institutions were asked whether they maintain relations with private institutions in the region or those outside the region. Thirty-six of the 44 universities reported having links with other institutions in the region or beyond. Interestingly, the majority of these institutions reported that the relationships were based on research exchanges. This finding raises questions about the practical benefits of these relationships as no institution reported being engaged in any research activities.

7. Discussion of the findings

Factors contributing to privatization of universities

The findings of Altbach (2012) and those of this study both agree that the low rate at which universities had been previously reported to any authority, not only attest to the need for an enhanced surveillance system for attacks on education in Mogadishu, but also demonstrate the feasibility, reliability, and affordability of a system based partially on key informant interviews. It is clear that actors in the city's education and child protection sectors had a wealth of knowledge about attacks on education that was not being used effectively, resulting in the probable underestimation of the risk faced by Somali children and their educators every day.

The World Bank Report of 2014 also emphasizes that much of the weakness in detecting disruptions of education by armed groups seemed to be related to the lack of legislation, policy, protocols, and training around the protection of children in Mogadishu, which in turn was related to the absence of a centralized, stable, independent, and cohesive government. When asked what could be done to strengthen the protection of schools in the city, most informants inside and outside government responded that no progress could be made without first strengthening the cohesion of the central government. Several parties within the government were committed to improving child protection systems. The Ministry of Women and Human Rights, for example, was drafting a 5-year action plan on children's protection at the time of the interview, while others, such as the MoE, explored ways of improving evidence-based programming. However, between the government's tenuous and fragmentary military hold of the country, and the internal disputes among the president, different prime ministers, and parliament which leave the ministries highly volatile key informants felt that these initiatives were unlikely to progress quickly.

Challenges affecting privatization of higher education

Several reports and authors including Johnston (2011) and Scott (2007) attest to the violent disruptions of schools, just like violence in general, is a normalized phenomenon in Mogadishu. When asked about "disruption of teaching and learning by armed groups" and given examples, most informants did not consider the murder of a university director, which was widely covered in the media, a large enough event to report. Many explained that to them only incidents with mass casualties qualified as anything exceptional. Single murders, much less death threats, arbitrary detention, and looting, were unremarkable, and thus, left unspoken.

"Attacks on education" can be defined in a number of ways, and the definition used in this study (any disruption of teaching and learning by armed groups) was much more expansive than others, such as that used by the MRM. As such, many informants did not consider certain attacks on school personnel to be related to education, despite those attacks unquestionably affecting the delivery of educational services. In the case of the murder of a university director, for example,

some informants related this to political motivations, and thus did not consider it an attack.

All but four key informants were aware of the Working Group on Children and Armed Conflict, and two of them were members of the Working Group who claimed that the monitoring and reporting process was not publicized among the NGOs or the government because the Working Group's members feared reprisals. The third informant who was aware of the Working Group was the director of an NGO that had stopped completing MRM forms because he no longer received support from UNICEF, suggesting that monitoring by local groups may be contingent on the priorities of the international community. The last was a member of the INGO contracted by the Country Taskforce to manage local monitors, who claimed to not be involved in the MRM system at all.

8. Conclusions

According to the findings, it has been concluded that there has been a significant growth in the higher education sector across Mogadishu. Although there are many positive aspects to this rapid growth given the initial conditions and recent history of the country, it raises serious concerns about the quality of education provided. This concern warrants an urgent intervention given the magnitude of challenges facing HEIs, coupled with the limited involvement and oversight of governing authorities.

The concentration of a large number of students in computer-related, business administration and social sciences courses raises crucial questions about the relevance of courses being offered and their alignment with the human resource needs of the economy and the country's development needs in general. Given the findings of this study, the following recommendations are directed to the main stakeholders of the higher education sector in Somalia: the Somali Federal Government (SFG), the regional governments, international donors, and the HEIs.

Further still, despite of the several challenges that are posed by the country's involvement in an ongoing conflict and the terror attacks, Johnston and the World Bank findings also indicate that the rate at which higher education is growing. There is a much higher chance of achieving quality and standard education in the next 5 years.

9. Recommendations

There is need for a collaborative existence of educational associations and umbrella organizations to establish a cohesive national higher education policy aimed at streamlining standards, improving quality, and addressing fundamental deficiencies.

More support is needed for HEIs throughout the country including Somaliland to gain access to resources and links to foreign universities.

There is also need for targeted incentives to universities to improve their research and publication capacity and output.

Collaborate with existing educational associations and umbrella organizations to develop policies consistent with national policies.

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